

Elementary School Teacher Training Course Foreign Language (English) Core Curriculum

Model Program

Elementary School Teacher Training Course: Foreign Language (English) Core Curriculum

Foreign Language Teaching Method (2 credits will be given)

Knowledge and understanding required for class teaching

Basic knowledge and understanding about elementary school foreign language education

- The Courses of Study
- Major teaching materials
- Process cooperation between elementary, junior high, and senior high schools and the role of elementary schools
- Respond to the diversity of pupils and schools

Knowledge concerning second-language acquisition for children and its use

- Language acquisition through the use of language
- Process to analogize and understand the content of voice input
- Effective voice input considering the child's development stage
- Communication considering others suited to its objectives, scenes, and situations
- Processes from receiving to transmitting information and from spoken language to written language
- Awareness of the fun and affluence of language learning through cooperation with Japanese language education, etc.

Class Teaching

Guidance skills

- How to speak to pupils in English
- How to encourage children to speak; how to promote communication with children
- How to introduce written language to children, how to lead children to reading and writing activities

Class designing

- Selection of subjects, study of teaching materials
- Teaching goals, teaching plans (one-hour class designing, annual guidance plans, unit plans, teaching plans, etc.)
- Effective team teaching with ALTs, etc.
- Effective use of ICT, etc.
- Evaluation of learning progress (including performance evaluation and use of teaching goals)

Technical Matters on Foreign Language Teaching (1 credit will be given)

English skills and knowledge required for class teaching

English skills required for class teaching

- Listening
- Speaking (communication/presentation)
- Reading
- Writing

Background knowledge concerning English

- Basic knowledge concerning English (phonetics, vocabulary, sentence structure, grammar, orthography, etc.)
- Basic knowledge concerning second-language acquisition
- Children's literature (picture books, songs and poems for children, etc.)
- Cross-cultural understanding

Class observation and teaching experience

As a pupil,
attend class
taught by a
school teacher

View class
videos and
observe classes

Mock lesson

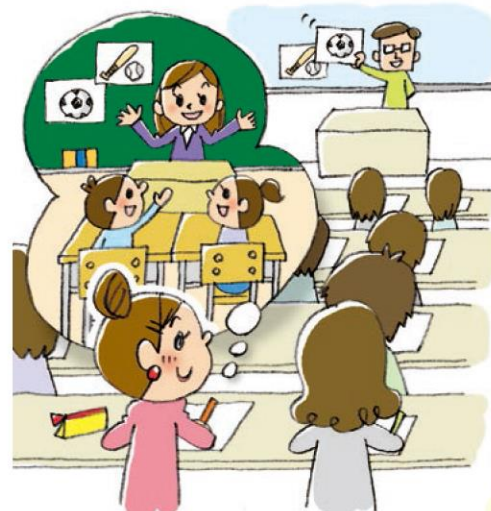
Plan

Prepare

Implement

Review

Improve



* "Foreign Language Teaching Method" and "Technical Matters on Foreign Language Teaching" may be combined into one course.

* The learning items in the figures are to be covered in a course, not in one lesson.

1. Comprehensive program

- Allow students to attend extracurricular lectures and overseas training to improve their English skills.
- Offer opportunities of English class observation as part of a basic course for teaching profession or elementary-English related course.
- Have students observe classes at elementary and junior high schools from the first year of university.
- During the teaching practice period, have students observe foreign language classes and submit a report on them.
- Before the teaching practice, have students attend the practical guidance concerning foreign language teaching held at elementary school.
- After the teaching practice, give students lectures and exercises conducted by elementary school teachers.
- Have students report at a teaching practice debriefing session for underclass students.
- Provide students with classes concerning basic matters on foreign language teaching at elementary school as part of classes of practical exercises for teaching profession.
- Provide students with lectures, workshops, and demonstration classes held by teachers invited from junior and senior high schools.
- Have students observe an open study class at elementary school as part of classes of practical exercises for teaching profession and then discuss the class.

Curriculum teaching methods

◆ Syllabus

[Concrete proposal on lectures that provide knowledge required for class teaching in the first half and guidance skills in the latter half]

1	The Courses of Study (goals/contents/teaching plans); cooperation between elementary, junior high, and senior high schools and the role of elementary schools
2	Second-language acquisition by children; characteristics of children in the development stage, consideration to the diversity of children (1)
3	Second-language acquisition by children; characteristics of children in the development stage, consideration to the diversity of children (2)
4	About main teaching materials and ICT; collaboration with Japanese language and other classes
5	Setting of the objectives, scenes, and situations of communication; study of subjects and teaching materials
6	Learning evaluation and teaching plans
7	Viewing videos of classes (of the third and fourth grades): Team teaching with ALTs; how to speak to and communicate with children; setting of objectives, scenes, and situations
8	Viewing videos of classes (of the fifth and sixth grades): How to communicate; use of main teaching materials and ICT; handling of written language
9	Teaching experience (of the third and fourth grades): Setting of objectives, scenes, and situations; subjects and teaching materials
10	Teaching experience (of the fifth and sixth grades): How to communicate; use of main teaching materials and ICT; subjects and teaching materials
11	Teaching experience: Scenes and methods of evaluation
12	Preparation of teaching plans and teaching materials for mock lessons
13	Mock lessons and review sessions: Centered on how to speak to and communicate with children
14	Mock lessons and review sessions: Centered on how to introduce written language and how to teach reading and writing
15	Mock lessons and review sessions: Centered on activities using an integrated four-skill approach and presentation activities
Evaluation	Small tests 30%; Active class participation 20%; Mock lessons 30%; Assignment reports 20%

[Concrete proposal on lectures that combine knowledge required for class teaching and guidance skills]

[Concrete proposal on lectures where a mock lesson is conducted with the aim of acquiring knowledge by picturing an image of teaching class in advance]

[Concrete proposal on lectures where class observation is conducted and local teachers are invited to deliver lectures in cooperation with elementary schools]

◆ Contents of teaching

[Concrete proposal on lectures that provide knowledge and understanding required for class teaching]

- Pick up key points of the Courses of Study and relate them with advanced studies on language acquisition and foreign language teaching.
- Illustrate the Courses of Study with examples in textbooks and the text *Let's Try!*.
- Give some examples of cooperation with elementary and junior high schools to explain how the relationship should be with them.
- Explain the role of elementary schools teaching voice-based English in the 10-year English education program.
- Raise students' awareness of the difference in the length of learning a foreign language and the challenges that returnee children, children of foreign nationals, and children with foreign roots face in dealing with their mother tongue, Japanese, and English.
- Give some examples of how difficult and fun it is to teach a small class.
- Give some examples of how to deal with children requiring special care.
- Have students attend a model class so that they can learn how to teach English to children; they tend to use written language even though children are not yet familiar with the sounds of English.
- Have students understand that "invisible" sounds that come into the ear and go out of the mouth develop into "visible" letters and that every written word has a sound as well as a meaning.

[Concrete proposal on lectures that provide class teaching skills]

- Apply tools used in other courses to English classes. For example, use map symbols for "What's this?" and a school atlas for social studies for "Where do you want to go?" etc.
- Put students into groups to formulate plans from unit plans to each one-hour lesson plans.
- Have students understand that clear teaching goals will help integrate teaching and assessment as well as enrich language activities.
- Put students to pair up to play the roles of a teacher and an ALT and discuss how to teach a class.
- Introduce digital teaching materials for *Let's Try!* including for the purpose of studying teaching materials.
- Need to provide guidance on determining the appropriateness of the use of digital teaching materials available on the Internet.

◆ Mock lesson

- Mock lessons will be based on the unit plans and the hours plan prepared by students.
- A theme of mock lessons will be based on the learnings of the core curriculum.
- Students will observe classes at elementary schools to see how teachers teach and follow their teaching style.
- Students will give mock lessons using as its theme the subjects and linguistic materials popularly dealt with in textbooks.
- One mock lesson will be held for foreign language activities and another mock lesson will be held for foreign language courses.
- Students will be put into pairs or groups to formulate teaching plans and a representative from each pair or group will give a mock lesson.
- Students will be put into pairs or groups to formulate teaching plans and all of them give a mock lesson by sharing roles.
- Students will develop an approximately 10-minute mock lesson for a demonstration purpose, using a given subject or given linguistic expressions.
- Students will formulate teaching plans for one lesson and demonstrate part of it.
- Students playing the role of pupils/students will provide remarks to a student playing the role of a teacher.
- Discussion will be held based on the remarks from students.
- Video footage of mock lessons will be uploaded on the Internet to allow the student who played the role of a teacher to view it.

Course-related technical matters

◆ Syllabus

【Concrete proposal on lectures to improve English skills useful for class teaching which will be covered by a teacher using their expertise】

1		Activities using key teaching materials (second-language acquisition: What are listening and speaking abilities?)
2	English Skills Useful for Class Teaching: Listening and Speaking	Activities using key teaching materials (phonetics: phonemes, prosody)
3		Activities using key teaching materials (second-language acquisition: from listening to speaking)
4		Small Talk, effective input (second-language acquisition)
5	English Skills Useful for Class Teaching: Communication	How to encourage speech (second-language acquisition)
6		Conversation with an ALT (vocabulary, grammar)
7		Relationship between sounds and letters, alphabet teaching (phonetics, vocabulary)
8	English Skills Useful for Class Teaching: Reading	Activities using key teaching materials (sentence structure)
9		Reading picture books to children, use of songs and poems (phonetics, vocabulary, cross-cultural understanding)
10		Written communication with ALTs (vocabulary, grammar, orthography)
11	English Skills Useful for Class Teaching: Writing	Board writing, preparation of handouts (vocabulary, grammar, orthography)
12		Preparation of presentation scripts (vocabulary, grammar, orthography)
13		Lecture on second-language acquisition by children
14	English Skills Useful for Class Teaching: Presentation	Lecture on cross-cultural exchange activities (introduction of Japan, introduction of other cultures)
15		Lecture on activities using picture books
Evaluation (example)	Small tests (including deliverables in writing class) 40%, Performance test in speaking and communication class 20%, Presentation 20%, Assignment reports 20%	

【Concrete teaching proposal per unit: Concrete proposal on omnibus-style teaching by faculty members from different fields】

(Fields: (1) English abilities; (2) English linguistics, SLA; (3) Literature; (4) Cross-cultural understanding)

1	(1) Improve English skills useful of class teaching: Listening, communication, and presentation	5	(3) Children's literature (picture books)
2	(1) Improve English skills useful of class teaching: Reading and writing	6	(3) Children's literature (songs, poems)
3	(2) Basic English phonetics, basic English knowledge (vocabulary, grammar, sentence structure)	7	(4) Basic knowledge for cross-cultural understanding
4	(2) Basics for second-language acquisition	8	(4) How to deal with and use main teaching materials for cross-cultural understanding
Evaluation (example)	(1) Small tests, performance test 25%; (2) Small tests 25%; (3) Small tests, performance test 25%; (4) Small tests, review reports 25%		

【Concrete proposal that combine lectures to acquire expertise and activities using an integrated four-skill approach】

【Specific examples of lectures on English linguistics】

- Through hands-on activities, students will learn basic matters concerning phonetics, vocabulary, sentence structure, grammar, etc.
- Lectures will be given from the perspectives of phonetics, diction, grammar, and discourse grammar with reference to "Small Talk" in Lesson Studies II of *Syogakkogaikokugo katudou gaikokugo kensyuu gaidobukku* [Elementary school foreign language activities - foreign language training guidebook].
- This course focuses on the difference between English and Japanese.
- Particular focus is placed on the orthographic difference between Japanese and English and the errors that students often make.

【Specific examples of lectures on English literature】

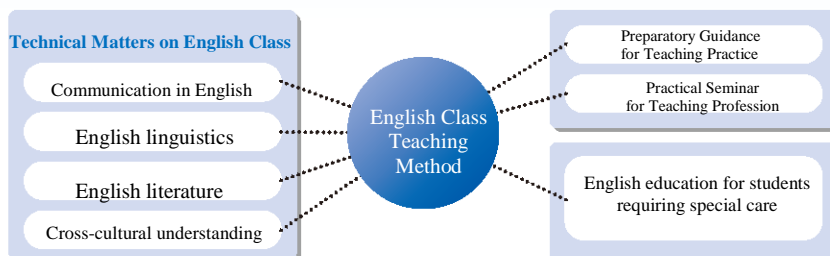
- This course includes reading children's literature (picture books, songs and poems for children).
- Students will categorize picture books into groups according to the type of contents. Then, guidance will be given on how to choose pictures books suited for children.
- Through children's literature (picture books, songs and poems for children), students will learn the depth of language and cultural diversity.
- Children's literature (picture books, songs and poems for children) for Japanese language class will be used.

【Specific examples of lectures on cross-cultural understanding】

- A central focus is placed on how to interpret cross-cultural understanding presented in the Courses of Study.
- This course will be taught using the subjects dealt with in government-censored textbooks and teaching materials.
- Students will review their knowledge, vision, and sense of value of cross-cultural understanding to deepen their thoughts.

1. Comprehensive program

- Merge and link the teaching contents of “English Class Teaching Method” (8 credits or more will be given) and “Technical Matters on English Class” (20 credits or more will be given).
 - (1) In the classes of “Technical Matters on English Class,” devise curricula contents and teaching methods useful in teaching English at junior and senior high schools.
 - (2) In the classes of “English Class Teaching Method,” have students learn how to make use of the knowledge from “Technical Matters on English Class” when teaching English at junior and senior high schools.
 - (3) Above matters will also be dealt within other specialized courses.
 - (4) Establish an “interdisciplinary course” separately.
- Clarify the positioning of course teaching in other courses for teaching profession (particularly, “Preparatory Guidance for Teaching Practice” and “Practical Seminar for Teaching Profession”).
 - (1) In “Preparatory Guidance for Teaching Practice,” adopt guidance to help students imagine a real-life English class at junior and senior high school.
 - (2) In “Practical Seminar for Teaching Profession,” have students set annual targets, teaching plans, and evaluation plans.
- English education for students requiring special care



2. Concrete program

Course-related teaching method

◆ Syllabus

[Concrete proposal on lectures where theory is taught first, followed by practice]

English Class Pedagogy I

1	Orientation (Guidance; the Current Situation and Issues of English Teaching; the Objectives of School English)
2	The Desired Image of the Teacher—from Lessons Learned from Own Experiences
3	Teaching Studies—Teaching to Enhance Students’ Learning Motivation
4	Courses of Study and Course Books (Government-Censored Textbooks)
5	Courses of Study for Junior High School and English Teaching at Junior High School
6	Courses of Study for Senior High School and English Teaching at Senior High School
7	Course of Study for Elementary School and Foreign Language Activities; Foreign Language Teaching at Elementary School
8	Class Designing Based on Academic Achievement Goals (“CAN-DO” List) and Teaching Planning
9	Approach to Language Activities; English Grammar and Communication
10	Guidance on Oral Reading
11	Guidance on Letters and Guidance on Sounds
12	Guidance on Vocabulary and Expressions; Guidance on Dictionaries
13	Knowledge Concerning Second-Language Acquisition and its Use
14	Foreign Language Pedagogy and English Class Teaching
15	Future Direction of English Education; Cooperation Between Elementary, Junior High, and Senior High Schools
Evaluation	Class attendance 50%; Assignments (including term paper) 40%; Small tests, etc. 10%

English Class Pedagogy II

1	Orientation (Courses of Study and English Teaching)	
2	Teaching Planning and Development	(1) Teaching Planning and Drafting
3		(2) Class Designing and Progress Management
4	Teaching Methods for Each Skill	(1) Guidance on Listening and Speaking (communication and presentation)
5		(2) Guidance on Reading and Writing
6		(3) Guidance on Language Activities Based on an Integrated Four-Skill Approach
7		(4) Guidance on Pronunciation; Guidance on Oral Reading
8		(5) Guidance on Grammar; Drills; Guidance on Speech Making
9	Guidance Skills	(1) Lessons Conducted in English; Interaction in English
10		(2) Pair Work; Board Writing and Handouts; Use of ICT
11	Team Teaching with ALTs	
12	Guidance Based on Students’ Characteristics and Levels of Understanding, Guidance to Encourage Self-learning	
13	Tests (Written Tests, Performance Tests) and Evaluation	
14	Preparation of Examination Questions—Question Preparation Exercise	
15	Guidance on Textbooks and Cross-Cultural Understanding	
Evaluation	Class attendance 50%; Assignments (including term paper) 40%; Small tests, etc. 10%	

English Pedagogy III

1	What is Better English Teaching Class?; Case Studies of Teaching at Junior High School		
2	How to Write and Review Teaching Plans; How to Conduct and Prepare Micro-Teaching		
3	Micro-Teaching at Junior High School	Elements of Grammar for 1st Year Junior High School Students	
4		Elements of Grammar for 2nd Year Junior High School Students	
5		Elements of Grammar for 3rd Year Junior High School Students	
6		Comprehension of the Contents of Textbooks for 1st Year Junior High School Students	
7		Comprehension of the Contents of Textbooks for 2nd Year Junior High School Students	
8		Comprehension of the Contents of Textbooks for 3rd Year Junior High School Students	
9		Case Studies of Teaching at Senior High School	
10		Micro-Teaching at Senior High School	Oral Introduction
11	Interaction with Students		
12	Comprehension of the Contents of Textbooks		
13	Guidance on Grammar		
14	Language Activities		
15	Summary of Micro-Teaching		
Assessment	Class attendance 50%; Assignments (including term paper) 40%; Small tests, etc. 10%		

English Pedagogy IV

1	Guidance for Micro-Teaching	
2	How to Write and Review Teaching Plans; How to Conduct and Prepare Micro-Teaching	
3	Junior High Schools	Introduction of Grammar
4		Language Activities to Absorb Grammar
5		Introduction of Textbook Contents
6		Comprehension of Textbook Contents
7	Senior High Schools	Introduction of Textbook Contents
8		Comprehension of Textbook Contents
9		Subject-Based Communication Activities
10	Schools for Teaching Practice	Class Designing Based on Teaching Goals
11		Introduction of Grammar
12		Introduction of Grammar
13		Language Activities to Absorb Grammar
14		Introduction of Textbook Subjects
15		Comprehension of Textbook Contents
Assessment	Class attendance 50%; Assignments (including term paper) 40%; Small tests, etc. 10%	

【Concrete proposal on lectures where theory and practice are taught in tandem】

【Concrete proposal by school type】

◆ Contents of teaching

【Curriculum / Syllabus】

- Have students become conscious of language activities when they set goals and formulate teaching plans.
- Have students view videos of teaching at elementary and junior high schools to compare and analyze the differences by school type.

【Teaching to enhance students' qualities and abilities】

- Have students prepare various types of questions for deepening thinking using the contents of textbooks.
- Have students engage in debate and view the recorded footage of the debate.
- Provide students with opportunities to experience learning grammar through language activities and view videos of teaching in order to stimulate their thoughts on ways to teach grammar in addition to simple explanation.
- For better understanding of interaction, have students play the role of high school students and engage in interactive activities to encourage communication and show them videos on such activities.
- Have students play the role of school students in mock lessons with a specified character given to each student.

【Class designing】

- Have students review and discuss the teaching plans drawn up by them each and rewrite the plans based on the review and discussion.

【Learning evaluation】

- Have students formulate evaluation criteria on their own to raise their awareness of how their criteria are related to their teaching goals and plans.
- Have students prepare questions for a regular examination and answer each other's questions to discuss the appropriateness of each question.

【Second-language acquisition】

- Help students build teaching experience through mock lessons conducted based on demonstration lessons introduced in the literature on second-language acquisition.

◆ Mock lesson

【Concrete examples of how to give a mock lesson best suited to the class size】

- How to give a mock lesson for a large class
- How to give a mock lesson for a small class

【Concrete examples of how to review teaching performance through self-evaluation, mutual evaluation, etc.】

- Upload videos of mock lessons on YouTube, etc. to allow students who played the roles of a teacher and students to view them.
- Hold discussion based on the remarks from students.
- Provide students with advice from instructors, TAs, and senior students.
- Use case studies to have students consider how to respond to and engage with school students.

Course-related technical matters
◆ Syllabus
【English linguistics】

1	What is English Linguistic Knowledge Required for English Teachers?
2	Structure of English Phonetics
3	The Relationship Between Sounds and Spellings in English
4	Sounds of English and Correction of English Learners' Pronunciation (Segmental)
5	Sounds of English and Correction of English Learners' Pronunciation (Super-segmental)
6	Vocabulary of English
7	Sentence Structure of English
8	Grammar of English and Communication
9	How to Answer Naive Questions about Grammar of English Asked by Junior and Senior High School Students?
10	Historical Development of English Language (Old Age English, Middle Age English)
11	Historical Development of English Language (Early Modern English, Late Modern English)
12	Insight into the "Whys" of English Grammar from the Perspective of English Language History
13	English as a Global Common Language (Characteristics of British and American English)
14	English as a Global Common Language (Characteristics and Realities of English Languages in the World)
15	Further Review of English Linguistic Knowledge Required for English Teachers
Assessment (example)	(1) Small tests 25%; (2) Presentation assignments 25%; (3) Active participation in discussion 25%; (4) Assignment reports 25%

【English literature】

1	What is English Literature Knowledge Required for English Teachers?
2	Read the Basic Structure of Text
3	Read the Story Contexts of Text
4	Read the Details of Text
5	Read the Entire Structure of Text
6	<i>Pride and Prejudice</i> (Jane Austen)
7	<i>Hamlet</i> (William Shakespeare)
8	<i>Alice's Adventures in Wonderland</i> (Lewis Carrol)
9	Harry Potter Series (J. K. Rowling)
10	<i>The Great Gatsby</i> (F. Scott Fitzgerald)
11	<i>The Grapes of Wrath</i> (John Steinbeck)
12	<i>Stand by Me</i> (Stephen King)
13	English Works of Literature Selected for Government-Censored Textbooks (Centered on British Literature)
14	English Works of Literature Selected for Government-Censored Textbooks (Centered on American Literature)
15	Further Review of English Literature Knowledge Required for English Teachers
Assessment (example)	(1) Presentation assignments 30%; (2) Active participation in discussion 40%; (4) Assignment reports 30%

【Cross-cultural understanding】

1	What is Cross-Cultural Understanding Required for English Teachers?	
2	Students Talk About Their Own Cross-Cultural Experiences	
3	Scenes and Situations of Cross-Cultural Communication in Government-Censored Textbooks	
4	Different Cultures to Learn from Films	Disney Films
5		<i>The King's Speech</i> , <i>Bridget Jones's Diary</i> , etc.
6		<i>Forrest Gump</i> , <i>Flags of Our Fathers</i> , etc.
7		Japanese People and Culture Depicted in Foreign Films, such as <i>The Karate Kid Part II</i>
8	Cross-Cultural Get-Togethers: Histories, Cultures, and Societies of Exchange Students' Countries and Regions	
9	Survey of Histories, Cultures, and Societies Dealt with in Government-Censored Textbooks	
10	Presentation on and Discussion of the Survey Results of the Histories, Cultures, and Societies Dealt with in Government-Censored Textbooks	
11	Learning British and American Histories, Cultures, and Societies From Their National Anthems	<i>God Save the Queen</i>
12		<i>Star-Spangled Banner</i>
13	Insight into Japan as a Multi-Language Nation	
14	Cross-Cultural Get-Togethers: Answering Exchange Students' Questions about Japanese People, Culture, and Society	
15	Further Review of Cross-Cultural Understanding Required for English Teachers	
Assessment (example)	(1) Presentation assignments 30%; (2) Active participation in discussion 40%; (4) Assignment reports 30%	

◆ Contents of teaching

【English linguistics】

- Have students always bear in mind where and how to make use of what they have learned when they teach English at junior or senior high schools.
- Teach various characteristics of English pronunciation (where and how to articulate phonemes, phonetic change, accent, rhythm, intonation, relationship between spelling and pronunciation, etc.) and provide lessons on how to pronounce English correctly.
- Put students into pairs or groups to discuss how to plainly explain what they have learned to junior and senior high school students, some of whom are not good at English, and prepare teaching materials.
- Ask students to list the questions about English grammar they had when they were junior or senior high school students and get students into pairs or groups to alternate between asking and answering those questions.
- Have students conduct research on the example sentences that appear in the grammar sections of government-censored textbooks to examine whether they are appropriate sentences to learn.
- Have students view some DVDs on English language history (e.g. the BBC's *The Story of English*) to visually learn the historical development of English language.
- Have students view some drama or film scenes where English is used as a global common language to examine and discuss the features and communication methods of the English language used in the scenes.

【English literature】

- Prepare the curriculum to meet the requirements of teaching profession with particular care not to make it step too much into the area of expertise of the university faculty in charge of the curriculum development.
- Allow students to seek ways to use works of literature as teaching materials for English classes at junior and senior high schools and prepare teaching materials by practically using works of literature.
- Give students assignments to figure out the structure and characteristics of the English expressions in the literature materials dealt with in government-censored textbooks and then discuss and make presentation on these findings in pairs, groups or class.
- In reading a work of literature, do not let students read in a bland manner; have them read with as many expressions as possible, such as in an expressive manner like a storyteller or in a dramatic manner.
- Have students compare the original version of a literary work and its retold version to identify points in common and differences between them and discuss the ways and styles of paraphrasing, retelling, and summarizing.
- Also, from the perspective of using works of literature as teaching materials for junior and senior high schools to deepen learners' cross-cultural understanding, have students further discuss ways to make full use of the works as well as considerations to be taken into.
- Select as many major works of literature as possible that may be found in an anthology of English literature and provide students with opportunities to read them.

【Cross-cultural understanding】

- Build a curriculum that enables students to directly experience different cultures and learn through exchange with people with different backgrounds.
- Through the classes on the histories, societies, and cultures of English speaking countries and regions, help students deepen their understanding of how to express in English and acquire knowledge that will contribute to foreign language teaching at junior and senior high schools.
- Have students collect and study cross-cultural communication scenes as described in government-censored English textbooks used at junior and senior high schools, organize English expressions and subjects of the scenes, and make presentation on them.
- Provide students with opportunities to reflect on Japanese customs and habits and the characteristics of Japanese way of thinking and seeing things through overseas drama and film scenes where Japanese people appear and have them discuss the stereotype image of Japanese people and culture.
- Have students learn about the significance of cultural diversity and cross-cultural exchange through practical interaction with people with diverse cultural backgrounds.
- Use films with educational values as teaching materials to deepen students' cross-cultural understanding.
- Have students learn the history, society, and culture of a country or region through English song lyrics familiar to Japanese people.

【Improvement of English skills】

- Familiarize students with fixed expressions used in classroom English.
- Support students to acquire teacher talk skills.
- Continue recasting exercises.
- Provide students with various experiences such as speech making, presentation, debate, discussion, and essay writing.
- Course credits will be given upon earning a score higher than a set threshold in an qualifying examination.
- In place of a qualifying examination, have students take an English proficiency test that can be administered in the classroom.
- Promote students to prepare for a qualifying examination using an e-learning system.
- Improve students' proficiency of English through English-related courses in the liberal arts and major-related courses.
- Help students prepare for an English qualifying examination with English-related courses in the liberal arts and major-related courses.
- Allow students to conduct teaching practice upon earning a score higher than a set threshold in a qualifying examination.
- Offer classes for improving English skills.
- Implement training programs in Japan and overseas.

- This brochure has been prepared using part of the article *Validation of the National Core-Curriculum for Pre-Service English Teacher Education and Development of its Concrete and Comprehensive Programs* (Grants-in-Aid for Scientific Research (B)18H00687).
- For details of the article, access the following URL or QR code.

URL ▶ <https://www.u-gakugei.ac.jp/~coretgu/>

QR code ▶



March 2021

Junior/Senior High School Teacher Training Course Foreign Language (English) Core Curriculum

Model Program

Junior/Senior High School Teacher Training Course: Foreign Language (English) Core Curriculum

English Class Teaching Method (8 credits will be given)

Curriculum/Syllabus

The Courses of Study

Course books

Goal setting / teaching plans

Cooperation between elementary and junior/senior high schools

Guidance to enhance students' qualities and abilities

Guidance on listening

Guidance on reading

Guidance for language activities based on an integrated four-skill approach

Guidance on speaking (communication/presentation)

Guidance on writing

Guidance on sounds

Guidance on vocabulary and expressions

Guidance on grammar

Guidance on letters

Guidance on cross-cultural understanding

Use of teaching materials, ICT, etc.

Interaction in English

Team teaching with ALTs

Guidance based on students' characteristics and levels of understanding

Class designing

Class designing based on academic achievement goals

Prepare teaching plans

Learning evaluation

Evaluation of learning conditions from multiple perspectives; setting of evaluation standards; summarization of evaluations

Measuring and evaluation of linguistic abilities (including performance evaluation)

Second-language acquisition

Knowledge concerning second-language acquisition and its use

Class observation

View class videos and observe classes

Teaching experience

As a student, attend class taught by a school teacher

Mock lesson

Plan

Prepare

Implement

Review

Improve

Technical Matters on English Class (20 credits will be given)

Communication in English

Listening

Reading

Language activities based on an integrated four-skill approach

Speaking (communication and presentation)

Writing

English linguistics

Phonetic structure of English

English grammar

Historical development of English language
English as a global common language

English literature

English expressions that appear in literature

Cultural diversity seen from works of literature

Major works of literature written in English

Cross-cultural understanding

Cross-cultural communication

Cross-cultural exchange

Histories, societies, and cultures in English speaking countries and regions

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