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博士論文

**Developing a Diagnostic Test for Measuring
Competencies of Japanese English Teachers
in Elementary Schools**

日本人小学校英語指導者の資質診断テスト開発

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(要旨)

ABSTRACT

The current course of study for elementary school education was put into effect at all Japanese public elementary schools in April 2002. These guidelines included items concerning classes, entitled “Integrated Studies,” which encompassed English activities as part of an international understanding element. According to a 2005 official report on the current situation of English education in public elementary schools, English activities were being conducted at more than 90% of these institutions of which homeroom teachers were in charge of teaching English in more than 90% of classes at all grade levels. Moreover, in March, 2008, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) introduced a revised course of study, which included information about all classes offered in Japanese elementary schools. This course of study will be put into effect at the elementary school level in April, 2011. Within this revised course of study, all fifth and sixth graders will be required to have a foreign language class, i.e., English class, once a week.

While English activities have become more prevalent in elementary schools, the level of education in terms of teachers’ English abilities and their teaching skills have been considered rather low. Therefore, in order to more effectively promote a higher quality in English education nationwide, a clear description of the competence elementary school English teachers (ESET) should acquire is in great need. Based on numerous previous studies, the author offered

suggestions about the following three aspects of competence ESET should have: (a) English language abilities, (b) teaching skills and knowledge related to teaching English, and (c) teacher attitude. Referring to these suggestions, she also developed her own level description or rating scales for Japanese ESET (JESSET) in order to evaluate their current levels of language skills and teaching skills. The rating scales will help ESET to understand their own current levels, and also encourage them to improve their English skills or teaching skills. In the process of creating the rating scales, the Common European Framework of Reference for Languages (CEF) and the Canadian Language Benchmarks (CLB) were employed as primary references.

Furthermore, the author investigated English language proficiency tests or teaching skills tests that had already been administered in Japan or in other countries; based on these tests and the above rating scales, she created her own examinations to evaluate the competence of JESSET. In the process of developing the examinations, the author focused on oral skills, i.e., listening and speaking skills, and teaching skills, in this study, since these two skills form basic competence of ESET in Japan. Therefore, in this dissertation, she introduced pilot versions of two measuring instruments, a listening test and an interview test, which evaluated oral skills and teaching skills of ESET. The listening test consisted of questions adapted from a listening section of the STEP test, Eiken, grade 3. The interview test consisted of two parts: (a) the first part tested oral skills, especially speaking skills, and (b) the second part tested teaching skills. The interview was administered individually by an interviewer and a rater for about 15 minutes. The first part included items such as simple conversation, and reading a paragraph-long story aloud and answering questions about the story. The second part included items such as giving instructions of activities, or acting out a dialogue with an interviewer. The pilot versions of the examinations were administered to seven in-service teachers in fall, 2008. Then, she analyzed the results of the tests.

Based on the analyses of the pilot tests, a revised version of the pilot tests was developed, and then administered to 15 in-service teachers in 2009. The three major revisions were made in the teaching skills test, along with a few minor changes in the speaking skills test: (a) the revised teaching skills test included activities that required less work for participants so that they could concentrate on demonstrating their teaching skills, (b) the revised teaching skills test cards included less information and were also orally explained by the interviewer so that participants

would better understand the test contents, and (c) the dialogue section was changed more to reflect an actual teaching situation in elementary schools. Then, the author analyzed the results of the second pilot tests, and compared the results with those of the first pilot tests in order to investigate the improvements of the tests. By examining the video-taped interviews of the second pilot tests, the author concluded the three changes in the interview test helped to improve the quality of the test. This means that the participants in the second pilot test seemed to better understand what they were expected to do on the test, and they also seemed to have enough preparation time.

In addition, the author had asked the recruiters to recruit two kinds of homeroom teachers for the second pilot tests: those who had experience teaching English, and those who had no experience teaching English, in order to validate a construct of the teaching skills test, i.e., English teaching skills, based on their English teaching experience. In other words, if the construct of the teaching skills test was valid, the test was supposed to discriminate between those who had experience teaching English, and those who had no experience teaching English, yielding higher scores for teachers with experience. In order to make a comparison between the two groups, the results of the first and second pilot tests were combined and statistically analyzed, utilizing one-way analyses of variance (ANOVAs). The ANOVA was significant with the teaching skills score, $F(1, 20) = 21.31, p = .000$. The strength of relationship between the English teaching experience and teaching skills test score, as assessed by η^2 (Partial Eta Squared), was strong, with the English teaching experience accounting for 52% of the variance of the teaching skills test scores. The results supported the hypothesis that there would be a significant difference in the teaching skills test scores between the two groups, and therefore, showed that the pilot teaching skills test had sufficient construct validity.

Following these analyses, the data from the two pilot tests were statistically analyzed for correlation in order to investigate the relationship among the three skills (listening skills, speaking skills, and teaching skills) measured in the tests. The results of the data analyses showed a moderate correlation between speaking and teaching skills, meaning those who had high scores on the speaking skills test also tended to have high scores on the teaching skills test. Validity of the tests, content validity and construct validity, was also taken into consideration. The tests were partially validated in both aspects of validity, although the number of the

participants (22) was too small to statistically confirm the results. In the end of this paper, the author summarized implications for future English education in Japanese elementary schools. The author hopes that her study and examinations will contribute to teacher development and further improvements in elementary school English education in Japan.

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CHAPTER 1 INTRODUCTION

Purpose of Research

In 2002, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) put into effect a mandate for all public elementary schools to conduct classes entitled, “Integrated Studies.” Under this title, the MEXT also gave permission to the schools to decide how these classes would be carried out. English activities were one of the possible options to be taught under this curriculum (MEXT, 1998). From this mandate, according to a 2005 official report released by the Ministry, more than 90% of public elementary schools actually chose to offer some kind of English class at all grade levels under this integrated studies curriculum (MEXT, 2006). Moreover, in March, 2008, the Ministry introduced a revised course of study, which included information about all classes offered in Japanese elementary schools. This course of study will be put into effect at the elementary school level in April, 2011. Within this revised course of study, all fifth and sixth graders will be required to have a foreign language class, i.e., English class, once a week. There are three basic objectives to the revised course of study: (a) to foster understanding of languages and cultures, (b) to promote active participation in communication, and (c) to develop basic communication skills (MEXT, 2008a, 2008b). The first two objectives were part of the original mandate in 2002, making the third objective the only addition to the mandate.

While English activities have become more prevalent and will be required in elementary schools, the issue over the quality of teaching has repeatedly been one of the obstacles elementary schools have faced. In other words, more than 90% of English classes are currently taught by homeroom teachers (MEXT, 2006) who are not necessarily trained English teachers; therefore, the level of English teachers in terms of their English ability and teaching skills has been at the center of discussion among in-service teachers and researchers (e.g., Butler, 2005; Higuchi, Kanamori, & Kunikata, 2005).

The importance of this issue over the quality of English teaching in Japanese elementary schools has motivated the author to conduct a study in an attempt to improve elementary school English teacher (ESET) competencies. The overall purpose of this study is to specify a minimum

standard of competencies for a successful English teacher at the elementary school level, and to develop instruments to measure these competencies. To be more precise, the purpose of research in this study includes the following four steps: (a) clarifying standards of competencies of Japanese ESET (JESET) through organizing previous research results, (b) organizing information about examinations on these competencies of English teachers developed in Japan or other countries, (c) developing and implementing pilot examinations that evaluate competencies that JESET should acquire, and (d) eventually, revising the examinations based on analyses of the results and feedback from pilot test-takers.

Matsunaga (2008a), as a first step, investigated levels of competencies JESET need to obtain, through examining the current situation of English education in Japanese public elementary schools, and organizing previous research results. Matsunaga (2008b), as a second step, attempted to examine tests developed in Japan or other countries that measure competencies of foreign language teachers. Furthermore, as a third step, Matsunaga (2009a, 2009b) introduced pilot measuring instruments she created that evaluate the competencies of English teachers in Japanese elementary schools, along with a rubric of competence levels created for the study. Including these three steps, as a final step, this dissertation will also present a revised version of the measuring instruments developed based on the results and analyses of the first tests, and will also report the results of the second tests. In addition, a summary of the two pilot tests, including statistical analyses of the data, will be presented. At the end of the dissertation, implications for future English education in Japanese elementary schools will be described.

Organization of Dissertation

In Chapter 2, the author first describes the current situation of English education in Japanese elementary schools. Then, she reviews previous research results or studies on competence of ESET. In addition, she summarizes English language proficiency tests and foreign language teaching skills tests, which have been administered in Japan or other countries. In Chapter 3, the competence of JESET is described, based on the literature review in Chapter 2. To be more precise, both expected standards of teacher competence and actual standards in this study are explained. The overall methodological approach and the data collection process for pilot English proficiency and teaching skills tests in the study are described in Chapter 4. Then, the

results of the first pilot tests and revision ideas are discussed in Chapter 5. Chapter 6 introduces a revised version of the first pilot tests, and then presents the results of the second version. In addition, using the combined results of the first and second pilot tests, one-way analyses of variance (ANOVAs) are conducted to evaluate the relationship between English teaching experience and three kinds of test scores (listening, speaking, and teaching skills). Furthermore, the author compares the second pilot tests with the first pilot tests in order to ascertain whether improvements are made in content between the two tests. Chapter 7 summarizes the combined results of the two pilot tests in terms of correlation among the skills, and validity of the tests. Finally, Chapter 8 concludes the study and discusses the implications of these findings for competence of JESET and instruments to measure their competence, as well as the limitations of this study.

CHAPTER 2

REVIEW OF LITERATURE

Current Situation of English Education in Japanese Elementary Schools

Course of Study by the MEXT, 1998

The 1998 official course of study for elementary school education was put into effect in all Japanese public elementary schools in April, 2002. This course of study included items concerning classes entitled, “Integrated Studies,” which encompassed English activities as part of an international understanding element. According to the course of study, Integrated Studies classes were taught 105 class hours a year in the third and fourth grades, and 110 in the fifth and sixth grades, and these numbers equaled three classes a week for each grade. In addition, the possible course areas for Integrated Studies included international understanding, information technology, environmental issues, and welfare and health, with English being one of the possible choices for international understanding. The three main purposes of Integrated Studies were described in the course of study: (a) to develop students’ abilities to find and solve problems spontaneously, (b) to develop student’ abilities to think how to live their lives through active participation in learning, thinking, or problem-solving process, and (c) to develop students’ abilities to integrate what they learn in Integrated Studies classes with the content of other subjects. Since this Integrated Studies class was not a full-fledged subject, the Ministry did not offer any detailed guidelines for textbook choice or curriculum format for this class. And instead, the Ministry allowed each school to create its own curriculum to suit the students’ and community’s needs (MEXT, 1998).

Regarding foreign language activities under the category international understanding, the Ministry suggested that schools teach students foreign languages through songs, games, greetings, or skits which emphasize aural and oral aspects of learning, and through interaction with native speakers or children of foreign languages. Through these activities, the Ministry emphasized that students become interested in or accustomed to foreign languages, and cultures of different countries (MEXT, 1998). Matsukawa (2003) summarized the Ministry’s five main purposes of foreign or English language activities in elementary schools: (a) it should be included under the category international understanding, (b) it should not be the same as English education at junior high schools, (c) it should allow students to be familiar with foreign languages, (d) it should

allow students to get accustomed to the cultures of other countries, and (e) it should allow students to learn foreign languages through active participation.

Course of Study by the MEXT, 2008

In March, 2008, the Ministry introduced a revised course of study, which included information about all classes offered in Japanese elementary schools. This course of study will be put into effect at the elementary school level in April, 2011. Within this revised course of study, all fifth and sixth graders will be required to have a foreign language class, i.e., English class, once a week. There are three basic objectives to the revised course of study: (a) to foster understanding of languages and cultures, (b) to promote active participation in communication, and (c) to develop basic communication skills (MEXT, 2008a, 2008b). The first two objectives were part of the mandate in 2002, making the third objective the only addition to the mandate.

Practical Handbook for Elementary School English Activities, MEXT, 2001

Following the introduction of the 1998 course of study, the MEXT (2001) published a handbook for in-service elementary school teachers to prepare them for the beginning of English instruction that was to commence in the following year. This handbook was produced in an attempt to supplement the 1998 course of study and consisted of two parts, theoretical aspects and example activities. The theoretical aspects dealt with the purposes of English activities in elementary schools, what to teach and how to teach it, how to make a curriculum for each grade level, how to plan a lesson, a set of possible activities to be used in classes, teaching materials and equipment, explanation of suitable classroom environment, how to evaluate students, useful classroom expressions, and information about team-teaching with Assistant Language Teachers (ALTs). The example activities part showed possible English activities related to suitable topics for the elementary school level such as colors and animals, a research activity on foods in the world, and a cultural exchange activity. Each activity had a brief explanation of the aims of the activity, a language focus, explanation of teaching materials and equipment, time allotment, and procedures.

Matsukawa (2003) summarized the six perspectives of this handbook as follows: (a) English activities should be administered as part of the international understanding curriculum,

(b) English activities should focus not on developing students' English skills but on developing their interests in English, (c) English should be taught aurally and orally, (d) homeroom teachers should be in charge of teaching English, (e) English activities should be experience-based, and (f) students should be evaluated based on their learning process and participation in class but not based on their language test scores.

Current Situation of English Education in Japanese Elementary Schools

According to the official report on the current situation of English education in public elementary schools released by the MEXT (2006), 93.6% of all public elementary schools were conducting some kind of English activities under various class periods, such as “Integrated Studies”, extra-curricular activity, and/or recess time. Table 1 shows the average class hours of English activities per year at each grade level. This table indicates that the average class hours of English activities were about 8 hours a year for the first and second grades, and 12 to 14 hours a year for third grade or higher. In addition, the class hours of English activities ranged from 1 to 3 hours a year to more than 71 hours a year depending on each school. Higuchi, Kanamori, and Kunikata (2005) explained this wide gap in the number of class hours as the result of the Ministry administering English activities not as a subject but as one of the possible courses of Integrated Studies classes, which allowed each school to decide whether or not it would have English classes and how much time each school would spend on English classes. They further mentioned that schools that were designated by the Ministry as research schools which underwent preliminary studies to help form the basis for the 2002 mandate, generally had more English classes than non-research schools. On average, these designated schools taught English as a subject, aiming to develop students' English language skills as one of the main purposes of English classes.

Table 1. *Average class hours of English activities per year in public elementary schools, 2005 (MEXT, 2006)*

Grades	Integrated studies (hr)	Extra-curricular (hr)	Others (hr)	Total (hr)
1		4.2	3.8	8.0
2		4.3	3.8	8.1
3	10.9	0.3	1.2	12.4
4	11.1	0.5	1.2	12.7
5	11.4	0.5	1.3	13.2
6	11.9	0.5	1.3	13.7

Regarding the breakdown of teaching responsibilities for English classes, homeroom teachers taught more than 92% of all classes while ALTs taught more than 60% of all classes, which suggests that most of the classes were taught by homeroom teachers alone or team-taught by homeroom teachers and ALTs. Common activities used in class were such things as songs and games, basic conversation activities, pronunciation activities, and cultural exchange activities. The Ministry’s 2006 report showed that the number of schools that had conducted some kind of English activities, and the average class hours per year had increased over the past three years (MEXT, 2006).

Problems and Issues Regarding Current English Education in Japanese Elementary Schools

Among researchers (e.g., Butler, 2005; Higuchi, Kanamori, & Kunikata, 2005; Takahashi & Aoki, 2005) who showed concerns about the present situation of English education in Japanese elementary schools, Butler (2005) pointed out five crucial aspects regarding future English education in Japanese elementary schools: (a) developing long-term learning objectives, (b) developing suitable curricula and materials, (c) developing a teaching system that does not depend on English native speakers, (d) improving a teacher training system, and (e) developing an evaluation system. To be more precise, Butler argued that the current official course of study did not clearly state whether English activities in elementary schools should focus on international or cultural understanding, or whether they should focus on developing basic English language skills. This ambiguity in the details of the course caused confusion among elementary

school teachers. She also recommended developing curricula and teaching materials that would be more suitable for students' cognitive and intellectual levels, and developing a teaching system where non-native speakers such as homeroom teachers could take initiatives with support from native teachers. In terms of fostering teachers who can teach English in elementary schools, she urged that the Ministry should set a standard level of English ability necessary for elementary school teachers to teach English properly; offer ample training sessions on language skills; develop a system where teachers can easily participate in training sessions including sessions with junior high school teachers or ALTs and overseas training sessions; and develop a test that can evaluate the level of English of prospective elementary school teachers.

Competencies of Elementary School English Teachers

The Report by Educational Personnel Training Council, 1997

Before citing the competence standards reviewed in previous studies, the author will introduce what the MEXT considered necessary elements for teachers in Japan. The initial report by the Educational Personnel Training Council (1997) which was an advisory panel to the Ministry of Education, Science, and Culture (renamed the Ministry of Education, Culture, Sports, Science and Technology in 2001) categorized three aspects as the competence teachers in the new era should have. First, teachers should act with a global mind, which is to have a proper understanding of the world, nations, human beings, and their relationships to each other; to have respect for other people; and to contribute to the international community. Second, teachers should have the abilities to live in a rapidly changing world. These abilities include problem-solving abilities, interpersonal skills, and other skills necessary to live in a changing world such as self-expression skills and computer skills. Communication skills in foreign languages were included as one of the self-expression skills. Finally, teachers should have basic competence as a teaching professional such as a proper understanding of students and education, passion or pride towards the teaching profession, and abilities or skills necessary in teaching a subject or counseling and guiding students. These three aspects of competence were what the council and the MEXT considered as necessary elements for successful teachers; however, these aspects lacked concreteness, which made it difficult to foster quality teachers based on these ideas.

The Report by JACET SIG on Educational Problems, 2000

JACET SIG on Educational Problems (2000) administered a questionnaire about English education in Japanese public elementary schools in December, 1998, and it received 83 responses from a total of 165 schools. In this questionnaire, elementary school teachers who were teaching English at that time were asked about English curricula, teaching methods, teaching materials, and qualifications of English teachers at their schools. In addition, at the end of the questionnaire, they were asked to write freely about their opinions on the qualities of ideal English teachers in Japanese elementary schools. According to the summary given by JACET SIG on Educational Problems, the following ten aspects were described as what in-service elementary school English teachers considered necessary teacher qualities for successful English teachers: (a) they should understand developmental aspects of elementary school students, (b) they should like children, (c) they should be enthusiastic about teaching English, (d) they should have a good command of oral skills and pronunciation, (e) they should be willing to develop their own teaching materials, (f) they should be able to incorporate multimedia into their teaching, (g) they should be able to teach songs and games, (h) they should have basic knowledge both about elementary school education and English Language Teaching (ELT) theories and practices, (i) they should be willing to learn new teaching methods, and (j) they should have an English proficiency level that enables them to team-teach with native speakers of English.

English Language Abilities

When it comes to competence of non-native English teachers, the first thing considered is often their English language abilities. A number of researchers (e.g., Butler, 2005; Curtain & Dahlberg, 2004; Day, 1993; Higuchi, Kanamori, & Kunikata, 2005; Iino & Shimizu, 1985; Ito & Kanatani, 1984; JACET SIG on English Education, 2005; Teacher Education Research Group, 2001) have argued that English language abilities should be one of the important elements of competence for successful English teachers. However, few of them have been concrete in setting specific standards for language ability.

Among those who attempted to create a clearer description of proper teaching standards, the Teacher Education Research Group (2001) reported some elements they considered necessary for English teachers. One of the elements was a sufficient command of English. However, an

explanation of a sufficient command of English was never described. Their research suggested that training sessions should focus especially on listening and speaking skills since the majority of Japanese English teachers are thought to be poor at these skills. In addition, teachers should have English skills including reading and writing because these skills could enable them to communicate and team-teach with ALTs who are usually native speakers of English.

JACET SIG on English Education (2005) created a questionnaire on teaching competence that is considered important in teacher employment examinations, which was distributed to teacher recruitment officers of prefectural governments. One of the main points listed on the questionnaire considered English language ability. The questionnaire cited five rather specific examples under sufficient English abilities: (a) abilities to conduct a class in English, (b) abilities to communicate with ALTs, (c) abilities to pass a STEP test, Eiken, pre-level 1, scores of 550 and above on paper-based TOEFL (Test of English as a Foreign Language), or scores of 730 and above on TOEIC (Test of English for International Communication), (d) pronunciation close to that of native speakers of English, and (e) abilities to correctly answer the questions on nationwide English entrance examinations. These specific levels or scores of the examinations seem to correspond to the ones that MEXT suggested as what secondary English teachers should obtain in their plan. This plan was designed to foster Japanese people who can use English (2002), in order to improve quality of English teaching in Japan.

Curtain and Dahlberg (2004) wrote that strong language skills, especially oral skills, were necessary for professional elementary school foreign language teachers, and also wrote more specifically that in the absence of proper textbooks, thematic planning required flexible language abilities such as strong vocabulary competence in order for teachers to respond to students' interests.

Brown (2001) categorized language proficiency as one of the technical knowledge elements of good language-teaching characteristics, and the technical knowledge elements included the following: (a) an understanding of the linguistic systems of English phonology, grammar and discourse, (b) an understanding of basic principles of language learning and teaching, (c) fluent proficiency in listening, speaking, reading, and writing English, (d) experience learning a foreign language, (e) an understanding of the close connection between language and culture, and (f) attendance at conferences or workshops.

Among others who suggested more specific English abilities, Ito and Kanatani (1984) provided indicators of efficient English language abilities secondary English teachers should have. For reading abilities, they indicated that teachers should be able to read the authorized junior high school English textbooks of three different grades in 30 minutes, and teachers should be able to read an easy story at a speed of 180 to 200 words per minute. For listening abilities, they indicated that teachers should be able to aurally comprehend the recorded contents of authorized junior high school English textbooks of three different grades. Teachers should be able to comprehend those specific stories while listening at the maximum speed. In addition, teachers should be capable of repeating the contents of first and second grade textbook tapes without looking at the textbooks. In reference to speaking abilities, they indicated that teachers should be able to make a three-minute speech on topics listed in textbooks for three different grades. Finally, for writing abilities, they indicated that teachers should be able to write the speeches they made in the speaking section.

Although the above researchers have intended to clarify the English language abilities that successful English teachers should have, all of them lack foundation for the specific abilities they suggested in their research. On the other hand, it may be impossible to clearly state what specific levels of English ability teachers should acquire since effective teaching includes not only English abilities but also other aspects such as teaching skills, knowledge related to teaching English, and teacher attitude, and all these aspects are interwoven.

Teaching Skills and Knowledge Related to the Methodology of Teaching English

It is obvious that having a good command of English alone cannot make a good English teacher. In addition to sufficient English skills, teachers have to have teaching skills and knowledge to support their teaching. For instance, Koster (1986) stated, based on previous studies on the relationship between teachers' foreign language proficiency and students' learning outcome, that teachers' foreign language proficiency affected their students' learning outcome minimally whereas teachers' teaching skills affected their students' learning outcome greatly. According to Moskowitz's study (1976) on differences in teaching skills between outstanding foreign language teachers and typical foreign language teachers, she concluded that outstanding teachers used more indirect teaching skills such as praising students or making jokes, and more

target language than typical teachers. She further mentioned that language proficiency did not always contribute to making successful teachers.

Harmer (2001) described eight roles of an English teacher in classroom: (a) a controller of the class, (b) an organizer of activities, (c) an assessor of learning outcome, (d) a prompter of activities, (e) a participant in activities, (f) language resource, (g) a tutor, and (h) an observer of the students' learning process.

Day (1993) noted that (a) English knowledge, which includes syntax, semantics, phonology, literature, and cultural understanding; (b) general pedagogic knowledge, which includes teaching methodology, teaching philosophy, classroom management, how to motivate students, and decision-making skills; (c) English specific pedagogic knowledge, which includes how students process their English learning, explanation of difficult aspects of learning English, ESL (English as a Second Language) or EFL (English as a Foreign Language) teaching knowledge, how to teach the four English skills, how to develop teaching materials, how to create tests, how to develop a curriculum; and (d) support knowledge, which includes linguistic psychology, linguistics, second language acquisition, sociolinguistics, and knowledge of research methods were four important aspects of knowledge English teachers should have along with English language skills. These four knowledge categories that Day (1993) mentioned indicate that teachers need to have knowledge on teaching skills, labeled as general pedagogic knowledge and English specific pedagogic knowledge in his study, and supporting knowledge for effective teaching which was labeled as English knowledge and support knowledge, in addition to language skills.

Curtain & Dahlberg (2004) also pointed out the following six aspects, related to teaching skills and knowledge related to the methodology of teaching English, the American Council on the Teaching of Foreign Language (ACTFL) recommended for the preparation of foreign language teachers at the elementary school level: (a) an understanding of first language development and its relation to second language acquisition in childhood, (b) knowledge of instructional methods suitable for second language instruction in elementary schools, (c) the ability to teach reading and writing as developmental skills to learners learning literacy skills in their first language, (d) an understanding of the target culture appropriate to the developmental needs and interests of students, (e) knowledge of the elementary school curriculum, the relationship among the content

areas, and ability to teach elementary school curricula through or in a target language, and (f) knowledge of elementary school principles and practices, and the ability to apply such knowledge to creating an environment appropriate for foreign language learning.

Brown (2001) pointed out 12 pedagogical skills of good language-teaching characteristics: (a) having a well-planned approach to language teaching, (b) using a variety of techniques, (c) developing and executing lesson plans, (d) being flexible to make mid-lesson changes, (e) noticing students' linguistic needs, (f) giving appropriate feedback to students, (g) stimulating interaction, cooperation, and teamwork in class, (h) managing class appropriately, (i) using clear presentation skills, (j) appropriately adopting textbooks and other multimedia teaching resources, (k) creating teachers' own teaching materials when necessary, and (l) employing interactive, intrinsically motivating techniques to develop effective tests.

The Teacher Education Research Group (2001) indicated two aspects that can be categorized as teaching skills, which include teaching skills that might suit students with various motivation and language levels, and material development skills, which include fully utilizing authorized textbooks, finding and developing audio materials, and fully utilizing multimedia equipment inside and outside class. They also indicated knowledge related to English, which includes phonology, syntax, semantics, gestures, differences between Japanese and English, and characteristics and functions of spoken and written English as another aspect that can be categorized as knowledge that supports teaching English.

JACET SIG on English Education (2005) pointed out three categories related to teaching skills and knowledge that supports teaching skills in the questionnaire described in the previous section, *English Language Abilities*. The three categories were: (a) teaching skills such as developing classes that are easy to understand, implementing communicative classes, helping students gain interest in topics, and using an appropriate volume of voice; (b) knowledge related to teaching English such as English teaching methodology, understanding of an official course of study, knowledge of the differences between Japanese and English, and testing skills; and (c) knowledge on international education such as international communication, international situations, English as an international language, cultural understanding, and experience abroad. This last category, knowledge on international education, reflects the 1998 official course of study, which categorized English activities under international understanding. Higuchi, Kanamori,

and Kunikata (2005) and Higuchi and Yukihiro (2001) also indicated that ESET should understand the essence of international understanding; they should develop and teach materials that lead students to understand cultural differences and how to act as citizens of the global community.

Higuchi, Kanamori, and Kunikata (2005) suggested the following seven elements of competence that successful English teachers in Japanese elementary schools should obtain: (a) teachers should understand the objectives of English education in elementary schools, (b) teachers should have a certain English proficiency level in order to be a model for their students, and to be able to communicate or team-teach with ALTs, (c) teachers should be able to develop a curriculum that reflects learning objectives, (d) teachers should be able to develop lesson plans and properly evaluate their students, (e) teachers should be able to develop or improve teaching materials such as games, songs, chants, or picture books to suit their students' developmental levels, (f) teachers should have ability to develop teaching materials that promote their students' understanding of different cultures, and (g) teachers should have knowledge of teaching methodology, second language acquisition, linguistic psychology, educational psychology, and developmental psychology. Higuchi & Yukihiro (2001) further described teaching skills necessary for successful English teaching in elementary schools as the following eight aspects: (a) teachers should expose their students to spoken English and have them understand what is said through situational cues, and facial expressions or gestures of speakers, but not through teaching grammar, (b) teachers should not force their students to speak English until they are ready to speak, (c) teachers should teach English through using games or activities in which students move their bodies, (d) teachers should teach English using pictures, real objects, facial expressions, and gestures, (e) teachers should not use long sentences, (f) teachers should vary their instructions in order for their students to better understand the instructions, (g) teachers should repeat important points of the lessons, and (h) teachers should be able to develop their own teaching materials that suit their students' interests.

Based on the above and other similar research results (e.g., ACTFL, 1988; Butler, 2005; Iino & Shimizu, 1985; Matsukawa, 2004; Ootsubo, 1999; Research Group Three, 2003), it can be concluded that ESET should have teaching skills and knowledge that supports teaching skills along with other skills such as language skills. Furthermore, considering elementary school

English teaching, it is desirable that teachers understand their elementary school's curriculum and the connection of English to the other content areas. In addition, they should ideally be able to teach or reinforce elementary school curricula through teaching English (ACTFL, 1988; Curtain & Dahlberg, 2004).

Teacher Attitude

In this section, the importance of teacher attitude in elementary school English education will be described based on the results of previous studies. Teacher attitude in this study refers to teacher personality traits necessary to become successful both as a homeroom teacher, and an English teacher at the elementary school level.

A number of researchers (e.g., Butler, 2005; Higuchi, 1997; Higuchi and Yukihiro, 2001; Hishimura, 2006; JACET SIG on English Education, 2005; Kanatani, 1995; Research Group Three, 2003; Strevens, 1980; Takakura, Kato, & Tanikawa, 2000; Yamazaki & Nishimura, 2001) have indicated proper teacher attitude as one of the elements of competence successful English teachers should have. However, most of these studies lack reasons why they included some teacher personality traits in their results and omitted others; in other words, most traits seem to have been chosen rather subjectively by each researcher. At the same time, it is easy to speculate that pointing out exact teacher personality traits successful teachers have is difficult since other aspects such as language skills, teaching skills, and knowledge that supports teaching also contribute to making a successful teacher. Considering these limitations, however, it is still worthwhile to introduce teacher personality traits the above researchers chose because few would disagree that teacher attitude affects teaching and their students to a certain degree.

Brown (2001) listed seven interpersonal skills of good language-teaching characteristics: (a) being aware of cultural differences and sensitive to students' cultural traditions, (b) being good with people by showing enthusiasm, warmth, rapport, and humor, (c) respecting students' opinions and abilities, (d) being patient with slow learners, (e) offering challenges to high-level students, (f) cooperating with colleagues, and (g) sharing teaching ideas or techniques with colleagues. He further listed five personal qualities of good language-teaching characteristics: (a) being well organized, committed to teaching, and dependable, (b) being flexible, (c) being interested in employing new ways of teaching, (d) setting short-term and long-term goals for

professional growth, and (e) keeping high ethical and moral standards.

JACET SIG on English Education (2005) included ideal teacher personality traits such as being flexible to problems, being positive, being stable, and being curious as one of the aspects in the questionnaire. In addition to teacher personality, the questionnaire included questions about English language abilities, teaching skills, knowledge related to teaching English, and knowledge on international education. After asking teacher recruitment officers what aspects of teachers they would value most in employment examinations, JACET SIG found that they considered teacher personality traits to be the most important element. Among the teacher personality traits mentioned in the questionnaire, flexibility to problems was selected by the recruitment officers as the most important element successful teachers should have.

Higuchi (1997) indicated that elementary school teachers in general need to have the following abilities: (a) treating each student as an individual; (b) observing students' progress carefully; (c) supporting students' learning process; (d) sharing similar qualities with students such as expressions of feelings, being active, and being curious; and (e) understanding students' different stages of development. Moreover, Higuchi and Yukihiro (2001) pointed out that teacher personality traits, such as being creative, being an entertainer in class, having special skills or talents, being open to students, being student-centered, and being interested in intercultural communication were all part of the necessary elements of competence ESET should have.

Kanatani (1995) also stated that personality, sense of values, and attitudes towards English education were important parts of teacher qualities. More precisely, passion towards education, fairness, and flexibility towards cultural differences were mentioned as examples of these important parts. Kanatani further stated that it was difficult to change someone's personality, so it would be important to examine to what degree a teacher's personality would really influence students' learning. He referred to a study conducted by Koike (1988), in which Koike examined how teacher personality affected junior high school students' learning in English and in other subjects. The research results showed that teachers influenced students who did not like English more than those who liked English in terms of attitudes towards learning English. Half of those who did not like English changed their attitudes positively towards studying English when they liked their English teachers. Furthermore, English was the subject with which students felt they were most influenced by their teachers in terms of motivation for learning,

compared with other subjects such as mathematics, natural science, social science, and Japanese. Kanatani (1995) concluded that, based on Koike's research, a teacher's personality, sense of values, and attitudes played crucial roles in teaching English.

The Research Group Three (2003) administered a questionnaire asking secondary English teachers who had obtained a STEP, Eiken, pre-level 1 certificate in the past five years about competence they thought important to become a successful English teacher. The results showed that teacher personality was valued the most among all the qualities in the questionnaire: English skills, teaching skills, and teacher personality. Answers to the personality trait questions on the questionnaire included: characteristics such as being positive, being cooperative with other teachers, being social, being curious, having a strong desire to learn more, and having passion; magnetic personality; and having a specialty such as being good at painting or playing musical instruments. Then, the Research Group Three concluded that in-service teachers with sufficient language skills valued teacher personality the most as a mark of competence of successful English teachers, and therefore teacher personality should be considered as one of the most important aspects in teacher competence.

Stevens (1980) stated rather abstractly that a non-discouraging personality, sufficient emotional maturity necessary for teacher-learner relationships, and appropriate levels of personal education were necessary qualities along with language skills and teaching skills. In addition, Yamazaki and Nishimura (2001) also listed eight rather abstract ideal teacher personality elements as follows: a sense of responsibility, having foresight, creativity, cooperativeness, sociality, curiosity, confidence as a teacher, and warm-heartedness as a teacher. Based on these previous studies, it can be concluded that teacher attitude, which includes both general elementary school teacher personality traits such as flexibility or fairness, and more specific ESET personality traits such as openness to different cultures, plays one of the crucial roles in students' learning.

English Language Proficiency Tests

The Gap between Current and Desired Language Levels of Japanese Teachers

Butler (2004) conducted a survey study in summer, 2002, with 112 in-service homeroom teachers and Japanese Teachers of English (JTEs) who were teaching English in Japanese elementary schools at the time of the survey. The survey study included four research questions about the following topics: (a) teachers' perception of the goals of English language education at the elementary school level, (b) a gap between the perceived current and desired proficiency level, (c) differences between the perceived current and desired proficiency levels in each of the four skill domains, and (d) differences in the size of the gaps among the skill domains.

In this survey study, the participants were asked to self-evaluate their current and desired English language proficiency levels as an ESET, using the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM) (Padilla, Sung, & Aninao, 1997). FLOSEM encompasses five aspects related to oral skills: (a) listening comprehension, (b) fluency, (c) vocabulary in speech, (d) pronunciation, and (e) grammar in speech, and each aspect is self-evaluated in the range of six main levels and five mid-levels in between each main level (level one being the lowest). Butler (2004) added reading and writing aspects to FLOSEM.

According to the results of the survey, teachers strongly emphasized listening, learning various greetings, and an understanding of different cultures as the goals of English education in elementary schools whereas they deemphasized learning written language or acquiring native-like pronunciation. The results also showed that 85.3% of elementary school teachers believed that their current English proficiency levels did not meet the minimum level of proficiency necessary to teach English. Moreover, they self-evaluated their current receptive skills (listening and reading) much higher than their current productive skills (speaking and writing skills), and they self-evaluated their current oral vocabulary the lowest. As for the desired levels, they evaluated listening skills high, but oral vocabulary and writing skills low. In addition, the gap between the self-assessed current and desired levels of oral grammar was the largest of all skill domains.

Butler (2004) discussed that perceived lack in teachers' proficiency should be taken seriously because this lack could influence various aspects of their English teaching, including teachers' confidence, pedagogical skills, teaching content, students' motivation, and students' success in learning English.

English Language Proficiency Tests for Teachers in Teaching Situation

Guam Educators Test of English Proficiency (GETEP)

The GETEP was developed by the Guam government based on suggestions of university teachers, the government officials, and principals and in-service teachers at secondary schools for the Guam Ministry of Education to use in the selection process of public school teachers (Stanfield et al., 1990). The test was aimed to measure English language proficiency in four skills, i.e., listening, speaking, reading, and writing skills, through communicative tasks related to teachers' actual teaching or work at school.

The listening portion of the test included short dialogues, extended dialogues, and monologues. The speaking portion used a modified Oral Proficiency Interview (OPI) developed by ACTFL, and the speaking test included interview questions related to teaching situations particular in Guam, in addition to general OPI topics such as educational discussions on drop-out prevention or the relationship between homework and school achievement. The reading portion of the test included, for example, questions on educational periodicals and newspapers. The writing portion included tasks teachers would experience at work such as correction of students' written work or free writing of notes to parents. Scoring of the free writing was administered using a modified Test of Written English (TWE) scoring guide originally developed by Educational Testing Service (ETS) as part of TOEFL. All the questions except the free writing of the writing portion employed a multiple-choice method.

The passing level, described as minimally competent performance, was decided based on the description of a minimally competent teacher outlined by the judges who were competent English speakers, were familiar with the teaching situation, and had experience observing teachers whose language proficiency was inadequate. For instance, the speaking behavior identified by the judges as not meeting the passing level included requiring repetition in interacting with other teachers and students as a result of a heavy accent, frequent mispronunciation, frequent mistakes in structures, or incorrect use of vocabulary. A minimally competent teacher may exhibit a few problematic characteristics such as a foreign accent or errors in sentence construction, but their problems do not affect the overall effectiveness of their teaching. Performance on GETEP is scored according to each skill, i.e., listening, speaking, reading, and writing; therefore, test-takers only have to retake the components they do not pass.

The Language Proficiency Test for Teachers

The National Language and Literacy Institute of Australia (NLLIA)'s Language Testing Research Center (LTRC) at the University of Melbourne developed the language proficiency tests for teachers of Languages Other Than English (LOTE) in order to make occupational language requirements for foreign language teachers, and to certify LOTE teachers who are sufficiently proficient in the target language and can perform their teaching duties effectively (Elder, 1994).

In the test development, the LTRC referred to the inventory of teacher tasks, a modified version of Ellis' original inventory (1984). The LTRC's inventory included three major categories of teacher tasks: (a) interactions involving pedagogic goals which include medium-oriented interactions such as modeling the target language and providing information about the target language, message-oriented interactions such as explaining processes, and activity-oriented interactions such as giving instructions for a game; (b) interaction involving framework goals such as giving directions about routine classroom business and disciplining students; (c) extra-classroom use of target language which included preparing the lesson such as selecting suitable texts for the class and using dictionaries or encyclopedias, interacting with members of the school community such as talking to individual students about their progress or difficulties, and professional development such as reading professional journals.

The pilot tests regarding all four skills (listening, speaking, reading, and writing) were developed based on the above inventory, but only the speaking test was introduced in Elder, 1994. The pilot speaking test for Italian teachers included seven phases and the total duration of the test was 30 minutes. Phase one was a 2 to 3-minute warm up, in which test-takers engaged in a brief conversation with the interviewer. Phase two was a 4-minute reading aloud task, in which test-takers read aloud a short children's story as if to a group of children, and explained the meaning of selected words from the passage in Italian. Phase three was a 4-minute story retelling task, in which test-takers listened to a story and retold it as if to a group of learners, using a set of picture prompts. Phase four was a 3-minute instructions task, in which test-takers explained as if to a group of learners how to undertake a simple construction activity. Phase five was a 3-minute task of giving instructions and modeling of a role play, in which test-takers explained details of a role play situation to an interviewer as if he/she were a student and then acted out the role play together. Phase six was a 3-minute presentation on an aspect of Italian culture, in which

test-takers made a presentation regarding some brief Italian notes provided by an interviewer. Phase seven was a 4-minute explanation of learner error, in which test-takers explained as if to a second language learner the nature of his/her mistakes, using an authentic piece of student writing in Italian.

As a report of test-takers' proficiency levels of the four basic language skills, four different levels were prepared as criteria for certification: (a) level four, advanced professional competence, achieved by a small number of test-takers whose performance was in all respects native-like; (b) level three, professional competence, achieved by considerable numbers and this level should be the prerequisite for employment; (c) level two, minimum professional competence, and test-takers at this level should be placed in programs where they have support from other colleagues and they have opportunities for language upgrading; (d) level one, limited professional competence, considered to lack the requisite language skills.

The English Proficiency Test for Indonesia (EPTI), 1997

The South East Asian Ministers of Education Organization, Regional Language Center (SEAMEO-RELC), Singapore; The NLLIA LTRC, University of Melbourne, Australia; and Institut Keguruan dan Ilmu Pendidikan (IKIP), Semarang and Malang, Indonesia, jointly developed the EPTI for the purpose of creating an English proficiency test that was relevant to high school pre-service and in-service teachers of English, relevant to the Indonesian context, practical to administer, and inexpensive.

The test recognized the Indonesian variety of English as a valid model and intended to assess how good a test-taker is as a local user rather than as a native speaker. In addition, the test was intended to be a specific purpose test in two senses: specific to the Indonesian context and the teaching of English. Therefore, the test content was selected in order to ensure both cultural familiarity and professional relevance. For instance, the reading texts were adapted from Indonesian English language materials as well as from journals or other publications for English language teachers. In defining the types of situations, texts, and topics teachers would be expected to be able to deal with in the classroom, the following three areas of English use were identified: (a) gathering and preparing teaching materials, (b) communicating in English in the classroom with students, and (c) participating in professional training and development activities.

Another important feature of the test was it relied entirely on trained IKIP lecturers (i.e., non-native speakers of English) as raters.

All sections of the test were designed to take samples from two domains of language use for teachers: classroom-related activities, and professional development activities. There were two major parts in the test: an integrated reading and writing test, and an integrated listening and speaking test. The first part, integrated reading and writing, included a range of texts of different lengths, types, and topics taken from Indonesian English language materials as well as from journals or other publications for English language teachers. The first part lasted two hours, 1 hour and 30 minutes for reading and 30 minutes for writing. Test-takers were assessed on reading skills such as skills to identify main ideas and skills to find specific information. In the writing task, test-takers had to write at least 100 words on a topic related to teaching languages. The set of criteria used in assessing writing included overall impression, content, coherence and cohesion, control of linguistic features (i.e., grammar and spelling), and vocabulary.

The second part was the 1-hour integrated listening and speaking test. The listening text types included brief informal conversations, short monologues, and extended discussions on topics appropriate for use in the classroom such as social themes or personal experiences, or topics related to professional development such as issues related to language teaching. In the listening section, test-takers were assessed on such skills as locating and recalling specific or key information, and summarizing main points. In the speaking section, test-takers were required to tell a story and to give instructions for a classroom activity, as if to a class of students. In the final part of the integrated listening and speaking test, test-takers were asked to respond orally to a discussion on language teaching. In addition, a variety of spoken models of English, both native speakers, i.e., American, Australian, and British, and non-native speakers, i.e., Indonesian, was employed in the test. In the speaking test, test-takers' ability to tell a story was assessed based on the following four categories: (a) overall quality and completeness of the story, and cohesion; (b) vocabulary; (c) grammatical accuracy; and (d) pronunciation. Test-takers' ability in giving instructions was assessed based on the following three categories: (a) overall task fulfillment and completeness of instructions; (b) identification of participants, and use of instructive language; and (c) fluency. Test-takers' ability in orally answering questions to a discussion was assessed based on content and accuracy.

English Language Proficiency Tests in General

Versant for English, Harcourt Assessment,

The Versant for English evaluates proficiency in oral skills of people over 15 years of age whose native language is not English. The test is intended to evaluate the test-taker's ability to understand spoken English and to express himself clearly and appropriately in English. The test is administered over the telephone or on a computer for about 12 to 13 minutes, and is scored automatically. The test includes five sections: (a) reading, in which test-takers have to read eight printed, numbered sentences in the order requested; (b) repeating, in which test takers are asked to repeat 16 spoken phrases or sentences; (c) answering short answer questions, in which test-takers have to listen to 24 spoken questions and answer each of the questions with a single word or short phrase; (d) building sentences, in which test-takers are orally presented with 10 sets of three short phrases and they are asked to rearrange the phrases into a correct sentence; and (e) answering open questions, in which test-takers have to give their opinions about three familiar topics such as family life.

Each section tests different aspects of the four elements of oral skills: fluency, pronunciation, sentence mastery, and vocabulary. The reading section tests fluency and pronunciation; the repeating section tests fluency, pronunciation, and sentence mastery; the short answer section tests vocabulary; and the sentence building section tests fluency, pronunciation, and sentence mastery. The Versant for English measures the test-takers' automaticity in language processing that is required in order to effectively communicate with native speakers of English. In other words, automaticity in language processing means the ability to access and retrieve lexical items, to build phrases or clause structures, and to articulate responses without conscious attention to the language system.

The test measures oral skills, focusing on the test-taker's competence in responding aloud to common, everyday spoken English, and test items are designed to be region neutral, which means both native speakers and proficient non-native speakers should equally find the items easy to understand and to respond to. Additionally, the vocabulary range used in the test items and responses is restricted to forms of the 8000 most frequent words, obtained from the Switchboard Corpus (Godfrey and Holliman, 1997). The 8000 most common roots are used to create the base lexicon for the test development. In terms of item development, a number of

conversation samples, taken from native speakers in North America, are balanced by geography, gender, and dialect of American English. Moreover, draft items are sent for outside reviewers such as British and Australian linguists to ensure that the items employed current colloquial English usage not only in North America but also in other English-speaking countries.

The test score report includes an overall score based on the four diagnostic subscales, i.e., sentence mastery, vocabulary, fluency, and pronunciation. The overall score of the test outlines the ability to understand spoken English and speak it intelligibly at a native-like conversational pace on everyday topics. It is based on a weighted combination of the four diagnostic scores, and is reported in the range of 20 to 80. As for the subscales, the sentence mastery subscale reflects the ability to understand, retrieve, and produce English phrases and clauses in complete sentences. The vocabulary subscale reflects the ability to understand common everyday words spoken in a sentence context and to produce such words. The fluency subscale measures rhythm, phrasing, and timing in constructing, reading and repeating sentences. The pronunciation subscale reflects the ability to produce consonants, vowels, and stress in a native-like manner in a sentence context. In other words, among these four subscales, the sentence mastery and vocabulary subscales test the content of what a test-taker says; on the other hand, the fluency and pronunciation subscales test the manner of response production. To further standardize their results, Harcourt Assessment (2007) has used the CEF descriptors (Council of Europe, 2001) and offered the test-taker his/her overall score expressed through a corresponding CEF level. The CEF standards, which are more internationally-recognized, are used to express the overall score in more universal terms.

In order to confirm the validity of the test, the test developers statistically analyzed the test in various perspectives, and concluded that the test was statistically valid based on the following results: (a) the system produces precise and reliable skill estimates, (b) the overall scores show effective separation between native and non-native test-takers, (c) the subscores are distinct and offer useful diagnostics, (d) the automated scoring system shows a high correlation with human-produced ratings, and (e) the overall scores have meaningful correlations with related tests of English proficiency such as TOEFL or TOEIC.

The STEP, Eiken, grade 3

The Society for Testing English Proficiency (STEP) is Japan's largest testing body and is a nonprofit foundation with the objective of advancing English learning in Japan by providing objective measures of proficiency. The STEP Test in Practical English Proficiency, called Eiken, has seven levels: grade 5, grade 4, grade 3, grade pre-2, grade 2, grade pre-1, and grade 1 (grade 1 being the highest). In general, grade 3 reflects a junior high school level of English proficiency, grades pre-2 and 2 reflect a high school level, and grades pre-1 and 1 reflect a college or university level in Japan. The STEP, Eiken, is administered in two stages. The first stage is a paper-based test of multiple-choice items, and consists of four main areas: vocabulary, reading, listening, and writing. The second stage is an interview-style speaking component, designed to discriminate between examinees with interactive speaking skills and those who perform well only on multiple-choice tests. The speaking component is required for all examinees who pass the first stage of grades 3, pre-2, 2, pre-1, and 1.

In this study, the listening and speaking portions of grade 3 were examined since the level of grade 3, junior high school level, matches the prescribed level of Japanese English teachers at the elementary school level in the study. A successful candidate of the grade 3 test should be able to understand and use English in immediate or everyday situations.

The listening portion of the test lasts 25 minutes, and consists of three sections: (a) choosing the correct response after listening to a short conversation shown in an illustration, (b) choosing the correct answer to a question after listening to a short conversation, and (c) choosing the correct answer to a question after listening to a 35 to 40-word story. Moreover, each section has 10 questions, and the first section is repeated once with no choices written in the test booklet, while the second and third sections are repeated twice with choices written in the test booklet (Obunsha, 2007).

As for the speaking portion, an individual interview with an interviewer is conducted for about 5 minutes, and consists of two sections: (a) reading a 35-word story aloud, with a preparation time of 20 seconds; and then answering three questions about the story; and (b) responding to two questions and offering reasons to support his/her answers to those questions.

English Language Teaching Skills Tests

Teaching Knowledge Test (TKT), University of Cambridge

The Teaching Knowledge Test (TKT) was developed by the organization, University of Cambridge English for Speakers of Other Languages (ESOL). TKT tests knowledge about the teaching of English to speakers of other languages, and this knowledge includes concepts related to language, language use, and the background to and practice of language teaching and learning, which are assessed through objective format tests. TKT provides an easily accessible test about teaching English to speakers of other languages according to international standards, and can be used for test-takers to access further training or enhance career opportunities. TKT is suitable for teachers of English in elementary, secondary, or adult teaching contexts and is intended for international test-takers of non-first language or first language teachers of English. Although test-takers usually have some experience of teaching English to speakers of other languages, the test can also be taken by pre-service teachers, in-service teachers who wish to refresh their teaching knowledge, or teachers who have to teach English after teaching another subject. Test-takers are recommended to have a level of English of at least level B1 of the Council of Europe's CEF (2001); however, they are not required to have taken any English language examinations or to fulfill any specific entry requirements for TKT (Spratt, Pulverness, & Williams, 2005; University of Cambridge, retrieved December 24, 2007).

TKT consists of three modules: (a) language and background to language learning and teaching, which covers topics such as phonology, functions, the differences between first language (L1) and second language (L2) learning, types of activities and tasks for language and skills development, and assessment types and tasks; (b) lesson planning and use of resources for language teaching, which includes features such as identifying the different components of a lesson plan, planning an individual lesson or sequencing of lessons, using reference resources for lesson preparation, and the selection and use of course book materials; and (c) managing the teaching and learning process, which covers topics such as the functions commonly used by the teacher in the classroom, the role of the teacher, grouping learners, and correcting learners. Each module has 80 questions and lasts 80 minutes, and the three modules can be taken separately or altogether (2005, 2007).

Test-takers receive a certificate for each module they take, and the results are reported

using four bands: (a) band one, limited knowledge of TKT content areas; (b) band two, basic but systematic knowledge of TKT content areas; (c) band three, breadth and depth of knowledge of TKT content areas; and (d) band four, extensive knowledge of TKT content areas (2005, 2007).

CHAPTER 3

COMPETENCIES OF JAPANESE ELEMENTARY SCHOOL ENGLISH TEACHERS

Future English Education at the Elementary School Level

Principles for Future English Education at the Elementary School Level

Based on the objectives of the newly introduced course of study (MEXT, 2008a, 2008b), and the author's ideas on future English education at the elementary school level, the author believes that future English education should foster the ability and willingness of students to communicate or cooperate with people from other countries in order to make the world a better place. In other words, through using English, students should learn to understand people from different cultures, and actively communicate with those people to solve world problems together.

In order to reflect the above principles in actual English education at the elementary school level, the following three aspects will have to be reconsidered: (a) the timing of introducing an English course, (b) class hours of an English course, and (c) the class size for an English class. To be precise, the author suggests that an English course be required at grade three through grade six on a once-a-week basis, and the number of students in one class be less than 20 (Higuchi et al., 2005).

Objectives of Future English Education at the Elementary School Level

Based on the above principles, the author proposes the following four objectives: (a) students will learn to orally communicate their feelings or ideas with other people in English, (b) students will learn about people from different cultures, and will learn to respect other people's cultures as well as their own culture (i.e., Japanese culture), (c) students will learn to use appropriate English pronunciation and intonation, and (d) students will begin to learn to read and write basic English at grade five and six.

Subject matters, i.e., topics and situations, for English activities should relate to the students' immediate environment. For example, topics on daily life, school life, other school subjects, school events, areas where students live, or international understanding will be appropriate for elementary school students. Reflecting these topics, typical situations used at the elementary school level will be, for instance, a home, students' own room in their home, school, a classroom, a park, a restaurant, friends' home, a supermarket, on the phone, tourist spots, or an

airport. The types of activities that have been mainly employed at the elementary school level have been songs, chants, quizzes, games, make-believe play, skits, role-play, interviews, or information-gap activities.

Expected Standards of Teacher Competencies

In order to realize the above principles and objectives in future English education at the elementary school level, based on numerous previous studies that were reviewed in this dissertation, the author suggests that, ideally, ESET should have the following competencies: (a) a relatively high level of English language ability, (b) appropriate teaching skills and knowledge related to the methodology of teaching English, and (c) a teacher attitude that is suitable for teaching at the elementary school level.

Regarding English language ability, a number of researchers (e.g., JACET SIG on English Education, 2005; Ito and Kanatani, 1984; Teacher Education Research Group, 2001) have attempted to identify the English language abilities that English teachers should have in order to become successful. However, none of them offered clear reasons to support the specific abilities they suggested in their research. On the other hand, it may be impossible to clearly state what specific levels of English ability teachers should acquire since effective teaching includes not only English abilities but also other aspects such as teaching skills, knowledge related to teaching English, and teacher attitude. Considering the limitations for clearly stating specific English language abilities, the author still suggests that, based on the above and other previous studies (e.g., Butler, 2005; Day, 1993; Higuchi, Kanamori, & Kunikata, 2005; Iino & Shimizu, 1985), JESET should have a level of English abilities with which they can comfortably use junior high school level English in class. This includes a basic command of English in the four skills; listening, speaking, reading, and writing. In addition to this basic command of English, English teachers should learn English expressions that are commonly used in teaching situations such as “Work with your partner.” and have a level of oral fluency that enables them to communicate or team-teach with ALTs, who are usually native speakers of English.

It is obvious that having a good command of English alone cannot make a good English teacher. In addition to sufficient English skills, teachers must have teaching skills and knowledge to support their teaching. Based on the results of numerous studies (e.g., ACTFL, 1988; Day,

1993; JACET SIG on English Education, 2005; Teacher Education Research Group, 2001), it can be concluded that teaching skills based on proper understanding of pedagogic knowledge such as teaching philosophy, learner-teacher relationships, curriculum and material development are important. In addition, the teaching of the four English skills, classroom management, and EFL knowledge are other crucial aspects in teaching criteria. Moreover, considering the fact that the current course of study states that English activities can be implemented as part of international understanding (MEXT, 1998), teachers have to be familiar with international communication or international situations as a basis for their teaching. Having knowledge that supports teaching skills such as knowledge on the English language (e.g., syntax, semantics, phonology), and knowledge related to teaching English (e.g., linguistics, second language acquisition, sociolinguistics) is also important on a long-term basis.

A number of researchers (e.g., Butler, 2005; Higuchi & Yukihiro, 2001; JACET SIG on English Education, 2005; Kanatani, 1995; Research Group Three, 2003) have indicated proper teacher attitude as one of the qualifications that successful English teachers should have. However, most of these studies lack reasons to support why they included some teacher personality traits in their results and omitted others. In other words, most traits seem to have been chosen rather subjectively by each researcher. At the same time, it is easy to speculate that pointing out exact teacher personality traits that successful teachers have is difficult since other aspects such as language skills or teaching skills also contribute to making a successful teacher. Considering these limitations, however, it is still true that few would disagree that teacher attitude, which includes general personality traits for elementary school teachers (e.g., flexible, positive, fair, curious, supportive, active, creative), and specific personality traits for English teachers in elementary schools (e.g., positive about learning English, open to different cultures, willing to communicate with people from different countries), is thought to play an important role in effective teaching.

Standards in this Study

Among the above three aspects of competencies JESET should acquire, English language ability and teaching skills will be focused on in this study since the author considers these two aspects as basic competencies for a successful Japanese English teacher at the elementary school

level. In addition, English language ability in this study will focus on oral skills, i.e., listening and speaking skills, due to the fact that the current and future courses of study suggest that most English activities at the elementary school level be either listening or speaking-related (MEXT, 1998, 2008), and teachers have to prepare or conduct these activities orally in English.

Expected standards of teacher competence are necessary on a long-term basis for successful English teachers in Japanese elementary schools. However, reaching these standards will take concrete government policies regarding elementary school English education and proper training courses for prospective and in-service teachers, neither of which is currently available. Considering this reality, standards of competencies in this study will be set to mostly reflect the minimum levels required to conduct effective English classes in Japanese elementary schools.

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEF), by Council of Europe

The CEF was created by applied linguists and teaching specialists from the member states of the Council of Europe in order to provide a common basis for language syllabi, curriculum guidelines, examinations, textbooks, etc., and also to facilitate vocational mobility across European countries. The CEF describes proficiency of a second or foreign language in the four skills, i.e., listening, speaking, reading, and writing. It consists of six levels, divided into three bands: (a) A1 and A2 as basic user, (b) B1 and B2 as independent user, and (c) C1 and C2 as proficient user (Council of Europe, 2001).

The CEF is used worldwide by learners, teachers, curriculum designers, or testing institutions such as ETS (2004) and Harcourt Assessment (2007) since the CEF can be useful to create learning objectives for learners, teaching standards for teachers, courses or materials for curriculum designers, or assessment criteria for testing institutions. Considering the fact that the CEF is recognized as a reliable standard in the world, standards for English proficiency in this study will also reflect the CEF standards. And this will make it easy to see where test-takers, in-service English teachers in Japanese elementary schools, stand in terms of their English ability in relation to universal standards. In this study, A1, A2 (divided by lower A2 and upper A2 in some skill areas), and B1 will be used as four levels, and the upper A2 will be set as a minimum or satisfactory level for Japanese English teachers in elementary schools. The upper A2 is

considered a satisfactory level in the study since it reflects the minimum levels required to conduct effective English classes in Japanese elementary schools. Due to limitations of space, only A2 and B1 descriptions of the CEF global scales are shown in Table 2.

Table 2. Common reference levels (A2 and B1): global scale, (Council of Europe, 2001)

Bands	Descriptions
Levels	
Independent user	
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Note. The CEF consists of six levels, two levels within each of three bands, A1, A2 (Basic user); B1, B2 (Independent user); and C1, C2 (Proficient user).

CHAPTER 4

DEVELOPMENT OF ENGLISH PROFICIENCY AND TEACHING SKILLS TESTS

Purpose of Administering Pilot Tests in this Study

Based on the standards of competencies and the investigation of other language proficiency tests, pilot instruments to measure the competencies of JESET will be introduced in this section. The pilot instruments were administered for the purpose of improvements of test contents and scoring criteria in this study. Through the process of creating the pilot versions, the author referred to a number of descriptions about performance tests (e.g., Bachman & Palmer, 1996; Brown, 2005; Brown & Hudson, 2002; Hughes, 2003; McNamara, 1996). Among those descriptions, a design of a performance test suggested by McNamara (1996) was mainly employed.

Test Rationale

Using two measuring instruments, a listening test and an individual interview in English, current levels of English language ability and teaching skills of in-service Japanese English teachers at the elementary school level will be examined. Participants, in-service teachers, are expected to vary in their background of relevant knowledge or experience such as years of teaching English, experience abroad, or experience of attending teacher training sessions. Through the measuring instruments, the participants will be able to recognize their current level of English and teaching skills, and use the results for further improvements. The results will be beneficial not only for the participants, but also for researchers, teacher trainers, and/or government officials who are in charge of elementary school English education because the results can be used as sources to gain an understanding of the current level of in-service teachers, to develop plans to improve the situation, and/ or to organize appropriate training sessions.

Content Selection

A job analysis of ESET was conducted using the LTRC's inventory of teacher tasks, which was described in Chapter 2 and revised by the author to suit the study (Elder, 1994; see the revised version by the author in Appendix A), and then, a list of possible test or interview items was created based on the analysis and other test information collected in the study. Then, the list

was examined by two groups in order to confirm content validity: (a) two university teachers who do research on elementary school English education, and also have teaching experience at the elementary school level, and (b) two in-service ESET with more than 5 years of English teaching experience. Through this process, the items were refined to reflect what was expected of ESET. Additionally, a few visits were paid to elementary school English classes in order to observe what was actually happening in reality.

Development of Specifications

Test content and format

In order to measure participants' oral proficiency and teaching skills, a listening test and an interview in English are conducted. The listening test consists of questions adapted from a listening section of the STEP test, Eiken, grade 3 (see the listening test in Appendix B), which was described in *English Language Proficiency Tests in General*, Chapter 2, and is given to all participants simultaneously in the same room. The interview consists of two parts: (a) the first part tests oral skills, especially speaking skills, and (b) the second part tests teaching skills (see the interview test in Appendix C). The interview is given individually by an interviewer and a rater for about 15 minutes. The first part includes items such as a warm up, conversation, and reading a paragraph-long story aloud and answering questions about the story. This first part is meant to test content and manner of oral English. In other words, this part examines accuracy of sentence mastery and vocabulary, and control of fluency and pronunciation of oral production (Harcourt Assessment, 2007). The second part includes items such as giving instructions of activities, or acting out a dialogue with an interviewer. This part examines overall task fulfillment and completeness, recognition of student level, use of instructive language, and fluency (SEAMEO-RELC, NLLIA LTRC, & IKIP, 1997).

Scoring standards and assessment criteria (rating scales)

The CEF (2001), the Canadian Language Benchmarks (CLB) (Smith, 2002), and the SEAMEO -RELC, NLLIA LTRC, & IKIPS criteria (1997) are used as references in setting original scoring standards and assessment criteria in this study (see the rating scales for the listening test and interview test in Appendix E). The CEF is suitable as a universal standard since

it has been used worldwide. The CLB is a Canadian standard used for describing, measuring and recognizing the second language proficiency of adult immigrants or prospective immigrants for living and working in Canada, and it provides a descriptive scale of communicative proficiency in English as a second language, covering four skill areas (Center for CLB, retrieved in 2007). Since the CLB gives concrete descriptions of standards or criteria that match the CEF scales of overall proficiency, it is used in the study. The SEAMEO -RELC, NLLIA LTRC, & IKIPS criteria are used for teaching skills in the study.

Listening skills, speaking skills, and teaching skills are separately assessed using different criteria. First, the listening skills are assessed based on a numerical score of correct responses to the total test items. Four levels are employed for the listening score: (a) level one, less than 50% of the total score; (b) level two, 50% to 59%; (c) level three, 60% to 69%; and (d) level four, more than 70%, with level three being set as a satisfactory level. Moreover, these four levels will reflect the CEF scale of overall listening comprehension. Second, speaking skills are assessed based on the CEF scale of overall production and spoken interaction for overall effectiveness, and the CEF and CLB analytic aspects of spoken language use such as range, accuracy, fluency, coherence, and pronunciation for analytic assessment. Then, overall effectiveness and analytic aspects of the spoken language use of each task are added, and a total score of the speaking test is calculated. Four levels are employed for the speaking score: (a) level one, less than 60%; (b) level two, 60% to 69%; (c) level three, 70% to 79%; and (d) level four, more than 80%, with level three being set as a satisfactory level. Finally, teaching skills are assessed based on the following four aspects of teaching skills (SEAMEO -RELC, NLLIA LTRC, & IKIPS, 1997): (a) overall task fulfillment, (b) recognition of student level, (c) instructional language, and (d) fluency. Then, these four aspects of each task are added, and a total score of the teaching skills test is calculated. Four levels are employed for the teaching skills score: (a) level one, less than 60%; (b) level two, 60% to 69%; (c) level three, 70% to 79%; and (d) level four, more than 80%, with level three being set as a satisfactory level. The teaching skills score does not reflect the CEF or CLB since they do not have teaching skills criteria.

Trials of Pilot Versions

Seven homeroom teachers, who were teaching English in Japanese elementary schools at the time of testing, took the first pilot tests in fall, 2008. The pilot tests were administered by an interviewer and a rater after a study session.

Selection and Training of Raters

An interviewer and a rater were selected for the administering of the pilot version interview. They were Japanese university English teachers who have a high level of oral proficiency in English. They served as an interviewer and a rater, and took training sessions beforehand on the rationale and specifications of the instruments, focusing especially on the rating scales for the interview. In the actual administering of the interviews, each interview was conducted by an interviewer and a rater, and was video-recorded. After the initial interview, the original interviewer and rater reviewed the video-recording and re-rated it together. Then, a third rater reviewed the same video-recording and re-rated it on a different day. If the three people disagreed on their rating, they discussed it until they agreed on the same rating (see an evaluation sheet in Appendix G).

CHAPTER 5

RESULTS OF THE FIRST ENGLISH PROFICIENCY AND TEACHING SKILLS TESTS

Results of the First Pilot Tests

Method

Participants and the recruitment procedure

A teacher trainer in Higashi-Osaka city, Osaka, helped to recruit participants for the pilot tests. He recruited seven in-service elementary school teachers in the district. The participants were all regular homeroom teachers of fifth or sixth graders from various schools in the district, and were teaching English as homeroom teachers at the time of testing. Five of the teachers were female and two of them were male. Their age and English teaching experience varied. Since all the participants were leaders of English teachers at their schools, the level of their English proficiency or teaching skills was expected to be higher than that of the average elementary school teachers. Therefore, they do not represent all elementary school teachers in Japan.

The tests

In order to measure participants' oral proficiency and teaching skills, a listening test and an interview in English were conducted. The listening test consisted of questions adapted from a listening section of the STEP test, Eiken, grade 3 (see the listening test in Appendix B). The interview consisted of two parts: (a) the first part tested oral skills, especially speaking skills; and (b) the second part tested teaching skills (see the interview test in Appendix C).

Procedures

The pilot tests were administered after a seminar by the Higashi-Osaka Board of Education in fall, 2008. The listening test was administered first for about 40 minutes, and then each participant took an interview test for about 15 minutes. All the interviews were administered by the same interviewer and rater. In addition, all interviews were video-recorded with permission by the participants.

Results and discussion

Listening test

As Table 3 shows, the average total score of the listening test surpassed a passing score, which was set at 18 points (60%). In addition, six out of the seven participants gained the passing score and five of them obtained the score necessary for level four (the highest level), i.e., more than 22 points (over 70%). These results revealed that the majority of the participants had the level of listening skills that was considered as a requirement to be a successful English teacher at the elementary school level in this study. Considering the fact that the participants or general elementary school teachers usually have a university degree, the listening test employed in this study, which tests junior high school level English, may have been rather easy for the participants. However, since all the participants were leaders of English teachers at their schools, the level of their listening skills may have been higher than that of average elementary school teachers.

Table 3. Means and Standard Deviations for Listening Test Scores (First Pilot Test)

	<i>M</i>	<i>SD</i>
Section 1	8.43	1.72
Section 2	7.71	2.36
Section 3	8.57	1.40
Total	24.71	4.92

Note. Types of questions were the following: section 1, questions and responses; section 2, short conversations; and section 3, passages. Each section had 10 questions, and each question was worth 1 point, making the highest possible total score 30 points. There were seven participants.

Interview test

Speaking skills test

The speaking skills test consisted of two sections: a conversation, and reading a paragraph aloud and answering questions. The former included two parts: greetings, and questions and responses. The latter also included two parts: reading a short paragraph aloud, and answering three questions about the paragraph. Looking at the average total score of speaking skills in Table 4, the average score surpassed a passing score, which was set at 70 points (level

three). Four out of the seven participants gained the passing score and three of them obtained the score necessary for level four (the highest level), i.e., more than 80 points (over 80%); on the other hand, one participant was assessed at level two, i.e., less than 70 points (below 70%) and two participants were assessed at level one, i.e., less than 60 points (below 60%). Since the participants in this pilot test were thought to have a higher level of English proficiency than that of average elementary school teachers, it was assumed that average elementary school teachers would not reach a level which was as high as that of these participants.

Looking at the results of the conversation section in Table 4, the average of the total score surpassed a passing score, which was set at 70 points (level three). Moreover, the average scores of both parts in the conversation section, i.e., greetings, and questions and responses, surpassed a passing score, which was set at 70 points (level three). Furthermore, six out of the seven participants gained the passing score and five of them obtained the score necessary for level four (the highest level), i.e., more than 80 points (over 80%). These results revealed that the majority of the participants had good control of everyday English conversation.

Looking at the results of the section, reading a paragraph aloud and answering questions, in Table 4, the average of the total score fell short of a passing score, which was set at 70 points (level three). Four out of the seven participants gained the passing score and three of them obtained the score necessary for level four (the highest level), i.e., more than 80 points (over 80%); on the other hand, three participants were assessed at level one, i.e., less than 60 points (below 60%). As Table 4 shows, this discrepancy in scores of the participants was due to the fact that those who achieved higher levels gained high scores in the part, answering questions; on the contrary, those who achieved low levels gained low scores in that part. There were mainly three reasons for their low scores: (a) they did not understand the questions (i.e., problems with listening skills), (b) they did not find the answers in the paragraph (i.e., problems with reading skills), or (c) they could not express their answers in English (i.e., problems with speaking skills). Since the part, answering questions, required integrated skills including all three of these skills, it was assumed that some of the participants found the part beyond their ability. With the development of students' communication skills being one of the objectives in English activities at the elementary school level, the development of teachers' communication skills, especially their listening and speaking skills, will be crucial for successful implementation of the programs. On

the other hand, the average score for the part, reading a paragraph aloud, surpassed a passing score, which was set at 70 points (level three); all the participants reached the highest level, level four, in this part. This result revealed that all the participants had good control of reading a short paragraph aloud with appropriate pronunciation, intonation, and fluency to be a model for their students. Considering the fact that the paragraph in the test was short and set at the level of junior high school English, it may have been rather easy for the participants or elementary school teachers in general.

Table 4. Means and Standard Deviations for Speaking Skills Test Scores (First Pilot Test)

	<i>M</i>	<i>SD</i>
Speaking skills total	72.58	10.84
Conversation total	76.86	10.11
Greetings	79.86	0.38
QAs	73.86	14.97
Reading aloud & QAs total	69.72	17.50
Reading aloud	80.00	0.00
QAs	59.43	23.34

Note. The speaking skills test consisted of two sections: conversation, and reading a paragraph aloud and answering questions. The former included greetings, and questions and answers. The latter included reading a short paragraph aloud, and answering questions about the paragraph. The highest possible score of each section or part was 100 points. The Speaking skills total consisted of 40% of the Conversation total, and 60% of the Reading aloud & QAs total. There were seven participants.

Interview test

Teaching skills test

The teaching skills test consisted of two sections: giving instructions for a game, and modeling a dialogue. Looking at the overall teaching skills score in Table 5, the average total score fell short of a passing score, which was set at 70 points (level three). This rather low average can be attributed to a large gap in scores between the higher level participants and the lower level participants, with the latter group scoring extremely low. Four out of the seven participants gained the passing score and two of them obtained the score necessary for level four (the highest level), i.e., more than 80 points (over 80%); on the other hand, one participant was assessed at level two, i.e., less than 70 points (below 70%), and two participants were assessed at level one, i.e., less than 60 points (below 60%). Since the participants in this pilot test were thought to have a higher level of teaching skills than those of average elementary school teachers, it was assumed that average elementary school teachers would not reach a level which was as high as that of these participants.

Considering the results of the section, giving instructions for a game, in Table 5, the average score fell short of a passing score, which was set at 70 points (level three). This rather low average was due to a discrepancy in scores of the participants. Five of the seven participants gained the passing score with two of them obtaining the score necessary for level four (the highest level), i.e., more than 80 points (over 80%); on the other hand, two of the participants were assessed at level one, i.e., less than 60 points (below 60%).

Looking at the results of the section, modeling a dialogue, in Table 4, the average score fell short of a passing score, which was set at 70 points (level three). This rather low average was due to a discrepancy in scores of the participants. Four of the seven participants gained the passing score with two of them obtaining the score necessary for level four (the highest level), i.e., more than 80 points (over 80%); on the other hand, two of the participants were assessed at level two, i.e., less than 70 points (below 70%), and one participant was assessed at level one, i.e., less than 60 points (below 60%). In addition, those who achieved higher levels in the section, giving instructions for a game, also tended to achieve higher levels in the section, modeling a dialogue.

Through the administration of the pilot teaching skills test, three problems with the test

became evident. First, although the test was originally meant to evaluate the participants’ teaching skills, it evaluated more of their English proficiency than their teaching skills. In other words, the test tended to evaluate how fluently they spoke English rather than how well they conveyed necessary information to their students. Second, the test cards that the participants received for each section included too much information to process within the time they had been given. This also led the participants only to read out the instructions or dialogue in English, not paying too much attention to the fact that they were supposed to pretend to be talking to their students. Finally, the section, modeling a dialogue, did not reflect the participants’ actual teaching at their schools. This means that most participants did not seem to understand what they were asked to do with the dialogue although the instructions for the test were explained on the card. Keeping these problems in mind, the test will have to be revised to more effectively assess teaching skills, and reflect actual teaching situations.

Table 5. Means and Standard Deviations for Teaching Skills Test Scores (First Pilot Test)

	<i>M</i>	<i>SD</i>
Teaching skills total	66.2	17.04
Game instructions	64.14	29.79
Modeling a dialogue	69.29	12.05

Note. The teaching skills test consisted of two sections: giving instructions for a game, and modeling a dialogue. The highest possible score of each section was 100 points. The Teaching skills total consisted of 60% of the Game instructions total, and 40% of the Modeling a dialogue total. There were seven participants.

Revision of the First Pilot Tests

Based on the results and analyses of the pilot tests, points for revising the tests will be described in this section. Then, a revised version of the tests will be introduced.

Points for revising the pilot tests

Listening test

Examining the results of the listening test, the test may have been rather easy for the participants. Although a high average score of the test was expected of elementary school teachers, and the author still believed that the passing level of the test was suitable for a successful teacher at the elementary school level, it may be necessary to employ a higher level test in the future. In order to decide whether a higher level test is more appropriate, the author plans to administer the same test with more participants to collect more data. In addition, the author plans to distribute a questionnaire to participants, asking them whether the level of the test is adequate to assess a required level of listening skills for a successful ESET.

Speaking test

Examining the results of the speaking test in the interview, the greeting part may have been easy for the participants. Moreover, the rater mentioned that the part was difficult to evaluate since it was short and all participants used the set expressions. Therefore, the greeting part will be treated as a warm up in a revised version. In other words, the greeting part will not be included in the evaluation. The part, reading a paragraph aloud, may have been easy for the participants. Although a high average score of this part was expected of elementary school teachers, and the author still believed that the passing level of the part was suitable for a successful teacher, it may be necessary to adopt a higher level paragraph in the future. In order to decide whether a higher level paragraph is more appropriate, the author plans to administer the same test with more participants to collect more data. In addition, the author plans to distribute a questionnaire to participants, asking them whether the level of the paragraph is adequate to assess a required level of reading fluency for a successful ESET. Unlike the parts, greeting and reading a paragraph aloud, the part, answering questions about the paragraph, may have been rather difficult for the participants. However, since all parts on the speaking test were set at the level of

junior high school English, which the author believed to be a required level for an elementary school teacher, the level of the part, answering questions about the paragraph, will not be lowered.

Teaching skills test

Examining the results of the teaching skills test in the interview, both sections, i.e., giving instructions for a game and modeling a dialogue, may have been rather difficult for the participants. As was mentioned in the previous section, the three problems with the test became evident, and they were: (a) the test tended to evaluate more of the participants' English proficiency than their teaching skills, (b) the test cards that the participants received for each section included too much information to process within the time they had been given, and (c) most participants did not seem to understand what they were asked to do with the dialogue. In order to more effectively assess participants' teaching skills, the following changes will be made.

For the section, giving instructions for a game, participants were asked to give the whole set of instructions in the original pilot test, but they will have to give only part of the whole set of instructions in the revised version. In addition, in order to reflect actual teaching situations, participants will have to memorize the instructions and act them out as if they were teaching their students.

For the section, modeling a dialogue, in the original pilot test, participants were asked to explain the main characters and situation of the dialogue first, and then act out the dialogue, pretending to be an elementary school student. In the revised version, they will be asked to introduce the topic of a new dialogue, using picture cards, and then act out the dialogue as a homeroom teacher, with an ALT (an interviewer). Moreover, the dialogue will be shorter, focusing on introducing a target sentence for students to practice.

For both sections, the following three changes will be made: (a) the contents of the test card will be orally explained by an interviewer, while participants look at the card; (b) participants will have more preparation time; and (c) participants will be more encouraged by the interviewer to act out instructions or a dialogue as if to their own students.

A Revised version of the interview test

Based on the points described in the above section, a revised version of the interview test was developed (see the revised interview test in Appendix D). Moreover, a revised version of the scoring scales for the teaching skills test was developed (see the revised scoring scales for the teaching skills test in Appendix F).

CHAPTER 6

RESULTS OF THE SECOND ENGLISH PROFICIENCY AND TEACHING SKILLS TESTS

Results of the Second Pilot Tests

Method

Participants and the recruitment procedure

A teacher trainer in Higashi-Osaka city, Osaka, helped to recruit participants for the pilot tests, and he recruited six in-service elementary school teachers at one elementary school in the district. In addition to this group, the dissertation advisor helped to recruit nine in-service elementary school teachers at one elementary school in Kobe district, Hyogo. These 15 participants were all regular homeroom teachers of different grade levels. Five of them were teaching English as homeroom teachers at the time the test was given, but the other 10 had not had experience teaching English. Ten of them were female and five of them were male teachers, and the majority of them were in their twenties. In addition, those who were teaching English at the time of testing all had experience team-teaching with ALTs, and four of them had been abroad for more than a week. Unlike the participants in the first pilot tests who were the leaders of English teachers at their schools, all the participants in the second pilot tests were regular homeroom teachers. Therefore, the level of their English proficiency or teaching skills was expected to more accurately represent that of average elementary school teachers in Japan, compared with the participants in the first pilot tests. Moreover, the author asked the recruiters to recruit two kinds of homeroom teachers for the second pilot tests: those who had experience teaching English, and those who had no experience teaching English, in order to validate a construct of the teaching skills test, i.e., English teaching skills, based on their English teaching experience. In other words, if the construct of the teaching skills test was valid, the test was supposed to discriminate between those who had experience teaching English, and those who had no experience teaching English, yielding higher scores for teachers with experience.

The tests

In order to measure participants' oral proficiency and teaching skills, a listening test and a revised interview test in English were conducted. The listening test consisted of questions adapted from a listening section of the STEP test, Eiken, grade 3 (see the listening test in

Appendix B). The interview test consisted of two parts: (a) the first part tested oral skills, especially speaking skills; and (b) the second part tested teaching skills (see the revised interview test in Appendix D).

Procedures

The second pilot tests were administered with the six participants in Higashi-Osaka district in winter, 2009, and with the nine participants in Kobe district in summer, 2009. The first group took the individual interview test for about 15 minutes on one day. Then, on a different day, they took the listening test for about 40 minutes. The second group took the same listening test and the interview test on one day. All the interviews for both groups were administered by the same interviewer and rater. In addition, all the interviews were video-recorded with permission by the participants.

Results and discussion

Listening test

As Table 6 shows, the average total score of the listening test surpassed a passing score, which was set at 18 points (60%). In addition, all the participants received the passing score and ten of them obtained the score necessary for level four (the highest level), i.e., more than 22 points (over 70%). These results revealed that all the participants had the level of listening skills that was considered as a requirement to be a successful English teacher at the elementary school level in this study. Considering the fact that the participants in the first pilot test also had a rather high average score (24.7) for the same listening test, the listening test employed in this study, which tests junior high school level English, may have been rather easy for the participants.

Table 6. Means and Standard Deviations for Listening Test Scores (Second Pilot Test)

	<i>M</i>	<i>SD</i>
Section 1	8.47	1.19
Section 2	8.00	1.20
Section 3	8.80	1.86
Total	25.27	3.37

Note. Types of questions were the following: section 1, question and response; section 2, short conversations; and section 3, passages. Each section had 10 questions, and each question was worth 1 point, making the highest possible total score 30 points. There were 15 participants.

Interview test

Speaking skills test

The speaking skills test consisted of two sections: a conversation, and reading a paragraph aloud and answering questions. The former included questions and responses. The latter included two parts: reading a short paragraph, and answering three questions about the paragraph. Looking at the average total score of speaking skills in Table 7, the average score fell short of a passing score, which was set at 70 points (level three). Although it is not totally appropriate to compare the results of the second pilot test with those of the first pilot test since the second pilot test did not include greetings in the conversation section, it is still worthwhile to mention that the average total score of the second pilot speaking test was lower than that of the first pilot test, which surpassed the passing score (72.58). Moreover, in the second pilot test, only four participant gained the passing score, but nobody obtained the score necessary for level four (the highest level), i.e., more than 80 points (over 80%). Furthermore, three participants were assessed at level two, i.e., less than 70 points (below 70%), and eight participants were assessed at level one, i.e., less than 60 points (below 60%). These results revealed that the majority of the participants did not exhibit good control of everyday English conversation. Considering the fact that the participants in the first pilot test were the leaders of English teachers at their schools and thought to have a higher level of English proficiency than average elementary school teachers, it was assumed that the participants in the second pilot test were average elementary school teachers and would not reach a level which was as high as that of the participants in the first pilot

test.

Looking at the results of the conversation section in Table 7, the average of the total score fell short of a passing score, which was set at 70 points (level three). Six out of the 15 participants gained the passing score but nobody obtained the score necessary for level four (the highest level), i.e., more than 80 points (over 80%). These results revealed that the majority of the participants in the second pilot test did not have a good mastery of everyday English conversation, while the majority of the participants in the first pilot test had a good mastery of it.

Looking at the results of the section, reading a paragraph aloud and answering questions, in Table 7, the average of the total score fell short of a passing score, which was set at 70 points (level three). Compared with the results of the first pilot test, which also fell short of the passing score (69.72), the average of the total score of the second pilot test was lower (59.44). Moreover, only four participant gained the passing score but nobody obtained the score necessary for level four (the highest level), i.e., more than 80 points (over 80%). Furthermore, nine participants were assessed at level one, i.e., less than 60 points (below 60%). This low average total score was mostly due to the low average score in the second part, i.e., answering questions (49.40), and the results of the first pilot test showed the same tendency (59.43). Since the part, answering questions, required integrated skills including listening, reading, and speaking skills, along with oral fluency, it was assumed that most of the participants in the second pilot test found the part beyond their ability. On the other hand, the average score for the part, reading a paragraph aloud, almost reached a passing score, which was set at 70 points (level three); nine out of 15 participants reached the passing level, higher than level three, in this part. This result revealed that the majority of the participants had good control of reading a short paragraph aloud with appropriate pronunciation, intonation, and fluency to be a model for their students. In the first pilot test, all the participants reached the highest level, level four, in this part.

Table 7. Means and Standard Deviations for Speaking Skills Test Scores (Second Pilot Test)

	<i>M</i>	<i>SD</i>
Speaking skills total	56.20	17.13
Conversation (QAs) total	51.33	26.52
Reading aloud & QAs total	59.44	14.58
Reading aloud	69.47	8.52
QAs	49.40	21.72

Note. The speaking skills test consisted of two sections: conversation, and reading a paragraph aloud and answering questions. The former included questions and answers. The latter included reading a short paragraph aloud, and answering questions about the paragraph. The highest possible score of each section or part was 100 points. The Speaking skills total consisted of 40% of the Conversation total, and 60% of the Reading aloud & QAs total. There were 15 participants.

Interview test

Teaching skills test

Since the contents and procedures of the first teaching skills test were improved, comparisons between the first and second pilot teaching skills tests cannot be made. The second teaching skills pilot test consisted of two sections: giving instructions for a game, and introducing a target sentence using a dialogue. Looking at the overall teaching skills score in Table 8, the average total score fell short of a passing score, which was set at 70 points (level three), and only one participant reached the passing level, i.e., level three.

Looking at the results of the section, giving instructions for a game, in Table 8, the average score fell short of a passing score, which was set at 70 points (level three). Only four out of 15 participants reached the passing level, i.e., level three, but none of them reached the highest level, i.e., level four (over 80 %). On the other hand, two participants were assessed at level two (below 70%), and nine participants were assessed at level one (below 60%). Therefore, the majority of the participants were unsuccessful in giving instructions for the game.

Looking at the results of the section, introducing a target sentence using a dialogue, in

Table 8, the average score fell short of a passing score, which was set at 70 points (level three). Only one participant reached the passing level, i.e., level three, but none of them reached the highest level, i.e., level four (over 80 %). On the other hand, six participants were assessed at level two (below 70%), and eight participants were assessed at level one (below 60%). Therefore, the majority of the participants did not exhibit a good mastery in introducing a target sentence in English.

Table 8. Means and Standard Deviations for Teaching Skills Test Scores (Second Pilot Test)

	<i>M</i>	<i>SD</i>
Teaching skills total	39.69	27.59
Game instructions	37.13	32.15
Modeling a dialogue	43.53	28.72

Note. The teaching skills test consisted of two sections: giving instructions for a game, and introducing a target sentence using a dialogue. The highest possible score of each section was 100 points. The Teaching skills total consisted of 60% of the Game instructions total, and 40% of the Modeling a dialogue total. There were 15 participants.

Difference in Scores Based on English Teaching Experience

As mentioned above, the author asked the recruiters to recruit two kinds of homeroom teachers for the second pilot tests: those who had experience teaching English, and those who had no experience teaching English, in order to validate the construct of the teaching skills test, i.e., English teaching skills, based on their English teaching experience. In other words, if the construct of the teaching skills test was valid, the test was supposed to discriminate between those who had experience teaching English, and those who had no experience teaching English, yielding higher scores for teachers with experience.

In order to compare the results of the two groups, the results of the two pilot tests were combined. It may not be totally appropriate to combine the results of the two pilot tests since the contents of the interview test were revised for the second pilot tests. Moreover, the total number of the participants was too small (n= 22, 12 experienced and 10 inexperienced) to statistically confirm the results of the comparison. Considering these limitations, however, the author still

believes that it is worthwhile to statistically process the combined results of the two pilot tests in order to describe the overall tendency between the two different groups, and also to investigate the validity of the tests based on their English teaching experience.

Comparison of Test Scores between Two Groups

Participants

The first group consisted of 12 teachers who had had English teaching experience at the time of testing. Among those 12 teachers, eight of them were female and four of them were male teachers, and their age varied. The majority of them had had two to three years of English teaching experience. In addition, seven teachers in this group were the leaders of English teachers at their schools, and therefore, the level of their English ability and teaching skills was expected to be higher than that of regular homeroom teachers. The other group consisted of 10 regular homeroom teachers who had had no English teaching experience at the time of testing. Among those 10 teachers, seven of them were female and three of them were male teachers, and the majority of them were in the age group of 20 to 29 years old.

Procedures and hypotheses

In order to investigate the validity of the pilot test based on the participants' English teaching experience, a comparison of the test scores between the two groups was conducted, employing a differential-groups studies method. To be precise, a one-way analysis of variance was conducted to evaluate the relationship between English teaching experience, and test scores in listening, speaking, and teaching skills.

The author hypothesized that there would be a significant difference in the teaching skills scores between the two groups since the teaching skills test was designed to reflect actual teaching situations at the elementary school level, and therefore, the test was expected to be difficult for those who had not had English teaching experience. On the other hand, the author hypothesized that there would not be much difference in the listening or speaking skills scores between the two groups since both the listening and speaking tests did not necessarily reflect actual teaching situations at the elementary school level, but they tended to reflect general oral English skills.

Results and discussion

Three sets of one-way analysis of variance (ANOVAs) were conducted to evaluate the relationship between English teaching experience at the elementary school level, and test scores in listening, speaking, and teaching skills. The independent variable, groups based on English teaching experience, included two levels: teachers with English teaching experience, and teachers with no English teaching experience. The dependent variable was each of the three test scores, i.e., listening, speaking, and teaching skills tests scores. The ANOVA was only significant with the teaching skills score, $F(1, 20)= 21.31, p= .000$. The strength of the relationship between the English teaching experience and teaching skills test score, as assessed by η^2 (Partial Eta Squared), was strong, with the English teaching experience accounting for 52% of the variance of the dependent variable. These results supported the hypotheses that there would be a significant difference in the teaching skills scores between the two groups while there would not be much difference in the listening or speaking skills scores between the two groups. Therefore, the results showed that the teaching skills test had sufficient construct validity. However, the fact that the number of subjects (22) was not acceptable in order to statistically confirm the results should be mentioned here.

Table 9.
Means, Standard Deviations, and One-Way Analyses of Variance (ANOVAs) for Effects of English Teaching Experience on Three Test Scores (N=22)

Variable	Experienced (N=12)		Inexperienced (N=10)		ANOVA		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i> (1, 20)	η^2	<i>p</i>
Listening scores	24.17	4.41	26.20	2.78	1.59	.07	.222
Speaking scores	63.50	13.72	54.00	19.50	1.80	.08	.196
Teaching skills scores	66.75	14.45	27.90	24.56	21.31*	.52	.000

Note. Experienced = teachers with English teaching experience. Inexperienced= teachers with no English teaching experience. η^2 = effect size.

* $p < .001$.

Examination of the Second Pilot Tests

Based on the results and analyses of the second pilot tests as well as those of the first pilot tests, the contents of the second pilot tests will be examined in this section.

Listening test

The same listening test was employed for the second pilot test. According to the results of a questionnaire (see a questionnaire in Appendix H) completed by the participants in the second pilot test, all the participants evaluated the contents of the listening test appropriate to assess the listening skills required of an elementary school teacher. Examining the results of both the first and second pilot tests, however, the passing level of the listening test, i.e., 60% (18 points), was too low and therefore, even teachers whose ability was not high enough to be a successful teacher at the elementary school level, could attain a passing score. In other words, the participants who barely reached the passing level did not have good ability in everyday English conversation or answering the questions about the paragraph, which required basic listening skills necessary for a successful teacher in elementary schools. Looking at the results, the passing level should be set at 80% (25 points) in the study, since the participants who reached this level tended to have good control of everyday English conversation or ability in answering the questions about the paragraph. Therefore, the rating scale for the listening test will have to be changed to the following: (a) level one, below 60%; (b) level two, 60 to 79%; (c) level three, 80 to 89%; and (d) level four, over 90%, with level three being a satisfactory level.

Speaking test

The same speaking test (omitting the greeting part in the conversation section) was employed for the second pilot test. According to the results of the questionnaire completed by the participants in the second pilot test, all the participants evaluated the contents of the speaking test appropriate for assessing the speaking skills required of an elementary school teacher. Examining the results of the conversation section of both the first and second pilot tests, the number of questions, i.e., two questions, was not sufficient for assessing the level of conversation skills, since some participants achieved level four on one question, but only level one on the other question, leading them to receive a low level in the section as a result. In order to more

accurately assess conversation skills of participants, the number of questions should be increased to four or five in the future test.

The other section of the speaking test, reading a paragraph aloud and answering the questions about the paragraph, yielded a low average in both tests. Examining these results, some participants achieved level four on one or two questions about the paragraph, but only level one on another question, leading them to receive a low level in the part as a result. Therefore, the number of questions should be increased from three to four or five in the future test in order to more accurately assess oral fluency of participants. However, the author still believes that the passing level of both parts in the section was appropriate as a required level for a successful elementary school teacher since both parts were set at the level of junior high school English, which the author believed to be the minimum level for an elementary school teacher. In addition, according to the results of the questionnaire completed by the participants in the second pilot test, all the participants evaluated the passing level of both parts in the section appropriate for an English teacher at the elementary school level.

Teaching skills test

As described in Chapter 5, the Results of the First English Proficiency and Teaching Skills Tests, three problems with the first teaching skills test became evident, and they were: (a) the test tended to evaluate more of the participants' English proficiency than their teaching skills, (b) the test cards that the participants received for each section included too much information to process within the time they had been given, and (c) most participants did not seem to understand what they were asked to do with the dialogue. In order to more effectively assess participants' teaching skills, the following changes were made for the second pilot test. For the section, giving instructions for a game, participants were asked to give the whole set of instructions in the first pilot test, but were only asked to give part of the whole set of instructions in the second pilot test. In addition, in order to reflect actual teaching situations, participants were required to memorize the instructions and act them out as if they were teaching their students. For the section, modeling a dialogue, in the first pilot test, participants were asked to explain the main characters and situation of the dialogue first, and then act out the dialogue, pretending to be an elementary school student. In the revised version, they were asked to introduce the topic of a new dialogue,

using picture cards, and then act out the dialogue as a homeroom teacher, interacting with an ALT (an interviewer). Moreover, the dialogue was shorter, focusing on introducing a target sentence for students to practice. Furthermore, for both sections, the following three changes were made: (a) contents of the test card were orally explained by the interviewer, while participants looked at the card; (b) participants had more preparation time; and (c) participants were more encouraged to act out instructions or a dialogue as if to their own students.

Examining the results of the second pilot tests and video-taped interviews, the three problems with the first teaching skills test were minimized in the second pilot tests. Regarding the first problem of the test tending to evaluate more English proficiency than teaching skills, the participants seemed to concentrate on their teaching because they were clearly instructed to act out instructions or a dialogue as if to their own students, and they also had more preparation time. Considering the second problem of the test cards including too much information, the participants did not seem to have difficulty comprehending what was written on the cards in the second pilot test since the cards included less information and the interviewer orally explained the contents of the cards. Regarding the third problem of participants not understanding what they were expected to do in the section, modeling a dialogue, most participants did not seem to have difficulty comprehending what was expected of them. This section was revised to better reflect actual teaching situations in elementary schools, and the participants were asked to explain the topic of a dialogue and then introduce the target sentence through acting out the dialogue with an ALT. Moreover, according to the results of the questionnaire completed by the participants in the second pilot tests, they all evaluated both the contents and the passing level of the teaching skills test appropriate to assess elementary school teachers.

CHAPTER 7

SUMMARY OF THE FIRST AND SECOND ENGLISH PROFICIENCY
AND TEACHING SKILLS TESTS

A Summary of the Results

It is not possible to statistically generalize the results of the two pilot tests for all ESET in Japan because of a limited number of participants (a total of 22 participants). Moreover, it may not be totally appropriate to combine the results of the two pilot tests since the contents of the interview test were revised for the second pilot tests. Considering these limitations, however, the author still believes that it is worthwhile to statistically process the combined results of the two pilot tests in order to describe the overall tendency among the participants, and also to investigate the validity of the tests.

Results and discussion

Listening test

As Table 10 shows, the average total score of the listening test surpassed a passing score, which was set at 18 points (60%). In addition, 21 out of the 22 participants gained the passing score and 15 of them obtained the score necessary for level four (the highest level), i.e., more than 22 points (over 70%). These results revealed that the majority of the participants had the level of listening skills that was considered as a requirement to be a successful English teacher at the elementary school level in this study.

Table 10. Means and Standard Deviations for Listening Test Scores (Two Pilot Tests Combined)

	<i>M</i>	<i>SD</i>
Section 1	8.45	1.34
Section 2	7.91	1.60
Section 3	8.73	1.70
Total	25.09	3.82

Note. Types of questions were the following: section 1, question and response; section 2, short conversations; and section 3, passages. Each section had 10 questions, and each question was worth 1 point, making the highest possible total score 30 points. There were 22 participants.

Interview test

Speaking skills test

Considering the average total score of speaking skills in Table 11, the average score fell short of a passing score, which was set at 70 points (level three). Eight out of the 22 participants reached the passing level, and three of them achieved the highest level, i.e., level four. On the other hand, as the large SD implies, 11 participants were assessed at level one, i.e., less than 60 points (below 60%). These results revealed that the majority of the participants did not exhibit adequate ability in speaking skills.

Looking at the results of the conversation section in Table 11, the average of the total score fell short of a passing score, which was set at 70 points (level three). 12 out of 22 participants gained the passing score and five of them obtained the score necessary for level four (the highest level), i.e., more than 80 points (over 80%). On the other hand, as the large SD implies, eight participants were assessed at level one, i.e., less than 60 points (below 60%). Although the majority of the participants exhibited a good command of everyday English conversation, there seemed to be a discrepancy in everyday English conversation skills among the participants.

Regarding the results of the section, reading a paragraph aloud and answering questions, in Table 11, the average of the total score fell short of a passing score, which was set at 70 points (level three). Eight out of 22 participants gained the passing score and three of them obtained the score necessary for level four (the highest level), i.e., more than 80 points (over 80%). On the other hand, as the large SD implies, 12 participants were assessed at level one, i.e., less than 60 points (below 60%). These results suggested that the majority of the participants lacked oral fluency in answering questions by developing their own English phrases or sentences.

Table 11. Means and Standard Deviations for Speaking Skills Test Scores (Two Pilot Tests Combined)

	<i>M</i>	<i>SD</i>
Speaking skills total	61.28	16.88
Conversation (QAs) total	59.14	25.20
Reading aloud & QAs total	62.71	15.62
Reading aloud	72.82	8.58
QAs	52.60	22.20

Note. The speaking skills test consisted of two sections: conversation, and reading a paragraph aloud and answering questions. The former included questions and answers. The latter included reading a short paragraph aloud, and answering questions about the paragraph. The highest possible score of each section or part was 100 points. The Speaking skills total consisted of 40% of the Conversation total, and 60% of the Reading aloud & QAs total. There were 22 participants.

Interview test

Teaching skills test

Considering the overall teaching skills score in Table 12, the average total score fell short of a passing score, which was set at 70 points (level three). Five out of 22 participants gained the passing score and two of them obtained the score necessary for level four (the highest level), i.e., more than 80 points (over 80%). On the other hand, as the large SD implies, six participants were assessed at level two, i.e., less than 70 points (below 70%) and 11 participants were assessed at level one, i.e., less than 60 points (below 60%). These results revealed that the majority of the participants did not exhibit a good command of teaching skills on the tests.

Looking at the results of the section, giving instructions for a game, in Table 12, the average score fell short of a passing score, which was set at 70 points (level three). Nine out of 22 participants gained the passing score and one of them obtained the score necessary for level four (the highest level), i.e., more than 80 points (over 80%). On the other hand, as the large SD implies, 11 participants were assessed at level one, i.e., less than 60 points (60%). The majority

of the participants did not effectively convey the necessary information in the section, game instructions, and there also seemed to be a discrepancy in the participants’ skills.

Looking at the results of the section, modeling a dialogue, in Table 12, the average score fell short of a passing score, which was set at 70 points (level three). Five out of 22 participants gained the passing score and two of them obtained the score necessary for level four (the highest level), i.e., more than 80 points (over 80%). On the other hand, as the large SD implies, eight participants were assessed at level two, i.e., less than 70 points (below 70%) and nine participants were assessed at level one, i.e., less than 60 points (below 60%). These results revealed that the majority of the participants did not exhibit good ability in modeling a dialogue. In addition, the participants who gained higher scores in the section, giving instructions for a game, also tended to gain higher scores in the section, modeling a dialogue.

Table 12. *Means and Standard Deviations for Teaching Skills Test Scores (Two Pilot Tests Combined)*

	<i>M</i>	<i>SD</i>
Teaching skills total	48.13	27.57
Game instructions	45.73	33.30
Modeling a dialogue	51.73	27.24

Note. The teaching skills test consisted of two sections: giving instructions for a game, and introducing a target sentence using a dialogue. The highest possible score of each section was 100 points. The Teaching skills total consisted of 60% of the Game instructions total, and 40% of the Modeling a dialogue total. There were 22 participants.

Correlation of the Skills

It may not be totally appropriate to statistically process the combined data of the two pilot tests since the number of participants was limited (N=22), and the contents of the interview test were different between the first and second pilot tests. In addition, the participants in the first pilot tests were the leaders of English teachers at their schools, and therefore, their English level or teaching skills may have been higher than those of average elementary school teachers. Taking these limitations into consideration, however, the author still thinks that the statistic

processing of the data may indicate overall tendency of the participants, and possibly of general elementary school teachers. Then, correlation coefficients were computed among the three skills evaluated on the pilot tests, listening skills, speaking skills, and teaching skills, in order to examine the relationship among those skills (see Table 13). The author hypothesized that the three skills would be positively correlated, meaning those who scored high in one skill would also score high in other skills, since English language skills and teaching skills cannot be separated and they influence each other. Using the Bonferroni approach to control for Type I error across the three correlations, a *p* value of less than .017 (.05/3 =.017) was required for significance.

The results of the correlational analyses presented in Table 13 show that no correlations at a .017 level were found. However, speaking skills and teaching skills were moderately correlated at a .021 level ($r(22)=.44, p=.021$), which indicated that the participants who gained high scores on the speaking skills test tended to gain high scores on the teaching skills test as well. Moreover, listening skills and speaking skills were moderately correlated at a .029 level ($r(22)=.41, p=.029$), which indicated that the participants who gained high scores on the listening test also tended to gain high scores on the speaking skills test. In general, the results support the author’s hypothesis of the three skills positively correlating with each other to an extent, except the fact that a correlation between listening and teaching skills was not found.

Table 13. Means, Standard Deviations, and Intercorrelations for Three Skills (Two Pilot Tests Combined, N=22)

	<i>M</i>	<i>SD</i>	Listening	Speaking	Teaching
Listening	25.09	3.82	--		
Speaking	61.28	16.88	.41*	--	
Teaching	48.13	27.57	.16	.44*	--

**p* < .05.

Validity of the Tests

According to Brown (2005), test validity, encompassing content validity, construct validity, and criterion-related validity, is defined as the degree to which a test measures what it claims to be measuring; nobody will disagree that validity plays an important role when developing tests (e.g., Bachman & Palmer, 1996; McNamara, 1996).

Regarding content validity in this study, defined as a test being a representative sample of the content the test was designed to measure (Brown, 2005), the possible test items were examined by two in-service ESET, and two university teachers who were involved in the training of the ESET. Then, the items that were agreed upon by all four evaluators to measure oral skills or teaching skills of ESET were selected as candidates for final test items (see Content Selection, Chapter 4 for more detail).

Construct validity, the degree to which a test measures a particular psychological construct (e.g., language aptitude, intelligence) that the test claims to be measuring (Brown, 2005), is often demonstrated indirectly through some kind of experiment. Regarding construct validity in this study, a differential-groups studies method was employed although the number of the participants was not statistically acceptable. In differential-groups studies, two groups of participants are compared on the same test, showing that the test scores differentiate between the two groups: one group which obviously exhibits the construct that is being measured, and the other that clearly does not exhibit it (Brown, 2005). In this study, the construct tested was English teaching skills, and the two groups were: those who had experience teaching English, and those who did not have any experience teaching English. The author hypothesized that there would be a significant difference in the teaching skills scores between the two groups since the teaching skills test was designed to reflect actual teaching situations at the elementary school level, and therefore, the test was expected to be difficult for those who had not had English teaching experience. On the other hand, the author hypothesized that there would not be much difference in the listening or speaking skills scores between the two groups since both the listening and speaking tests did not necessarily reflect actual teaching situations at the elementary school level, but they tended to reflect general oral English skills. Then, in order to examine the construct validity of the tests, three sets of one-way analysis of variance (ANOVAs) were conducted to evaluate the relationship between English teaching experience at the

elementary school level, and test scores in listening, speaking, and teaching skills. The independent variable, groups based on English teaching experience, included two levels: teachers with English teaching experience, and teachers with no English teaching experience. The dependent variable was each of the three test scores, i.e., listening, speaking, and teaching skills tests scores. The ANOVA was only significant with the teaching skills score, $F(1, 20) = 21.31$, $p = .000$. The strength of the relationship between the English teaching experience and teaching skills test score, as assessed by η^2 (Partial Eta Squared), was strong, with the English teaching experience accounting for 52% of the variance of the dependent variable. The results supported the hypotheses that there would be a significant difference in the teaching skills scores between the two groups while there would not be much difference in the listening or speaking scores between the two groups. Furthermore, the results showed that the teaching skills test had sufficient construct validity (see Results of the Second Pilot Tests, Chapter 6 for more information).

The framework of criterion-related validity, encompassing concurrent and predictive validity, involves demonstrating validity by showing that the scores on the test being validated correlate highly with other well-established instruments of the same construct (Brown, 2005). Since there are no tests that are similar to the one conducted in this study, criterion-related validity cannot be measured in this study.

CHAPTER 8

CONCLUSIONS

An Overview of the Research

The importance of the issue over the quality of English teaching in Japanese elementary schools motivated the author to conduct this study. The overall purpose of conducting the study was to specify a minimum standard of competencies for a successful English teacher at the elementary school level, and to develop instruments to measure these competencies. To be more precise, the purpose of research in this study included the following four steps: (a) clarifying standards of competencies of Japanese ESET (JESET) through organizing previous research results, (b) organizing information about examinations on these competencies of English teachers developed in Japan or other countries, (c) developing and implementing pilot examinations that evaluate competencies that JESET should acquire, and (d) eventually, revising the examinations based on analyses of the results and feedback from pilot test-takers.

In Chapter 2, the author first introduced the current situation of English education in Japanese elementary schools. According to the 2005 official report released by the MEXT (2006), under the current curriculum of classes entitled, “Integrated Studies”, more than 90% of public elementary schools offered some kind of English class at all grade levels. Moreover, in March, 2008, the Ministry introduced a revised course of study, and it will be put into effect at the elementary school level in April, 2011. Within this revised course of study, all fifth and sixth graders will be required to have a foreign language class, i.e., English class, once a week. Second, in the process of developing original standards of teacher competencies, the author summarized previous research results or studies on three aspects of competencies of elementary school English teachers (ESET): (a) language ability, (b) teaching skills and knowledge related to the methodology of teaching English, and (c) teacher attitude. She also summarized English language proficiency tests and English language teaching skills tests, which had been administered in Japan and other countries, as references for the development of her instruments.

In Chapter 3, based on the literature review in Chapter 2, ideal competencies of Japanese ESET in this study were described. Among the above three aspects of competencies, English language ability and teaching skills were focused on in this study since the author considered these two aspects as basic competencies for a successful Japanese English teacher at the

elementary school level. In addition, English language ability in this study focused on oral skills, i.e., listening and speaking skills, due to the fact that the current and future courses of study suggested that most English activities at the elementary school level be either listening or speaking-related (MEXT, 1998, 2008a, 2008b). Regarding the minimum level of English language ability for Japanese ESET (JESET) in this study, the author suggested that, they should have a level of oral English abilities with which they can listen to or speak junior high school graduate level English. Moreover, they should be able to use commonly used English expressions in teaching situations, and to communicate or team-teach with ALTs. Regarding the minimum level of teaching skills, the author suggested that ESET should have teaching skills that include two aspects: they should be able to develop teaching materials, utilizing authorized textbooks, suitable for their students' level of language and interest; and they should be able to conduct activities mostly in English, with appropriate pronunciation and intonation for their students.

The development of the pilot English proficiency and teaching skills tests in the study was described in Chapter 4. In order to measure current levels of oral proficiency and teaching skills of elementary school teachers, a listening test and an interview in English were planned to be administered. The listening test consisted of questions adapted from a listening section of the STEP test, Eiken, grade 3. The interview consisted of two parts: (a) the first part tested oral skills, especially speaking skills, and (b) the second part tested teaching skills. The first part included items such as warm up, and reading a paragraph-long story aloud and answering questions about it; and the second part included items such as giving instructions of activities, and acting out a dialogue with an interviewer. Moreover, the assessment criteria (rating scales) for listening skills, speaking skills, and teaching skills in this study were developed, referring to the CEF (2001), CLB (Smith, 2002), and teaching skills criteria created by SEAMEO -RELC, NLLIA LTRC, & IKIPS (1997). Utilizing original assessment criteria in this study, the listening skills were assessed based on a numerical score of correct responses to the total test items. Four levels were employed for the listening score: (a) level one, less than 50% of the total score; (b) level two, 50% to 59%; (c) level three, 60% to 69%; and (d) level four, more than 70%, with level three being set as a satisfactory level. The speaking skills were assessed based on the holistic aspect, and the analytic aspects of spoken language use such as vocabulary, grammar, fluency, coherence, and pronunciation. Four levels were employed for the speaking score: (a) level one, less than

60%; (b) level two, 60% to 69%; (c) level three, 70% to 79%; and (d) level four, more than 80%, with level three being set as a satisfactory level. The teaching skills were assessed based on the following four aspects of teaching skills: (a) overall task fulfillment, (b) recognition of students' level, (c) instructional language, and (d) fluency. Four levels were employed for the teaching skills score: (a) level one, less than 60%; (b) level two, 60% to 69%; (c) level three, 70% to 79%; and (d) level four, more than 80%, with level three being set as a satisfactory level.

The results of the first pilot tests were reported in Chapter 5. Seven in-service elementary school teachers, who were the leaders of English teachers at their schools, took the tests in fall, 2008. Regarding the listening test, the average total score of the test surpassed a passing score, which was set at 18 points (60%). In addition, six out of the seven participants gained the passing score and five of them obtained the score necessary for level four (the highest level), i.e., more than 22 points (over 70%). These results revealed that the majority of the participants attained the level of listening skills that was considered as a requirement to be a successful English teacher at the elementary school level in this study. Regarding the speaking skills test on the interview test, the average total score surpassed a passing score, which was set at 70 points (level three). However, looking at the results of the section, reading a paragraph aloud and answering questions, the average total score fell short of the passing score. This was mainly due to the fact that three participants achieved only low levels in the part, answering questions, and this fact lowered the average score of the section. Regarding the teaching skills test on the interview test, the average total score fell short of a passing score, which was set at 70 points (level three). In addition, the average score of each section on the teaching skills test, i.e., giving instructions for a game or modeling a dialogue, fell short of the passing score. This rather low average was due to a discrepancy in the teaching skills of the participants. Therefore, to sum up the results of the first pilot tests, the participants tended to achieve high levels in the listening and conversation skills while they tended to vary in their skills in answering questions on a paragraph, and teaching English. Based on the results and analyses of the first pilot tests, a revised version was developed for future use. Major revisions had to be made in the teaching skills test in order to more accurately reflect the level set as necessary for a successful English teacher at the elementary school level in the study. In other words, the level of the first teaching skills tests was rather high, and the test contents did not necessarily reflect actual teaching

situations in elementary schools. For example, in the section, giving instructions for a game, participants were asked to give the whole set of instructions in the original pilot test, but in the revised version, they had to give only part of the whole set of instructions. For the section, modeling a dialogue, in the original pilot test, participants were asked to explain the main characters and situation of the dialogue first, and then act out the dialogue, pretending to be an elementary school student. In the revised version, reflecting actual teaching situations, they were asked to introduce the topic of a new dialogue, using picture cards, and then act out the dialogue as a homeroom teacher with an ALT (an interviewer). Moreover, for both sections in the revised version, the participants were clearly instructed to teach English as if to their students.

The results and examination of the second pilot tests were described in Chapter 6. Fifteen in-service elementary school teachers, who were regular homeroom teachers, took the second pilot tests in winter and summer, 2009. Regarding the listening test, the average total score of the test surpassed a passing score, which was set at 18 points (60%). In addition, all the participants reached the passing level. Examining the results of both the first and second pilot tests, however, the passing level of the listening test, i.e., 60% (18 points), was too low and therefore, even teachers whose ability was not high enough to be a successful teacher at the elementary school level could attain a passing score. In other words, the participants who barely reached the passing level did not have a good command of everyday English conversation or answering questions about a paragraph, which required basic listening skills necessary for a successful teacher in elementary schools. Looking at the results, the passing level should be set at 80% (25 points) in the study, since the participants who reached this level tended to have a good command of everyday English conversation or answering questions about a paragraph. Looking at the overall speaking skills score, the average score fell short of a passing score, which was set at 70 points (level three). Although it was not totally appropriate to compare the results of the second pilot test with those of the first pilot test since the participants in the first and second tests were different, and the second pilot test did not include greetings in the conversation section, it was still worthwhile to mention that the average total score of the second pilot speaking test was lower than that of the first pilot test, which surpassed the passing score (72.58). This low average total score was mostly due to a low average score in the second part in section two, i.e., answering questions about a paragraph. Since the part, answering questions, required integrated

skills including listening, reading, and speaking skills, and oral fluency, it was assumed that most of the participants found the part beyond their ability. Moreover, in order to more appropriately assess the level of speaking skills, the number of questions in the parts, conversation and answering questions about a paragraph, should be increased in the future tests. However, the author still believed that the passing level of the speaking skills test was appropriate as a required level for a successful elementary school teacher since all parts were set at the level of junior high school English, which the author believed to be the minimum level for an elementary school teacher. In addition, according to the results of a questionnaire completed by the participants in the second pilot test, all the participants evaluated both the contents and passing level of the speaking test appropriate for an English teacher at the elementary school level. The second teaching skills test consisted of two sections: giving instructions for a game, and introducing a target sentence using a dialogue. The average total score fell short of a passing score, which was set at 70 points (level three), and only one participant reached the passing level, i.e., level three. Examining the results of the second pilot test and video-taped interviews, the problems with the first teaching skills test such as the test tending to evaluate more English proficiency than teaching skills, the test cards including too much information, and the test contents not reflecting actual teaching situations, were minimized in the second pilot test. Moreover, according to the results of the questionnaire completed by the participants in the second pilot test, they all evaluated both the contents and the passing level of the teaching skills test appropriate to assess elementary school teachers.

Moreover, also in Chapter 6, in order to investigate the construct validity of the teaching skills test, a comparison of the test scores between two groups, teachers who had English teaching experience, and teachers who had no English teaching experience, was conducted. If a construct, i.e., English teaching skills, of the teaching skills test was valid, the test was supposed to discriminate between those who had experience teaching English, and those who had no experience teaching English, yielding higher scores for teachers with experience. To be precise, one-way analyses of variance (ANOVAs) were conducted to evaluate the relationship between English teaching experience, and test scores in listening, speaking, and teaching skills. The results showed a significant difference in teaching skills between the two groups ($F(1, 20) = 21.31$, $p = .000$.), and therefore, confirmed the construct validity of the teaching skills test.

The combined results of the two pilot tests were statistically analyzed for correlation among the skills, and validity of the tests in Chapter 7. First, correlation coefficients were computed among the three skills, listening skills, speaking skills, and teaching skills, in order to examine the relationship among those skills. The results of the correlational analyses showed that speaking skills and teaching skills were moderately correlated ($r(22)=.44$, $p=.021$), which indicated that the participants who gained high scores on the speaking skills test tended to gain high scores on the teaching skills test as well. Next, validity of the tests was taken into consideration. Regarding content validity in this study, the possible test items were examined by two in-service ESET, and two university teachers who were involved in the training of ESET. Then, the items that were agreed upon by all four evaluators to measure oral skills or teaching skills of ESET were selected as final test items. In addition, regarding construct validity of the teaching skills test in this study, a differential-groups studies method was employed although the number of the participants was not statistically acceptable. There were two different groups in this study: those who had experience teaching English, and those who had no experience teaching English. And the author hypothesized that the participants with experience would score higher on a teaching skills test than the participants with no experience. This hypothesis was supported when the test results showed that the participants with no experience teaching English scored much lower to a statistically significant point than the participants with English teaching experience. Therefore, the construct validity of the teaching skills test was confirmed.

Limitations

There are three aspects that should be improved in future studies. First, the number of the participants in both pilot tests in this study was small, and therefore, it is not possible to generalize the results of the tests for all English teachers in Japanese elementary schools. Moreover, it is difficult to statistically confirm the reliability and validity of the instruments based on such limited data. In future studies, therefore, the number of participants should be increased to a statistically meaningful level. Second, since the participants of the first pilot tests and those of the second pilot tests were different, the results of the two tests cannot be completely compared in order to evaluate the improvements in the quality of the second pilot tests. To be more precise, the participants in the first pilot tests were leaders of English teachers

at their schools while the participants in the second pilot tests were regular homeroom teachers. This means that the participants in the first pilot tests may have had higher competence in their English proficiency or teaching skills than the participants in the second pilot tests. This problem of difference among participants can be alleviated when the number of participants is increased in future studies. Finally, though the recruitment of the interviewer and rater was not an issue in this study, it may become one of the obstacles for implementation of the pilot tests on a grand scale. This means that recruiting and training a number of quality interviewers and raters may become an issue if the tests are administered nationwide in the future.

Implications

First, this study has implications for future English proficiency and teaching skills tests as well as rating scales for in-service or prospective elementary school teachers. Reliable and valid measurements, i.e., English proficiency and teaching skills tests, based on a larger sample should be developed in order to better inform teachers of their current and desired levels of English and teaching skills. In addition, the development of these instruments will be in great need since English will become an officially required course for fifth and sixth graders in 2011, and teachers have to prepare themselves for teaching English. In order to create reliable and valid instruments, the government, i.e., the MEXT, may have to initiate and fund the project because it requires a large sample, and a number of quality interviewers and raters. Furthermore, even though only oral skills and teaching skills were focused on in the development of the pilot instruments in this study, future government-funded tests may have to encompass other aspects of English proficiency, i.e., reading and writing skills, and of teacher attitude, in order to more accurately assess competencies of ESET.

Second, the results of this study also have implications for training both in-service and prospective elementary school teachers. The pilot tests in this study suggest that elementary school teachers need to improve especially their oral fluency and teaching skills. In the process of officially introducing English activities in all elementary schools in 2011, the government is responsible for providing teachers with necessary training in these areas. In addition, the results of the pilot tests suggest that the government develop self-learning materials for teachers to practice their listening skills, speaking skills, and teaching skills crucial to teaching English at

the elementary school level. It is important that training programs or learning materials be targeted to meet elementary school teachers' needs and be evaluated systematically to confirm that the programs or materials are meeting their needs. Moreover, as part of the training programs, English proficiency and teaching skills tests can be employed in order to evaluate teachers' current levels at the beginning of the training, and/or their progress through the programs at the end of the training.

Finally, in anticipation of English possibly becoming a required subject at all levels at the elementary school level in the near future, this study suggests that the government examine the current system of educating elementary school teachers at teacher colleges, and establish new curricula, including required courses on teaching English. In addition, in the recruitment of elementary school teachers, school boards may have to take teachers' English proficiency and teaching skills into consideration, possibly through executing English proficiency and teaching skills tests.

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APPENDIX A

An Inventory of Teacher Tasks (Elder, 1994; revised and translated by the author) in Japanese

小学校英語指導者（学級担任）の活動内容リスト

記入者の基本情報

1. 氏名（任意）：
2. 学校：
3. 英語指導担当学年： 年生
4. 英語指導経験年数： 年間

記入方法

以下の各活動内容に対し、「小学校で英語活動を行うための英語関連能力として」という観点から（ご自身の現状の能力としてではなく）「必要」か「不必要」に☑（チェック）してください。また、適宜コメントを添えてください。

	活動内容	必 要	不 必 要	コメント
	I. 英語指導を目的とする活動内容			
	（児童のモデルとなる活動）			
1	英語の歌の歌詞を黒板やポスターなどに書く。			
2	英単語を黒板やフラッシュカードなどに書く。			
3	英語の語句を黒板やフラッシュカードなどに書く。			
4	英語の文を黒板やフラッシュカードなどに書く。			
5	英語の歌詞を（歌うのではなく）音読する。			
6	黒板などに書いてある英単語を音読する。			
7	黒板などに書いてある英語の語句を音読する。			
8	黒板などに書いてある英語の文を音読する。			

9	英語の歌を歌う。			
10	英語のライムやチャントの手本を示す。			
11	ALT などとダイアログやロールプレイの手本を示す。			
12	英単語や語句の発音の手本を示す。			
	(説明などの活動)			
13	児童の発音や発話の誤りを、口頭で英語を使って指摘・訂正する。			
14	口頭で英語を使って、英単語・語句・文の意味を説明する。			
15	英単語や語句のスペリングを口頭で言う。			
16	英語の歌の場面や内容を、絵などを使いながら口頭で英語を使って説明する。			
17	英語のライムやチャントの場面や内容を、絵などを使いながら口頭で英語を使って説明する。			
18	ダイアログやロールプレイの場面や内容を、絵などを使いながら口頭で英語を使って説明する。			
	(内容伝達を重視した活動)			
19	何かのやり方や作り方などを口頭で英語を使って説明する(例: 足し算の仕方、紙飛行機の作り方などを実際に行いながら説明する)。			
20	何かを口頭で英語を使ってグループ分けする(例: 動植物の絵単語カードを使って分類する)。			
21	英語の物語などを読み聞かせる。			
	(活動などの指示を出す活動)			
22	ゲームのやり方を口頭で英語を使って指示する。			

23	ダイアログやロールプレイのやり方を、口頭で英語を使って指示する。			
24	児童に分かりやすいように英語の説明や指示を言い換える。			
II. 授業運営に関する活動				
25	英語で児童のしつけをする（例：Please sit down. Be quiet, please.）。			
26	英語で宿題の説明をする。			
27	児童の活動進行具合を口頭で英語を使って尋ねる（例：Are you doing OK?）。			
28	児童に説明や指示を理解できたかを、口頭で英語を使って尋ねる（例：Do you understand?）。			
29	児童からの質問や要望に口頭で英語を使ってこたえる。			
III. 教室外での英語を使用する活動				
（授業準備に関する活動）				
30	英語で書かれた・録音された資料を使って授業準備をする。			
31	英英辞書や英語の百科事典などを使う。			
32	英語でワークシートなどの教材を作成する。			
33	英語のフラッシュカードやポスターなどを作成する。			
（自己研鑽のための活動）				
34	英語で書かれた新聞・雑誌・本などを読む。			
35	英語のラジオやテレビ番組などを視聴する。			
36	英語のビデオや映画を観る。			

37	小学校英語教育関連のセミナー・ワークショップ・学会などに参加する。			
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Appendix A, continued (translation)

An Inventory of Teacher Tasks (Elder, 1994; revised by the author)

I. Interactions involving core (pedagogic) goals

I.1 Medium-oriented interactions (primary target is teaching of target language)

I.1.1 Modeling the target language

1. writing songs for public display (blackboard, poster, bulletin board)
2. writing words for public display
3. writing phrases for public display
4. writing sentences for public display
5. reading out songs from the board etc.
6. reading out words from the board etc.
7. reading out phrases from the board etc.
8. reading out sentences from the board etc.
9. singing songs
10. reciting rhymes or chants
11. performing dialogues or role plays with ALTs (Assistant Language Teachers)
12. modeling pronunciation

I.1.2 Providing information about the target language

13. pointing out errors or inappropriate usage (e.g., pronunciation or speaking)
14. explaining meanings of words, phrases, or sentences
15. spelling out words or phrases
16. explaining context or content of songs, using picture prompts
17. explaining context or content of rhymes or chants, using picture prompts
18. explaining context or content of dialogues or role plays, using picture prompts

I.2 Message-oriented interactions (primary target is to teach content which is part of the school curriculum)

19. explaining processes (e.g., how to add numbers, how to make airplanes)

20. categorizing things (e.g., plants, animals, or foods etc.)

21. reading aloud stories

I.3 Activity-oriented interactions (primary target is to achieve student behavior that results in some non-verbal product)

22. giving instructions for a game etc.

23. giving instructions for dialogues or role plays

24. rephrasing/simplifying explanations/instructions to assist comprehension

II. Interaction involving framework goals (primary goal is to set up organizational framework for the lesson)

25. disciplining students (e.g., issuing warnings, indicating disapproval of inappropriate behavior)

26. explaining about homework requirements

27. asking students questions to check on progress with classroom tasks

28. asking students questions to check on understanding of procedures

29. responding to students' questions/ requests

III. Extra-classroom use of target language

III.1 Preparing for the lesson

30. selecting suitable texts (taped or written) for classroom use

31. consulting dictionaries or encyclopedias

32. preparing handouts in English (e.g., vocabulary lists, worksheets)

33. preparing signs or posters in English

III.2 Professional development

34. reading articles from newspapers/professional journals/books

35. listening to English radio or TV programs

36. watching English videos or films

37. attending professional development seminars

APPENDIX B
Listening Test (Obunsha, 2007)

リスニングテスト
(2008 年, 2009 年実施)

テスト概要

テストの目的：実用英語技能検定試験（英検）3 級のリスニング問題を用い、小学校で英語を教えるために必要とされるリスニング能力（基本的な日常会話が理解できるレベル）を測定する。なお、6 割以上の正答率（30 問中 18 問以上の正解）を、必要なリスニング能力の目安とする。

テストの内容：（問題数：30 問、満点：30 点、試験時間：約 25 分間）

セクション	出題形式	問題数×配点
第 1 部	イラストを参考に対話を聞き、その最後の文に対する応答を選ぶ	10 問×1 点
第 2 部	対話を聞き、その内容についての質問に対する答えを選ぶ	10 問×1 点
第 3 部	英文を聞き、その内容についての質問に対する答えを選ぶ	10 問×1 点

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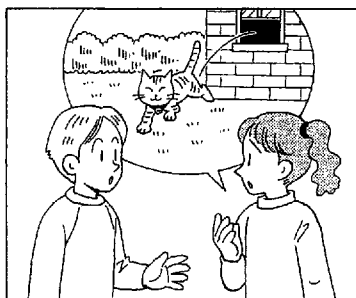
STOP!!

ここからテストが始まります

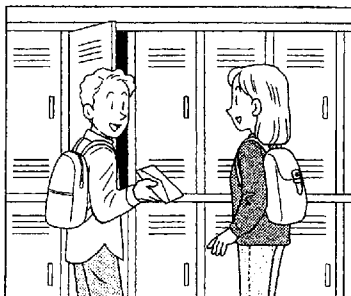
テスト問題開始（音声に従ってください）

第 1 部（問題 1～10）

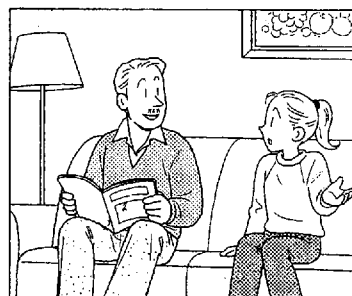
（例題）



No. 1



No. 2



No. 3



No. 4



No. 5



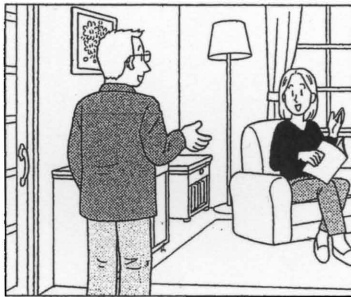
No. 6



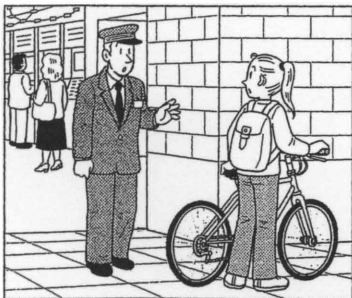
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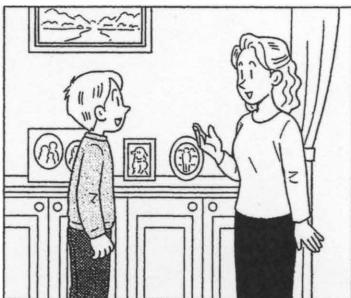
No. 8



No. 9



No. 10



第 2 部 (問題 11～20)

No. 11 1. Call Philip.

2. Go to the beach.

3. Visit her friends.

4. Do her homework.

No. 12 1. Go on a school trip.

2. Go camping with his father.

3. Get a gift for his mother.

4. Get some books for school.

No. 13 1. On her desk.

2. On the floor.

3. In her bag.

4. In the school office.

No. 14 1. Go to bed.

2. Go to a movie.

3. Stay home.

4. Watch TV.

No. 15 1. In a bank.

2. In a shoe store.

3. In a bookstore.

4. In a fast-food restaurant.

No. 16 1. He went to bed late.

2. He missed the bus.

3. He has lost his science book.

4. He hasn't finished his homework.

- No. 17
1. Go for a walk.
 2. Look at a map.
 3. Buy some drinks.
 4. Get some food.

- No. 18
1. Buy a new car.
 2. Learn how to drive a car.
 3. See Greg's model cars.
 4. Make a model of a car.

- No. 19
1. This morning.
 2. At one o'clock today.
 3. Tomorrow morning.
 4. At two o'clock tomorrow.

- No. 20
1. He can't take the test.
 2. He doesn't like history.
 3. He didn't study for it.
 4. He didn't know about it.

第 3 部 (問題 21～30)

- No. 21
1. By bike.
 2. By bus.
 3. By train.
 4. On foot.

- No. 22 1. A tour guide.
 2. A taxi driver.
 3. A waiter in a restaurant.
 4. A nurse in a hospital.
- No. 23 1. His day.
 2. His new computer.
 3. How he goes to work.
 4. Where he lives.
- No. 24 1. She met her friend.
 2. She went to the doctor.
 3. She visited her friend.
 4. She had a party at her house.
- No. 25 1. His favorite food.
 2. His new pet.
 3. His friend's dog.
 4. His weekend.
- No. 26 1. He won first prize.
 2. He found tickets to an art show.
 3. His teacher called him.
 4. His teacher gave him a picture.
- No. 27 1. Work at home.
 2. Take a vacation.
 3. Look for a new job.
 4. Stay late at the office.

- No. 28
1. There will be a special sale.
 2. A famous sportsman will come.
 3. The store will open early.
 4. A new restaurant will open.

- No. 29
1. Stay at the beach.
 2. Visit his family.
 3. Go camping.
 4. Go to another country.

- No. 30
1. He had no classes in April.
 2. He had a lot of homework.
 3. The school was very big.
 4. There were many new students.

これがリスニングテスト最終ページです。

指示があるまで退室しないでください。

APPENDIX C
Interview Test in Japanese

インタビューテスト（試験官用）
（2008 年実施）

＊注意＊ ・具体的な受験者への指示は青字で表記しています。
・テスト終了後にこの冊子は回収します。

テスト概要

テストの目的：小学校で英語を教えるために必要とされるスピーキング能力（基本的な日常会話および教室英語が使えるレベル）、および英語による指導能力を測定する。なお、7割以上の得点率を、それぞれ必要なスピーキング能力および英語による指導能力の目安とする。

テストの内容：（セクション数：スピーキング能力－2 セクション、指導能力－2 セクション、満点：100 点、試験時間：約 11 分間）

種類	セクション	テスト内容	内容詳細	試験時間
スピーキング能力	I	簡単な会話	挨拶および簡単な質問	1 分程度
	II	音読および質疑応答	35 語程度の短いパラグラフの音読および質疑応答	1 分 30 秒程度
指導能力	I	ゲームの説明		5 分程度
	II	ダイアログの手本		3 分程度

テスト形式：日本人試験官 2 名に対し受験者 1 名のインタビュー形式

インタビューテスト（総時間：11分程度）

スピーキング能力をみるための質問（総時間：2分半～3分程度）

I. 簡単な会話

1. 挨拶（時間：30秒程度）

観点：一般的な出会いの挨拶が交わせるか。

試験官の質問例：

Please have a seat.

How are you?

My name is ～(試験官の名前). May I have your name, please?

Nice to meet you, ～さん.

2. 受験者に関する簡単な質問（時間：30秒程度）

観点：受験者個人に関する質問に、的確に理解して返答できるか。

その際、適切な文法、イントネーション・発音を用いているか。また、返答内容は適切であれば必ずしも文単位でなくても良い。

試験官の質問（仕事・趣味に関する程度の質問。家族など個人的なことは聞かない。）

質問の流れ：レベル低の「レベル判断用質問——採点外」を2問くらいしてレベル（低か高か）を判断し、その後レベルに合わせて「採点用質問」2問を行う。

（レベル低）現在形のみ

「レベル判断用質問——採点外」

Where do you live?

What's the name of the school you are teaching at?

Are you a homeroom teacher?

Are you teaching 6th graders?

↓ レベル（低か高）決定

レベル低「採点用質問」

1. What do you usually have for breakfast?
2. What do you like to do in your free time?

または

(レベル高) 過去形、現在完了形

レベル高「採点用質問」

1. How did you get here today?
 2. Have you ever been abroad?
- Yes の場合 Where have you been?
- No の場合 Where would you like to visit?

正答例

「レベル判断用質問——採点外」

- ・ Where do you live?

→I live in ～.

- ・ What's the name of the school you are teaching at?

→It's ～ elementary school (～小学校). / The name of the school is ～. / I'm teaching at ～.
/ 小学校の名前だけ答える。

- ・ Are you a homeroom teacher?

→Yes, (I am). / No, (I'm not).

- ・ Are you teaching 6th graders?

→Yes, (I am). / No, (I'm not). / Yes, I'm teaching 6th graders. / No. I'm teaching 5th graders.

レベル低「採点用質問」

1. What do you usually have for breakfast?

→I (usually) have ～(for breakfast). / 食べ物の名前のみ。

2. What do you like to do in your free time?

→I like to ～.

レベル高「採点用質問」

1. How did you get here today?

→(I got here) by/ on ～.

2. Have you ever been abroad? →Yes, (I have). / No, (I haven't).

→Yes の場合 Where have you been? →I've been to ～. /国名だけ。

No の場合 Where would you like to visit?→I'd like to visit～. /国名だけ。

II. 音読： 35 語程度の短いパラグラフの音読および質疑応答

観点：（音読） 文を適切な区切りで、適切な、イントネーション・発音を用いて音読できるか。

（質疑応答） 質問を的確に理解し、パラグラフや絵の内容に合った返答が出来るか。
その際、適切な文法、イントネーション・発音を用いているか。また、
返答内容は適切であれば必ずしも文単位でなくても良い。

1. 黙読（時間：20 秒）

試験官の指示

（音読用カードを渡した後） Please read the passage silently for 20 seconds.

2. 音読（時間：20 秒程度）

試験官の指示

Now, please read the passage aloud from the title.

採点用パラグラフ（受験者用カード）：

Summer Homework

In Japan, the summer vacation starts in July. Teachers usually give their students homework for the vacation. Students study for subjects like math and often paint pictures or make something for art class.



3. 質疑応答：音読したパラグラフに関する3つの質問（時間：30秒程度）

試験官の質問

- ① Please look at the passage. During the summer vacation, what do students often do for art class?
- ② Please look at the picture. Where is the telephone?
- ③ What do you think the boys will do after they finish their homework?

正答例

① Please look at the passage. During the summer vacation, what do students often do for art class?

→ They (often) paint pictures or make something (for art class).

② Please look at the picture. Where is the telephone?

→(It's) on the wall.

③ What do you think the boys will do after they finish their homework?

→I think they will go swimming. (下線部は回答多数)

英語による指導力をみるための質問（総時間：8分程度）

I. ゲームのやり方の説明（総時間：5分程度）

観点：ゲームの仕方を児童のレベル（小5・6年生）に合わせて、必ず含む内容を漏らさず、英語で分かりやすく説明できるか。その際、発音や文法の誤りは内容の伝達に支障がない限り評価の対象とはしない。

試験の流れ：

1. ゲームに関する概要（指導目標、形態、準備物、内容、流れ）が書かれたカードを受け取り黙読する。（時間：1分）
2. 「ゲームのやり方の説明」の部分を英語でできるように準備する。（時間：2分）
3. 「ゲームのやり方の説明」を準備物など使いながらデモンストレーションする。（時間：1分30秒）

採点用ゲーム：シークレットワード・ゲーム

1. 受験者に以下の「ゲーム概要カード」を渡し、1分間黙読するよう日本語で指示する。

ゲーム概要（受験者用カード）

ゲーム名：シークレットワード・ゲーム

指導目標：職業を表す単語を再確認し、聞いて理解でき、後について発音できる。（職業単語は以前一度練習したこととする。）

形態：リスニングゲーム、ペア

今回準備される道具：職業絵カード（黒板掲示用）1セット、消しゴム1個

ゲームの内容：

- ① 児童はペアになり、中央に消しゴムをおいた机をはさんで向き合って座る。
（今回は試験官2人が児童役としてペアとなる）
- ② 教師は絵カードの職業を表す英語を発音し、児童はそれをリピートするが、あらかじめ決めておいた「シークレットワード」を発音したときはリピートせずに、消しゴムを取る。早く消しゴムを取ったほうが1ポイントをもらえる。

ゲームの流れ：

- ① 単語の確認（黒板に職業についての絵カードを貼りながら、職業の単語を復習する。）
→今回はすでに行ったこととする（黒板にはすでに絵カードが貼ってある）。
- ② ゲームのやり方の説明（上記「ゲームの内容」の説明）→今回のテスト内容
（注意）「ゲームのやり方の説明」は、以下の「英語での指示（必ず含む内容）」を中心とするが、準備されている道具（黒板の絵カード、消しゴム）、児童、ジェスチャーなども、説明の補助として効果的に用いること。また、以下の「英語での指示（必ず含む内容）」にさらに必要と思われる指示を加えてもよい。

英語での指示（必ず含む内容）：1.と6. は準備されている英文を使用しても良い。

1. **“Let’s play the Secret Word game!”**（ゲームの開始を伝える。）
2. ペアで行うこと。
3. ペアで向かい合って座り、消しゴムを真ん中に置くこと。
4. 教師が発音した単語（**the word**）をリピートすること。

5. ただし、教師がシークレットワードを発音したときは、リピートせずに消しゴムをとること。
6. **“You get the eraser, and you get one point.”**（ペアのうち消しゴムを取った方が1ポイントもらえること。）
7. ポイントの多い方が勝ちであること。
8. 今日のシークレットワード **“carpenter”** を伝える。

③ ゲーム開始

→今回は行わない。

2. 「ゲームの流れの ②ゲームのやり方の説明」の部分を英語でできるよう2分間で準備するよう日本語で指示する。必要であればカードに書き込みをしたり、音読をしたり、動作の練習をしても良いことを日本語で伝える。また、テストではカードを見ながら行ってよいことも日本語で伝える。（→2分間たったら3. の指示をしてください）
3. 「ゲームのやり方の説明」を準備物なども使いながら1分30秒を目安にデモンストレーションするよう日本語で指示をする。（→1分30秒になったら打ち切ってください）
4. 「ゲーム概要カード」を回収してください。
5. 続いて「ダイアログの手本」のテストにうつることを日本語で伝えてください。

英語の指示正答例

1. **“Let’s play the Secret Word game!”**
2. **“Work in pairs.”** / 又は**“Work with your partner.”**
3. **“Sit face to face (with your partner). (Then), put an eraser between the two of you.”** / 又は**“Sit like this.”**と言いながら児童を向かい合わせる。 **Put the eraser here.**と言いながら消しゴムを真ん中に置く。”
4. **“Repeat (the word) after me.”**
5. **“(But), when I say the secret word, don’t repeat after me/ 又は don’t repeat it. You must pick up the eraser.”**
6. **“You get the eraser, and you get one point.”** / 又は **“If you get the eraser, you get one point.”**
7. **“You get more points, and you are the winner.”** / 又は **“If you get more points,**

you are the winner.”

8. “Today’s secret word is ‘carpenter’.”

(ゲームの参考文献：Saito, E. & Takeuchi, O. (Eds.). (2007). *Shogakko eigo gakkutannin no tameno katsudou aidiashuu gorokunensei yo* [Teaching English at the elementary school level: Example activities for homeroom teachers (fifth & sixth graders)]. Tokyo: Sanseido.)

II. ダイアログの手本（総時間：3分程度）

観点：ターゲットセンテンスを含んだダイアログを児童のレベル（小5・6年生）に合わせて、場面設定を説明し、手本を示せるか。また、適切なイントネーション・発音を用いることが出来るか。

試験の流れ：

1. ダイアログの概要（登場人物、場面設定、準備物、ターゲットセンテンス、ダイアログ）が書いてあるカードを受け取り黙読する。（時間：20秒）
2. 場面設定の説明の準備（道具使い含む）、指定された役のせりふの練習をする。（時間：1分30秒）
3. ダイアログの場面設定（登場人物と場面）の説明、実際のダイアログの手本を示す（相手役は試験官）。（時間：1分程度）

採点用ダイアログ

1. 受験者に以下の「ダイアログ概要カード」を渡し、20秒間黙読するよう日本語で指示する。

ダイアログ概要（受験者用カード）

登場人物：私（小学校5年生の女の子）、マーク（私のクラスメート、カナダ人の男の子）

場面：私が、カナダ出身のマークに質問をしている。

準備物：登場人物拡大絵、カナダと日本の拡大国旗絵、掲示用ダイアログ

ターゲットセンテンス：What Japanese food do you like? – I like tempura.

（下線部を入れ替えて練習する）

ダイアログ：受験者は私役(I)とする。

I（私）：What Japanese food do you like?

Mark（マーク）：I like *tempura*.

I: Me, too. Where do you want to go in Japan?

Mark: I want to go to Mt. Fuji.

I: Sounds nice.

テスト内容：場面設定（登場人物および場面）の説明およびダイアログの手本（私役（I））を、準備物などを使用しながら英語で行う。また、ダイアログのマーク役（Mark）は試験官が行う。

2. 場面設定（登場人物および場面）の説明の準備（道具使い含む）、指定された役のせりふの練習を1分30秒で行うよう日本語で指示する。必要であればカードに書き込みをしたり、音読をしたり、動作の練習をしても良いことを日本語で伝える。また、テストではカードを見ながら行ってよいことも日本語で伝える。

（→1分30秒たったら3. の指示をしてください）

3. ダイアログの場面設定（登場人物と場面）の説明、実際のダイアログの手本を行うよう日本語で指示する。また、ダイアログのマーク役は試験官が行うことを伝える。

4. 終了後「ダイアログ概要」カードを回収してください。

場面設定正答例

（女の子の拡大絵を使いながら児童に向かって）This is me. I'm an elementary school student. I'm from Japan（日本の拡大国旗を使いながら）。（マークの拡大絵を使いながら）This is Mark. He is my classmate. He's from Canada（カナダの拡大国旗を使いながら）. Now, I'm asking Mark (some) questions. Listen to the dialogue.

（ダイアログの参考文献：Higuchi, T. & Tanabe, Y. (2007). *Peppy headway lavender*. Aichi: Chuou Shuppan.)

APPENDIX C, continued (translation)

Interview Test

Interview Test (Interviewers & Raters' Guide)

About the Test

Purpose: This interview test is designed to evaluate speaking skills and teaching skills of English teachers at Japanese elementary schools. The test includes two sections, a speaking skills section and a teaching skills section, with a score of 70% or more being a satisfactory level.

Contents : (Speaking skills—total 100 points, Teaching skills—total 100 points/ Total test time—about 11 minutes)

	Sections	Contents	Details	Time
Speaking skills	I	conversation	greetings, Q & A	1 minute
	II	reading aloud, Q & A	reading a short paragraph aloud, Q & A about the paragraph	1 minute, 30 seconds
Teaching skills	I	giving instructions for a game		5 minutes
	II	modeling a dialogue		3 minutes

Interviewers & raters: one interviewer & rater per interviewee

Interview Test (Total test time—about 11 minutes)

Speaking Skills Test (Total test time—about 2.5 minutes to 3 minutes)

I. Conversation

1. Greetings (Time: about 30 seconds)

Focus: To evaluate one's ability to exchange greetings

Example questions by the interviewer:

Please have a seat.

How are you?

My name is ~. May I have your name, please?

Nice to meet you, ~.

2. Q & A about an interviewee (Time: about 30 seconds)

Focus: To evaluate one's ability to respond to questions, using appropriate intonation and pronunciation. Acceptable responses include not only sentences but also phrases or words.

Example questions:

1. An interviewer asks a few questions from the "Questions for judging level" in order to decide on an interviewee's level (high or low).
2. The interviewer asks two additional questions from the "Test questions" depending on the level decided in step 1.

(Questions for judging levels)

Where do you live?

What's the name of the school you are teaching at?

Are you a homeroom teacher?

Are you teaching 6th graders?

(Low-level test questions)

1. What do you usually have for breakfast?
2. What do you like to do in your free time?

(High-level test questions)

1. How did you get here today?
2. Have you ever been abroad?

→ Yes---Where have you been?

No---Where would you like to visit?

II. Reading aloud and Q & A

Focus: (Reading aloud) To evaluate one's ability to read aloud a short passage, using appropriate intonation and pronunciation.

(Q & A) To evaluate one's ability to respond to questions, using appropriate intonation and pronunciation. Acceptable responses include not only sentences but also phrases or words.

Test Steps:

1. Silent reading (Time: 20 seconds)
2. Reading aloud (Time: 20 seconds)

A paragraph for Reading aloud

Same as in the Japanese version

3. Q & A about the paragraph (Time: about 30 seconds)

Test questions:

- ① Please look at the passage. During the summer vacation, what do students often do for art class?
- ② Please look at the picture. Where is the telephone?
- ③ What do you think the boys will do after they finish their homework?

Teaching Skills Test (Total test time—about 8 minutes)

I. Giving instructions for a game (Total test time—about 5 minutes)

Focus: To evaluate one’s ability to give instructions appropriate for the level of students (5th or 6th graders). Minor errors in pronunciation or grammar are not reflected in the score.

Test steps:

- 1. Give the card entitled, “Giving instructions for a game” to the interviewee. The card includes information on objectives, style, prepared materials, contents, and test steps for the game. Have the interviewee read the card silently for 1 minute.
- 2. Allow the interviewee time to prepare for giving instructions. (Preparation time: 2 minutes)
- 3. Have the interviewee give instructions for the game, using the prepared materials. (Time: 1 minute & 30 seconds)

Giving instructions for a game (for the interviewee)

Game: Secret word game

Objectives: Students will learn names of occupations, and will be able to repeat them after the teacher.

Style: listening game, conducted in pairs

Prepared materials: Picture cards of various jobs, an eraser

Procedures:

- ① Students work in pairs, sitting face to face. Each pair puts an eraser between them.
- ② The teacher says one of the occupation names on the board, and the students repeat it after the teacher. However, when the teacher says the secret word, students should not repeat the word. Instead, they have to pick up the eraser. Those who grab the eraser earn 1 point.

Test criteria for giving instructions:

Giving instructions for the game

An interviewee must include the following instructions. He/ she is also expected to effectively use the prepared materials and appropriate gestures.

Required instructions : the following instructions are given in Japanese, except for 1 & 6.

1. "Let's play the Secret Word game!"
 2. "Work in pairs."
 3. "Sit face to face with your partner. Then, put an eraser between the two of you."
 4. "Repeat the word after me."
 5. "But, when I say the secret word, do not repeat it. You must pick up the eraser!"
 6. "You get the eraser, and you get one point."
 7. "You get more points, and you are the winner."
 8. "Today's secret word is 'carpenter'."
-

II. Modeling a dialogue (Total test time—about 3 minutes)

Focus: To evaluate one's ability to explain the situation of a dialogue, and model it with appropriate intonation and pronunciation.

Test steps:

1. Give the card entitled, "Dialogue" to the interviewee. The card includes information on characters, situation, prepared materials, a target sentence, and a dialogue. Have the interviewee read the card silently for 20 seconds.
2. Allow the interviewee time to prepare to explain the situation and model the dialogue.
(Preparation time: 1 minute, 30 seconds)
3. Have the interviewee explain the situation and act out the dialogue with the interviewer. (Test time: about 1 minute)

Dialogue (for the interviewee)

Characters: I (a 5th grade girl), Mark (her classmate, a Canadian boy)

Situation: I am asking a few questions to Mark, who is from Canada.

Prepared materials: big pictures of the characters, flags of Canada and Japan, a written dialogue
to be put on the board

Target sentence: What Japanese food do you like? – I like tempura.

Dialogue: the interviewee plays the role of “I.”

I: What Japanese food do you like?

Mark: I like *tempura*.

I: Me, too. Where do you want to go in Japan?

Mark: I want to go to Mt. Fuji.

I: Sounds nice.

APPENDIX D

Revised Interview Test in Japanese

インタビューテスト改訂版（試験官用）

（2009 年実施）

- * 注意 *
- ・ 具体的な受験者への指示は青字で表記しています。
 - ・ テスト終了後にこの冊子は回収します。

テスト概要

テストの目的：小学校で英語を教えるために必要とされるスピーキング能力（基本的な日常会話および教室英語が使えるレベル）、および英語による指導能力を測定する。なお、7割以上の達成率を、それぞれ必要なスピーキング能力および英語による指導能力の目安とする。

テストの内容：（セクション数：スピーキング能力－2 セクション、指導能力－2 セクション、試験時間：約 15 分間）

種類	セクション	テスト内容	内容詳細	試験時間
スピーキング能力	I	初歩的な会話	挨拶（採点外）および初歩的な質問	1 分程度
	II	音読および質疑応答	35 語程度の短いパラグラフの音読および質疑応答	1 分 30 秒程度
能力指導	I	ゲームの説明		7 分程度
	II	目標文の導入		5 分程度

テスト形式：日本人試験官 2 名に対し受験者 1 名のインタビュー形式

インタビューテスト（総時間：15分程度）

スピーキング能力をみるための質問（総時間：2分半程度）

I. 初歩的な会話

1. 挨拶（時間：30秒程度）←採点外

観点：一般的な出会いの挨拶が交わせるか。

試験官の質問例：

Please have a seat.

How are you?

My name is ～(試験官の名前). May I have your name, please?

Nice to meet you, ～さん.

2. 受験者に関する初歩的な質問（時間：30秒程度）

観点：受験者個人に関する質問に、的確に理解して返答できるか。

その際、適切な文法、イントネーション・発音を用いているか。また、返答内容は適切であれば必ずしも文単位でなくても良い。

試験官の質問（仕事・趣味に関する程度の質問。家族など個人的なことは聞かない。）

質問の流れ：レベル低の「レベル判断用質問——採点外」を2問くらいしてレベル（低か高か）を判断し、その後レベルに合わせて「採点用質問」3問を行う。

「レベル判断用質問——採点外」（現在形のみ）基本的 or 定型的

Where do you live?

What's the name of the school you are teaching at?

Are you a homeroom teacher?

Are you teaching 6th graders?

↓ レベル（低か高）決定

レベル低「採点用質問」(現在形のみ)

1. What do you usually have for breakfast?
2. What do you like to do in your free time?
3. Which country do you want to visit in the future?

または

レベル高「採点用質問」(過去形、現在完了形、未来形)

1. How did you get here today?
2. Have you ever been abroad?
→Yes の場合 Where have you been?
No の場合 Where would you like to visit?
3. What are you going to do this weekend (tomorrow)?

正答例

「レベル判断用質問——採点外」

- ・ Where do you live?

→I live in ～.

- ・ What's the name of the school you are teaching at?

→It's ～ elementary school (～小学校). / The name of the school is ～. / I'm teaching at ～.
/ 小学校の名前だけ答える。

- ・ Are you a homeroom teacher?

→Yes, (I am). / No, (I'm not).

- ・ Are you teaching 6th graders?

→Yes, (I am). / No, (I'm not). / Yes, I'm teaching 6th graders. / No. I'm teaching 5th graders.

レベル低「採点用質問」

1. What do you usually have for breakfast?

→I (usually) have ～(for breakfast). / 食べ物の名前のみ。

2. What do you like to do in your free time?

→I like to ～.

3. Which country do you want to visit in the future?

→I want to visit Italy. / 国の名前のみ。

レベル高「採点用質問」

1. How did you get here today?

→(I got here) by/ on ～.

2. Have you ever been abroad? →Yes, (I have). / No, (I haven't).

→Yes の場合 Where have you been? →I've been to ～. /国名だけ。

No の場合 Where would you like to visit?→I'd like to visit～. /国名だけ。

3. What are you going to do this weekend (tomorrow)?

→I'm going to ～ (this weekend, tomorrow).

II. 音読: 35 語程度の短いパラグラフの音読および質疑応答

観点: (音読) 文を適切な区切りで、適切なイントネーション・発音を用いて音読できるか。

(質疑応答) 質問を的確に理解し、パラグラフや絵の内容に合った返答が出来るか。

その際、適切な文法、イントネーション・発音を用いているか。また、
返答内容は適切であれば必ずしも文単位でなくても良い。

1. 黙読 (時間: 20 秒)

試験官の指示

(音読用カードを渡した後) Please read the passage silently for 20 seconds.

2. 音読 (時間: 20 秒程度)

試験官の指示

Now, please read the passage aloud from the title.

採点用パラグラフ (受験者用カード):

Appendix C と同じ

3. 質疑応答：音読したパラグラフに関する 3 つの質問（時間：30 秒程度）

試験官の質問

- ① Please look at the passage. During the summer vacation, what do students often do for art class?
- ② Please look at the picture. Where is the telephone?
- ③ What do you think the boys will do after they finish their homework?

正答例

1. Please look at the passage. During the summer vacation, what do students often do for art class?

→ They (often) paint pictures or make something (for art class).

2. Please look at the picture. Where is the telephone?

→(It's) on the wall.

3. What do you think the boys will do after they finish their homework?

→I think they will go swimming.（下線部は回答多数）

英語による指導力をみるための質問（総時間：12 分程度）

＊試験官の指示はすべて日本語で行ってください。

I. ゲームのやり方の説明（総時間：7 分程度）

観点：ゲームのやり方を児童のレベル（小 5・6 年生）に合わせて、英語で分かりやすく説明できるか。その際、発音や文法の誤りは内容の伝達に支障がない限り評価の対象とはしない。

試験の流れ：

1. ゲームに関する概要（指導目標、形態、準備物、内容、流れ）が書かれたカードを受け取り、試験官の説明を聞きながら黙読する。（時間：3 分）
2. 「ゲームのやり方の説明」の指定された部分を英語で実演できるように準備する。（時間：2 分）
3. 「ゲームのやり方の説明」を児童役、準備物などを使いながら実演する。（時

間：2分)

採点用ゲーム：シークレットワード・ゲーム

1. 受験者に以下の「ゲーム概要カード」を渡し、試験官の説明を聞きながら黙読するよう指示する（3分間）。

ゲーム概要（受験者用カード）

ゲーム名：シークレットワード・ゲーム

指導目標：職業を表す単語を再確認し、聞いて理解でき、後について発音できる。（職業単語は以前一度練習したこととする。）

形態：リスニングゲーム、ペア

準備されている道具：職業絵カード（黒板掲示用）1セット、消しゴム1個

ゲームの内容：

- ① 児童はペアになり、中央に消しゴムをおいた机をはさんで向き合って座る。
（今回は試験官2人が児童役としてペアになる）
- ② 教師は絵カードの職業を表す英語を発音し、児童はそれをリピートするが、あらかじめ決めておいた「シークレットワード」を発音したとき、児童はリピートせずに消しゴムを取る。早く消しゴムを取ったほうが1ポイントをもらえる。

ゲームの流れとテスト内容：

- ① 単語の復習（黒板の絵カードを使いながら、職業単語を復習する。）
→今回はすでに行ったこととする。

② ゲームのやり方の説明→今回のテスト内容

（注意）「ゲームのやり方の説明」は、実際の授業のように、児童に向かってゲームのやり方を実演する形で行うこと。その際、児童役（試験官2名）を必ず使ってやり方を実演すること。実演の際は、以下の「英語での指示（必ず含む内容）」を中心とするが、それ以外の指示、準備されている道具（黒板の絵カード、消しゴム）、ジェスチャーなども使って児童に伝わるよう心がけること。

英語での指示（必ず含む内容）：1. は準備されている英文を使用しても良い。

1. **“Let’s play the Secret Word game!”**（ゲームの開始を伝える。）
2. ペアで行うこと。
3. ペアで向かい合って座り、消しゴムを真ん中に置くこと。
4. 教師が発音した単語をリピートすること。
5. ただし、教師がシークレットワード **“carpenter”**を発音したときは、リピートせずに消しゴムをとること。

-----ここまで-----

6. **“You get the eraser, and you get one point.”**（ペアのうち消しゴムを取った方が1ポイントもらえること。）
7. **“You get more points, and you are the winner.”**（ポイントの多い方が勝ちであること。）

③ ゲーム開始

→今回は行わない。

2. 「ゲームの流れの ②ゲームのやり方の説明」の指定された部分（1～5）を英語で実演できるよう2分間で準備するよう指示する。必要であればカードに書き込みをしたり、音読をしたり、動作の練習をしても良いことを伝える。また、テストではカードをできるだけ見ないようにと伝える。（→2分たったら3. の指示をしてください）
3. 「ゲームのやり方の説明」を児童役（試験官）、準備物などを使いながら2分を目安に実演するよう指示をする。（→2分になったら打ち切ってください）
4. 「ゲーム概要カード」を回収してください。
5. 続いて「目標文の導入」のテストにうつることを伝えてください。

英語の指示正答例

1. **“Let’s play the Secret Word game!”**
2. **“Work in pairs.”** / 又は**“Work with your partner.”**
3. **“Sit face to face (with your partner). (Then), put an eraser between the two of**

you.” / 又は“Sit like this.と言いながら児童を向かい合わせる。 Put the eraser here.と言いながら消しゴムを真ん中に置く。”

4. “Repeat (the word) after me.”

5. “(But), when I say the secret word, ‘carpenter’, don’t repeat after me/ 又は don’t repeat it. You must pick up the eraser.”

-----ここまで-----

6. “You get the eraser, and you get one point.” /又は “If you get the eraser, you get one point.”

7. “You get more points, and you are the winner.” /又は “If you get more points, you are the winner.”

II. 目標文の導入（総時間：5分程度）

観点：目標文（ターゲットセンテンス）を会話文（ダイアログ）とともに、児童のレベル（小5・6年生）に合わせて導入できるか。また会話文においては、適切なイントネーション・発音を用いることが出来るか。

試験の流れ：

1. 目標文導入の概要（目標文、登場人物、場面設定、準備物、会話文）が書いてあるカードを受け取り、試験官の説明を聞きながら黙読する。（時間：2分）
2. 目標文導入の準備をする。（時間：2分）
3. 目標文導入をALT役（試験官）を使いながら実演する。（時間：1分30秒程度）

採点用導入文および会話文

1. 受験者に以下の「目標文導入の概要カード」を渡し、試験官の説明を聞きながら黙読するよう指示する（2分間）。

目標文導入の概要（受験者用カード）

目標文：What Japanese food do you like best? – I like *tempura* best.

会話文：

登場人物－担任の先生（受験者）、ジュディー先生（ALT、カナダ人女性→試験官）

場面－英語の授業中、担任の先生がカナダ出身のジュディー先生に一番好きな日本食について質問している。

会話文－受験者は担任の先生役とする。

担任の先生（受験者）：Judy 先生、do you like **tempura*?

Judy 先生（試験官）：Yes, I do.

担任の先生：Do you like **sushi*?

Judy 先生：Yes, I do.

担任の先生：Do you like **sukiyaki*?

Judy 先生：Yes, I do.

担任の先生：What Japanese food do you like best?

Judy 先生：I like *tempura* best.

*会話文中の日本食 3 種類は順番が入れ替わってもよい。

準備物：日本食の絵カード（天ぷら、すし、すきやき）、日本の国旗絵カード

目標文導入の流れとテスト内容：

（注意）必ず試験官を児童とみたとて、1～3 の流れを実際の授業のように実演すること。

また、ALT 役の試験官、絵カードやジェスチャーなども効果的に用いて児童に伝わるよう心がけること。

1. 日本食の絵カードを使って今日の題材である “Japanese food” を導入する。
2. ジュディー先生との会話を聞くように指示する。
3. 会話文を実演する（試験官がジュディー先生役をします）。

-----ここまで-----

4. 目標文を紹介し、練習し・定着させる。

2. 目標文導入の準備を2分間で行うように指示する。必要であればカードに書き込みをしたり、音読をしたり、動作の練習をしても良いことを伝える。また、テストではカードをできるだけ見ないようにと伝える。(→2分たったら3.の指示をしてください)

3. 1分30秒を目安に実演するよう指示する(1分30秒になったら打ち切ってください)。

4. 終了後「目標文導入の概要カード」を回収してください。

目標文導入の正答例

1. 日本食の絵カードを1枚ずつ児童に見せ、黒板にはりながら “What’s this?”や “Do you like ~?”などと質問しながら今日の題材が “Japanese food”であることを導入する。その際、後の会話文で出てくる表現である “Do you like ~?” を用いて質問したり、“Japanese food” を発音させることが望ましい。
2. “Now, I will ask Judy sensei some questions. So, please listen to us.”
3. 相手役の Judy 先生を見て、黒板にはってある絵カードなどを使いながら児童に分かりやすく実演できることが望ましい。

APPENDIX D, continued (translation)

Revised Interview Test

Interview Test (Interviewers & Raters' Guide)

About the Test

Purpose: This interview test is designed to evaluate speaking skills and teaching skills of English teachers at Japanese elementary schools. The test includes two sections, a speaking skills section and a teaching skills section, with a score of 70% or more being a satisfactory level.

Contents : (Speaking skills, Teaching skills/ Total test time—about 15 minutes)

	Sections	Contents	Details	Time
Speaking skills	I	conversation	greetings, Q & A	1 minute
	II	reading aloud, Q & A	reading a short paragraph aloud, Q & A about the paragraph	1 minute, 30 seconds
Teaching skills	I	giving instructions for a game		7 minutes
	II	introducing a target sentence		5 minutes

Interviewers & raters: one interviewer & rater per interviewee

Interview Test (Total test time—about 15 minutes)

Speaking Skills Test (Total test time—about 2.5 minutes to 3 minutes)

I. Conversation

1. Greetings (Time: about 30 seconds)

Focus: To evaluate one's ability to exchange greetings

Example questions by the interviewer:

Please have a seat.

How are you?

My name is ~. May I have your name, please?

Nice to meet you, ~.

2. Q & A about an interviewee (Time: about 30 seconds)

Focus: To evaluate one's ability to respond to questions, using appropriate intonation and pronunciation. Acceptable responses include not only sentences but also phrases or words.

Example questions:

1. An interviewer asks a few questions from the "Questions for judging level" in order to decide on an interviewee's level (high or low).
2. The interviewer asks two additional questions from the "Test questions" depending on the level decided in step 1.

(Questions for judging levels)

Where do you live?

What's the name of the school you are teaching at?

Are you a homeroom teacher?

Are you teaching 6th graders?

(Low-level test questions)

1. What do you usually have for breakfast?
2. What do you like to do in your free time?

3. Which country do you want to visit in the future?

(High-level test questions)

1. How did you get here today?

2. Have you ever been abroad?

→Yes---Where have you been?

No---Where would you like to visit?

3. What are you going to do this weekend (tomorrow)?

II. Reading aloud and Q & A

Focus: (Reading aloud) To evaluate one's ability to read aloud a short passage, using appropriate intonation and pronunciation.

(Q & A) To evaluate one's ability to respond to questions, using appropriate intonation and pronunciation. Acceptable responses include not only sentences but also phrases or words.

Test Steps:

1. Silent reading (Time: 20 seconds)

2. Reading aloud (Time: 20 seconds)

A paragraph for reading aloud

Same as in Appendix C

3.Q & A about the paragraph (Time: about 30 seconds)

Test questions:

①Please look at the passage. During the summer vacation, what do students often do for art class?

②Please look at the picture. Where is the telephone?

③What do you think the boys will do after they finish their homework?

Teaching Skills Test (Total test time—about 12 minutes)

I. Giving instructions for a game (Total test time—about 7 minutes)

Focus: To evaluate one’s ability to give instructions appropriate for the level of students (5th or 6th graders). Minor errors in pronunciation or grammar are not reflected in the score.

Test steps:

1. Give the card entitled, “Giving instructions for a game” to the interviewee. The card includes information on objectives, style, prepared materials, contents, and test steps for the game. Have the interviewee read the card silently while the interviewer explains it (3 minutes).
2. Allow the interviewee time to prepare for giving instructions. (Preparation time: 2 minutes)
3. Have the interviewee give instructions for the game, using the prepared materials. (Time: 2 minutes)

Giving instructions for a game (for the interviewee)

Game: Secret word game

Objectives: Students will learn names of occupations, and will be able to repeat them after the teacher.

Style: listening game, conducted in pairs

Prepared materials: Picture cards of various jobs, an eraser

Procedures:

1. Students work in pairs, sitting face to face. Each pair puts an eraser between them.
2. The teacher says one of the occupation names on the board, and the students repeat it after the teacher. However, when the teacher says the secret word, students should not repeat the word. Instead, they have to pick up the eraser. Those who grab the eraser, earn 1 point.

Test criteria for giving instructions:

Giving instructions for the game

An interviewee must include the following instructions. He/ she is also expected to effectively use the prepared materials and appropriate gestures.

Required instructions : the following instructions are given in Japanese, except for 1, 6, & 7.

- 1. **“Let’s play the Secret Word game!”**
- 2. **“Work in pairs.”**
- 3. **“Sit face to face with your partner. Then, put an eraser between the two of you.”**
- 4. **“Repeat the word after me.”**
- 5. **“But, when I say the secret word, “carpenter,” do not repeat it. You must pick up the eraser!”**

----- end of the test -----

- 6. **“You get the eraser, and you get one point.”**
- 7. **“You get more points, and you are the winner.”**

II. Introducing a target sentence in a dialogue (Total test time—about 5 minutes)

Focus: To evaluate one’s ability to explain the situation of a dialogue, and model it with appropriate intonation and pronunciation.

Test steps:

- 1. Give the card entitled, “Introducing a target sentence” to the interviewee. The card includes information on a target sentence, a dialogue, characters, situation, and prepared materials. Have the interviewee read the card silently while the interviewer explains it. (2 minutes)
- 2. Allow the interviewee time to prepare to explain the topic and model the dialogue. (Preparation time: 2 minutes)
- 3. Have the interviewee explain the topic and act out the dialogue with the interviewer. (Test time: about 1 minute and 30 seconds)

Introducing a target sentence (for the interviewee)

Target sentence: What Japanese food do you like best? – I like *tempura* best.

Dialogue

Characters: a homeroom teacher (participant), Judy (ALT, a Canadian woman)

Situation: You are asking Judy what her favorite Japanese food is.

Prepared materials: picture cards of Japanese food (*tempura*, *sushi*, *sukiyaki*), and a Japanese flag

Dialogue: the interviewee plays the role of a homeroom teacher

Homeroom teacher (HT): Judy-sensei, do you like *tempura*?

Judy: Yes, I do.

HT: Do you like *sushi*?

Judy: Yes, I do.

HT: Do you like *sukiyaki*?

Judy: Yes, I do.

HT: What Japanese food do you like best?

Judy: I like *tempura* best.

Test criteria for introducing a target sentence in a dialogue:

An interviewee must follow the following 3 steps. He/ she is also expected to effectively use the prepared materials and appropriate gestures.

1. Introduce the topic, “Japanese food”, using the picture cards.
2. Tell students to listen to the dialogue between you and Judy-sensei.
3. Act out the dialogue with the interviewee (as Judy-sensei).

-----end of the test-----

4. Have students practice the target sentence.
-

APPENDIX E

Scoring Scales for Listening & Interview Tests in Japanese

リスニングスキル レベル設定

1. この研究におけるリスニングスキル レベル

リスニングテストの正答率およびテストスコアによるこの研究におけるレベルおよびCEF
による対応レベル

この研究に おけるレベル	リスニング正答率	テストスコア（最大 30 点）	CEF レベル
4	70% ↑	22 ↑	B1
3	60-69%	18-21	Upper A2
2	50-59%	15-17	Lower A2
1	49% ↓	14 ↓	A1

注. リスニングテストは日本英語検定協会作成の実用英語技能検定試験 3 級を使用している。また、レベル 3 をこの研究における「小学校で英語を教えるのに必要なレベル」と設定している。また、CEF は Common European Framework of Reference for Languages の略である。

2. この研究におけるレベル内容

- レベル 4：必要なレベルに十分達している
- レベル 3：最低限度必要なレベルに達している
- レベル 2：必要なレベルに達していない
- レベル 1：測定するレベルに達していない

3. この研究に対応する CEF のレベル

CEF レベル：包括的な聴解, (吉島茂他 (訳・編)、2004)

CEF レベル	内容
B1	短い物語や、仕事、学校、余暇などの場面で普段出会う、ごく身近な事柄について、明瞭で標準的に話されたものであれば要点を理解できる。
A2 高	もし、はっきりとゆっくりとした発音ならば、具体的な必要性を満たすことが可能な程度に理解できる。
A2 低	もし、発話がはっきりとゆっくりとした発音ならば、最も直接的な優先事項の領域（例：ごく基本的な個人や家族の情報、買い物、その他の地理、雇用）に関連した句や表現が理解できる。
A1	意味がとれるように長い区切りをおいて、非常にゆっくりと注意深く発音してもらえれば、発話を理解できる。

Note. CEF は、6 レベルを 3 つの枠組みで分けており、A1 と A2 を「基礎段階の言語使用者」、B1 と B2 を「自立した言語使用者」、C1 と C2 を「熟達した言語使用者」としている。また、この研究で使用している CEF レベルは、研究内容に合うように研究者が手を加えている。

スピーキングスキル レベル設定

1. この研究におけるスピーキングスキル レベル

スピーキングテストの達成率によるこの研究におけるレベルおよび CEF と CLB による対応レベル

この研究におけるレベル	テスト達成率	CEF レベル	CLB レベル
4	80% ↑	B1	4
3	70% - 79%	Upper A2	3
2	60% - 69%	Lower A2	2
1	59% ↓	A1	1

Note. レベル 3 をこの研究における「小学校で英語を教えるのに必要なレベル」と設定している。また、CEF は Common European Framework of Reference for Languages の略、CLB は Canadian Language Benchmarks の略である。

2. この研究におけるレベル内容

- レベル 4：必要なレベルに十分達している
- レベル 3：最低限度必要なレベルに達している
- レベル 2：必要なレベルに達していない
- レベル 1：測定するレベルに達していない

3. この研究における対応する CEF および CLB のレベル

(1) 包括的評価

この研究におけるレベル; CEF レベル: 総合的な口頭発話 および一般的な話し言葉のやり取り, (吉島茂他 (訳・編), 2004); Canadian Language Benchmarks レベル: 包括的な効果, (Centre for Canadian Language Benchmarks, 2002, 日本語訳は松永舞が行った)

スピーキングスキル：包括的評価					
レベル	内容	CEF レベル	内容	CLB レベル	内容
4	コミュニケーションを効果的に行う高い能力がある。自分の関心のある話題について、ある程度の流暢さと長さをもって、論理的に描写したり会話を行うことができる。また、身近な話題に関して準備なしで会話に加わったり、身近な、個人的な、あるいは日常生活に関する話題について（例：挨拶、趣味、仕事）、積極的に個人的な意見を表明したり情報交換することができる。中学レベルの文章などを音読する際は、適切な文の区切り、イントネーションや発音を用いて流暢に読むことができる。	B1	(総合的な口頭発話) 自分の関心のあるさまざまな話題のうちからどれかについて、ほどほどの流暢さで、ある程度の長さの、簡単な記述やプレゼンテーションができる。その際、事柄の提示は直線的である。	4	学習者は話す活動を効果的に行う高い能力がある。コミュニケーションの目標を十分に達成することができる。
			(一般的な話し言葉のやり取り) 簡単だが幅広く言葉を使え、旅行中に遭遇する可能性のあるほとんどの状況に対処できる。身近な話題の会話に準備なしでも加わることが出来る。身近で個人的関心のある事柄、または日常生活に関連する話題（例えば、家族、趣味、仕事、旅行、時事問題）について個人的な意見を表明したり、情報		

			を交換したりできる。		
3	コミュニケーションを効果的に行う能力がある。自分の関心のある話題について、ある程度の流暢さと長さをもって簡単な描写をしたり会話をすることができる。また、予測可能な身近な話題に関しては（例：挨拶、趣味、仕事）、あまり苦労することなく、自分の考えを伝えたり、情報交換をしたり、質問に答えることができる。 中学レベルの文章などを音読する際は、ある程度の流暢さを保ちながら、内容の伝達に支障のないレベルの適切さで文の区切り、イントネーションや発音を用いて読むことができる。	A2 高	(総合的な口頭発話) A2 低と同じ	3	学習者は話す活動を効果的に行う能力がある。コミュニケーションの目標を達成することができる。
			(一般的な話し言葉のやり取り) もし必要がある場合に他の人が助けられれば、予め決まっているような状況、短い会話でなら、比較的容易に対話出来る。余り苦労しなくても簡単に日常的なやり取りができる。予測可能な日常の状況ならば、身近な話題についての考えや情報を交換し、質問に答えることができる。		
2	コミュニケーションを一部効果的に行う能力がある。簡単な字	A2 低	(総合的な口頭発話) 人物や生活・職場環境、日課、好き嫌いな	2	学習者は話す活動を一部効果的に行う能力がある。コミュニケ

	<p>句や文を使って日常生活や職場などの身近な話題について、簡単な描写をしたり会話をすることができる。ただし、自分から会話を進めたり、長い描写や会話を行うことはできない。</p> <p>中学レベルの文章などを音読する際は、文の区切り、イントネーションや発音の不適切さが目立ち、流暢さにも欠けるため、内容の伝達に支障をきたすこともある。</p>		<p>どについて、単純な記述やプレゼンテーションができる。その際簡単な字句や文を並べる。</p> <p>(一般的な話し言葉のやり取り)</p> <p>仕事や自由時間に関わる身近な毎日の事柄について、簡単で直接の情報交換を必要とする日常の課題ならコミュニケーションできる。非常に短い社交的なやり取りには対応できるが、自分から会話を進められるほどの理解はない。</p>		<p>ーションの目標を一部達成することができる。他人とのやり取りは難しく、誤解を招くこともある。</p>
1	<p>コミュニケーションを効果的に行う能力はない。ただし、単純な字句を並べて身近な話題について述べたり、ゆっくりとした繰り返しや言い換えなどの助けがあればごく身近な話題に関する会話をすることができる。</p>	A1	<p>(総合的な口頭発話)</p> <p>人物や場所について、単純な字句を並べて、述べることができる。</p> <p>(一般的な話し言葉のやり取り)</p> <p>簡単な方法でやり取りが出来るが、ゆっくりとした繰り返し、言い換え、修正に全般的に頼ってコミュニケ</p>	1	<p>学習者は話す活動を効果的に行う能力がない。コミュニケーションの目標を達成することができない。</p>

	中学レベルの文章などを音読する際は、文の区切り、イントネーションや発音が不適切であり、流暢さにも欠けるため、内容の伝達に支障をきたすことが多い。		ーションすることになる。簡単な質疑応答はできる。すぐに回答が必要な事柄やごく身近な話題についてなら、話もでき、応答もできる。		
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Note. CEF は、6 レベルを 3 つの枠組みで分けており、A1 と A2 を「基礎段階の言語使用者」、B1 と B2 を「自立した言語使用者」、C1 と C2 を「熟達した言語使用者」としている。

(2) 分析的評価

この研究におけるレベル; CEF レベル: 話し言葉の質的側面, (吉島茂他 (訳・編), 2004); Canadian Language Benchmarks レベル: 分析的指標, (Centre for Canadian Language Benchmarks, 2002, 日本語訳は松永舞が行った)

スピーキングスキル: 質的側面－①使用領域の幅および語彙					
レベル	内容	CEF レベル	内容	CLB レベル	内容
4	挨拶、趣味や仕事などの身近な話題に関して、発話や会話を行うのに十分な語彙や慣用表現を使うことができる。 中学レベルの文章などを音読する際、流暢に行うことができる。	B1	家族、趣味、興味、仕事、旅行、現在の出来事のような話題について、流暢ではないが、言い換えを使いながら表現するだけの語彙を十分に有している。	4	適切で正確な語彙を使用できる。適語を知らないために遠まわしな表現を使うことはまれである。慣用表現もうまく使用できる。
3	身近な話題に関して、基本的な発話や会話	A2 高	A2 低と同じ	3	基本的に十分な語彙を使うことができる

	<p>を行う程度の語彙を使うことができる。しかし、正確さに欠けることや遠まわしな表現を使用することがある。</p> <p>中学レベルの文章などを音読する際、内容の伝達に支障のない程度の流暢さを保つことができる。</p>				<p>が、正確でない語彙を使用したり、表現を思いつかなかったり、遠まわしな表現を使用することもある。</p>
2	<p>初歩的で日常の必要性を満たすための最低限度の語彙を使うことができる。しかし、正確でない語彙使用が頻繁に見られる。</p> <p>中学レベルの文章などを音読する際、流暢さに欠けるため、内容の伝達に支障をきたすこともある。</p>	A2 低	<p>覚えていくつかの言い回しや数少ない語句、あるいは定式表現、基本的な構文を使って、日常の単純な状況の中でなら、限られているが情報を伝えることができる。</p>	2	<p>最も初歩的で日常の必要性を満たすための語彙や話題に限って使用することができる。正確でない語彙使用が頻繁に見られる。</p>
1	<p>初歩的で日常の必要性を満たすための最低限度の語彙を部分的に使うことができるが、正確さや適切さに欠けることが多い。</p> <p>中学レベルの文章な</p>	A1	<p>個人についての情報や具体的な状況に関する基本的な語や言い回しは使える。</p>	1	<p>最も初歩的な語彙でさえ適切に使用できない。</p>

	<p>どを音読する際、流暢さに欠け、内容の伝達に支障をきたすことが多い。</p>				
スピーキングスキル：質的側面－②正確さおよび文法					
レベル	内容	CEF レベル	内容	CLB レベル	内容
4	<p>予測可能な状況で、文法をかなり正確に使うことができる。不正確、不適切な文法使用がたまに見られるが、コミュニケーションに支障を与えることはほとんどない。</p>	B1	<p>予測可能な状況で、関連した非常に良く用いられる「決まり文句」や文型をかなり正確に使える。</p>	4	<p>文法をうまく使うことができる。不適切な文法表現や間違いがたまに見られるが、コミュニケーションに支障を与えることはめったにない（例：冠詞の間違い）。</p>
3	<p>主要な文法項目をある程度使うことができる。不正確、不適切な文法使用が見られ、しばしばコミュニケーションに支障を与える。</p>	A2 高	A2 低と同じ	3	<p>主要な文法項目を学習中である。不適切な文法使用が見られ、しばしばコミュニケーションに支障を与える。</p>
2	<p>文法力に乏しく、不正確、不適切な文法使用が多く見られ、コミュニケーションに支障を与えることが多い。</p>	A2 低	<p>まだ基本的な間違いが決まったところで出てくるが、いくつかの単純な構造を正しく用いることができ</p>	2	<p>文法力に乏しい。不適切、不完全、断片的な文法使用が多く見られ（例：時制、語順、文や語句など</p>

			る。		の間違い)、コミュニケーションに支障を与えることが多い。
1	暗記した表現以外は、ほとんど文法力がない。	A1	限られた文法構造しか使えず、構文も暗記している範囲でのみ使える。	1	文法力が全くない。ほぼ全ての文法表現が不正確で、コミュニケーションがほとんど成立しない。
スピーキングスキル：質的側面―③流暢さ					
レベル	内容	CEF レベル	内容	CLB レベル	内容
4	全体的に、一定のスピードと流暢さをもって、不自然な間や停止もあまりなくスムーズに会話を続けることができる。ただし、長い一続きの自由な発言をする際の不自然な間や停止は明らかであるが、コミュニケーションに支障を与えることはほとんどない。	B1	長い一続きの自由な発言をするとき特に、文法を考えたり語彙を探したりする際の言いよどみやいい直しが多く、修正が目立つが、分かりやすく話を進めることができる。	4	学習者は一定のスピードで、流暢で分かりやすくスムーズな会話を続けることができる。会話中の間や停止（文法、自己修正、詳述、表現を探すため）は、会話中に自然なかたちで行われる。不自然なかたちでの会話中の間や停止はほとんど見られない。
3	全体的に、比較的一定のスピードと流暢さをもって、不自然な間や停止は見られるものの、短い会話を続け	A2 高	A2 低と同じ	3	学習者は聞き手にとって十分流暢である。発話にはためらいも見られ、しばしば不完全であった

	ることができる。会話がうまく行かないときは、つなぎ言葉などを使って修復することができる。				り、断片的ではあるが、比較的一定のスピードで長く行うことができる。会話中の長く不自然な間や停止が見られるが、つなぎ言葉などを使って会話の流れを保つことができる。
2	全体的にあまり流暢ではなく、不自然な間や停止が多く見られ、発話を理解することが困難なことも多い。	A2 低	休止が目立ち、話し出しの仕方の間違いや、いい直しが非常にはっきり見られるが、短い話ならできる。	2	学習者の発話はあまり流暢でなく、理解することが難しい。発話は、いくつかの定型表現以外は、ためらいがちでしばしば不完全である。会話中の不自然な間や停止が多く見られる。
1	全体的に流暢さに欠け、発話を理解することが困難である。ただし、単発的で予め用意された発話ならある程度行うことができる。	A1	表現を探したり、あまり知らない語を発音したり、コミュニケーションを修正するためにつっかえ、つっかえ話すが、単発的な、予め用意された発話ならすることができる。	1	学習者の発話は流暢さに欠ける。発話はたどたどしく部分的で、ほとんどの場合理解不可能である。

スピーキングスキル：質的側面―④一貫性および構成					
レベル	内容	CEF レベル	内容	CLB レベル	内容
4	<p>発話にしっかりとした一貫性が見られ、主旨を明確に伝えることができる。様々な接続表現を使用することができる。</p> <p>中学レベルの文章などを音読する際は、文章全体の一貫性や構成を意識して読むことができる。</p>	B1	一連の短い、不連続な要素を連結して、直線的な発話ができる。	4	発話の構成や一貫性が大変しっかりしている。発話において主旨がはっきりしており、接続表現もうまく使用することができる。
3	<p>発話にある程度の一貫性が見られ、主旨をある程度明確に伝えることができる。and「そして」、but「でも」、because「なぜなら」など簡単な接続表現を使うことができる。</p> <p>中学レベルの文章などを音読する際は、文章全体の一貫性や構成をある程度意識して読むことができる。</p>	A2 高	A2 低と同じ	3	適度な発話の構成や一貫性が見られる。プレゼンテーションや会話の構成に進歩がみられる。発話においてサポートとともに主旨がはっきりしているが、接続表現はうまく使用できないことがある。
2	発話に一貫性は余り	A2 低	and「そして」、but「で	2	発話に構成や一貫性

	見られず、主旨を理解することは困難なことが多い。ただし、and「そして」、but「でも」、because「なぜなら」など簡単な接続表現をある程度使うことができる。 中学レベルの文章などを音読する際は、文章全体の一貫性や構成を意識して読むことがあまりできず、そのため文章の内容伝達に支障をきたすこともある。		も」、because「なぜなら」などの簡単な接続表現を使って言葉のまとまりを結びつけることができる。		はほとんど見られない。発話の主旨は理解しづらい。
1	発話に一貫性はみられず、主旨を理解することは困難である。ただし、and「そして」、then「それで」などごく基本的な接続表現をある程度使うことができる。 中学レベルの文章などを音読する際は、文章全体の一貫性や構成を意識して読むことができず、そのため	A1	話のまとまりや単語を and「そして」、then「それで」などのごく基本的な接続表現を使って結びつけることができる。	1	発話に構成や一貫性は見られない。プレゼンテーションや会話において構成は見られない。発話の主旨は明確でない。

	文章の内容伝達に支障をきたすことが多い。				
スピーキングスキル：質的側面－⑤発音					
レベル	内容	CEF レベル	内容	CLB レベル	内容
4	基本的な英語の音声の特徴（発音、リズム、イントネーション、音声変化など）に慣れ、ほぼ正しく発音することができる。言語学習者との会話に慣れていない英語母語話者に理解される発音とイントネーションを使うことができる。児童のモデルとしての役割を十分に果たすことができる。	B1	記述なし	4	記述なし
3	基本的な英語の音声の特徴（発音、リズム、イントネーション、音声変化など）にある程度慣れ、間違いは見られるが、比較的正しく発音することができる。言語学習者との会話に慣れている英語	A2 高	記述なし	3	記述なし

	母語話者に理解される発音とイントネーションを使うことができる。児童のモデルとして最低限度の役割を果たすことができる。				
2	基本的な英語の音声の特徴(発音、リズム、イントネーション、音声変化など)の一部に慣れ、間違いは顕著であるが、部分的に正しく発音することができる。言語学習者との会話に慣れている人にある程度理解される。児童のモデルとしての役割を果たすことはほとんどできない。	A2 低	記述なし	2	記述なし
1	基本的な英語の音声の特徴(発音、リズム、イントネーション、音声変化など)に慣れていない。間違いが顕著で、言語学習者との会話に慣れている人にもあまり理解されな	A1	記述なし	1	記述なし

	い。児童のモデルとしての役割は果たせない。				
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Note. CEF は、6 レベルを 3 つの枠組みで分けており、A1 と A2 を「基礎段階の言語使用者」、B1 と B2 を「自立した言語使用者」、C1 と C2 を「熟達した言語使用者」としている。

英語による指導力 レベル設定

1. この研究における英語による指導力 レベル

英語による指導力テストの達成率による指導力のレベル

この研究におけるレベル	テスト達成率
4	80% ↑
3	70% - 79%
2	60% - 69%
1	59% ↓

2. この研究におけるレベル内容

- レベル 4：必要なレベルに十分達している
- レベル 3：最低限度必要なレベルに達している
- レベル 2：必要なレベルに達していない
- レベル 1：測定するレベルに達していない

3. この研究におけるレベル

この研究におけるレベル： 指導力に関する 4 つの側面

包括的評価：①全体的な課題の達成度	
レベル	内容
4	高い指導力がある。ゲームのやり方の説明においては、必ず含む内容をほぼ漏らさず、ジェスチャーや絵なども効果的に使って、分かりやすく簡潔に説明できる。ダイアログの手本においては、ジェスチャーや絵なども効果的に使って、適切な状況説明および、ほぼ適切なイントネーションや発音を用いてのダイアログの手本を示すことができる。
3	十分な指導力がある。ゲームのやり方の説明においては、必ず含む内容を、多少つまりながらあるいは前後しながらも、ほぼ漏らさず、ジェスチャーや絵などもある程度効果的に使って、ゲームの進行に問題はない程度に分かりやすく説明できる。ダイアログの手本においては、ジェスチャーや絵なども使って、多少つまりながら児童に伝わる状況説明をし、最低限度の適切さを保ったイントネーションや発音を用いてダイアログの手本を示すことができる。
2	指導力があまりない。ゲームのやり方の説明においては、必ず含む内容をいくつか漏らし、説明もつまったり前後したりするので、ゲームの進行に支障を与えることがある。ダイアログの手本においては、児童に伝わる状況説明をすることは困難で、つまったり説明できないこともある。また、ダイアログを読むことはできるが、イントネーションや発音の間違いは顕著であり、児童にとって良いモデルにはならない。ジェスチャーや絵などを効果的に用いることはあまりできない。
1	指導力がほとんどない。ゲームのやり方の説明においては、必ず含む内容を多く漏らし、説明もつまったり前後したりすることが多いので、ゲームの進行に支障を与えることが多い。ダイアログの手本においては、児童に伝わる状況説明をすることはほぼ無理で、つまったり説明できないことが多い。また、ダイアログを読むことも困難で、イントネーションや発音の間違いが多いため、児童にとってモデルになることは不可能である。ジェスチャーや絵などを効果的に用いることはできない。

分析的評価：②児童のレベルの把握	
レベル	内容
4	児童のレベルを効果的に把握することができる。ゲームのやり方の説明において、あるいは目標文の導入において、児童の年齢・英語のレベルに合わせた表現やスピードを用いて説明や手本を示すことができる。また、ジェスチャーや絵なども効果的に用いることができる。
3	児童のレベルをある程度把握することができる。ゲームのやり方の説明において、あるいはダイアログの手本において、児童の年齢・英語のレベルにある程度合わせた表現やスピードを用いて説明や手本を示すことができる。たまたに児童の年齢・英語のレベルに合わない表現やスピードを用いるため（例：難しい表現、速すぎる、遅すぎる）、説明や手本が不十分なこともあるが、全体的にゲームの進行やダイアログの手本に支障を与えることはほとんどない。また、ジェスチャーや絵などもある程度効果的に用いることができる。
2	児童のレベルを把握することがあまりできない。ゲームのやり方の説明において、あるいはダイアログの手本において、主に指導者自身の英語力不足から、児童の年齢・英語のレベルに合わせた表現やスピードを用いて説明や手本を示すことが困難なことが多い。児童の年齢・英語のレベルに合わない表現やスピードを用いるため（例：表現が分からない、遅すぎる）、説明や手本が不十分なことが多く、全体的にゲームの進行やダイアログの手本に支障を与えることもある。ジェスチャーや絵などを効果的に用いることはあまりできない。
1	児童のレベルを把握することがほとんどできない。ゲームのやり方の説明において、あるいはダイアログの手本において、主に指導者自身の英語力不足から、児童の年齢・英語のレベルに合わせた表現やスピードを用いて説明や手本を示すことがほぼ不可能である。主に指導者自身の英語力不足から、説明や手本が不十分なことが多く、全体的にゲームの進行やダイアログの手本に支障を与えることが多い。ジェスチャーや絵などを効果的に用いることはできない。

分析的評価：③指導言語の使用	
レベル	内容
4	効果的に指導言語を使用することができる。ゲームのやり方の説明、あるいはダイアログの手本を行う際、指導言語や教室英語の使用に慣れており、適切に用いることができる。
3	ある程度効果的に指導言語を使用することができる。ゲームのやり方の説明、あるいはダイアログの手本を行う際、指導言語や教室英語の使用にある程度慣れており、つまったり表現を探すこともあるが、ゲームの進行やダイアログの手本に支障を与えない程度に適切に用いることができる。
2	指導言語を使用することがあまりできない。ゲームのやり方の説明、あるいはダイアログの手本を行う際、指導言語や教室英語の使用にあまり慣れておらず、つまったり表現を探すことも多いため、ゲームの進行やダイアログの手本に支障を与えることもある。
1	指導言語を使用することがほとんどできない。ゲームのやり方の説明、あるいはダイアログの手本を行う際、適切な指導言語や教室英語の使用がほとんどできず、つまったり表現を探すことも多く、ゲームの進行やダイアログの手本に支障を与えることが多い。
分析的評価：④流暢さ	
レベル	内容
4	流暢である。ゲームのやり方の説明において、あるいはダイアログの手本において、説明や手本に支障を与えない程度にスムーズに一定のスピードと流暢さを保って行うことができる。
3	ある程度流暢である。ゲームのやり方の説明において、あるいはダイアログの手本において、常にスムーズで流暢ではないが、説明や手本に支障を与えない程度に、ある程度一定のスピードを保って行うことができる。
2	あまり流暢ではない。ゲームのやり方の説明において、あるいはダイアログの手本において、スムーズに一定のスピードと流暢さを保つことは困難であり、よって説明や手本に支障を与えることもある。
1	流暢ではない。ゲームのやり方の説明において、あるいはダイアログの手本におい

	て、スムーズに一定のスピードと流暢さを保つことはほぼ不可能であり、よって説明や手本に支障を与えることが多い。
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Note. SEAMEO- RELC, NLLIA LTRC, & IKIPS は、上記 4 つの指導力の側面を評価において使用しているが、具体的内容やレベル設定などは公表していない。よってこの表における具体的内容やレベル設定は松永舞によるものである。

APPENDIX E, continued (translation)
Rating Scales for Listening & Interview Tests

Listening Skills Levels

1. Listening skills levels

Levels in this study, in relation to the % of correct responses & scores of the listening test, and corresponding CEF levels

Levels	% of correct responses of the listening test	test scores (total 30)	CEF levels
4	70% ↑	22 ↑	B1
3	60-69%	18-21	Upper A2
2	50-59%	15-17	Lower A2
1	49% ↓	14 ↓	A1

Note. The listening test is The EIKEN Test in Practical English Proficiency grade 3, The Society for Testing English Proficiency (STEP). Level 3 is set as a satisfactory level. CEF = Common European Framework of Reference for Languages.

2. Description of levels (level 3 is set as the satisfactory level)

- Level 4: Professional competence
- Level 3: Minimum professional competence
- Level 2: Limited professional competence
- Level 1: Insufficient level to assess

3. The CEF levels

Common reference levels : overall listening comprehension, (Council of Europe, 2001)

CEF levels	descriptions
B1	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
Upper A2	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
Lower A2	Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
A1	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

Note. The CEF consists of six levels within three bands, A1, A2 (Basic user); B1, B2 (Independent user); and C1, C2 (Proficient user). The above levels are revised by the author in order to fit the study.

Speaking Skills Levels

1. Speaking skills levels

Levels in this study, in relation to the % of accepted responses of the speaking test, and the CEF & CLB levels

Levels in the study	% of accepted responses of a speaking test	CEF levels	CLB levels
4	80% ↑	B1	4
3	70% - 79%	Upper A2	3
2	60% - 69%	Lower A2	2
1	59% ↓	A1	1

Note. Level 3 is set as a satisfactory level in the study. CEF = Common European Framework of Reference for Languages. CLB = Canadian Language Benchmarks.

2. Description of levels (level 3 is set as the satisfactory level)

Level 4: Professional competence

Level 3: Minimum professional competence

Level 2: Limited professional competence

Level 1: Insufficient level to assess

3. The CEF and CLB levels

(1) Holistic assessment

Corresponding levels in this study; CEF levels: overall spoken production and overall spoken interaction, (Council of Europe, 2001); CLB: effectiveness, (Centre for Canadian Language Benchmarks, 2002)

Speaking skills: Overall effectiveness					
Levels	descriptions	CEF levels	descriptions	CLB levels	descriptions
4	Functionally very effective in	B1	(overall spoken production)	4	Learner is functionally very effective in a

	<p>communication. Can reasonably fluently sustain rather long descriptions or conversations within his/her field of interest. Can enter unprepared into conversation on familiar topics, and express opinions or exchange information on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., greetings, hobbies, work).</p> <p>Can fluently read a junior high school-level passage aloud, using appropriate intonation and pronunciation.</p>		<p>Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</p>		<p>speaking task; purpose of communication is achieved with excellence according to task requirements.</p>
			<p>(overall spoken interaction)</p> <p>Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current</p>		

			events).		
3	<p>Functionally effective in communication.</p> <p>Can reasonably fluently sustain rather long but simple descriptions or conversations within his/her field of interest. Can express opinions, exchange information, or answer questions on familiar topics in predictable everyday situations (e.g., greetings, hobbies, work).</p> <p>Can read a junior high school- level passage aloud, using mostly appropriate intonation and pronunciation.</p>	Upper A2	<p>(overall spoken production)</p> <p>Same as Lower A2</p> <p>(overall spoken interaction)</p> <p>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p>	3	Learner is functionally effective in a speaking task; purpose of communication is achieved according to task requirements.
2	<p>Only marginally effective in communication. Can sustain simple descriptions or</p>	Lower A2	<p>(overall spoken production)</p> <p>Can give a simple description or presentation of</p>	2	Learner is functionally only marginally effective in a speaking task; purpose of communication is only

	<p>conversations on familiar topics (e.g., everyday life, work), using simple phrases or sentences. Cannot continue conversations of his/her own accord, nor maintain long descriptions.</p> <p>Can read a junior high school- level passage aloud, but with rather inappropriate intonation and pronunciation.</p>		<p>people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</p>		<p>marginally achieved according to task requirements.</p> <p>Interaction with others is difficult and punctuated by multiple misunderstandings.</p>
			<p>(overall spoken interaction)</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.</p> <p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.</p>		
1	Not effective in communication. Can make simple	A1	<p>(overall spoken production)</p> <p>Can produce simple</p>	1	Learner is not functionally effective in a speaking task; purpose

	statements on familiar topics, using simple words or phrases. Can maintain conversations on very familiar topics, totally depending on the interlocutor's repetition at a slower rate of speech, or rephrasing. Cannot read a junior high school-level passage aloud, using appropriate intonation and pronunciation.		mainly isolated phrases about people and places. (overall spoken interaction) Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.		of communication is impossible to achieve according to task requirements.
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Note. The CEF consists of six levels within three bands, A1, A2 (Basic user); B1, B2 (Independent user); and C1, C2 (Proficient user).

(2) Analytic assessment

Corresponding levels in this study; CEF levels: qualitative aspects of spoken language use, (Council of Europe, 2001); CLB: analytic criteria, (Centre for Canadian Language Benchmarks, 2002)

Speaking skills: Analytic aspects, ① Vocabulary					
Levels	descriptions	CEF levels	descriptions	CLB levels	descriptions
4	Has sufficient knowledge of vocabulary and idiomatic expressions to express him/herself on familiar topics such as greetings, hobbies, or work. Has sufficient knowledge of vocabulary to fluently read a junior high school- level passage aloud.	B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	4	Evidence of adequate and accurate vocabulary for the task; only rare circumlocution. Skilful use of idiomatic language.
3	Has sufficient knowledge of basic vocabulary to continue simple conversations on familiar topics. Some lexical inaccuracies or circumlocutions are evident. Has sufficient knowledge of vocabulary to read a	Upper A2	Same as Lower A2	3	Vocabulary generally sufficient for the task; there may be some lexical inaccuracies, search for words, and circumlocution.

	junior high school-level passage aloud with minimum fluency.				
2	Has limited knowledge of vocabulary necessary to discuss the most elementary or basic everyday needs. Frequent lexical inaccuracies are evident. Frequently has difficulty reading a junior high school-level passage aloud.	Lower A2	Uses basic sentence patterns with memorized phrases, groups of a few words and formulate in order to communicate limited information in simple everyday situations.	2	Vocabulary limited and restricting topics of interaction to discussing the most elementary or basic everyday needs; frequent lexical gaps and inaccuracies.
1	Has an insufficient knowledge of basic vocabulary for everyday situations. Many lexical inaccuracies are evident. Nearly impossible to read a junior high school-level passage aloud.	A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	1	Vocabulary inadequate even for the most basic part of the task.

Speaking skills: Analytic aspects, ② Grammar					
Levels	descriptions	CEF levels	descriptions	CLB levels	descriptions
4	Has a good command of grammatical structures in predictable situations. A few grammatical inaccuracies are evident, but rarely impede communication.	B1	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	4	Good control of grammatical structures. Few grammatical inaccuracies and minor slips which only rarely impede communication (e.g., articles).
3	Has a command of major grammatical patterns. Grammatical inaccuracies are evident and occasionally impede communication.	Upper A2	Same as Lower A2	3	Developing control of major grammatical patterns. Some grammatical inaccuracies which occasionally impede communication.
2	Has a poor command of grammatical structures. Many grammatical inaccuracies are evident and frequently impede communication.	Lower A2	Uses some simple structures correctly, but still systematically makes basic mistakes.	2	Poor control of grammatical structures. Many grammatical inaccuracies and incomplete, fragmented structures (e.g., tense, word order, sentence structure, phrase structure errors) frequently impede

					communication.
1	Has almost no control of grammatical structures except memorized patterns.	A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	1	No control of grammar. Most grammatical patterns inaccurate. Errors may severely impede communication.
Speaking skills: Analytic aspects, ③Fluency					
Levels	descriptions	CEF levels	descriptions	CLB levels	descriptions
4	Can continue fluent and smooth discourse with fairly even tempo, with few unfilled pauses occurring in unlikely positions in an utterance. Unnatural pausing in longer stretches of free production is evident, but this rarely impedes communication.	B1	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	4	Learner produces fluent, continuous, comprehensive and smooth discourse, with fairly even tempo. Pausing/hesitating or occasional stops (for grammatical planning, self-correction, elaboration or searching for a word) occur in natural positions in an utterance; very few unfilled pauses occurring in unlikely/unnatural positions in an utterance.
3	Can continue short	Upper	Same as Lower A2	3	Learner’s speech has

	<p>but fluent discourse with fairly even tempo, with some unfilled pauses occurring in unlikely positions in an utterance.</p> <p>Conjunctions and other cohesive devices are used to improve the flow of speech.</p>	A2			<p>sufficient fluency for the listener to follow its flow. Utterances may still be hesitant and sometimes incomplete and disjointed, but are longer and produced with fairly even tempo. Some noticeable long inappropriate pausing (some unfilled pauses occurring in unlikely-unnatural positions in an utterance) but conjunctions and other cohesive devices are used effectively to improve the flow of speech.</p>
2	<p>Can have limited fluency with many unfilled pauses occurring in unlikely positions in an utterance. Frequently difficult for the interlocutor to follow his/her speech.</p>	Lower A2	<p>Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.</p>	2	<p>Learner's speech has limited fluency and is difficult to follow. Utterances are hesitant and often incomplete, except in a few stock phrases. Many unfilled pauses occurring in unlikely/unnatural</p>

					positions in an utterance.
1	Lacks fluency and almost impossible to follow his/her speech. Can manage some very short, isolated, prepackaged utterances.	A1	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	1	Learner's speech is disfluent: halting, fragmented, and almost impossible to follow.
Speaking skills: Analytic aspects, ④ Coherence					
Levels	descriptions	CEF levels	descriptions	CLB levels	descriptions
4	Can produce good coherent oral discourse with clear main ideas. Can skillfully use various organizational devices. Can read a junior high school-level passage aloud, with coherence in mind.	B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	4	Very good organization/coherence in oral discourse; clear internal development structure, good support for main ideas and clear organizational devices (discourse signals).
3	Can produce adequately coherent oral discourse with fairly clear main	Upper A2	Same as Lower A2	3	Adequate organization/coherence in oral discourse; apparent development to follow in

	<p>ideas. Can use simple organizational devices such as 'and', 'but', and 'because'.</p> <p>Can read a junior high school-level passage aloud, but with minimum coherence in mind.</p>				<p>a presentation, story, or interaction. Clear main idea(s), with adequate support. Some deficiencies in organizational devices (discourse signals).</p>
2	<p>Can only produce oral discourse of limited coherence and somewhat unclear main ideas. Can use some simple organizational devices such as 'and', 'but', and 'because'.</p> <p>Frequently has difficulty reading a junior high school-level passage aloud, with coherence in mind.</p>	Lower A2	<p>Can link groups of words with simple connectors like 'and', 'but' and 'because'.</p>	2	<p>Very little organization/coherence in oral discourse; underlying structure is not sufficiently apparent and main idea is still difficult to grasp.</p>
1	<p>Can produce almost no coherence and main ideas in oral discourse. Can use</p>	A1	<p>Can link words or groups of words with very basic linear connectors like 'and'</p>	1	<p>No apparent organization/ coherence in oral discourse: not apparent structure to</p>

	some very simple organizational devices such as ‘and’ and ‘then’. Nearly impossible to read a junior high school-level passage aloud, with coherence in mind.		or ‘then’.		follow in a presentation, story, or interaction. Main idea of discourse is unclear.
Speaking skills: Analytic aspects, ⑤ Pronunciation					
Levels	descriptions	CEF levels	descriptions	CLB levels	descriptions
4	Can use good pronunciation with natural rhythm and intonation. Can be understood even by native speakers of English who are not accustomed to communicating with language learners. Can be an appropriate model for students in class.	B1	not described	4	not described
3	Some errors are evident, but can use acceptable pronunciation mostly	Upper A2	not described	3	not described

	with natural rhythm and intonation. Can be understood by native speakers of English who are accustomed to communicating with language learners. Can be a basic model for students in class.				
2	Many errors are evident, but can use some acceptable pronunciation with some natural rhythm and intonation. Can be understood by people who are accustomed to communicating with language learners. Difficult to be a model for students in class.	Lower A2	not described	2	not described
1	Cannot use acceptable pronunciation. Rarely understood even by people who are used to communicating with language	A1	not described	1	not described

	learners. Impossible to be a model for students in class.				
--	---	--	--	--	--

Note. The CEF consists of six levels within three bands, A1, A2 (Basic user); B1, B2 (Independent user); and C1, C2 (Proficient user).

Teaching Skills Levels

1. Teaching skills levels

Teaching skills levels in relation to the % of acceptable responses on the teaching skills test

Levels	% of accepted responses of a teaching skills test
4	80% ↑
3	70% - 79%
2	60% - 69%
1	59% ↓

2. Description of levels (level 3 is set as the satisfactory level)

Level 4: Professional competence

Level 3: Minimum professional competence

Level 2: Limited professional competence

Level 1: Insufficient level to assess

3. Levels in this study

Teaching skills levels; four aspects of teaching skills

Holistic assessment: ①Overall task fulfillment	
Levels	descriptions
4	Very competent in teaching English. When explaining how to perform a game, can briefly explain it, effectively using picture prompts or gestures, including all the necessary information. When performing a model dialogue, can explain the situation well, effectively using picture prompts or gestures, with appropriate intonation and pronunciation.

3	Competent in teaching English. When explaining how to perform a game, some pausing or hesitation is evident, but can explain it well enough for students to carry out the game, using picture prompts or gestures, including most of the necessary information. When performing a model dialogue, some pausing or hesitation is evident, but can explain the situation, using picture prompts or gestures, and use acceptable intonation and pronunciation well enough for students to follow.
2	Only marginally competent in teaching English. When explaining how to perform a game, pausing or hesitation is evident. Trouble explaining the game instructions well enough for students to carry out the game, missing some necessary information. When performing a model dialogue, pausing or hesitation is evident, and trouble explaining the situation. Errors in intonation and pronunciation in a dialogue are evident. Cannot be a good model for students.
1	Not competent in teaching English. When explaining how to perform a game, pausing or hesitation is evident, and it is almost impossible to explain the instructions well enough for students to carry out the game, missing much of the necessary information. When performing a model dialogue, pausing or hesitation is evident, and almost impossible to explain the situation. Difficult to read a dialogue aloud, with many errors in intonation and pronunciation. Impossible to be a model for students.
Analytic assessment: ② Recognition of students' level	
Levels	descriptions
4	Very effective in recognizing students' level. When explaining how to perform a game, or performing a model dialogue, can adapt the level of English and speed of speech to the age and level of students, effectively using picture prompts or gestures.
3	Effective in recognizing students' level. When explaining how to perform a game, or performing a model dialogue, can minimally adapt the level of English and speed of speech to the age and level of students, using picture prompts or gestures. Some inappropriate use of English is evident (e.g., use of exceedingly difficult expressions, too fast or too slow), but this rarely impedes the explanation of a game or modeling of a dialogue.
2	Only marginally effective in recognizing students' level. When explaining how to perform a

	game, or performing a model dialogue, mostly due to a lack of the instructor's language skills, almost always difficult to adapt the level of English and speed of speech to the age and level of students. Much inappropriate use of English is evident (e.g., lack of expressions, too slow), and this often impedes the explanation of a game or modeling of a dialogue.
1	Not effective in recognizing students' level. When explaining how to perform a game, or performing a model dialogue, mostly due to a lack of the instructor's language skills, almost impossible to adapt the level of English and speed of speech to the age and level of students, almost always impeding the explanation of a game or modeling of a dialogue.
Analytic assessment: ③ Use of instructional language	
Levels	descriptions
4	Very competent in using instructional language. When explaining how to perform a game, or performing a model dialogue, seems accustomed to using instructional language or classroom English, and can use it appropriately.
3	Competent in using instructional language. When explaining how to perform a game, or performing a model dialogue, seems accustomed to using an acceptable level of instructional language or classroom English. Pausing or hesitation is evident, but can use them appropriately, not impeding the explanation of a game or modeling of a dialogue.
2	Only marginally competent in using instructional language. When explaining how to perform a game, or performing a model dialogue, seems unaccustomed to using instructional language or classroom English. Pausing or hesitation is evident, often impeding the explanation of a game or modeling of a dialogue.
1	Not competent in using instructional language. When explaining how to perform a game, or performing a model dialogue, almost impossible to use appropriate instructional language or classroom English. Pausing or hesitation is evident, almost always impeding the explanation of a game or modeling of a dialogue.

Analytic assessment: ④ Fluency	
Levels	descriptions
4	Very fluent. When explaining how to perform a game, or performing a model dialogue, can speak fluently and smoothly with fairly even tempo.
3	Fluent. When explaining how to perform a game, or performing a model dialogue, can speak fluently and smoothly with fairly even tempo most of the time, rarely impeding the explanation of a game or modeling of a dialogue.
2	Only marginally fluent. When explaining how to perform a game, or performing a model dialogue, rarely speaks fluently and smoothly with fairly even tempo, frequently impeding the explanation of a game or modeling of a dialogue.
1	Not fluent. When explaining how to perform a game, or performing a model dialogue, almost impossible to speak fluently and smoothly with fairly even tempo, almost always impeding the explanation of a game or modeling of a dialogue.

Note. SEAMEO- RELC, NLLIA LTRC, & IKIPS introduced the above four qualitative aspects of teaching skills in The English Proficiency Test for Indonesia: EPTI Manual (1997), but did not reveal level descriptions. Therefore, the level descriptions for the study were created by the author.

APPENDIX F

Revised Scoring Scales for Teaching Skills Test in Japanese

英語による指導力 レベル設定改訂版

この研究におけるレベル： 指導力に関する 4 つの側面

包括的評価：①全体的な課題の達成度

レベル	内容
4	高い指導力がある。ゲームのやり方の説明においては、必ず含む内容をほぼ漏らさず、ジェスチャーや絵なども効果的に使って、分かりやすく簡潔に説明できる。目標文の導入においては、ジェスチャーや絵などを効果的に使うこと、またほぼ適切なイントネーションや発音を用いて会話の手本を示すことができる。
3	十分な指導力がある。ゲームのやり方の説明においては、必ず含む内容を、多少つまりながらあるいは前後しながらも、ほぼ漏らさず、ジェスチャーや絵などもある程度効果的に使って、ゲームの進行に問題はない程度に分かりやすく説明できる。目標文の導入においては、ジェスチャーや絵などを使うこと、最低限度の適切さを保ったイントネーションや発音を用いて会話の手本を示すことができる。
2	指導力があまりない。ゲームのやり方の説明においては、必ず含む内容をいくつか漏らし、説明もつまったり前後したりするので、ゲームの進行に支障を与えることがある。目標文の導入においては、ジェスチャーや絵を効果的に用いることはあまりできない。また、会話文を読むことはできるが、イントネーションや発音の間違いは顕著であり、児童にとって良いモデルにはならない。
1	指導力がほとんどない。ゲームのやり方の説明においては、必ず含む内容を多く漏らし、説明もつまったり前後したりすることが多いので、ゲームの進行に支障を与えることが多い。目標文の導入においては、ジェスチャーや絵を効果的に用いることはできない。また、会話文を読むことも困難で、イントネーションや発音の間違が多いため、児童にとってモデルになることは不可能である。

分析的評価：②児童のレベルの把握	
レベル	内容
4	児童のレベルを効果的に把握することができる。ゲームのやり方の説明において、あるいは目標文の導入において、児童の年齢・英語のレベルに合わせた表現やスピードを用いて説明や手本を示すことができる。また、ジェスチャーや絵なども効果的に用いることができる。
3	児童のレベルをある程度把握することができる。ゲームのやり方の説明において、あるいは目標文の導入において、児童の年齢・英語のレベルにある程度合わせた表現やスピードを用いて説明や手本を示すことができる。たまたに児童の年齢・英語のレベルに合わない表現やスピードを用いるため（例：難しい表現、速すぎる、遅すぎる）、説明や手本が不十分なこともあるが、全体的にゲームの進行や目標文の導入に支障を与えることはほとんどない。また、ジェスチャーや絵などもある程度効果的に用いることができる。
2	児童のレベルを把握することがあまりできない。ゲームのやり方の説明において、あるいは目標文の導入において、主に指導者自身の英語力不足から、児童の年齢・英語のレベルに合わせた表現やスピードを用いて説明や手本を示すことが困難なことが多い。児童の年齢・英語のレベルに合わない表現やスピードを用いるため（例：表現が分からない、遅すぎる）、説明や手本が不十分なことが多く、全体的にゲームの進行や目標文の導入に支障を与えることもある。ジェスチャーや絵などを効果的に用いることはあまりできない。
1	児童のレベルを把握することがほとんどできない。ゲームのやり方の説明において、あるいは目標文の導入において、主に指導者自身の英語力不足から、児童の年齢・英語のレベルに合わせた表現やスピードを用いて説明や手本を示すことがほぼ不可能である。主に指導者自身の英語力不足から、説明や手本が不十分なことが多く、全体的にゲームの進行や目標文の導入に支障を与えることが多い。ジェスチャーや絵などを効果的に用いることはできない。

分析的評価：③指導言語の使用	
レベル	内容
4	指導言語を効果的に使用することができる。ゲームのやり方の説明、あるいは目標文の導入を行う際、指導言語や教室英語の使用に慣れており、適切に用いることができる。
3	指導言語をある程度使用することができる。ゲームのやり方の説明、あるいは目標文の導入を行う際、指導言語や教室英語の使用にある程度慣れており、つまったり表現を探すこともあるが、ゲームの進行や目標文の導入に支障を与えない程度に適切に用いることができる。
2	指導言語を使用することがあまりできない。ゲームのやり方の説明、あるいは目標文の導入を行う際、指導言語や教室英語の使用にあまり慣れておらず、つまったり表現を探すことも多いため、ゲームの進行や目標文の導入に支障を与えることもある。
1	指導言語を使用することがほとんどできない。ゲームのやり方の説明、あるいは目標文の導入を行う際、適切な指導言語や教室英語の使用がほとんどできず、つまったり表現を探すことも多く、ゲームの進行や目標文の導入に支障を与えることが多い。
分析的評価：④流暢さ	
レベル	内容
4	流暢である。ゲームのやり方の説明において、あるいは目標文の導入において、説明や導入に支障を与えない程度にスムーズに一定のスピードと流暢さを保って行うことができる。
3	ある程度流暢である。ゲームのやり方の説明において、あるいは目標文の導入において、常にスムーズで流暢ではないが、説明や導入に支障を与えない程度に、ある程度一定のスピードを保って行うことができる。
2	あまり流暢ではない。ゲームのやり方の説明において、あるいは目標文の導入において、スムーズに一定のスピードと流暢さを保つことは困難であり、よって説明や導入に支障を与えることもある。
1	流暢ではない。ゲームのやり方の説明において、あるいは目標文の導入において、スムーズに一定のスピードと流暢さを保つことはほぼ不可能であり、よって説明や導入

	に支障を与えることが多い。
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Note. SEAMEO- RELC, NLLIA LTRC, & IKIPS は、上記 4 つの指導力の側面を評価において使用しているが、具体的内容やレベル設定などは公表していない。よってこの表における具体的内容やレベル設定は松永舞によるものである。

APPENDIX G

Evaluation Sheet in Japanese

インタビューテスト評価・採点用紙(2008年 月 日 実施)									
受験者氏名:					開始時間: 時 分				
面接者氏名:					評価者氏名:				
スピーキングテスト * 注意 * 1回目の評価は鉛筆で行ってください。									
I. 初歩的な会話 2. Q&A 1.	(1) 包括的	①使用領域・語彙	②正確さ・文法	③流暢さ	④一貫性・構成	⑤発音	個得点	QA平均	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4			
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4		会話得点	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4			
II. 音読&質疑応答 1. 音読	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4		質応平均	
2. 質疑応答 ①	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4		音質得点	
	②	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4			
	③	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4			
							スピーキング得点		
指導力テスト * 注意 * 1回目の評価は鉛筆で行ってください。									
I. ゲームの説明	①課題の達成度	②レベルの把握	③指導言語	④流暢さ	個得点		指導力得点		
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4					
II. 目標文の導入	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4					

* 注意 * 試験終了後の2回目の(最終)評価は赤ペンで行ってください。1回目の鉛筆書きを消す必要はありません。

APPENDIX H

Questionnaire in Japanese

パイロットテストに関するアンケート

本日はお忙しい中、パイロットテストを受験いただきありがとうございます。以下のアンケートはテストを改善していく過程で参考にさせていただきたいと思います。お疲れのところ大変恐縮ですが、ご記入いただけると幸いです。

ご自身に関して

1. 年齢(○で囲んでください) 20代 30代 40代 50代 60代
2. 小学校教師経験年数 ()年目
3. 小学校英語指導経験年数 ()年目
4. ALTと一緒に教えた経験(○で囲んでください) ある ない
5. 資格試験の経験(あれば) 英検()級、TOEIC()点
その他()
6. 海外留学経験の有無(1週間以上あれば) 国() 期間()

リスニングテストに関して（最適なものを一つ選んで○で囲んでください）

1. リスニング問題全体の難易度をどう感じましたか。
- とても簡単 やや簡単 普通 やや難しい とても難しい
2. リスニング問題の中で最も難度の高いパートはどれでしたか。
- 第 1 部 (応答を選ぶ問題)
- 第 2 部 (対話問題)
- 第 3 部 (長めの英文問題)
3. ご自身のリスニングテストの結果は以下のどれだと想像されますか。
- ほぼ満点 (9 割以上)、 よくできた (8 割以上)、 普通 (6 割以上)
- あまりできなかった (5 割以上)、 ほとんどできなかった

4. このリスニングテストの合格点（6 割以上）は、小学校英語指導者のリスニング力として適切だと思いますか。

適切

低すぎる（→理由： _____ ）

高すぎる（→理由： _____ ）

インタビューテストに関して（最適なものを一つ選んで○で囲んでください）

1. スピーキング能力をみるための質問に関して

1. 短いパラグラフの音読の難易度をどう感じましたか。

とても簡単 やや簡単 普通 やや難しい とても難しい

2. 音読後の質疑応答問題の難易度をどう感じましたか。

とても簡単 やや簡単 普通 やや難しい とても難しい

3. ご自身の音読・質疑応答の結果は以下のどれだと想像されますか。

ほぼ満点（9 割以上）、 よくできた（8 割以上）、 普通（7 割以上）、
あまりできなかった（6 割以上）、 ほとんどできなかった

4. この音読・質疑応答の合格点（7 割以上）は、小学校英語指導者の力として適切だと思いますか。

適切

低すぎる（→理由： _____ ）

高すぎる（→理由： _____ ）

II. 指導能力をみるための質問に関して

1. 「ゲームのやり方の説明」の難易度をどう感じましたか。

とても簡単 やや簡単 普通 やや難しい とても難しい

2. ご自身の「ゲームのやり方の説明」の結果は以下のどれだと想像されますか。

ほぼ満点(9割以上)、 よくできた(8割以上)、 普通(7割以上)、
あまりできなかった(6割以上)、 ほとんどできなかった

3. この「ゲームのやり方の説明」の合格点(7割以上)は、小学校英語指導者の力として適切だと思いますか。

適切

低すぎる (→理由: _____)

高すぎる (→理由: _____)

4. 「目標文の導入」の難易度をどう感じましたか。

とても簡単 やや簡単 普通 やや難しい とても難しい

5. ご自身の「目標文の導入」の結果は以下のどれだと想像されますか。

ほぼ満点(9割以上)、 よくできた(8割以上)、 普通(7割以上)、
あまりできなかった(6割以上)、 ほとんどできなかった

6. この「目標文の導入」の合格点(7割以上)は、小学校英語指導者の力として適切だと思いますか。

適切

低すぎる (→理由: _____)

高すぎる (→理由: _____)

その他ご意見・ご感想・ご質問等がございましたら以下にご記入ください。

ご協力ありがとうございます。
アンケートを封筒に入れてください。