

Incorporating Communicative Task-based Instruction into a Student Teacher Training Program at a Japanese University

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論文要旨

英語教師を目指す学生が履修する教職科目の内容は、将来の英語教育を左右する。英語教師を育成するためには、特に教育実習と直接関係する英語科教育法I, II（教職専門科目）の教育内容を充実させなければならない。学習者中心で、コミュニケーション型な英語の模擬授業を体得することは、教育実習に備えるための英語科教育にとって不可欠である。この論文では、学生による学習者中心、双方向でコミュニケーション型な模擬授業の実現のために、2000年から2007年まで甲南大学で実践してきた英語科教育法の授業内容と教授法について考察する。本大学の英語科教育法は、TEFL（外国語としての英語教授法）の理論を背景に、最近の統合されたコミュニケーション・アプローチに基づくコミュニケーション型なタスクの有効利用を重視してきた。筆者は、学生による学習者中心でコミュニケーション型な模擬授業のために、5つの具体的な方略を提言し、8年間にわたる授業実践と学生による授業評価及びアンケート結果からフィードバックしている。

Abstract

The quality of new EFL teachers is vital to the future of EFL education in Japan, and the nurturing of promising EFL teachers reflects the quality of English Language Teaching (ELT) for the teaching profession at the tertiary level. Creating a learner-centered and communicative classroom is an essential element of ELT education for successful teaching practicums (TP). This paper discusses ways that were used to help develop skills in demonstrating learner-centered communicative and interactive lessons on a practical level in the ELT training program conducted for student teachers at Konan University, Kobe Japan from 2000 to 2007. This program highlighted the use of communicative tasks within current integrated communicative approaches as a key component of expertise in TEFL. The study suggests five practical steps to implement a learner-centered communicative demonstration lesson. Hence, feedback from the participants about the program is also considered. This paper additionally incorporates aspects of my previous research on "Creating a Learner-centered Communicative Classroom for Student Teachers (Nakamura, 2005)."

1. Introduction

The main purpose of ELT (English Language Teaching) education for student teachers is to balance their experiential knowledge and received knowledge, applying the current integrated communicative approaches to their teaching practicum. This process of effectively integrating student teachers' experiential knowledge with their received knowledge through integrated communicative tasks in a learner-centered context is a challenge for both the student teachers and their instructors. It is not too much to say that our ELT training for the teaching profession at the university level has been scrutinized by our own students as they have gone through their teaching practicums in public schools and have subsequently provided us with plausible feedback and assessment from their viewpoint as experienced EFL professionals (Nakamura, 2005).

The success or failure of communicative and interactive demonstration lessons by student teachers lies in how successfully they will be able to encourage their future students to take an active part in a series of integrated communicative tasks in the target language. Thus, the key to successful EFL demonstration lessons is being able to create a learner-centered communicative and interactive classroom with a lower affective filter by reducing the fear and anxiety associated with using a foreign language. It is hoped that this kind of teacher training will lead the EFL student teachers and their future students to become enthusiastic members of a communicative "*language home*" (Nakamura, 2005).

This paper mainly discusses the possibility of student teachers demonstrating learner-centered communicative and interactive lessons. The subject group includes 200 student teachers who took the course of study for the EFL teaching profession at Konan University between 2000 and 2007.

2. The Basic Attitudes towards Demonstration Lessons by the Student Teachers

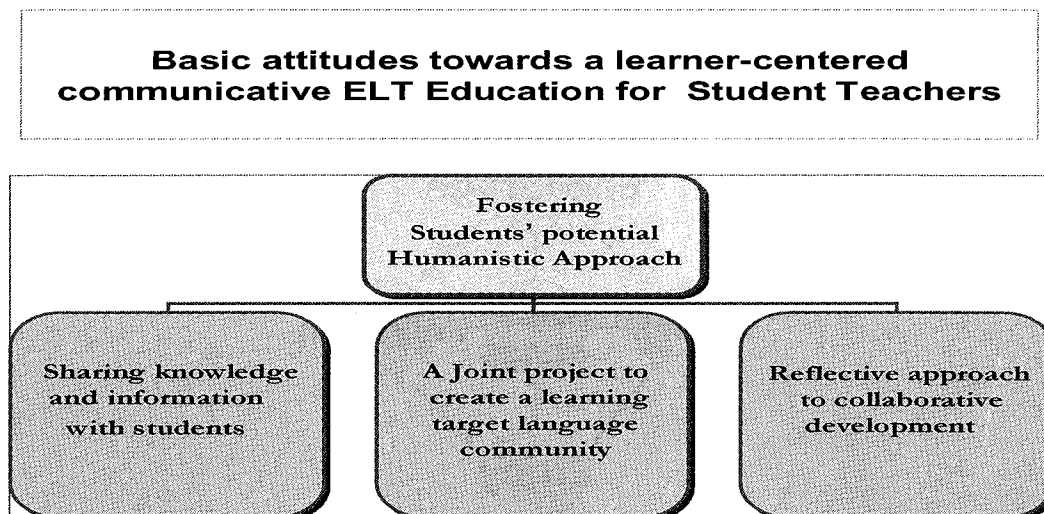
In creating a learner-centered communicative and interactive classroom, the EFL student teachers should always try to instill the following attitudes in their minds in order to transform a traditional language classroom into a communicative "*language home*."

1. Teaching is fostering students' potential through the humanistic approach.
2. Teaching is sharing new knowledge and information with the students.
3. Teaching is a joint project to create a learning target language community.
4. Teaching is a process of applying reflective approaches to collaborative development

(Nakamura, 2005).

The linkage of the basic components of the teaching philosophy can be illustrated as Diagram 1.

Diagram 1.



Nakamura (2005)

3. Suggested Steps towards a Learner-centered Demonstration Lesson

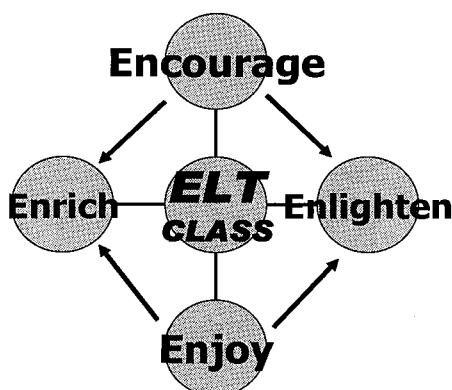
There are five relevant steps to fully activate a learner-centered communicative and interactive EFL demonstration lesson. In the context of a demonstration lesson in EFL education for the student teachers, classmates are supposed to be the tentative students in order to create a simulated EFL classroom. ELT instructors, EFL student teachers and the future students are encouraged to create a situationally realistic and contextually rich classroom atmosphere.

The First Step: Encouragement, Enjoyment, Enrichment and Enlightenment

First of all, the EFL student teachers should always encourage their future students in a variety of class room activities based on a series of communicative tasks so that they can raise a strong desire to use the target language. By using the target language, English as an international language, both the student teachers and their future students can have a confidence in their communicative competence at an acceptable level. Also, both the student teachers and their students should enjoy the EFL class as a learning community or a target language community, enriching the scope of their knowledge and information on the subject matter. Finally student teachers should be enlightened by the ELT instructor so that they can acquire a leaning autonomy for self-development as a facilitator of human education (Nakamura 2005). Consequently both the student teachers and their future students are mutually encouraged to build a communicative 'language home.' as a joint project. The interrelationships of the four components (encourage, enjoy, enrich and enlighten) in ELT education for student teachers can be illustrated as Diagram 2.

Diagram 2

The Four Components of ELT Class for Student Teachers



(Nakamura, 2005)

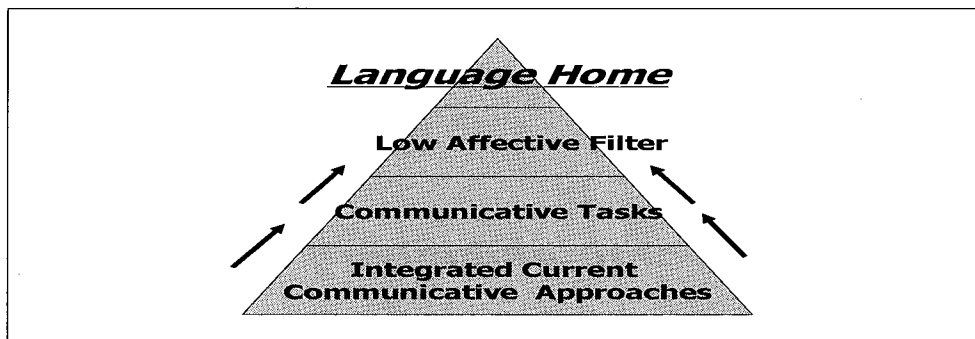
Encouraging the student teachers can foster their confidence and desire to become good EFL teachers. Class enjoyment by both the student teachers and their future students can bring about the pleasure of participation and a sense of belonging to the class. Enriching the contents and scope of the new knowledge and information on teaching methodologies and approaches also enables the student teachers to learn from each other in order to become good cultural informants. Enlightening the student teachers with transformative learning enables them to become more reflective learners, and consequently they can translate their received knowledge into more meaningful actions in EFL class in their teaching practicum and thereafter. These four components revolutionarily transform the traditional language classroom, making it into a more enjoyable learning community. Furthermore, the process of the transformation of ourselves involved in reflective teaching and learning will lead to a higher phase of human education. Thus, the student teachers could explore the process of becoming good EFL teachers in the near future (Nakamura 2005).

The Second Step: Creating a Learner-centered Communicative 'Language Home'

The second step in creating a learner-centered communicative and interactive classroom is to involve our students in a series of tasks associated with current integrated communicative approaches. Consequently, the students can lower their affective filters by eradicating their fear and anxiety of using a foreign language. We can easily picture the components of creating a learner-centered communicative and interactive classroom as illustrated in Diagram 3.

Diagram 3

A learner-centered Communicative and Interactive Classroom



(Nakamura, 2005)

Nunan (1997) states that a major impetus to the development of learner-centered language teaching came with the advent of communicative language teaching. A communicative view of language and language learning has become the mainstream in ELT. Therefore, a learner-centered communicative classroom should be a point of departure for ELT education for the student teachers who are preparing for a fruitful teaching practicum.

The Third Step: Involving Students in Communicative Tasks

What is especially vital in fostering the EFL student teachers is to develop their ability to activate necessary and relevant communicative tasks to involve their future students in the target language. Communicative tasks have dramatic power in terms of creating a learner-centered classroom and in language acquisition as well. It is, therefore, worthwhile familiarizing the student teachers with the nature and roles of communicative tasks. Nunan (1989) defines a communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. He continues that the task is a piece of meaning-focused work involving learners in comprehending, producing and /or interacting in the target language, and that tasks are analyzed or categorized according to their goals, input data, activities, settings and roles.

Some examples of relevant communicative tasks are as follows: ***Rotating Communication*** in pairs; ***Questions and Answers*** in situationally realistic contexts like a check-in counter or customs in an international airport, ***Self-Introduction*** in class, ***Introducing*** your friends to your family, ***Interviewing, Role Playing, Improvisation, Recitation, Peer Editing, Peer-teaching, Oral and Written Presentations, Democratic Discussion, Problem-Solving Discussion, and Logical Debate.*** These examples need to be situationally realistic and

contextually rich for the purpose of the oncoming teaching practicum (Nakamura, 2005). As Widdowson (1987) emphasizes, classroom activities should parallel the 'real world' as closely as possible. This classroom climate will foster a higher motivation and desire to use the target language, which is where the real joy of learning a foreign language lies. The communicative tasks should be relevant to the goals of the class, classroom input, activities and the teacher and students' roles and settings. Nunan (1999) illustrated a framework of analyzing communicative tasks as follows.

Diagram 4

Communicative Task



The Fourth Step: Implementing Integrated Communicative Approaches.

Effective communicative tasks should be based on current integrated communicative approaches. Also, the communicative approach, an academic approach and a problem-solving approach should be linked as integrated communicative approaches in order to cultivate the student teachers' expertise in EFL classroom. Specifically, Communicative Language Teaching (CLT) must be the kernel of any current integrated communicative approach. Influenced by the increasing interdependence in the European Union and the rest of the world, and by the necessity of global communication, a communicative view of language and language learning has become the mainstream of ELT. Richards and Rogers (2001) summarize the principles of Communicative Language Teaching (CLT) as follows:

Learners learn a language through using it to communicate

Authentic and meaningful communication should be the goal of classroom activities.

Fluency is an important dimension of communication.

Communication involves the integration of different language skills.

Learning is a process of creative construction and involves trial and error.

Furthermore, based on the principles of CLT, Richards and Rogers (2001) emphasize that the goals of language teaching are:

-- to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities

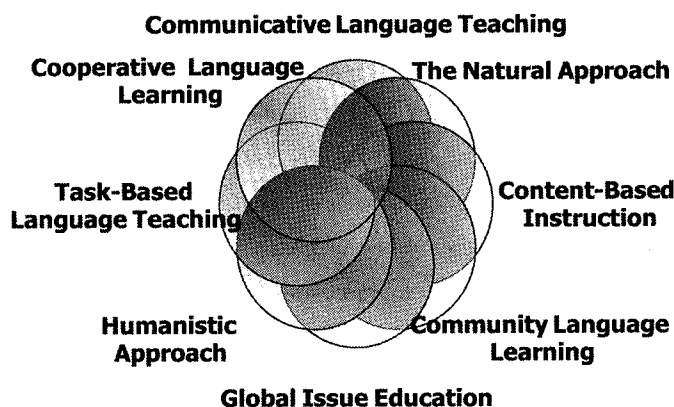
-- to provide opportunities for learners to develop successful learning and communication strategies

---to enhance learner motivation and reduce learner stress and create a positive affective classroom climate.

Recent EFL/ESL education is exploring the integration of current communicative approaches. Today, many EFL/ESL instructors at the lower, secondary and even university levels are applying these effective current communicative approaches to several levels of learners depending on their own proficiency levels, ability, needs, motivation and potential (Nakamura, 2005). Diagram 5 shows Integrated Current Communicative Approaches.

Diagram 5

Integrated Current Communicative Approaches



Communicative Language Teaching (CLT) encourages both the teachers and students to use the target language for communication. Task-based teaching activates a series of effective tasks for communication, which lead to a natural process of language acquisition and active participation in the EFL classroom. Despite the wide range of criticism of the Natural Approach, the essence of the five hypotheses within it can still enliven any EFL classroom in terms of the natural process of language acquisition.

Content-based Teaching (CBT) can stimulate our desire to acquire new knowledge, and widen the scope of information on the subject matter. CBT raises the students' motivation to learn, analyze, examine, and ultimately it can pave the road to the academic and interdisciplinary world in the long run. Most current ESL/EFL textbooks are compiled in the direction of CBT and CLT.

Cooperative Language Learning (CLL) through various pair and small-group activities such as pre-reading, brain-storming, peer preparation, peer editing or peer-revising can lower the affective filter of an EFL classroom, which can open up the way to a communicative 'language home'. Richards and Rogers (2001) state that in second language teaching, Cooperative Language Learning has been embraced as a way of promoting communicative interaction in the classroom

and is seen as an extension of the principles of Communicative Language Teaching. It is viewed as a learner-centered approach to teaching held to offer advantages over the teacher-fronted and teacher-directed classroom methods.

The Humanistic Approach derived from educational passion and love for students is a point of departure for human education and can activate classroom rapport through individually guided instruction. Encouraging students to participate in meaningful activities in real world contexts that increase their joy of learning, enlarge their scope of knowledge and enlighten their way of life is the kernel of the humanistic approach.

Finally, the Reflective Approach is the core of the EFL student teachers' and instructors' progress in relation to self-development and co-development in the teaching profession. McKeon (2002) and Bax & Cullen (2003) emphasize the collaborative aspect of reflection and teacher development which encourages teachers to share their reflection and ideas with each other. Reflective teachers can in turn inspire their students to become more reflective about their own development as learners. It is self-evident that students will not want to learn much from teachers who have stopped learning for their own personal self-development.

Going through these integrated communicative approaches, naturally we can create a learner-centered classroom based on the philosophy of the humanistic tradition, which argues "Learners first, learning second." As Richards and Rogers (2001) emphasize, "Learner engagement is a priority."

The point is how the EFL instructors can develop the student teachers' expertise in order to apply effective communicative tasks based on these integrated communicative approaches depending on the need and levels of students in the EFL classrooms. As a productive synergism, a series of relevant communicative tasks derived from integrated communicative approaches raises the students' motivation to learn and participate in communication, which naturally creates a learner-centered communicative and interactive classroom. Thus, a traditional "language classroom" is then transformed into a communicative "language home" with a lower affective filter.

An experimental assumption here is that the integration of these approaches for the teaching profession can work synergetically. Student teachers can organize a coherent oral presentation on current integrated communicative approaches and demonstration lessons by gathering information and discussing with classmates. This can sharpen their teaching expertise and raise their confidence in facilitating meaningful communication in English among their future students. Based on the process of an academic and problem-solving approach, the student teachers' communicative competence and oral presentation skills should be encouraged within a framework of ELT education for the teaching profession. It can be safely said that integrating current communicative approaches and activating some communicative tasks among the student teachers will develop their awareness of a learner-centered communicative classroom as a

'language home' (Nakamura 2005)

The Fifth Step: Reflective Teaching for Co-Development

Reflective teaching is one of the goals of the teaching profession as well as of teacher development. Richards and Lockhart (1994) state that in reflective teaching both the teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information thus obtained as a basis for critical reflection about teaching. The evidence of self-reflection and reflective learning can also be seen in the report which student teachers produce during the university ELT class and the subsequent one-month teaching practicum at public schools. The theoretical and practical rationales should go hand in hand within the reflective teaching context. There are several important points for the student teachers to acquire in the process of reflective teaching in ELT education for the teaching profession. Though one lesson is only the tip of the iceberg, it is worth acquiring the following reflective attitudes in ELT education for the student teachers. Let us itemize some key points in reflective teaching which can work both during in-class teaching and also in the teaching practicum in public schools.

- 1 To foster readiness to repair, reform and improve one's teaching styles.**
- 2 To develop flexible improvement of teaching styles : a teacher makes a decision to alter his or her teaching attitude, often in response to cues from students**
- 3 To develop a flexible attitude, to transform one's experiential knowledge into received knowledge in teaching.**
- 4 To observe classroom teaching objectively, analytically and critically**
- 5 To discuss critically and constructively after watching videos of graduating seniors' demonstration lessons in their teaching practice in public schools.**
- 6 To videotape one's demonstration lesson and analyze the flow of the class objectively**
- 7 To interview students to get enough feedback on one's classroom teaching**
- 8 To share lesson plans and self-made teaching materials for communicative tasks among the student teachers.**
- 9 To implement questionnaires and get critical and reflective commentaries from other students**
- 10 To learn to apply Action Research methodology to better one's EFL classes and teaching** (Nakamura, 2005)

As Nunan and Lamb (1996) emphasize, reflective teachers are ones who are capable of monitoring, critiquing and defending their actions in planning, implementing and evaluating language programs. As there is no perfect ELT education anywhere in the world, the door of

a university ELT class should be open to everyone's views. Once the student teachers acquire the basic attitudes of reflective teaching, it will bring precious momentum to activate their self /co-development for the rest of their teaching life (Nakamura, 2005).

4. Demonstration Lessons by EFL Student Teachers in Practice (2000-2007)

In the first semester, all the student teachers are encouraged to make oral presentations regarding TEFL terminology based on Integrated Current Communicative Approaches. In the second semester, all the student teachers are supposed to give a learner-centered demonstration lesson based on a series of communicative tasks. This paper mainly introduces the demonstration lessons by student teachers in the second semester.

Objectives

- (1) **To develop student teachers' teaching skills in a learner-centered communicative and interactive demonstration lesson making the most of current integrated communicative approaches.**
- (2) **To cultivate students teachers' teaching expertise by involving classmates in a series of communicative tasks.**
- (3) **To foster a reflective attitude towards ELT for the purpose of self÷co-development in teacher education.**

Classroom Procedure

The First Semester: Theory and Practice

- (1) **Clear explanation of the objectives of the class:**
- (2) **Active composition ÷ Oral composition**
- (3) **Involving student teachers in a series of communicative tasks**
- (4) **Students' oral Presentations with power-point on several EFL approaches and methodologies.**
- (5) **Comments on the students' presentations and lectures by the instructor.**
- (6) **Conceptualization and visualization of the EFL Class**
- (7) **Free discussion on the effectiveness of each approach and method presented in the EFL class**

The Second Semester: Demonstration Lessons

All the students who have completed the first semester of this class (theory and practice) are requested to hand in the first draft of the teaching plan for their demonstration lessons on the first day of the second semester. In the second semester, all the students registered in this class

are supposed to contact the ELT instructor for necessary supervision and advice regarding teaching plans, teaching approaches, methods, self-made teaching materials and possible communicative tasks. Also, they are required to give a simulated classroom teaching in the instructor's office one week before the class. Preparation and practice outside the classroom are prerequisites for student teachers in order to make their demonstration lessons teaching in the second semester meaningful and their teaching practicum fruitful in the fourth year.

The Flow of Demonstration Lessons by Student Teachers

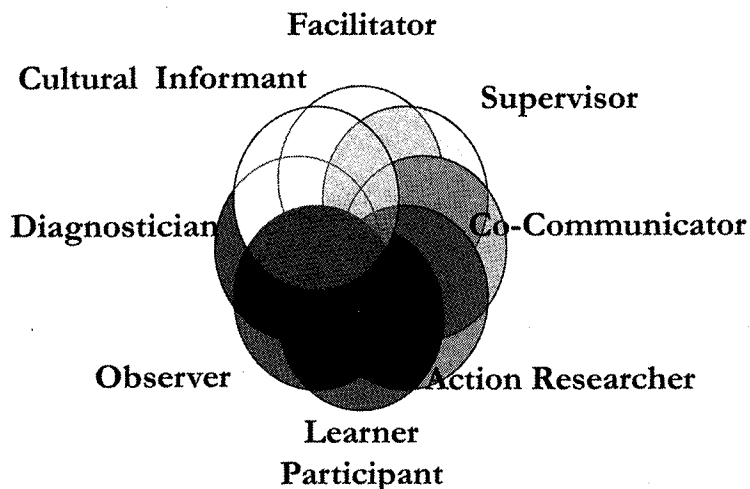
- (1) **Introduction and the aim of classroom teaching by student teachers**
- (2) **Classroom teaching for 35 minutes, mainly in the target language but with some Japanese explanation**
- (3) **Involving classmates in a series of communicative tasks based on the teaching plan**
- (4) **Explanation of the aim of the demonstration lesson by the student teacher**
- (5) **Questions and answers by the student teachers and the instructor**
- (6) **Comments on the demonstration lesson by other student teachers**
- (7) **Writing an evaluation and reflective commentaries of the demonstration lesson observed by the instructor and student teachers**
- (8) **Sincere encouragement and reflective commentaries with future assignments by the instructor**

Teachers' Roles

The teacher is a key to the success of the program. He/she should play flexible roles as a **cultural informant, facilitator, co-communicator, diagnostician, supervisor, action researcher, participant, observer** and most of all, **learner**, to create a learner-centered environment. Diagram 6 shows EFL teacher's several roles.

Diagram 6

EFL Teacher's Roles



Throughout these communicative and interactive activities, student teachers are encouraged to use English as an international Language (ELI) at a level acceptable for international communication.

Teaching Materials

Text book:

Richards, J. C., and T. Rogers. (2001). *Approaches and Methods in Language Teaching*. Cambridge, Cambridge University Press.

Cambridge University Press.

Murcia, M. eds. (2001). *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle

Handouts: English Language Education for EFL Teaching Profession by Koji Nakamura (Konan Seikyo)

Other reading materials:

IATEFL Teacher Education and Teacher Development SIG. Spring 2003

IATEFL Teacher Education and Teacher Development SIG. Summer 2003

IATEFL Teacher Education and Teacher Development SIG. Summer 2002

TESOL Quarterly 2001-2005

Audiovisual materials:

TESL Teaching Video series compiled by Jack Richards

Videos on EFL/ESL demonstration classes

Self-made materials for communicative tasks produced by the former student teachers of this

ELT class.

Recommended Book

Nunan, David. (1991). Communicative Tasks and the Language Curriculum. *TESOL Quarterly*, 25 (2), 279-295.

Nunan David (1989) *Designing Tasks for the Communicative Classroom*. Cambridge: University of Cambridge.

Nakamura, Koji (2007) *English Education in Globalization: Content-based Process Writing for Oral Presentation*. Eihosha

5. Findings

Questionnaires were given mainly to junior students, and also to some senior and graduate students who took the ELT class for the student teachers as a part of teaching profession at Konan University, Kobe, Japan at the end of each semester (from 2000 to the end of the second semester in 2007). The number of participants in this class over these eight years comprised 200 students, who came mainly from the departments of English and American literature, law, economics, business administration and Japanese literature.

The majority of the student teachers generally have a positive outlook regarding the integration of a series of communicative tasks involved in current integrated communicative approaches. The results from the student teachers' responses reveal that a considerable number of students felt the effectiveness of implementing a series of communicative tasks in EFL demonstration lessons (Q5: 85.0 %) (n=170).

Basically almost all student teachers learned the importance of encouraging students to participate in a series of meaningful communicative tasks in a learner-centered context (Q1: 91.0 %) (n=182). They also learned the necessity of sufficient preparation for demonstration lessons which enabled them to enhance their confidence in facilitating interactive communication in the target language among their future students. The majority of the student teachers indicated their intention to prepare a series of communicative tasks with effective visual aids and attractive self-made materials so that their future students can enjoy a full range of communication activities (Q6: 95.0%) (n=190).

As for the three most important things when student teachers teach English (Q7), the majority of the student teachers pointed out the necessity of a learner-centered classroom (66.0%) (n=132), encouraging students to express themselves in the target language (59.0 %) (n=118), the teacher's enthusiasm and individually-guided instruction to create a language home (49.0 %) (n=98), the teacher's communicative competence in the target language (45.0 %) (n=90), cultural and historical background knowledge of target language (44.0%)(n=88), teacher development (42.0 %) (n=84), the significance of language acquisition rather than language

learning (26.0 %) (n=52) and other factors (n=25).

The approaches and methods that student teachers want to use in their teaching practicum (Q3) fall within the Communicative Approach (96.0 %) (n=192), the Humanistic Approach with individually-guided instruction (58.0%)(n=116), The Natural Approach with lower affective filters (52.0 %) (n=102), the Content-based Approach (51.0 %) (n=102), Audio-Lingual Method (30.0%) (n=60), the Oral Approach (26.0%) (n=52).

As for the communicative tasks that student teachers want to use in their teaching practicum (Q4) fall within the category of learner-centered and interactive communicative tasks (92.0%) (n=184), such as rotating conversation in pairs (60.0%)(n=120), interviewing (60.0%) (n=120), role play and improvisation (55.0 %) (n=110) and oral presentation (50.0%)(n=100).

The most impressive things the student teachers found through this program/training (Q8) were giving PowerPoint oral presentations in the first semester, giving a demonstration lesson in trustful classroom in the second semester, watching many videos on ESL/EFL classes and discussing freely, watching the instructor's EFL class and criticizing it freely, making comments on each oral presentation and demonstration lesson, analyzing and discussing senior students' demonstration lessons videotaped during their teaching practicum in public schools, and sharing effective self-made teaching materials with other student teachers.

Finally, as for the student teachers' dream to become an EFL teacher in the future (Q9), many of them want to become a effective facilitator, cultural informant who respects each culture, humanistic educator who encourages students, careful observer and learner for self-development in a learner-centered communicative and interactive classroom. They also want to develop their communicative competence in English so that they can become a good role model in EIL (English as International Language) education.

In conclusion, most student teachers felt they became more aware of the effectiveness of current integrated communicative approaches and they expressed their intention to use them in their oncoming teaching practice. The first reason that many students support this communicative ELT class for student teachers is that it allowed them to make oral presentations on each method and approach before the class while acquiring basic EFL teaching strategies and skills for creating a learner-centered communicative classroom. The second reason is that their motivation to become a good EFL student teacher was significantly raised by the demonstration lessons, which were full of effective communicative approaches and communicative tasks with encouraging and reflective comments from the instructor. The third reason is that they could implement what they had theoretically learned in the first semester through their demonstration lessons in the second semester on a practical level. The final reason is that the dramatic impact of a learner-centered communicative classroom with the philosophy of sharing experiential knowledge and received knowledge with classmates in a trusting classroom atmosphere has created a sense of belonging to this ELT class among

students as a 'language home.'

6. Conclusion

We have empirically attempted in this paper to examine the possibility of a learner-centered communicative demonstration lessons a series of communicative tasks and classroom lessons based on the integrated communicative approaches, discussing the necessity of the teacher's continued encouragement and rapport with the trainees for the sake of the successful teaching practicum.

The results from the student teachers' positive responses to the questionnaires and reflective comments on this program reveal considerable satisfaction with the integration of effective communicative tasks with several communicative approaches depending on students' needs and levels, and with the creation of a learner-centered communicative context in the EFL demonstration lessons. The development of the student's teaching skills and expertise through demonstration lessons gave student teachers positive enjoyment and confidence in teaching English as prospective EFL teachers. Also, the teacher trainees have developed and sharpened their own academic approaches and problem-solving expertise through the process of oral presentations and demonstration lessons, which can then be applied in their teaching practicum.

Consequently, as a result of this ELT class for the student teachers, many students could represent themselves and enjoy their own presence in a communicative classroom, creating a warm classroom atmosphere as part of the progression towards the creation of a communicative 'language home.' The effective use of communicative tasks based on current integrated communicative approaches in an ELT demonstration lesson for student teachers is a challenge to which all ELT instructors and student teachers are invited.

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Appendix 1 Students' Survey

Questionnaire (n = number of students)

- (1) What did you learn from Koji's ELT class for student teachers as part of the teaching profession?
- (2) Do you think your demonstration lesson helped you improve your teaching skills?
- (3) What kind of TEFL approaches are you going to use in your teaching practicum?
- (4) What kind of communicative task are you going to use in your teaching practicum?
- (5) Do you think that a series of communicative tasks are helpful in developing students' communicative competence? Why?
- (6) What are you going to prepare for your teaching practice in public schools?
- (7) What do you think are the three most important things in EFL education?
- (8) What was the most impressive and unforgettable thing in this class?
- (9) Your dream as an EFL teacher in the future?
- (10) Your comments on this class

Appendix 2 Students' Comments

The following are some of the comments on this class written by mainly junior students and senior and graduate students in the forms they submitted at the end of each semester (2000–2007).

- * I learned the importance of encouraging students to enjoy using English. My dream is to teach English not only in Japan but also in the developing countries where young people cannot study English. (Kosuke)
- * I learned how to encourage, motivate and entertain my future students. I also learned how to observe my students carefully and how to give individually guided instructions with encouraging words. (Kayo)
- * I learned the importance of the target language in EFL class as well as the cultural and historical backgrounds of each country in the textbook. I realize that EFL teacher is not only an instructor of English language but also a cultural informant in EFL class. I realized that English education is a kind of life education which can widen students' view of life and world. (Akira)
- * I learned the importance of encouragement in the interactive EFL classroom in order to

develop students' communicative competence. Also English class should be interactive between the teacher and students. I would like to use CLT (Communicative Language Teaching) in my teaching practice in public schools next year. This is because CLT makes students more active and energetic through communicative activities in English. (Junko)

* I learned what kind of attitude we should take towards students. I also learned some effective and practical approaches as well as what I should do to improve my teaching skills during teaching practice. (Kayo)

* I want to use communicative tasks in my teaching practice next year. I learned teacher's roles and how to teach English effectively making the most of various methods and approaches. (Saya)

* I have been teaching English at a private institute for three years and I have made up my mind to become an English teacher in the public schools. I have been pleased with your ELT class as you always encouraged us to participate in many activities and tried to find good aspects of our presentations and demonstration lessons. Your encouragement has made us more confident in teaching English. I would like to apply what I learned in this class to my teaching practice in my junior high school. (Mariko)

* I learned from this class how to enlighten your students, how to motivate your students and how to encourage your students by developing your teaching styles and communicative competence as a good EFL teacher. (Yuji)

* I really enjoyed myself in this class. I was very afraid of my demonstration lesson at first. However, I was very happy to find all the classmates eagerly joined my lesson with positive feedback. I came to know the pleasure of teaching through this class. (Kanae)

* I am very impressed by your eagerness and love for your students. I think your class really touched my heart. I will never forget what I learned in this class and try to take it into my own English class in teaching practice. (Maiko)

* Although this class was difficult and it required too much preparation, I learned many things about teaching. I came to change my fixed idea of teaching. It is a very hard job to teach English but it must be a positive joy. (Narimi)

* In this class all students feel like as if they were a member of a family. Everyone enjoyed

studying English together and both the teacher and students were very kind to me.

(Yoko)

* I think it was very useful and good for us to discuss our demonstration lessons each other after we did them. This is because our classmates pointed out good and bad points we ourselves might not have recognized. It was so much fun. In addition, it was good that we students picked up one teaching method or approach and explained it in English. Thanks to these learner-centered tasks, we will never forget the teaching method we explained.

(Miki)

* As this class was the first period I always tried to get up early and tried to catch up with many hard workers. Every week when I was in this class I really wanted to be an English teacher because teaching language is wonderful and very challenging, I think. I will never forget what I learned in this class.

(Fukumi)

* This class gave me much stimulation and incentive. I enjoyed taking an active part in this class and I appreciate all the help you gave me.

(Kayo)

* I learned how the methods and approaches in EFL and ESL have been changing in terms of my English education in junior and senior high school days. As I learned only grammar and translation method in my senior high school days, I think it is very important to give more chances for students to express themselves through attractive communicative tasks. I enjoyed learning and acquiring many ways to teach English in this class.

(Nozomi)

* This class is useful for a teaching practice in terms of many teaching methods and approaches, however, we need more time for students' practice. However, I have never felt 90 minutes long in this class.

(Kaeko)

* This class itself has been a learner-centered class as the instructor requested us to make comments and ideas all the time.

(Naoko)

* In this class everyone has high motivation to become a good EFL teacher. Giving a demonstration lesson was very useful and practical for us. We could share many ideas and comments with each other. Especially the instructor always encouraged us with lots of meaningful advice. I would like to join this class again right before my teaching practice.

(Mariko)

- * This class was a very challenging class with many learner-centered activities and preparation before the class. (Izumi)
- * This class tried to put theory into practice through our oral presentations, peer teaching, and demonstration lessons. This seemed to work well for teaching practice. (Chisato)
- * I learned a lot of teaching methods and approaches in this class. The content and flow of this class were quite different from what I learned in my junior and senior high schools. I would like to let my students enjoy and take an active part in my class through attractive communicative tasks in my teaching practice. (Aki)