CLIL and Pre-service Teacher Education in Japanese Universities

Richard Caraker

Abstract

Pre-service teacher education in Japan entails connecting theories of second language acquisition with classroom practice. However, recent directives from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) require secondary school English teachers to be fluent enough in the second language to be able to use it as the medium of instruction in addition to knowing pedagogical techniques. Content and Language Integrated Learning (CLIL) is one avenue teacher trainers can pursue to educate students in pedagogical content while promoting linguistic fluency. This paper will illustrate the successful implementation of a CLIL framework in two university teacher training courses which emphasize language skills as well as a “waltz” of reflection, observation and action which can help close the gaps among pedagogical theory, classroom practice and linguistic fluency.

Key Words: Content and language integrated learning (CLIL), pre-service education, micro strategies, macro strategies

1 Introduction

In June of 2016 at a high school in Saitama, 22 students participated in an English class called Communication English II. It was taught by a university student fulfilling his Practicum requirement as an English major specializing in English pedagogy. Although the course is titled Communication English II, little communication in English took place, in spite of MEXT guidelines calling for more emphasis on language production and a call for more communicative activities (MEXT 2011). Instead, the student teacher explained in Japanese a text about Norman Rockefeller’s paintings, had the students answer some comprehension questions based on the text, and had a number of them translate sections of it into Japanese. This scenario is not fiction; in fact, it is rather common, based on personal experience and
anecdotal evidence. Several questions arise from this class observation: Why does the course not at all concentrate on communication skills? Why is the teacher using Japanese instead of English in the classroom? Why is there a focus on translating discrete grammar points when it is widely accepted in the field of second language acquisition (SLA) that this approach is of questionable effectiveness (Swan 2006)? And why are the student teacher and his advisor ignoring both MEXT directives and SLA theory?

A problematic area in the area of teacher education in Japan is connecting theories of second language acquisition, classroom practice, and language skills. Second language teacher education programs generally draw on a knowledge base of theories of learning as well as those of language. The knowledge and information acquired from such theories provide the basis for the practical components of teacher education programs. There is a large body of literature on the theoretical end of the spectrum of teacher education programs, including second language acquisition, language testing, pedagogical grammar, interlanguage, discourse analysis and curriculum design. However, research on how to constitute the practical component of second language teacher education, which includes lesson procedures, teaching techniques, classroom management, error correction, and so on is lacking.

Richards (1990) advocates incorporating two approaches into a teacher education program in which both pedagogical theories and guidelines for teacher preparation can be developed: a micro approach and a macro approach. The former, according to Richards, “looks at teaching in terms of its directly observable characteristics. It involves looking at what the teacher does in the classroom” (4), such as trainable skills like breaking students up into groups, strategies for error correction, using display or referential questions, or correcting students’ pronunciation. The latter, on the other hand, analyzes teaching in a more holistic manner. It views teacher preparation as education, and does not concern itself with aspects of teaching that can be directly observed. It also emphasizes bringing to the surface “concepts and thinking processes that guide the effective second language teacher” (14). Some examples of the macro approach to teacher training include practice teaching, observing experienced teachers, peer observation, microteaching activities, self-reflection writing activities and discussions. Similarly, Prabhu (1987) describes enabling and equipping strategies in teacher education. A program that enables teaching gives the students the theoretical background, and then equips them with hands on techniques to carry out effective language teaching.

Pre-service English teacher education in Japan is currently at a crossroads. MEXT has published five proposals and adopted specific measures to develop English proficiency for international communication in this ever increasing climate of globalization (MEXT 2016), among them being that secondary school English teachers should use English as the medium
of instruction in order to increase students’ comprehensible input and promote fluency. However, before this can occur, teacher training universities in Japan need to revise their curricula. Globalization, international migration and increased foreign tourism in Japan are creating a citizenry who will need greater communicative proficiency in English. The next generation of secondary school English teachers will have to provide these needs.

This paper will describe two synchronized teacher education courses at Nihon University for third- and fourth-year English majors: TESOL and Advanced TESOL, which together draw from Richard’s and Prabhu’s education/training dichotomy, keeping in mind directives from MEXT. The first part of the paper will examine the current climate of teacher education in Japan, followed by a description of CLIL as a viable education approach in teacher education. Finally the results of a study investigating the efficacy of a CLIL-based teacher training curriculum which utilizes Richard’s and Prabhu’s micro/macro and enabled/equipped approach to teacher education while incorporating a “waltz” of reflection, observation and action will be described.

2 English Language Education in Japan

For several years now, MEXT has been preparing Japanese to use English globally by introducing various reforms in language education, the most recent being an earlier start in language study at elementary school and conducting English classes primarily in English at secondary schools. One of the major motivators is the 2020 Olympics. However, these top down policy reforms have mostly been met with resistance and resignation by high school teachers. Unfortunately, teacher education programs in Japan have failed to prepare English teachers to implement these reforms effectively at elementary and secondary levels of education. There seems to be a lack of meaningful support from MEXT for teachers, which hampers the goal of achieving English proficiency, as evidenced by low TOEFL iBT test scores (ETS 2016). MEXT’s introduction of a grammar-based syllabus has played a decisive role in the establishment of the Grammar Translation Method (GTM), yakudoku, where “the teacher gives grammatical translation of written English in Japanese; students have few chances to vocalize English” (Nishino & Watanabe 2008), which has been shown to have little pedagogical merit (Swan 2006).

2.1 Secondary school

At the high school level, MEXT has plans for students to develop an ability to communicate, including the surprisingly controversial goal of teaching classes primarily in English. There is an interesting interplay between the desire to articulate and meet the MEXT objectives and a
subtle resistance based on traditional beliefs about language learning and teaching. One is that native speakers of a language are automatically qualified to teach it. Another is that communication in English can only occur when a native speaker is present. Hadley (2006) notes that the idea of blindly believing that native English speaking teachers (NESTs) are more suitable to teaching communicative English is “a form of linguistic apartheid” (35). As such, Assistant Language Teachers (ALTs), native English teachers without teaching qualifications, have been incorporated into the English language secondary school curriculum.

Regardless of who the intended teachers are, the implementation of communicative oriented teaching approaches is happening at a sluggish pace. The level of proficiency of English teachers is crucial in English language teaching. Although MEXT has established a minimum TOEFL-pbt score of 550, less than fifty percent of secondary school teachers have attained the English proficiency level MEXT has set as its goal (Nishino and Watanabe 2008). Furthermore, the incorporation of ALTs has not resulted in an increase in high school students’ English proficiency (Aoki 2017).

2.2 Elementary school

A critical revision by MEXT is that foreign language communication activities are for the first time compulsory for fifth and sixth grades, and that homeroom teachers would be responsible for classes because they are the teachers most appropriate to remove students’ anxiety and elicit their willingness to communicate (MEXT 2008). In April 2011, English instruction became compulsory from the fifth grade of elementary school. Benesse Educational and Research and Development Center reports that 95.7% of surveyed schools employ homeroom teachers as English instructors (2010), and that many of these feel overwhelmed because of a lack of experience, training or ability (JT 2011).

Thus, a key issue for implementing reforms by MEXT is support for teachers. In spite of training by MEXT for teachers, much needs to be done on this front. Fennely and Luxton (2011) found “a lack of confidence among teachers” (21) even though the teachers received more than 30 hours of teacher training. It could be posited that the in-service training provided by MEXT is too little too late, and that one needs to take a hard look at the kind of teacher education provided at universities.

3 Approaches in Teacher Education

3.1 Pre-service teacher training in Japan

Pre-service teacher training and degree programs are currently being undertaken at Japanese colleges and universities. The Teachers’ License Act mandates Methodology of
Teaching English in all pre-service degree programs (Motoe 2010). The class traditionally covers theories of language acquisition, methodology, lesson planning, teaching strategies, mock teaching activities and classroom management. As universities and colleges are autonomous entities, “there is no precise prescription for the course in the laws concerned” (Motoe 278). In other words, there is substantial variety in content and procedures across institutions. Adequate and consistent pre-service and in-service training could be an obvious way to address the problems that hinder the implementation of the goals of the MEXT new course of study at secondary schools. This paper will concern itself with pre-service education only. There are various pedagogical approaches available to pre-service teacher training programs, including incorporating micro and macro approaches into the classroom, reflective teaching activities, and classroom observations.

3.2 Micro and macro approaches

Richards (1990) outlines a micro and macro approach to teacher education. As mentioned above, micro approaches look at what is actually happening in the classroom, while macro is holistic and more generalized.

A micro approach to teacher education looks at how teachers use questions in the classroom, the characteristics of good classroom questioning, as well as time on task and feedback to students. Studies in question-types and wait time during questioning have been carried out, and as a result, it appears that effective teachers have a set of micro skills, abilities and knowledge that contribute to effective teaching.

A macro approach to teacher education emphasizes the wider context of teaching and learning to clarify the interactions among tasks, teachers and learners. It utilizes mainly high inference categories, where creativity, judgement and adaptability are emphasized. This is also called active teaching. Active teaching also accounts for classroom management, tasks, structuring, grouping and can include time-on-task. Structuring refers to clear instructions and well sequenced tasks. In other words, goals and directions are clear. As Richards notes, “tasks can be difficult or easy, have different types of interactional patterns, and differ according to the types of skills they require” (14). Grouping refers to how students are gathered to complete a task: individually, in pairs, groups, class discussions, etc. There is more to teacher education than skills training. Effective teaching cannot be spelt out in operational terms, but is dependent on teachers’ qualities. To develop these qualities both micro and macro approaches must be addressed. The discrete skills of the micro activities outlined above can be taught to the trainee through simulations, micro teaching activities, and case studies. The trainee can be educated in macro activities by handing down concepts and thinking processes that guide
effective teaching, for example, practice teaching, self and peer observation, seminars and discussion activities.

### 3.3 Reflective teaching

A reflective model of teaching emphasizes that students seldom enter into training situations with a blank slate or neutral attitudes towards teaching. Students have been exposed to teaching for most of their developmental years. Thus, this model emphasizes what trainees bring to the teacher education course. As Wallace (1991) notes, “the number and complexity of professional decisions made every working day by teachers ... is such that they cannot be explained in terms of the conscious application of specific, taught ‘skills’” (50). Students bring more than six years of experiential knowledge as language students, in addition to the knowledge they have attained from content courses such as sociolinguistics, pedagogical grammar, and cognitive linguistics. Teacher education courses have utilized reflective pedagogical activities in a variety of ways, including learner logs for teacher preparation, and diaries.

Learner logs emphasize the relationship between writing and learning, and that writing is both a social and a cognitive activity. Since language teachers should be encouraging their students to take a more active role in their learning, teacher preparation programs through learning logs or journals should do the same. Porter (1990) outlines nine benefits of using journals: students can receive help with difficult concepts, it promotes autonomous learning, students gain confidence, it promotes more active class discussion, it makes students connect class content with their own teaching (if applicable), it creates interaction beyond the classroom between student and teacher, and it makes the class more process oriented. In short, the logs encourage the students to integrate the knowledge with what they already know, and interact with each other and the instructor as they do so.

### 3.4 Observing the teaching act

How do people become teachers? Some pre-service trainees begin a training course with some experience in the classroom, either as a teacher in a preparatory school, a private tutor, a teacher of their own language, or as a student themselves. Whatever the training background of the trainees, they all have some educational experience in the classroom. Which teaching skills are trainable, in other words, which are more skill oriented and which are educable, i.e. having to do with knowledge and awareness? How does classroom observation fit into the training of teachers? It could be said that novice teachers can be likened to beginning language learners who need to be first exposed to comprehensible input while they are in what Krashen
(2003) called the ‘silent’ phase of language learning. These students are not required to produce the language, but instead “listen, look, consider, analyze and reflect” (20). Similarly, trainee teachers who are given freedom have time and space to familiarize themselves with the culture of the classroom before trying any of the active aspects of the teacher’s role. Furthermore, “if one concedes that professional decision making is an integral of being a teacher, then observing others refines the trainee’s ability to analyze, and interpret, abilities that will refine their own teachings” (Wajnryb 21).

Classroom observation tasks show how to use observation to learn about language teaching. It does this by providing Wajnryb (1993) calls a range of tasks which guide the user through the process of observing, analysing and reflecting, and which develop the skills of observation. Classroom observation tasks are focused activities to do while observing a lesson in progress. The lessons can be observed live or on video. Patterns of interaction, types of questions, and classroom management techniques are all aspects of the lesson that the learner can collect data on. Task-based observation activities are used because task-based activities naturally limit the scope of the observation. This is necessary due to the large number of covert and overt behaviors that are occurring simultaneously in the lesson: group dynamics, learning behaviors, and patterns of error correction. Task-based observations also allow the observer to make “judgement-free data-driven analyses” (Wajnryb 23). Most importantly, especially for Japanese university pre-service teacher trainees, observation tasks give the students a way to connect meaningfully the theoretical knowledge about teaching with experience in the classroom.

4 What is CLIL?

CLIL is an educational approach in which an additional language, in this case English, is used as the medium of instruction. CLIL draws on both learning theories and theories of second language acquisition. Learning theories, beginning with the cognitive revolution of Bruner (1960), who broke with behaviorism by saying that learners construct their own meaning, and Vygotsky (1986), who focused on mentorism and social interactionism in which knowledge and language is gained through interactions with others, posited that the socio-cultural and constructivist perspectives of learning had a large impact on educational practice. These led to developments such as Gardener’s multiple intelligences (1983), learner autonomy (Bensen & Voller 1997), and language learning strategies (Oxford 1989).

CLIL thus straddles both theories of learning and SLA, leading to its own educational approach which integrates both language and content:
…[A]chieving this twofold aim calls for the development of a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language. (Eurydice 2006: 8)

A conceptual representation can be seen in Coyle et al.’s Language Triptych in figure 1, in which she distinguishes language of learning, language for learning and language through learning.

Language of learning looks at the language needed for the learner to access the concepts and skills of the subject matter. Halliday’s (1994) work on functional linguistics is of particular note here, as it points the teacher towards less of a reliance on the progression of grammatical difficulty than “functional and notional levels demanded by the content” (Coyle et al. 2010). In other words, utilizing the past tense authentically in a CLIL class gives the learners opportunities to use the language in a content-specific and meaningful way.

![Figure 1 The Language Triptych (Coyle 2000)]
Language *for* Learning entails using the language in order to be able to function in a foreign language environment. This requires substantial planning by the teacher in order to give the students the requisite language strategies to be able to do pair work, cooperate in groups, ask questions, chat, debate, memorize and so on (Caraker 2012). Students need access to language that will allow them to be able to support each other and be supported in order to maximize learning.

Language *through* Learning puts the focus of the language classroom on the content. In this respect, students need to be able to articulate their understanding of the content. As such, talk, dialogues and interaction among students and teachers about the content lead to a deeper understanding and linguistic development (Mohan and Van Neerson 1997).

There is seldom enough time in classrooms for language teachers to go beyond the essential linguistic fundamentals: grammar, vocabulary, functions, and so on. Students require opportunities to construct meaning with the nuts and bolts of language. The next section will show how CLIL gives learners a natural environment for language development which builds on other forms of learning.

### 4.1 The 4Cs framework

CLIL is made up of and integrates four learning blocks: content, communication, cognition and culture. Coyle calls this the 4Cs Framework (Figure 2). The interrelatedness of the four

![The 4Cs framework for CLIL](image)

Figure 2  The 4Cs framework for CLIL (Coyle 2005)
CLIL aspects takes place by progressing through skill areas and the content, engaging in cognitive processing, communicating about the material, and acquiring intercultural awareness (Coyle et al. 2010).

5 Classroom Context

The present case study was designed for and conducted in two pre-service elective teacher education courses called TESOL and Advanced TESOL for non-native English majors in the Department of English Language and Literature of the Faculty of Humanities and Sciences at Nihon University in Tokyo, Japan. The following will describe the aims and objectives of the courses, some guiding principles underlying the syllabus design, the course structure, pedagogical activities and methods of evaluating the successful completion of the courses by the students.

5.1 Aims and objectives

The courses were developed with the following aims: to teach pre-service English majors knowledge of the principles of language teaching based on theories concerning language acquisition, linguistics, pedagogics and the sociology and psychology of learning; to show the trainees how to apply these principles to their future professional role as language teachers; to afford the trainees the opportunity to practice the teaching of English in a controlled way so that they will emerge as confident and competent classroom teachers; and finally, to develop further the trainee’s competence and fluency in English so that they can communicate effectively as teachers and also themselves become good models of communication in the target language.

As a way to measure the success of the course aims, the trainees in TESOL and Advanced TESOL were expected to demonstrate five things: the ability to plan, implement and evaluate appropriate learning experiences for their students; a sound grasp of the theory of language teaching methodology so that they will not only understand what methods are appropriate in a given situation, but also why they are appropriate; the ability to use, and where necessary, adapt language texts commonly used in Japan; the ability to modify their teaching strategies in light of self-evaluation; and a good model of English in all the necessary communicative situations involved in language teaching.

5.2 Principles of course design

TESOL and Advanced TESOL consist of four major strands: educational psychology, methodology, individual differences in language learning, and teaching practice. Educational
psychology comprises Behaviorism, Constructivism, Humanism and Social Interactionism. The four methods connect with each of the learning theories: Audiolingualism (ALM), Cognitive Academic Language Learning Approach (CALLA), sharing and caring activities in the language classroom, and Communicative Language Teaching (CLT). An example of two of the strands is given below.

5.3 Behaviorism-ALM unit

In the TESOL course for third-year students, the theories of B. F. Skinner present the students with a vehicle to connect theory to practice, and theoretical knowledge to practical knowledge by analyzing the underlying theoretical concepts of Behaviorism, including operant conditioning, and stimulant-response theory (Williams & Burden 1997). Students reflect on and share their own experiences with animal training, read about environmental influences in learning, watch a video of an ALM lesson, and finally teach an ALM micro activity in small groups. The pedagogical focus of the unit was on whether environmental influences in language learning could be of value in the Japanese language classroom. The aim of these activities was for students to reflect on the ideas that they themselves bring to the lesson, engage in interactive tasks to boost their communicative competence, enhance their cross-cultural awareness and develop their cognitive skills. Some of the activities from the unit are described in Table 1.

<table>
<thead>
<tr>
<th>Pre-Reading</th>
<th>While Reading</th>
<th>Post-Reading</th>
<th>Video</th>
<th>Micro-teaching Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss how to train a dog to catch a Frisbee</td>
<td>Take notes on salient points of Behaviorism</td>
<td>Discuss positive and negative aspects of Behaviorism and ALM</td>
<td>Take notes on a video of an ESL class using ALM</td>
<td>Choose, prepare and teach an ALM activity</td>
</tr>
</tbody>
</table>

5.4 Teaching grammar unit

In the Advanced TESOL course for fourth-year students, there is a unit which focuses on pedagogical grammar. The unit draws students’ attention to the advantages and disadvantages of both inductive and deductive methods of presenting a grammatical structure, in a way that highlights the three dimensions of grammar: form, meaning and use. As Larsen Freeman (2013) notes, “An inductive activity is one in which students infer the rule or generalization from a set of examples. In a deductive activity, on the other hand, the students are given the rule and they apply it to examples” (256). Experiential tasks in the unit have the students reflect on their own grammar learning in secondary school, evaluate different types of grammar tasks,
and finally choose a grammatical structure and teach it to the class, focusing on either the form, the meaning, or the use of the structure. Table 2 shows the progression of the unit on pedagogical grammar.

<table>
<thead>
<tr>
<th>Theoretical Knowledge Activity</th>
<th>Practical Knowledge Activity</th>
<th>Practical Knowledge Activity</th>
<th>Micro Teaching Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students take notes on deductive and inductive pedagogy and the interconnectedness of the three grammatical dimensions</td>
<td>Students reflect on their experience studying grammar through discussion</td>
<td>Students evaluate grammar tasks</td>
<td>Students teach a grammar activity</td>
</tr>
</tbody>
</table>

6 The Context of the Study

This section describes the participants of the study, the instrument used to collect the students’ opinions and the research procedure.

6.1 Teacher and students’ profile

One teacher took charge of implementing the TESOL and Advanced TESOL curriculum in the Department of English Language and Literature at Nihon University. He had a graduate degree in applied linguistics with 27 years of teaching experience in American, Spanish, Thai and Japanese universities. 37 third- and fourth-year English majors from Nihon University’s Department of English Language and Literature took part in the study. 25 students were enrolled in TESOL and 12 in Advanced TESOL, meeting once a week for one hour and thirty minutes during the first semester of the 2017 academic year. English was the language of instruction for all the classes.

6.2 Questionnaire and procedure

In order to ascertain the participants’ opinions about the implementation of the teacher training program, a twelve- and thirteen-item questionnaire (see Appendix 1 and 2) were designed by the researcher, which consisted of closed-ended questions. The first part of the questionnaires used a Likert scale, in which students could choose from five options, and the second part included questions with four options. The questionnaire was completed in class, and the students worked individually for 15 minutes. The teacher was present to address any
queries by the students.

The different sections of the close-ended questionnaire elicited information about the participants’ impressions of:

- The course, the learning materials and the teachers (items 1-3);
- Micro teaching activities, essay assignment, content and explanations (items 4-7)
- Self-evaluation of skills (items 8-11)
- Topics/activities (item 12);

Open-ended questions were also used to assess what the participants liked about the course, how to improve it, and what they expected from it. The open-ended questions will be examined in a forthcoming study (Caraker). The data was analyzed using quantitative measures.

7 Results

Most notable is the positive impression of both the TESOL and the Advanced TESOL teacher training courses. These results combine the students’ data from both courses. 37 students (100%) were very satisfied (item 1). Regarding the learning materials (item 2), 26 students (70%) were either very satisfied or satisfied. This data can be seen in figures 3 and 4 below. As for Beginning TESOL, 15 students (75%) felt that the micro teaching activities were the most valuable, followed by 11 students (55%) who appreciated the writing assignment. For Advanced TESOL, the results for the micro teaching activities were similar. Nine students (75%) were very satisfied with the micro teaching activities (item 4), while seven students (58%) were very satisfied with the classroom observation activity.

![Satisfaction with the TESOL courses](image)

Figure 3
8 Conclusions and Pedagogical Implications

The participants in this study were satisfied with the teacher training curriculum in TESOL and Advanced TESOL, manifested a high level of satisfaction with the content of the course, and perceived an improvement in their English proficiency. As mentioned above, a major goal of the courses was to have the students internalize both theories of language acquisition and teaching methods. The final marks in the written and oral assessments indicate that almost all the students managed to learn the curricular content.

Based on the results of this research project, some key factors in the successful implementation of a pre-service teacher training curriculum can be underscored. First of all, it is important to improve the teaching methods in in-service programs. Teacher training programs need to become more systematic, which will in turn lead to more meaningful Practicums for trainee teachers. It is important that trainee teachers see direct connections among theories of language acquisition, teaching methodologies and classroom procedures. A “waltz” approach focusing on reflection, observation and action does so.

Second, trainee teachers need to acquire high level productive English in order to provide meaningful input to their high school charges. Reflective tasks, discussions on appropriate teaching methods and procedures, and micro teaching activities are in line with this need. Finally, a successful teacher training program needs to be supported by learning materials specifically targeted to the needs of the students involved (Fernandez & Halbach 2011).
Unfortunately, there is a lack of such materials on the Japanese market. The materials used in this study’s teacher training courses were developed specifically for the students at Nihon University, and thus were appropriate in terms of content and language level.

The teacher training courses outlined in this study only meet once a week. Obviously additional resources would benefit pre-service programs. One such addition could be a web site supported by MEXT dedicated to basic instruction in TESOL methodology which fosters pre- and post-practicum self-study by student teachers as well as in-service elementary and secondary school teachers. Siennicki (2003) introduced a Teacher Development Program, built and managed by the University of British Columbia, and recognized by TESL Canada. Such an on-line resource could supplement both pre- and in-service teacher education programs. Also, CLIL as a teacher training approach should be scaled up in university teacher education programs throughout Japan. Finally, publishers and curriculum designers need to collaborate to create appropriate CLIL materials. As Japan approaches the next decade, second language teacher education must “provide novice teachers with the skills and competencies of effective teachers and to discover the working rules that effective teachers use” (Richards 15).

Works Cited


Appendix 1  Advanced TESOL Questionnaire

1. How satisfied are you with the Advanced TESOL class?

<table>
<thead>
<tr>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
</table>

2. What do you think of the materials?

   a. Too easy | A little easy | Neither easy nor difficult | Difficult | Too difficult |

   b. Very dissatisfied | Somewhat dissatisfied | Neither satisfied nor dissatisfied | Satisfied | Very satisfied |

3. How satisfied are you with the Advanced TESOL teacher?

<table>
<thead>
<tr>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
</table>

4. How satisfied are you with the micro teaching activity?

<table>
<thead>
<tr>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
</table>

5. How satisfied are you with the classroom observation and presentation activity?

<table>
<thead>
<tr>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
</table>

6. How satisfied are you with the reflective task diary activity?

<table>
<thead>
<tr>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
</table>

7. How satisfied are you with the content of the class?

<table>
<thead>
<tr>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
</table>

8. How satisfied are you with the explanations of the class content?

<table>
<thead>
<tr>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
</table>

9. One objective of this course is to improve my knowledge of teaching techniques. I improved this knowledge according to the following degree:

<table>
<thead>
<tr>
<th>No improvement</th>
<th>Not sure</th>
<th>Some improvement</th>
<th>A large improvement</th>
</tr>
</thead>
</table>

10. One objective of this course is to improve my teaching skill. I feel that I improved this skill according to the following degree:

<table>
<thead>
<tr>
<th>No improvement</th>
<th>Not sure</th>
<th>Some improvement</th>
<th>A large improvement</th>
</tr>
</thead>
</table>

11. Which unit in Advanced TESOL did you find the most valuable?

<table>
<thead>
<tr>
<th>Language acquisition theories and methodologies</th>
<th>Functions of the teacher</th>
<th>Interaction patterns in the lesson (including types and functions of questions)</th>
<th>Lesson preparation</th>
<th>Motivation</th>
<th>The task</th>
</tr>
</thead>
</table>

12. Which type of activity in Advanced TESOL did you find the most valuable?

<table>
<thead>
<tr>
<th>Listening and taking notes</th>
<th>Discussing in small groups</th>
<th>Micro teaching activity</th>
<th>Presenting about practice teaching/observation</th>
<th>Analyzing examples of tasks and questions</th>
</tr>
</thead>
</table>

Write anything you liked about the class?
Write anything you did not like about the class.
**Appendix 2  TESOL Questionnaire**

1. How satisfied are you with the TESOL class?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
</table>

What do you think of the materials?

a. Too easy | A little easy | Neither easy nor difficult | Difficult | Too difficult |

b. Very dissatisfied | Somewhat dissatisfied | Neither satisfied nor dissatisfied | Satisfied | Very satisfied |

2. How satisfied are you with the Advanced TESOL teacher?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
</table>

3. How satisfied are you with the micro teaching activity?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
</table>

4. How satisfied are you with the classroom observation + presentation activity?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
</table>

5. How satisfied are you with the reflective task diary activity?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
</table>

6. How satisfied are you with the content of the class?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
</table>

7. How satisfied are you with the explanations of the class content?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
</table>

8. One objective of this course is to improve my knowledge of teaching techniques. I feel that I improved this knowledge according to the following degree:

<table>
<thead>
<tr>
<th>Degree</th>
<th>No improvement</th>
<th>Not sure</th>
<th>Some improvement</th>
<th>A large improvement</th>
</tr>
</thead>
</table>

9. One objective of this course is to improve my teaching skill. I feel that I improved this skill according to the following degree:

<table>
<thead>
<tr>
<th>Degree</th>
<th>No improvement</th>
<th>Not sure</th>
<th>Some improvement</th>
<th>A large improvement</th>
</tr>
</thead>
</table>

10. Which unit in Advanced TESOL did you find the most valuable?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Language acquisition theories &amp; methodologies</th>
<th>Functions of the teacher</th>
<th>Interaction patterns in the lesson (including types and functions of questions)</th>
<th>Lesson preparation</th>
<th>Motivation</th>
<th>The task</th>
</tr>
</thead>
</table>

11. Which type of activity in Advanced TESOL did you find the most valuable?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Listening and taking notes</th>
<th>Discussing in small groups</th>
<th>Micro teaching activity</th>
<th>Presenting about practice teaching/observation</th>
<th>Analyzing examples of tasks and questions</th>
</tr>
</thead>
</table>

Write anything you liked about the class?
Write anything you did not like about the class.