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

Edited by
Hisatake Jimbo
Ken Hisamura
Masaki Oda
Leonid Yoffe

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JACET SIG on English Language Education
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Executive Summary

Chapter 1
A National Survey on Didactic Competences of In-service Teachers of English

1. Background

This survey was conducted as one of the research projects to contextualize and adapt the self-assessment descriptors of the EPOSTL (European Portfolio for Student Teachers of Languages) (Newby et al., 2007) in the Japanese educational context. The significance of this project has been acknowledged by the EPOSTL coordinators as follows: "… Of particular interest is the fact that a Japanese project group is currently piloting two versions of the document to be used in both initial and in-service teacher education." (Newby, Fenner and Jones, 2011 [5-6])

In 2010, 100 descriptors of J-POSTL (Japanese Portfolio for Student Teachers of Languages) for pre-service teacher education were elaborated by adopting, modifying, or combining 113 out of 195 descriptors of the original EPOSTL. After that, they have been piloted for three years, providing useful data for analysis and further steps in refining the descriptors. The remaining 82 EPOSTL descriptors have been unexplored but regarded as the base on which J-POSTL for in-service teachers should be built.

In 2011, after four descriptors, uniquely tied to a European context, were deleted, the preliminary survey was conducted to see whether these 78 descriptors were appropriate as didactic competences of in-service teachers. The participants were 18 supervisors at local education boards and 34 in-service teachers of English at secondary schools. This turned out to be a good preparation for the following year's national survey. For the detailed results, please see the 2011 annual report (JACET SIG on English Education, 2012).

2. Objectives

This national survey aims to assess the appropriateness of the self-assessment descriptors adapted from EPOSTL as didactic competences of Japanese in-service teachers of English language. The contextualization and adaptation of EPOSTL will not be completed until the self-assessment descriptors of J-POSTL (In-service) are specified.

3. Questionnaire design and method

Through interviews with some superintendents, teacher trainers, and secondary school teachers, 62 out of 78 descriptors were selected as questionnaire items. Some descriptors on intercultural and independent learning / teaching deemed as infrequently practiced in Japanese classrooms were separated from other descriptors. The final document was composed of four sections as follows:

- Respondent's Personal Data (Types of school, School categories, Location of school, Teaching experience, Overseas experience)
- Core competences (41 descriptors)
- Intercultural competences (8 descriptors)
- Competences for Independent Learning (13 descriptors)(See Appendix 1)

Subsequently, a set of two questionnaires were sent to the principals of about 16,500 secondary schools and technical colleges around Japan. After the data cleansing, the number of responses was 5,658. Meanwhile, respondents were asked to judge on a 5-point Likert scale from 'appropriate' to 'not appropriate' as didactic competences of in-service teachers.

4. Analysis of responses to the 41 descriptors for core competences

4.1 Overall Results and Discussion
The survey results indicate that 31 out of the 41 descriptors were considered as appropriate or adoptable in the present Japanese educational context because their total ratios of 'appropriate' and 'somewhat appropriate' responses exceeded 50 %. Regarding the mode of responses, 33 descriptors were found 4 ('somewhat appropriate') on the five-point scale and the others 3 ('not sure'). Also, the distribution of every response was found normal. However, this result does not necessarily show the relative difficulty of carrying out the underlying tasks represented in each descriptor. Further analyses are needed to establish the framework and/or standards of didactic competences of Japanese teachers of English language.

4.2 School Types: Results and Discussion
The responses from 1,789 senior high school teachers were compared with those of 3,263 junior high school teachers, because the respondents in this study are mostly comprised of these two groups of teachers. Of all the 41 descriptors, there are 18 descriptors whose total ratios of 'appropriate' and 'somewhat appropriate' responses are larger in junior high than in senior high schools, whereas 23 descriptors larger in senior high than in junior high schools. The chart 3-1 demonstrates that the tendencies of respondents from each school level are very similar.
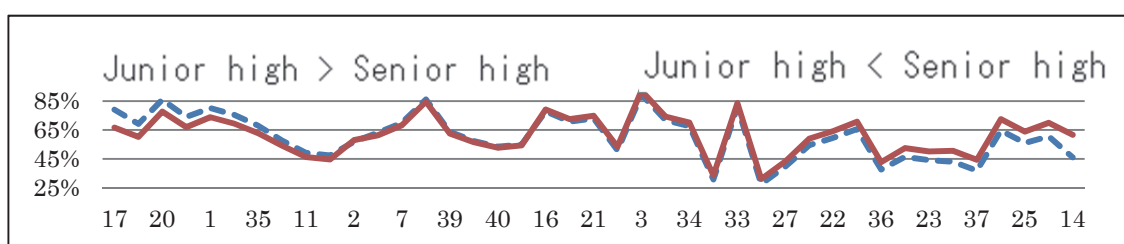
Fig. 3-1 Comparison of junior and senior high school in the appropriateness distributions

4.3 Differences by Working Years: Analysis by Indicators of (μ)+ (σ)

The average score of all the response data was 3.67, which meant the respondents' pendulum swung toward the positive end not toward the negative end. Therefore, the formula, average score of each descriptor (μ)+ standard deviation of each descriptor (σ), was used to measure how much positively deviated each descriptor was. Also, AVOVA or analysis of variance was employed to see significant differences exist among the age groups. As a result, 41 descriptors were divided into three groups: 13 descriptors for those teachers whose teaching experiences were shorter than 5 years (named Apprentice teachers), 15 for those 6-10 years (named Young teachers), and 13 for those longer than 11 years (named Practitioner teachers).

4.4 Location of School : Results and Discussion

The ratio of respondents considered 'within the range of appropriateness' for each descriptor includes those who responded 'somewhat appropriate' and 'appropriate.' The gap between the maximum and minimum values of 'within the range of appropriateness' was presented. The highest maximum value was 42.5 percent, with the lowest being 16.6 percent. The most frequent gaps are in the 20 percent range, with 25 descriptors. Some prefectures responded 'within the range of appropriateness' to most of the descriptors, while others were always outside this range. As for supporting specific descriptors, it is generally agreed that there is no difference between urban and non-urban prefectures.

4.5 Overseas Experience: Results and Discussion

There were no significant differences between those with overseas experiences (N=3,021) and those without (N=2,616) except for the six descriptors, whose average were higher by 0.1 to 0.3 points. The descriptor with the biggest difference (#28) was related to being involved in the organization of international exchanges. The descriptors with the second biggest difference (#19 and #23) focus on conducting classes using English as the target language. The fact that all of these descriptors imply the use of English as a medium of communication most likely explains why their average scores were higher than those of the others.

5. Perceptions of In-service Teachers of English regarding Descriptors Focusing on the Development of Learners' Intercultural Competence

5.1 Overview

The eight descriptors in this section were mainly adapted from sub-category "G Culture" of "II Teaching Methodologies" of the EPOSTL. The descriptors in question focus on the teachers' ability to develop learners' intercultural competence. Cronbach analysis was used to determine data reliability (α =0.902). The mean scores of teachers' responses and the ratio of "positive responses" for each descriptor were comparatively low. This may suggest that the in-service teachers are experiencing significant difficulty in developing learners' intercultural competence in their classes.

5.2 Results and Discussion of the teachers' responses in relation to their school type

ANOVA was employed to find out if there was any statistically significant difference between the mean scores of junior and senior high school teachers. The results showed there was a statistically significant difference between the two groups (junior<senior) in five descriptors (p<0.05). This suggests that the teachers feel more confident developing learners' intercultural competence as their students get more mature in age.

5.3 Results and Discussion of the Teachers' Responses in Relation to the Years of Teaching

ANOVA and TukeyHSD were employed to find out if there was any statistically significant difference between groups of teachers with different levels of teaching experiences (less than 5 years, 5-10 years, 11- 20 years and over 21 years). The results indicate that a statistically significant difference was observed in six descriptors: four descriptors for less than 5, one for 5-10 and one for 11-19 years.

5.4 Teachers' responses in relation to their experience of overseas study or training

Predictably, the mean scores of the teachers who have experience of overseas study or training were slightly higher than those of respondents without overseas experience.

6. Instructive Competencies to Grow Learner Autonomy

The 13 descriptors in this section were mainly adapted from the category "Independent Learning" of the EPOSTL. Judging from the results, setting up developmental suggestions for teachers' age groups for guiding students to be autonomous was conducted. As the indicator of (μ)+ (σ) of the four descriptors (#1, #3, #4, and #5) were over 4.11, so it is considered valid that they are suggestions for novice-teacher level. The three descriptors (#6, #7, and #9) are suggestions for apprentice-teacher level. The six descriptors (#2, #8, #10, #11, #12, and #13) are suggestions for all the teachers except novice-teacher level.

7. Future Challenges

7.1 Specification of Descriptors

Although there are important differences in language education environments between Japan and European countries, the recent survey results show that the adaptation of the EPOSTL descriptors is by and large appropriate for the enhancement of didactic competences of teachers of English in Japan. This implies that most of the rationales behind the document are also acceptable. J-POSTL should retain its rationales by maintaining the fundamental framework and, even more importantly, by respecting the original descriptors of the EPOSTL. This will also help to promote opportunities for cross-institutional and cross-national dialogues between Japan and European countries. Therefore, it is imperative to re-examine the 19 EPOSTL descriptors which had been omitted from the self-assessment list in the J-POSTL (Pre-service) or from the 2012 national surveys to specify the descriptors in the two adapted variants of the EPOSTL.

Nineteen out of the 82 EPOSTL descriptors which remained unexplored were not included in the list of the questionnaire items of the national survey. Among them, there are four descriptors which cannot be contextualized because they are uniquely tied to the European context. They are: I Context A. Curriculum #3 and #4, VII Assessment B. Evaluation #6, and VII Assessment C. Self- and Peer Assessment #3. Regarding the remaining descriptors, they could be divided into three categories as follows:
· three descriptors to be added to the J-POSTL (Pre-service)
· ten descriptors to be included in the J-POSTL (In-service)
· integrated descriptors to be reconsidered

7.2 Considerations for the promotion of J-POSTL (In-service)

J-POSTL (In-service) is for any teacher with a desire for personal development, as it proves a convenient tool for general English teachers to both self-assess and better themselves. The more the English teachers can improve their own teaching abilities via self-assessment, the more the students will gain as a result. To put it simply, the spread of J-POSTL (In-service) brings benefits to a wide spectrum of stakeholders.

It is important to work together in order to design, refine and disseminate a new concept. Such degree of collaboration breeds originality. Thus, in promoting this new concept of J-POSTL (In-service), we believe it necessary to establish a consortium where people can get together and discuss its practical use. This consortium should be a forum where those related to or interested in the improvement of teacher education can openly participate, exchange opinions, and study the practical applications of J-POSTL (In-service). We would like this consortium to be a medium for participants to do something that improves the state of teacher education.

Chapter 3
Analysis of the Second 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(Pre-service). 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.

2. Procedure

2.1 Respondents
Respondents were student teachers enrolled in pre-service teaching programs. They were asked to respond to the first and the second surveys during their third year before the teaching practicum, and the third survey in the fourth year after the practicum.

2.2 Timeframe: May 2011 to December 2012

2.3 Methodology of survey
In May 2011, the SIG sent the Japanese Portfolio for Student Teachers of Languages (J-POSTL), computer-graded answer sheets (3 sheets per student teacher), and student questionnaires to the several selected universities who had agreed to participate in the survey. In November 2012, the SIG sent the instructors at the above universities an enclosed questionnaire and self-addressed stamped envelope to be returned along with their students' completed questionnaires and computer-graded answer sheets by December 2012. (See Appendix3.1)

2.4 Method of data processing
MS EXCEL 2007 and SPSS 20.0J software were used to analyze the responses on the checklists. Using mean values of the three surveys, the difficulty levels of each descriptor were categorized according to the timeframes. In addition, a One-way Anova was conducted with a total score of the 100 descriptors from three different time-periods to clarify the differences in the three survey results. Effect size was also measured. MS EXCEL 2007 software was used to analyze the questionnaires.

2.5 Return rate of the questionnaire
Five universities (one national and four private) participated in this study. Of these universities, 54 sets (the first survey), 55 sets (the second survey), and 47 sets (the third survey) of computer-graded answer sheets and 46 questionnaires from student teachers were returned.

3. Findings and Discussion of Checklists (computer-graded answer sheets)

- The fact that the score of all "can do" items increased from the first to the third survey indicates the validity of these items as standard criteria for assessing student teachers' professional growth. This year, each student was required to take the self-assessment survey in three different time span, that is, 1) when receiving the portfolio, 2) immediately prior to the practicum and 3) after the practicum. Compared with last year's annual survey which was conducted in two different time spans, an additional survey was conducted immediately prior to the practicum for this year's annual survey. This enabled us to better understand the changes in students' self-assessment scores. The obtained results showed the scores were increasing before and after the practicum.

- Also, the data obtained through these surveys allows us to differentiate between the competencies which tend to develop as a result of theoretical classroom instruction and those which evolve following exposure to practical classroom environment. Didactic competence required in items which belonged to patterns A and B are in the latter group, while, items in pattern C are in the former. These results could be utilized by curriculum developers and teachers when prioritizing syllabi elements in teaching programs.

- The rate of score increase in items related to "ICT" and "assessment" was comparatively low in both last year's and this year's survey results. This may be due to the limited experience student teachers had not only in the practicum but also in the pedagogy classes they receive. On the contrary, the result shows less than 20% of the teachers who are responsible for teaching pedagogy class taught "ICT" and "assessment". As for the ICT, the Ordinance for Enforcement of the School Teacher's License Act No.66-6, stipulates that "operation of information equipment" should be a required subject in all teacher programs. Thus, it is unnecessary to include this in pedagogy classes (the SIG, 2011). However, when thinking about introducing the ICT in pedagogy classes, the result of this J-POSTL survey suggests we should focus more on the application of ICT in English lessons.

- The result of the J-POTL survey, seen in this report, shows the average score of the items on "intercultural competence" was generally lower than the ones on "core competences". On the other hand, the results of two items on "intercultural competence" dealt with in the J-POSTL survey showed a different tendency. While score distribution of Item 46 was classified as (S) which shows students perception toward the competence as deemed easy in all three surveys, Item 99 was classified as (V), which shows students realized the difficulty of the competence after the practicum. The reason why the result showed different score tendency is not clear.

4. Findings and Discussion of the Questionnaire for the Students

- The results of this survey indicated that approximately half of the students understood the professional competence expected of an English language teacher, and about 70% of the students were able to engage in self-reflection by using the portfolio. The above result was 10% lower than that of the first survey. Sill, we can conclude that the portfolio is useful for the students.

- Approximately 60% of the students were skeptical of the effectiveness and significance of the portfolio or perceived it as an unnecessary burden at the time they received it. However, about 70% of students recognized its benefits after using it. The results are almost the same as those of the first survey. Thus, we can conclude that many students realized the usefulness of the portfolio.

- Three keywords ("reflection," "self-analysis/noticing," and "development/ change") were cited as the benefits of using the portfolio in the first and second surveys. This suggests that the objectives of the portfolio were understood as a tool for promoting students' professional development.

- No more than 40% of the students were able to utilize the portfolio in both surveys. In addition, there were hardly any opportunities to receive feedback on the portfolio from the teacher trainers or to discuss it with fellow students. This shows that. the instrument is of limited utility if the users are left to their own devices without guidance or assistance.

- On average, when students were asked whether each section of the portfolio was either "easy to use" or "somewhat easy to use," 30-50% of the students responded "neutral" in both surveys. This indicates that some students did not know how to use each section, preventing them from making full use of the portfolio.

- The "self-assessment" section was the most important section of the three, but some students pointed out that there were too many items or it was difficult to evaluate each descriptor without a clear set of standards. This might have hindered students' reflection, which was the original purpose of the portfolio. Teacher educators need to understand clearly how the portfolio should be used and promote students' reflection at a deeper level.

Chapter 1

A National Survey on
Didactic Competences of In-service Teachers of English

Section 1: Background and Objectives

Ken Hisamura

I.   Background

1.   Two variants of EPOSTL

This survey was conducted as one of the research projects to contextualize and adapt the self-assessment descriptors of the EPOSTL (European Portfolio for Student Teachers of Languages) (Newby et al., 2007) in the Japanese educational context. The significance of this project has been acknowledged by the EPOSTL coordinators as follows:

… The success of the dissemination can be seen from the fact that the EPOSTL has been, or is being, translated into 14 languages. At the time of writing, the following versions can be downloaded from the ECML website: Croatian, English, French, German, Greek, Hungarian, Italia, Lithuanian, Polish and Spanish. A Russian version is in preparation. *Of particular interest is the fact that a Japanese project group is currently piloting two versions of the document to be used in both initial and in-service teacher education.* (Newby, Fenner and Jones, 2011 [5-6]) (emphasis by the author)

In fact, in a European context, the EPOSTL has been used in in-service as well as pre-service teacher development. However, it has not been divided into two versions, much less adapted or shortened. The rationale behind this policy is as follows:

… it is sometimes suggested that the 'S' in the acronym should be omitted and the document re-titled *European Portfolio for Teachers of Languages*. Just as the EPOSTL provides a means of analyzing and assessing the content of teacher education curricula, so it can be used as a way of planning and determining the content of in-serviced courses…; by using the descriptors, teachers may identify gaps in their didactic competences which may form the basis for in-service seminars. (ibid.)

This rationale remains valid in a European context. However, there are significant differences in educational, linguistic, and sociocultural environments between Japan and European countries (JACET SIG on English Language Education: hereafter the SIG, 2010; also see pp. 53-54). Therefore, the division of the document into two variants has been recognized as a unique trial in a non-European context by the EPOSTL editors (Newby, 2010; Jones, 2012).

In 2010, 100 descriptors for Japanese student teachers of languages were elaborated by adopting, modifying, or combining 113 out of 195 descriptors of the original EPOSTL as the components of the self-assessment list of J-POSTL (Japanese Portfolio for Student Teachers of Languages). After that, they have been piloted for three years, providing useful data for analysis and further steps in refining this document (See pp. 77-100, also the SIG, 2012). The remaining 82 EPOSTL descriptors have been unexplored but regarded as the base on which J-POSTL for in-service teachers should be built.

    *Note: These two variants have now been distinguished by the names of "J-POSTL (Pre-service)" and "J-POSTL (In-service)" respectively.

2.　Preliminary Survey

It is a common practice in social sciences to conduct a limited survey before embarking on a nation-wide research. First, to create a preliminary document, four descriptors, uniquely tied to a European context, were deleted from the list. Second, wordings of 78 descriptors were modified to fit the Japanese context, and they were listed as questionnaire items judged on a 5-point Likert scale from 'appropriate' to 'not appropriate' as didactic competences of in-service teachers. Then, the preliminary survey was conducted in 2011. The participants were 18 supervisors at local education boards and 34 in-service teachers of English at secondary schools. This turned out to be a good preparation for the following year's national survey. For the detailed results, please see the 2011 annual report (JACET SIG on English Education, 2012).

II. Objectives and Questionnaire

1.　Objectives

This national survey aims to assess the appropriateness of the self-assessment descriptors adapted from EPOSTL as didactic competences of Japanese in-service teachers of English languages. The contextualization and adaptation of EPOSTL will not be completed until the self-assessment descriptors of J-POSTL (In-service) are specified.　Figure 1-1 shows a whole frame of the adaptation of EPOSTL, although competence stages of in-service teachers at the bottom are still tentative.

EPOSTL				
J-POSTL (Pre-service)				
	J-POSTL (In-service)			
Students	Novice	Apprentice	Practitioner	Senior Practitioner
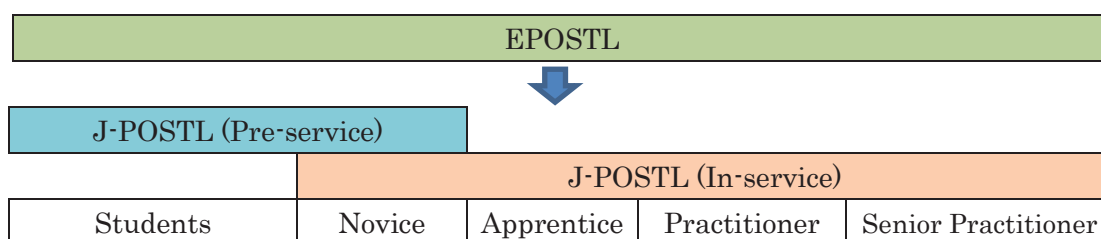
Fig. 1-1: Whole Frame of Adaptation of EPOSTL

2. Questionnaire

2.1 Process

The main results of the preliminary survey were reported at the symposium held at Waseda University on March 3rd, 2012. In the discussion period, panelists and the floor came to the consensus that objective and analytical approaches are needed to contextualize some of the EPOSTL descriptors especially in the sections of Culture and Independent Learning because of a wide gap in awareness about intercultural and life-long learning / teaching between Japan and EU countries. Consequently, another preliminary study was designed in the form of group interviews in order to draw up the questionnaire for a national survey.

On March 17th, 2012, the interviews were held at Waseda University with 11 stakeholders: two from junior high schools, three from senior high schools, one from an integrated junior and senior high school, four from education centers or boards, and one from a technical college. At the interviews, appropriateness and wordings of 78 descriptors used in the preliminary survey were discussed from the viewpoint of didactic competences Japanese in-service teachers of languages should strive to attain. The questionnaire design for the national survey was finalized at the SIG meeting taking the comments and suggestions presented at the interviews into consideration.

2.2 Design

The specification of descriptors requires the most attention. The number of descriptors should not be overwhelming to respondents and the comments and suggestions voiced at the interviews should be carefully weighed. First, it was necessary to remove descriptors considered unnecessary by the informants. As a result, 62 out of 78 descriptors were selected as questionnaire items.

In a follow-up step, some descriptors on intercultural and independent learning / teaching deemed as infrequently practiced in Japanese classrooms were separated from other descriptors. The final document was composed of four sections as follows:

- Respondent's Personal Data (Types of school, School categories, Location of school, Teaching experience, Overseas experience)

- Core competences (41 descriptors)
- Intercultural competences (8 descriptors)
- Competences for Independent Learning (13 descriptors)

2.3 Method

A set of two questionnaires were sent to the principals of about 16,500 secondary schools and technical colleges around Japan. In the letter of request, the following instructions were given:

- To ask two teachers to fill out the questionnaire: one for veteran, and the other for younger teachers ,
- To send back the two responses together in the enclosed envelope by July 30, 2012,
- To download the questionnaire from the SIG website, if necessary,
- To use the J-POSTL descriptors enclosed as a reference to see the whole frame of self-assessment descriptors.

Section 2: Respondent's Personal Data

Takane Yamaguchi

1. Number of respondents

The final number of responses, after the data were cleansed, was 5,658. All data was analyzed using Microsoft Excel and IBM SPSS 21.0J.

2. Types of schools and school categories

Institutions included (a) junior-high schools, (b) senior-high schools, (c) integrated junior-high and senior-high schools, (d) integrated primary and junior-high schools, (e) schools for students with special needs, and (f) colleges of technology. Institutions comprised a mix of national, public, and private schools.

About 90% of all the respondents were secondary school teachers employed at public schools. According to the MEXT report published on October 1, 2007, there were 31,487 and 29,255 English teachers working for junior-high schools, and senior-high schools respectively, showing that about one in 10 teachers answered the questionnaire.

According to the 2012 report by MEXT, the numbers of junior-high, senior-high, and integrated junior and senior high schools were 10,699, 5,022, and 392 respectively. The first two indicates that one third of the teachers working for junior-high or senior-high

Table 2-1 Cross tabulation between types of school and school categories

	Public	National	Private	Total	Rate
Junior-High	3,207(98.3%)	38(1.2%)	18(0.6%)	3,263(100%)	58.2%
Senior-High	1,527(85.4%)	27(1.5%)	235(13.1%)	1,789(100%)	31.9%
IJS	85(22.1%)	9(2.3%)	290(75.5%)	384(100%)	6.8%
IPJ	17(81.0%)	0(0%)	4(19.0%)	21(100%)	0.4%
SP	112(83.6%)	21(15.7%)	1(0.7%)	134(100%)	2.4%
CT	4(26.7%)	11(73.3%)	0(0%)	15(100%)	0.3%

Note. IJS = integrated junior high and senior high school, IPJ = integrated primary and junior high school, SP = school for students with special needs CT = college of technology

schools answered the questionnaire, and the last number, 392, shows that most of the respondents teaching for integrated junior and senior high schools answered it.

3. Teaching experience

Years of in-service experience were indicated in 5-year units. Those with over 35 years of professional experience were categorized into one unit.

Table 2-2 Teaching experience

In-service experience (years)	Number (%)	In-service experience (years)	Number (%)
Less than 5	1,367(24.2%)	21 to 25	781(13.8%)
5 to 10	1,046(18.5%)	26 to 30	663(11.7%)
11 to 15	608(10.8%)	31 to 35	430(7.6%)
16 to 20	650(11.5%)	More than 35	100(1.8%)

4. Location of school

Respondents to the survey worked in the following prefectures and Tokyo.

Table 2-3 Location of school

	Number	%		Number	%
Hokkaido	300	5.3	Shiga	50	0.9
Aomori	126	2.2	Kyoto	82	1.4
Iwate	128	2.3	Osaka	151	2.7
Miyagi	147	2.6	Hyogo	159	2.8
Akita	83	1.5	Nara	72	1.3

Yamagata	77	1.4	Wakayama	55	1.0
Fukushima	138	2.4	Tottori	44	0.8
Ibaraki	199	3.5	Shimane	72	1.3
Tochigi	148	2.6	Okayama	105	1.9
Gunma	137	2.4	Hiroshima	114	2.0
Saitama	162	2.9	Yamaguchi	72	1.3
Chiba	276	4.9	Tokushima	49	0.9
Tokyo	258	4.6	Kagawa	73	1.3
Kanagawa	231	4.1	Ehime	79	1.4
Niigata	152	2.7	Kochi	45	0.8
Toyama	76	1.3	Fukuoka	150	2.7
Ishikawa	54	1.0	Saga	70	1.2
Fukui	64	1.1	Nagasaki	79	1.4
Yamanashi	63	1.1	Kumamoto	90	1.6
Nagano	138	2.4	Oita	48	0.8
Gifu	99	1.7	Miyazaki	83	1.5
Shizuoka	207	3.7	Kagoshima	102	1.8
Aichi	293	5.2	Okinawa	87	1.5
Mie	106	1.9	No Answer	65	1.1
			Total	5658	100.0

5. Overseas experience

Respondent data showed how many had overseas study experience, including period of stay and type of institution attended

Table 2-4 Overseas experience

	Overseas Experience		
	Yes	No	Total
Junior-High School teachers	1,766(58.5%)	1,507(57.6%)	3,273(58.1%)
Senior-High School teachers	921(30.5%)	869(33.2%)	1,790(31.8%)
Integrated Junior high and Senior High School teachers	244(8.1%)	143(5.5%)	387(6.9%)
Integrated Primary and Junior High School teachers	19(0.6%)	15(0.6%)	34(0.6%)
School for students with Special Needs teachers	59(2.0%)	79(3.0%)	138(2.4%)
College of Technology teachers	12(0.4%)	3(0.1%)	15(0.3%)
Total	3,021(53.6%)	2,616(46.4%)	5,637(100%)

Table 2-5 Overseas training and study（multiple answers allowed）

	Period of Stay	Number (%)
Overseas training	1 to 3 months	969(32.1%)
	3 to 6 months	172(5.7%)
	More than 6 months	312(10.3%)
Overseas study	Undergraduate school (degree program)	694(23.0%)
	Graduate school (non-degree program)	36(1.2%)
	Graduate school (degree program)	103(3.4%)
Others		910(30.1%)
Total		3,196(105.8%)

Section 3: Analysis of responses to the 41 descriptors for core competences

Respondents were asked to judge the 41 descriptors on a 5-point Likert scale, from 5 (appropriate) to 1 (inappropriate). Regarding reliability of the aggregate results, Cronbach's alpha computed from the 41 items was .967, showing high internal consistency. Consequently, this section comprises:

I   Overall Results and Discussion
II   School Types : Results and Discussion
III Differences by Working Years: Analysis by Indicators of $(\mu)+ (\sigma)$
IV   Location of School: Results and Discussion
V   Overseas Experience: Results and Discussion

See Appendices 1 and 2 for the questionnaire and the results of responses for each descriptor respectively.

I. Overall Results and Discussion

Ken Hisamura

Translated by Takane Yamaguchi

1. Total ratios of 'appropriate' and 'somewhat appropriate' responses

In this survey, responses 'appropriate' and 'somewhat appropriate' on a questionnaire are considered as appropriate or adoptable in the present Japanese educational context. This means that when the total ratio of 'appropriate' or 'somewhat appropriate' responses exceeds 50 percent, over half of the respondents in this study regarded the descriptor as appropriate or adoptable (Groups 1, 2, and 3). Groups are listed in the order of total ratios of appropriateness (Table 3-1). The table shows that 31 out of the 41 descriptors were considered as appropriate by at least half of the respondents in this survey.

Regarding the mode of responses, descriptors in Groups 1-3 and #13 and #11 in Group 4 were found 4 ('somewhat appropriate') on the five-point scale and the others 3 ('not sure'). Also, the distribution of every response was found normal.

However, this result does not necessarily show the relative difficulty of carrying out the underlying tasks represented in each descriptor. Further analyses are needed to establish the framework and/or standards of didactic competences of Japanese teachers of English language.

Table 3-1 Groups of descriptors according to total ratios of appropriateness

Total ratios of appropriateness	Descriptor Number
70% or more (Group 1)	3,15,20,33,16,1,21,17,6,41,32,4
60% to 70% below (Group 2)	7,34,24,10,35,5,12,39,8,22
50% to 60% below (Group 3)	25,2,9,38,29,31,40,14,30
Less than 50% (Group 4)	13,11,28,18,23,27,37,36,26,19

2. Descriptors considered 'appropriate' by many respondents

Of all the 12 descriptors in Group 1, six are considered appropriate by over 75 % of respondents. These six descriptors are distributed among various categories of the descriptors: items #3 and #1 belong to the sub-categories "The Role of the Language Teacher" and "Curriculum" respectively in the category "Context". Items #15 and #16 are classified into "Grammar and Vocabulary" respectively in "Methodology". Item #20

can be assigned to "Using Lesson Plans" in "Conducting a Lesson". Item #33 can be grouped under "Assessment of Learning". No descriptor shows ceiling effect.

Table 3-2 Descriptors considered 'appropriate' by many respondents

Number	Descriptor	Combined rate	Average
3.	I can identify and investigate specific pedagogical/ didactic issues related to my learners or my teaching in the form of action research.	90.3%	4.3
15.	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).	85.6%	4.2
20.	I can ensure smooth transitions between activities and tasks for individuals, groups and the whole class.	82.2%	4.1
33.	I can assign grades for test and examinations using procedures which are reliable and transparent.	81.6%	4.1
16.	I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts.	78.4%	4.0
1.	I can design language courses around the requirements of the Course of Study.	77.7%	4.0

Note. Average of 3.5 on a 5-point scale corresponds to the combined rate of 52.3%, both of which show high co-relation (r=0.995).

3.   Descriptors considered 'appropriate' by less than 50 % of the respondents

The 10 descriptors in Group 4 deemed as appropriate by less than 50 % of respondents. These descriptors are distributed thematically throughout the questionnaire: item #19 can be categorized into CLIL (Content & Language Integrated Learning) in Lesson planning. Item #26 can be grouped under Projects in Independent learning. Items #27 and #28 can be sorted into Extra-curricular Activities in Independent learning. Items #36 and #37 can be classified into Assessment of learning. Item #23 can be grouped into Classroom language in Conducting a lesson. Items #11 and #13 can be categorized into Writing and Listening, respectively, in Methodology.

Table 3-3 Descriptors considered appropriate by less than 50 % of the respondents

Number	Descriptor	Combined rate	Average
19.	I can plan to teach elements of other subjects using the target language (cross-curricular teaching, CLIL etc.).	29.3%	2.9

26.	I can help learners to use relevant presentation tools.	32.3%	3.0
36.	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.	40.1%	3.3
37.	I can assess a learner's ability to understand and interpret a written text such as reading for gist, specific or detailed information, implication etc.	40.3%	3.3
27.	I can recognize when and where the need for extra-curricular activities to enhance learning arises (learner magazines, clubs, excursions etc.).	42.0%	3.3
23.	I can use the target language as metalanguage.	46.3%	3.4
18.	I can select and use ICT materials and activities in the classroom which are appropriate for my learners.	46.3%	3.4
28.	I can help to organize exchanges in cooperation with relevant resource persons and institutions.	46.7%	3.3
11.	I can use peer-assessment and feedback to assist the writing process.	47.7%	3.4
13.	I can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills.	48.9%	3.4

Descriptors #19 and #26 have to be particularly focused on in the further analyses, because both were regarded as appropriate by less than 40 % of the respondents, but there was no floor effect (indicating very "inappropriate" items) to be found in all the descriptors including #19, which has the lowest average value: 2.9.

II. School Types: Results and Discussion

Ken Hisamura
Translated by Takane Yamaguchi

The responses from 1,789 senior high school teachers were compared with those of 3,263 junior high school teachers, because the respondents in this study are mostly comprised of these two groups of teachers. Although the number of junior high school teachers is almost twice as large as that of the senior high school ones, both are sufficient enough to examine statistically.

1. Overall analyses (comparison of junior high schools and senior high schools)

This subsection shows the total ratios of the respondents who regarded each descriptor as "appropriate" or "somewhat appropriate", broken down by school types. Of all the 41 descriptors, there are 18 descriptors whose total ratios of 'appropriate' and 'somewhat appropriate' responses are larger in junior high than in senior high schools, whereas 23 descriptors larger in senior high than in junior high school (Table 3-4). The descriptor numbers in each line are listed in the order of differences.

Table 3-4 Comparison of junior and senior high schools in terms of appropriateness

School type	Difference of total ratios	Descriptor number
Junior high > Senior high	5 % and more	17,5,20,4,1,6,35
	Less than 5 %	38,11,18,2,8,7,15,39,9,40,31
Junior high < Senior high	5 % and more	14,12,25,24,37,28,23,13,36,10
	Less than 5 %	22,29,27,19,33,26,34,41,3,30,21,32,16

Fig. 3-1 shows the data in Table 3-4 expressed in percentage terms of the appropriateness of each descriptor. The graph demonstrates that the tendencies of respondents from each school level are very similar. The descriptors, located in the middle of the figure, show the least difference.
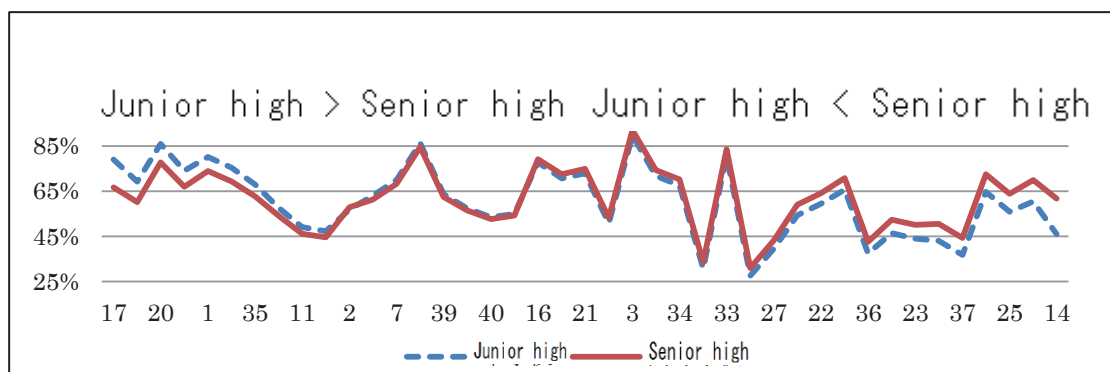
Fig. 3-1 Comparison of junior and senior high school in the appropriateness distributions

In the next sections, further analyses are made mainly on the descriptors showing greatest and smallest variation of responses between junior and senior high school teachers.

2. Descriptors more junior high school teachers found appropriate.

As shown in Table 3-5 below, of the 18 descriptors more junior high school teachers regarded as appropriate, descriptors #17, #5, #4, and #6 can be grouped under Methodology, with the last three in Speaking. On the other hand, the wording of descriptor #17, "ability to use language suitable to positions and situations", reflects on, "socio-cultural competence" in EPOSTL, and can be grouped under didactic competences related to culture. Items #20 and #1 can be classified into Conducting a lesson and Curriculum, respectively. In other words, all the seven descriptors concerned, belong to speaking-centered language activities, which reflects the fact that there are more oral activities in junior than senior high schools in Japan. It does not follow, however, that these seven descriptors should be assigned only to junior high school teachers, because they are all more than 60 % in the appropriateness (Table 3-1), and because answers only high school teachers judged on these descriptors are also more than 60 % in the appropriateness.

Table 3-5 Descriptors more junior high school teachers regarded as appropriate

Descriptor	Junior high	Senior high	Difference
17. I can evaluate and select activities (role plays, simulated situations etc.) which help learners to develop their socio-cultural competence.	79.1%	66.7%	12.4%
5. I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.).	69.2%	60.2%	9.0%
20. I can ensure smooth transitions between activities and tasks for individuals, groups and the whole class.	86.0%	77.7%	8.3%
4. I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.	74.1%	67.0%	7.1%
1. I can design language courses around the requirements of the Course of Study.	80.2%	73.9%	6.3%
6. 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.	75.5%	69.4%	6.1%

3. Descriptors more senior high school teachers regarded as appropriate

As shown in Table 3-6 below, of the 10 descriptors more senior high school teachers regarded as appropriate, 8 descriptors show a 6 percent or larger 'appropriateness' variance. These descriptors are related to Listening and Reading in Methodology (#25, #24, and #23), with Classroom language in Conducting a lesson (#37), and with Extra-curricular Activities (#28).

On the other hand, as for descriptors #37, #28, #23, #13, and #36, their appropriateness rates were less than 50 percent among all 5,658 respondents (Table 3-1). A descriptor #14, showing the largest difference between junior and senior high school teachers, has to be remembered when you develop a reflection tool for language teachers, because there can be some teaching difficulty in this descriptor #14, depending on the two of school: junior and senior high school, which may mean more high school teachers have to "to develop critical reading skills (reflection, interpretation, analysis etc)".

Table 3-6 Descriptors more senior high school teachers regarded as appropriate

Descriptor	Junior high	Senior high	Difference
14. I can help learners to develop critical reading skills (reflection, interpretation, analysis etc).	46.0%	61.7%	15.7%
12. I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text.	60.5%	70.0%	9.5%
25. I can encourage learners to relate the target language to other languages they speak or have learned where and when this is helpful.	56.0%	63.9%	7.9%
24. I can use various strategies when learners do not understand the target language.	64.7%	72.5%	7.8%
37. I can assess a learner's ability to understand and interpret a written text such as reading for gist, specific or detailed information, implication etc.	36.8%	44.4%	7.6%
28. I can help to organize exchanges in cooperation with relevant resource persons and institutions.	43.0%	50.6%	7.6%
23. I can use the target language as metalanguage.	44.1%	50.1%	6.0%
13. I can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills.	46.4%	52.4%	6.0%

4. Descriptors showing smaller differences between two schools

There were 24 descriptors (almost 60 percent of total) which showed (less than 4 percent) variance in the appropriateness between the two institutional levels. Of these, 19 descriptors were deemed appropriate by over 50% of respondents and 5 regarded as appropriate by less than 50%. The latter group includes descriptors: #11, #18, #19, #26, and #27. As shown in Fig. 3-7 below, descriptors 19 and 26 deserve further scrutiny as both were found appropriate by fewer than 40 percent of respondents.

5. Other types of school

Responses were also analyzed based on the type of school. The following is the comparisons of the averages in the questionnaire: IJS (3.78) > CT (3.73) > Senior High (3.63) > Junior High (3.65) > SP (3.58) > IPJ (3.50).

5.1 IJS
The number of respondents is 387, but according to MEXT (2012), the number of IJS in Japan was 392, which suggests the data obtained in this survey may more clearly reflect on teachers who work for IJS.

- The respondent tendency of IJS teachers is similar to that of responses from junior or senior high schools.
- The rate of descriptors found appropriate by IJS respondents on the whole was higher than among senior high school teachers. The differences were higher than 5 % on several descriptors. Descriptors #14 and #27 are particularly striking: the former is 12.2 % larger and the latter is 10.7% larger than among senior high school teachers.
- Two-tailed student t-test showed statistical 1 % level significant differences were found in the 11 descriptors: their numbers are 8, 10, 12, 14, 15, 25, 27, 31, 32, 34, and 37, whereas 5 % level significant differences: 7, 16, 21, 22, 28, 29, 36, 38 and 39.
- Descriptors #26 and #19 require further scrutiny, because the combined appropriateness rates are approximately 36 %, and their respective average values are 3.04 and 3.07, underscoring a difficulty level. Descriptors #3 and #15 have ceiling effects.

5.2 CT
The number of respondents is 15, but according to MEXT (2007), the number of CT was 64. The overall number does not warrant a detailed analysis but certain tendencies should be pointed out.

Table 3-7 Distributions of CT descriptors according to the sum of the rates of appropriateness

The total of the rates of appropriateness	Descriptor Number
80% or more	3, 1, 21, 22, 24, 34, 41
70% to 80% below	16, 29, 33, 8, 15, 32
60% to 70% below	2, 6, 10, 12, 7, 4, 9, 13, 14, 20, 26, 28, 30, 31, 39, 40
50% to 60% below	37, 5, 17, 18, 36
Less than 50%	25, 27, 35, 23, 38, 11, 19

- While #18, #26, #36 and #37 are less than 40% in the appropriateness analyses in junior and senior high school, #18, #36 and #37 are 53.3 % in CT, whereas #26, which seems to be the most difficult in activities in other types of school, is 60 percent, which depicts one of the striking characteristics in CT.
- On the other hand, there were three items (#36, #25, and #38) which fewer than 50% of CT respondents found appropriate although the same descriptors, were considered acceptable by over 50% of junior and senior high school teachers.
- The highest average value of CT is descriptor 3, which has a ceiling effect whereas the lowest average score is for descriptors 11 and 19, reflecting a perceived difficulty level.

5.3 SP

The number of respondents is 134. According to MEXT (2007), the number of SP in Japan was 1,059.

Table 3-8 Distributions of SP descriptors according to the sum of the rates of appropriateness

The total of the rates of appropriateness	Descriptor Number
70% or more	3, 17, 15, 1, 21, 6, 7, 16, 33, 20, 24
60% to 70% below	4, 25, 32, 41, 34, 5, 10, 30
50% to 60% below	12, 9, 31, 40, 29, 22, 18, 39, 8, 28, 2, 1, 35, 38
Less than 50%	13, 27, 36, 37, 23, 11, 26, 19

5.4 IPJ

The number of respondents is 21.
- In general, the distribution of IPJ resembles that of junior high schools.
- There were a few descriptors having much smaller appropriateness than junior high school. 5 descriptors were deemed appropriate by less than 40% of respondents:

descriptors #9 and #11, related to Writing activity, #12 and #13, related to Listening
activity, and descriptor #18, related to using ICT.

・　A descriptor #3 has a ceiling effect.

III. Differences by years of professional experience :
Analysis by Indicators of (μ)+ (σ)

Shien Sakai

1.　Indicators of Means (μ)+ Standard Deviations(σ)

The objectives of this study were to create a model for reflective benchmarks for
professional development of the teachers' didactic competence: a reflective benchmark
for an apprentice-teacher level (shorter than five years' of professional experience), that
for a junior-teacher level (five to nine years' of professional experience), that for a
practitioner-teacher level (10 to 19 years' experience), and that for a veteran-teacher
level (longer than 20 years' experience).

A total of 5,658 responses from secondary schools nationwide were analyzed. The
average score of all the data was 3.67, which meant the respondents' pendulum swung
toward the positive rather than the negative end. Therefore, this researcher decided to
measure each descriptor's degree of positiveness.　The following formula was used: the
average score of each descriptor (μ)+ the standard deviation of each descriptor (σ). The
figure given by the formula is named (μ)+ (σ). (μ)+ (σ) of all the descriptors listed in
Table 3-8.

The average score of all descriptors' indicators of ($\mu + \sigma$) was 4.58. The figure was
named the judgment score. The average scores of some 15 descriptors of all the age
groups were above the judgment score. Those descriptors were marked R and the letter
"R" was written in the right side row in Table 3-9. The average scores of other six
descriptors of all the age groups except apprentice-teacher group were above the
judgment score, then the six descriptors were marked S and the letter "S" was written
in the right side row in Table 3-9. As the average scores of other fifteen descriptors of all
the age groups were below the judgment score, those fifteen descriptors were marked Z
and the letter "Z" was written in the right side row in Table 3-9. Other five descriptors of
the apprentice-teacher group and the practitioner-teacher group were below the
judgment score but at the veteran-teacher group and above , the average scores of some
descriptors were above the judgment score and some were below. The five descriptors
were marked T, and the letter "T" was written in.

2. Results of ANOVA

AVOVA was used on the 41 descriptors of didactic competences to determine if significant differences exist among groups of experienced years. As significant differences were shown for all the descriptors, TukeyHSD was employed for follow-up analysis. The results showed that for almost all descriptors, respondents from apprentice teacher group were significant lower than those of other groups. The importance of teacher-training for this group of educators became more evident. No significant differences were observed between the practitioner-teacher group and the veteran-teacher group. One possible explanation for this result was that professional development of teachers stopped after 11 years of service. Another possible plausible explanation is that descriptors were not specific enough to differentiate between the practitioner-teacher group from the veteran-teacher group. From this sentence on the veteran group was merged with the practitioner group and they were called the practitioner teacher group.

Since 13 out of 41 descriptors showed significant differences between the apprentice-teacher group and the junior-teacher group and between the junior-teacher group and the practitioner-teacher group, these 13 descriptors were marked A in column D of Table 3-9. As 23 descriptors showed significant differences between the apprentice-teacher group and the junior-teacher group but no differences between the junior-teacher group and the practitioner-teacher group, those descriptors were marked B in column D of Table 3-9. Other descriptors that were not categorized either A or B were marked X. As a result, the 41 descriptors were classified into 10 types: AR, AS, AT, AZ, BR, BS, BT, BZ, XS, and XZ. The characteristics of the 10 types were written in Table 3-10.

Table 3-9 All the descriptors' Mean, S.D., Mean plus S.D. $(\mu + \sigma)$
and (D(ifference) and T(ype)

Apprentice: n=1,380, Young: n=1,046, Practitioner: n=1,258, Veteran: n=1,974.

	Apprentice			Young			Practitioner			Veteran				
	M	Σ	μ+σ	M	Σ	μ+σ	μ	Σ	μ+σ	μ	Σ	μ+σ	D	T
1	3.65	0.92	4.57	3.95	0.82	4.77	4.14	0.80	4.94	4.21	0.81	5.02	A	S
2	3.28	0.87	4.15	3.46	0.87	4.33	3.69	0.85	4.54	3.75	0.87	4.63	A	T
3	4.13	0.76	4.89	4.24	0.72	4.96	4.31	0.66	4.98	4.36	0.71	5.07	A	R
4	3.68	0.95	4.63	3.87	0.91	4.77	3.92	0.85	4.78	3.94	0.89	4.83	B	R
5	3.53	0.97	4.49	3.76	0.92	4.68	3.82	0.86	4.68	3.85	0.89	4.74	B	S
6	3.74	0.95	4.68	3.87	0.91	4.78	3.96	0.83	4.79	3.99	0.89	4.87	A	R
7	3.63	0.96	4.59	3.81	0.91	4.72	3.88	0.83	4.71	3.95	0.86	4.81	B	R

8	3.44	0.99	4.43	3.65	0.95	4.60	3.76	0.89	4.65	3.78	0.91	4.68	A	S
9	3.47	1.02	4.49	3.55	1.00	4.55	3.65	0.96	4.61	3.69	0.91	4.61	B	T
10	3.61	0.99	4.60	3.74	0.95	4.69	3.81	0.88	4.69	3.90	0.89	4.79	B	R
11	3.22	1.06	4.28	3.41	0.98	4.39	3.47	0.95	4.42	3.44	0.94	4.38	B	Z
12	3.55	0.95	4.50	3.70	0.92	4.63	3.76	0.88	4.64	3.83	0.85	4.68	B	S
13	3.25	1.01	4.26	3.37	1.01	4.38	3.49	0.93	4.42	3.55	0.93	4.48	A	Z
14	3.38	0.99	4.36	3.45	0.97	4.43	3.56	0.93	4.49	3.65	0.92	4.57	X	Z
15	4.04	0.83	4.88	4.19	0.78	4.97	4.24	0.76	4.99	4.26	0.76	5.02	B	R
16	3.87	0.89	4.76	4.00	0.84	4.84	4.09	0.77	4.87	4.13	0.79	4.92	A	R
17	3.74	0.94	4.68	3.95	0.88	4.82	4.04	0.80	4.84	3.99	0.85	4.84	A	R
18	3.26	1.13	4.39	3.38	1.09	4.47	3.44	1.01	4.45	3.35	1.04	4.39	B	Z
19	2.84	1.08	3.93	2.87	1.09	3.96	2.91	1.05	3.96	2.96	1.06	4.02	X	Z
20	3.98	0.92	4.90	4.24	0.82	5.05	4.23	0.84	5.06	4.16	0.90	5.06	B	R
21	3.72	0.95	4.67	3.94	0.85	4.79	4.01	0.80	4.81	4.03	0.85	4.89	B	R
22	3.49	0.98	4.47	3.69	0.94	4.63	3.82	0.90	4.72	3.78	0.94	4.72	A	S
23	3.21	1.03	4.24	3.32	1.03	4.34	3.43	0.97	4.40	3.40	1.01	4.42	A	Z
24	3.63	0.97	4.59	3.82	0.94	4.76	3.93	0.88	4.81	3.96	0.92	4.88	A	R
25	3.47	0.91	4.38	3.62	0.91	4.54	3.68	0.90	4.57	3.73	0.92	4.65	B	T
26	2.79	1.15	3.93	2.96	1.12	4.08	3.02	1.08	4.11	3.06	1.08	4.14	B	Z
27	3.15	1.01	4.15	3.32	0.99	4.31	3.33	0.99	4.32	3.32	0.97	4.28	B	Z
28	3.13	1.12	4.25	3.32	1.07	4.39	3.43	1.01	4.43	3.45	1.02	4.47	A	Z
29	3.42	0.98	4.40	3.58	0.94	4.52	3.67	0.89	4.56	3.61	0.93	4.54	A	Z
30	3.39	0.97	4.36	3.50	0.93	4.42	3.55	0.88	4.42	3.56	0.93	4.49	B	Z
31	3.44	1.01	4.45	3.62	0.95	4.57	3.63	0.92	4.56	3.61	0.99	4.60	B	T
32	3.71	0.94	4.65	3.90	0.86	4.76	3.97	0.84	4.81	4.00	0.87	4.88	B	R
33	3.95	0.92	4.87	4.12	0.79	4.91	4.17	0.78	4.95	4.20	0.82	5.02	B	R
34	3.63	1.00	4.63	3.82	0.87	4.68	3.89	0.86	4.75	3.89	0.87	4.76	B	R
35	3.63	0.94	4.58	3.77	0.87	4.64	3.84	0.83	4.68	3.72	0.89	4.61	X	S
36	3.19	0.94	4.14	3.27	0.92	4.19	3.36	0.89	4.26	3.31	0.93	4.24	X	Z
37	3.21	0.91	4.12	3.28	0.92	4.21	3.34	0.91	4.25	3.32	0.93	4.25	X	Z
38	3.45	0.99	4.44	3.58	0.95	4.53	3.67	0.91	4.58	3.61	0.94	4.55	B	Z
39	3.55	0.93	4.48	3.69	0.88	4.57	3.78	0.86	4.63	3.79	0.89	4.68	B	T
40	3.39	1.00	4.39	3.50	0.96	4.46	3.56	0.92	4.48	3.58	0.98	4.56	B	Z
41	3.77	0.93	4.69	3.94	0.82	4.77	3.96	0.84	4.80	3.93	0.89	4.83	B	R

TABLE 3-10   The characteristics of the 10 types

Types	Nr	Descriptor's #	Characteristics
AR	5	3,6,16,17,24	The responses from all groups were higher than the average score. There were significant differences among all groups.
AS	3	1,8,22	The responses from the apprentice group were lower than the

			average score. There were significant differences among all groups.
AT	1	2	The responses from the veteran group were higher than the average score. There were significant differences between the apprentice and the junior, and between the junior and the practitioner groups
AZ	4	13,23,28,29	The responses from all groups were lower than the average score. There were significant differences among all groups.
BR	10	4,7,10,15,20, 21,32,33,34,41	The responses from all groups were higher than the average score. There was significant difference between the apprentice and the junior groups.
BS	2	5,12	The responses from all groups except for the apprentice were higher than the average score. There was significant difference only between the apprentice and the junior groups.
BT	4	9,25,31,39	The responses from both the apprentice and the junior groups were lower than the average. Some responses from the practitioner group were higher and some were lower than the average. All the responses from the veteran group were higher than the average. There was significant difference only between the apprentice and the junior groups .
BZ	7	11,18,26,27, 30, 38, 40	The responses from all groups were lower than the average score. There was significant difference only between the apprentice and the junior groups.
XS	1	35	The responses from all groups except for the apprentice were higher than the average score. The veterans group's score was significantly lower than that of the practitioner group.
XZ	4	14,19,36,37	The responses for all four descriptors from all groups were lower than the average. There was no significant difference for any of the descriptors between the apprentice and the junior groups. For #14, there was difference between the apprentice and the junior groups and between the junior and the practitioner groups. For item #19' average score was the lowest, so it is considered that all teachers were poor at #19. Item #36 demonstrated significant difference between the junior and the practitioner groups. Significant difference was observed between the junior and the practitioner groups on item #37.

3. Implications

① This information is obvious from the above table. Descriptors in BR and BS groups are considered appropriate benchmarks for the apprentice-teacher group.

② Four descriptors in BT are considered appropriate reflective benchmarks for the junior-teacher group.

③ The descriptors in AT, AZ, and BZ are considered appropriate reflective benchmarks for the practitioner-teacher group.

④ The descriptors in AR and AS are appropriate benchmarks for the junior-teacher group. .

⑤ Regarding the descriptors in XS, scores from all groups except the apprentice-teacher groups were above the average score. Thus, the descriptors in XS may be appropriate reflective benchmarks for the apprentice-teacher group.

⑥ Regarding descriptors in XZ, item #14 showed a significant difference between the junior and the practitioner, so it is considered to be a reflective benchmark for the

junior-teacher group. The average for item #19 was the lowest, suggesting that this competence was a challenge for all teachers regardless of the level of experience. Thus, it should be a reflective benchmark for the practitioner-teacher group. As significant difference was observed for item #36 between the junior and the practitioner groups, it should be a benchmark for the former. No significant difference was observed for item #37, between the apprentice and the junior-teacher groups, or between the junior-teacher and practitioner groups; however this difference does exist between the junior teacher and the practitioner-teacher groups, Therefore, this competence should be a benchmark for the junior-teacher group.

Table 3-11 below matches all descriptors with the appropriate category of professional experience

Table 3-11

Age group	Nr	Descriptor's number
Apprentice (Shorter than 5 yr)	13	4, 5, 7, 10, 12, 15, 20, 21, 32, 33, 34, 35, 41
Young (6yr to 10 yr)	15	1, 3, 6, 8, 9, 14, 16, 17, 22, 24, 25, 31, 36, 37, 39
Practitioner(longer than 11yr)	13	2, 11,13, 18, 19, 23, 26, 27, 28, 29, 30, 38, 40

4．Discussion of didactic competence

One important generalization regarding teacher development was confirmed by the current study. It is apparent that teachers develop professionally the most during the first 10 years of service.. Many teacher trainers can use the results as reflective benchmarks at induction seminars, and training sessions conducted for more experienced teachers.

However, the results of this study fail to show significant differences between the practitioner-teacher group and the veteran-teacher group Rather than suggesting that teachers in Japan have a tendency to stop growing professionally after 20 years of classroom practice, the observation shows the limitation of this study. Further research into the design of reflective benchmarks appropriate for the veteran practitioners is certainly warranted.

IV. Survey Results: Locations of Schools

Yukie Endo

1. Results

Regarding the locations of schools, the ratio of respondents considered 'within the range of appropriateness' for each descriptor includes those who responded 'somewhat appropriate' and 'appropriate.' The gap between the maximum and minimum values of 'within the range of appropriateness' is presented. The highest maximum value is 42.5 percent, with the lowest being 16.6 percent. Here only the 40 percent, 30 percent, and 10 percent ranges are reported. The most frequent gaps are in the 20 percent range, with 25 descriptors.

Some prefectures, such as Kochi and Yamanashi, responded 'within the range of appropriateness' to most of the descriptors showing a high ratio. The descriptors where the ratios of 'within the range of appropriateness' were the highest were in Kochi, with 1, 3, 4, 6, 13, 16, 20, 21, 22, 23, 27, 29, 30 and 41. As for Tokyo, the descriptors within this range were 14 and 37.

Some prefectures responded 'within the range of appropriateness' to most of the descriptors, and their ratio was low.

A notable prefecture was Okinawa, with descriptors 28 and 40. Those descriptors include key phrases 'international (cultural) exchange' and 'a different culture,' and the ratio of respondents 'within the range of appropriateness' in Okinawa was the highest. This indicates that people in Okinawa feel involved in international exchange and different cultures.

2. Descriptors with a wide gap between the maximum and minimum values of 'within the range of appropriateness'

Among the descriptors in Table 3-2, descriptors 16 and 1 are the ones in this category. According to Table 3-2, 78.4 percent of all prefectures responded 'within the range of appropriateness' to descriptor 16, and 77.7 percent to descriptor 1.   This shows that the gap of respondent's 'not appropriate' was also wide.

Table 3-12　　Descriptors with a wide gap between the maximum and minimum values
　　of 'within the range of appropriateness'

A: the highest maximum value　　B: the lowest minimum value　　C: A-B

Descriptors	A	B	C
28. I can help to organize exchanges in cooperation with relevant resource persons and institutions.	67.8%	25.3%	42.5%
36. 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.	57.1%	18.2%	38.9%
27. I can recognize when and where the need for extra-curricular activities to enhance learning arises (learner magazines, clubs, excursions etc.)	62.3%	25.0%	37.3%
1. I can design language courses around the requirements of the Course of Study.	95.5%	60.1%	35.4%
37. I can assess a learner's ability to understand and interpret a written text such as reading for gist, specific or detailed information, implication etc.	53.5%	20.4%	33.1%
16. I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts.	91.1%	59.1%	32.0%
38. I can assess a learner's ability to engage in spoken interaction according to criteria such as content, range, accuracy, fluency and conversational strategies.	72.2%	40.5%	31.7%
10. I can help learners to monitor, reflect on, edit and improve their own writing.	84.4%	53.0%	31.4%
29. I can negotiate with learners how their work and progress should best be assessed.	73.3%	42.0%	31.3%
23. I can use the target language as metalanguage.	62.2%	31.0%	31.2%
40. I can assess the learners' knowledge of cultural facts, events etc. of the target language communities.	71.5%	40.9%	30.6%
9. I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids etc).	74.4%	44.4%	30.0%

3. Descriptors with a narrow gap between the maximum and minimum values of 'within the range of appropriateness'

The minimum value of 'within the range of appropriateness' for descriptors 7, 17, 33, and 41 was more than 60 percent. This shows that all the prefectures regarded these

descriptors as 'within the range of appropriateness.' As for descriptors in Table 3-13, a T-test was conducted, and the results showed a significant difference (p<0.01) in all four items.

Table 3-12   Descriptors with a narrow gap between the maximum and minimum
    values of 'within the range of appropriateness'

A: the highest maximum value   B: the lowest minimum value   C: A-B

Descriptors	A	B	C
17. I can evaluate and select activities (role plays, simulated situations etc.) which help learners to develop their socio-cultural competence.	83.7%	64.5%	19.2%
7. I can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc.) spoken interaction.	79.6%	61.1%	18.5%
41. I can deal with errors that occur in class in a way which supports learning processes and communication.	82.3%	64.8%	17.5%
33. I can assign grades for test and examinations using procedures which are reliable and transparent.	90.5%	73.9%	16.6%

4. Discussion

Some prefectures responded 'within the range of appropriateness' to most of the descriptors, while others were always outside this range. As for supporting specific descriptors, it is generally agreed that there is no difference between urban and non-urban prefectures.

V. Overseas Experiences: Results and Discussion

Masaki Oda and Yoshiko Usui

There were no significant differences between those who have studied abroad (N=3,021) and those who have not (N=2,616) except for the following six items 19, 23 – 29, whose average were higher by 0.1 to 0.3 points. The item with the biggest difference was item 28, a descriptor related to being involved in the organization of international exchanges. Obviously, an organizer would use English as the means to negotiate with partner institutions and engage in relevant discussions. Items with the second biggest

difference were 19 and 23. Both descriptors focus on conducting classes using the target language, English. The fact that all of these three items imply the use of English as a medium of communication most likely explains why their average scores were higher than for the other items.

Table 3-14 Effects of Experience Abroad

Descriptor	Average score of respondents with overseas experience	Average score of respondents without overseas experience
28. I can help to organize exchanges in cooperation with relevant contact persons.	3.5	3.2
23. I can use the target language as metalanguage.	3.4	3.2
19. I can envision teaching elements of other subjects using the target language (cross-curricular teaching, CLIL etc.)	3.0	2.8
29. I can negotiate with learners various aspects of how their work and progress should best be assessed.	3.6	3.5
27. I can recognize the need for extra-curricular activities to enhance learning (learner magazines, clubs, excursions etc.).	3.3	3.2
26. I can help learners use relevant presentation tools.	3.0	2.9

In addition, the average for item 20 was high for both groups, which is indicative of the fact that many teachers believe the descriptor to be "valid" or "somewhat valid". In other words, to vary teaching styles according to what is being studied is regarded as something any teacher should be able to do.

Table 3-15 High average with or without experience abroad

Descriptor	Average score of respondents with overseas experience	Average score of respondents without overseas experience
20. I can ensure smooth transitions between activities and tasks for individuals, groups and the whole class.	4.2	4.1

3. Experience Abroad

Although not as big as expected, more differences were observed between those with experience abroad and those without one when compared to the responses to the 41 items of "core competences". The averages of those with experience abroad were 0.1 to 0.3 points higher for all eight items.

Table 3-16 Effects of Overseas experience

Descriptors	Average score of respondents with overseas experience	Average score of respondents without overseas experience
1. I can appreciate and make use of the value added to the classroom environment by learners with diverse cultural backgrounds.	3.5	3.2
3. I can evaluate and select a variety of text, source materials and activities which help learners to reflect on the concept of 'otherness' and understand value systems.	3.6	3.4
5. I can create opportunities for learners to explore the culture of target language communities out of class (Internet, email etc.).	3.6	3.4
7. I can evaluate the learning outcomes of school trips, exchanges and international cooperation programme.	3.5	3.3
6. I can select a variety of texts, source materials and activities which enhance learners' intercultural awareness.	3.8	3.7
4. I can evaluate and select a variety of text, source materials and activities to make learners aware of stereotyped views and challenge these.	3.5	3.4
2. I can evaluate and select a variety of text, source materials and activities which make learners aware of similarities and differences in sociocultural 'norms of behaviour'.	3.4	3.3
8. I can assess learners' ability to respond and act appropriately in encounters with the target language culture.	3.4	3.3

In addition, "core competences" also included a descriptor related to intercultural training. While the average for item 40 "I can assess learners' knowledge of cultural

facts, events etc. of the target language communities" of "core competences" was high for both groups (3.9), the average scores were slightly lower for all eight descriptors on this list, which focused on intercultural training. Of the eight items, item 8 which, like item 40 of "core competences", also relates to assessment has the lowest average score (See Table 3-8). For "core competences", respondents were asked whether they considered the descriptor to be valid or not, whereas this time, they were asked to provide a self-evaluation. The difference in the standards of judgment most likely explains why the response patterns were different for these apparently similar items. It appears that the respondents' experience abroad has an effect on their self-assessment.

Section 4: Perceptions of in-service Teachers of English regarding Descriptors Focusing on the Development of Learners' Intercultural Competence

Natsue Nakayama translated by Fumiko Kurihara

Introduction

In this section, the perceptions of in-service teachers of English of the 8 descriptors in J-POTL (In-service) will be discussed.   These descriptors were adapted from section "G Culture" of "II Teaching Methodologies" of the EPOSTL.   The descriptors in question focus on the teachers' ability to develop learners' intercultural competence, the skill often less emphasized in the Japanese educational context.   The teachers were asked to rate their perceived ability of implementing activities related to these descriptors on a scale from 1 to 5 ('I can implement such activities well / somewhat / not sure / almost never / never').

5	4	3	2	1
Well	Somewhat	Not sure	Almost never	Never

Cronbach analysis was used to determine data reliability (α =0.902).   The results will be discussed in the following order.

Ⅰ.   Overview and teachers' responses in relation to their school type
Ⅱ.   Teachers' responses in relation to the years of teaching school locations
Ⅲ.   Teachers' responses in relation to their experience of overseas study or training

I. Overview and Teachers' Responses in Relation to Their School Type

1. Overview

Table 4-1 shows the mean scores of teachers' responses and the ratio of "positive responses" for each descriptor.   The ratio of positive responses indicates the combined percentage of 5 (well) and 4 (somewhat) to all responses.   While the mean scores of the teachers for the 6 descriptors in the "didactic competence" category were above 4, those of the 8 descriptors addressing the development of intercultural competence were below 3.5 except for item 6.   This may suggest that the in-service teachers are experiencing significant difficulty in developing learners' intercultural competence in their classes. Item 6 had both the highest mean score and percentage of positive responses.   Items 3, 4 and 5 also received more than 50 % of positive responses.   However, the ratios of positive responses for item 1, 2, 7, and 8 were lower than 50%.   Neither a ceiling effect nor a floor effect was observed in this set of data.

Table 4-1: Mean scores and percentage of positive responses

Item	Descriptor	Ratio of positive responses	Mean
1	I can appreciate and make use of the value added to the classroom environment by learners with diverse cultural backgrounds.	46.7%	3.4
2	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 behaviour'.	46.3%	3.3
3	I can evaluate and select a variety of texts, source materials and activities which help learners reflect on the concept of 'otherness' and understand different value systems.	54.6%	3.5
4	I can evaluate and select a variety of texts, source materials and activities to make the learners aware of stereotyped views and challenge these.	52.1%	3.5
5	I can create opportunities for learners to explore the culture of target language communities out of class (Internet, email etc.).	56.1%	3.5
6	I can evaluate and select a variety of texts and activities to make learners aware of the	67.2%	3.7

	interrelationship between culture and language.		
7	I can evaluate the learning outcomes of school trips, exchanges and international cooperation programmes.	48.8%	3.4
8	I can assess the learner's ability to respond and act appropriately in encounters with the target language culture.	46.7%	3.4

The reason for the low ratio of positive responses for item 1 might be that the classes in Japan are largely culturally homogeneous.　　However, since the ability to recognize and understand diverse cultures and values is crucial in the globalized world, English teachers in Japan should create an environment for learners to become aware of various cultures and appreciate them by cooperating with teachers of other subjects or homeroom teachers.　　In the future, studies should be conducted to explore how it can be done effectively in the classroom.　　The reason why item 2 and 8 received low ratio of positive responses may be that the terms such as 'norms of behavior" and "respond and act appropriately in encounters with the target language culture" were difficult to understand.　　Actually, some teachers had pointed out in the hearing session conduced before this analysis that they did not have a clear idea about "sociocultural norms of behaviours".　　Finally, item 7 was not well accepted possibly because English teachers in Japan are not always in charge of organizing international exchanges for students.

2.　　Teachers' responses in relation to their school type

In this section, teachers' responses will be analyzed in relation to the school type where they teach, particularly by focusing on the comparison of the responses between the teachers at junior high schools and those who teach at senior high schools.

2.1. Comparison between junior and senior high school teachers
Table 4-2 shows the mean scores of teachers' responses in relation to their school type. It should be noted that the mean scores for high school teachers were higher than those of junior high school teachers for all the 8 descriptors.

ANOVA was employed to find out if there was any statistically significant difference between the mean scores of junior and senior high school teachers.　　The results showed there was a statistically significant difference between the two groups in items 1 through 5 ($p < 0.05$). This suggests that the teachers feel more confident developinglearners' intercultural competence as their students get more mature in age. According to some researchers, learners' "psychological readiness" is crucial in intercultural education.　　For example, Melde et al. (cited in Byram, 1997) claim that

Table 4-2: Mean scores of responses

Item	Junior high school teachers	Senior high school teachers	Average
1	3.3	3.4	3.4
2	3.3	3.4	3.3
3	3.4	3.6	3.5
4	3.4	3.6	3.5
5	3.4	3.6	3.5
6	3.7	3.8	3.7
7	3.4	3.4	3.4
8	3.3	3.4	3.4

learners need to reach a certain level of psychological maturity, especially in the development of morals, before they become aware of their own attitudes or behaviors towards "otherness". Therefore, foreign language curriculum should be developed to suit the students' ages and their developmental stages.

2.2. Characteristics of teachers at schools other than junior and senior high schools

2.2.1. Colleges of Technology

The mean scores of teachers for item 1~5 at colleges of technology were the highest. This follows the pattern described earlier that teachers show a greater level of confidence in developing intercultural competence of progressively more mature students. On the other hand, regarding items 6~8, the mean scores of college of technology teachers were not significantly higher than those of teachers at other types of schools. In particular, the mean score of college of technology teachers regarding item 7 was about the same as the mean of all the teachers at different schools. As was explained in the previous section, it might not be very common at any type of schools that English teachers would be in charge of international exchanges or school trips.

2.2.2. Integrated junior and senior high schools

The mean scores of all the items by teachers at integrated junior and senior high schools were higher than those by teachers who teach at other type of schools. They were even statistically significantly higher than those of high school teachers (p<0.05). One possible reason of this difference is that students in integrated junior and senior high schools study under the integrated curriculum for 6 years, while students in public high schools come from different junior high schools and spend only 3 years there. Perhaps, implementation of intercultural education including international exchanges and cooperation can be introduced more successfully in integrated junior and senior high schools but future investigation is required to find the differences in curriculum

between integrated junior and senior high schools and regular public junior and senior high schools.

II. Teachers' Responses in Relation to the Years of Teaching and School Locations

Fumiko Kurihara

1. Teachers' responses in relation to their length of their professional experience

Table 4-3 shows the teachers' responses in relation to the length of their teaching experience.   The ratio of positive responses was the total percentages of the combined results of responses "5 (well)" and "4 (somewhat)".   Among the eight descriptors, only item 6 had more than 60 % of positive responses among all the teachers with various professional experiences. This suggests that "evaluating and selecting a variety of texts and activities to make learners aware of the interrelationship between culture and language" is fairly commonly practiced in the Japanese classroom.   On the contrary, items 1 and 8 seem to be challenging for the teachers since the ratio of positive responses were less than 50% regardless of experience.   It should be noted that the results on item 4 show the ratios of positive responses increase for the novice teachers (less than 5 years of teaching experience) and practitioner teachers (5~10 years of teaching experience), but the percentage drops for senior practitioner teachers (over 10 years).   It should also be noted that the responses of the teachers who had the longest teaching experience (over 21 years) had the lowest ratio of positive responses.   This suggests that this item, which deals with the development of awareness of stereotypical views of culture and critical cultural awareness, is perceived as increasingly difficult by more experienced teachers.

ANOVA and TukeyHSD were employed to find out if there was any statistical significant difference between teachers with different levels of teaching experience (less than 5 years, 5~10 years, 11~20 years and over 21 years).   The results indicate that a statistically significant difference was observed for descriptors 1, 2, 5, 6, 7 and 8. First, regarding items 1, 5, 6, and 7, the responses of the novice teachers group were statistically significant against responses of all the other groups.   Thus, it can be suggested that these items can serve as the target descriptors particularly for less experienced educators. Regarding item 2, there was a statistically significant difference between the novice teachers and the practitioner teachers, while there was no statistical difference between the practitioner teachers and senior practitioner teachers (SPT).   Therefore, it might be suggested that item 2 is the target descriptor for

Table 4-3: Means and ratio of positive responses for teachers with lengths of
professional experience

Item		less than 5 years	5~10 years	11~20 years	over 21 years
1.	Mean	3.3	3.4	3.4	3.4
		41.0%	46.0%	48.7%	49.8%
2.	Mean	3.3	3.3	3.4	3.4
		41.0%	44.4%	47.5%	50.3%
3.	Mean	3.5	3.5	3.5	3.5
		50.9%	54.4%	56.0%	56.4%
4.	Mean	3.4	3.5	3.5	3.5
		48.4%	53.5%	52.5%	41.8%
5.	Mean	3.4	3.5	3.6	3.5
		51.6%	56.5%	58.1%	57.8%
6.	Mean	3.7	3.8	3.7	3.7
		62.9%	67.0%	69.1%	69.1%
7.	Mean	3.3	3.4	3.5	3.5
		40.7%	48.1%	51.6%	53.1%
8.	Mean	3.3	3.4	3.4	3.4
		41.9%	47.4%	47.5%	49.2%

practitioner teachers.　Item 8 revealed a statistically significant difference between the novice teachers and SPTs.　Thus, it can be suggested that item 8 is the target descriptor for SPTs.　Table 4-4 below summarizes the results.

Table 4-4: The target descriptors suggested for teachers with
different years of teaching experience

Novice teachers (less than 5 years)	1, 5, 6, 7
Practitioner teachers (5 to 10 years)	2
Senior practitioner teachers (11 to 19 years)	8

Items 3 and 4 did not show any statistically significant difference among teachers with different number of years of teaching experience.　However, although item 3 was relatively well received for all groups of the teachers, item 4 did not.　Unlike the other items, the ratio of positive responses by senior practitioner teachers got lower than that by less experienced teachers.　Thus, item 4 is complicated and requires further investigation in the future.

3. Teachers' responses in relation to their school locations

This section discusses the relationship between the teachers' responses and the location (prefectures) of their schools.   First, the teachers were categorized into 47 groups by the location of their schools.   Then the ratio of their average positive responses was calculated in each prefecture.   The overall mean was 52.3%.   Among the locations which had high ratios of positive responses, the following prefectures were the top 10: Yamanashi (63.5%), Tokyo (61.1%), Nara (60.1%), Nagasaki (59.5%), Osaka (59.1%), Okinawa (59.1%), Kyoto (59.0%), Hyogo (58.6%), Saitama (58.6%), and Wakayama.

Yamanashi, Tokyo, Nara, Nagasaki, Osaka, Okinawa, Kyoto, Hyogo, Saitama, Wakayama

Fig. 4-1: Top 10 locations with high ratios of positive responses

In order to find out the characteristics of the 10 prefectures, the number of foreign residents in each prefecture was examined.   According to the Ministry of Internal Affairs and Communications in 2012, the ratios of registered foreigners in the following six prefectures were above the average ratio of registered foreigners for total population in Japan (1.64%): Tokyo (405,692, 3.19%), Osaka (20,6324, 2.38%), Kyoto (52,563, 2.07%), Yamanashi (855,746, 1.76%), Hyogo (98,515, 1.77%), and Saitama (119,727, 1,67%).   It is likely that the schools in these prefectures might have a larger number of foreign students in class, which enabled the teachers to become more aware of the importance of teaching different cultures and promoted the students' intercultural understanding.   Although the ratios of registered foreigners in Nagasaki (0.51%) and Okinawa (0.65%) are not very high, due to the unique historical and cultural backgrounds of these prefectures, it is assumed that people in these areas have cultivated a greater awareness of "otherness" and different cultures.   In fact, Dejima, an island in Nagasaki prefecture, was the only place where foreigners (mainly Dutch people) were allowed to conduct international exchanges for about 200 years during the Edo era (1603-1868) when Japan closed its doors to the outside world.   In addition, Okinawa is the southernmost prefecture which has developed unique culture and language different from mainland Japan.

Table 4-5 shows three prefectures which had the highest ratio of positive responses for each item.   It should be noted that Gunma and Mie prefectures appeared in item 7 have high ratio of registered foreigners, 1.8% in both prefectures.   This means that they are in the fourth place after Tokyo (2.5%), Aichi (2.2%) and Osaka (1.9%) according to the statistics released by Ministry of Justice in 2010.

Table 4-5: Top 3 prefectures which have high
ratio of positive responses

item	Top 3 prefectures
1	Okinawa, Yamanashi, Nara
2	Nara, Kyoto, Saitama
3	Nara, Wakayama, Yamanashi
4	Tokyo, Nara, Yamanashi
5	Yamanashi, Osaka, Tokushima
6	Shimane, Tokyo, Saitama
7	Yamanashi, Gunma, Mie
8	Yamanashi, Nagasaki, Yamaguchi

Finally, the teachers' positive responses for all the 8 items accounted for more than 50% in the following 5 prefectures; Tokyo, Yamanashi, Kyoto, Hyogo, and Nagasaki. It is reasonable to imagine that the teachers in these prefectures have already been implementing activities to enhance students' intercultural competence, and it will be useful to find out their approach to intercultural education. Further investigation will be useful to understand what other factors have contributed to the teachers' responses in different prefectures. So far, it can be pointed out that factors such as the ratio of foreigners in certain prefecture, historical and cultural environments, teachers' understanding of importance of intercultural education seem to have played a role.

III. Teachers' responses in relation to their experience of overseas study or training

Yoshiko Usui and Masaki Oda
Translated by Fumiko Kurihara

Predictably, the mean scores of the teachers who have experience of overseas study or training were slightly higher than those of respondents without overseas experience (See Table 4-6 on the next page).

Descriptor 40 in "Didactic competence" ("I can assess the learners' knowledge of cultural facts, events etc. of the target language communities.") deals with developing learners' intercultural competence, but the mean score of this item was 3.9 for both types of teachers (with or without overseas experience). This is much higher compared with the 8 items in question. Especially, item 8 focuses on the teachers' assessment of learners' knowledge

Table 4-6: Ratio of positive responses by teachers
with and without overseas experience

Item	Mean (teachers with overseas experience)	Mean (teachers without overseas experience)
1	3.5	3.2
2	3.4	3.3
3	3.6	3.4
4	3.5	3.4
5	3.6	3.4
6	3.8	3.7
7	3.5	3.3
8	3.4	3.3

and ability as does item 40, but it has the lowest mean scores for both groups of teachers. The difference might have been caused because these two descriptors were categorized into different groups and respondents might have perceived the questions differently. In other words, they might have considered item 40 appropriate as a didactic competence, whereas in response to item 8 they evaluated their own ability to assess the learners.

Section 5: Instructive Competences to Grow Learner Autonomy

Shien Sakai

I. Background

Learner autonomy is surely one of the most attractive concepts among educational practitioners and researchers. Especially, many English teachers are turning their eyes upon it. Then, why did the concept come to attract many teachers' interest? Why was it less popular when the authors were students? The answer is that the purpose of English education has changed. English education until yesterday put stress on receptive instructions such as reading teaching, in which students were expected to look up new words and grasp the meaning of the reading material of the textbook as preparatory studies, compare their translation with the one the teacher showed in class, and after class, overviewed what they learned in class. The study style had been popular nationwide. Mainly because it helped many students gain high scores on reading tests.

It was widely believed that the study style could ensure students gain high score on college entrance exams. Therefore, many students learned how to learn English outside classrooms. Traditionally, as English learning students were able to pick up ability to learn autonomously English by following the learning style diligently, teachers had less intention of students' learning autonomy. Now the purpose of English education has geared into having students to obtain communicative ability. Practitioners and researchers in Japan have not showed effective ways to learn communicative English outside classrooms. In countries where English is seldom spoken outside classrooms, it is surely that practicing English only in class does not help students use English communicatively. Reputation about teaching communicative English by teachers who are not skilled at communicative teaching is not necessary favorable, and so not a few researchers claim that Communicative Language Teaching (henceforth: CLT) causes nation-wide decline in academic performance.

Considering from the viewpoint of current tendency of English education in the world, CLT should be the mainstream of English teaching approach. As mastery of a foreign language requires students to struggle with the target language for a long time, some college teachers, expecting that their students study the target language at the learning center autonomously, have set their research theme to learner autonomy. However, in such researches, learner autonomy often means "learners study of their own accord." There are few papers that provide an appropriate definition to learner autonomy. At the beginning of the present study, back-numbers of journals of some academic societies in Japan were examined concerning educational practices based on learner autonomy. Except ones written by the author, only five papers are found (Kodate, 2011, Osuka et. al., 2003, Ohta, 2012, Shibata, 2010, Yanagi, 2009）. Among them, only Kodate (2011) refers to Holec's definition, who invented the conception of learner autonomy. Ohki in press), a researcher of learner autonomy, explains "what is important to comprehend the concept of Holec's learner autonomy is to know that autonomy is not a student's leaning style or habit but an ability to take care of his or her learning."（Holec, 1979, p.3)

This present study explores teachers' instruction to cultivate students' learner autonomy based on Holec's concept. At first, concerning the instruction, Holec（1979, p.61）states that it is practical to start to cultivate learner autonomy about language learning at the same time as language learning. In addition, cultivating autonomy should be combined with language learning." (Ohki, ibid.)

As methods of cultivating learner autonomy have not developed yet, in this present study, what factors abilities of cultivating learner autonomy for language learning are included will be discussed. The author has been involved in contextualization of European Portfolio of Student Teachers for Languages (henceforth: EPOSTL) for some

years, and are familiar that it is created based on the concepts of CLT, student-centered, learner autonomy by educational practitioners and researchers in Europe. Therefore, it is best to check whether Japanese version of EPOSTL can be a tool for teachers to grow their ability to cultivate the students' leaner autonomy.

EPOSTL is developed to a reflection tool for language teachers including student teachers in practice to help them to visualize their process of attainment of didactic competence by using it. It is created. 195 descriptors are in the core.

Considering Holec's concept of learner autonomy, thirteen descriptors are selected:

1) I can involve learners in lesson planning, discuss with them, make a lesson plan and use it in class.
2) I can guide learners to produce materials for themselves and for other learners, and use it in class.
3) I can select a variety of activities which help learners to reflect their existing knowledge and competences.
4) I can select a variety of activities which help learners to identify and reflect on individual learning processes and learning styles, and develop specific learning strategies and study skills.
5) I can set contents, types and volume of homework in cooperation with learners.
6) I can plan and manage project work according to relevant aims and objectives.
7) I can assist the learners in their choices during the various stages of project work.
8) I can assess the process and outcome of project work in cooperation with learners.
9) I can set specific aims and objectives of portfolio work for students.
10) I can plan to guide students to structure portfolio work.
11) I can supervise and give constructive feedback on portfolio work.
12) I can encourage self-and peer assessment of portfolio work.
13) I can initiate and facilitate various learning environments such as learning platforms, discussion forums, web pages etc.

II. Analysis

The research team created a questionnaire of 62 descriptors based on pilot studies. The 62 descriptors are categorized into three sections: 41 descriptors for didactic competence, 8 descriptors for instructive competence for cross-cultural understanding, 13 descriptors for learner autonomy, which are stated above. Two sets were sent to 16,500 secondary schools in Japan asking the principals to hand one set of the questionnaire to a younger teacher and the other set to an older teacher. They were requested to answer each one of the 62 descriptors using Lickert scale (5: they think the descriptor positively valid for an

English teacher, 4: they think the descriptor rather positively valid for an English teacher, 3: they cannot decide, 2: they think the descriptor rather negatively valid for an English teacher, 1: think the descriptor negatively valid for an English teacher). 5,658 teachers sent their responses back to the author. This section discusses only the results and implications of thirteen descriptors.

As the result shows the average score of the thirteen descriptors is 3.12, which means the pendulum of the respondents swings toward the ceiling not toward the floor, the author decided to measure how much positively deviated each descriptor was, the author uses a formula: the average score of each descriptor (μ)+ the standard deviation of each descriptor (σ). The figure given by the formula is named (μ)+ (σ). (μ)+ (σ) of all the thirteen descriptors are written in Table one. The average score of (μ)+ (σ) of all the thirteen descriptors is 4.11, which is rather low because the average score of (μ)+ (σ) of didactic competence is 4.55 and that for instructive competence for cross-cultural understanding is 4.40. The result shows that many teachers thought that they were not skilled at these thirteen descriptors.

Sometimes it is said that teachers grow by accumulating teaching practices. Surely, the study concerning didactic competence of the 41 descriptors shows that those descriptors can be categorized into three experienced groups scientifically: apprentice teacher group (shorter than 5 year-experienced), junior-teacher group (5 year-experienced to shorter than 10 year-experienced), practitioner-teacher group (longer than 10 year-experienced). Therefore, the author had expected that those 13 descriptors could be divided into three categories as well.

III.   Results

1.   Differences between 3 teachers' groups by an indicator of (μ)+ (σ)

1.1   Grouping of descriptors by an indicator of (μ)+ (σ)
Every descriptor are examined whether its (μ)+(σ) is above 4.11 or not. (μ)+(σ) of four descriptors (#1, #3, #4, #5) are above at all teachers' groups. Those descriptors are labeled Group A. At three descriptors (#6, #7, #9), (μ)+(σ) of the younger group are less than 4.11, but that of the other groups are above 4.11. Those descriptors are labeled Group B. At 6 descriptors (#2, #8, #10, #11, #12, #13), (μ)+(σ) of all the teachers' groups are less than 4.11. They are labeled C.

Among the thirteen descriptors, the longer the experience of teachers' groups was, the higher the average scores of four items (#2, #6, #7, #11) became. Among the four descriptors, there was any significant difference between one teachers' group but as a

whole, all the teachers' groups were not divided with significant differences. That is, as the descriptors in this section cannot be statistically processed, abilities indicated by these descriptors can be gained by accumulating practices; it is clear that instructive abilities indicated by some descriptors are assignment for teachers of all ages in Japan.

2. Differences between school categories based on indicators of (μ)+ (σ)

2.1 An indicator of (μ)+ (σ) of each school category

In order to analyze the data based on school categories, a substantial sum of the data from each school category was necessary. Very few responses were sent back from integrated elementary and junior high schools. Foreign language activity instructed in elementary schools was officially different in systems and characters from English subject in junior high schools. Based on the two reasons, the data from integrated elementary and junior high schools were not used for the analysis of school categories. Responses from technical colleges informed that some teachers there taught fourth year and fifth year students, equivalent to first year and second year in a university respectively. In addition, only fifteen responses were sent back from technical colleges. Therefore, the data from those schools were not used either. As some teachers from special support schools said that the school had special curriculum, the data from those schools were removed from the analysis. As a result, 3,265 responses from junior high schools, 1,791 from senior high schools, and 387 from integrated junior high schools and senior high schools were used for the analysis. Table 2 shows each category of schools' mean scores (μ), values of standard deviation (σ), indicator of (μ)+ (σ). Junior high schools' indicator of ($\mu + \sigma$) was 4.058, high schools, 4.142, integrated junior high and senior high, 4.305.

2.2 Ranking of each descriptor by the indicator of (μ)+ (σ)

Thirteen descriptors' indicator of (μ)+ (σ) were first calculated separately in school category. Then each descriptor's average scores of the three schools in the different school categories were calculated. Using the average scores, each descriptor was ranked. For example, as for the descriptor one, its junior high schools' value of the indicator was 4.24 and its rank of the junior high schools was the fourth, its senior high schools' value was 4.44 and its rank of the senior high schools was the second, and its integrated schools' value was 4.60 and its rank of the integrated schools was the second. Therefore, the descriptor's average score of the three school categories was 4.43 and its overall ranking came the second, just after the descriptor five the value of which was 4.54. As for the descriptor thirteen, its overall value was 3.58 and it was ranked the thirteenth, the last. After calculating all the data, it is considered that the first ranked descriptor, the second one, the third one, and the fourth one were cooperatively easier descriptors to do, which fell naturally into Group A. Regarding the descriptors in Group A, all of

them were ranked from the top one to the top four in the ranking of the junior high schools and the integrated schools. In the high schools' ranking, the descriptor seven, which was belong to Group B, the value of the high schools was 4.24, was ranked the fourth and the descriptor four, which was ranked third in the junior high schools' ranking and fourth in the integrated schools' ranking, the value of the high schools was 4.23, was ranked the fifth. Concerning the six descriptors in Group C, all of them were ranked from the worst to the sixth worst in all the three school categories. In addition, in the ranking of the junior high schools, the senior high schools and the integrated schools, the first was the descriptor five and the worst was the descriptor thirteen. Consequently, the frameworks of Group A, Group B, and Group C was considered valid.

2.3 Results of statistical analysis among school categories

The data of the thirteen descriptors of three school categories were analyzed using ANOVA. All the results showed significant differences between the descriptors. Follow-up analysis was conducted employing Tukey HSD. Of all the descriptors, the results of the integrated schools were higher with significant differences at 1 percent level than those of the junior high schools. Concerning the comparison between the integrated schools and the senior high schools, only the descriptor eight had no significant difference.

Of the other descriptors, the results of the integrated schools were higher with significant differences at 1 percent level or 5 percent level than those of the senior high schools. Regarding the comparison between the senior high schools and the junior high schools, descriptors two, five, nine, and eleven had no significant differences. Of the other descriptors, the results of the senior high schools were higher with significant differences at 1 percent level, 5 percent level, or 10 percent level than those of the senior high schools.

2.4 Discussion

The results showed the responses from the integrated schools were overall higher than those from the others. The integrated schools have election systems at the entrance of the junior high schools. Most junior high schools do not have that system. Considering this condition, it can be guessed that the integrated schools can collect more excellent students. In addition, comparing to students in the junior high schools, students in the senior high schools are more grown up. Naturally, grown up students are more excellent and more autonomous. Therefore it can be no wonder that responses form schools with more excellent and/or more autonomous students were higher than those from schools with less excellent and or less autonomous students. Although judgment of the descriptors depends on qualities of students who each school type deals with, judgment against the descriptors that teachers thought easy to do or tough to do turned out almost the same among the three school types. That means teachers' perceptions toward

learner autonomy did not vary among the three school types.

3. Prefectures' ranking based on indicators of (μ)+ (σ)

The responses from forty seven prefectures were analyzed. The average score of the thirteen descriptors of each prefecture was used as the prefecture's point. Table 4 shows the forty seven prefectures' ranking. Only the prefecture' name from the top one until the top 20 were written. As the number of responses were not the same, the result of this present study can define something crucial. However, persons who are in charge of teacher training can make a good use of this result. Responses from Tokyo were generally highly scored. Of responses from Yamanashi prefecture, some descriptors which seemed easy to conduct were not scored highly but descriptors tough to do were scored highly. Of responses from Saitama prefecture, descriptors easier to do were not scored highly but descriptors ranked in the middle were scored highly.

III.　　Suggestions

Judging from the results, setting up developmental suggestions for teachers' age groups for guiding students to be autonomous was conducted. As the indicator of $(\mu)+(\sigma)$ of the four descriptors in Group A (#1, #3, #4, and #5) were over 4.11 so it is considered valid that they are suggestions for novice-teacher level. The three descriptors in Group B (#6, #7, and #9) were suggestion for apprentice-teacher level. The six descriptors in Group C (#2, #8, #10, #11, #12, and #13) were suggestions for all the teachers except novice-teacher level.

IV.　　Further Assignment

Comparing the average scores of the indicator of $(\mu)+(\sigma)$, the score of descriptors for teachers' competence to help students to become autonomous were lower than that of teachers' competence to help students picking up intercultural awareness and that of teachers to acquire better pedagogical competence. This is because that the contents of the descriptors for guiding students to be autonomous were less familiar with secondary English teachers in Japan. Concerning activities indicated by the descriptors in both Group A and B, there were some differences between age groups, so teaching experiences of those activities can be handed in from longer experienced teachers to shorter experienced teachers. However, as activities indicated by the descriptors in Groups C require teachers to guide students learn autonomously and cooperatively, there were scarcely differences in scores between age groups. So a teacher can hardly find to a role model to follow and then he or she find difficulty visualizing the clear images of how to teach activities indicated by the descriptors in Group C.

However, those activities are definitely necessary for English education from now on. Therefore, concerning the six descriptors in Group C, in order to spreading instructing ways to guide students learn autonomously and cooperatively, the author will try to show examples of how to teach them in both junior and senior high schools.

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2) I can guide learners to produce materials for themselves and for other learners, and use these in class.

For Junior high: Teaching English words through a Bingo game is popular among junior high school students. Each time a unit of the textbook is over, have ing some students in turn make a bingo game using words in the unit and practice the bingo game in front of the classmates.

For Senior high: Whenever a unit of the textbook is over, have some students in turn make the summary of the lesson and practice instructing spot dictation or something using the summary.

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8) I can assess the process and outcome of project work in cooperation with learners.

Dividing the students into several groups have each group study through project learning. Each group member should have a role in the group. The process and the presentation should be assessed through discussion by each group's members and the teacher.

For Junior high: Have the students demonstrate in English an introduction of where they live or where they study.

For Senior high: Have the students study through problem-solving project learning in English.

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10) I can plan to guide students to structure portfolio work.

A teaching plan is almost the same for junior high and senior high. At the beginning of a school year, learning objectives should be given to students in the form of CAN-DO statements which can the objectives transparent. Have the students check and correct all the mistakes on the tests. If they have some questions about them, they should be cleared and the corrections should be written on the tests. Those tests and other assignments are held in the holder each student possesses. At the end of a school year students should reflect on their outcomes using The CAN-DO statements and what are

in the holder.

11) I can supervise and give constructive feedback on portfolio work.

A teaching plan is almost the same for junior high and senior high. Have students sort out all the test papers and assignments and put them into the holders stated above. Occasionally have a look at the holders and make comment on the holder.

12) I can encourage self- and peer assessment of portfolio work.

A teaching plan is almost the same for junior high and senior high. Have students sometimes look at what are in the holder and reflect on their outcomes. In addition, have them talk about their outcomes with classmates so that the students can check whether their assessment for their reflection is not wrong.

13) I can initiate and facilitate various learning environments such as learning platforms, discussion forums, web pages, etc.

For Junior high: A web site for the lesson should be created. On the site, the teacher can make additional comments about his or her lesson and the students can make a question.

For High school: A Web page should be created for the students to study more outside classroom. On the site, the students can express their opinions about the lesson topic they study in class. In addition, if they train well the students can debate on the website.

As these activities are conducted daily, Japanese students in high school become more and more autonomous.

Table 5- 1 The descriptors and their indicator of （$\mu + \sigma$）

Descriptors	A	J	P
1) I can involve learners in lesson planning, discuss with them, make a lesson plan, and use it in class.	4.38	4.36	4.39
2) I can guide learners to produce materials for themselves and for other learners, and use these in class.	3.94	4.01	4.06
3) I can select a variety of activities that help learners to reflect their existing knowledge and competencies.	4.33	4.45	4.48
4) I can select a variety of activities that help learners to identify and reflect on individual learning processes and	4.14	4.26	4.33

learning styles, and develop specific learning strategies and study skills.			
5) I can set the content, type, and volume of homework in cooperation with learners.	4.52	4.54	4.55
6) I can plan and manage project work according to relevant aims and objectives.	3.95	4.11	4.17
7) I can assist learners in their choices during the various stages of project work.	3.99	4.16	4.19
8) I can assess the process and outcome of project work in cooperation with learners.	3.89	3.99	4.10
9) I can set specific aims and objectives of portfolio work for students.	4.05	4.16	4.18
10) I can plan to guide students to structure portfolio work.	3.88	3.99	4.07
11) I can supervise and give constructive feedback on portfolio work.	3.91	3.98	4.01
12) I can encourage self- and peer assessment of portfolio work.	3.93	3.96	4.05
13) I can initiate and facilitate various learning environments such as learning platforms, discussion forums, web pages, etc.	3.45	3.52	3.47

A: Apprentice, J; Junior, P: Practitioner, V: Veteran

Table 5-2　Schools' Mean（μ）, S.D.（σ）, Indicator of（$\mu + \sigma$）

	Mean（μ）	S.D.（σ）	Indicator（$\mu + \sigma$）
Junior high	3.085	0.972	4.058
Senior high	3.158	0.984	4.142
Integrated	3.336	0.968	4.305

Table 5-3　Schools' ranking by indicator of　（$\mu + \sigma$）

#	JH（$\mu + \sigma$）	rank	SH（$\mu + \sigma$）	rank	Integrated（$\mu + \sigma$）	rank	Total rank	Level
1	4.24	4	4.44	2	4.60	2	2	A
2	3.98	8	4.01	10	4.19	10	8	C
3	4.41	2	4.37	3	4.55	3	2	A
4	4.25	3	4.23	5	4.46	4	4	A
5	4.45	1	4.53	1	4.64	1	1	A
6	4.01	7	4.20	6	4.34	5	6	B
7	4.06	6	4.24	4	4.31	7	5	B
8	3.96	11	4.09	8	4.18	11	10	C
9	4.12	5	4.13	7	4.32	6	6	B
10	3.97	9	4.03	9	4.22	9	8	C
11	3.93	12	4.01	11	4.27	8	11	C
12	3.97	9	3.98	12	4.14	12	12	C
13	3.39	13	3.59	13	3.75	13	13	C
平均	4.06		4.14		4.30			

Table 5-4 Prefectures' ranking

	1	2	3	4	5	6	7	8	9	10	11	12	13	Ave
Tokyo	1	3	3	3	3	1	2	1	1	1	1	5	4	1
Yamanashi	11	1	2	2	19	5	7	2	4	2	5	1	1	2
Saitama	12	18	9	5	34	3	1	6	3	5	2	7	12	3
Fukuoka	19	6	25	13	17	10	11	9	2	4	4	9	2	4
Iwate	2	2	17	16	9	4	3	8	16	10	16	11	31	5
Osaka	5	11	7	15	24	7	10	5	19	8	6	28	6	6
Nagasaki	15	7	23	12	1	33	21	24	5	3	3	3	5	7
Hyogo	10	4	30	18	8	2	4	3	15	14	24	16	8	8
Nara	3	8	1	1	35	6	5	4	33	15	18	27	7	9
Hokkaido	14	12	14	25	5	11	9	12	18	11	13	15	9	10
Niigata	24	14	21	7	7	13	14	10	8	13	7	6	29	11
Wakayama	4	9	10	21	10	25	24	18	9	7	22	2	13	12
Hiroshima	17	17	5	9	16	18	12	25	14	16	9	8	14	13
Gunma	31	22	11	10	23	14	8	7	7	20	14	4	16	14
Kyoto	28	38	8	4	47	8	6	11	11	21	11	13	22	15
Yamaguchi	30	5	28	20	18	12	19	15	12	22	15	26	10	16
Ibaragi	27	19	24	23	27	17	32	27	20	9	12	12	3	17
Ishikawa	7	36	16	28	2	23	16	17	10	37	19	17	26	18
Kanagawa	26	21	19	8	32	28	30	32	21	6	8	19	15	19
Chiba	18	15	20	6	14	34	22	21	22	19	27	31	28	20
A	22	28	4	14	12	21	20	26	30	31	28	18	33	21
B	29	30	38	34	28	30	23	16	6	25	26	22	27	22
C	35	45	18	19	6	36	27	31	25	24	20	10	40	23
D	21	39	6	11	33	26	26	28	26	12	25	39	45	24
E	33	33	15	38	20	16	25	22	32	30	30	34	20	25
F	8	13	12	29	36	35	34	34	41	27	32	37	17	26
G	9	16	33	26	26	15	15	13	43	38	43	40	39	27
H	20	35	39	44	21	31	36	42	13	23	23	14	18	28
I	23	26	36	30	30	19	18	23	31	36	39	30	24	29
J	6	32	13	43	29	20	33	20	36	39	34	23	37	30
K	25	20	22	24	13	22	29	36	38	32	38	32	36	31
L	13	24	40	42	4	32	17	19	34	35	29	35	44	32
M	43	42	37	32	25	39	37	30	17	18	10	20	34	33
N	36	34	42	40	42	9	13	14	35	29	42	45	19	34
O	40	27	35	33	37	37	42	38	23	26	31	33	11	35
P	37	25	41	31	31	38	35	40	29	34	17	21	35	36
Q	38	23	32	17	40	43	41	33	27	33	35	29	25	37
R	32	37	27	39	38	41	31	29	28	28	21	24	41	38
S	16	10	29	37	41	45	38	41	47	45	45	43	23	39
T	45	46	45	46	11	42	46	44	24	17	37	25	32	40
U	44	29	34	27	43	29	39	35	40	40	33	36	38	41
V	39	41	46	22	15	44	43	43	39	47	41	38	21	42
W	41	44	26	41	22	24	28	37	46	42	47	44	43	43
X	46	47	43	36	45	27	44	39	44	44	36	41	30	44
Y	42	31	31	35	44	40	45	47	45	43	46	46	46	45
Z	34	43	44	47	39	46	47	46	42	41	40	42	42	46
AA	47	40	47	45	46	47	40	45	37	46	44	47	47	47

Section 6: Future Challenges

I. Specification of Descriptors

Ken Hisamura

1. Rationales behind the EPOSTL

As stated in Section 1, when used in the European context, adapting the EPOSTL is not allowed. This is explained by the authors of this instrument as follows:

> …. One question that sometimes arises is whether the *EPOSTL* may be adapted or shortened to suit the contextual conditions of a particular country. Permission to do so has not been granted since the authors hold the view that, for reasons of cross-institutional and cross-national dialogue, it is valuable to have a common document for all European countries which wish to use it. (Newby, 2012 [18])

Even in a non-European context, it might be valuable to use the EPOSTL if other European documents were readily available, such as CEFR (Common European Framework of Reference), ELP (European Language Portfolio), and Profile (European Profile for Language Teacher Education – A Frame of Reference) on which EPOSTL has been built. Unfortunately, this is not the case in Japan. Japanese system of foreign language education lacks self-assessment and/or reflection instruments for learners, much less professional standards for teacher education. On the other hand, it has one single pedagogical document: the Course of Study, which is defined as "broad standards for all schools, from kindergarten through upper secondary level, to organize their programs in order to ensure a fixed standard of education throughout the country." (MEXT, 2013) This fact alone may explain why Japan cannot share common pedagogical instruments with European countries and furthermore why adaptation or modification of the EPOSTL should be permitted if it is to be contextualized in Japan.

An additional significant contextual difference between Japan and European countries is that the EPOSTL is designed for teachers of many different languages, whereas almost all the users of the J-POSTL are expected to be English language teachers. English is the dominant foreign language in Japan. In the section of "the Course of Study for Foreign Languages", there is no description about languages other than English except for this sentence: "Instruction for foreign languages other than English should follow the objectives and contents of English instruction." (MEXT, 2003) This means that the contextualization of the EPOSTL has to be undertaken from the perspective of English teaching.

In spite of these important differences in language education environments between Japan and European countries, the recent survey results show that the adaptation of the EPOSTL descriptors is by and large appropriate for the enhancement of didactic competences of teachers of English in Japan. This implies that most of the rationales behind the document are also acceptable: for example, a reflective mode, action-oriented approach, communicative language teaching (CLT), an autonomous view of both learning and teaching, etc. In particular, the ability to use language, the skill encouraged in action-oriented approach or CLT, corresponds to the expectations of the Japanese government and the national business community. In this respect, J-POSTL (Pre-service) and J-POSTL (In-service) as a set of two variants should retain its rationales by maintaining the fundamental framework and, even more importantly, by respecting the original descriptors of the EPOSTL. This will also help to promote opportunities for cross-institutional and cross-national dialogues between Japan and European countries. Therefore, it is imperative to re-examine the 19 EPOSTL descriptors which had been omitted from the self-assessment list in the J-POSTL (Pre-service) or from the 2012 national surveys in order to specify the descriptors in the two adapted variants of the EPOSTL.

2. EPOSTL Descriptors which were eliminated from the adapted version

Nineteen out of the 82 EPOSTL descriptors which remained unexplored were not included in the list of the questionnaire items of the national survey. First, there are four descriptors which cannot be contextualized because they are uniquely tied to the European context. They are:

・ "I can understand the principles formulated in relevant European documents (e.g. Common European Framework of reference, European Language Portfolio."
(I Context— A. Curriculum—3)
・ "I can understand and integrate content of European documents (e.g. Common European Framework of Reference, European Language Portfolio)."
(I Context— A. Curriculum—4)
・ "I can use assessment scales from the Common European Framework of Reference."
(VII Assessment—B. Evaluation—6)
・ "I can help learners to use the European Language Portfolio."
(VII Assessment—C. Self- and Peer Assessment—3)

If documents similar to CEFR, ELP, or Profile are implemented in Japan in the future, it is highly probable that the wording of these descriptors will be changed and included in the revised list. On the other hand, the remaining 15 descriptors were omitted from

the list for several different reasons.

3. EPOSTL Descriptors to Be Included in the List

While the four descriptors above were omitted before the preliminary survey was conducted in 2011, the other 15 descriptors were removed in April, 2012, when the questionnaire items for the national survey were finalized, because they were considered unnecessary by the informants (See p.11, 2.2 Design). It is nevertheless important to explore the reasons why these descriptors were judged as non-applicable. Upon a closer examination of the interview notes, these descriptors could be divided into three categories as follows:
・ descriptors to be added to the J-POSTL (Pre-service)
・ descriptors to be included in the J-POSTL (In-service)
・ integrated descriptors to be reconsidered

3.1 Descriptors to Be Added to the J-POSTL (Pre-service)
The following three descriptors are thought to be core competences for student teachers and should be added to the list of the J-POSTL (Pre-service).

・ "I can finish off a lesson in a focused way."
(V Conducting a Lesson—A. Using Lesson Plans—6)
・ "I can settle a group of learners into a room and gain their attention at the beginning of a lesson." (V Conducting a Lesson—C. Interaction with Learners—1)
・ "I can encourage learner participation whenever possible."
(V Conducting a Lesson—C. Interaction with Learners—4)

3.2 Descriptors to Be Included in the J-POSTL (In-service)
Ten descriptors below were omitted before the national survey for the following three reasons: 1. they could be integrated; 2. they were considered inappropriate for lower secondary school teachers and 3. they were deemed unsuitable for the present-day Japanese context.

First, informants believed the following three descriptors could be combined or integrated.
・ "I can evaluate and select texts in a variety of text types to function as good examples for the learners' writing."
(II Methodology—B. Writing/Written Interaction—3)
⇒The content of this descriptor could be included in the earlier one ("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.)").

However, the focal point is different. The descriptor under discussion stresses on 'texts' while the emphasis in the other is on 'writing activities'. Judging from the results of the preliminary survey results, this descriptor may be appropriate for apprentice or practitioner teachers.

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

  (V Conducting a Lesson—D. Classroom Management—4)

- "I can supervise and assist learners' use of different forms of ICT both in and outside the classroom." (V Conducting a Lesson—D. Classroom Management—5)

  ⇒At first, these two descriptors were combined in this way: "I can supervise and assist learners' use of computers by managing and using instructional media efficiently in the CALL/LL, audio-visual, or multi-purpose classrooms." Subsequently, this unified descriptor was judged unrealistic and was omitted. However, these two original descriptors should be properly contextualized respectively because ICT will become more and more important in language education.

Next, these three descriptors were considered inappropriate or too hard for teachers of lower secondary schools.

- "I can help learners to apply strategies to cope with typical aspects of spoken language (background noise, redundancy, etc.)." (II Methodology—C. Listening—6)

  ⇒The majority of informants agreed that this descriptor was beyond the reach of junior high school teachers' ability or very difficult to apply to the Japanese EFL classroom.

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

  (III Resources—9)

- "I can use and critically assess ICT learning programmes and platforms."

  (III Resources—11)

  ⇒These two descriptors were also considered too hard for junior high school teachers. This shows that utilizing ICT for English teaching has not yet spread in Japan, even though ICT is one of the interaction instruments for key competences advocated by OECD.

Finally, the following four descriptors were considered unsuitable for the Japanese classroom settings.

- "I can evaluate and select activities which enhance learners' awareness of register differences." (II Methodology—F. Vocabulary—3)

  ⇒ The English-to-Japanese translation of the term 'register' was not fully understood by the interview informants as well as the respondents of the preliminary survey. However, this descriptor cannot be underestimated because 'register differences' are very important in spoken interaction. The term 'register'

should be explained in the glossary section of the final version.

- "I can plan and organise cross-curricular project work myself or in cooperation with other teachers."   (VI Independent Learning—C. Projects—2)
- "I can encourage learners to reflect on their work (diaries, logs etc.)."
  (VI Independent Learning—C. Projects—4)
- "I can assess portfolios in relation to valid and transparent criteria."
  (VI Independent Learning—D. Portfolios—4)

⇒Project or portfolio work has not gained wide acceptance in the present-day Japanese EFL classrooms. Particularly, the first statements can be very difficult. However, these descriptors should be included in the final version of the J-POTL because they are closely linked to the very rationale of the document: autonomous or life-long learning.

3.3 Integrated Descriptors to Be Reconsidered

In the process of selecting the descriptors for the questionnaire, the following two descriptors were integrated mainly because of the imperfect translation.

- "I can evaluate and select activities which *enhance the learners' intercultural awareness*."   (II Methodology—G. Culture—7)
- "I can evaluate and select a variety of texts and activities to *make learners aware of the interrelationship between culture and language*."
  (II Methodology—G. Culture—8)

At first, these two descriptors were translated separately but the final renditions of the two italicized phrases above looked very similar. Subsequently, these statements were discussed without reference to the original English descriptors. As a result, they were thought as non-distinctive and combined. However, it is clear that this was a mistake. The two descriptors should be independently included in the self-assessment list.

II. Considerations for the Promotion of J-POSTL (In-service)

Shien Sakai translated by Hiromi Imamura

1. Professional teacher development and training

"It is best to forget everything learned in graduate school upon returning to the workplace;" such was the phrase often uttered by graduate school alumni during the late 1990s while I was in fact still working towards my graduate degree. This phrase expresses a gap between theory and practice that many spoke of and accepted as an established fact – a belief that had arisen due to the poor state of teacher education in Japan. In other words, because the belief was that many pedagogical issues are complex

matters that cannot be adequately addressed in a short time via language instruction theory, even at graduate schools accepting in-service teachers, there was little discussion of practical classroom problems. Rather, instruction tended to focus on theories that were easiest to teach, meaning that university education proved to be little more than theoretical training. In the case of English education, this basically meant encouraging the reading of literature to improve language ability. While criticism of such educational practices has led to the establishment of professional graduate schools for teachers, the issue of this gap remains, and attempts to merge theory and practice continue.

Examining the state of English education in Japan, we note that research on training programs for English teachers has not been conducted in a systematic manner (with the exception of certain graduate schools and JACET SIG on English Education). Professional presentations at conferences related to English education primarily focus on effective methods and techniques utilized in the classroom, with most cases showing favorable results. Nonetheless, despite some thematic points of consistency among said presenters, these presentations hardly result in a deepening of knowledge on English teaching on the whole. The reason being is that the keys to success espoused in these presentations are highly environmentally dependent, with variations in teacher and student qualities. The current research climate lacks ongoing longitudinal studies at the prefectural level, as well as long-term cooperative studies with a large number of participants. Unfortunately, even though many conferences adopt a "Research into Teacher Education" theme, often there is no common topic to discuss. Without such common ground, conferences merely become pulpits for presenters to lecture about their own niche research, leaving the conference overly diversified and without cohesion.

J-POSTL (In-service) aims to address this challenge. J-POSTL (In-service) was adapted from EPOSTL, a document created through the cooperation of educators and theorists in Europe. The self-assessment descriptors in J-POSTL (In-service) were also designed through the cooperative efforts of many educational researchers and practitioners. Feedback regarding these descriptors showed that 5,658 respondents viewed them positively (average score: 3.51). These results suggest that J-POSTL (In-service) is an appropriate tool for teacher self-assessment, because it is based on a combination of both theory and practice, aimed at teachers' professional development.

Seen from this perspective, J-POSTL (In-service) has the potential to become a common topic of discussion for researchers and practitioners in Japan. In fact, many participants at a workshop concerning J-POSTL (Pre-service) (hereafter J-POSTL without (Pre-service)) – a companion version of J-POSTL (In-service) – agreed that many researchers and practitioners could benefit from getting together for a nationwide

research and teaching initiative with J-POSTL just as the foundation.

2. What will J-POSTL (In-service) achieve?

Who can benefit from using J-POSTL (In-service)? First of all, supervisors and lecturers in charge of training in-service teachers can. As Chart 1 shows, novice teachers can benefit too, as was seen in a trial run using J-POSTL in the training of novice teachers, carried out by a board of education and delivered positive results. Novice teachers self-assessed their own practices using J-POSTL twice, in the first October after becoming a new teacher and the following January as well. Outcomes showed that these teachers carried out a deeper level of self-assessment, which led to personal growth. For detailed results, please see the 2011 JACET SIG on English Education annual report. Supervisors and lecturers also train teachers with 5 years' experience. In this case, the instructional descriptors in J-POSTL (In-service) designed for trainee- and junior-level teachers prove useful. It is best to distribute J-POSTL (In-service) to teachers at the start of the training year, as several descriptors can be difficult to comprehend upon first reading. In these cases, teachers may respond to such descriptors with a neutral rating of "3." However, asking teachers to read over the descriptors at least once a month allows for individualized opportunities to consider more thoroughly how these descriptors relate to one's respective practice. Such are the moments of deeper self-assessment. When teachers meet for training during the summer vacation after the first school term, allow them to self-assess again. Upon reassessment, often responses to the same descriptors shift away from neutral to a more positive or negative response. Discussing the reasons why such changes occurred can further help teachers develop the ability to think objectively about their practice.

Secondly, lecturers in charge of teaching license renewal programs can use J-POSTL (In-service). In addition to training regarding recent theories in education, J-POSTL (In-service) can act as a self-assessment tool for teachers with 10 years' and 20 years' experience, assisting them in further developing their professional competences. In addition, ideas regarding not only general language instruction, but concepts related to international understanding and the facilitation of learner autonomy as well, can be more clearly and explicitly conveyed in words. Such instruction has traditionally relied largely on explanation via abstract conceptualization; however, J-POSTL (In-service) offers a breakdown to assist lecturers in better facilitating understanding of such ideas.

Educators enrolled in graduate schools of teacher education can also use J-POSTL (In-service). One important role of graduate schools of teacher education involves training high school educators to act as instructors themselves at their respective

schools. Such a role can include introducing new theories to colleagues, as well as carrying out training in line with said theories. The most important role, however, is demonstrating to colleagues and younger teachers alike how one can develop through self-assessment, and teaching how to make use of J-POSTL (In-service) is one effective way to accomplish this.

Above all, J-POSTL (In-service) is for any teacher with a desire for personal development, as it proves a convenient tool for general English teachers to both self-assess and better themselves. The more that English teachers can improve their own teaching abilities via self-assessment, the more that students will gain as a result. To put it simply, the spread of J-POSTL (In-service) brings benefits to a wide spectrum of stakeholders.

3. How can we share J-POSTL (In-service)?

Questionnaires were sent to a combined total of approximately 16,500 junior, senior, and integrated junior/senior high schools. Since J-POSTL (In-service) is a new idea, we were initially worried about the response rate; however, we received a surprising 5,658 responses. Feedback we received demonstrated interest in our survey results, fostering our belief that J-POSTL (In-service) could be accepted in the field of education.

It is important to work together in order to design, refine and disseminate a new concept. Such degree of collaboration breeds originality. Thus, in promoting this new concept of J-POSTL (In-service), we believe it necessary to establish a consortium where people can get together and discuss the practical use of J-POSTL (In-service). This consortium should be a forum where those related to or interested in the improvement of teacher education can openly participate, exchange opinions, and study the practical applications of J-POSTL (In-service). We would like for this consortium to be a medium for participants to do something that improves the state of teacher education. For the time being, JACET SIG on English Education will take the lead by, for example, creating website archives, holding an annual symposium at the Language Education Exposition, and supporting activities regarding the promotion of J-POSTL (In-service). Within our budgetary limitations, we will dispatch lecturers, conduct additional surveys, and report on survey results. This consortium will not limit the rights of its participants so long as the value of J-POSTL (In-service) is upheld, and thus, will, to a degree, allow liberal use of J-POSTL (In-service) assuming such use is positive for the project as a whole. For instance, if a prefecture would like to make use of J-POSTL (In-service) by combining certain descriptors to meet its own aims, the creation of an "X-prefecture" version of J-POSTL (In-service) will be allowed. However, said prefecture will be required to consult with the general bureau of JACET SIG on English Education in

advance, as well as report results afterwards. Of course, members are free to present about prior research concerning J-POSTL (In-service), but they will be requested to announce presentation plans to the general bureau of JACET SIG on English Education, so as to allow other members the chance to attend. By doing so, consortium members will contribute to the continual improvement of J-POSTL (In-service) through research.

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Chapter 2

An Attempt to Break Down the Descriptors Concerning Methodology of the Core Competences in the 2012 National Survey

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Introduction

In this chapter, specific suggestions for the use of 14 Methodology-related descriptors (see Chapter 1) in the instructional context and for the improvement of didactic competences will be presented. For the sake of clarity, the word 'category' here is defined the same as that of EPOSTL, and the number described at the beginning of the descriptor shows the same number used in the national survey (see Appendix 1).

A Speaking Activities

> 4. (EPOSTL 2) I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.

English language instruction usually follows the three basic steps of Presentation, Practice, and Production. Namely, the teacher's presentation of new material is followed by language-using practice involving verbal interaction between learners, and various types of practice involving self-expression are the final step. As far as speaking activities are concerned, productive ability is developed through various kinds of language-use practice, while increasing linguistic knowledge and emphasizing pronunciation, sentence formation, vocabulary, and meaning. Speaking ability is, therefore, the skill that is likely to depend most on language-use training given in each lesson. The ultimate goal of speaking activities is for learners to attain the competence necessary for performing information exchange. Teachers should motivate learners to express themselves by setting challenging and attainable practice activities for learners to undertake. As for teaching materials necessary to expedite speaking practice, they can be divided into two types; materials that facilitate dialogues between multiple interlocutors, and materials which facilitate a monologue-type production. The former will be used hereafter as an example. The following paragraphs focus mainly on a teacher's competence in selecting appropriate speaking activities, starting with basic practice from which learners proceed gradually to more challenging, unrestricted practice.

- Teachers should select basic speaking activities for learners to reinforce fundamental abilities for participating in actual communication.: Speaking activities focusing on repetition-memorization, such as 'mim-mem' practice, pattern practice and role-playing, are especially necessary for learners at beginning stages. In repetition practice, it is common for teachers to enforce basics through whole-class choral oral reading while having learners look at the written text. Similar are group reading by rows and ranks, individual buzz reading, pair reading, etc., and an appropriate combination of these. Teachers also should check the degree to which learners are actually engaged in oral reading, as well as the extent to which they comprehend the text. After checking learners' mastery of target structures, teachers commonly should move on to the next step of conducting oral practice with the textbook closed in formats such as whole-class, row and rank, pair, and individual oral reading. Number of times oral repetition is carried out must be decided by observing how attentively learners are engaged in repetition practice. The accumulation of this kind of fundamental practice will play an important role in succeeding in development practice in the next stage.

- Teachers should select speaking activities for learners to advance one step higher in level of communication ability.: One of the aims of speaking activities is to have learners make new sentences derived from the ones they have already memorized through the basic practice mentioned above. Actual speaking activities consist of 'substitution practice,' replacing some elements of a sentence with others, 'conversion practice,' transforming parts of a sentence in terms of the tense, nominal number, or sentence type such as affirmative, negative, interrogative, declarative, and exclamatory, 'expansion practice,' adding modifiers to a target sentence, and the like. Teachers should strive to select language-use activities according to the differing abilities of learners. More importantly, realizing that learners need a wide range of choices for substitution in this kind of activity, teachers should prepare each drill by providing learners with appropriate substituting phrases and sentences which meet the interests and levels of each learner in order to avoid the monotony of this kind of practice.

- Teachers should prepare pseudo-communication practice. : Considering that teacher-led classroom activities tend to have a pseudo-communicative element, the main emphasis of 'communication practice' should be placed on verbal interaction between learners using the materials already taught. Learners are expected to carry out conversations in new situations arranged by the teacher, but not merely to repeat dialogues in the textbook. This kind of practice is called 'pseudo-communication practice' in the sense that teachers attach importance to learners' commitment to express themselves, rather than intervene too much in their verbal interchanges. These activities include 'information-gap practice' done by

learners using dialogues to which they add some new information. Teachers should be aware of the possibility that the activities might not work well if prior basic practice has been insufficient.

・ Teachers should select 'free-conversation' practice which may lead to more advanced speaking practice.: This practice focuses mainly on production activities in which learners are given a chance to choose topics and situations for interaction by themselves. Taking learners' desire to express themselves into consideration, teachers should also have learners hold various conversations using expressions suitable for the situations accompanied by gesticulation. Since this type of communication activity requires creative use of English on the part of learners, it should be linked to reading activities as vehicles for input as well as writing activities for effective conveyance. Teachers, therefore, are expected to select appropriate speaking and interactional activities by integrating the 'four skills' into one activity to enable the learners of differing abilities to participate.

> 5. (EPOSTL 5) I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches, etc.)

Teachers should set 'easy-to-tackle' situations which learners presumably will encounter in daily life. For example, typical situations for using specific expressions include those in which learners exchange greetings, introduce themselves, talk over the telephone, shop, help someone with street directions, travel, order meals, etc. Similar situations related to learners' daily lives are spending time at home, engaging themselves in study and extracurricular activities at school, taking part in events and entertainment in the community, etc. Some other probable situations learners are likely to encounter, particularly abroad, are those related to housing, food, and clothing,. Even though it is not realistic to deal with all of these possible situations in a language class, teachers should arrange versatile practice, taking 'highly frequent situations' into consideration. When teachers select speaking activities for classes, there are three main points that teachers should keep in mind:

・ situations should be familiar to students to ensure that learners have vested interest in practice.
・ situations should enable to utilize materials consisting of learnable key sentences, distinguishing between productive and receptive vocabulary.
・ it is often necessary to provide corrective feedback by rephrasing learners' holophrastic or laconic utterances appropriately

> 6. (EPOSTL 7) I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions, etc.) and to respond to utterances appropriately.

Usually classroom discourse is a three-phase exchange such as I(nitiate)-R(espond)-F(eedback): a teacher elicitation, a learner response, and teacher feedback. Some classroom discourse takes on an expanded version of this such as I-R-F-R, which ends up with a second learner's response. This is preferably done even between learners themselves. In order to keep this kind of verbal turn-taking cycle going in the classroom, it is necessary for teachers to maintain a congenial atmosphere where learners can take part in various kinds of interactions positively, provide challenging tasks for learners to work on, and speak lucidly to ensure full comprehension. Teachers should keep the following three points in mind when selecting tasks in speaking activities:

・ provide comprehensible input so that learners can easily grasp instructions for assigned tasks, explanations, and small talk.
・ treat learners' errors with tolerance so that learners feel comfortable about speaking out: focus on fluency rather than accuracy
・ rephrase learners' incomplete sentences into appropriate ones taking advantage of holophrastic and laconic utterances produced by learners

Through teachers' efforts to establish a good rapport with learners through interaction, learners themselves will gradually become motivated to speak out independently by themselves. In other words, it is vital to create a classroom atmosphere in which learners feel free to take part in trial-and-error communication with their peers. In this conjunction, teachers need to bear in mind the desirability of differentiating between speaking activities that focus on forms to be internalized, and those that aim to enhance learners' productive ability to express themselves. In order to set such activities for introductory, beginning, and pre-intermediate levels, so that learners will be able to respond easily, mainly dialogue-based materials should be used. Once learners have advanced to this level of proficiency, especially at the stage of language development when they make speeches and hold discussions, teachers often set up activities requiring learners to engage in questioning each other on the content of a speech or a presentation. This is of course in addition to the practice of having learners share their personal impressions and remarks. In this case, it is possible to encourage learner interaction by designing impromptu exchanges and feedback. Since this activity is particularly beneficial for post-intermediate and advanced learners, teachers should create 'four-skill integrating activities' for the underachievers of the class so that they

will be able to exchange their opinions and impressions, especially by providing them with related written text beforehand.

> 7. (EPOSTL 9) I can help learners to use communication strategies (asking for clarification, comprehension checks, etc.) and compensation strategies (paraphrasing, simplification, etc.) in spoken interaction.

In communication situations, interlocutors need strategic listening skills. In real-life communication settings, they face various situations in which full comprehension is impossible. Teachers should support learner acquisition of communication strategies to avoid communication breakdown. This involves teaching learners necessary compensatory strategies. Here are some example expressions needed to avoid communication difficulties for listeners as well as speakers:

1. Expressions to confirm understanding
    ・Request for repetition
    ① Pardon me? ②　I beg your pardon? ③ Sorry, but I am afraid I didn't catch what you said. Would you rephrase it, please? ④ Would you mind repeating the last part of your statement?
      ・Polite expressions used by listeners to check their own comprehension of what was said
    ① What you wanted to say is that we should be more aware of 'political correctness.' ② Am I correct in understanding that what you made clear in you speech is the necessity of face-saving strategies? ③ I'm under the impression that you agree with me on this issue. Am I right? ④ In your presentation, you showed us three different pieces of evidence to support your claim. Could you explain your one in a different way?
    ・Expressions used by listeners to check what speakers said by specifying words or phrases which they believe were used
      ① Did you say you are willing or unwilling to do that? ② So, you said that the statesman is sensitive or sensible about this issue, or something like that? Which word did you use? ③ I didn't catch the two key words exactly. Are they 'nature' and 'nurture'?

2. Expressions to enhance understandability by rewording a part of an utterance which might be difficult for listeners to understand
    ① The meeting was adjourned for two weeks to November 17. Well, I mean the meeting was put off for two weeks to November 17. Do you understand? ② We should be very sympathetic to the problems of those starving people. Hmm,

what I want to say is… we have to be kind to them, showing that we can understand their feelings.   ④ I must request you to Keep quiet on this issue. In other words, just make sure on one finds out.

3.   "Teacher talk," which facilitates listener comprehension
    ① Please transcribe all the words I'm going to say. → Please write down all the words I'm going to read out.   ② The members were prevented from attending the conference by the bad weather. → The members could not make it because of the terrible weather.   ③ A moment's reflection will show us how unwise his behavior was. → If we think carefully for a moment, we will see that he acted like an idiot. .

  Teachers should assist learners in making the most use.

B   Writing Activities

> 8. (EPOSTL 2) 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.).

Because different types of writing — such as letters, emails, diaries, newspaper articles, and advertisements — require different writing strategies, teachers should focus not only on mechanics but also on the text rhetorical organization. One of the best ways for learners to become aware of the purpose of communicative writing and how information is structured in writing is a genre-based approach. The approach provides a framework for understanding wider, deeper issues in writing. In the approach, many samples of a specific genre are introduced, and some distinctive characteristics of the given genre are pointed out so that learners notice specific configurations. The essential advantage of the genre-based approach is that it promotes rhetorical awareness, as well as linguistic skills and self-expression.

> 9. (EPOSTL 4) I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids, etc.).

Teachers should select and make the best use of appropriate materials that meet learners' interests, needs, and abilities, because the best teaching materials can be highly effective tools to support learners' activities. Authentic materials are those prepared for native speakers of English, not edited for EFL learners. Newspapers, DVDs (documentaries), movies, magazines, and online articles can be good materials to promote writing activities. If teachers use a room with CALL, learners can use the

Internet and see corrections of the assignment that they have just submitted on computer screens. Teachers should also make the best use of educational software and materials for online learning. As a good management system for learners' study, there is Moodle (http://moodle.org/), a free web application that teachers can use to create effective online learning sites. Teachers can also use Blackboard (http://www.blackboard.com) for a fee.

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10. (EPOSTL 8) I can help learners to monitor, reflect on, edit, and improve their own writing.

Unlike speaking activities, which require learners to immediately respond, learners have time to rework their production in writing activities. In order to improve their written product, learners should know how to write a paragraph (or an essay at an advanced level), as well as to master spelling, vocabulary, and grammar. Error correction is vital to raise learner's consciousness of inadequacies in their production. Peer work, for help in finding errors, is also effective. Teachers should help leaners to become aware of global errors (errors that interfere with the understanding of a text) and local errors (minor errors which do not interfere with comprehension). The following are useful symbols or signs for revision of student work :

・sp： 'wrong spelling,' as in 'I went to the <u>depertment</u> store to buy my dress.'
<div align="center">sp</div>

・w ： 'important word here' as in 'I was robbed <u>from</u> my purse.' ???
<div align="center">w</div>

・N ： 'number is wrong,' as in '<u>many informations</u>,'
<div align="center">N</div>

・U： 'usage is wrong,' as in 'I was <u>exciting</u>.'
<div align="center">U</div>

・O： 'Omit this part,' as in 'This was much <u>even</u> better than I had expected.'
<div align="center">O</div>

・ts： 'wrong tense,' as in 'As soon as I <u>leave</u> the house, it began to rain.'
<div align="center">ts</div>

・p： 'A punctuation mark is necessary,' as in 'You are __ so to speak __ a fish out of water.
<div align="center">p   p</div>

・C： 'Capitalization,' as in 'The Sumida <u>r</u>iver.'
<div align="center">C</div>

・sm： 'The initial letter should be small,' as in 'I bought the expensive <u>C</u>hocolate.'
<div align="center">sm</div>

· Pas: 'Passive voice is better,' as in 'A fire <u>killed</u> many people.'

                                                    Pas

· Act： 'Active voice is better,' as in 'This dog <u>is liked</u> by Mary.'

                                                    ACT

· Ex: 'Expression should be renewed,' as in '<u>The taxi took us to the hospital</u>.' What
          is wrong with this expression?   Ex

· ^ : 'Insertion is necessary,' as in 'I get up   seven every morning.'

                                                    ^

· ? ：'unclear,' as in '<u>He will know the scene listening the bird song in my
    garden</u>.'   ?

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11. (EPOSTL 9) I can use peer assessment and feedback to assist the writing process.

Peer editing and assessment are two vital components in a writing classroom.   To use peer assessment effectively, a relationship of trust is assumed. One of the most effective variants of peer assessments is peer review (checking each other's compositions). Peer review helps learners reconsider their compositions objectively, from different points of view, as well as recognize their own writing abilities by checking a peer's composition. The following are examples of comments in peer review:

We can see in your writings how well you've mastered English grammar and usage.
The way the verb is used in this composition is odd/strange/funny.
When you write English sentences, be careful about how you punctuate.
Lack of punctuation may confuse us (readers).

C   Listening Activities

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12. (EPOSTL 7) I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text.

Listening activities in the classroom can be divided in two types: those aiming to review the content of material already learned in the written form by listening to it read aloud, and those aiming for comprehension of new information aurally. In the latter case, which is often closer to authentic listening, learners might encounter unfamiliar phrases and expressions. resulting in incomplete comprehension. On such occasions, teachers should assist by providing clarification strategies

1. Expressions asking speakers to repeat an entire utterance:
  ① Sorry, but I didn't understand you. Would you please repeat that? ② Could you

repeat that a little more slowly?

2. Expressions for clarifying the meaning of a specific word used by the speaker:
　① Excuse me, but I missed the middle part of your last sentence. It's the phrase beginning with 'regardless of gender.'　Could you please say that part again?

3. Expressions for asking the meaning of a phrase which is incomprehensible to listeners:
　① What does 'green thumb' mean?　② What do you mean by 'implementation' as in 'implementation of your new plan'?

4. Expressions for inquiring the spelling of a word:
　① How do you spell 'sculpture'?　② What's the spelling of 'ba-bu-ru' in English?

When learners come across new or difficult words, they will be able to succeed in communication by using some of the expressions given above.　Unless they get direct feedback on unknown words from interlocutors on the spot, they can also learn their exact meanings by consulting a dictionary later on outside the classroom. Teachers can assist with listening comprehension in the following ways:

・ have learners guess the meaning of unknown words based upon contextual clues in the text
・have learners guess by utilizing their 'schema' or background knowledge about the topics of the text
・facilitate learners' comprehension by paraphrasing difficult words using vocabulary the learners have already learned

The following is an example text which learners are to study in one period.
　"England is indeed a country of castles. Japan is, too; but in Japan the castles have mostly been rebuilt in recent times for the sake of tourists.　In England, however, they are mostly in ruins; but the ruins are more impressive than any construction could be."　(Adapted from *English Workshop*.　Sanshusha, 1987)

Teachers can facilitate learners' understanding of the text in the ways given below:
・to show an illustration or a picture of a 'castle' if the word is unfamiliar
・to rephrase new words or phrases, using most frequently used words

　①　'Castle' → a very large, strong building made in the past to protect the people inside from attack.　② 'rebuilt' → built again　③ 'in recent times' → not a long time ago　④ 'for the sake of tourists' → in order to help and attract visiting

people ⑤ 'they are mostly in ruin' → most of the castles are in a very bad condition ⑥ 'the ruins are more impressive than any construction could be' → the badly damaged castles give you the strongest impressions of all constructions.

By replacing important key words with 'approximate alternatives', it is possible to have learners comprehend the text without translating English into Japanese word for word.

> 13. (EPOSTL 8) I can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills.

After doing a listening activity, regardless of whether a dialogue or monologue is being used, teachers should develop learners' performance skills further by cementing the target sentences or expressions through a variety of post-listening activities involving other skills such as speaking, writing, and reading.

[Activities that integrate all of the four skills]
1. Information exchange activity
   Teachers can select a speaking activity where learners make presentations concerning the information obtained, by asking all learners about their special skills, hobbies, or jobs they wish to have in the future, etc. This activity will become a writing one if learners write out probable questions to ask each other.

2. Research-based activity
   Teachers can select a speaking activity where learners make presentations of new information obtained through investigative learning about a certain topic utilizing the Internet, library facilities, and other information resources.

3. Opinion-gap activity
   Teachers can select a speaking activity where learners become aware of the differences regarding their preferences, feelings, and the like on various everyday topics. This activity may give learners an opportunity to express their personal opinions, reasons, and factual data on social issues, which will be a rather advanced level of activity. It can be developed into a writing activity if learners write out the content presented by other learners or summarize it as part of group work. If summarized scripts are exchanged between groups, then the activity can be extended to reading confirmation.

4. Reasoning-gap activity
   Teachers can select a speaking activity where learners share their process of reaching

conclusions through group discussions using their own knowledge of individual experience, reasoning, inferencing, and guessing, concerning information provided in the form of data, articles, etc.　This leads to a reading activity if learners read related materials critically and even to a writing one if they summarize their concluding remarks in written form as part of group work.

5. Problem-solving activity

Teachers can select a speaking activity focusing on interaction, say, in order to solve a certain problem given in pairs or groups. This type of activity comprises such games as 'treasure hunting,' 'culprit searching,' 'difference spotting in a picture or an illustration,' etc.　This can lead to a writing activity if learners write out the problem-solving process and even to a reading one if they get involved in exchanging evaluations with each other in the form of written scripts which each group comes up with as a final product.

D　Reading Activities

14. (EPOSTL 9) I can help learners develop critical reading skills (reflection, interpretation, analysis, etc.).

Critical reading involves making judgments about how a text can be argued, which requires learners to be skilled in reflection. To judge a text means that learners analyze and critique a text, find a topic for themselves, and become more aware of something in their own environment from the exercise. During critical reading, learners should examine the evidence or arguments presented, check out any influences on the evidence or arguments, and decide to what extent learners are prepared to accept author's arguments, options, or conclusions. In order for learners to understand the author's intention, teachers should not focus singularly on vocabulary and grammar in the text but rather on comprehension. Teachers may use the following expressions to make sure learners can understand the author's intention:

Do you understand what this reading/paragraph is about?

What do you think the author wants to say?

What is the key message of this paragraph?

What is the opinion of the author on _____ issue?

You have to think about the complete meaning.

Teachers should help learners exchange opinions among themselves, offering this question: "Is there anyone who agrees/disagrees with what the author said?"

Questions that offer two choices may be better for a start, because learners who are accustomed to yes/no questions may become puzzled when offered many possible answer options. After asking the above question, the teacher should help learners

present their opinions or explain why they agree or disagree with the author's opinion. Speaking and writing activities are effective for drawing out learners' opinions.

E   Grammar

15.（EPOSTL）2. 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.)

Teachers have to recognize that grammar supports communication and should introduce it with concrete language activities in specific situations.

Eg: Introduction of 3rd person singular form
Teacher: I like skiing. I often ski in Nagano. (To Student S)
          What sport do you like, S?
S: I like table tennis.
T: (To the whole class) S likes table tennis.

Teachers should be able to explain clearly the grammatical items treated as target language material in the textbook. In addition, teachers should be able to give related examples from dictionaries and grammar books to deepen the understanding of the learners.

Eg: Difference between present form and present progressive form
T: Listen to these pair of sentences. We have four English classes a week. Today we are having an English class with Mr. Brown. Can you tell the difference between "we have classes" and "we are having a class"? You can find the similar difference in the following pair of sentences. My mother works as a nurse at the City Hospital. But she is not working today.

In order to deepen the understanding of the grammatical items and internalize them, the learners should review each item utilizing the grammar overview attached in the appendix of the textbook and create their own sentences.   In order to help the students learn autonomously, proper grammatical reference books should be chosen and students should be given instruction on how to use them effectively.

F   Vocabulary

16．(EPOSTL) 2. I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts.

The necessary competences are as follows:
・ability to help learners connect the sounds, spelling and meaning of the new words.
・ability to help learners use English dictionaries to find meanings of new words.
・ability to help learners paraphrase the meanings of new vocabulary in their own words.

Eg.:
T: Look at the word "slave."   The *Longman Dictionary* says a slave is "someone who is owned by another person and works for them for no money."   Can you explain "slave" in your own words, S?
S: I think "a slave works for his boss for no money."

・ability to make the learners use the new words in their daily lives ・ability to help the learners express themselves orally   and in writing using   new words.

G   Culture

17．(EPOSTL 4) I can evaluate and select activities (role plays, simulated situations, etc.) which   help learners to develop their socio-cultural competence.

Teachers should be able to help learners engage in the following activities.
・   introduce Japanese culture to foreign people.
・   discuss the similarities and differences of Japanese culture and foreign cultures.
・   express opinion on global   topics such as peace, environment, nature, science, world heritage, etc..

Eg: Trade Relationship
Communicative activities (Adapted from *G0, English* I TEACHER'S MANUAL-C, TOKYO SHOSEKI, 1992)
　　　Each student represents one country.   The "country card" and the table shown below should be prepared and given to each student beforehand. The students walk around, ask the following questions to each other, and fill in the table.

Table (The number of countries can be expanded)

Country	Buy	Sell
Japan		
U.S.A.		
China		
Russia		
Australia		

COUNTRY CARD

JAPAN
Buy … oil, coal, food, etc.
Sell … cars, computers, etc.

[Questions]

1. What is your country? (Our country is *Japan*.)

2. What do you buy? (We buy *oil, coal, and food*.)

3. What do you sell? (We sell *cars and computers*.)

In addition, competences to evaluate and select international current and cultural topics such as peace, environment, nature, science, world heritage sites, etc. will be needed.

Chapter 3

Analysis of the Second Annual J-POSTL Survey

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Section 1: Background and Objectives

I. Background

In 2009, JACET SIG on English Education (hereafter the SIG) translated and adapted the EPOSTL (European Portfolio for Student Teachers of Languages), developed on the basis of the CEFR, to the Japanese educational context, which resulted in the production of J-POSTL (Pre-service) (the Japanese Portfolio for Student Teachers of Languages: hereafter J-POSTL without (Pre-service)). J-POSTL consists of three parts: a personal statement, a checklist for self-assessment, and a dossier. This checklist has 100 'can-do' descriptors divided into seven categories, with an aim to clarify English student teachers' didactic competencies necessary for conducting lessons. The target users of J-POSTL, including the checklist, are student teachers of English at the tertiary level. The objectives of this document are 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 2009 SIG report (JACET SIG on English Education, 2010).

In 2010, the SIG 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 classes are mainly conducted in English. (See the 2011 SIG report.)

In the following year, from the fall 2010 and the fall 2011, the SIG conducted the first annual J-POSTL survey in order to identify the impact and effectiveness of J-POSTL as

a reflection tool at several selected Japanese institutions. (See the 2012 SIG report.)

In 2012, the SIG administered the second annual J-POSTL survey in the light of some research questions which arose from the previous surveys. For this second survey, a revised version of the portfolio, with an explanatory guide for the checklist items, was used. In addition, the number of self-assessment checks within the designated time period was increased from two to three times in order to investigate and understand precisely how their self-assessment would change over time.

2. Objectives of the Study

The purpose of this study is to identify concrete ways for student teachers and instructors to use J-POSTL effectively. Specific objectives are:
1) to clarify what aspects of didactic competence listed in J-POSTL are more difficult or easier for the student teachers
2) to clarify significant changes of each student teacher's perception toward the 100 didactic competence listed in J-POSTL by investigating items that show the most and the least change during the three surveys
3) to identify the benefits and challenges of using J-POSTL
4) to consider the implications for expanding the use of J-POSTL in the future

3. Procedure

3.1   Respondents
Respondents were student teachers enrolled in pre-service teaching programs. They were asked to respond to the first and the second surveys during their third year before the teaching practicum, and the third survey in the fourth year after the practicum.

3.2   Timeframe: May 2011 to December 2012

3.3   Methodology
1) In May 2011, the SIG sent a request letter and the following documents to the several selected universities who had agreed to participate in the survey.
For students:
・ The Japanese Portfolio for Student Teachers of Languages (J-POSTL)
・ Computer-graded answer sheets (3 sheets per student teacher)
・ A questionnaire
In J-POSTL, there is an explanatory section called "About J-POSTL," which provides the participants with the information on the survey procedure: the purpose, timeframe, instructions for use and returning methods of the J-POSTL.

Table 1-1　Survey procedure for students

Time	Procedure
Upon the receipt of J-POSTL	1)　Receive J-POSTL, three computer-graded answer sheets, and a questionnaire. 2)　Complete the self-assessment checklists (the first survey).
Throughout the year following the receipt of J-POSTL	3)　Write dossier.
Until the beginning of the teaching practicum	4)　Write personal statement.
At the end of the third year, or the beginning of the fourth year (before the practicum)	5)　Complete the self-assessment checklists (the second survey).
After the teaching practicum, or during the post-practicum period	6)　Complete the self-assessment checklists (the third survey).
Until the beginning of December 2012	7)　Copy the checklist answers of all three surveys to the computer-graded answer sheets, and complete the questionnaire; Put these documents in an envelope and submit them to their instructors.

2)　In November 2012, the SIG sent the instructors at the above universities an enclosed questionnaire and self-addressed stamped envelope to be returned along with their students' completed questionnaires and computer-graded answer sheets by December 2012.

3.4　Method of data processing

・　MS EXCEL 2007 and SPSS 20.0J software were used to analyze the responses on the checklists. Non-response was treated as a blank when calculating Mean and SD. Using mean values of the three surveys, the difficulty levels of each descriptor were categorized according to the timeframes. In addition, a One-way Anova was conducted with a total score of the 100 descriptors from three different time-periods to clarify the differences in the three survey results. Effect size was also measured.

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

3.5　Return rate of the questionnaire

Five universities (one national and four private) participated in this study. Of these universities, 54 sets (the first survey), 55 sets (the second survey), and 47 sets (the third

survey) of computer-graded answer sheets and 46 questionnaires from student teachers were returned. (Responses from the instructors were excluded from this study due to their small number.)

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 mastery 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). They highlighted the appropriate number on the scale in order to compare and see their progress during the given time period.

4.2　A questionnaire for student teachers

A questionnaire for student teachers consists of 11 items (22 items including sub-items) and includes both multiple-choice and open-ended questions (See Appendix 3-1 for details). 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 section 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 occasions when the instructor checked J-POSTL (one multiple-choice question)
- Item 7: On the opportunities to use J-POSTL and discuss with other student teachers (one multiple-choice question)
- Items 8 and 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)

Section 2: Findings and Discussion

I. Findings of Checklists (computer-graded answer sheets)

1.1 Items showing a ceiling effect

Among 100 items, there were three items showing a ceiling effect as follows:

- Item 2 (the third survey): I can understand the value of learning other languages.
- Item 11 (the third survey): I can accept feedback from my peers and mentors and build it into my teaching.
- Item 83 (the third survey): I can manage and use instructional media (flash cards, charts, pictures, audio-visual aids) effectively.

As the above result seemed to be attributed to the learning effect of student teachers participated during the given time period, these three items will be included in the subsequent analysis. No item indicated a floor effect.

As for Item 2 and Item 11, they also showed a ceiling effect and the similar results in the 2009 pilot study (conducted after the practicum) and the 2011 first annual survey (conducted before and after the practicum). Therefore, it is assumed that their practicum experiences made student teachers feel more comfortable performing the functions represented by the items.

1.2 Distribution analysis of each item

Score distribution of each item was calculated by comparing the average score of each item with the average of all the items in the three surveys (2.39 for the first survey; 3.63 for the 2nd survey; and 3.63 for the third survey). For example, the mean score of Item 1 was 2.9, 3.5, 4.1 in the three surveys (see Table 2 in Appendix 3). Thus, compared with the average of all the items, it was above average in all the three tests. The result of score distribution is summarized in Table 2-1.

Table 2-1　Score distribution of each item in the three surveys

Classification		Item number
Items that were higher than the average in the three surveys (S)		1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 29, 34, 35, 36, 37, 42, 43, 46, 50, 57, 59, 62, 63, 66, 68, 69, 70, 77, 82, 83, 84, 85 (36 items)
Items that were lower than average in one of the three surveys	Below average in the first survey (T)	30, 61, 67, 73, 100 (5 items)
	Below average in the second survey (U)	15, 48, 65 (3 items)

	Below average in the third survey (V)	7, 53, 56, 99 (4 items)
Items that were lower than average in two surveys	Below average in the first and second surveys (W)	17, 47, 51, 55, 64, 71, 74, 76, 79 (9 items)
	Below average in the first and third survey (X)	54 (1 item)
	Below average in the second and third surveys (Y)	25, 31 (2 items)
Items that were lower than average in all the three surveys (Z)		18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 32, 33, 38, 39, 40, 41, 44, 45, 49, 52, 58, 60, 72, 75, 78, 80, 81, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98 (40 items)

For example, scores of the items that belonged to (S) were higher than average in all the three surveys. This suggests that student teachers perceived didactic competences required in these items as rather easy. On the other hand, we can see the student teachers' perception of the competences that belonged to (Z) as rather difficult, because the scores of these items were lower than average in all the three surveys. The score of the items that belonged to (V) and (X) went lower than average in the third survey. Since the respondents realized the difficulty of the didactic competence required in those items after the practicum, it could be seen as a sign of their learning effect. Whereas, items whose score rose after the practicum, i.e., (W), point to the competences which tend to develop with actual teaching practice. Items on which pre-service teachers could gain confidence through learning experience including practicum are items that belonged to (T) and (W).On the other hand, the items on which learners' score went down, as their experience increase, belonged to (U) and (Y). This could also be seen as a sign of student teachers' learning effect.

1.3 The analysis of significant difference between the three surveys

Student teachers had to answer the checklist with 100 items in a 5-point scale for three times: (1) just after they received J-POSTL (2) right before the practicum and (3) after the practicum. To clarify the differences between the answers in the three surveys, a one-way analysis of variance was performed. The result showed a significant difference (p<0.1) in 99 items. One exception was item two which showed a significant difference in a level of 1%.   Although there were some differences observed in the p-value, we can see that student teachers' level of confidence rose on all 100 items with experience.

This was followed by multiple comparisons. When equal variances could be assumed,

Tukey multiple comparisons was conducted. On the other hand, when the equal variances could not be assumed, Games Howell multiple comparisons analysis was conducted. The result of one-way analysis of variance and its effect size (g) are summarized in Table 3 in Appendix 3.

1.3.1 Items that showed significant increase in all three periods

Of the 100 items, the scores of 85 items rose significantly in all three periods when the surveys were conducted. Of these 85 items, Item 83 (I can manage and use instructional media (flashcards, charts, pictures, audio-visual aids, etc.) effectively) showed a ceiling effect in the third survey (Figure 2-1). Since the item was classified as (S), it is possible to assume that didactic competence required for the item was perceived as not especially challenging for the student teachers,.
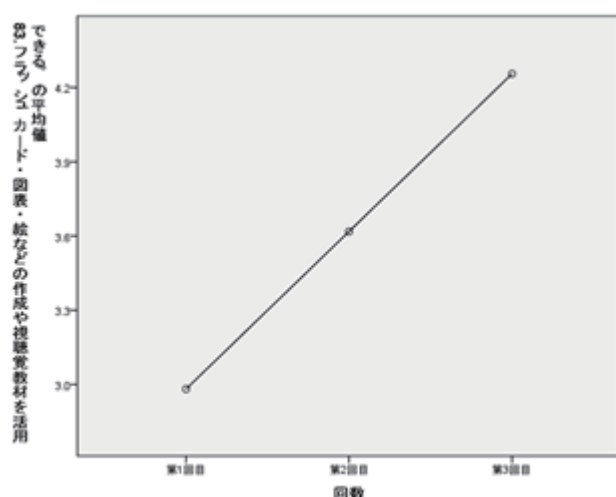
Figure 2-1 Change of the average scores of Item 83

1.3.2 Items that showed no significant increase in more than one period

The rest of 15 items, other than the 84 items mentioned in 1.3.1, showed no significant increase in more than one period in the three surveys. Depending on the period when there was no score increase, the patterns of score change were classified into three types: pattern A, B, and C. These patterns will be explained in the following section.

(1) A pattern which shows slow rise in the first two surveys but sharp rise in the third one (pattern A)

This is a pattern that shows a significant difference between the first and the third surveys, but shows no significant difference between 1st and the 2nd, and 2nd and the 3rd surveys. Item 2 (I can understand the value of learning a foreign language.) was the only item that belonged to this pattern (See Figure 2-2). A ceiling effect was observed in the third survey, which could be interpreted as student teachers' confidence in the

didactic competence required in the descriptor. Since it was classified as (S), the student teachers thought it was rather easy from the first survey. Although the score went up in the second survey, since it was high from the beginning, the score gain was not deemed as striking. As a result, no significant difference was observed in the second survey.
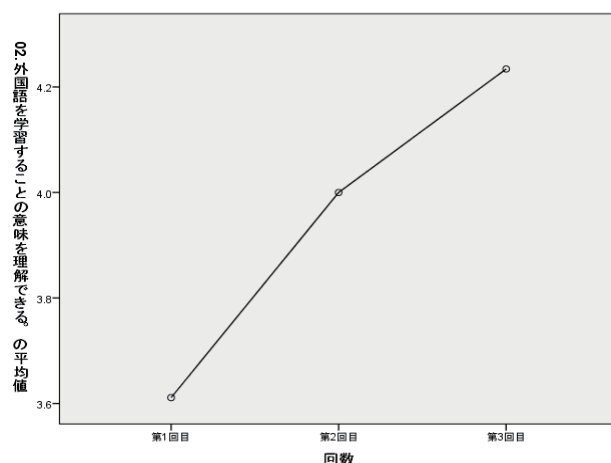
Figure 2-2 Change of the average scores of Item 2

(2) A pattern which shows slow rise in the first survey but sharp rise in the second and third surveys (Pattern B)

This pattern shows no significant difference between the first and the second survey, but shows a significant difference between the 2nd and the 3rd, and between the 1st and the 3rd surveys. Items 11, 31, 33, 44, 46 fell into this pattern. Didactic competences required for these items seem to grow through the experience of teaching practicum. Each item's descriptor and its score distribution will be listed below.

Item 11 (S). I can accept feedback from my peers and mentors and build it into my teaching.

Item 31 (Y). I can encourage students to use their knowledge of a topic and their expectations about a text when listening.

Item 33 (Z). 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.)

Item 44 (Z). I can understand Longman's 2000-word defining vocabulary, and evaluate and select a variety of activities with these words.

Item 46 (S). 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.

·   A ceiling effect was observed in the third survey of Item 11. This could be

interpreted as student teachers' confidence in the didactic competence required in the descriptor.　Also, since it was classified as (S), we could assume that student teachers perceived this item as rather easy.

- ・　Item 46 also belonged to (S). So, here again, we can see student teachers' perception toward this item as being rather easy. For both Items 11 and 46, the same score distribution, i.e., (S), was observed in the last year's survey (JACET SIG, 2012), too.
- ・　Item 31 belonged to (Y). Its score went down with experience, which could be seen as a learning effect of student teachers.
- ・　Scores of items 33 and 44 increased after the practicum. However, they were classified as (Z). This result implies that these items were considered difficult for the student teachers in all the three surveys. The same result was obtained in the survey conducted in the 2012 by the SIG.
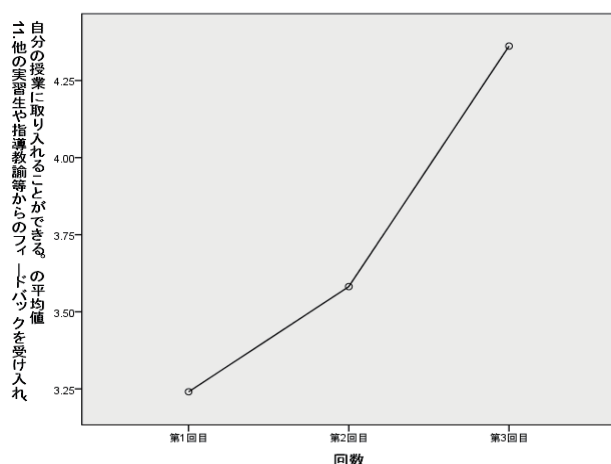
Figure 2-3　Change of the average scores of Item 11

(3)　A pattern which shows a sharp rise in the second survey but slow rise in the third survey (Pattern C)

This pattern shows no significant difference between the second and the third survey, but shows significant differences between the 1st and the 2nd , and between the 1st and the 3rd surveys. There were 9 items that fell into this pattern (i.e., Items 24, 34, 40, 53, 92, 96, 97, 98, 99).

Item 24 (Z). I can evaluate and select activities which help students to participate in written exchanges such as emails.
Item 34 (S). I can select texts appropriate to the needs, interests and language level of students.
Item 40 (Z). I can recommend books appropriate for the needs, interests and language level of the students for extensive reading.
Item 53 (V). I can guide students to use the Internet for information retrieval.

Item 92 (Z). I can use various ICT resources such as the Internet and appropriately advise students on how to use them.

Item 96 (Z). 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.

Item 97 (Z). I can use appropriate assessment procedures to chart and monitor a student's progress (reports, checklist, grades, etc.).

Item 98 (Z). I can assess a student's ability to engage in spoken and written interactions.

Item 99 (V). I can assess students' ability to make comparisons between their own and the culture of the target language communities.

- Although student teachers' perception concerning the competences listed above has risen with learning experience, a minimal change was observed in the third survey after the practicum. Since the competences dealt in those items were about "using the Internet" and "assessment", the result may suggest student teachers' limited experience during the teaching practicum.
- Focusing on the score distribution of the items that belong to pattern C, most of them fall into the category of (Z). Others are two (V)s and one (S).
- Most of the items that belonged to (Z) in this years' survey also belonged to (Z) in the last year's survey which shows student teachers tend to perceive these items as challenging. Many of these were about "assessment",
- Items 53 and 99 belonged to (V). Both are about using ICT in their teaching. Although students are familiar with using ICT for themselves, to make use of it in their teaching was challenging.
- Item 99 belonged to (S) in last year's survey. Thus we could see student teachers' perception toward the underlying competence, 'teaching culture', as rather easy. However, this item showed a very small score gain in the second survey after the practicum. Takagi and Nakayama (2012) discuss actual classroom practice made student teachers realize the operational difficulty of this competence. Similar result was observed in this year's survey as well. Although scores in the three surveys are gradually rising, little increase was observed in the survey after the practicum. Thus, the item was classified as (V), which can be seen as a signal of student teachers' development.

1.3.3 Discussion

- Of the 15 items, which could be characterized by small score gain in more than one period of the three surveys, six shared common key word "assessment" (Items 24, 96, 97, 98, 99). From the obtained result, we can assume students' limited experience led to this result. This could be confirmed by the results of items 9 and

10 which showed a different scoring pattern from the six above-mentioned items. Although these two items share the same key word "assessment", they showed significant increase rate in all three periods. One possible explanation for the score gain in these two items is that these items were about "self-assessment" which students are likely to experience through the micro teaching of methodology classes and teaching practicum.

· Items 24, 53, 92 share common key expression "using ICT". There are no other descriptors focusing on this topic. This may suggest that once learners mastered the basics of ICT use, they tend to focus on developing other competences. Although, Item 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.) included a key word "internet", this did not fell into this scoring pattern. One possible explanation would be that unlike items 24, 64 and 92, this item required student teacher's own knowledge to search the internet. As mentioned above, pre-service teachers tend to be familiar with the general use of ICT tools, yet have inadequate awareness of how to utilize these instruments in the classroom.

1.4   Items with biggest or smallest score increase

As a result of the three surveys, scores of all the 100 items rose significantly, but the increase was obviously not uniform.   In the present section, we will explore the effect size to see which of the items showed biggest or smallest score increase. For example, Item 2 marked the smallest effect size of 0.07. On the other hand, item with the least gain was observed in item 78. The effect size was 0.38.

1.4.1 Items that showed the least change among the three surveys

Table 2-2 shows ten items with the smallest gains of effect size. As for the items which were listed among previous year's top ten items with the least gains, they were circled in the column of "least 10 items in the 2012 surveys". In addition, patterns of growth (A, B, or C) and score distribution were also listed in the table. See 1.2 and 2.2 for the definition of the terms, "patterns of growth" and "score distribution".

Table 2-2 Ten items that showed the least gain in effect size

rank	Item	Pattern of growth	Score distribution	least 10 items in the 2012 surveys
1	02. I can understand the value of learning a	A	S	○

	foreign language.			
2	24. I can evaluate and select activities which help students to participate in written exchanges such as emails.	C	Z	
3	53. I can guide students to use the Internet for information retrieval.	C	V	○
4	92. I can use various ICT resources such as the Internet and appropriately advise students on how to use them.	C	Z	○
5	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.	C	Z	○
6	97. I can use appropriate assessment procedures to chart and monitor a student's progress (reports, checklist, grades, etc.).	C	Z	○
7	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.)	B	Z	
8	26. I can help students to write by using mind maps, outlines, etc.	Q[1]	Z	
9	44. I can understand Longman's 2000-word defining vocabulary, and evaluate and select a variety of activities with these words.	B	Z	
10	31. I can encourage students to use their knowledge of a topic and their expectations about a text when listening.	B	Y	

· The results above indicate that scores of items on "ICT" and "assessment" tend to be generally low. For example, items on "ICT" (24 and 92) marked the two lowest scores in the third survey (Mean: 2.9 and 3.0).   Also, the item showing the smallest gain was Item 96 which was about "assessment". The result was second lowest in the third survey with its mean score being 3.0.   In addition, these items tend to be classified as (Z) and showed the smallest gains of effect size, a similar result

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[1] Q shows the score of an item which belonged to this category increased significantly in all the three surveys.

observed in last year's survey.

- Three Items (33, 26, and 44) which were also classified as (Z), belonged to Domain II "Methodology". Teaching methods dealt with in these items, such as, teaching English through English, and helping students to write, were perceived as difficult by the respondents. In addition, it is possible to assume that students were not familiar with the terms, i.e., mind map, outline, or defining vocabulary, used in the wording of these items.
- Item 53 was classified as (V). The self-assessment score was lower than the average in the third survey after the practicum. As mentioned above, student teachers might have faced difficulty when putting their knowledge into practice.
- Item 31 was classified as (Y). The self-assessment score was lower than the average in the second and third surveys. The competences underlying these tasks are practical which many respondents had an opportunity to perfect in pedagogy classes and the teaching practicum. On the other hand, the result shows their confidence went down with experience. This score change can be interpreted as a sign of student teachers' growth as it represents students' recognition of its difficulty through experience.

1.4.2 Items that showed the biggest change in the three surveys

Ten items with the biggest gains of effect size will be listed below (Table 2-3). As for the items which were listed in last year's top ten items with the biggest gains, it was circled in the column of "top 10 items in the 2012 surveys". In addition, score distribution was also listed in the table. See 1.2 for the definition of the score distribution. All the items showed significant gain in the three surveys, thus column of "patterns of growth" was excluded from Table 2-3.

Table 2-3. Ten items that showed the biggest gain in effect size

Rank	Item	Score distribution	Top 10 items in the 2012 surveys
1	78. I can keep and maximize the attention of students during a lesson.	Z	
2	76. I can time and change classroom activities to reflect individual students' attention spans.	W	○
3	09. I can critically assess my teaching based on the understanding of theoretical principles.	S	
4	75. I can adjust my time schedule when unforeseen	Z	○

	situations occur.		
5	74. I can be flexible when working from a lesson plan and respond to student interests as the lesson progresses.	W	○
6	81. I can help students to develop appropriate learning strategies.	Z	
7	64. I can accurately estimate the time needed for specific topics and activities and plan work accordingly.	W	
8	05. I can take into account students' intellectual interests.	S	
9	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.	S	
10	10. I can critically assess my teaching based on student feedback and learning outcomes and adapt it accordingly.	S	○

- Similar to last year's survey results, competences required for four of the descriptors (Items 76, 75, 74, 10) seemed to be easier to acquire through actual teaching practice. These were didactic competences demonstrating teacher's flexibility to deal with unexpected situations. Focusing on the score distribution of these items, Item 10 was classified as (S) and showed high learning effect. We can assume the student teachers were used to reflection in micro-teaching during their teacher training courses. Item 75 was grouped as (Z), below average in all three surveys, which shows competence required for the performance of this task as being challenging for the students. Items 76 and 74, belonged to (W). The increase in the score following the practicum suggests these competences are easier to acquire through classroom teaching rather than in–class instruction.
- Items 78 and 81 were classified as (Z), indicating that they were judged as challenging by the student teachers. However, their confidence rose steadily with repeated experience, thus were listed in the top ten items with the biggest gain in scores.
- Items 9, 5, and 16 were classified as (S), which shows respondents' confidence toward these competences.
- Item 64 was classified as (W) which shows the score of the first two surveys was below average. Similar to Item 76, student teachers confidence seemed to grow with a certain amount of teaching practice.

1.5 Discussion and future considerations

- The fact that the score of all "can do" items increased from the first to the third survey indicates the validity of these items as standard criteria for assessing student teachers' professional growth. This year, each student was required to take the self-assessment survey in three different time span, that is, 1) when receiving the portfolio, 2) immediately prior to the practicum and 3) after the practicum. Compared with last year's annual survey which was conducted in two different time spans, an additional survey was conducted immediately prior to the practicum for this year's annual survey. This enabled us to better understand the changes in students' self-assessment scores. The obtained results showed the scores were increasing before and after the practicum. This suggests that not only on-the-job training, but also classroom instruction plays a positive role in enhancing the level of professional confidence of pre-service teachers.

- Also, the data obtained through these surveys allows us to differentiate between the competencies which tend to develop as a result of theoretical classroom instruction and those which evolve following exposure to practical classroom environment. Didactic competence required in items which belonged to patterns A and B are in the latter group, while, items in pattern C are in the former. These results could be utilized by curriculum developers and teachers when prioritizing syllabi elements in teaching programs.

- The rate of score increase in items related to "ICT" and "assessment" was comparatively low in both last year's and this year's survey results. This may be due to the limited experience student teachers had not only in the practicum but also in the pedagogy classes they receive. According to JACET SIG (2000), ICT and assessment were the areas frequently dealt with in pedagogical manuals as important but not in the actual lessons. On the contrary, the result shows less than 20% of the teachers who are responsible for teaching pedagogy class taught "ICT" and "assessment". The report presented by SIG (2011) identifies one possible reason for this apparent contradiction. As for the ICT, the Ordinance for Enforcement of the School Teacher's License Act No.66-6, stipulates that "operation of information equipment" should be a required subject in all teacher programs. Thus, it is unnecessary to include this in pedagogy classes (the SIG, 2011). However, when thinking about introducing the ICT in pedagogy classes, the result of this J-POSTL survey suggests we should focus more on the application of ICT in English lessons rather than on its general knowledge. Also, for future consideration, we could suggest to increase the amount of time to deal with "assessment" in pedagogy class which is also suggested by the SIG (2011).

- The result of the J-POTL survey, seen in this report, shows the average score of the

91

items on "intercultural competence" was generally lower than the ones on "core competences". On the other hand, the results of two items on "intercultural competence" dealt with in the J-POSTL survey showed a different tendency. While score distribution of Item 46 was classified as (S) which shows students perception toward the competence as deemed easy in all three surveys, Item 99 was classified as (V), which shows students realized the difficulty of the competence after the practicum. The reason why the result showed different score tendency is not clear. Whether this difference was caused by the difference of difficulty level of each competence, or whether practical experience had a significant effect, warrants further scrutiny.

2. Results of the questionnaire for students

2.1 Use of portfolio

The results of Item 1 (see Table 2-4) show that more than half of the students found the portfolio useful or somewhat useful for understanding the professional abilities necessary for English teachers. Approximately 20% of the respondents answered "neutral," while about 20% indicated that it was "not very useful" or "not useful."

Table 2-4 Results of Item 1

Item 1: Was useful for understanding the professional abilities necessary for English teachers		
Scale	N	%
5-Useful	9	19.6
4-Somewhat useful	15	32.6
3-Neutral	11	23.9
2-Not very useful	6	13.0
1-Not useful	5	10.9
Total	46	100

According to the results of Item 2 (see Table 2-5), about 70% of the students answered that they were "greatly" or "somewhat" able to use this portfolio to engage in self-reflection during their pre-service teacher training. The results suggest that many students appreciated the usefulness of the portfolio as a reflection tool.

Table 2-5　Results of Item 2

Item 2: Was able to use this portfolio for self-reflection		
Scale	N	%
5-Greatly	14	30.4
4-Somewhat	19	41.3
3-Neutral	5	10.9
2-Hardly	4	8.7
1-Unable at all	4	8.7
Total	46	100

In Item 3 (see Table 2-6), the students were asked to what extent they were able to make use of the portfolio. Approximately 30% of the students were able to use it, however 37% were not able to make use of it fully.　Those who answered 1 or 2 were asked to explain themselves. The 12 comments included using different material, forgetting to fill in the portfolio, and not having enough time to make use of the portfolio. The comments show that the students did not understand the importance of the portfolio, or were not sure how to make use of it.

Table 2-6　Results of Item 3

Item 3: Was able to make use of the portfolio		
Scale	N	%
5-Greatly	1	2.2
4-Somewhat	15	32.6
3-Neutral	13	28.2
2-Hardly	5	10.9
1-Unable at all	12	26.1
Total	46	100

2.2 About each section of the portfolio

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

2.2.1 "Personal statement"

In Item5 (1), more that 40% of the respondents indicated that the "personal statement" section was "easy to use" or "somewhat easy to use." Approximately 50% answered that it was "somewhat difficult to use" (See Table 2-7). The students who answered "neutral"

were not asked to write their reasoning, but we can assume that some of them did not make use of the section at all.

Table 2-7 Results of Item 5(1)

Item 5(1): Was the "personal statement" section easy to use?		
Scale	N	%
5-Easy to use	4	8.7
4-Somewhat easy to use	16	34.8
3-Neutral	23	50.0
2-Somewhat difficult to use	0	0.0
1-Difficult to use	3	6.5
Total	46	100

The next section presents what the students wrote about the four topics (past English learning experiences, expectations of the "pre-service teacher training course," expectations and anxieties about the practicum, and teachers' abilities) in the "personal statement" section.

In Item 5(1)③, the students were asked to write comments that they had made in the "your past English learning experiences" section. They were asked to record good and bad experiences separately. When a student wrote about two or more experiences, they were itemized as separate comments, producing a total of 48 comments. Fifteen of these 48 comments were excluded from analysis because they were too vague. The remaining 33 comments were categorized into either positive experiences (24 items) or negative experiences (9 items) for further analysis.

Regarding positive experiences, 70% of the students' comments (16 entries) related to "the development of communication skills and oral ability." This category includes "a class with an ALT," "experiences of studying abroad," "learning about pronunciation," and "learning about presentations." On the other hand, with regard to negative experiences, students referred to "a monotonous class without teachers' adequate preparation" (4 comments). In elaborating on this, students indicated that teachers' classroom behavior within this category included "only translating a reading passage," "only listening to a tape," and "rigid instruction based on a teacher's manual." Other comments included "lack of opportunities for the development of communicative ability" (3 comments) and "memorizing grammar structures and a reading passage" (2 comments).

In Item5 (1) ④, students were asked to write what they had recorded in the "your expectations about the pre-service teacher training course" section. In this section, they were required to note what they aimed to achieve in the course. 36 comments were expanded into 43 total comments. Then, 36 comments were analyzed after vague comments were excluded.

The comments were divided into three broad areas: "regarding classes" (15 comments), "regarding the teaching profession" (12 comments), and "regarding English pedagogy and ability" (6 comments). The most frequently mentioned comments "regarding classes" were "improving teaching methods and abilities" (6 comments). The second mostly frequently mentioned set of comments (5 comments) were related to "the enhancement of students' interest." Other comments included "conducting a lesson that prioritizes students' understanding" (3 comments) and "conducting a lesson which meets students' needs" (1 comment). Secondly, comments "regarding the teaching profession" included "self-improvement" (4 comments), "knowing the current school situation" (4 comments), "understating students" (3 comments), and "appreciating the difficulty of teaching" (1 comment). Lastly, comments "regarding English pedagogy and ability" were: "improving communicative ability" (2 comments), "improving English proficiency" (2 comments), "deepening the knowledge of the teaching methodology" (1 comment), "acquiring methodological competence" (1 comment), and "letting the students discover the enjoyment of learning English" (1 comment).

In Item5 (1) ⑤, students were asked to record what they had written 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. 35 entries were reviewed and separated into a total of 48 comments. Of these, 43 comments were categorized into either expectations (11 comments) or anxieties (43 comments) for further analysis. Comments about expectations included "communicating with students" (7 comments), "knowing students' reaction in class" (2 comments), and "understanding the actual teaching context" (2 comments). Regarding anxieties, the most frequently made comments were related to "classroom teaching" (17 comments), including comments such as "conducting a lesson" (5 comments), "conducting a lesson in English" (2 comments), "conducting an interesting lesson" (2 comments), "conducting a lesson which prioritizes   students' understanding" (2 comments), and "conducing a lesson which meets students' needs" (1 comment). Other comments included "communicating with students" (9 comments), "classroom management" (1 comment), and "writing a lesson plan" (1 comment).

In Item 5 (1) ⑥, the students were required to write 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. 26 comments were further divided into 34 comments. Among the 34 comments, 17 referred to "professional aptitude" such as "understanding students" (7 comments), "communicative ability" (5 comments), and "caring students (3 comments). In total, 9 comments were related to "English ability," such as "English speaking proficiency" and "appropriate pronunciation." Others included comments regarding "personal traits" and "competencies necessary for classroom teaching."

2.2.2 Self-assessment

Regarding item 5(2), less than 50% of the students responded that the self-assessment was either "easy to use" or "somewhat easy to use," while approximately 40% marked it "neutral" (see Table 2-8). Only two students responded that the checklist was difficult to use. One indicated that checking items was troublesome because many items were similar to one another. Students were required to check the 100 items at one time three times over a year for the purpose of the survey. We can assume that some students did not understand well the meaning of each descriptor or bothered to reflect sufficiently upon the meaning of each descriptor .

Table 2-8   Results of Item 5(2)

Item 5(2): The "self-assessment" section was easy to use.		
Scale	Number	%
5-Easy to use	7	15.2
4-Somewhat easy to use	15	32.6
3-Neutral	20	43.6
2-Somewhat difficult to use	0	0.0
1-Difficult to use	2	4.3
No answer	2	4.3
Total	46	100

2.2.3 Dossier

Regarding item 5(3), 37% of the students responded that the "dossier" was either "easy to use" or "somewhat easy to use," while 50% marked "neutral." Only two students responded that the dossier was "difficult" to use, and they did not provide any reasons. We also asked the respondents to identify the items they considered most important in their record and to write them in the questionnaire. In total, 25 comments were recorded. When a student wrote about two or more experiences, they were itemized as separate comments, producing a total of 37 comments. The comments included "microteaching" (13 comments), "certification examinations" (e.g. TOEIC, STEP test, and TOEFL) (12 comments), "teaching practicum" (3 comments), "volunteer activities"

(1 comment), and "teaching experiences at cram schools" (1 comment).

Table 2-9 Results of Item 5(3)

Item 5(3): The "dossier" section was easy to use.		
Scale	Number	%
5-Easy to use	3	6.5
4-Somewhat easy to use	14	30.5
3-Neutral	23	50.0
2-Somewhat difficult to use	0	0.0
1-Difficult to use	2	4.3
No answer	4	8.7
Total	46	100

2.3 Teacher/Supervisor feedback opportunities and peer discussion opportunities

Item 6 asked whether there were opportunities to have the portfolio checked by teacher trainers. Over 80% had not received any feedback (see Table 2-10).

Table 2-10　Results of Item 6

Item 6: There were opportunities to have the portfolio checked by teachers/supervisors.		
Scale	Number	%
3-More than three times	1	2.2
2-Once or twice	4	8.7
1-None	39	84.8
No answer	2	4.3
Total	46	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. Over 80% of the students had not had any opportunities for discussion (see Table 2-11). The results of items 6 and 7 show that students received no assistance on how to use the portfolio.

Table 2-11　Results of Item 7

Item 7: There were opportunities for peer discussion.		
Scale	Number	%
3-More than three times	0	0.0
2-Once or twice	5	10.9
1-None	39	84.8
No answer	2	4.3
Total	46	100

2.4 Opinions about the portfolio upon receiving it and after using the instrument

Item 8 asked about the initial reaction students had when they received the portfolio. There were 35 comments made, which were categorized into themes. More than 60% (21 comments) were rather negative. Fourteen comments showed the respondents felt it was a nuisance, while seven comments pointed to the skepticism about the use/effectiveness of the portfolio. Ten comments were positive, including "willingness to utilize the portfolio positively" (5 comments), "expectations about their self-development" (2 comments), "interest in the portfolio" (2 comments), and "the recognition of the importance of reflection" (1 comment). The other comments were not directly related to the portfolio, but four entries referred to the students' expectations and anxieties about the practicum.

Item 9 asked how students felt in the fall of their senior year after having used the portfolio for some time. There were 34 comments made, which were categorized into themes. About 70% of the comments were positive opinions about the portfolio. The themes included "recognition of self-development" (10 comments), "good opportunity for reflection" (10 comments), and "recognition of the importance of the portfolio" (3 comments). Only 20% of the students responded that they could fully utilize the portfolio. Compared to their initial reactions when they first received this instrument, more students found it useful.

2.5 Benefits and problems of the portfolio

Item 10 asked the students about the positive points of using the portfolio. There were 34 comments, which were categorized into several themes. The top three recurrent themes were "opportunities for reflection" (11 comments), "self-analysis/noticing" (9 comments), and "self-development/change" (8 comments). Other comments included "understanding of teachers' capabilities" (3 comments), "opportunity to record their progress" (1 comment), and "being able to set the goals" (1 comment). We can conclude that the portfolio enabled the students to become more conscious of their professional development and growth.

Item 11 asked about how the portfolio could be improved, and 12 comments were made. Of these, five entries referred to the number of items and the ambiguity of the descriptors. The students might have felt it was too time-consuming to check the 100 items three times per year for the survey. Moreover, they might not have fully reflected on each descriptor in terms of the overall purpose of the portfolio. As a result, they might have just checked the list without thinking deeply. Four students commented that they had not had enough opportunities to utilize the portfolio. The results of Items 6 and 7 indicated that the teacher trainers were not actively involved with the portfolio, and the students did not find many opportunities to utilize it.

3. Discussion and future considerations

3.1 Discussion

· The results of this survey indicated that approximately half of the students understood the professional competence expected of an English language teacher, and about 70% of the students were able to engage in self-reflection by using the portfolio. The above result was 10% lower than that of the first survey. Sill, we can conclude that the portfolio is useful for the students.

· Approximately 60% of the students were skeptical of the effectiveness and significance of the portfolio or perceived it as an unnecessary burden at the time they received it. However, about 70% of students recognized its benefits after using it. The results are almost the same as those of the first survey. Thus, we can conclude that many students realized the usefulness of the portfolio.

· Three keywords ("reflection," "self-analysis/noticing," and "development/ change") were cited as the benefits of using the portfolio in the first and second surveys. This suggests that the objectives of the portfolio were understood as a tool for promoting students' professional development.

· No more than 40% of the students were able to utilize the portfolio in both surveys. In addition, there were hardly any opportunities to receive feedback on the portfolio from the teacher trainers or to discuss it with fellow students. This shows that the instrument is of limited utility if the users are left to their own devices without guidance or assistance.

· On average, when students were asked whether each section of the portfolio was either "easy to use" or "somewhat easy to use," 30-50% of the students responded "neutral" in both surveys. This indicates that some students did not know how to use each section, preventing them from making full use of the portfolio.

· The "self-assessment" section was the most important section of the three, but some students pointed out that there were too many items or it was difficult to evaluate each descriptor without a clear set of standards. This might have hindered students' reflection, which was the original purpose of the portfolio. Teacher educators need to understand clearly how the portfolio should be used and promote students' reflection at a deeper level.

· In the second survey, students used the new version of the portfolio, which includes a detailed explanation of each descriptor. However, only one student referred to the usefulness of the explanation. We should consider further how the explanations should be presented to optimize their utility.

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3.2 Future considerations

· It is necessary to collect, analyze and disseminate concrete cases of portfolio implementation that both teacher trainers and students can utilize within each

university's existing curriculum. Especially, we should promote understanding of the effective use of the portfolio among language teacher trainers.

- In the first and second annual surveys, the effectiveness of the portfolio was confirmed. Thus, we need to conduct more classroom-based research using open-ended questionnaires and interviews to investigate how to use the portfolio more effectively as well as the effects of using this tool.

- The most important part of the portfolio is the self-assessment section. When the descriptors of EPOSTL were adapted to a Japanese context, some descriptors were deleted or integrated. To disseminate the J-POSTL further, we need to reexamine the appropriateness of the descriptors and adjust the final list accordingly.

Chapter 4

Latest Developments in German Teacher Education

Wendelgard Sassnick-Lotsch

Globalization affects all societies in many different ways. In Germany mobility and migration have led to a highly diverse society. Research studies carried out by OECD as well as national studies, e.g. DESI (2008), have shown that school students in Germany do not perform as successfully as necessary. This has led to different consequences in educational policy. One of these effects is that changes in teacher education have been initiated, due to the fact that teachers are the main factor when it comes to students' progress. One example is the new teacher education model in the federal state of North Rhine Westphalia.

In former educational theories it was the instructor's task to teach and the learner played a passive and receptive role. For most professionals in education these theories have been overcome by a learning theory called constructivism. According to this theory, learning does not mean that the learner simply mirrors and reflects the given input. On the contrary constructivism emphasises that learners construct their own understanding on the basis of what they already know. Constructivism points out that it is the learner who is playing the main part in the learning process by actively constructing his knowledge.

The new teacher education model also favours the humanistic approach. This means that the learner is the central core of the teaching and learning process. Again, learning is considered to be a dynamic process, an activity that has to be carried out by the learner. In teacher training the trainees´ needs and interests as well as their personal learning strategies should be taken into account and valued during the teacher training course. As a result the trainee should become a responsible partner in the learning process. Not only the opinion of the teacher trainer is important but the trainee's opinions are becoming to be just as important when decisions have to be taken. Within the framework of the national standards for teacher education the trainee is taking over part of the responsibility for what he is learning. If trainees are equal partners and the central core in the teacher training process they will be confident to suggest and try their own personal and creative ways of following their teaching objectives. They will also be ready for critical reflection.

Critical reflection refers to an activity or process in which a person recalls, considers

and evaluates past activities for a certain purpose. This purpose may be planning a lesson, using media or evaluating the outcome of students` activities. In other words it may refer to any part of the teaching process. For example in teacher training today young trainee teachers in Germany will discover that teaching young learners how to tell the time may be more difficult then they had ever thought. Taking a big clock to the classroom, moving the hands of the clock backwards and forward may not be enough at all. This may be the way how trainee teachers learnt it in their first English lessons years ago. Today this "HOW" does not work in many cases. When it happened to us a couple of years ago we tried to find out "WHY". A closer look at the students who had difficulties with telling the time in the English language showed that they were not able to tell the time in the German language either. The reason was the invention of the digital clock. Reading the digital clock was okay but the old fashioned clock with two hands brought to the class was something they were not able to manage. John Hattie's research studies about influences on achievement in school-aged students have been published in a book called Visible Learning (2008). This book presents the largest collection of evidence-based research into what actually works in schools to improve learning. According to Hattie expert teachers are reflective practitioners who discuss regularly with their colleagues how to improve and change their teaching.

In a constantly changing society teachers have to be ready for lifelong learning. The new teacher education model in Germany aims at creating a framework for lifelong learning by interconnecting the stages of initial teacher education, induction, and professional development. Becoming a teacher is considered to be a social, interactive process. Reflective teaching is a cornerstone of the new model.

One of the challenges in teacher education in most European countries has been to establish a clear link between research and teaching practice. Students and trainee teachers have to be able to establish this link in order to be able to develop as teachers in the short and in the long term to become reflective practitioners. Researchers favour a teacher education model where theory and teaching practice form a coherent entity. It is characterized by using the student´s own practical experience as a teacher in school to initiate systematic reflection. As a consequence the latest teacher education model in Germany expects the person who wants to become a teacher to start with a teaching practice of 4 weeks. It ends with a development talk with one of the school staff members. Moreover the future students should undergo a self-assessment process to find out about their own personal qualities that will be essential for their future as teachers, due to the fact that research shows a couple of characteristic traits will provide a firm base for a successful professional career. All this will happen before the final decision of going to University is taken. University studies will last for 10 semesters. They include different practical studies: 4 weeks during the first semester of the preparation for the degree BE, 5 months of practice during the studies preparing for

the degree ME.

During this practice students will be working at schools for 4 days a week. They will learn how to plan, carry out and evaluate lessons on the basis of pedagogical and didactical knowledge on the one hand and the requirements of the subject on the other hand. They will get insights in the fields of assessing their students´ progress, diagnosing students´ specific needs in highly diverse classes and finding ways of helping the individual child to develop as fully as possible. They will learn about cooperation with persons and institutions which are part of school life. The teacher students` own practical experiences in schools are expected to lead to an attitude of critical reflection and to link theory with practice.

After having finished university studies trainee teachers will have to undergo an induction phase: in service teacher training for 18 months. It will finish with a state exam. This exam consists of three parts: They will have to show two lessons which will be evaluated by the examiners and they will have to pass an oral exam. During their time as trainee teachers they will be accompanied by a staff member who works as personal mentor. This usually is an experienced teacher acting at school. The mentor is in charge of the planning and quality assurance of the trainee teachers` practice at school. Once a week the trainee teachers meet for seminars, held by professional teacher trainers. Here another attempt is made to link theory and teaching practice. Sometimes phases of microteaching as a "laboratory experience" with analysis, reflective teaching and video-taped role-play are carried out. Student-teachers will be conducting mini-lessons to their fellow student teachers and then engage in post-discussions about the lessons. Their professional teacher trainers will visit the trainee teachers at the schools to give them guidance based on observations they make in a teaching situation. The new teacher education model is intended to enhance the ability of taking responsibility for their professional development. Right from the beginning the students have to document their development in a portfolio. There is not yet an official portfolio like EPOSTL but portfolios differ from region to region. This may change in the future. Trainee teachers who learn about EPOSTL at the beginning of their induction phase find it interesting to see how national standards for teacher education match European standards. Some of them use it as a tool to initiate discussions with their mentors or teacher trainers. In these cases EPOSTL supports their becoming reflective practitioners in a lifelong
learning process.

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Appendix 1

A National Survey on
Didactic Competencies of In-Service Teachers of English

Collaborative Research Project (May–June 2012)
JACET SIG on English Language Education &
Grant-in-Aid for Scientific Researches:
Hisatake Jimbo, Waseda University and Noriyuki Nishiyama, Kyoto University

This survey is being conducted to collect information for the elaboration of a set of professional standards for teacher development of the EFL teachers. The questionnaire is composed of four sections as follows: Part 1 focuses on respondent's background; Part 2 addresses the core didactic competencies; and Part 3 is concerned with intercultural awareness and independent learning. Please fill out the questionnaire, following instructions below.

Respondent's Personal Data

For questions 1–3, please place a ☑ to select just one appropriate item.

For question 4, please write the name of the prefecture in which your school is located.

For question 5, if you choose "Yes," please place a ☑ to select just one appropriate sub-item.

1. Type of school

    ☐junior-high   ☐senior-high   ☐integrated junior-high and senior-high
    ☐integrated primary and junior-high school

2. School category

    ☐local government-run   ☐national   ☐private

3. Teaching experience

    ☐<5 years   ☐5–10 years   ☐11–15 years   ☐16–20 years
    ☐21–25 years   ☐26–30 years   ☐31–35 years   ☐>35 years

4. Location

    Please write the name of the prefecture in which your school is located.

    (   )

5. Overseas experience for training or study (☐Yes/☐No)

    ・ If you chose "Yes," please place a ☑ to select just one appropriate answer among sub-items (1) through (3) and one appropriate answer among the choices for that sub-item.

- If you chose (1) or (2), please place a ☑ to select just one appropriate answer among the choices for that sub-item.
- If you choose (3), "Other overseas experiences," please write a brief description of your experience.
   - ☐ (1) Overseas training (period: ☐A minimum of 1 month to <3 months, ☐A minimum of 3 months to <6 months, ☐>6 months)
   - ☐ (2) Overseas study (: ☐Undergraduate, ☐Graduate (non-degree program), ☐ Graduate (degree program)
   - ☐ (3)   Other   overseas   experience
     (   )

Part 1: A National Survey on
Core Didactic Competences of In-service Teachers of English

The following descriptors are developed as a trial version for in-service teachers of English in order to encourage them to reflect on the didactic knowledge and skills necessary to teach languages, and help them to assess their own didactic competences. It can be used along with their teaching career as peer-assessment collaboratively with co-workers as well as self-assessment. Please answer whether each of the descriptors is appropriate or not on the following scale.

5	4	3	2	1
Appropriate	Somewhat appropriate	Not sure	Somewhat inappropriate	Inappropriate

Please refer to another enclosed list, Japanese Portfolio for Student/Novice Teachers of Languages, developed by JACET SIG on English Education, which may help your assessment.

A List of Descriptors

1. I can design language courses around the requirements of the Course of Study.

5	4	3	2	1

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

5	4	3	2	1

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

5	4	3	2	1

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

5	4	3	2	1

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

5	4	3	2	1

6. 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.

5	4	3	2	1

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

5	4	3	2	1

8. 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.).

5	4	3	2	1

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

5	4	3	2	1

10. I can help learners to monitor, reflect on, edit and improve their own writing.

5	4	3	2	1

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

5	4	3	2	1

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

5	4	3	2	1

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

5	4	3	2	1

14. I can help learners to develop critical reading skills (reflection, interpretation, analysis etc.).

5	4	3	2	1

15. 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.).

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

5	4	3	2	1

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

5	4	3	2	1

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

5	4	3	2	1

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

5	4	3	2	1

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

5	4	3	2	1

21. 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.

5	4	3	2	1

22. I can take on different roles according to the needs of the learners and requirements of the activity (resource person, mediator, supervisor etc.).

5	4	3	2	1

23. I can use the target language as metalanguage.

5	4	3	2	1

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

5	4	3	2	1

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

5	4	3	2	1

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

5	4	3	2	1

27. I can recognize when and where the need for extra-curricular activities to enhance learning arises (learner magazines, clubs, excursions etc.).

5	4	3	2	1

28. I can help to organize exchanges in cooperation with relevant resource persons and institutions.

5	4	3	2	1

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

5	4	3	2	1

30. I can assess a learner's ability to work independently and collaboratively.

5	4	3	2	1

31. I can use the process and results of assessment to inform my teaching and plan

learning for individuals and groups (i.e. formative assessment).

5	4	3	2	1

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

5	4	3	2	1

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

5	4	3	2	1

34. I can help learners to set personal targets and assess their own performance.

5	4	3	2	1

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

5	4	3	2	1

36. 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.

5	4	3	2	1

37. I can assess a learner's ability to understand and interpret a written text such as reading for gist, specific or detailed information, implication, etc.

5	4	3	2	1

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

5	4	3	2	1

39. I can assess a learner's ability to engage in written interaction according to criteria such as content, range, accuracy, fluency and appropriateness of response, etc.

5	4	3	2	1

40. I can assess the learner's knowledge of cultural facts, events etc. of the target language communities.

5	4	3	2	1

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

5	4	3	2	1

Part 3: A National Survey on Instructive Competencies Required to Enhance Intercultural Awareness and to Foster Learner Autonomy

This questionnaire concerns didactic competencies for language educators needed to enhance intercultural awareness and to foster learner autonomy. These skills are rarely practiced in Japanese EFL classrooms. However, the key words concerning learner autonomy should be discussed as important themes, which form the basis of our suggestions concerning what the appropriate qualities and features of language

education should be. Please mark the level of appropriateness for each descriptor below, using the following scale.

Even though you might not have conducted each type of teaching session outlined in the survey items, please answer on the supposition that you have had an opportunity to be engaged in each type of teaching..

5	4	3	2	1
Completelyable	Somewhat able	Not sure	Hardly able	Totally unable

1. Intercultural Awareness

1) I can appreciate and make use of the value added to the classroom environment by learners with diverse cultural backgrounds.

5	4	3	2	1

2) I can evaluate and select a variety of text, source materials and activities which make learners aware of similarities and differences in sociocultural 'norms of behaviour'.

5	4	3	2	1

3) I can evaluate and select a variety of text, source materials and activities which help learners to reflect on the concept of 'otherness' and understand different value systems.

5	4	3	2	1

4) I can evaluate and select a variety of text, source materials and activities to make the learners aware of stereotyped views and challenge these.

5	4	3	2	1

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

5	4	3	2	1

6) I can evaluate and select activities which enhance the learner's intercultural awareness.

5	4	3	2	1

7) I can evaluate the learning outcomes of school trips, exchanges and international cooperation programme.

5	4	3	2	1

8) I can assess the learner's ability to respond and act appropriately in encounters with the target language culture.

5	4	3	2	1

2. Learner Autonomy

1) I can involve learners in lesson planning.

5	4	3	2	1

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

5	4	3	2	1

3) I can evaluate and select a variety of activities which help learners to reflect on their existing knowledge and competences.

5	4	3	2	1

4) I can evaluate and select a variety of activities which help learners to identify and reflect on individual learning processes and learning styles. / I can evaluate and select tasks which help learners to reflect on and develop specific learning strategies and study skills.

5	4	3	2	1

5) I can set homework in cooperation with learners.

5	4	3	2	1

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

   Note: *In project work, students work on a project that is related to real-world scenarios. The results are expected to be confirmed by students' presentations. Project work aims to foster various abilities, such as thinking, working collaboratively, and judgment.*

5	4	3	2	1

7) I can assist the learners in their choices during the various stages of project work.

5	4	3	2	1

8) I can assess the process and outcome of project work in cooperation with learners.

5	4	3	2	1

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

Note: *A portfolio is a collection of student work that is typically used for self-reflection regarding learning and to help students get feedback in recognizing their own learning processes.*

5	4	3	2	1

10) I can plan and structure portfolio work.

5	4	3	2	1

11) I can supervise and give constructive feedback on portfolio work.

5	4	3	2	1

12) I can encourage self- and peer assessment of portfolio work.

5	4	3	2	1

13) I can initiate and facilitate various learning environments (learning platforms, discussion forums, web pages etc.).

5	4	3	2	1

Thank you for your cooperation.

Appendix 2   Tables of Frequency Distribution of National Survey

1. I can design language courses around the requirements of the Course of Study.					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	21	.4	.4	.4
	Inappropriate	35	.6	.6	1.0
	Somewhat inappropriate	235	4.2	4.2	5.1
	Undecided	969	17.1	17.1	22.3
	Somewhat appropriate	2714	48.0	48.0	70.2
	Appropriate	1684	29.8	29.8	100.0
	Total	5658	100.0	100.0	

2. I can take into account and assess the expectations and impact of educational stakeholders (employers, parents, funding agencies etc.).					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	53	.9	.9	.9
	Inappropriate	67	1.2	1.2	2.1
	Somewhat inappropriate	370	6.5	6.5	8.7
	Undecided	1912	33.8	33.8	42.5
	Somewhat appropriate	2618	46.3	46.3	88.7
	Appropriate	638	11.3	11.3	100.0
	Total	5658	100.0	100.0	

3. I can identify and investigate specific pedagogical/didactic issues related to my learners or my teaching in the form of action research.					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	25	.4	.4	.4
	Inappropriate	3	.1	.1	.5
	Somewhat inappropriate	56	1.0	1.0	1.5
	Undecided	462	8.2	8.2	9.7
	Somewhat appropriate	2884	51.0	51.0	60.6
	Appropriate	2228	39.4	39.4	100.0
	Total	5658	100.0	100.0	

4. I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	36	0.6	0.6	0.6
	Inappropriate	26	0.5	0.5	1.1
	Somewhat inappropriate	338	6.0	6.0	7.1
	Undecided	1234	21.8	21.8	28.9
	Somewhat appropriate	2679	47.3	47.3	76.2
	Appropriate	1345	23.8	23.8	100.0
	Total	5658	100.0	100.0	

5. I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.).					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	27	0.5	0.5	0.5
	Inappropriate	42	0.7	0.7	1.2
	Somewhat inappropriate	439	7.8	7.8	9.0
	Undecided	1441	25.5	25.5	34.4
	Somewhat appropriate	2587	45.7	45.7	80.2
	Appropriate	1122	19.8	19.8	100.0
	Total	5658	100.0	100.0	

6. 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.					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	26	0.5	0.5	0.5
	Inappropriate	30	0.5	0.5	1.0
	Somewhat inappropriate	345	6.1	6.1	7.1
	Undecided	1128	19.9	19.9	27.0
	Somewhat appropriate	2689	47.5	47.5	74.5
	Appropriate	1440	25.5	25.5	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	33	0.6	0.6	0.6
	Inappropriate	24	0.4	0.4	1.0
	Somewhat inappropriate	354	6.3	6.3	7.3
	Undecided	1305	23.1	23.1	30.3
	Somewhat appropriate	2692	47.6	47.6	77.9
	Appropriate	1250	22.1	22.1	100.0
	Total	5658	100.0	100.0	

8. 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.).

		Frequency	%	Valid %	Cumulative %
Valid	No-response	39	0.7	0.7	0.7
	Inappropriate	55	1.0	1.0	1.7
	Somewhat inappropriate	516	9.1	9.1	10.8
	Undecided	1501	26.5	26.5	37.3
	Somewhat appropriate	2582	45.6	45.6	82.9
	Appropriate	965	17.1	17.1	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	28	0.5	0.5	0.5
	Inappropriate	71	1.3	1.3	1.7
	Somewhat inappropriate	604	10.7	10.7	12.4
	Undecided	1716	30.3	30.3	42.8
	Somewhat appropriate	2240	39.6	39.6	82.3
	Appropriate	999	17.7	17.7	100.0
	Total	5658	100.0	100.0	

10. I can help learners to monitor, reflect on, edit and improve their own writing.					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	35	0.6	0.6	0.6
	Inappropriate	41	0.7	0.7	1.3
	Somewhat inappropriate	438	7.7	7.7	9.1
	Undecided	1306	23.1	23.1	32.2
	Somewhat appropriate	2643	46.7	46.7	78.9
	Appropriate	1195	21.1	21.1	100.0
	Total	5658	100.0	100.0	

11. I can use peer-assessment and feedback to assist the writing process.					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	40	0.7	0.7	0.7
	Inappropriate	119	2.1	2.1	2.8
	Somewhat inappropriate	797	14.1	14.1	16.9
	Undecided	2000	35.3	35.3	52.2
	Somewhat appropriate	2043	36.1	36.1	88.4
	Appropriate	658	11.6	11.6	100.0
	Total	5658	100.0	100.0	

12. I can help learners to apply strategies to cope with difficult or unknown vocabulary in a text.					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	32	0.6	0.6	0.6
	Inappropriate	34	0.6	0.6	1.2
	Somewhat inappropriate	415	7.3	7.3	8.5
	Undecided	1527	27.0	27.0	35.5
	Somewhat appropriate	2625	46.4	46.4	81.9
	Appropriate	1025	18.1	18.1	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	37	0.7	0.7	0.7
	Inappropriate	117	2.1	2.1	2.7
	Somewhat inappropriate	711	12.6	12.6	15.3
	Undecided	2029	35.9	35.9	51.1
	Somewhat appropriate	2052	36.3	36.3	87.4
	Appropriate	712	12.6	12.6	100.0
	Total	5658	100.0	100.0	

14. I can help learners to develop critical reading skills (reflection, interpretation, analysis etc.).

		Frequency	%	Valid %	Cumulative %
Valid	No-response	31	0.5	0.5	0.5
	Inappropriate	76	1.3	1.3	1.9
	Somewhat inappropriate	617	10.9	10.9	12.8
	Undecided	1934	34.2	34.2	47.0
	Somewhat appropriate	2157	38.1	38.1	85.1
	Appropriate	843	14.9	14.9	100.0
	Total	5658	100.0	100.0	

15. 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.).

	.	Frequency	%	Valid %	Cumulative %
Valid	No-response	27	0.5	0.5	0.5
	Inappropriate	12	0.2	0.2	0.7
	Somewhat inappropriate	98	1.7	1.7	2.4
	Undecided	676	11.9	11.9	14.4
	Somewhat appropriate	2758	48.7	48.7	63.1
	Appropriate	2087	36.9	36.9	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	24	0.4	0.4	0.4
	Inappropriate	16	0.3	0.3	0.7
	Somewhat inappropriate	164	2.9	2.9	3.6
	Undecided	1016	18.0	18.0	21.6
	Somewhat appropriate	2756	48.7	48.7	70.3
	Appropriate	1682	29.7	29.7	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	25	0.4	0.4	0.4
	Inappropriate	33	0.6	0.6	1.0
	Somewhat inappropriate	252	4.5	4.5	5.5
	Undecided	1160	20.5	20.5	26.0
	Somewhat appropriate	2706	47.8	47.8	73.8
	Appropriate	1482	26.2	26.2	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	43	0.8	0.8	0.8
	Inappropriate	214	3.8	3.8	4.5
	Somewhat inappropriate	874	15.4	15.4	20.0
	Undecided	1905	33.7	33.7	53.7
	Somewhat appropriate	1826	32.3	32.3	85.9
	Appropriate	796	14.1	14.1	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	58	1.0	1.0	1.0
	Inappropriate	496	8.8	8.8	9.8
	Somewhat inappropriate	1368	24.2	24.2	34.0
	Undecided	2078	36.7	36.7	70.7
	Somewhat appropriate	1327	23.5	23.5	94.1
	Appropriate	331	5.9	5.9	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	35	0.6	0.6	0.6
	Inappropriate	34	0.6	0.6	1.2
	Somewhat inappropriate	179	3.2	3.2	4.4
	Undecided	760	13.4	13.4	17.8
	Somewhat appropriate	2479	43.8	43.8	61.6
	Appropriate	2171	38.4	38.4	100.0
	Total	5658	100.0	100.0	

21. 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.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	38	0.7	0.7	0.7
	Inappropriate	19	0.3	0.3	1.0
	Somewhat inappropriate	231	4.1	4.1	5.1
	Undecided	1174	20.7	20.7	25.8
	Somewhat appropriate	2713	47.9	47.9	73.8
	Appropriate	1483	26.2	26.2	100.0
	Total	5658	100.0	100.0	

22. I can take on different roles according to the needs of the learners and requirements of the activity (resource person, mediator, supervisor etc.).					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	54	1.0	1.0	1.0
	Inappropriate	43	0.8	0.8	1.7
	Somewhat inappropriate	385	6.8	6.8	8.5
	Undecided	1687	29.8	29.8	38.3
	Somewhat appropriate	2365	41.8	41.8	80.1
	Appropriate	1124	19.9	19.9	100.0
	Total	5658	100.0	100.0	

23. I can use the target language as metalanguage.					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	49	0.9	0.9	0.9
	Inappropriate	171	3.0	3.0	3.9
	Somewhat inappropriate	818	14.5	14.5	18.3
	Undecided	2002	35.4	35.4	53.7
	Somewhat appropriate	1971	34.8	34.8	88.6
	Appropriate	647	11.4	11.4	100.0
	Total	5658	100.0	100.0	

24. I can use various strategies when learners do not understand the target language.					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	39	0.7	0.7	0.7
	Inappropriate	26	0.5	0.5	1.1
	Somewhat inappropriate	334	5.9	5.9	7.1
	Undecided	1416	25.0	25.0	32.1
	Somewhat appropriate	2386	42.2	42.2	74.2
	Appropriate	1457	25.8	25.8	100.0
	Total	5658	100.0	100.0	

25. I can encourage learners to relate the target language to other languages they speak or have learned where and when this is helpful.					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	56	1.0	1.0	1.0
	Inappropriate	42	0.7	0.7	1.7
	Somewhat inappropriate	390	6.9	6.9	8.6
	Undecided	1805	31.9	31.9	40.5
	Somewhat appropriate	2491	44.0	44.0	84.6
	Appropriate	874	15.4	15.4	100.0
	Total	5658	100.0	100.0	

26. I can help learners to use relevant presentation tools.					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	33	0.6	0.6	0.6
	Inappropriate	548	9.7	9.7	10.3
	Somewhat inappropriate	1268	22.4	22.4	32.7
	Undecided	1984	35.1	35.1	67.7
	Somewhat appropriate	1363	24.1	24.1	91.8
	Appropriate	462	8.2	8.2	100.0
	Total	5658	100.0	100.0	

27. I can recognize when and where the need for extra-curricular activities to enhance learning arises (learner magazines, clubs, excursions etc.).					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	50	0.9	0.9	0.9
	Inappropriate	182	3.2	3.2	4.1
	Somewhat inappropriate	812	14.4	14.4	18.5
	Undecided	2238	39.6	39.6	58.0
	Somewhat appropriate	1846	32.6	32.6	90.6
	Appropriate	530	9.4	9.4	100.0
	Total	5658	100.0	100.0	

28. I can help to organize exchanges in cooperation with relevant resource persons and institutions.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	36	0.6	0.6	0.6
	Inappropriate	268	4.7	4.7	5.4
	Somewhat inappropriate	804	14.2	14.2	19.6
	Undecided	1906	33.7	33.7	53.3
	Somewhat appropriate	1913	33.8	33.8	87.1
	Appropriate	731	12.9	12.9	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	35	0.6	0.6	0.6
	Inappropriate	87	1.5	1.5	2.2
	Somewhat inappropriate	509	9.0	9.0	11.2
	Undecided	1822	32.2	32.2	43.4
	Somewhat appropriate	2387	42.2	42.2	85.5
	Appropriate	818	14.5	14.5	100.0
	Total	5658	100.0	100.0	

30. I can assess a learner's ability to work independently and collaboratively.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	41	0.7	0.7	0.7
	Inappropriate	95	1.7	1.7	2.4
	Somewhat inappropriate	500	8.8	8.8	11.2
	Undecided	2064	36.5	36.5	47.7
	Somewhat appropriate	2252	39.8	39.8	87.5
	Appropriate	706	12.5	12.5	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	55	1.0	1.0	1.0
	Inappropriate	79	1.4	1.4	2.4
	Somewhat inappropriate	494	8.7	8.7	11.1
	Undecided	1886	33.3	33.3	44.4
	Somewhat appropriate	2212	39.1	39.1	83.5
	Appropriate	932	16.5	16.5	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	39	0.7	0.7	0.7
	Inappropriate	22	0.4	0.4	1.1
	Somewhat inappropriate	234	4.1	4.1	5.2
	Undecided	1313	23.2	23.2	28.4
	Somewhat appropriate	2593	45.8	45.8	74.2
	Appropriate	1457	25.8	25.8	100.0
	Total	5658	100.0	100.0	

33. I can assign grades for test and examinations using procedures which are reliable and transparent.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	37	0.7	0.7	0.7
	Inappropriate	16	0.3	0.3	0.9
	Somewhat inappropriate	121	2.1	2.1	3.1
	Undecided	865	15.3	15.3	18.4
	Somewhat appropriate	2651	46.9	46.9	65.2
	Appropriate	1968	34.8	34.8	100.0
	Total	5658	100.0	100.0	

34. I can help learners to set personal goals and assess their own performance.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	53	0.9	0.9	0.9
	Inappropriate	33	0.6	0.6	1.5
	Somewhat inappropriate	278	4.9	4.9	6.4
	Undecided	1392	24.6	24.6	31.0
	Somewhat appropriate	2712	47.9	47.9	79.0
	Appropriate	1190	21.0	21.0	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	37	0.7	0.7	0.7
	Inappropriate	49	0.9	0.9	1.5
	Somewhat inappropriate	331	5.9	5.9	7.4
	Undecided	1529	27.0	27.0	34.4
	Somewhat appropriate	2719	48.1	48.1	82.4
	Appropriate	993	17.6	17.6	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	67	1.2	1.2	1.2
	Inappropriate	125	2.2	2.2	3.4
	Somewhat inappropriate	636	11.2	11.2	14.6
	Undecided	2562	45.3	45.3	59.9
	Somewhat appropriate	1832	32.4	32.4	92.3
	Appropriate	436	7.7	7.7	100.0
	Total	5658	100.0	100.0	

37. I can assess a learner's ability to understand and interpret a written text such as reading for gist, specific or detailed information, implications, etc.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	65	1.2	1.2	1.2
	Inappropriate	125	2.2	2.2	3.4
	Somewhat inappropriate	618	10.9	10.9	14.3
	Undecided	2570	45.4	45.5	59.8
	Somewhat appropriate	1853	32.8	32.8	92.4
	Appropriate	427	7.5	7.6	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	47	0.8	0.8	0.8
	Inappropriate	78	1.4	1.4	2.2
	Somewhat inappropriate	487	8.6	8.6	10.8
	Undecided	1840	32.5	32.5	43.3
	Somewhat appropriate	2349	41.5	41.5	84.9
	Appropriate	857	15.1	15.1	100.0
	Total	5658	100.0	100.0	

39. I can assess a learner's ability to engage in written interaction according to criteria such as content, range, accuracy, fluency and appropriacy of response etc.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	41	0.7	0.7	0.7
	Inappropriate	44	0.8	0.8	1.5
	Somewhat inappropriate	336	5.9	5.9	7.4
	Undecided	1640	29.0	29.0	36.4
	Somewhat appropriate	2617	46.3	46.3	82.7
	Appropriate	980	17.3	17.3	100.0
	Total	5658	100.0	100.0	

40. I can assess the learner's knowledge of cultural facts, events etc. of the target language communities.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	56	1.0	1.0	1.0
	Inappropriate	97	1.7	1.7	2.7
	Somewhat inappropriate	545	9.6	9.6	12.3
	Undecided	1929	34.1	34.1	46.4
	Somewhat appropriate	2247	39.7	39.7	86.1
	Appropriate	784	13.9	13.9	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	52	0.9	0.9	0.9
	Inappropriate	18	0.3	0.3	1.2
	Somewhat inappropriate	198	3.5	3.5	4.7
	Undecided	1271	22.5	22.5	27.2
	Somewhat appropriate	2750	48.6	48.6	75.8
	Appropriate	1369	24.2	24.2	100.0
	Total	5658	100.0	100.0	

Intercultural Awareness and Autonomy

1. Intercultural Awareness

1) I can appreciate and make use of the value added to the classroom environment by learners with diverse cultural backgrounds.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	45	0.8	0.8	0.8
	Unable at all	151	2.7	2.7	3.5
	Hardly	772	13.6	13.6	17.1
	Neutral	2048	36.2	36.2	53.3
	Somewhat	2094	37.0	37.0	90.3
	Greatly	548	9.7	9.7	100.0
	Total	5658	100.0	100.0	

2) 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'.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	40	0.7	0.7	0.7
	Unable at all	105	1.9	1.9	2.6
	Hardly	788	13.9	13.9	16.5
	Neutral	2106	37.2	37.2	53.7
	Somewhat	2169	38.3	38.3	92.0
	Greatly	450	8.0	8.0	100.0
	Total	5658	100.0	100.0	

3) 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.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	39	0.7	0.7	0.7
	Unable at all	77	1.4	1.4	2.1
	Hardly	604	10.7	10.7	12.7
	Neutral	1847	32.6	32.6	45.4
	Somewhat	2528	44.7	44.7	90.0
	Greatly	563	10.0	10.0	100.0
	Total	5658	100.0	100.0	

4) I can evaluate and select a variety of texts, source materials and activities to make the learners aware of stereotyped views and challenge them.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	44	0.8	0.8	0.8
	Unable at all	90	1.6	1.6	2.4
	Hardly	649	11.5	11.5	13.8
	Neutral	1928	34.1	34.1	47.9
	Somewhat	2379	42.0	42.0	90.0
	Greatly	568	10.0	10.0	100.0
	Total	5658	100.0	100.0	

5) I can create opportunities for learners to explore the culture of target language communities outside of class (Internet, email etc.).

		Frequency	%	Valid %	Cumulative %
Valid	No-response	35	0.6	0.6	0.6
	Unable at all	191	3.4	3.4	4.0
	Hardly	749	13.2	13.2	17.2

		Frequency	%	Valid %	Cumulative %
	Neutral	1510	26.7	26.7	43.9
	Somewhat	2322	41.0	41.0	85.0
	Greatly	851	15.0	15.0	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	38	0.7	0.7	0.7
	Unable at all	35	0.6	0.6	1.3
	Hardly	381	6.7	6.7	8.0
	Neutral	1403	24.8	24.8	32.8
	Somewhat	2951	52.2	52.2	85.0
	Greatly	850	15.0	15.0	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	38	0.7	0.7	0.7
	Unable at all	148	2.6	2.6	3.3
	Hardly	662	11.7	11.7	15.0
	Neutral	2048	36.2	36.2	51.2
	Somewhat	2168	38.3	38.3	89.5
	Greatly	594	10.5	10.5	100.0
	Total	5658	100.0	100.0	

8) I can assess the learner's ability to respond to and act appropriately in encounters with the target language culture.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	45	0.8	0.8	0.8
	Unable at all	137	2.4	2.4	3.2
	Hardly	598	10.6	10.6	13.8
	Neutral	2235	39.5	39.5	53.3
	Somewhat	2137	37.8	37.8	91.1
	Greatly	506	8.9	8.9	100.0
	Total	5658	100.0	100.0	

2. Learner Autonomy

1) I can involve learners in lesson planning.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	39	0.7	0.7	0.7
	Unable at all	139	2.5	2.5	3.1
	Hardly	696	12.3	12.3	15.4
	Neutral	1957	34.6	34.6	50.0
	Somewhat	2309	40.8	40.8	90.8
	Greatly	518	9.2	9.2	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	38	0.7	0.7	0.7
	Unable at all	422	7.5	7.5	8.1
	Hardly	1257	22.2	22.2	30.3
	Neutral	2175	38.4	38.4	68.8
	Somewhat	1448	25.6	25.6	94.4
	Greatly	318	5.6	5.6	100.0
	Total	5658	100.0	100.0	

3) I can evaluate and select a variety of activities which help learners to reflect on their existing knowledge and competences.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	52	0.9	0.9	0.9
	Unable at all	84	1.5	1.5	2.4
	Hardly	532	9.4	9.4	11.8
	Neutral	1877	33.2	33.2	45.0
	Somewhat	2548	45.0	45.0	90.0
	Greatly	565	10.0	10.0	100.0
	Total	5658	100.0	100.0	

4) I can evaluate and select a variety of activities which help learners to identify and reflect on individual learning processes and learning styles. / I can evaluate and select tasks which help learners to reflect on and develop specific learning strategies and study skills.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	42	0.7	0.7	0.7
	Unable at all	116	2.1	2.1	2.8

		Frequency	%	Valid %	Cumulative %
	Hardly	722	12.8	12.8	15.6
	Neutral	2190	38.7	38.7	54.3
	Somewhat	2153	38.1	38.1	92.3
	Greatly	435	7.7	7.7	100.0
	Total	5658	100.0	100.0	

5) I can assign homework in cooperation with learners.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	38	0.7	0.7	0.7
	Unable at all	195	3.4	3.4	4.1
	Hardly	633	11.2	11.2	15.3
	Neutral	1628	28.8	28.8	44.1
	Somewhat	2424	42.8	42.8	86.9
	Greatly	740	13.1	13.1	100.0
	Total	5658	100.0	100.0	

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

		Frequency	%	Valid %	Cumulative %
Valid	No-response	46	0.8	0.8	0.8
	Unable at all	349	6.2	6.2	7.0
	Hardly	1104	19.5	19.5	26.5
	Neutral	2203	38.9	38.9	65.4
	Somewhat	1567	27.7	27.7	93.1
	Greatly	389	6.9	6.9	100.0
	Total	5658	100.0	100.0	

7) I can assist the learners in their choices during the various stages of project work.

		Frequency	%	Valid %	Cumulative %
Valid	No-response	38	0.7	0.7	0.7
	Unable at all	313	5.5	5.5	6.2
	Hardly	976	17.2	17.2	23.5
	Neutral	2269	40.1	40.1	63.6
	Somewhat	1657	29.3	29.3	92.8
	Greatly	405	7.2	7.2	100.0
	Total	5658	100.0	100.0	

8)	I can assess the process and outcome of project work in cooperation with learners.				
		Frequency	%	Valid %	Cumulative %
Valid	No-response	35	0.6	0.6	0.6
	Unable at all	337	6.0	6.0	6.6
	Hardly	1085	19.2	19.2	25.8
	Neutral	2429	42.9	42.9	68.7
	Somewhat	1464	25.9	25.9	94.6
	Greatly	308	5.4	5.4	100.0
	Total	5658	100.0	100.0	

9) I can set specific aims and objectives of portfolio work (for coursework, for continuous assessment etc.).					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	39	0.7	0.7	0.7
	Unable at all	259	4.6	4.6	5.3
	Hardly	1003	17.7	17.7	23.0
	Neutral	2217	39.2	39.2	62.2
	Somewhat	1780	31.5	31.5	93.6
	Greatly	360	6.4	6.4	100.0
	Total	5658	100.0	100.0	

10) I can plan and structure portfolio work.					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	31	0.5	0.5	0.5
	Unable at all	318	5.6	5.6	6.2
	Hardly	1138	20.1	20.1	26.3
	Neutral	2381	42.1	42.1	68.4
	Somewhat	1501	26.5	26.5	94.9
	Greatly	289	5.1	5.1	100.0
	Total	5658	100.0	100.0	

11) I can supervise and give constructive feedback on portfolio work.					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	51	0.9	0.9	0.9
	Unable at all	326	5.8	5.8	6.7
	Hardly	1152	20.4	20.4	27.0
	Neutral	2429	42.9	42.9	70.0
	Somewhat	1422	25.1	25.1	95.1
	Greatly	278	4.9	4.9	100.0
	Total	5658	100.0	100.0	

12) I can encourage self-and peer assessment of portfolio work.					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	38	0.7	0.7	0.7
	Unable at all	341	6.0	6.0	6.7
	Hardly	1184	20.9	20.9	27.6
	Neutral	2380	42.1	42.1	69.7
	Somewhat	1427	25.2	25.2	94.9
	Greatly	288	5.1	5.1	100.0
	Total	5658	100.0	100.0	

13) I can initiate and facilitate various learning environments (learning platforms, discussion forums, web pages etc.).					
		Frequency	%	Valid %	Cumulative %
Valid	No-response	40	0.7	0.7	0.7
	Unable at all	1082	19.1	19.1	19.8
	Hardly	1672	29.6	29.6	49.4
	Neutral	2068	36.6	36.6	85.9
	Somewhat	661	11.7	11.7	97.6
	Greatly	135	2.4	2.4	100.0
	Total	5658	100.0	100.0	

Appendix 3

Appendix 3. 1.
Questionnaire for students

To those who made use of the portfolio

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

The objective of this questionnaire is 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 Hardly   1 Not at all

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

   5 Greatly   4 Somewhat   3 Neutral

   2 Hardly   1 Not 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 your 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 the 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 possible suggestions to improve this document further.

Thank you for your cooperation.

Appendix 3. 2.
Scores of the three surveys

Item No.	The first survey				The second survey				The third survey			
	Freq.	Avg.	SD	Ceiling effect	Freq.	Avg.	SD	Ceiling effect	Freq.	Avg.	SD	Ceiling effect
01.	54	2.9	0.9	3.8	55	3.5	0.7	4.2	47	4.1	0.9	5.0
02.	54	3.6	1.1	4.7	55	4.0	0.8	4.8	47	4.2	0.9	5.1
03.	54	2.6	1.0	3.6	55	3.3	0.8	4.1	47	4.0	0.7	4.7
04.	54	2.8	1.0	3.8	55	3.4	0.7	4.2	47	4.0	0.8	4.8
05.	54	2.8	1.0	3.8	55	3.6	0.8	4.4	47	4.2	0.7	4.9
06.	54	2.9	1.1	3.9	55	3.5	0.9	4.5	47	4.1	0.8	4.9
07.	54	2.5	1.0	3.5	55	3.1	1.0	4.0	47	3.6	0.9	4.4
08.	54	2.4	1.0	3.4	55	3.0	0.8	3.8	47	3.6	0.8	4.5
09.	54	2.5	0.9	3.4	55	3.3	0.8	4.0	47	4.0	0.9	4.8
10.	53	2.7	1.0	3.6	55	3.3	0.8	4.1	47	4.0	0.6	4.7
11.	54	3.2	1.0	4.3	55	3.6	0.9	4.5	47	4.4	0.9	5.3
12.	54	3.1	0.9	4.0	55	3.6	0.8	4.4	47	4.1	0.9	4.9
13.	54	2.8	1.0	3.8	55	3.4	1.0	4.4	47	4.1	0.7	4.8
14.	54	3.0	1.0	4.1	55	3.6	0.9	4.5	47	4.3	0.7	5.0
15.	54	2.5	1.0	3.5	55	3.0	1.0	4.0	47	3.9	0.9	4.8
16.	54	2.4	1.0	3.5	55	3.1	1.0	4.0	47	4.0	0.9	4.9
17.	54	2.2	1.0	3.2	55	3.0	0.9	3.9	47	3.6	0.8	4.5
18.	54	2.3	1.1	3.4	55	2.8	0.8	3.5	47	3.5	1.0	4.4
19.	54	2.3	1.0	3.2	55	2.8	0.9	3.6	47	3.3	1.0	4.3
20.	54	2.4	1.1	3.5	55	3.0	0.9	3.9	47	3.6	1.0	4.5
21.	54	2.2	1.0	3.1	55	2.9	1.0	3.8	47	3.6	0.9	4.5
22.	54	2.2	0.9	3.1	55	2.9	0.8	3.7	47	3.5	0.9	4.5
23.	54	2.2	0.8	3.1	55	2.8	0.9	3.7	47	3.5	0.8	4.3
24.	54	2.2	1.0	3.2	55	2.7	1.0	3.7	47	2.9	1.1	4.0
25.	54	2.4	1.0	3.5	55	3.0	0.9	3.9	47	3.6	1.0	4.6
26.	54	2.3	1.1	3.4	55	2.8	1.0	3.7	47	3.3	1.1	4.4
27.	54	2.1	1.0	3.1	55	2.7	1.0	3.7	47	3.2	1.0	4.2
28.	54	2.3	1.0	3.3	55	2.8	0.9	3.7	46	3.5	0.8	4.3

29.	54	2.5	1.0	3.5	55	3.1	0.9	4.1	47	3.7	0.9	4.6
30.	54	2.4	1.0	3.3	55	3.0	0.9	4.0	47	3.8	0.9	4.7
31.	54	2.5	1.0	3.5	55	2.9	0.9	3.8	47	3.5	1.0	4.5
32.	54	2.2	0.9	3.0	55	2.6	0.9	3.6	47	3.1	1.0	4.1
33.	54	2.4	1.1	3.4	55	2.8	1.0	3.8	47	3.4	1.0	4.4
34.	54	2.7	1.0	3.7	55	3.2	0.9	4.1	47	3.7	0.9	4.6
35.	54	2.6	1.1	3.8	55	3.3	0.9	4.1	47	3.9	0.8	4.7
36.	54	2.6	1.2	3.7	55	3.1	1.0	4.1	47	3.8	0.9	4.6
37.	54	2.7	1.0	3.7	55	3.2	0.8	4.0	47	3.9	0.8	4.7
38.	54	2.1	1.0	3.1	55	2.7	0.8	3.5	47	3.3	0.9	4.2
39.	54	2.3	1.0	3.3	55	2.9	0.9	3.8	47	3.5	0.9	4.4
40.	54	2.0	1.0	3.0	55	2.8	1.1	3.8	47	3.2	1.2	4.4
41.	54	2.2	1.0	3.2	55	2.7	0.8	3.5	47	3.4	0.9	4.4
42.	54	2.5	1.0	3.5	55	3.2	0.8	4.0	47	3.7	0.9	4.6
43.	54	2.6	1.0	3.5	55	3.1	0.8	3.9	47	3.8	0.8	4.6
44.	54	2.2	1.0	3.2	55	2.6	1.0	3.6	47	3.2	1.0	4.2
45.	54	2.1	1.0	3.1	55	2.7	0.9	3.6	47	3.3	1.0	4.3
46.	54	2.7	1.0	3.7	55	3.1	1.0	4.1	47	3.9	0.8	4.7
47.	54	2.3	1.0	3.4	55	2.8	0.9	3.7	47	3.6	0.9	4.5
48.	54	2.5	1.0	3.5	55	2.9	0.9	3.8	47	3.7	0.8	4.5
49.	54	2.4	1.0	3.4	55	3.0	1.1	4.0	47	3.6	1.0	4.6
50.	54	2.4	1.1	3.5	55	3.1	0.9	4.0	47	4.0	0.8	4.8
51.	54	2.3	1.0	3.4	55	2.9	0.9	3.8	47	3.8	0.8	4.6
52.	54	2.1	1.1	3.1	55	2.6	1.1	3.7	47	3.2	1.0	4.2
53.	54	2.5	1.1	3.6	55	3.0	1.0	4.0	47	3.3	1.2	4.5
54.	54	2.2	1.0	3.2	55	3.0	0.9	3.9	47	3.6	0.8	4.4
55.	54	2.3	1.1	3.4	55	3.0	1.0	4.0	47	3.7	1.0	4.7
56.	54	2.4	0.9	3.4	55	3.0	0.8	3.8	47	3.6	0.9	4.5
57.	54	2.4	1.0	3.5	55	3.1	0.9	4.0	47	3.6	0.9	4.5
58.	54	2.3	1.0	3.3	55	2.8	0.9	3.7	47	3.6	0.8	4.4
59.	54	2.5	0.9	3.5	55	3.1	0.8	4.0	47	3.6	0.8	4.4
60.	54	2.0	0.9	2.9	55	2.6	0.9	3.5	47	3.1	0.8	4.0

61.	54	2.3	1.0	3.4	55	3.0	0.9	3.9	47	3.6	0.8	4.4
62.	54	2.6	0.9	3.5	55	3.2	0.8	4.0	47	3.8	0.8	4.6
63.	54	2.5	1.0	3.4	55	3.1	0.9	4.0	47	3.7	0.9	4.6
64.	54	2.3	0.9	3.2	55	2.9	0.8	3.7	47	3.6	0.7	4.4
65.	54	2.4	1.0	3.5	55	2.9	0.8	3.7	47	3.7	0.8	4.4
66.	54	2.5	1.0	3.5	55	3.1	0.9	3.9	47	3.9	0.9	4.8
67.	54	2.4	0.9	3.2	55	3.1	0.8	3.9	47	3.6	0.7	4.4
68.	54	2.5	1.1	3.5	55	3.1	1.1	4.2	47	3.9	0.8	4.7
69.	54	2.6	1.1	3.7	55	3.2	1.0	4.2	47	4.0	0.8	4.8
70.	54	2.7	1.1	3.8	55	3.2	1.0	4.2	47	4.1	0.7	4.8
71.	54	2.4	1.0	3.4	55	2.9	0.8	3.7	47	3.7	0.8	4.5
72.	54	2.0	1.0	3.0	55	2.6	1.0	3.6	47	3.4	1.1	4.5
73.	54	2.4	1.0	3.3	55	3.0	0.9	4.0	47	3.8	1.0	4.8
74.	54	2.2	0.9	3.0	55	2.7	1.0	3.7	47	3.7	0.8	4.6
75.	54	1.9	0.9	2.8	55	2.5	1.0	3.5	47	3.6	1.0	4.6
76.	54	2.0	0.9	2.9	55	2.6	0.9	3.5	47	3.6	0.9	4.6
77. ⋯	54	2.5	0.9	3.4	55	3.1	0.8	3.9	47	3.8	0.8	4.5
78.	53	1.9	0.9	2.8	55	2.7	0.9	3.6	47	3.6	0.8	4.3
79.	54	2.3	1.0	3.3	55	3.0	1.1	4.0	47	3.7	0.9	4.6
80.	54	2.1	0.9	3.0	55	2.8	0.9	3.7	47	3.4	1.0	4.4
81.	54	1.9	0.9	2.8	55	2.6	0.9	3.5	47	3.4	0.8	4.2
82.	54	2.7	1.1	3.8	55	3.4	1.1	4.4	47	4.3	0.7	5.0
83.	54	3.0	1.2	4.1	55	3.6	0.9	4.5	47	4.3	0.8	5.1
84.	54	2.7	1.1	3.7	55	3.2	0.9	4.1	47	3.9	0.9	4.8
85.	54	2.5	1.0	3.5	55	3.3	1.0	4.2	47	3.8	1.0	4.9
86.	54	2.1	0.9	3.1	55	2.9	1.0	3.8	47	3.4	0.9	4.3
87.	54	2.2	0.9	3.0	55	2.8	0.9	3.7	47	3.4	1.0	4.4
88.	54	2.1	0.9	3.0	55	2.8	0.9	3.7	47	3.3	1.0	4.3
89.	54	2.3	0.9	3.2	55	2.7	0.9	3.6	47	3.5	0.7	4.1
90.	54	2.1	1.0	3.1	55	2.7	1.0	3.7	47	3.3	0.9	4.2
91.	54	2.2	0.9	3.1	55	2.6	1.0	3.6	47	3.2	1.0	4.2
92.	54	2.1	1.0	3.0	55	2.6	1.1	3.7	47	3.0	1.3	4.3

93.	54	2.1	0.9	3.0	55	2.6	0.9	3.5	47	3.2	1.1	4.2
94.	54	2.3	1.0	3.3	55	2.8	0.8	3.6	47	3.4	1.1	4.4
95.	54	2.2	1.0	3.2	55	2.7	0.9	3.6	47	3.4	0.9	4.3
96.	54	2.1	0.9	3.0	55	2.6	1.0	3.5	47	3.0	1.0	4.0
97.	54	2.1	1.0	3.1	55	2.6	1.0	3.6	47	3.1	1.0	4.1
98.	54	2.2	1.0	3.2	55	3.0	0.9	3.8	47	3.2	1.0	4.2
99.	54	2.4	1.0	3.5	55	3.2	0.9	4.1	47	3.5	1.1	4.5
100.	54	2.4	1.0	3.4	55	3.1	1.0	4.0	47	3.7	0.9	4.6
Avg. of all				3.4				3.9				4.5

Appendix 3.3
Effect size of the items

Item No.	F	p	Effect Size	Item No.	F	p	Effect Size	Item No.	F	p	Effect Size	Item No.	F	p	Effect Size
1	27.594	.000	0.27	26	12.637	.000	0.14	51	33.864	.000	0.31	76	42.102	.000	0.35
2	5.798	.004	0.07	27	16.584	.000	0.18	52	13.510	.000	0.15	77	30.919	.000	0.29
3	31.805	.000	0.29	28	21.066	.000	0.22	53	8.338	.000	0.10	78	47.053	.000	0.38
4	25.221	.000	0.25	29	20.645	.000	0.21	54	29.828	.000	0.28	79	24.581	.000	0.24
5	34.721	.000	0.31	30	27.941	.000	0.27	55	23.400	.000	0.23	80	25.356	.000	0.25
6	22.948	.000	0.23	31	13.135	.000	0.15	56	22.972	.000	0.23	81	37.036	.000	0.33
7	16.437	.000	0.18	32	13.562	.000	0.15	57	21.031	.000	0.22	82	31.481	.000	0.29
8	24.042	.000	0.24	33	12.616	.000	0.14	58	26.090	.000	0.25	83	21.866	.000	0.22
9	41.528	.000	0.35	34	14.868	.000	0.16	59	22.015	.000	0.22	84	23.380	.000	0.23
10	34.172	.000	0.31	35	24.164	.000	0.24	60	19.744	.000	0.21	85	22.486	.000	0.23
11	18.134	.000	0.19	36	17.154	.000	0.18	61	25.512	.000	0.25	86	22.600	.000	0.23
12	16.797	.000	0.18	37	23.108	.000	0.23	62	27.215	.000	0.26	87	24.532	.000	0.24
13	26.236	.000	0.26	38	22.281	.000	0.23	63	21.735	.000	0.22	88	21.406	.000	0.22
14	26.644	.000	0.26	39	24.661	.000	0.24	64	35.823	.000	0.32	89	25.075	.000	0.25
15	26.546	.000	0.26	40	16.008	.000	0.17	65	24.616	.000	0.24	90	18.466	.000	0.19
16	34.456	.000	0.31	41	23.308	.000	0.23	66	30.354	.000	0.28	91	16.201	.000	0.17
17	31.018	.000	0.29	42	23.425	.000	0.23	67	32.334	.000	0.30	92	9.251	.000	0.11
18	18.719	.000	0.20	43	29.131	.000	0.28	68	25.502	.000	0.25	93	15.432	.000	0.17
19	16.549	.000	0.18	44	12.671	.000	0.14	69	26.083	.000	0.25	94	15.148	.000	0.17
20	17.947	.000	0.19	45	17.889	.000	0.19	70	27.577	.000	0.26	95	20.465	.000	0.21
21	27.602	.000	0.27	46	18.402	.000	0.19	71	28.281	.000	0.27	96	11.803	.000	0.13
22	28.197	.000	0.27	47	24.173	.000	0.24	72	25.161	.000	0.25	97	12.556	.000	0.14
23	26.835	.000	0.26	48	21.784	.000	0.22	73	29.805	.000	0.28	98	14.608	.000	0.16
24	6.558	.002	0.08	49	16.187	.000	0.17	74	39.516	.000	0.34	99	13.805	.000	0.15
25	15.781	.000	0.17	50	33.847	.000	0.31	75	40.742	.000	0.35	100	24.008	.000	0.24

Appendix 4

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J-POSTL(Pre-service) 1ˢᵗ Adaptation
Self-Assessment Descriptors
(Updated on August 16, 2012)
</p>

CONTEXT

A. Curriculum

1 I can understand the requirements set in the Course of Study.

B. Aims and Needs

2 I can understand the value of learning a foreign language.
3 I can take into account attainment of target based on the Course of Study and students' needs.
4 I can take into account students' motivation to learn a foreign language.
5 I can take into account students' intellectual interests.
6 I can take into account students' sense of achievement.

C. The Role of the Language Teacher

7 I can explain the value and benefits of learning a foreign language to students and parents.
8 I can take into account students' knowledge of Japanese and make use of it when teaching a foreign language.
9 I can critically assess my teaching based on the understanding of theoretical principles.
10 I can critically assess my teaching based on student feedback and learning outcomes and adapt it accordingly.
11 I can accept feedback from my peers and mentors and build it into my teaching.
12 I can observe my peers and offer them constructive feedback.
13 I can identify specific pedagogical issues related to my students or my teaching in the procedure of plan, act, and reflect.
14 I can locate information related to teaching and learning.

D. Institutional Resources and Constraints

15 I can assess how to use the resources and educational equipment available in school and adapt them to my teaching as necessary.

METHODOLOGY

A. Speaking / Spoken Interaction

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.
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.
18 I can evaluate and select meaningful speaking and interactional activities to help students to develop competencies for presentation, discussion, etc.

19 I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials, etc.).

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.

21 I can evaluate and select a variety of techniques to make students aware of and help them to use stress, rhythm and intonation.

22 I can evaluate and select a range of oral activities to develop accuracy (vocabulary, grammar, etc.).

B. Writing / Written Interaction

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.

24 I can evaluate and select activities which help students to participate in written exchanges such as emails.

25 I can help students to gather and share information for their writing tasks.

26 I can help students to write by using mind maps, outlines, etc.

27 I can help students to write a cohesive paragraphs and essays.

28 I can evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling, etc.).

C. Listening

29 I can select texts appropriate to the needs, interests and language level of the students.

30 I can provide a range of pre-listening activities which help students to orientate themselves to a text.

31 I can encourage students to use their knowledge of a topic and their expectations about a text when listening.

32 I can design and select different activities in order to practice and develop different listening strategies (listening for gist, specific information, etc.)

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.)

D. Reading

34 I can select texts appropriate to the needs, interests and language level of students.

35 I can provide a range of pre-reading activities to help students to orientate themselves to a text.

36 I can encourage students to use their knowledge of a topic and their expectations about a text when reading.

37 I can apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups, etc.).

38 I can set different activities in order to practice and develop different reading strategies according to the purpose of reading (skimming, scanning, etc.).

39 I can select a variety of language activities to provide a bridge between reading and other skills.

40 I can recommend books appropriate for the needs, interests and language level of the students for extensive reading.

E. Grammar

41 I can deal with questions students may ask about grammar and if necessary, help

them to use appropriate grammar reference books and dictionaries.

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.

F. Vocabulary

43   I can evaluate and select a variety of activities which help students to learn vocabulary in context.

44   I can understand Longman's 2000-word defining vocabulary, and evaluate and select a variety of activities with these words.

45   I can understand and use high and low frequency words and receptive and productive vocabulary for my students.

G. Culture

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.

RESOURCES

47   I can identify and evaluate a range of coursebooks/materials appropriate for the age, interests and the language level of the students.

48   I can select texts and language activities from coursebooks appropriate for my students.

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.

50   I can make use of ideas, lesson plans and materials included in teachers' handbooks and resource books.

51   I can design learning materials and activities appropriate for my students.

52   I can recommend dictionaries and other reference books useful for my students.

53   I can guide students to use the Internet for information retrieval.

LESSON PLANNING

A. Identification of Learning Objectives

54   I can identify the Course of Study requirements and set learning aims and objectives suited to my students' needs and interests.

55   I can plan specific learning objectives for individual lessons and/or for a period of teaching.

56   I can set objectives which challenge students to reach their full potential.

57   I can set objectives which take into account the differing levels of ability and special educational needs of the students.

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.

59   I can set objectives which encourage students to reflect on their learning.

B. Lesson Content

60   I can structure lesson plans and/or plan for periods of teaching in a coherent and varied sequence of content.

61   I can plan activities to ensure the interdependence of listening, reading, writing and speaking.
62   I can plan activities to emphasize the interdependence of language and culture.
63   I can plan activities which link grammar and vocabulary with communication.
64   I can accurately estimate the time needed for specific topics and activities and plan work accordingly.
65   I can design activities to make the students aware of and build on their existing knowledge.
66   I can vary and balance activities to enhance and sustain the students' motivation and interest.
67   I can vary and balance activities in order to respond to individual students' learning styles.
68   I can take account of students' feedback and comments and incorporate this into future lessons.

C. Lesson Organization

69   I can select from and plan a variety of organizational formats (teacher-centered, individual, pair, group work) as appropriate.
70   I can plan for student presentations and student interaction.
71   I can plan when and how to use the target language, including metalanguage I may need in the classroom.
72   I can plan lessons and periods of teaching with other teachers and/or assistant language teachers (team teaching, with other subject teachers, etc.).

CONDUCTING A LESSON

A. Using Lesson Plans

73   I can start a lesson in an engaging way.
74   I can be flexible when working from a lesson plan and respond to student interests as the lesson progresses.
75   I can adjust my time schedule when unforeseen situations occur.
76   I can time and change classroom activities to reflect individual students' attention spans.

B. Content

77   I can relate what I teach to students' knowledge, current events in local context, and the culture of those who speak it.

C. Interaction with Students

78   I can keep and maximize the attention of students during a lesson.
79   I can encourage student participation and student interaction whenever possible.
80   I can cater for a range of learning styles.
81   I can help students to develop appropriate learning strategies.

D. Classroom Management

82   I can create opportunities for and manage individual, partner, group and whole class work.
83 I can manage and use instructional media (flashcards, charts, pictures, audio-visual aids, etc.) effectively

E. Classroom Language

84 I can conduct a lesson in the target language, and if necessary use Japanese effectively.
85 I can encourage students to use the target language in their activities.

INDEPENDENT LEARNING

A. Learner Autonomy

86 I can guide and assist students in setting their own aims and objectives and in planning their own learning.
87 I can assist students in choosing tasks and activities according to their individual needs and interests.
88 I can help students to evaluate their own learning processes and the outcomes.

B. Homework

89 I can evaluate and select tasks most suited to be carried out by students at home.
90 I can provide necessary support for students in order for them to do homework independently and assist them with time management.
91 I can assess homework according to valid and transparent criteria.

E. Virtual Learning Environments

92 I can use various ICT resources such as the Internet and appropriately advise students on how to use them.

ASSESSMENT OF LEARNING

A. Designing Assessment Tools

93 I can evaluate and select valid assessment procedures (written tests, performance tests, etc.) appropriate to learning aims and objectives.
94   I can design and use in-class activities to monitor and assess a students' participation and performance.

B. Evaluation

95 I can identify strengths and areas for improvement in a student's performance.
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.
97 I can use appropriate assessment procedures to chart and monitor a student's progress (reports, checklist, grades, etc.).

D. Language Performance

98 I can assess a student's ability to engage in spoken and written interactions.

E. Culture

99 I can assess students' ability to make comparisons between their own and the culture of the target language communities.

F. Error Analysis

100   I can analyze students' errors and provide constructive feedback to them.