

Designing teaching workshops for pre-service teachers of English in Japan

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ABSTRACT

This paper explicates a teacher training workshop which is part of a five-year research project that aims to understand and support the practical needs of pre-service English teachers who intend to teach at junior high schools and senior high schools in Japan. At the beginning of the project, pre-service teachers of English were asked to identify what topics they would like to be included in teacher-training workshops designed to address their needs. In 2022, two workshops were held based on these perceived needs. This paper focuses on the efficacy of the second workshop considering the participants' (n=16) feedback. The authors also map out the design of future workshops and argue for the necessity of practical support for pre-service English teachers considering the current teacher-training structure in Japan.

KEYWORDS: Japan, pre-service English teachers, teacher training, workshops

1 INTRODUCTION

This is the second in a series of papers which examines pre-service teacher-training workshops which have been designed for Japanese university students who want to be English teachers. The background and rationale for the research project are briefly discussed before the details of the second workshop are expounded, along with post-workshop feedback provided by the workshop participants. In the final section the authors discuss their plans for future workshops.

2 BACKGROUND

Many experts in the field of English education and teacher training have highlighted a number of inherent problems in Japan's teacher-training programmes (Fukushima, 2018; Kikuchi & Browne, 2009; Steele & Zhang, 2016; Tahira, 2012). In addition, the implementation of the new Course of Study Guidelines in Japan has increased the demands on teachers at elementary, junior, and senior high schools (Cripps, 2019; Okamura, 2017). Unfortunately, the support structure for English teachers in the public system is less than satisfactory. Every day, novice English teachers in Japan are facing challenges for which their pre-service training failed to prepare them (Cripps, 2021; Mouri, 2020; Tahira, 2012).

The catalyst for the workshop outlined in this paper arose from the Principal Investigator's (PI – Professor Cripps) frustration at seeing many of his seminar students struggle when entering the English teaching profession. Initially, through funding from the Japan Society for the Promotion of Science (JSPS – Kaken B No. 15H03481), from 2015 to 2018 Professor Cripps and his research team provided support for in-service teachers through a series of workshops that equipped the participants with practical pedagogical skills, and the provision of online teaching material (see Cripps & Doi, 2020; Cripps et al., 2017, 2018). The success of this research project motivated the current research team to apply for additional funding to support pre-service English teachers.

In 2021, Professor Cripps' research team was awarded further JSPS funding (Kaken B No. 21H00551). This five-year research project aims to support pre-service teachers of English through the provision of practical workshops which address their pedagogical needs, the creation of an online website which will house teaching material, and the publication of practical teaching handbooks. For a more detailed explanation of the rationale for this project and its design see Cripps et al. (2023).

3 PLANNING THE WORKSHOP

This paper focuses on the second pre-service English teaching workshop which took place at Nanzan University in Nagoya, Japan on November 19, 2022 (the first workshop was held on June 27, 2022, see Cripps et al., 2023 for more information). Professor Cripps contacted Professor Uchida from Akita International University and Professor Toland from The International University of Kagoshima and asked them to give sessions for the second workshop. Professor Matsumoto from Bond University in Australia was also invited to spearhead a session. Professor Cripps from Nanzan University facilitated the final session of the workshop. Below is the brief biodata of the professors who contributed to the interactive workshop.

3.1 Biodata

Professor Hiroki Uchida started his teaching career at a Japanese high school in 1989. He taught students of various proficiency levels for nine years, and he stepped into his new field of teacher training. He is currently teaching at Akita International University and is Dean and Director of the Graduate School, Head of the English Teaching Practices Program, Graduate School of Global Communication and Language.

Sean H. Toland is a Professor of English at The International University of Kagoshima (Department of Intercultural Studies). He has taught English as an international language (EIL)

in Japan and Korea at every level from elementary school to university and worked as a high school teacher in Canada's far north. Sean enjoys developing instructional materials and a number of his original lesson ideas have appeared in the TESOL *'New Ways'* book series and *English Teaching Professional* magazine. His research interests include technology-enhanced learning, materials development, critical thinking and teacher training.

Dr. Masanori Matsumoto has been teaching in Japan and Australia for over thirty years. He completed his Doctoral Degree at the University of South Australia and is currently an Assistant Professor of Applied Linguistics at Bond University, lecturing for a post-graduate teacher training program of Teaching English for Speakers of Other Languages (TESOL). His research interests include second language (L2) learner motivation, individual learner differences, and L2 program and material design. He has presented papers at a number of domestic and international conferences, and published books and articles in globally renowned journals.

Dr. Tony Cripps has been teaching in Japan for over thirty years. He is a Professor of English at Nanzan University (Graduate Program of Linguistic Science and the Department of British and American Studies). His research interests include teacher training, learner autonomy, material design, MOOCs, pedagogical innovation, and English for Medical Purposes (EMP). For the last two decades he has run numerous teacher-training workshops in Japan and overseas. He is currently working on a major research project (Kaken B – No. 21H00551) funded by the Japan Society for the Promotion of Science which aims to provide pedagogical support for pre-service English teachers in Japan.

4 THE SECOND PRE-SERVICE TEACHING WORKSHOP

As noted above, the first pre-service teaching workshop was held in the afternoon on June 27, 2022. For the second workshop, which was held on November 19, 2022, it was decided to run a longer workshop from the morning to the afternoon. The workshop began at 10:25 a.m. and ended at 3:00 p.m. (see Appendix A for a detailed schedule). Professor Uchida and Professor Matsumoto gave one-hour sessions, while Professor Toland and Professor Cripps gave 30-minute sessions.

The theme for the second workshop *'Improving students' English-speaking skills'* was decided after analyzing participants' (n=12) suggestions from the first workshop (see Cripps et al., 2023). Sixteen pre-service English teachers attended the second workshop which is outlined in this paper. Most of the participants were members of Professor Cripps' teaching seminar (n=13) at Nanzan University, and three MA students (two from Nanzan University and one from Aichi University of Education) also took part. At the end of the second workshop the participants were asked to complete an anonymous written feedback sheet (see Appendix B). In total, six professors participated in the workshop, including the session leaders and two more observers who interacted with the pre-service teacher participants. One of the professors was from Nanzan University; whereas the other teaches at Nagoya University of Education. Below an analysis of the written the feedback for each of the sessions is provided. The feedback was analyzed for emerging themes (Charmaz, 2014, Saldaña, 2013). These initial themes were further developed into primary and secondary themes, which allowed the researchers to gain a better understanding of the participants' needs. Pseudonyms have been used throughout the paper to protect the participants' privacy.

4.1 Professor Uchida's session

Professor Uchida gave the first session of the workshop. His session was entitled: *'Ask plus answer plus: A way to help false beginners speak/write.'* This session challenged the participants to reconsider their teaching approach.



Figure 1: Professor Uchida's session

4.1.1 Make classes interesting and focus on meaning

Professor Uchida emphasized the importance of making classes interesting and he encouraged the participants to get their students to focus on meaning rather than robotically trying to translate every word they hear/read. Ai commented: *"I learned it is important to make the class feel interesting. Teachers don't have to give their topics at the beginning of class."* Both Chiharu and Noah were happy to rethink how they can get students interested in English classes. Chiharu explained: *"He told us how to help students to write English. I want to tell students not to 'translate' correctly, but to catch the meaning and put them into their original English."* Noah described what he discovered from Professor Uchida's session: *"What I newly learned from his talk is it will be easy for learners to speak/write English when they focus on the meaning rather than translating word by word. I was happy to know what is important for getting students attracted in class."*

4.1.2 5W1H

One specific example that Professor Uchida used to illustrate how to get students create meaningful communication in English was using the '5W1H' pattern. Ai noted that: *"5W1H is important to think about when students communicate with people in English. This can make students to write English more smoothly and they can write sentences with deep content."* Hanae commented on how the 5W1H activity could be used to raise students' motivation: *"I learned how teachers can motivate students to be interested in English. I would like to use 5W1H activity in order to improve students' speaking abilities."* Takako's remarks mirror those of Hanae: *"I think the technique of using 5W1H will be very useful when I teach in class from next year."*

4.1.3 Providing a sense of achievement

Another main point that the participants took from Professor Uchida’s session was the importance of creating a sense of achievement as this would have a lasting effect on their students. Jun expressed his agreement with Professor Uchida’s thinking: *“I strongly agree with your opinion that teachers should provide students with a sense of achievement in their classes.”* In the same vein, Kyoko revealed that: *“The idea I learned the most was the “sense of achievement”. I thought it was difficult to have students enjoy English learning and I did not have any idea how to do that.”*

4.1.4 Useful

The written feedback from the participants was extremely positive. Table 1 below shows four representative examples of comments reflecting the efficacy of Professor Uchida’s session.

Table 1: Representative comments on the usefulness of Professor Uchida’s session

No.	Name	Comments
1	Jun	<i>“All of your examples are based on factual situations in Japan so it will definitely be useful for my future!”</i>
2	Masato	<i>“I learned how deep it is to teach. I felt I need to study and try the things I learned in the real world.”</i>
3	Hanae	<i>“Thank you so much for your informative keys to teaching English.”</i>
4	Takako	<i>“It was my first time to hear about ‘Ask answer plus’ and it made me realise the importance of teaching how to make presentations or how to write essays.”</i>

Kyoko’s comment below is demonstrative of how useful Professor Uchida’s session was to the participants:

Today’s lecture by Professor Uchida gave me some ideas and hints which will be useful and helpful after I become a teacher. It is a difficult question “Why should students have to study English?” and I have been seeking one of the answers. Using the tips by Professor Uchida, I would like to provide interesting classes to the students.

4.2 Professor Toland’s session

Professor Toland gave the second session of the workshop. His session was entitled: *‘Strategies to support Japanese English language learners’ 21st century skills’*. Four themes relating to Professor Toland’s session arose from the written feedback: (1) useful teaching material and activities; (2) the importance of presentations; (3) the issue of information and communications technology (ICT) use; and (4) using English to make students think about social issues or to work on creative projects.



Figure 2: Professor Toland's session

4.2.1 Useful teaching material and activities

The participants found Professor Toland's examples of his teaching material and activities extremely useful. Haruki's comments illustrate this fact: *"The different teaching materials and different ways to get students interested and motivated was very useful. It was fun actually doing them in class, and they were good references for teaching practice."* Similarly, Rio mentioned how using different kinds of teaching material can be useful for teachers' careers: *"I felt that the visual materials are good to capture students' attention and make classes more interesting. I want to use those materials in my classes in the future."*

Mao was also appreciative of the activities and materials that were shared in the session: *"You gave us several examples of activities. All of them are so useful. I'll be a junior high school teacher next year, so I would like to use those activities in my class."* Saori, having used the teaching material as a student when she took the Academic English course in her first year in the Department of British and American Studies at Nanzan University, decided that she would revisit the material after the workshop – this time from a teacher's perspective: *"I have seen and tried some of the activities in Academic English. When I go back home, I will watch the videos you showed in the session."*

4.2.2 The importance of presentations

In his session, Professor Toland demonstrated how different types of presentations can be used effectively to help enhance students' speaking skills. Hanae, commenting on the shyness of Japanese students, points out that poster presentations can be very useful for such students: *"I found that poster presentations can be effective for Japanese students because they tend to get shy when speaking English."* Jun also stressed his support for the use of poster presentations:

I agree with your way that students need to practice in small groups because they're shy! I especially love poster presentations from my experience in Academic English because we can focus on learning how to speak, not making presentation slides or memorizing things.

4.2.3 The issue of ICT use

Professor Toland is a strong advocate of ICT use in and out of the classroom. In her post-workshop feedback sheet, Kyoko raised the issue of the slow move towards of the acceptance of ICT use in Japan: *“It was interesting that SNS can be materials for the classes. As Professor Toland said in his lecture, many students in Japan are not allowed to use their smartphones in school. However, students in junior/senior high school have been provided tablets. That will make students using SNS or SNS-like materials in the classes.”* Similarly, Iori highlighted the importance of learning how to use ICT: *“Electronic equipment is increasing more and more in school. In order to be flexible teachers, it is necessary to deal with that.”*

Both Takako and Masato mentioned the viral marketing videos that Professor Toland showed in his session (see sample handout in Appendix C). Takako noted that getting students to create their own marketing videos can be a very effective way to foster communication in class: *“I thought creating your own marketing videos is an interesting way to have students communicate and collaborate with each other.”* Masato believes that using such marketing videos could be useful when teaching students at junior and senior high schools in Japan: *“Using viral marketing videos is a new idea to me. The videos we saw in the session were interesting and all of us were watching (staring) at. This would happen in senior or junior high school and I’d like to use them in my class.”*

Despite the fact that many of the participants seem to be eager to weave ICT use into their teaching, there were also some circumspect comments. Takako cautioned that: *“Sometimes it is difficult to implement these kinds of activities since classes are short, but as Professor Toland said, I think it’s important to adapt these ideas by myself depending on the level of the students.”*

Although Kyoko was honest about the inevitability of ICT becoming part of the fabric of the classroom in Japan she does provide some words of warning when talking about using SNS material: *“To be honest, I am worried if I could use these materials because I have heard that teachers are sometimes monitored by other teachers or some people in an institution. It might not be easy to use these materials in the classes as Professor Toland introduced under the present situation in Japanese schools.”*

4.2.4 Using English to make students think about social issues or to work on creative projects

From a broader educational perspective one of the roles of a teacher is to get students to broaden their intellectual horizons and to think about the world. Ai’s comments in her written feedback focused on the wider impact of how interesting activities, materials, and presentations can be used to raise students’ awareness about certain issues: *“There are some interesting ways to make students think about social issues or make creative things by using English. Some of the students are not interested in English, so teachers have to prepare the things which are fascinating to the students.”*

4.3 Professor Matsumoto’s session

Professor Matsumoto was the third featured speaker of the workshop. His session was entitled: *‘How to reverse the trend: Japanese could speak English better’*. Professor Matsumoto asked the participants to think about the issue of teaching pronunciation, the goal of trying to speak English like a native English speaker, and learner differences.



Figure 3: Professor Matsumoto's session

4.3.1 The importance of pronunciation

Professor Matsumoto's session compelled some of the students to reevaluate their views on the teaching of pronunciation. Takako explained her thinking: *"I always thought that pronunciation is an important factor for English, but after the lesson my mind changed. Instead of teaching the correct pronunciations, I feel that teaching students where to put their stress when pronouncing English vocabulary is important."* Similarly, Hanae used Professor Matsumoto's session to reconsider her approach to teaching pronunciation: *"I learned that students' goals don't have to be to 'speak like a native speaker.' However, it is important for students to know about the differences between Japanese pitch and English accent."*

4.3.2 Students do not have to speak English like a native speaker

Many of the participants wrote about the issue of 'speaking like a native speaker of English'. Ai wrote that she was relieved that: *"We don't have to be the perfect English speakers"* and this sentiment was echoed by Haruki: *"It was great to hear that there's no need to be a perfect speaker."* Both Mao and Aoi wrote that they would reassess their own language learning goals after attending Professor Matsumoto's session. Aoi commented that: *"I thought I want to be like a "native speaker" but I realized that I can't."* While Mao reflected that: *"I used to set the goal, which is to speak English fluently like native people. However, I learned the goal is not always to speak fluently."*

Kyoko decided that once she starts teaching, she would put her students at ease regarding their language learning goals and encourage them to try and develop fluency:

Some students feel anxiety that they can't speak as native speakers, so if I become a teacher, I would like to tell them that they do not have to speak like native speakers. Instead I would like to have the students engaged in speaking focusing on fluency more.

4.3.3 L1 & L2

The session given by Professor Matsumoto helped the participants reflect on language acquisition. This topic is covered in one of the core classes for the teacher license program at

Nanzan University and the content of Professor Matsumoto's session afforded the participants the chance to both reflect on what they had learnt in their core classes, and to challenge their beliefs. Haruki revealed that: *"Learning about the differences between L1 & L2 acquisition was very eye opening."* Mao noted that: *"I found that the 1st language acquisition and the 2nd language acquisition are completely different from various points of view."* Noah went into more detail in his comments: *"I learned learning L1 and learning L2 are different in terms of how people acquire those languages, grammatical nature of the languages and the environment the learner studying a language is involved."*

Professor Matsumoto's session also helped the participants understand the importance of learning about L1 and L2 acquisition. Jun reflected that: *"I learned that it is important for English teachers to understand how different L1 acquisition and L2 acquisition are."* Likewise, Iori wrote: *"I learned the difficulties of acquiring the second language. I'm going to study and teach English considering what you told me."*

4.3.4 Reflective comments

Professor Matsumoto's session appears to have had a profound impact on some of the pre-service students. Masato noted that after Professor Matsumoto's session: *"I felt I needed to have deeper knowledge of Japanese in order to teach English."* Takanori, having spent much of his early childhood in America, realized that he needs to always consider that his students have a different linguistic background: *"Since I was able to achieve second language acquisition at a young age, I do need to keep in mind that students cannot fully acquire English."*

4.4 Professor Cripps' session

Professor Cripps facilitated the final part of the one-day workshop. The title of his session was: *'Tips for getting your students to speak English'*. The purpose of this session was to bring together many of the issues raised in the previous sessions and to get the participants to think about the reality of getting Japanese students to speak English in class. Like Professor Toland's session, Professor Cripps' session was shorter and had a more practical focus. The themes which arose from the written feedback from the pre-service English teachers were: (1) the importance of speaking activities; (2) the importance of group work; and (3) the importance of creating a fun classroom atmosphere. Many of the participants also offered reflective comments on the efficacy of the session.

4.4.1 Effective speaking activities

As noted above, Professor Cripps' session had a practical focus. Part of his session examined the elements of effective speaking activities and he encouraged all the participants (including the professors) to work together in groups to discuss this important issue. Rio explained that: *"I was interested to hear the points of good speaking activities and how teachers control class. I will use the skills I learned today and try and make a good class."* Similarly, Kaori appreciated the practical nature of this session: *"I was able to learn the characteristics of a successful activity. I would like to implement these traits to create successful activities and help students enjoy English."*

4.4.2 Group work

The session helped the participants think about the importance of group work. Mao commented on the effectiveness of sharing opinions in this session and how the group work exercise implemented by Professor Cripps encouraged this: *“By sharing the opinions with other group members, I could find tips for getting my students to speak English.”* Ai agreed that group work can help improve students’ spoken English skills. Thus, teachers should consider weaving group work into their classes: *“... teachers have to make time to have language (group work) activity in class, because it will be easier to make students to share their thoughts.”* Takako was also in agreement regarding the importance of group work: *“I agree that whenever we want to improve students’ speaking skills, we should always have students get together and work in a group. It was a really fun session, thank you!”*

4.4.3 Group work and creating a fun atmosphere

Professor Cripps designed his session so that the participants would have to work together in groups just as their students would. Experiencing group work and activities helps the participants to understand the dynamics of group work and its potential. Many of the participants in their formal written feedback, and their informal feedback after the workshop, expressed their enjoyment with the session and stated that creating ‘fun’ moments and an ‘enjoyable atmosphere’ should be of paramount importance. In her written feedback, Saori highlighted this: *“It is important to give students some enjoyable and fun moments in the class. When I become a teacher in the future, I want to try them.”* Hanae echoed Saori’s comments: *“I learned that group work is effective for improving students’ speaking activities. I thought that it’s important for teachers to make a good atmosphere for students. Thank you so much.”*

In his session, Professor Cripps encouraged the participants to work in groups and discuss the characteristics of a successful speaking activity. He also asked them to consider problems with speaking activities and how these problems can be overcome (see Appendix D). Haruki appreciated this active and collaborative approach: *“Working in groups was a lot of fun. Brainstorming as a group before seeing your answers was great for getting new ideas.”*

Kyoko provided a succinct summary of the issues to consider when designing and implementing speaking activities. She also highlights how a good atmosphere can have a positive effect:

For students whose mother tongue is Japanese, it might be difficult and a little stressful to speak English because many of them may think speaking like native speakers is important, speaking with perfectly correct grammar is needed. That can lead to being reluctant to or feeling not confident to join activities in speaking English. Therefore, I thought it would be very important to make a good atmosphere where making mistakes is welcome and the students speak actively without caring about mistakes.



Figure 4: Professor Cripps’ session

4.4.4 Reflection

One of the keys to becoming a good teacher is the ability to reflect on experiences in and out of the classroom. The workshop participants used the feedback sheet to reflect on Professor Cripps’ session as a whole. Table 2 below provides seven illustrative comments.

Table 2: Reflections on Professor Cripps’ session

No.	Name	Written feedback
1	Takako	<i>“It was a really good opportunity to think about “What good speaking activities are!!”</i>
2	Noah	<i>“I knew some tips for teachers when they create speaking activities in English class. By thinking about the subjects for the activity beforehand, we can reflect on our ideas and compare different ideas effectively.”</i>
3	Jun	<i>“I could review some things I’ve learned in my seminar class and I also found many things except that!”</i>
4	Iori	<i>“It was a good opportunity to get other’s opinions. I could learn the way of thinking about many topics.”</i>
5	Yoko	<i>“I want to try doing group work a lot in English classes when I become a teacher, so this session was very interesting for me.”</i>
6	Aoi	<i>“It’s important to consider whether the activity has a problem or not. Moreover, teachers have to think how to solve them.”</i>
7	Chiharu	<i>“Your session was so quick, but very easy to understand. The main points were extremely clear! I’d like to conduct group work in my lessons. When I do English class, I’ll try to consider about the checklists you gave us today!”</i>

5 SUMMARY

The workshop detailed in this paper was very successful. The formal written feedback provided by the participants was extremely positive, and the informal oral feedback given after the workshop also reflected this. The purpose of each of the workshops in this five-year research project is to tailor the content to the needs of pre-service teachers and the workshop outlined in this paper seems to have met these needs. Each workshop session focused on a different aspect of improving students’ speaking skills and the variety of topics covered in each of the sessions was greatly appreciated.



Figure 5: Participants at the end of the workshop

5.1 Topics for future workshops

As with the first workshop which took place in June 2022, the written feedback sheet administered at the end of the second workshop asked the participants to suggest possible topics for future workshops. The participants’ suggested topics are shown in Table 3.

Table 3: Suggested topics for future workshops

No.	Suggested topics	No.	Suggested topics
1	Teaching grammar	7	How to conduct group work
2	Teaching using ICT	8	How to teach listening
3	How to keep students motivated	9	How to teach reading
4	How to prepare interesting classes	10	How to make students speak English
5	How to correct errors	11	Teacher motivation and beliefs
6	How to create interesting activities	12	Content and language integrated learning (CLIL)

Teaching grammar was the most popular suggestion with four of the participants recommending this topic, with Mao advocating ‘*How to teach grammar in an interesting way*’ as a possible topic. Unsurprisingly, considering Professor Toland’s focus on ICT in the first workshop and the content of his session in the second workshop, ‘*Teaching using ICT*’ was a popular suggestion. The issue of students’ motivation and teacher motivation (suggestions 3 and 11 in Table 3) echo the concerns of in-service teachers given in previous research (see Cripps, 2021). Masato wanted to know “... *how and when to correct mistakes when students are working on an activity.*” Chiharu did not offer a specific workshop topic but made a

suggestion regarding the delivery of the sessions: *“I want more activities to think/cooperate with classmates!”* This comment reflects the thoughts of the PI in that future workshops should utilize more inclusive activities rather than a conventional lecture style.

6 FUTURE CONSIDERATIONS

The feedback generated by this workshop provided a lot of rich data and produced suggestions for future workshop topics as show in Table 3 above. Apart from future topics, the research team of Professor Cripps, Professor Imai, and Professor Toland are considering ways to enhance the workshop delivery. Some of the ideas currently being considered are: (1) inviting in-service teachers to give sessions; (2) providing online workshops; (3) opening the workshops to both pre-service and in-service teachers; (4) inviting more Japanese teachers of English to give sessions; (5) inviting more women to give workshop sessions; (6) holding ‘debriefing’ workshops soon after the pre-service English teachers have completed their teacher training at junior and senior high schools; and (7) including micro-teaching sessions in the workshops.

7 CONCLUSION

Teaching workshops such as the one explicated in this paper offer one way to provide meaningful support to pre-service teachers of English. The importance of obtaining and analyzing post-workshop feedback cannot be overemphasized. The feedback, and other data (e.g., researchers’ observations) generated by each workshop, is invaluable when trying to ascertain the needs of pre-service English teachers and how to address those needs. The research team will continue to work towards creating a meaningful support structure for pre-service English teachers fashioned from, and driven by, the feedback provided. We hope that the papers written to accompany this series of workshops will contribute to the canon of teacher training and that fellow educators will find this paper useful when considering making changes to their own educational contexts.

ACKNOWLEDGEMENTS: The research team would like to thank the professors who delivered each of the workshop sessions and all the participants.

ETHICS: This research project was given ethical clearance by Nanzan University’s Committee for Research Screening in 2021.

FUNDING: This research project is being generously funded by the Japan Society for the Promotion of Science (JSPS) Kaken B No. 21H00551 and Nanzan University’s Pache Research Subsidy I-A-2 for the academic year 2022.

CONFLICT OF INTEREST: The authors declare no conflict of interest.

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Appendix A

Teaching Workshop No. 2 Schedule

2022 – Teaching Workshop No. 2

Date: Saturday, November 19, 2022
Time: 10:25 to 15:00
Place: Nanzan University, FB2
Theme: Improving students' English-speaking skills.

Schedule

10:25 – 10:30 Welcoming address

10:30 – 11:30 **Professor Uchida**

Ask Plus Answer Plus: a way to help false beginners speak/write.

Ask Plus Answer Plus: 一言添えて広がる英会話・英作文

11:30 – 11:45 **Break**

11:45 – 12:15 **Professor Toland**

Strategies to support Japanese English language learners' 21st century skills

12:15 – 13:05 **Lunch**

13:05 – 14:05 **Professor Matsumoto**

How to reverse the trend: Japanese could speak English better

14:05 – 14:15 **Break**

14:15 – 14:45 **Professor Cripps**

Tips for getting your students to speak English

14:45 – 15:00 Closing remarks and feedback

This workshop has been funded by the Japan Society for the Promotion of Science (JSPS) (Kaken B – No. 21H00551) it is part of a major research project which aims to provide pedagogical support for pre-service English teachers in Japan.

Appendix B

Feedback Sheet

Feedback Sheet – Pre-service Teaching Workshop No. 2

Thank you for agreeing to complete this short survey. It should take about 10 minutes to complete. Your answers will be used to help understand pre-service English teachers' needs, to aid research, and to help design future workshops.

Your answers will be treated with strict confidentiality and at no time will your identity be revealed. The questionnaire is anonymous. Once again, thank you for your help.

Tony Cripps

1. Please provide some feedback about Professor Uchida's session:

2. Please provide some feedback about Professor Toland's session:

3. Please provide some feedback about Professor Matsumoto's session:

4. Please provide some feedback about my session:

5. What topics would you like to see included in future workshops? Please give some examples.

6. For students who **HAVE** completed their teaching practice - Please write about your experience of teaching at your junior high or senior high school.

If you have any questions/comments please e-mail me or write them here:

Once again, thank you for your time!

Appendix C

Sample handout from Professor Toland's session

Viral Marketing Video (VMV) - Presentation Project

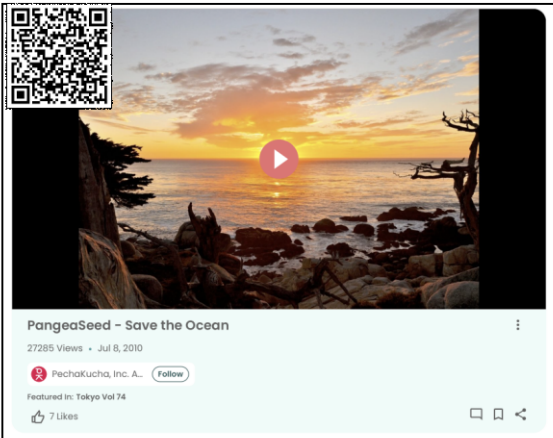
Task #1: Discussion Leader: Viral Marketing Video. Select a viral marketing video that you find interesting. Use the chart below to help you analyze the video. You will also create a handout for your classmates and instructor. Your handout must have the following: (a) screenshot, (b) QR code, and (c) analysis chart.


Example Handout:


(Insert screenshot here)

(QR code)


Item	VMV Title: _____
A. Product or service being marketed	
B. Target market (Who will buy the product?)	
C. Major character roles & minor character roles	
D. What happened?	
E. Most surprising / interesting part of the video	
F. Setting(s) (Where does it take place?)	
G. Music?	
H. Social issue(s) / Main message of the video	
I. Was the video successful? Why or why not?	
J. Number of 'hits' (viewers) on YouTube	
K. Estimated cost to make the video	







Innovative & Adaptable



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Appendix D

Handout from Professor Cripps' session

Tips for getting your students to speak English

A. Characteristics of a successful speaking activity

Tony's ideas		Your ideas	
1		5	
2		6	
3		7	
4		8	

B. Problems with speaking activities

Tony's ideas		Your ideas	
1		5	
2		6	
3		7	
4		8	

C. What can we do to help solve some of the problems?

Tony's ideas		Your ideas	
1		6	
2		7	
3		8	
4		9	
5		10	