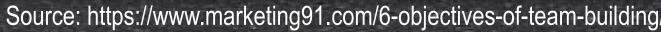
Facilitating a Progressive Pre-service Teacher Development Program: The Evolution of Practicum

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Source: https://www.musee-rodin.fr/en/musee/collections/oeuvres/thinker#group_84-5

Research Question

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

skills over an extended period of time.

Program Objective

Create an opportunity for future EFL instructors to better develop their teacher knowledge and practical teaching



Source: https://senuri.medium.com/objectives-of-testing-4832858f6f7d



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: ŏ
 - courses.
 - teachers to better develop their practical teaching skills in a more congenial environment over an extended period of time.

- 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

- to develop an opportunity for students interested in becoming English language



Qualifications to be a Language Facilitator Ind~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

Language Facilitators





Background: Early Stages of the ELL

students

- perimeters
- Non-credit elective course
- Minimal meeting and reflection time
- Limited observation time

Request from university president to improve the overall English level of

Soluntary participation by faculty or work-study students with specific





Current Status of the ELL

Increased support from Academic Affairs and the dean: Non-credit <u>compulsory</u> course Regularly scheduled meetings and critical reflection Daily observation of lessons with short-term feedback Monthly written self-reflections Detailed peer feedback sessions as requested by the dean (currently under review)

- ELL Program Proposal to add to the current university language program

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





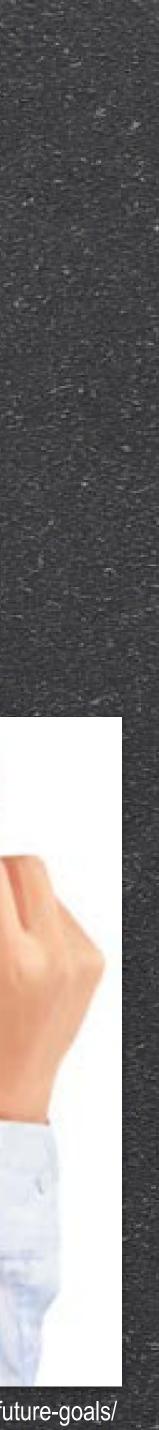
Increased confidence 8 More organized lessons 8 Improved classroom management 8 Increased participant awareness Unique teacher development experiences

Outcomes





Source: https://asizzling.wordpress.com/2014/12/03/i-spy-future-goals/



Where do we go from here?

Limitations of current study 8 Postitive revisions to practicum implementation 8 Potential for future collaboration 8

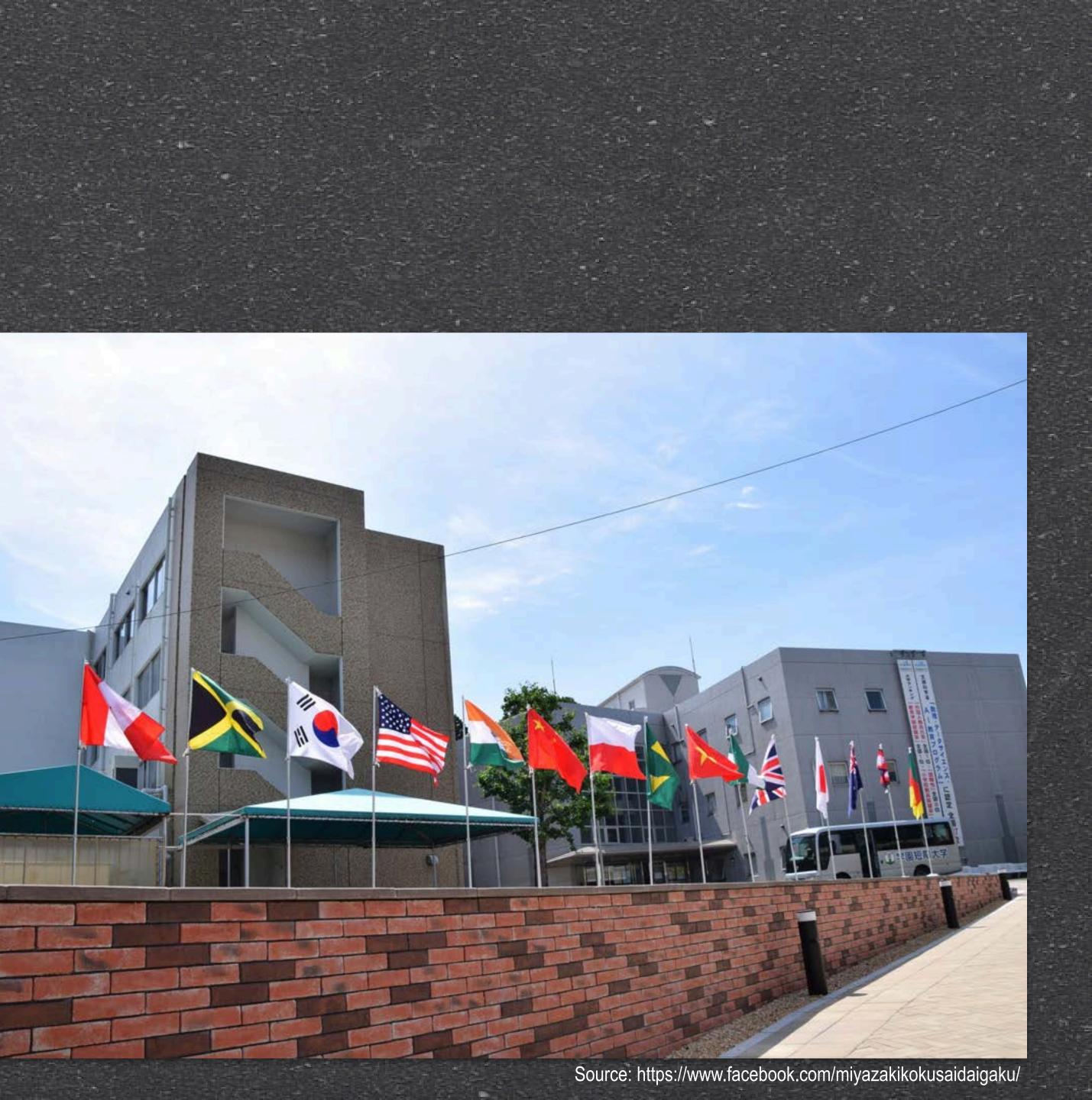
Where Do We Go from Here?

Source: http://www.adventuresinstorytime.com/2021/07/where-do-we-go-from-here.html





Questions and Comments



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