DEVELOPMENT OF A PRE-SERVICE SECONDARY ENGLISH TEACHER EDUCATION CURRICULUM: WITH FOCUS ON INTERCULTURAL COMMUNICATION

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Abstract - Primary and secondary English teachers in Japan are undergoing a major reformation of the system of English education. The Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has announced a vision for a full-scale development of a new English education curriculum timed with the 2020 Tokyo Olympics. Primary schools are to conduct English Language Activities classes once to twice a week for third and fourth graders, and to conduct English classes as a subject three times a week for fifth and sixth graders. Lower secondary schools are to teach English classes in English. The MEXT has also revised the "Courses of Study" and the pre-service teaching standard curriculum, and stipulated teacher training colleges to integrate subjects related with English pedagogy into subjects related with specialized knowledge in English. Therefore, this study purposed to develop and examine the validity of a pre-service secondary English teacher education curriculum which focuses on intercultural communications.

Index Terms - Pre-service Teacher Education, Curriculum Development, Four-skills Integrated Approach, Intercultural Communication

I. INTRODUCTION

Primary and secondary schools in Japan develop school curricula and classroom lessons based on the national education guideline "Courses of Study." It is specified in the Regulations for the Enforcement of the School Education Act, which were issued in 1947 that curricula in primary and secondary schools in Japan have to meet the standards established by the Minister of Education in its "Courses of Study."

The first "Courses of Study (Tentative Draft)" was announced in 1947. Social Studies formed the core of the "Courses of Study," aiming to teach students about community life, and to promote their social skills and attitude to adapt to their society [1]. Since then, the "Courses of Study" has been revised seven times.

On December 21st 2015, the Council suggested in "Promoting School Teachers' Qualities and Abilities that Lead the Future of Education: Report [3]" to strengthen the connection of the Contents of School Subjects group and English Teaching Methods. The council insisted to integrate subjects related with English Teaching Methods into the Contents of School Subjects group.

A. Reformation of the English Education System in Japan

English language teachers in Japan are undergoing a drasticreformation of the system of English education. The Japanese Ministry of Education, Culture, Sports, Science, and Technology (hereinafter abbreviated to MEXT) has announced a vision for a full-scale deployment of new English education timed with the 2020 Tokyo Olympics. In 2006, The Basic Act on Education which sets national aims and goals of education in Japan has been revised for the first time since its enactment in 1947, according to the great changes of the present day society [4]. Following the revision of the Basic Act, a teaching certificate renewal system was announced in 2009 with the purpose of improving the quality of teaching, and a valid period for ten years was set for regular and special education personnel certificates [5].

On June 30th, 2011, the Commission on the Development of Foreign Language Proficiency proposed in the "Five Proposals and Specific Measures for Developing Proficiency in English for International Communication" to "promote students' awareness of necessity of English in the global society, and stimulating motivation for language learning," provide "students with more opportunities to use English through effective utilization of ALTs, ICT and other means," and reinforce "English skills and instruction abilities of English teachers [6]."

On December 13th, 2013, the Education Minister stipulated in the "English Education Reform Plan Corresponding to Globalization" that English education should being from 3rd grade, and 3rd and 4th grade students should participate in English language activities one to two times a week, with the purpose of nurturing the foundation of communication skills. Moreover, the Minister announced that 5th and 6th grade students should be taught three times a week as official English language subject classes, with the purpose of nurturing basic English language skills [7]. In order to meet the purpose of English education in primary education, MEXT proposed to 1) promote primary school teachers' English teaching skills, 2) develop and promote materials for teacher education, and 3) expand placement of assistant language teachers, [7].

As for English education in secondary education, the Education Minister emphasized the importance of nurturing"the ability to understand familiar topics" and carrying out "simple information exchanges" in lower secondary schools, and fostering"the ability to understand abstract contents for a wide range of topics and the ability to fluently communicate with English speaking persons" and conducting classes "in English with high-level linguistic activities" such as presentations, debates, negotiations, and describing"familiar matters in English" in upper secondary schools [7]. In order to meet the purpose of English education in secondary education, MEXT insisted1) to develop English education promotion leaders in secondary schools, 2) to promote secondary school English subject teachers' teaching skills, 3) to promote placement and utilization of Assistant Language Teachers, and 4) to develop and promote Information and Communication Technology-based teaching materials for teacher education.

On December 21st, 2015, the Council proposed in the "Promotion of School Teachers' Qualities and Abilities for School Education in the Future: Report" that universities should promote pre-service teachers knowledge and skills in English education. The Council also suggested universities and boards of education to cooperate to develop core curricula for pre-service and in-service teacher education in English education [8].

B. Pre-service Teacher Education in Japan

Currently, pre-service teacher education is provided by universities in Japan. Universities develop pre-service teacher education curricula and courses that meet the standards regulated by the Education Personnel Certification Act.

The Education Personnel Certification Act was enacted on May 31st, 1949 with the principle of "teacher education at university level" and "open system policy," where any national, public or private university could provide teacher education courses if its curriculum is qualified by MEXT. Under the "open system policy," teacher education is not limited to teacher training universities. The "open system policy" is based on the philosophy that school teachers must study liberal arts in order to promote their knowledge, generic skills, and wisdom as the basis for their lives in the teaching profession. Therefore, English teacher education is conducted not only in faculties of education, but also in faculties such as foreign languages, literature, humanities, liberal arts, communication, and culture.

The curriculum standard for pre-service teacher education was last revised in 1998. Table I shows the categories and course details of the present curriculum standard, and credit unites needed for a secondary English teachers' license [9].

TABLE I: Present Curriculum Standard for Pre-service Teacher Education for Secondary Education (English)

Categories	Course Details	Credits
English Linguistics		20
English Literature		
English Communication		
Cross-cultural Understanding		
Subjects for the Meaning of Teachers		2
Basic Theories in Education	Principles and History of Education	6
	Educational Psychology	
	Developmental and Educational Psychology	
	Educational Sociology, Educational Systems, and Educational Administration	
Curriculum Studies and Educational Pedagogy	Curriculum Studies for Secondary Education	12
	English Teaching Methods	
	Theories and Methods of Moral Education	
	Extra-curricular Activities	
	Educational Technology	
Subjects for Educational Guidance and Counseling	Theories of Student Guidance and Career Guidance	4
	Educational Counseling	
Teaching Practice		5
Educational Practice Seminar		2
University-based Subjects		8

On November 22th, 2014, Education Ministerproposed in the "Curriculum Standards for Primary and Secondary Education: Inquiry" to revise the "Courses of Study" and the pre-service teaching standard curriculum [2]. Education Minister tasked the Council to revise the standard curriculum by the end of AY2016, and to implement the revised standard curriculum from April 1st, 2019.

On December 21st 2015, the Council suggested in "Promoting School Teachers' Qualities and Abilities that Lead the Future of Education: Report [6]" to strengthen the connection of the Contents of School

Subjects group and English Teaching Methods. The Council insisted to integrate subjects related with English Teaching Methods into the Contents of School Subjects group.

Table II shows the subject groups and course detail of the next standard curriculum for lower secondary English teacher education, and credit units required for a teachers' license.

TABLE II: Next Curriculum Standard for Pre-service Secondary English Teacher Education

Categories	Course Details	Credits
Contents and Methods of School Subjects	English Linguistics	28
	English Literature	
	English Communication	
	Cross-cultural Understanding	
	English Teaching Methods	
Basic Theories in Education	Principles and History of Education	10
	Meaning of Teachers	
	Educational Sociology, Educational Systems, and Educational Administration	
	Developmental and Educational Psychology	
	Special Needs Education	
	Curriculum Studies for Secondary Education	
Subjects for Educational Pedagogy, Guidance and Counseling	Theories and Methods of Moral Education	10
	Teaching Methods of the "Period for Integrated Studies"	
	Extra-curricular Activities	
	Educational Technology	
	Educational Counseling	
	Theories of Student Guidance and Career Guidance	
Subjects for Educational Practice	Teaching Practice	7
	Educational Practice Seminar	
University-based Subjects		4

C. Introduction of the Core Curriculum for Pre-service Secondary English Teacher Education

In order to cope with the revision of the standard curriculum for teacher education and the "Courses of Study," MEXT announced the Core Curriculum for English education for secondary education on March 31st, 2016 [10]. After a formative evaluation, the Core Curriculum was revised and re-announced on March 20th, 2017 [11]. Table III shows the current pre-service teacher education Core Curriculum for English education in secondary schools.

TABLE III: Core Curriculum for English Education: Pre-service Teacher Education for Secondary Education (Source: Tokyo Gakugei University, 2017, Translated by Author)

Subject Groups	Categories	Course Details
English Pedagogy (8 credit units)	Curriculum / Syllabus	"Courses of Study"
		School Textbooks
		Objectives and Plans
		Educational Continuity
	Teaching Skills and Methods	Listening
		Reading
		Speaking (Interaction and Presentation)
		Writing
		Phonics
		Alphabets
		Lexicon
		Grammar
		Cross-cultural Understanding
		Study of Teaching Materials
		ICT Integration
		ALTs and Team Teaching
		Interaction in English
		Instruction Based on Students' Traits and

		Proficiency Levels
	Instructional Design	Instructional Design Based on Can-do Statements
		Development of Lesson Plans
	Assessment and Evaluation	Evaluation, Criteria, and Grades
		Assessment and Evaluation of Communication Competence
	Second Language Acquisition (SLA)	Knowledge and Utilization of SLA
Specialized Knowledge and Skills in English (20 credit units)	English Communication	Listening
		Reading
		Speaking (Interaction and Presentation)
		Writing
		Domain Integrated Language Activities
	English Linguistics	Phonetics, Phonology
		English Grammar
		History of English Language, English as a Lingua Franca
	English Literature	English Expression in Literature Works
		Cultural Diversity in Literature Works
		Representative Works of English Literature
	Cross-cultural Understanding	Cross-cultural Communication
		Cross-cultural Exchange
		History, society and culture of English-speaking Countries

Universities which conduct pre-service secondary English teacher education are to revise their curriculum by March 31st, 2018 in response to the Core Curriculum.

II. PURPOSE

The purpose of the study is to develop and examine the validity of apre-service secondary English teacher education curriculum. The curriculum was to be implemented in a College of Intercultural Studies, and therefore, it was necessary to be developed with focus on intercultural communication.

III. ANALYSIS OF THE PRESENT CURRICULUM

Before developing pre-service secondary English teacher education curriculum, the contents of the present curriculum was examined.

The curriculum for pre-service secondary English teacher education meets all of the requirements of the current curriculum standard for pre-service secondary English teacher education. However, as it was developed in FY 2015, it is possible that the present curriculum does not meet the requirements of the next curriculum standard and the Core Curriculum for English education.

Therefore, diagnostic evaluation was conducted in order to check if the present curriculum satisfies the requirements of the Core Curriculum for English education. Table IV shows the results of the diagnostic evaluation.

TABLE IV: Diagnostic Evaluation of the Present Curriculum for Pre-service Secondary English Teacher Education

Course Details	check
"Courses of Study"	□
School Textbooks	□
Objectives and Plans	□
Educational Continuity	
Listening	□
Reading	□
Speaking (Interaction, Presentation)	□
Writing	□
Four-skills Integrated Language Learning	
Phonics	□
Alphabets	□
Lexicon	□

Grammar	□
Cross-cultural Understanding	□
Study of Teaching Materials	□
ICT Integration	□
ALTs and Team Teaching	
Interaction in English	
Instruction Based on Students' Traits and Proficiency Levels	□
Instructional Design Based on Can-do Statements	□
Development of Lesson Plans	□
Evaluation, Criteria, and Grades	□
Assessment and Evaluation of Communication Competence	□
Knowledge and Utilization of SLA	□
Listening	□
Reading	
Speaking (Interaction, Presentation)	□
Writing	□
Domain Integrated Language Activities	
Phonetics, Phonology	□
English Grammar	□
History of English Language, English as a Lingua Franca	□
English Expression in Literature Works	
Cultural Diversity in Literature Works	□
Representative Works of English Literature	□
Cross-cultural Communication	□
Cross-cultural Exchange	
History, Society and Culture of English-speaking Countries	□

Results of the diagnostic evaluation suggest that 21.05 percent of the contents of the present curriculum do not meet the requirements of the core curriculum of English education.

IV. DEVELOPMENT OF THE CURRICULUM

Based on the results of the diagnostic evaluation, a pre-service secondary English teacher education curriculum which focuses on intercultural communication was developed in February, 2018.
Table V shows the pre-service secondary English teacher education curriculum which was developed by the College of Intercultural Studies of a private university in Yokohama, Japan.

TABLE V: New Curriculum for Pre-service Secondary English Teacher Education

Categories	Course Details	Semester	Credits	
			Compulsory	Elective
English Pedagogy	English Pedagogy 1	3	2	
	English Pedagogy 2	4	2	
	English Teaching Methods 1		2	
	English Teaching Methods 2		2	
English Linguistics	Introduction to English Linguistics 1	1	2	
	Introduction to English Linguistics 2	2	2	
	History of English 1	3		2
	History of English 2	4		2
	English Phonetics 1	3		2
	English Phonetics 2	4		2
	English Grammar 1	3		2
	English Grammar 2	4		2
English Literature	Introduction to English and American Literature 1	1	2	
	Introduction to English and American	2	2	

	Literature 2			
	History of American Literature 1	3		2
	History of American Literature 2	4		2
	History of English Literature 1	3		2
	History of English Literature 2	4		2
	Children's Literature 1	3		2
	Children's Literature 2	4		2
English Communication	Integrated English Seminar 1	3	2	
	Integrated English Seminar 2	4	2	
	English Reading 1	1		2
	English Reading 2	2		2
	English Listening I-1	1		2
	English Listening I-2	2		2
	English Listening II-1	1		2
	English Listening II-2	2		2
	English Listening III-1	1		2
	English Listening III-2	2		2
	English Writing I-1	3		2
	English Writing I-2	4		2
	English Writing II-1	3		2
	English Writing II-2	4		2
	English Speaking I-1	3		2
	English Speaking I-2	4		2
	English Speaking II-1	3		2
	English Speaking II-2	4		2
	English Speaking III-1	5		2
	English Speaking III-2	6		2
Cross-cultural Understanding	Introduction to Cross-Cultural Communication 1	1	2	
	Introduction to Cross-Cultural Communication 2	2	2	
	Introduction to Cultures of the English-Speaking World 1	1		2
	Introduction to Cultures of the English-Speaking World 2	2		2
	Language and Culture of America	3		2
	Language and Culture of England	4		2
	Fieldwork for International Exchange I	1		2
	Fieldwork for International Exchange II	2		2
	Fieldwork for International Exchange III	1		2
	Fieldwork for International Exchange IV	2		2
English Pedagogy	English Pedagogy 1	3	2	
	English Pedagogy 2	4	2	
	English Teaching Methods 1		2	
	English Teaching Methods 2		2	

In order to enhance intercultural communication, Fieldworks for International Exchange and Integrated English Seminars was added to the curriculum.

V. RESULTS

With the purpose of illustrating the content validity of the new curriculum for pre-service secondary English teacher education, formative evaluation was conducted in March, 2018. The Course Details of the new curriculum was checked if they meet the requirements of the Core Curriculum for English Education. Table VI shows the results of the formative evaluation.

TABLE VI: Results of the Formative Evaluation of the New Pre-service Secondary English Teacher Education Curriculum

Subject Group	Course Details of the Core Curriculum	Course Details of the Tentative Curriculum
English Pedagogy	"Courses of Study"	English Pedagogy 1
	School Textbooks	English Pedagogy 1
	Objectives and Plans	English Pedagogy 1
	Educational Continuity	English Pedagogy 1
	Listening	English Pedagogy 2, English Teaching Methods 1
	Reading	English Pedagogy 2, English Teaching Methods 1
	Speaking (Interaction, Presentation)	English Pedagogy 2, English Teaching Methods 1
	Writing	English Pedagogy 2, English Teaching Methods 1
	Four-skills Integrated Language Learning	English Pedagogy 2, English Teaching Methods 1
	Phonics	English Pedagogy 2, English Teaching Methods 2
	Alphabets	English Pedagogy 2, English Teaching Methods 2
	Lexicon	English Pedagogy 2, English Teaching Methods 2
	Grammar	English Pedagogy 2, English Teaching Methods 2
	Cross-cultural Understanding	English Pedagogy 2, English Teaching Methods 2
	Study of Teaching Materials	English Pedagogy 2, English Teaching Methods 2
	ICT Integration	English Pedagogy 2, English Teaching Methods 2
	ALTs and Team Teaching	English Pedagogy 2, English Teaching Methods 2
	Interaction in English	English Pedagogy 2, English Teaching Methods 2
	Instruction Based on Students' Traits and Proficiency Levels	English Pedagogy 1, English Teaching Methods 2
	Instructional Design Based on Can-do Statements	English Pedagogy 1, English Teaching Methods 1
	Development of Lesson Plans	English Pedagogy 1, English Teaching Methods 1
	Evaluation, Criteria, and Grades	English Pedagogy 2
	Assessment and Evaluation of Communication Competence	English Pedagogy 2
	Knowledge and Utilization of SLA	English Pedagogy 1
Specialized Knowledge in English	Listening	English Listening I-1, I-2, II-1, II-2
	Reading	English Reading 1, 2
	Speaking (Interaction, Presentation)	English Speaking I-1, I-2, II-1, II-2, III-1, III-2
	Writing	English Writing I-1, I-2, II-1, II-2
	Domain Integrated Language Activities	Integrated English Seminar 1, 2

	Phonetics, Phonology	Introduction to English Linguistics 1, 2, English Phonetics 1, 2
	English Grammar	Introduction to English Linguistics 1, 2, English Grammar 1, 2
	History of English Language, English as a Lingua Franca	Introduction to English Linguistics 1, 2, History of English 1, 2
	English Expression in Literature Works	Introduction to English and American Literature 1, 2
	Cultural Diversity in Literature Works	Introduction to English and American Literature 1, 2
	Representative Works of English Literature	Introduction to English and American Literature 1, 2
	Cross-cultural Communication	Introduction to Cross-Cultural Communication 1, 2
	Cross-cultural Exchange	Introduction to Cross-Cultural Communication 1, 2, Fieldwork for International Exchange I, II, III, IV
	History, society and culture of English-speaking Countries	Introduction to Cross-Cultural Communication 1, 2, Introduction to Cultures of the English-Speaking World 1, 2

Results of the formative evaluation suggest that all of the contents of the new curriculum meet the requirements of the core curriculum of English education.

DISCUSSION AND CONCLUSION

The purpose of the study was to develop and examine the validity of a pre-service secondary English teacher education curriculum. At first, diagnostic evaluation was conducted to check if the present curriculum satisfies the requirements of the Core Curriculum for English education. Then, a pre-service secondary English teacher education curriculum with focus on intercultural communication was developed in February, 2018. After development of the curriculum, formative evaluation was carried out in March, 2018. Results of the formative evaluation revealed that all of the contents of the new curriculum meet the requirements of the core curriculum of English education. Along with the development of a pre-service secondary English teacher education curriculum, future attempts should focus on investigating pedagogical methods and techniques to increase pre-service teachers' teaching abilities.

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