A. Takagi (Aoyama Gakuin U.)
S. Sakai (Chiba U. of Commerce)
A. Scott (Massey U.)

This symposium aims to discuss issues on the development of professional competences of English language teachers from pre-service training to lifelong learning.

Firstly, we discuss the 21st century reforms in English language education. We focus on the rationale behind the recent reforms with particular attention to the policy developments. This is followed by a discussion on reforms in pre-service and in-service teacher education in four aspects.

Secondly, we discuss the current trends in pre-service EFL teacher education policies, the instructional trends in English teaching methodology courses, and the influences of recent changes in ITE on teaching practicum in the Japanese context.

Thirdly, we explore the criteria for English teacher employment in secondary education, the competences desirable for employment, contents of in-service teacher trainings and assessment by the local boards of education.

Next, we focus on the potential components of knowledge, skills and competences required of EFL teachers in terms of English language ability, pedagogical and didactic competences, and aptitudes or dispositions, based upon the surveys conducted by the JACET SIG on English Education and Teacher Education Research Group during these past ten years.

Following the points mentioned above, we examine some effective mechanisms for enhancing quality standards of teachers found mainly in the UK, the USA, Canada, and New Zealand (NZ), making reference to the five 'Policy Implications' suggested in the OECD report (2005) and major findings obtained from research visits to the countries above. In addition, the European Portfolio for Student Teachers of Languages (EPOSTL) is referred to as a potential springboard for a paradigm shift of English language teacher education in Japan.

Lastly, we describe the present status of professional competences of English language teachers in Japan, and then discuss how to improve them by focusing on a new paradigm necessary for effecting the improvement.

Sept. 2/10:30-11:55/Bld2 R203

English Studies and English Education - Applying Results of English Studies to English Education

N. Okada (Osaka U.)
A. Umesaki (Kwansei Gakuin U.)
K. Minamidate (Osaka Women's U.; Prof. Emeritus)

English Studies and English Education, Volume 8 of JACET's Series of Studies on English Education, searches for ways to apply results of English studies to English education. The volume's coeditors show how results of their linguistic studies will contribute to English education in university.

Nobuo Okada, "Pedagogical English Grammar—Some Suggestions for its Improvement"

First, I discuss the aims of English grammar teaching. Next, I show that the traditional pedagogical grammar has problems both in its content and the way it is taught. Thirdly, I suggest the way important grammatical facts and elegant grammatical explanations offered by recent
studies can be incorporated into the pedagogical grammar. Finally, I focus on a grammatical construction and show the aspects of the construction to be taught in university English courses. Atsuko Umesaki, “The Use of Corpora in University ELT Classrooms”

In my talk, the use of corpora in ELT classrooms is discussed. A brief survey is made of the way Corpus Linguistics can serve as an important resource in English education. Current approaches to using corpora in university classrooms in and outside of Japan are mentioned. Illustrations are given of my approach, which aims to enable students to communicate with confidence after graduation using corpora and dictionaries when they are uncertain about expressions and cannot obtain advice from instructors.

Kosei Minamide, “Monolingual and Bilingual Learners’ Dictionaries”

I will talk about some of the developments we have witnessed in recent English monolingual and English-Japanese bilingual learners' dictionaries with special reference to:

1. pre-war EFL publications by M. West, H. E. Palmer and A. S. Hornby in India and Japan
2. computer corpora which have brought new insights to bear on dictionary editing in respect to sense ordering and phraseology
3. comparison of computer corpora with data elicited from native speakers’ intuitions
4. multi-faceted acceptability

Effective Tasks for Improving Listening and Speaking

C. Kawauchi (Kurume U.)
T. Shizuka (Saitama U.)
K. Nomura (Kobe City U. of Foreign Studies)
P. Skehan (U. of Auckland)

The purpose of this symposium is to discuss various aspects of effective tasks on listening and speaking and to provide some ideas for developing these skills in our classrooms. The following are abstracts of three speakers, Testuhito Shizuka, Kazuhiro Nomura, and Peter Skehan.

Shizuka: As long as Japanese EFL listening is concerned, a simple decoding “task” in which a learner tries converting a continuous stream of sounds to space-separated discrete words seems as fruitful as higher-order “tasks.” Specifically, I suggest we give take-home assignments to transcribe digital sound files, in which learners are encouraged to transliterate the sounds as they sound, using katakana when necessary. I will report on findings from instructing a group of Japanese students to produce a katakana-studded transcription of a 3-minute CNN podcast.

Nomura: The main focus is on what tasks are given to intermediate level students to improve their public speaking proficiency. As students may face various speaking situations in the real world, different types of assignments are programmed. Each assignment is intrinsically motivating, cognitively challenging, and has a realistic goal in itself. Students’ peer evaluation, teacher’s general evaluation, and each student’s reflection on their own presentations using DVD will work together to enhance their recognition as public speakers and help develop their confidence and presence.

Skehan: The skill of speaking is simultaneously an important skill in its own right, but also a potential medium for longer term development. This part of the symposium will explore the