

Teachers of English in Japan: Professional Development and Training at a Crossroads

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Aimed at assessing teacher response to the Monbusho's English curriculum document, the *New Revised Course of Study: Emphasis on Oral Communication*, this paper reports the findings of an exploratory questionnaire administered to 60 junior and senior high school English teachers around Japan for the purposes of assessing the amount of university-level teacher training given the teachers, their current teaching aims and resources, and their participation in inservice education. The results suggest that if English teaching is to fulfil its aims in Japan, the restructuring of teacher education and training must become a priority.

特にオーラルコミュニケーションに重点を置いた文部省新指導要領に対して、英語教育を実際に担当している教員が、どのような意見・考えを持っているのかを知ることは重要である。本研究では、日本各地の中学校または高等学校で英語を担当する教員60名を対象にアンケートを実施し、大学における英語科教育の内容、現在の英語教育目標と教材、教員研修への参加について調査を行った。このアンケートの結果によれば、日本において英語教育の目的を達成するためには、英語教員の養成・研修のあり方を再検討することが重要な課題といえる。

In 1989, in response to criticisms from a government commission saying that it was “outdated, uncreative, rigid and inhibiting” (Ministry of Education [Monbusho], 1985, p. 9), the English curriculum in Japanese high schools underwent extensive reform. The documentary outcome was the *New Revised Course of Study: Emphasis on Oral Communication* (Monbusho, 1989). The revision demanded a new language emphasis, and a resource utilization and classroom teaching style which were in diametric opposition to those in current use. It was difficult to see how teachers could make the adjustments necessary to deliver the new curriculum without extensive retraining. Problems were compounded by the fact that university-bound high school students would continue to sit for examinations based on the old formal structure-centered curriculum while being taught a new curriculum aiming for communicative competence.

This paper presents the results of an exploratory General Survey Questionnaire (GSQ: see Appendix) administered to a convenience sample of 100 Japanese junior and senior high school teachers currently teaching in Japan, from which 60 valid responses were obtained. The questionnaire was part of a wider study investigating Japanese teachers of English taking part in a government-sponsored overseas training course, and those findings are reported elsewhere (Lamie, 1998). Evaluation of the results of the survey suggest that if the Ministry of Education's new curriculum is to be a success, English teachers must be given more training and inservice support.

Background of the Study

In 1988 the Monbusho stated that the teaching of English was failing and pointed to a number of contributing factors: a lack of exposure to spoken English, a lack of confidence in communicating in English, large class sizes, difficult teaching materials, and adherence to traditional teaching methods (Monbusho, 1988). To these could be added—although the Monbusho did not—an examination structure that values grammatical factual learning above spoken language knowledge and confidence.

The Monbusho (1988) also announced its own view of the basic principles that should lie at the heart of the teaching of English: (1) to listen to as much authentic English as possible; (2) to read as much living English as possible; (3) to have as many chances to use English as possible; (4) to extend cultural background knowledge; and (5) to cultivate a sense of international citizenship. The stated objective for the *New Revised Course of Study* (NRCOS), which was the culmination of the debate on English education in Japan, was:

To develop students' basic abilities to understand a foreign language and express themselves in it, to foster a positive attitude toward communicating in it, and to deepen interest in language and culture, cultivating basic international understanding. (Monbusho, 1989, p. 96)

What was particularly important about NRCOS was that English teaching was seen to have two main thrusts: the acquisition of the language itself, and the development of knowledge about the cultures that use the language. The key terms in the language acquisition part of the proposition were *authentic*, *living*, and *use*; and these aspects of English had never been afforded such importance before. It is within this context that the teachers replying to the GSQ are placed.

Research Focus

This limited exploratory research was aimed at determining the degree of teaching training junior and senior high school teachers had received at university, specifically the amount of training in various teaching methodologies and testing protocols. In particular it addressed the consideration that inservice courses are necessary to change teachers' attitudes and beliefs and give them the necessary tools to enable them to alter their classroom practice and deliver the revised curriculum effectively.

The questionnaire also asked about the various teaching resources, such as language laboratories, tape recorders, and so forth, which were available and how often the teachers used these resources each week to support instruction. An additional section investigated participation in teacher inservice education and training programs. The final section consisted of open-ended questions requesting the teachers to reflect on their teaching, indicating how implementation of the New Revised Course of Study has influenced their teaching, and solicited additional comments on teaching English and the need for curriculum revisions.

Method

Considerations about the Use and Design of Questionnaires

Questionnaires are only one of several ways researchers can gather information, test hypotheses, and obtain answers to research questions. However, a number of problems are inherent in the use of the questionnaire as a research technique. Although a well-formulated planning structure and recording procedure will go some way to solving some of these problems, they serve to reinforce the importance of a triangular or multiple strategy approach:

The questionnaire may be considered as a formalised and stylised interview, or interview by proxy. The form is the same as it would be in a face-to-face interview, but in order to remove the interviewer the subject is presented with what, essentially, is a structured transcript with the responses missing (Walker, 1985, p. 91).

Viewed in this way, questionnaires can be designed to gather information and, in conjunction with other techniques, can test and suggest new hypotheses. As Drever and Munn (1990) state, a questionnaire can provide you with, "descriptive information, and tentative explanations associated with testing of an hypothesis" (p. 1).

Comprehensibility

Subjects responding to the questionnaire must be able to understand the questions posed and their relevance. The designer should also be aware, particularly when dealing with respondents who are working in a second language (L2), that there is a tendency for only those who are competent in the L2 to reply (Drever & Munn, 1990). Therefore the questionnaire designer should ensure that all questions, particularly in postal questionnaires, are easy to understand and answer at all levels of L2 proficiency.

Sample Size

Although the sample size is dependent to a large extent on the purpose of the study, for the self-completion questionnaire, a minimum of 30 respondents as a selection base is suggested (Cohen & Manion, 1994). Since validity is related to the size of the sample (see Figure 1 below), researchers suggest that at least 100 respondents is desirable.

Figure 1: Relationship between Sample Size and Validity

Sample Size	95% confidence range
100	+/- 10%
250	+/- 6%
1000	+/- 3%

From Munn & Drever, 1991, p. 15

Item Design

The general rule for question design is that each item (ideally a maximum of 20) must measure a specific aspect of the objective or hypothesis. The questions can be closed or open, although quantification and analysis can be more easily carried out with closed questions. Psychologically threatening questions should be avoided, as should items heavily laden with technical terms. General questions should be placed first, followed by those that are more specific, and biased, leading questions should be avoided to maintain validity and reliability (Cohen & Manion, 1994).

Steps in Questionnaire Construction

If possible the questionnaire should be piloted or pretested using a similar population which need not be large, but can be a "well-defined professional group" (Borg & Gall, 1983, p. 426). Space should be provided for comments and amendments made in line with the feedback

given. A procedure, therefore, could be:

- 1) define the objectives
- 2) select a sample
- 3) construct the questionnaire
- 4) pretest
- 5) amend if necessary
- 6) administer
- 7) analyze results

Thus, a well-structured questionnaire, with clearly defined aims and objectives, which has been piloted, amended, and administered to a carefully chosen or randomized sample should provide both qualitative and quantitative data and be simpler to analyze than an interview format.

Design of the General Survey Questionnaire

Following the considerations raised above, a general survey English-language questionnaire was constructed in four sections (see Appendix). The first part of the first section consisted of seven questions regarding the training the respondents received during their university education. In particular, the respondents were asked to indicate which teaching methodologies they had received instruction on during their teacher training (e.g., grammar-translation, communicative language teaching, team teaching). The second part, consisting of three questions, asked how long the respondent had been teaching and elicited information about the level taught (junior or senior high school) and class size. The second section examined the teachers' instructional aims and objectives using a Likert scale response to statements and also investigated the type of teaching resources available at their schools such as a language laboratory, an Assistant Language Teacher (ALT; this is a native-speaker participant in a special program which sends assistant teachers to different schools to team-teach classes with the Japanese teachers of English), videotape recorders, and computers. Teachers were also asked to indicate how often these resources were used during the school week. The third section listed types of inservice education, such as watching demonstration classes, attending conferences, and taking seminars, and asked the teachers whether they had ever participated in these activities. The final section was open-ended and requested comments on changes in teaching techniques over time, in particular, whether the New Revised Course of Study had produced changes in their method of English instruction.

Administration of the Questionnaire

The questionnaire was sent by mail to a convenience sample of 100 junior and senior high school English teachers throughout Japan. This form of snowball sampling (Drever, 1995, p. 36) takes place when “key informants” (p. 36), in this case, teachers at junior and senior high school and university lecturers, are requested to distribute materials, for example questionnaires, chosen for the data-gathering process. In this instance links between the University of Birmingham and schools and colleges in Japan were utilized. Teachers and lecturers who had participated in the University’s teacher training program were considered to be key informants. They were sent copies of the questionnaire and asked to distribute them to a junior or senior high school in their proximity. From the 100 questionnaires distributed by mail, 62 were returned, and two were invalid since they were completed by ALTs, leaving 60 suitable for evaluation.

The questionnaire was exploratory and was designed to collect very basic information regarding the general professional and educational situation for Japanese teachers of English, rather than to measure their attitudes or motivation. Consequently, the exclusively factual questions of an information-gathering nature resulted in an inability to provide reliability estimates through the use of statistics such as Cronbach’s alpha.

Results and Discussion

As shown in Table 1, most of the senior high school teachers surveyed had class sizes of 40 students or over, whereas junior high school teachers had classes of from 30 to 40 students. Nearly 40% of the high school teachers had been teaching ten years or less, so were fairly recent university graduates, and 44% of the junior high school teachers had been teaching 15 years or less.

Initial Teacher Training

As mentioned, the first part of the questionnaire focused on the educational background of the participants. All of the teachers surveyed here were university graduates and although many of them may have taken English, only 59% were actually English majors. In addition the vast majority had only two weeks of teaching practice (70%) and to fulfil this requirement the students often went back to the school at which they had been educated (Table 2).

Two weeks of teaching practice is a very short period during a two or four year course, and the nature of the practice does not give prospective teachers a great deal of opportunity to test out a range of methods.

Table 1: Breakdown for School Type, Class Size and Years of Teaching ($n = 60$)

Class Size	Senior High School	%	Junior High School	%
Less than 30	1	2	1	6
30 – 35	1	2	6	38
36 – 39	1	2	5	31
40	19	44	4	25
More than 40	17	39	0	0
No response	5	11	0	0
Total	44	100	16	100

Years of Teaching Experience				
0 - 10	17	39	3	19
11 - 15	10	23	7	44
16 - 20	12	27	4	25
20+	3	7	2	12
No response	2	4	0	0
Total	44	100	16	100

Table 2: Length of Teaching Practice at University ($n = 60$)

Length of Teaching Practice	%
2 weeks	70
3 weeks	8
4 weeks	8
5 weeks	5
6 weeks	5
7 weeks	2
9 weeks	2

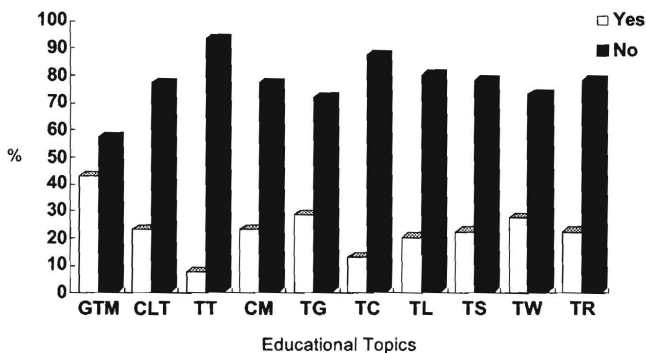
In the majority of cases a mentor teacher helps the trainee with a teaching plan for each lesson which, in reality, means that the senior teacher effectively writes it. Thus, the teacher trainees are usually not able to develop their own teaching plans. One result of such limited practice experience is that teachers have a tendency to perpetuate the methodological status quo, as the following responses to the open-ended questions indicated:

When I began teaching I almost taught English focusing on the grammar translation. (Senior High School [HS] respondent #5)

When I started teaching, I just imitated the class I had given. (HS#7)

With the variety of majors and limited practical experience, the content of the university education courses taken has an even greater importance. However, the provision of teacher training courses in the data here is not in line with the revised curriculum. As shown in Figure 2, a significant number of teacher trainees received no training in communicative language teaching (CLT) methodology (77%), classroom management (77%), or team teaching (93%). The course with the most notable number of participants was Grammar Translation Methodology (GTM: 43%). However, given the new curriculum revision, with its emphasis on *authentic* English, *living* English, and the *use* of English, extensive training in a methodology which depends on grammatical structures listed in order of complexity and delivered systematically using primarily the native language would appear to be unsuitable.

Figure 2: Topics in Education Methodology Studied at University



GTM: Grammar Translation Method; CLT: Communicative Language Teaching; TT: Team Teaching; CM: Classroom Management; TG: Teaching Grammar; TC: Teaching Communication; TL: Teaching Listening; TS: Teaching Speaking; TW: Teaching Writing; TR: Teaching Reading

Teaching Aims and Objectives

The first part of the second section of the questionnaire addressed teaching aims and objectives. The respondents were given five statements (see Appendix) and were asked to rank them in order from 1 (the most important) to 6 (the least important). Their responses are presented in Table 3.

Table 3: English Teaching Objectives ($n = 60$)

Teaching Objectives	1	2	3	4	5	6	No reply
	Most Important					Least Important	
Junior High School %*							
Senior High School %*							
Communicate orally	25	12.5	6.25	12.5	12.5	6.25	25
	11	16	9	9	14	16	25
Read and Write	12.5	12.5	25	6.25	18.75	0	25
	7	22	30	16	0	0	25
Pass examinations	12.5	12.5	6.25	12.5	6.25	25	25
	39	2	9	9	7	9	25
Grammar Structures	0	6.25	6.25	25	12.5	25	25
	2	20.5	5	20.5	11	16	25
Culture	12.5	25	6.25	18.75	12.5	0	25
	7	5	14	16	17	16	25
Listening and Speaking	18.75	12.5	25	0	6.25	12.5	25
	9	9	9	5	25	17	25

* Due to rounding, total percentages may not add up to 100%

Figure 3: Content of High School English Examinations



G: Grammar, R: Reading, T: Translation, L: Listening, V: Vocabulary, W: Writing, SP: Speaking, C: Composition, SE: Semantics, DK: Don't Know

Not unexpectedly, given the nature of the senior high school curriculum and the restrictions placed on it by the university entrance examination system, a full 39% of senior high school teachers selected *pass examinations* as their key teaching objective, compared with only 12.5%

of the junior high school teachers. Examinations play an important part in education in Japan. The majority of schools have at least two tests each term, and three terms in one year. It is, however, the nature of these tests which is important. As can be seen from Figure 3, the focus on grammar is central, particularly in senior high school. Even with a sample size of 60 and a 95% confidence range (Drever & Munn, 1990, p. 15) which assumes a variation of +/- 10%, the results (Senior High School: 91%; Junior High School: 75%) are significant.

Comments offered by the respondents at the end of the questionnaire reinforce general perceptions of the nature and influence of the examination system (a form of perceived behavioral control, according to Ajzen, 1988) on classroom teaching, particularly at senior high school. Eleven senior high teachers (25%) highlighted the negative effect that the university entrance examination had on their teaching:

Most teachers in my schools have been teaching English in the traditional way, and in term-examinations we have to make questions cooperatively . . . this way of teaching is suitable for entrance examinations to universities. (HS#10)

I wanted to teach the students English for the Communication, but I found it difficult to do so for the two major problems. One is my English ability. The other is that the students' aim to study English is to pass the entrance exams! (HS#37)

For some teachers it was not their lack of enthusiasm for change that has hindered their development:

I wanna emphasize speaking and listening ability of English in the class, but the most important thing in high school education is to help the students pass the exams of universities. So we are obliged to emphasize grammatical and reading skills in class. I'm really sorry about it. (HS#41)

The importance of reading and writing and grammatical structures were also reiterated in the comments section:

My aim in teaching has been to let students acquire grammatical structures and vocabulary. (HS#13)

Although it's been a reading-centered teaching, much work of listening and speaking using a Monbusho textbook has been carried out. (HS#11)

Other teachers found it difficult to ascribe the changes in their beliefs to any one circumstance:

When I first began teaching, students and teachers were interested in reading and writing English in order to pass the exam for college. Now I mainly teach speaking and listening to English. I can't find one big reason, but a lot of them are mixed and everybody feels oral English is a must now. (HS#25)

My objective and methodology of teaching English has been shifted from teaching grammar and translation skills to fostering communicative ability. This is because I myself learned a lot about a foreign language teaching/learning. (HS#15)

However, other teachers pointed out that differences could be attributed to changes and developments in training, topics which will be dealt with below.

I get information through English teachers' magazine and computer network. (HS#9)

I have come to focus on Listening and Speaking more than ever, since OCA (Oral Communication A), OCB, OCC were introduced. (HS#4)

Interestingly, however, these same specific resources, the Monbusho-approved textbooks, have also been targeted as the reason for failure in altering methods and complying with the revised curriculum:

The main stumbling block is the textbooks I have to use and the class size. (HS#29)

The biggest change is I do not teach textbooks, but I use them as a sort of supporting material. (HS#28)

Aims and objectives are important in teaching. They enable teachers to focus their classroom behavior, set benchmarks for evaluation, take into account the wants and needs of their students, and formulate ways to match these wants and needs with curricular and professional responsibilities. However, aims and objectives are, as Cohen and Manion (1994, p. 27) state, only "expressions of educational intention and purpose." Fulfilling general aims and completing more specific objectives require coordinating these intentions with practice, and practice is influenced by resources.

Utilization of Teaching Resources

Assistant Language Teachers

Among the various English language teaching resources available in Japanese secondary schools today, perhaps the most obvious is the presence in the classroom of a native English speaker language teaching assistant, the ALT, working with the Japanese teacher during the English lesson. The presence of the ALTs is due to the creation of the Japan Exchange and Teaching (JET) Program. The goals of the JET Program have been stated clearly by the Monbusho:

The Japan Exchange and Teaching (JET) Program seeks to improve foreign language education in Japan, and to enhance internationalisation by helping promote international exchange at the local level and mutual understanding between Japan and other countries.

JET Program participants are divided into two groups according to their job duties: Assistant Language Teachers (ALTs) and Co-ordinators for International Relations (CIRs). The former are expected to assist in the improvement of foreign language education at school and the latter to help promote international exchange at the local level. (Monbusho 1994, p. 6)

The JET program recruits and supplies these native English speaking assistant teachers to team-teach with the Japanese English teachers. However, the program has not been without its critics, both political and professional. Although Monbusho emphasized the intention of the program to promote internationalization, it also alluded to its potential for altering and shaping classroom practice. Despite some initial protestation (see Lamie & Moore, 1997, p. 164) Japanese teachers of English have begun to look upon the JET Program provision as being beneficial to their newly focused *communicative* situation. Many of the high school teachers emphasized the positive influence of a native speaker of English in the classroom:

From when ALTs were introduced to English class I thought I had to teach our students live English, trying to find a way to improve our students' competence in communication. (Junior High School [JHS] #3)

Team teaching with ALT gave me a good effect to try to teach English communicatively. (HS#31)

With the introduction of the ALT I began to think about communication. (HS#32)

Now I do team teaching with ALT as many times as possible. I believe that will become the motive of students for speaking English. (HS#36)

The ALTs constitute the largest category of additional resources in the classroom and the most widely used. However, ALTs frequently refer to themselves as "human tape-recorders" (Lamie & Moore, 1997, p. 179) and this may be indicative of the way in which they are employed. How they are used in combination with prescribed textbooks and other materials may not initially be apparent and, particularly with students studying for entrance examinations, the use of ALTs may not seem necessary.

Other Resources

As can be seen from Table 4, resources may be available but are not always used. What is especially surprising is the presence of media/video and computer-based materials yet their lack of use. In addition to being excellent resources for the development of language, such media tools can give the students specific cultural knowledge and opportunities to listen to speakers of English in addition to the ALT. However, as the teachers surveyed here confirm, there is a need for training in the use of multimedia.

Table 4: Availability and Use of Language Teaching Resources
($n = 60$)

Availability and Use	Senior High Schools (%)				Junior High Schools (%)		
	NO	YES	USE	Don't Know	NO	YES	USE
Language Lab	34	62	29	4	81	19	19
ALT	9	87	64	4	19	81	75
Video	27	69	32	4	19	81	50
Computers	41	55	4	4	62	38	12

As might be expected, the most used and influential resource in Japan is the Monbusho-approved textbook. Textbooks to be used in schools must either be authorized by the Ministry or compiled by the Monbusho itself. Following the revision of the Course of Study, the textbooks were also reviewed and the result for senior high school in particular was a flooding of the market of texts claiming to have communicative competence as their main objective. However, the need for students to pass entrance examinations remained, the examinations had not changed, and therefore a strict grade quota system still existed. Thus, as Fullan (1991) points out:

An approved textbook may easily become the curriculum in the classroom, yet fail to incorporate significant features of the policy or goals that it is supposed to address. Reliance on the textbook may distract attention from behaviours and educational beliefs crucial to the achievement of desired outcomes. (p. 70)

The limited findings reported here would appear to support this statement. All junior high school respondents (see Table 5) and a high percentage (93%) of the senior high school teachers as well, made extensive use of the textbook. The emphasis on the written word is further indicated by the lack of time spent in the classroom using audio materials: 18% of the senior high school teachers and 18.75% of the junior high school teachers stated that they *never* used additional taped materials with the textbook; and the same percentage of junior high, and 25% of senior high school teachers also made no use of authentic listening materials (Table 5). Similarly, 22% of senior high school teachers stated that they *never* used authentic materials in the classroom. In addition, 79% of senior high school teachers and 68.75% of junior high teachers noted their prolific use of the blackboard and their lack of use of supporting texts and materials.

Table 5: Use of Classroom Resource Materials ($n = 60$)

Material	Always Use		Often Use		S/times Use		Rarely Use		Never Use	
	S %	J %	S %	J %	S %	J %	S %	J %	S %	J %
Textbook	77	62.5	16	37.5	5	0	2	0	0	0
Tape-text	14	31.25	18	12.5	28	25	22	12.5	18	18.75
Tape-auth	2	6.25	16	12.5	36	31.25	21	31.25	25	18.75
Other texts	9	0	18	6.25	43	31.25	16	43.75	14	18.75
Blackboard	79	68.75	14	18.75	7	12.5	0	0	0	0
Authentic	0	6.25	18	25	28	18.75	32	43.75	22	6.25

S: Senior High School; J: Junior High School

One respondent draws attention to this situation and offers a tentative reason for it being the case:

My basic teaching method is what is usually called the Grammar Translation Method. One of the reasons for this seems to be that I have never had a chance to learn all these new methodologies during my teaching career. (HS#12)

The new English curriculum, focusing on *authentic, living, and use*, and designed to encourage internationalization and foster communication would appear to receive little support from the materials available and their patterns of use. One teacher suggests a solution to the problem:

Teachers should have more time for training and refreshment. (JHS#1)

Inservice Education and Training

In-Service Education and Training (INSET) is a program sponsored by the Monbusho for people recommended by each Prefectural Board of Education. It is also available to those who are expected to become leaders or teacher consultants in each local district. Participation is not compulsory, although teachers may feel obliged to take part in an IN-SET scheme if asked by their school principal. At the school level, demonstration classes take place, and schools with sufficiently motivated staff may also run their own seminars or have discussion groups. Following publication of the *New Revised Course of Study* the Monbusho distributed the government guidelines and invited experienced teachers to attend information-disseminating conferences. However, responses from the teachers participating in this limited study (see Table 6) indicate that these national conferences have not been well attended.

Those who had been fortunate enough to attend training courses made positive comments:

Two British Council summer seminars in Tokyo have changed me a lot. These taught me the importance of having a theory and how to realize the objectives that I have. So now I don't hesitate to try new things to develop my teaching. (HS#21)

I was given a chance to study in Britain and now feel I have a chance to change my teaching. Now I try to speak more English to the students and to improve their ability. I think studying in Britain changed me a lot. (HS#40)

Table 6: Participation in Inservice Training Activities ($n = 60$)

	Senior High School (%)		Junior High School (%)	
	Yes	No	Yes	No
Demonstration class	91	9	100	0
Prefectural conference	75	25	81.25	18.75
National Conference	50	50	75	25
Overseas Conference	4	96	12.5	87.5
School Seminar	2	98	31.25	68.75

As mentioned, there are a variety of opportunities open to teachers in Japan to take part in inservice activities. However the presence of such courses does not mean that all teachers who wish to attend will be able to do so. The teachers surveyed stated that they are eager to take part in INSET, but noted that the system in Japan is in need of review:

I think one of the main shortcomings of Japanese teachers' training system is that teachers rarely have chance to get a training course. (HS#12)

I have been trying to teach communicative English. But I didn't have any knowledge of methods, still now I don't know. (HS#31)

Conclusion

The English language teaching situation in Japan is, and has been for some time, at a crossroads. There has been a dramatic change in the principles underlying the teaching of English which has resulted in a new course of study. However, in responses to this exploratory survey, 60 high school and junior high school teachers have highlighted four key areas in which development must take place. These are: (a) initial teacher training; (b) provision and utilization of teaching resources; (c) university entrance examinations; and (d) inservice training provi-

It appears that teacher training in the university sector has not changed in line with the recent curriculum revision, and newly qualified teachers continue to graduate with little or no grounding in the communicative methodology (Shimahara, 1998) which would enable them to deliver the modified curriculum. Teachers indicated that although they realize the importance of developing the students' communicative competence, the restrictions placed on them, particularly with regards to the examination structure, are too great to alter their classroom practice. In addition, the resources available, both prescribed and voluntary, did not sufficiently underpin the new curriculum. Therefore old relied-upon methods still tend to be prevalent.

Respondents considered the area of inservice education and training to be the most positive and useful for fostering change in both awareness and practice. They were also adamant that the issue of continuing professional development should be addressed by the government and reviewed to make it compatible with the recent curriculum revision.

Without a change in the focus and procedure of initial teacher training new teachers will not be equipped sufficiently to deliver the NRCOS effectively. Furthermore, without a revision in material production and some form of inservice training, experienced teachers will not be able to make the necessary changes in their attitudes, beliefs and classroom practice to enable them to fulfill their professional requirements and deliver the *New Revised Course of Study*.

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Appendix

Section One: Background

Part One

1) Did you go to University (or college)? YES/NO*

If NO, please move to Section Two.

* Please circle appropriate answer

2) Which University/College did you attend? _____

3) What was your major? _____

4) How many years was your course? _____

5) How many weeks teaching practice did you do? _____

6) Did you have any lectures/seminars in the following areas?

- | | |
|-----------------------------------|--------|
| - Grammar Translation Methodology | YES/NO |
| - Communicative Language Teaching | YES/NO |
| - Team teaching | YES/NO |
| - Classroom Management | YES/NO |
| - Testing Grammar | YES/NO |
| - Testing Communicative Ability | YES/NO |
| - Testing Listening | YES/NO |
| - Testing Speaking | YES/NO |
| - Testing Reading | YES/NO |
| - Testing Writing | YES/NO |

7) Were there any other educational topics that you covered at University?

Part Two

- 8) How many years have you been teaching English? _____
 9) Where do you teach? Junior high school / Senior high school
 10) What is your average class size? _____

Section Two:Part 1: Aims and Objectives

What are the *real* objectives for Japanese teachers of English in their teaching of English? Put the objectives into order (1 for the objective you think is most relevant, 2 for the next and so on):

- to enable the students to communicate orally in the language
- to enable the students to read and write the language
- to enable students to pass examinations
- to enable students to understand the grammatical structures of English
- to enable students to become more familiar with the culture that supports the language
- to develop students' listening and speaking abilities

Part 2: Teaching Resources

A. Do you have any of the following in your school? If YES, please state whether you use them, and the approximate number of hours each week:

- Language Laboratory (LL) YES/NO _____
 Assistant Language Teacher (ALT) YES/NO _____
 Video Tape Recorder YES/NO _____
 Computers YES/NO _____

B. How often do you use the following in your English Classes (please tick the appropriate box):

- | | <u>Always</u> | <u>Often</u> | <u>Sometimes</u> | <u>Rarely</u> | <u>Never</u> |
|----------------------|---------------|--------------|------------------|---------------|--------------|
| Monbusho Textbook | | | | | |
| Monbusho Workbook | | | | | |
| Flashcards | | | | | |
| Tape - with textbook | | | | | |
| Tape - authentic | | | | | |
| Other texts | | | | | |
| OHP | | | | | |
| Blackboard | | | | | |
| Authentic Materials | | | | | |

Section Three: Inservice Education and Training

Have you ever experienced any of the following? If YES, please give a brief explanation:

- a) Demonstration Classes: YES/NO _____
 b) Prefectural Conferences: YES/NO _____
 c) National Conferences: YES/NO _____
 d) Overseas Conferences: YES/NO _____
 e) School Seminar: YES/NO _____
 f) Methodology Seminar: YES/NO _____

Section Four: Comments

How far has your teaching changed since you became a qualified teacher? Why?

How far has the New Revised Course of Study affected your teaching?

Any other comments?

Thank you very much for completing this questionnaire