

A Questionnaire Based Report on The National In-service Training for Teachers of English

Compiled by the Teacher Education Research Group
(Project Leader: Masachika Ishida, Seisen University)
December, 2002

**TEACHER EDUCATION RESEARCH GROUP
(TERG)**

PROJECT LEADER

ISHIDA, Masachika (ishida-m@seisen-u.ac.jp)
Professor, Seisen University

CO-PROJECT LEADER

MIDORIKAWA, Hideko (hmidori@swu.ac.jp)
Professor, Showa Women's University

MEMBERS

HISAMURA, Ken (DZJ01411@nifty.ne.jp)
Associate Professor, Den-en Chofu University Junior College

SAKAI, Shien (GAF05744@nifty.com)
Associate Professor, Chiba University of Commerce

SASAJIMA, Shigeru (sasajima@saitama-med.ac.jp)
Assistant Professor, Saitama Medical School

PREFACE

The question of how to enhance the quality of English teachers in order to improve English Education in Japan is most important and imperative. Until now, however, there have been very few such studies on this theme, and, if any, only partial ones. Under these circumstances, we have decided to conduct a four-year, government-subsidized research project from fiscal years 2000 until 2003 with a concentration on planning, procedures and evaluation to benefit teacher advancement.

In the first year, 2000, we sent out questionnaires to teachers attending a national seminar for new teachers, or attending seminars for teachers with five- and ten-years of working experience, as well as attending seminars for Educational Leadership in the Teaching of English sponsored by the Ministry of Education and Science. The questionnaires dealt with:

- How English teachers work on self-development and their aims.
- Obstacles, if any, to attending the seminars.
- Their daily implementation of lessons and the types of lessons they can teach.
- Whether they are conducting seminars regularly in their own schools.

The outcomes of this research were published as a report for 2000 entitled “A Comprehensive Study of In-Service English Teacher Education in Japan? From Status Quo to Renovations.” Some part of the research outcomes were also presented at the 40th national convention of the Japan Association of College English Teachers as well as at the 9th IATEFL convention in Slovenia, both of which resulted in an amazing reaction from the audience. This fact made us recognize the significance and importance of our research.

The study conducted in 2000 was relatively limited, especially viewed from

a nationwide perspective. Based on that year's results, we therefore conducted another investigation in 2001 through questionnaires distributed nationwide. This volume is a digest version introducing the main points collected from these questionnaires. For further details, we wish the readers of this English version to refer to the report for 2001, which has the same title as above for 2000.

For fiscal year 2002, we intend to conduct additional research on the training programs for the counselor-advisors, who are in charge of designing the seminars for teachers at secondary schools, based upon the useful fact-findings made available from the research carried out up to this time. At the same time, we wish not only to get all the available information on the training for English teachers being done in the neighboring countries of Asia, but also to make an overall investigation on how to proceed with our English teacher training effectively in Japan.

Masachika Ishida

December, 2002

CONTENTS

INTRODUCTION

The Purpose and Procedures of the Questionnaire Survey

[P. 7]

CHAPTER I

Basic Data on the Respondents

[P. 10]

CHAPTER II

Teaching Method & Techniques and Teacher Training

[p. 14]

CHAPTER III

English Language Ability and Individual Learning

[P.24]

CHAPTER IV

Teacher Training Evaluation

[P. 29]

CHAPTER V

Examinations

[P. 33]

INTRODUCTION

The Purpose and Procedures of the Questionnaire Survey

I SURVEY PURPOSE

The surveying of in-service teachers through questionnaires was conducted in order to determine their thinking about and consciousness of the in-service teacher training. The main purpose of this survey was to seek the best training for enhancing the English teaching guidance techniques and the English proficiency of in-service teachers. The following three points were the most important items in this survey:

- 1 What do in-service teachers think about the training itself?
- 2 What kind of training do they want?
- 3 What do teachers think about the relationship between their own English proficiency and their teaching techniques, and what do they think about examinations as a means of assessing their students?

II SURVEY PROCEDURES

The selection of schools and teachers for this survey was made as follows:

1. Selection of Schools

(1) Every tenth school listed in the National School Directory (2001 year version) nationwide was selected except for the prefectures listed below, where every school was surveyed. This resulted in 889 junior high schools and 630 senior high schools being surveyed nationwide.

(2) All junior high and senior high schools listed in the above directory and situated in the following three prefectures, Aomori, Osaka and Kagoshima

were selected due to their locations. The number of selected schools in each prefecture was:

- Aomori : 192 junior and 92 senior high schools
- Osaka: 526 junior and 282 senior high schools
- Kagoshima: 285 junior and 105 senior high schools

2. Selection of Teachers

First, a letter requesting permission for teachers to participate in this survey was sent to the principals of the above selected schools. The principles were requested to select one teacher in their 30s and in their 40s to 50s for a total of two English teachers per school. The number of responses from one school with two teachers nationwide amounted to 6,002 teachers in total.

III SURVEY ITEMS

The survey was conducted using a questionnaire with a varied and wide selection of items that were easy to respond to and were thought to be less time-consuming. Assuming that there might be no item suitable for their responses, an “Others” category was provided so that answers could be more precisely made. Also, a free description section was provided as the last item.

1. Number of Questions

The questionnaires consist of six parts and 24 items in total as follows:

- | | |
|---|---------|
| (1) Respondents | 5 items |
| (2) Teaching methods & techniques and teacher training | 3 items |
| (3) English teaching capabilities | 2 items |
| (4) Training inside the English Dept. and teacher training evaluation | 7 items |
| (5) English proficiency | 3 items |
| (6) Examinations | 4 items |

2. Types of Questions

The six parts had the following questions:

- (1) Regarding respondents: name and kind of school, gender, age, number of

years of working experience.

- (2) Regarding teaching methods & techniques and teacher training: place, time, method, training outside of school and the contents of such training.
- (3) Regarding English teaching capabilities: their desired teaching capability and how to enhance that capability.
- (4) Regarding training inside the English Dept. and teacher training evaluation: how to conduct training, the possibility of the training taking place, the expenses, regarding the training evaluation, who should evaluate the training and the procedures for evaluating the training.
- (5) Regarding English proficiency: application for the EGP (English for General Purposes) test, test results, proficiency level for English classroom teaching and the actual means for improving that proficiency
- (6) Regarding examinations: the number of examinations conducted, the test range, the test items and the purpose of the tests.

3. Free Description

An ample space was given for free descriptions with comments, if any, of any other concerns that were not applicable to the above 24 question items. This free description was totally optional for the respondents, which was clearly stated at the outset.

IV RESPONSE COLLECTION

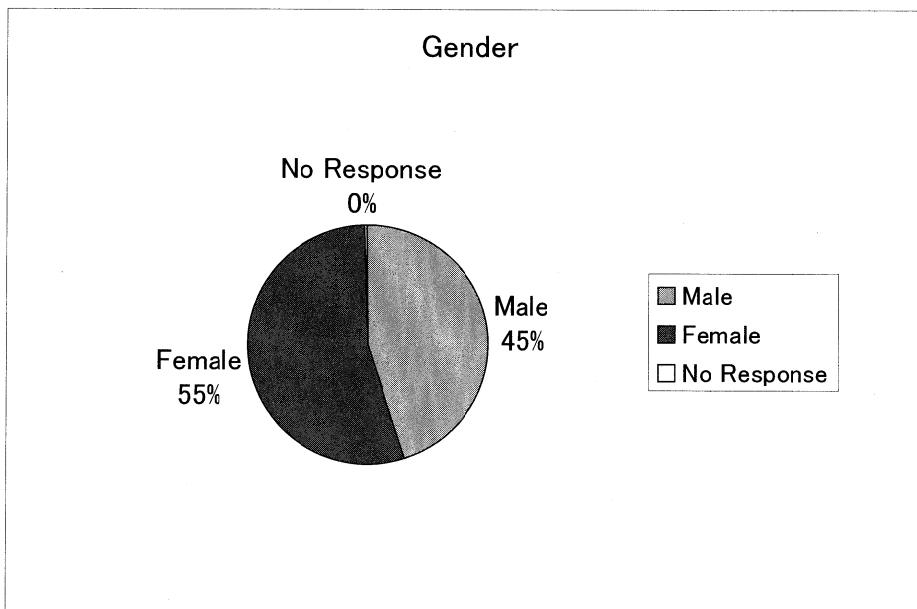
It was stated that responses could be anonymous, although a space for the name of the school was provided. Responses were returned by postage-paid envelopes we prepared for the survey, assuring respondents that they were in no way obligated to respond should they choose not to do so.

CHAPTER I

Basic Data on the Respondents

1. GENDER

- The responses from female teachers were about 10 percent more than those from male teachers.

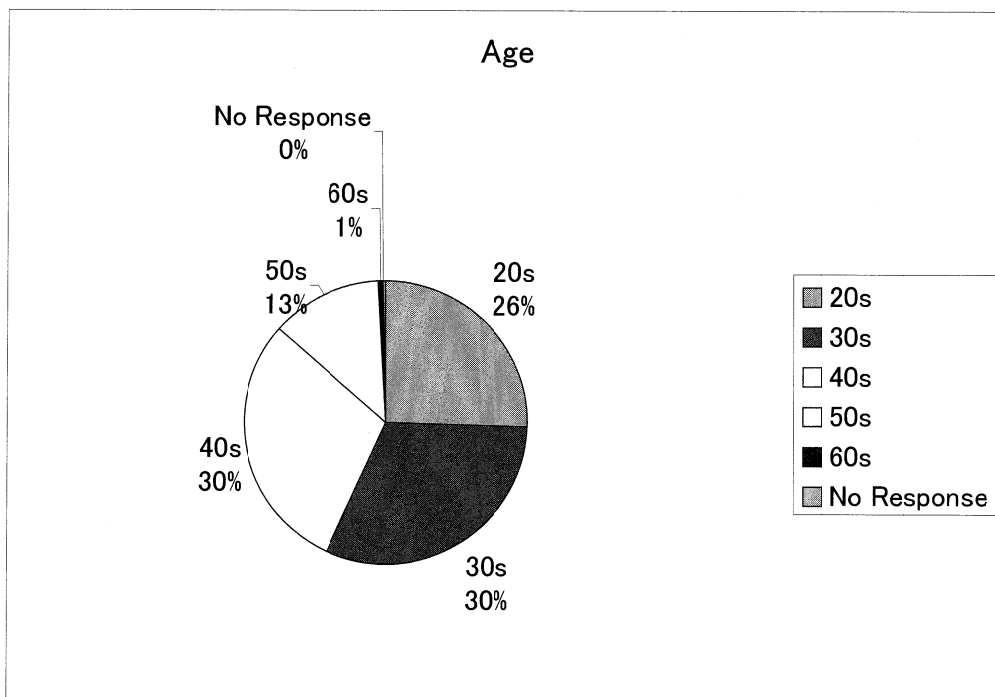


Male: 576, Female: 699 and No Response: 3

- As for the breakdown of male and female teachers per school, there were 27% more responses from women (63.4%) than men (36.6%) in the case of junior high schools, while 7% more males (53.3%) responded from senior high schools than women (46.7%).

2. AGE

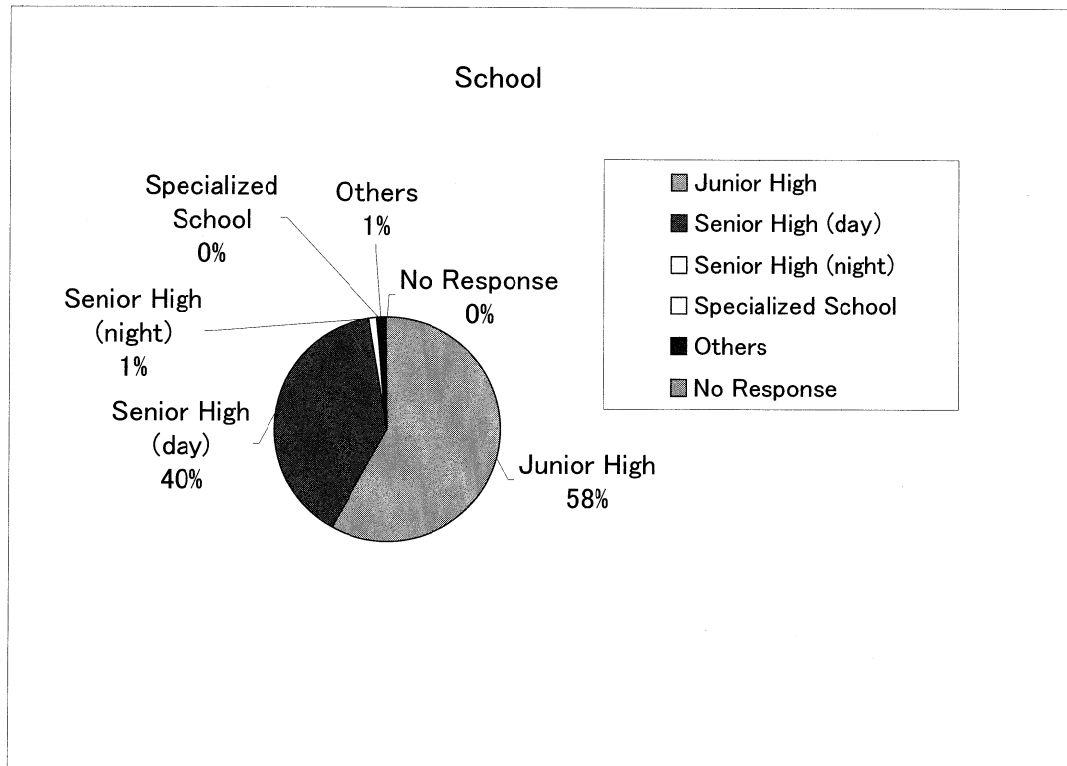
- The total responses from those aged in their 20s and 30s were 723 (56.6%), which exceed the total of 551 teachers (43.1%) who were more than 40 years old.
- The national breakdown of response percentages from junior and senior high school teachers shows that responses from junior high school teachers in their 20s and 30s (61.3%: 451 out of 736 in total) surpassed those junior high school teachers in their 40s to 50s (38.7%: 285) by 22%; however, the number of responses from senior high school teachers in their 20s and 30s only numbered 4% higher than the responses from teachers in their 40s and 50s (48.0%: 239).



20s=326, 30s=397, 40s=381, 50s=163, 60s=7 & No Response=4

3. SCHOOL

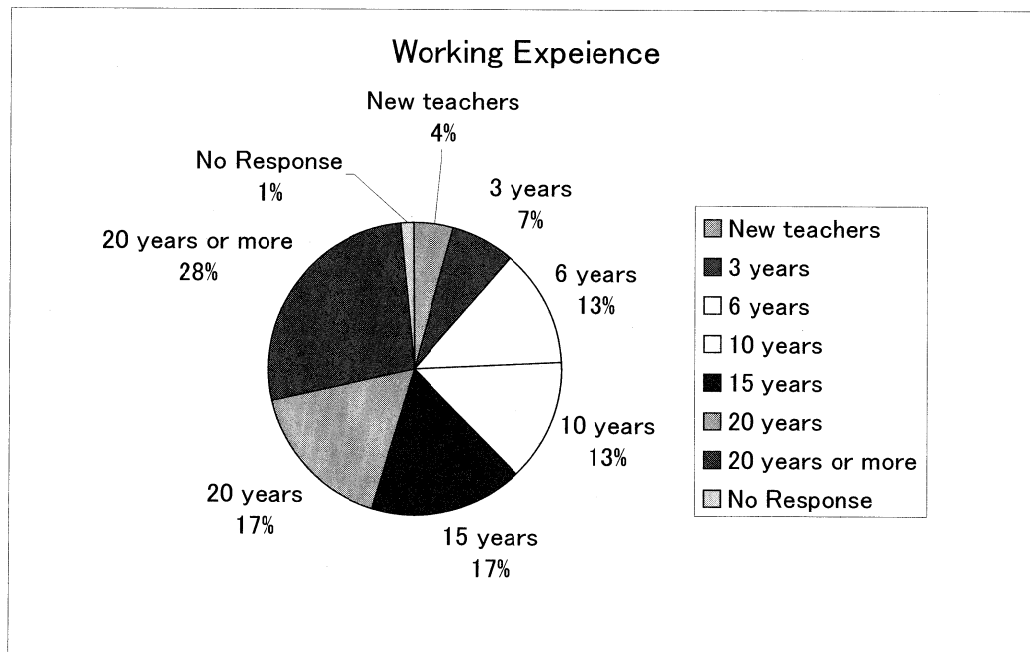
- Responses from junior high teachers (57.8%) greatly exceeded those from senior high teachers (40.8%, day and night).



Junior High: 739, Senior High (day): 506, Senior High (night): 15,
Specialized School: 1, Others: 16 & No Response: 1

4. WORKING EXPERIENCE

- More than a quarter of the total responses of 27.1% came from the group of teachers with more than 20 years of working experience. The other responses were loosely made up of teachers with 20 years or less at 17.1%, 15 years or less at 16.5%, 10 years or less at 13.4%, less than three years at 6.8% and new teachers at 4.5%.



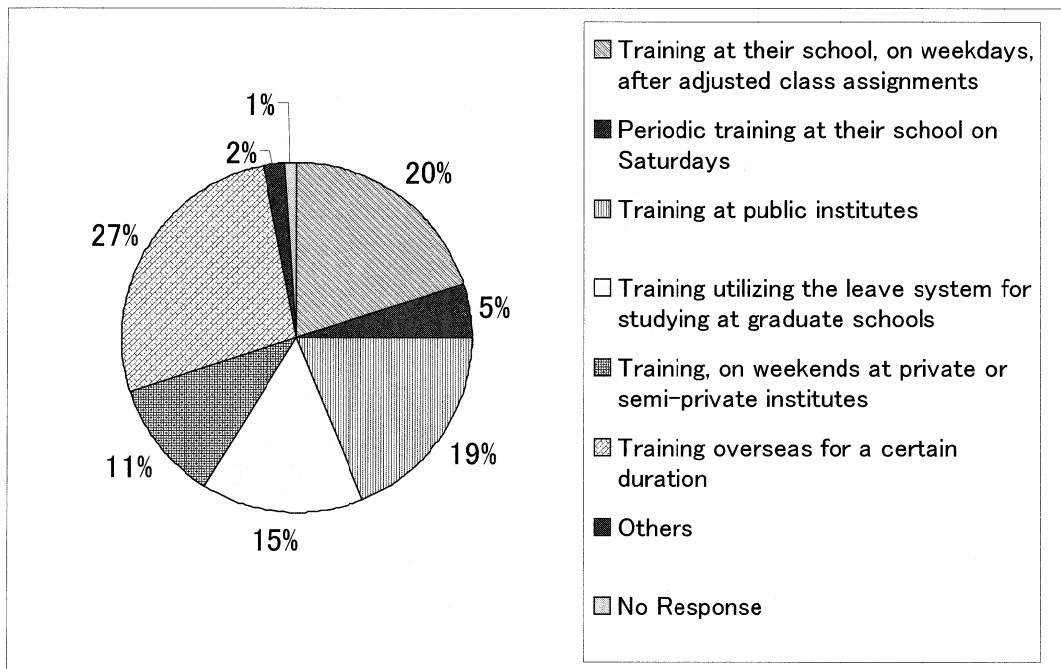
New Teachers: 57, 3 years: 87, 6 years: 169, 10 years: 171, 15 years: 211, 20 years: 219, 20 years or more: 346 & No Response: 18

CHAPTER II

Teaching Methods & Techniques and Teacher Training

1. TRAINING IN TEACHING METHODS AND TECHNIQUES

(1) What kind of request or idea do you have as to the place, time and manner of the training?



The above graph shows that the most desirable types of in-service training nationwide are “Training overseas for a certain duration,” “Training at their school on weekdays after the number of class assignments has been adjusted” and “Training at public institutes.” On the other hand, the least desirable types of training were as follows: “Periodic training at their school on Saturdays,” “Training on weekends at private or semi-private institutes” and “Training utilizing the graduate

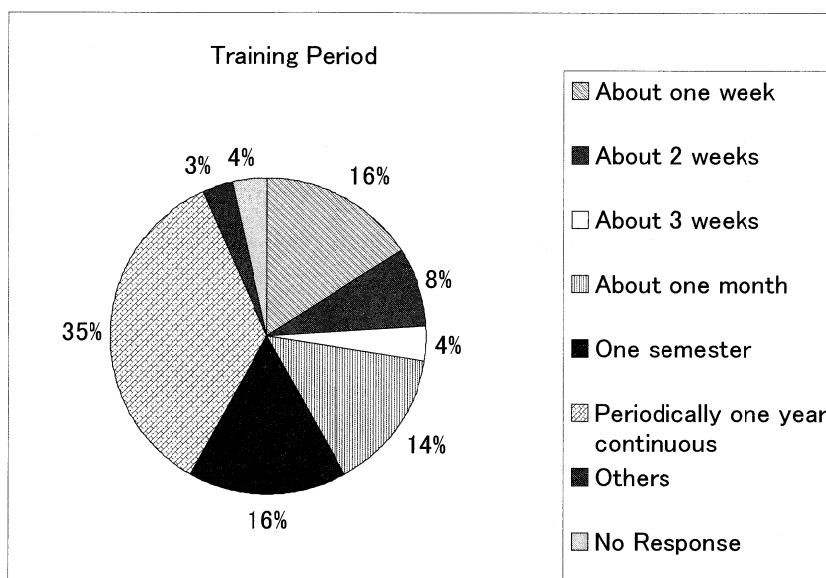
school leave system.”

There were slight differences in the responses of junior high school teachers in comparison to senior high school teachers with “Training at their school on weekdays after the number of class assignments has been adjusted” and “Training at public institutes” in the case of junior high school teachers and “Training at school on weekdays after the number of class assignments have been adjusted” and “Training utilizing the graduate school leave system” in the case of senior high school teachers.

Comparing age groups, one-third of the junior high school teachers in their 20s regarded “Training overseas for a certain duration” as the best. Moreover, although small in number, teachers in their 40s selected “Training utilizing the graduate school leave system” as the best, exceeding all other age groups in this category.

In the comparison among the municipality and two prefectures, teachers in Kagoshima Prefecture preferred “Training overseas for a certain duration” more than those in the other two locations, while “Training at public institutes” was slightly more desirable for teachers in Aomori Prefecture than “Training overseas for a certain duration.” On the other hand, teachers in Osaka Municipality reported that such categories as “Training held on Saturdays” and “Training utilizing the graduate school leave system” were not their choice.

(2) What is the most desirable training period for you?



The above graph indicates that more than 35% of the responses for length of training period away from school were for “Periodically one year or continuous,” while “About one week ” came in third and “About three weeks” was the least desirable. As a whole, however, the national consensus seemed to be for teacher training over a long period of time.

Regarding the comparison between the junior and senior high school teachers, senior high teachers tended to prefer training of longer durations; however, as far as the training period of “Periodically one year or continuous” is concerned, both junior and senior high teachers regarded it as the most desirable.

Comparing age groups, teachers in their 50s chose the “Periodically one year or Continuous” category less than the other age groups. However, it was reported by all age groups that a training period of less than one month was not desirable, exclusive of “About one week.”

Regarding the comparison among the municipality and two prefectures, slight locality based preferences were shown. Teachers in Aomori Prefecture tended to

select such short periods as “About one week” or “About two weeks” more than teachers in the other two locations. Teachers in Kagoshima Prefecture and Osaka Municipality tended to regard training periods of more than one month as desirable, exclusive of the “About one week” category.

(3) What areas of training do you think are necessary for you?

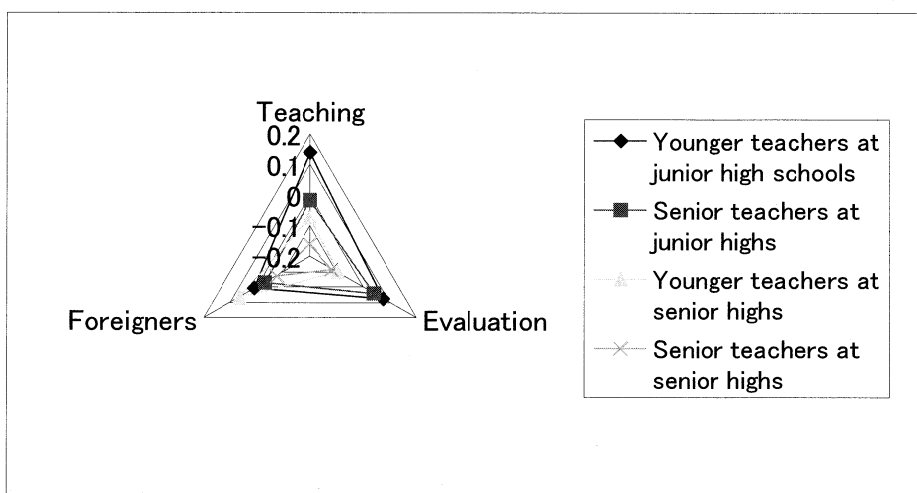
These questions were factor-analyzed and three factors were identified as “Teaching Techniques,” “Evaluation” and “Foreigners.” After that, factor points for the teachers in each group were obtained and the average values were calculated by regression analysis. As the space for this report is limited, the details of these calculations are omitted. For further details please refer to “The Study Achievement Report (B) of 2001.”

Factor Loadings

Question Items	1st Factor	2nd Factor	3rd Factor
Communication capability with foreigners	-0.058	-0.02	0.394
Team teaching capability with ALT	-0.052	-0.056	0.542
Handling teaching material techniques	0.291	-0.13	0.001
Producing teaching material techniques	0.223	-0.098	0.013
Knowledge of English teaching	0.187	-0.076	0.011
Techniques for guiding students	0.317	-0.132	-0.028
Knowledge for understanding students	0.154	0.065	-0.044
Knowledge about evaluation	-0.091	0.523	-0.08
Evaluation knowledge	-0.08	0.375	-0.046
Technique for managing lessons	0.14	0.137	-0.047
Technique for effective usage of teaching devices	-0.111	0.125	0.086

Average Factors per Teacher's Group

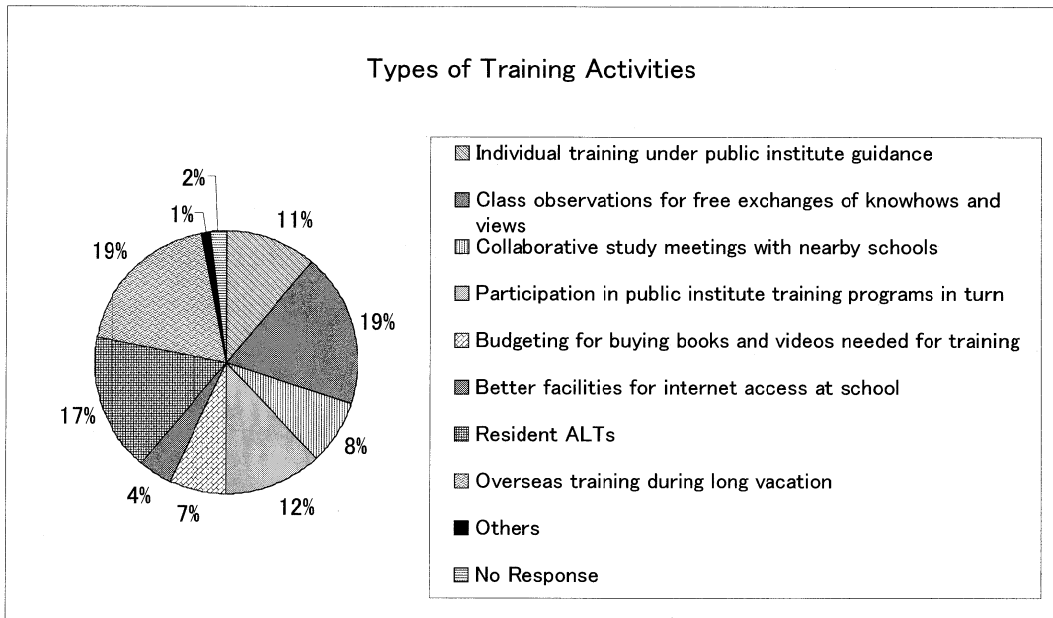
Teacher Group	Teaching	Evaluation	Foreigners
Younger teachers at junior high schools	0.138091	0.074391	0.010399
Senior teachers at junior highs	-0.01829	0.039342	-0.02855
Younger teachers at senior highs	-0.07384	-0.09768	0.063278
Senior teachers at senior highs	-0.16064	-0.11624	-0.07344



The above graph indicates that both young and senior teachers at junior high schools are more concerned with “Evaluation” than teachers in senior high schools. We believe that this is probably due to the fact that criterion-referenced testing has just been used by junior high schools and knowledge about the type of testing is indispensable. As for “Teaching techniques,” teachers in junior high schools are also greatly interested in this. With the “Foreigners” category, it is the sole interest of the younger teachers at senior high schools. This is probably because more ALTs have been assigned to senior high schools than to junior high schools. Senior teachers at senior high schools can be said to have shown least interest in any of these three factors.

2. TRAINING IN THE ENGLISH DEPARTMENT

(1) What types of training activities do you think should be held in the English department?



The above graph shows that the most practical and effective methods for conducting training activities in the English department are “Class Observations,” followed by “Overseas training during the students’ summer vacation” and “Resident ALTs.” It seems that teachers have experienced all of those categories up to now and selected them as practical and effective for their training activities.

On the other hand, it reveals that “Budget for books and videos,” “Collaboration with nearby schools” and “Establishment of Internet access” are not regarded as practical and effective.

A comparison between the junior high and senior high schools shows that junior high teachers chose “Collaboration with nearby schools” as the most effective and practical method, while senior high teachers selected “Overseas training using the long leave system” as the best. For the other categories, both groups had

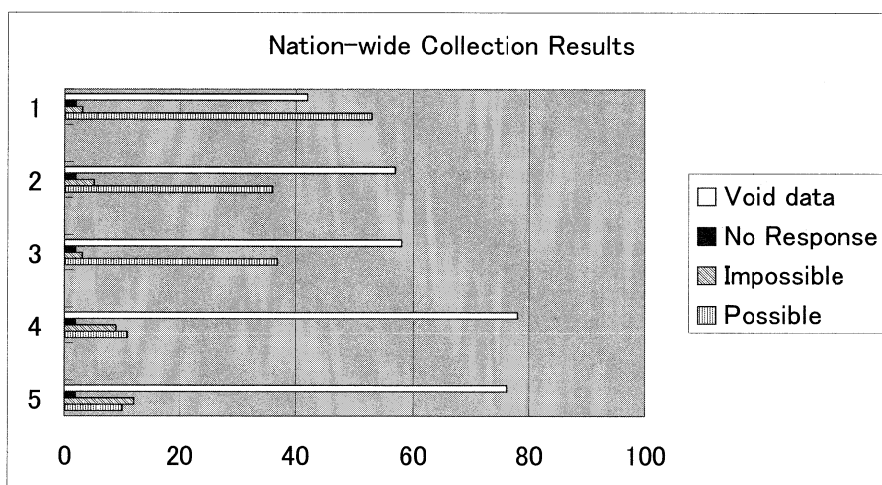
almost the same opinion.

A comparison of the different age groups seems to indicate that teachers in their 30's have highly evaluated all of the training methods given as practical and effective. "Class observations" are supported by teachers in their 30s and 40s, while teachers in their 50s, unlike the other age groups, did not evaluate highly any of the training activities in the English Department.

A comparison among the two prefectures and the municipality shows that more teachers in Aomori selected "Training individually under public institute guidance " and "Class observations" as the most practical and effective ways of training than teachers in the other two localities. More teachers in Osaka regard "Resident ALTs" as better than the other methods. Only 5% of the teachers in all three locations supported "Internet access."

(2) How practical is school-based training for improving the quality of teaching?

As an error was found among some questions posed, only the unaffected data for this subject has been used. Moreover, all of the following responses are based only on the nation-wide sample.



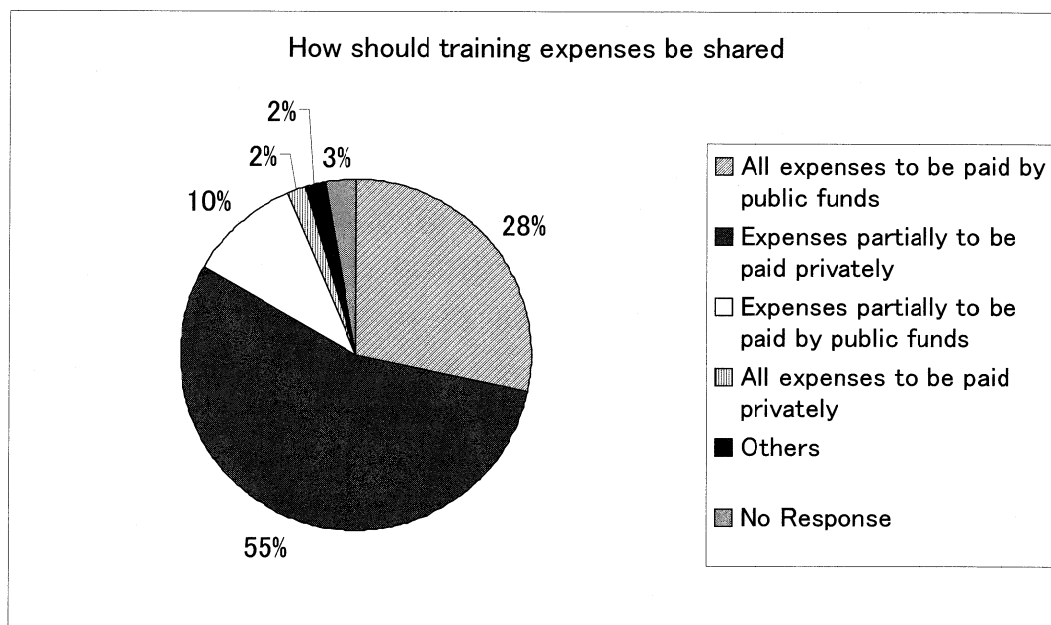
1=Classroom observations; 2=Classroom critiques; 3=Discussing problem areas of teaching; 4=Workshops for problem solution; 5=Experimental classes for solving problems

Note: The voided data was originally included in the categories "very close to possible"

or “almost impossible,” but due to incorrectly worded questions, only “Possible” and “Impossible” are given here as valid.

In the above graph it can be seen that negative responses were only a few for each item, but in the case of the affirmative responses, there seems to have been a big difference. Although “Classroom observations” are supported by more than 50% of teachers as possible to conduct, only a little more than 10% of the responses were in support of “Workshops for problem solutions” and “Experimental classes for solving problems.” School-based action research has proved to be close to impossible. This is probably due to the fact that school-based action research, which involves all five items, is still new and alien to secondary school teachers. However, since the voided responses, which must have been in the neutral area between the two extremes of impossible and possible, exceeded the valid data, what is shown here indicates the tendencies of the two extreme responses.

(3) Who do you believe should pay for teacher training expenses?



The above graph indicates that approximately 30% of the teachers expect all the expenses to be borne by public funding, and, on average, more than 50% of the teachers have shown a willingness to partially pay for their training. As a whole, however, teachers in general seem to have a consensus that private expenditures for the training are not desired. The junior high and senior high school comparisons have a similar tendency to the national one, and the comparisons by age indicates that teachers in their 50s are more inclined than teachers of other ages to pay for their own training. However, request for public funding as much as possible appears to be common to each age group, although they say that a partial bearing of the expenses is acceptable. In the case of the comparisons among the two prefectures and the municipality, despite slight differences among them, the common assumption seems to be that the training expense should be borne by public funding as much as possible.

3. FUTURE PROBLEMS TO BE SOLVED

Judging from the aforementioned responses, future problems that must be addressed are as follows:

(1) Training in teaching methods and techniques

An intensive study is needed in order to clarify the problems that impede the teachers developing their teaching skills as to the place, time and manner. At the same time, the feasibility of conducting school-based training for improving teaching methods and techniques as well as an efficient system of utilizing public educational institutes should be discussed extensively.

(2) Desired training periods

An investigation as to why teachers find it difficult to participate in short-term training programs should be conducted in order to find a solution to the problem. At the same time, the feasibility of long-term and continuing training should be sought along with seeking for methods of enabling such training to be performed smoothly.

(3) School-based training

It is necessary to conduct a study to find the methodology for school-based training in which teachers can willingly participate and collaborate. It is also necessary to seek for possibilities to conduct action research through collaboration with the university, public educational institutes and neighboring schools.

(4) Sharing of Training expenses

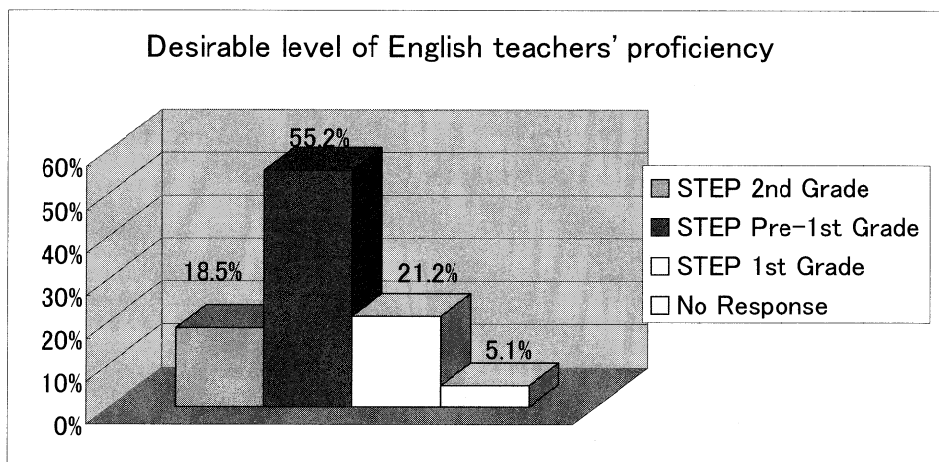
The classification of both public and private training expenses and the sharing of such expenses should be clarified. A support system should be sought to enable the teachers to participate in teacher training with ease.

CHAPTER III

English Language Ability and Individual Learning

1. THE LANGUAGE COMPETENCE OF ENGLISH TEACHERS AND IN-SERVICE TRAINING FOR LANGUAGE IMPROVEMENT

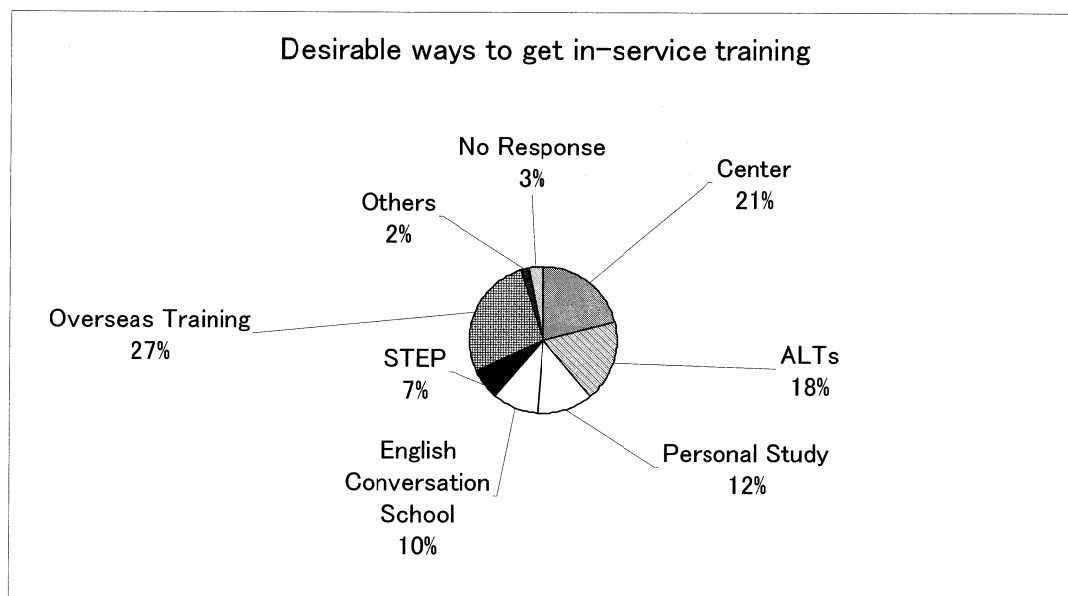
(1) What level of proficiency is the most desirable for English teachers?



Most English teachers agreed that for an English for General Purposes (EGP) proficiency level, a Pre-First Grade on the Standard Test of English Proficiency (STEP) is desirable, although some deviation occurred among secondary school teachers and among different age and geographical groups. Hereafter, research studies on an English for Specific Purposes (ESP) level should be conducted. It is also necessary to establish a standard to measure and evaluate an individual teacher's level of proficiency together with his or her EGP proficiency.

(2) What is the most practical and effective way to get in-service training for the improvement of your English competence?

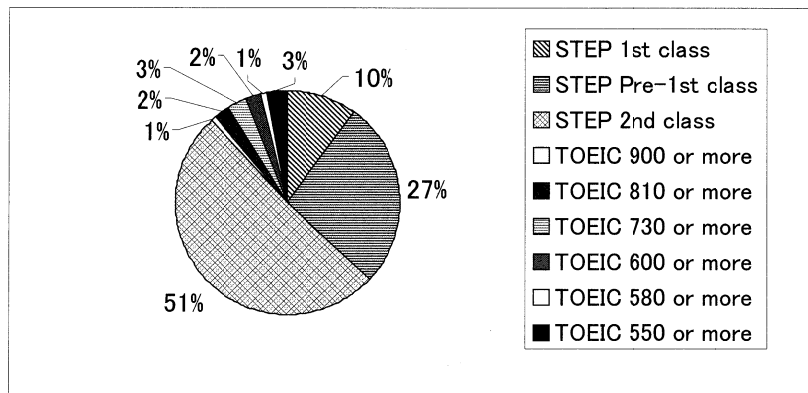
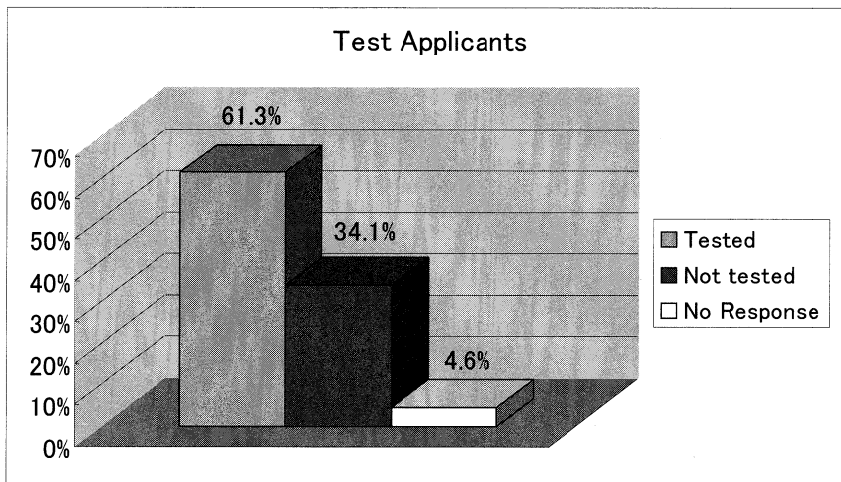
1. To constantly attend an English training course designed by the local board of education at Training Centers by adjusting the amount of classroom teaching time (Center).
2. To arrange for ALTs on-site or off-site and provide activities for improvement of English competence after school (ALTs).
3. To create the time to study on your own by adjusting the amount of classroom teaching time (Personal Study).
4. To attend an English conversation school (commercial) by adjusting the amount of teaching time (English Conversation School).
5. To give an incentive based on STEP, TOEFL, or TOEIC results (STEP).
6. To give smoother access to overseas training during long periods of leave (Overseas Training)
7. Others



The results suggest that as a first step towards creating a new training system and program, the top three items, “Overseas Training,” “Training at Centers,” and “Training with ALTs” deserve consideration. Implementation will require that issues of age, location, and secondary teaching level be addressed when determining budgets, trainee numbers, and training arrangements.

2. ENGLISH PROFICIENCY TESTS AND INDIVIDUAL LEARNING

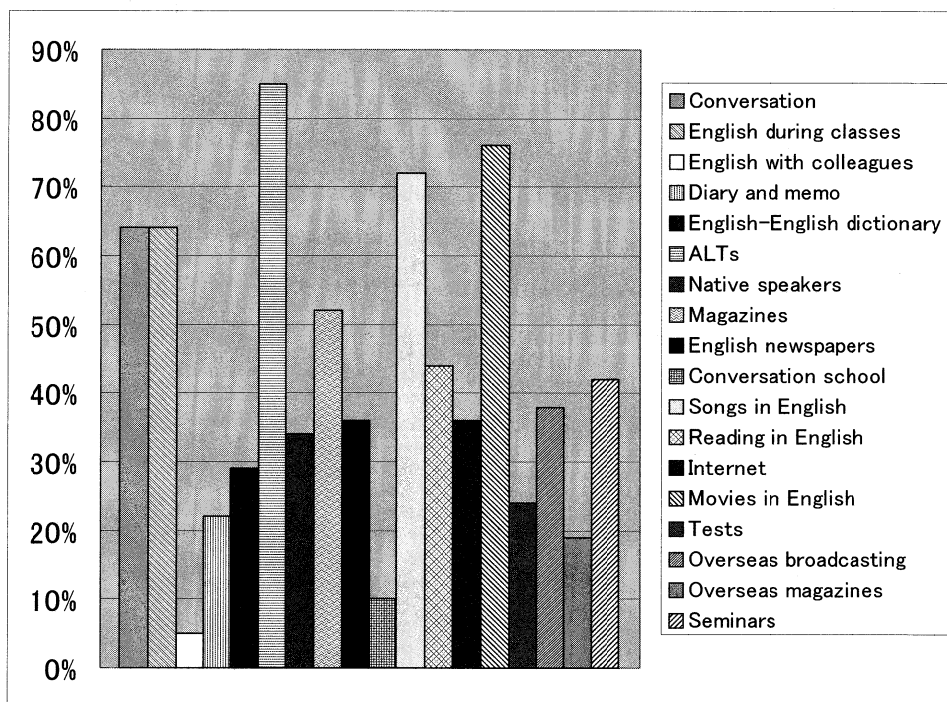
(1) Did you take an English proficiency test? What was the result?



- Among the test applicants, the majority took the 2nd Grade of the STEP test.
- A higher percentage of teachers in the younger generation brackets take proficiency tests.
- The STEP test is more popular than the TOEIC and TOEFL.
- Most teachers applied for the test more than 6 years ago. This shows that the percentage of those taking English proficiency tests is low among in-service teachers.

(2) How do you regularly study English to improve your language ability?

1. Try to listen to English conversation programs on the radio or TV (Conversation Programs)
2. Try to make an effort to speak as much English as possible during class (English During classes)
3. Try to speak English with colleagues at school (English with colleagues)
4. Try to keep a diary or memorandum in English as much as possible (Diary & Memo)
5. Try to use an English-English dictionary instead of an English-Japanese one (English-English dictionary)
6. Try to speak with the ALTs in English whenever possible (ALTs)
7. Try to make friends with native speakers of English (Native Speaker)
8. Try to read magazines in English and specialized magazines on English education printed in Japan (Magazines)
9. Try to read English newspapers printed in Japan (English newspapers)
10. Try to attend English conversation schools (Conversation school)
11. Try to listen to songs and sing songs in English (Songs in English)
12. Try to read cartoons, fairy tales and novels in English (Reading in English)
13. Try to enhance my English ability through the use of the Internet (Internet)
14. Try to watch movies in English (Movies in English)
15. Try to study for STEP, TOEFL or TOEIC (Tests)
16. Try to listen to radio and TV programs like BBC, CNN, etc. (Overseas broadcasting)
17. Try to subscribe to newspapers and magazines such as TIME, NEWSWEEK, etc. (Overseas Magazines)
18. Try to attend seminars and lectures held outside of school (Seminars)



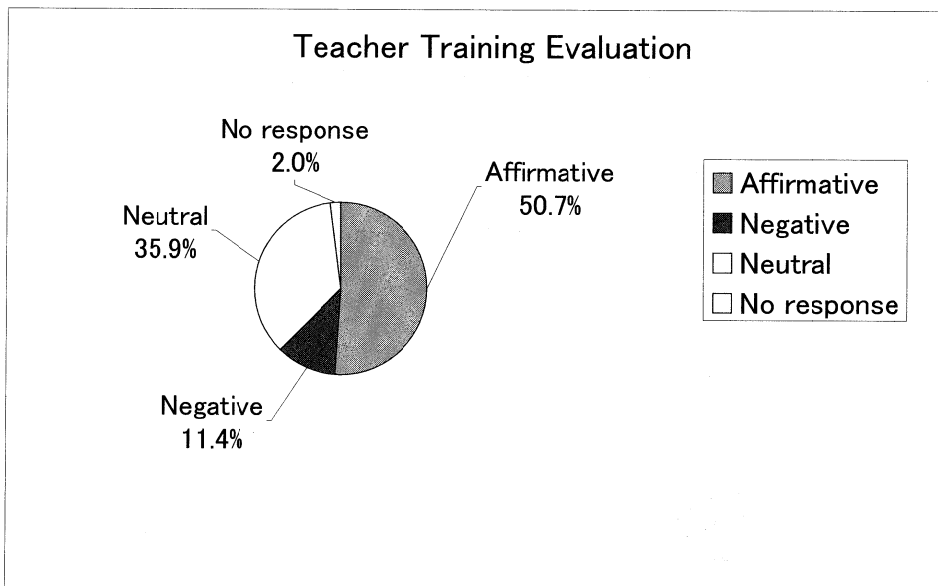
The above graph shows that many teachers are exposed to English one way or another every day. However, it is difficult to determine the consistency and duration teachers engage in these various activities. The results also show that teachers participate in activities more related to pastimes and entertainment or those directly related to their jobs, such as using English in class or speaking with ALTs. They show less interest in items such as “English newspapers,” “Overseas magazines,” “Internet,” “Overseas broadcasting,” and etc. as means of improving their English proficiency. Finally, the small percentage of teachers who study for proficiency tests indicates their learning approach is not as active as it might be.

CHAPTER IV

Teacher Training Evaluation

1. TEACHER TRAINING EVALUATION

- Fifty per cent of the teachers agreed that teacher training should be evaluated.



Affirmative=648 Negative=146 Neutral=459 No response=25

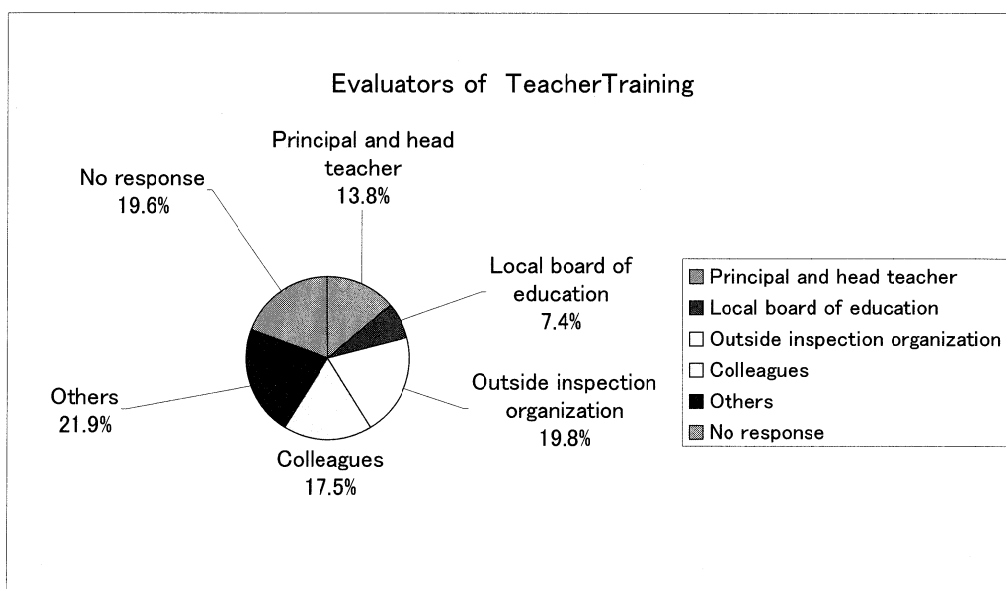
The following points were highlighted after analyzing the results relating to this question:

- (1) Fifty point seven per cent of the teachers agreed with teacher evaluation. Male teachers (55.9%) had stronger support for it than female teachers (46.5%) did.
- (2) Teachers who agreed with teacher training evaluation tended to choose the following three types of training: “training using the long-term study leave system to attend graduate school(54.1%),” “private training on weekends (53.7%),” and “overseas training (57.5%).”

- (3) Teachers who responded in the affirmative strongly felt the necessity of “good relationships with students (60%)” and “classroom management (70%).”
- (4) Eighty per cent of teachers in favor of teacher training evaluation wanted to have training expenses subsidized.
- (5) Sixty per cent of teachers responding in the affirmative wanted to grasp the level of their students’ achievement in regular tests.

2. EVALUATORS OF TEACHER TRAINING

- Teachers’ responses were split as to the question: Who should evaluate teacher training?



Principal and head teacher=177 Local Board of education=94 Outside inspection organization=253 Colleagues=224 Others=280 No response=250

There were no clear tendencies as to this question. That is because the current teacher evaluation system itself is somewhat vague and the ways this question was posed might not have been clear enough. Taking these weaknesses into consideration, we could identify the following points:

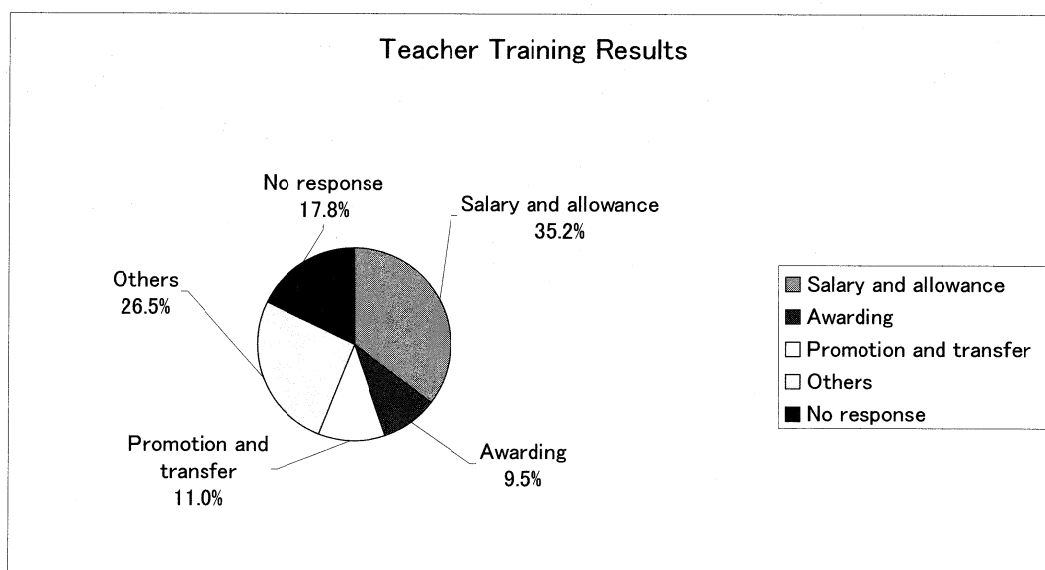
- (1) Only 13.8% of the teachers selected “principal and head teacher” as evalu-

ators of teacher training. Female teachers tended to choose “colleagues” (20% or so) more than male teachers.

- (2) The system for teacher training evaluation and evaluators has not been established yet, since approximately 40% of the teachers selected “others” or gave no responses.
- (3) Only 20% of teachers chose “local board of education” and “principal and head teacher,” which means they do not necessarily agree with the current system of teacher training evaluation.
- (4) It is necessary and urgent to formulate a clear concept of evaluation and the specific purpose of teacher evaluation.

3. TEACHER TRAINING RESULTS

- Teachers’ responses were also split as to this question: How should your teacher training results be evaluated?



Salary and allowance=450 Awarding=122 Promotion and transfer=140
Others=339 No response=227

Approximately 40% of teachers selected “others” or no responses to this question. The results obtained for this question were probably due to the same weaknesses as with the previous question. Accordingly, the following points were

identified:

- (1) Thirty-five point five per cent of teachers (40% of male and 30% of female) responded “salary and allowance.”
- (2) Younger teachers tend to expect more incentives for their training results. Forty per cent of teachers in their 20s, more than 30% of teachers in their 30s, 30% of teachers in their 40s, and more than 20% of teachers in their 50s expected some incentives.
- (3) Sixty per cent of teachers with strong support for “good relationships with students” tend to expect “awarding.”
- (4) Salary and allowance as a result of the training are highly related to the payment for the training. Ninety per cent of teachers who selected “salary and allowance” want to have their teacher training expenses paid by their schools or local boards of education.
- (5) There is a strong relationship between English teachers’ ideas about learning evaluation and their ideas about educational evaluation and teacher evaluation.

Accordingly, we should suggest the following two points as with teacher training evaluation:

- (1) To develop an effective teacher training evaluation system pertinent to English teachers
- (2) To provide a better teacher training evaluation system

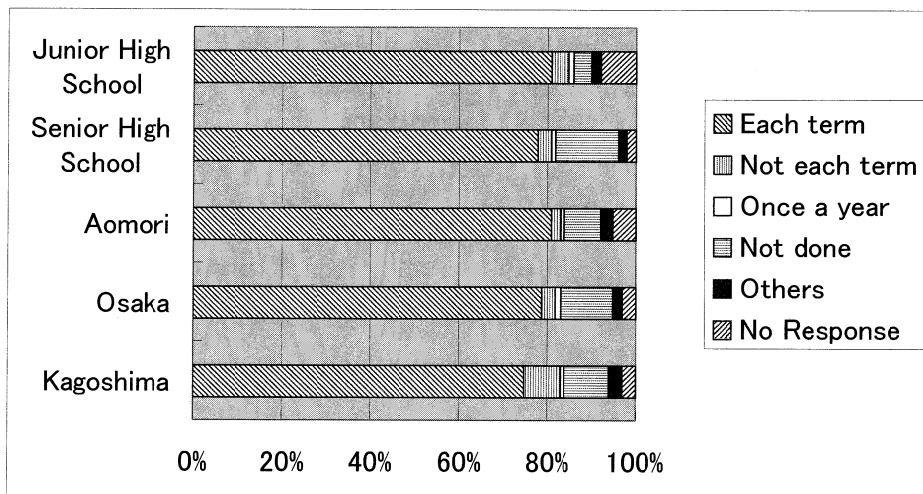
CHAPTER V

Examinations

1. UNIFIED TEST FOR STUDENTS IN THE SAME GRADE AT EACH SCHOOL

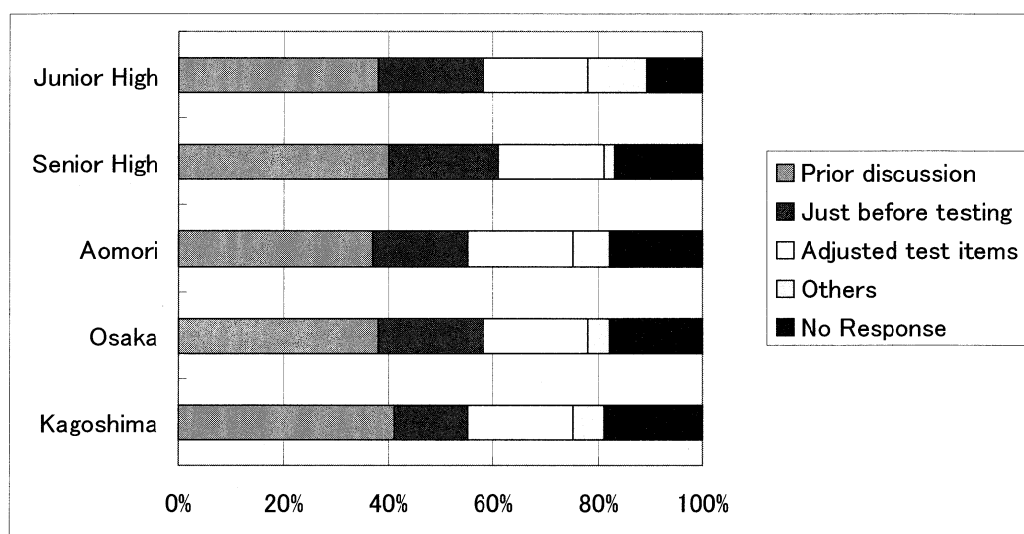
(1) Such test to be done each term.....	1,014 (79.4%)
(2) Not to be done each term.....	64 (5.0%)
(3) Once a year.....	12 (0.9%)
(4) Each teacher uses his or her own test.....	101 (7.9%)
(5) Others.....	31 (2.4%)
(6) No Response.....	56 (4.4%)
Total:.....	1,278 (100.0%)

The results from the above survey showed that about 80% of both junior high and senior high school teachers in Japan have employed one test for the same year students in English periodically such as mid-term tests, end-of-term tests, and etc.



2. RANGE OF TEST ITEMS

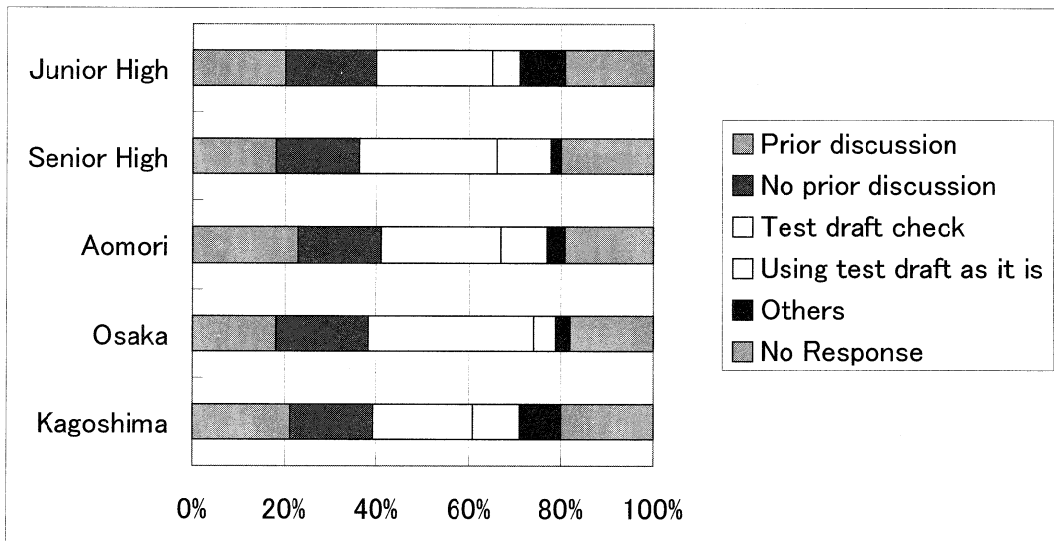
- (1) Teachers discussed with each other in advance and consulted about any adjustments to the range of test items before the test.....500 (39.1%)
- (2) They had a slight agreement in advance and then discussed as the test was forthcoming.....244 (19.1%)
- (3) Prior agreement and then, as the test was forthcoming, adjusted the range of the test items for teachers who have not covered all the materials before the test.....220 (17.2%)
- (4) Others.....134 (10.5%)
- (5) No Response and not applicable.....180 (14.1%)
- Total:.....1,278 (100.0%)



These results show that only 40% of the teachers who responded decided the range of the test items in advance through consultation, and less than 40% tend to decide the range just before the test, although a rough agreement is reached beforehand.

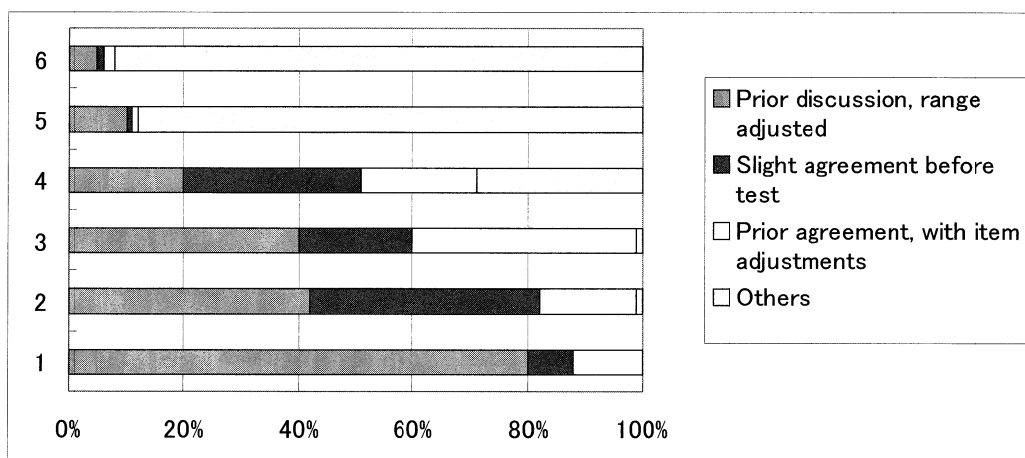
3. TEST ITEMS

- (1) Prior discussion and give lessons focusing on the test items 243 (19.0%)
- (2) No prior discussion, but discussed just before the test.....244 (19.1%)
- (3) No prior discussion, but as the test nears, each teacher checked the test content drafted by the teacher in charge.....359 (28.1%)
- (4) Using the test draft as it is for the actual testing.....143 (11.2%)
- (5) Others.....88 (6.9%)
- (6) No Response and not applicable.....201 (15.7%)



Based on the above, it was found that, although one test for the same students was given periodically, only 20% of the teachers gave due consideration to the test items, which were decided beforehand, and that about 10% of the teachers were using the test content drafted by the teacher in charge without changes.

The following graph shows the cross data from both the range of test items and the test items:



- (1) Prior discussion and to give lessons focusing on the test items
- (2) No prior discussion, but discussed just before the test
- (3) No prior discussion, but as the test nears, each teacher checks the test content drafted by the teacher in charge
- (4) Using the test draft as it is for the actual testing
- (5) Others
- (6) No Response and not applicable

The above graph shows that the method of determining the test items and the range of the test items for the examination are closely related. 80% of the teachers who give lessons focusing on the test items (1) tended to have prior discussions on the range of the items as well. However, even if the range of the items was determined in advance, classes with lessons focusing on these items could not necessarily be given. When the test items were decided, however, the decision as to the range of items tended to be made in advance. Nonetheless, if the test items were not determined in advance, the range of the items tended to be set up based on loose and rough agreements.

4. PURPOSE OF EXAMINATIONS

The questionnaire concerning the purpose of the final examination was posed to each teacher with a request that they select the best three choices ranked in order from the list below:

1. To determine the level of achievement for each student.....	36.6%
2. To collect data for student evaluation.....	18.9%
3. To rank the entire group of students.....	1.9%
4. To evaluate the teaching effect.....	13.9%
5. To collect data for improving the lessons.....	6.2%
6. To encourage the students to study more.....	18.0%
7. Others.....	0.7%
8. No response and not applicable.....	3.8%
Total:.....	100.0%

The data were processed in the following manner:

1. Each teacher was requested to give three points to their first selection, two points to their second selection and one point to their third selection and the total points were summed for each item.
2. For the purposes of comparison, the total points of each item were divided by 6, and then that result was divided by the total number of responses and the percentage was derived by multiplying by 100.

The purposes of the examinations from the English teachers' points of view, were first, "student achievement," second, "student evaluation," and third was "encourage students to study more." The junior high school teachers tended to select "student evaluation," while the senior high teachers selected "encourage students to study more" as the main purposes of the examination. Neither junior nor senior high teachers seemed to put much significance on "evaluating their own teaching or to collect data for improving their lessons."

