

Facilitating a Progressive Pre-service Teacher Development Program: The Evolution of Practicum

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Source: <https://www.marketing91.com/6-objectives-of-team-building/>

Research Question

Could an evolution of university teaching practicum better equip future educators with the tools they need to succeed?



Program Objective

Create an opportunity for future EFL instructors to better develop their teacher knowledge and practical teaching skills over an extended period of time.



What is the English Language Lab (ELL)?

- 4 x 30-minute practical English lessons
- Participants - Lower-level first-year students
- Lessons taught by Language Facilitators (LFs)
- Lessons observed by Faculty Advisors
- Purpose:
 - to give assistance to lower-level English language learners as a way to solve the likely outcome that their level would be insufficient to advance to upper-division courses.
 - to develop an opportunity for students interested in becoming English language teachers to better develop their practical teaching skills in a more congenial environment over an extended period of time.

Language Facilitators

Qualifications to be a Language Facilitator

- 📌 2nd~4th year English Education track or graduate student
- 📌 TOEIC score above 700 or Pre-1 Eiken certification
- 📌 Interested in becoming a teacher of languages
- 📌 Must be in good standing with the university
- 📌 Minimum of 3.0 grade-point average (GPA)
- 📌 Approved for university work-study program



Background: Early Stages of the ELL

- Request from university president to improve the overall English level of students
- Voluntary participation by faculty or work-study students with specific perimeters
- Non-credit elective course
- Minimal meeting and reflection time
- Limited observation time

Current Status of the ELL

- Increased support from Academic Affairs and the dean:
 - Non-credit compulsory course
- Regularly scheduled meetings and critical reflection
 - Daily observation of lessons with short-term feedback
 - Monthly written self-reflections
 - Detailed peer feedback sessions
- ELL Program Proposal to add to the current university language program as requested by the dean (*currently under review*)

Focus of Teacher Development

Feedback Sessions

- 📌 Preplanning
- 📌 Daily feedback
- 📌 Monthly collaborative reflections
- 📌 Post-semester recap

Team-teaching

- 📌 Planning team-teaching lessons
- 📌 Share ideas and teaching techniques
- 📌 Increase communication
- 📌 Team-teaching environment

Outcomes

- Increased confidence
- More organized lessons
- Improved classroom management
- Increased participant awareness
- Unique teacher development experiences



Where do we go from here?

- Limitations of current study
- Postitive revisions to practicum implementation
- Potential for future collaboration



Questions and Comments



Source: <https://www.facebook.com/miyazakikokusaidagaku/>

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