

Poster Title: How do Japanese teacher trainees develop learner-centered teaching practices?

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Abstract

The purpose of this study is to find out how Japanese teacher trainees in English acquire and develop attitudes and skills essential for self-direction and self-control in foreign language learning. For this study, two kinds of questionnaires were made: one on classroom observation by other teacher trainees during pre-service training, another for teacher trainee's self-assessment after pre-service training. The teacher trainees are 3rd year Japanese university students and the data of those 86 students is analyzed in this study. The findings of the questionnaires show that by writing teaching plan repeatedly, doing pre-service training in the classroom and having opportunities for peer observations, the teacher trainees could learn how to teach.

Moreover autonomous learning influences teaching methodology and changes the role of the language teacher and the language learner. To cope with these changes, the teacher trainees have to be prepared both theoretically and practically. By trying various methodologies and doing reflective teaching, the teacher trainees could make the leap from theory to accomplish practices. Most of the teacher trainees could have confidence in their ability to teach English at junior (or senior) high school after pre-service teacher education programs.