

Development of a Five Domains Integrated Content-Based EFL Curriculum for Pre-service Teacher Education: With Focus on Promoting Students' Interaction in English

Hiroki Yoshida

Abstract—Elementary school teachers and secondary school English teachers in Japan are now facing a substantial reformation of the system of English education. The Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has announced a vision for a full-scale development of a new English education curriculum that is timed with the 2020 Tokyo Olympics. Elementary schools are to conduct English Language Activities classes once to twice a week for third and fourth graders, and to conduct English classes as a subject three times a week for fifth and sixth graders. Lower secondary schools are to teach English classes in English. The MEXT has also stipulated teacher training colleges to revise the “Courses of Study” and the pre-service teaching standard curriculum, and to integrate subjects related with English pedagogy into subjects related with specialized knowledge in English. Therefore, this study purposed to develop and examine the validity of a five domains integrated content-based language learning curriculum for pre-service English teacher education for Japanese university students.

Index Terms—Five domains integrated approach, content-based language learning, interaction in English, curriculum development, pre-service teacher education.

I. INTRODUCTION

Elementary and secondary schools in Japan develop school curricula and classroom lessons based on the national education guideline “Courses of Study.” It is specified in the Regulations for the Enforcement of the School Education Act, which were issued in 1947 that curricula in elementary and secondary schools in Japan have to meet standards established by the Minister of Education in its “Courses of Study.”

The first “Courses of Study (Tentative Draft)” was announced in 1947 and the respective “Courses of Study” for each subject: Japanese language, social studies, mathematics, science, music, physical education, arts and crafts, home economics, and free study followed it. Social Studies formed the core of the “Courses of Study,” with the purpose of teaching students about community life, and promoting their social skills and attitude to adapt to their society [1]. Since then, the “Courses of Study” has been revised seven times.

In 1996, the sixth “Courses of Study” was revised following the recommendations of the Central Council for

Education. The Central Council for Education reported in “The Model for Japanese Education in the Perspective of the 21st Century” to develop students’ “zest for living” through autonomous learning. [2], [3] “Zest of living” means well-balanced competencies of 1) solid academic capabilities, 2) well-rounded character, and 3) healthy body in order to live in the rapid changing society [4].

Japanese Education Minister Hakubun Shimomura proposed in the “Curriculum Standards for Elementary and Secondary Education: Inquiry” to revise the “Courses of Study” and the pre-service teaching standard curriculum on November 22th, 2014 [5]. Education Minister tasked the Central Council for Education to revise the standard curriculum by the end of AY2016, and to implement the revised standard curriculum from April 1st, 2019.

On December 21st 2015, the Central Council for Education suggested in “Promoting School Teachers’ Qualities and Abilities that Lead the Future of Education: Report [6]” to strengthen the connection of the Contents of School Subjects group and English Teaching Methods. The council insisted to integrate subjects related with English Teaching Methods into the Contents of School Subjects group.

A. Reformation of the English Education System in Japan

English teachers in Japan are facing a large scale reformation of the system of English education. The Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has announced a vision for a full-scale deployment of new English education that is timed with the 2020 Tokyo Olympics.

On June 30th, 2011, the Commission on the Development of Foreign Language Proficiency proposed in the “Five Proposals and Specific Measures for Developing Proficiency in English for International Communication” to “promote students’ awareness of necessity of English in the global society, and stimulating motivation for language learning,” provide “students with more opportunities to use English through effective utilization of ALTs, ICT and other means,” and reinforce “English skills and instruction abilities of English teachers, [7]”

On December 13th, 2013, the Education Minister stipulated in the “English Education Reform Plan Corresponding to Globalization” that English education should be from 3rd grade, and 3rd and 4th grade students should participate in English language activities one to two times a week, with the purpose of nurturing the foundation of communication skills. Furthermore, the Minister announced that 5th and 6th grade students should be taught three times a

week as official English language subject classes, with the purpose of nurturing basic English language skills [8]. In order to meet the purpose of English education in elementary education, the MEXT proposed to 1) promote elementary school teachers' English teaching skills, 2) develop and promote materials for teacher education, and 3) expand placement of assistant language teachers, [8].

As for English education in secondary education, the Education Minister announced in the "English Education Reform Plan Corresponding to Globalization" to "nurture the ability to understand familiar topics" and to "carry out simple information exchanges" in lower secondary schools, and to "nurture the ability to understand abstract contents for a wide range of topics and the ability to fluently communicate with English speaking persons" and to conduct classes "in English with high-level linguistic activities" such as doing presentations, debates, negotiations and to "describe familiar matters in English" in upper secondary schools [8]. So as to meet the purpose of English education in secondary education, the MEXT suggested to 1) develop English education promotion leaders in secondary schools, 2) Promote secondary school English subject teachers' teaching skills, 3) promote placement and utilization of Assistant Language Teachers, and to 4) develop and promote Information and Communication Technology-based teaching materials for teacher education.

On December 21st, 2015, the Central Council of Education proposed in the "Promotion of School Teachers' Qualities and Abilities for School Education in the Future: Report" that universities should improve pre-service teachers knowledge and skills in English education and English as a subject. The Council also suggested universities and boards of education to cooperate to develop core curricula for pre-service and in-service teacher education in English education [9].

Thus, English teachers are confronted with major reformation of the system of English teacher education and training as well as English education. Therefore, this study purposes to research policies and history of lower secondary pre-service English teacher education in Japan and to analyze what is needed to promote good teachers and classroom lessons in lower secondary schools.

B. Pre-service Teacher Education in Japan

Currently, pre-service teacher education is provided by universities and colleges in Japan. Universities develop pre-service teacher education curricula and courses that meet the standards regulated by the Education Personnel Certification Act.

The Education Personnel Certification Act was enacted on May 31st, 1949 with the principle of "teacher education at university level" and "open system policy," where any national, public or private university/college could provide teacher education courses if its curriculum is qualified by the MEXT. Under the "open system policy," teacher education is not limited to teacher training universities or faculties of education. The "open system policy" is based on the philosophy that school teachers must study liberal arts in order to promote their knowledge, generic skills, and wisdom as the basis for their lives in the teaching profession.

Therefore, English teacher education is conducted not only in faculties of education, but also in faculties such as foreign languages, literature, humanities, liberal arts, communication, and culture.

The curriculum standard for pre-service teacher education was last revised in 1998. Table I shows the categories and course details of the present curriculum standard, and credit unites needed for a secondary English teachers' license [10].

TABLE I: PRESENT CURRICULUM STANDARD FOR PRE-SERVICE TEACHER EDUCATION FOR SECONDARY EDUCATION (ENGLISH)

Categories	Course Details	Credits
English Linguistics		20
English Literature		
English Communication		
Cross-cultural Understanding		
Subjects for the Meaning of Teachers		2
Basic Theories in Education	Principles and History of Education	6
	Educational Psychology	
	Developmental and Educational Psychology	
	Educational Sociology, Educational Systems, and Educational Administration	
Curriculum Studies and Educational Pedagogy	Curriculum Studies for Secondary Education	12
	English Teaching Methods	
	Theories and Methods of Moral Education	
	Extra-curricular Activities	
Subjects for Educational Guidance and Counseling	Theories of Student Guidance and Career Guidance	4
	Educational Counseling	
Teaching Practice		5
Educational Practice Seminar		2
University-based Subjects		8

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On December 21st 2015, the Central Council for Education suggested in "Promoting School Teachers' Qualities and Abilities that Lead the Future of Education: Report [6]" to strengthen the connection of the Contents of School Subjects group and English Teaching Methods. The council insisted to integrate subjects related with English Teaching Methods into the Contents of School Subjects group.

Table II shows the subject groups and course detail of the next standard curriculum for lower secondary English teacher education, and credit units required for a teachers' license.

TABLE II: NEXT CURRICULUM STANDARD FOR PRE-SERVICE TEACHER EDUCATION FOR SECONDARY EDUCATION (ENGLISH)

Categories	Course Details	Credits
Contents and Methods of School Subjects	English Linguistics	28
	English Literature	

	English Communication	
	Cross-cultural Understanding	
	English Teaching Methods	
Basic Theories in Education	Principles and History of Education	10
	Meaning of Teachers	
	Educational Sociology, Educational Systems, and Educational Administration	
	Developmental and Educational Psychology	
	Special Needs Education	
	Curriculum Studies for Secondary Education	
Subjects for Educational Pedagogy, Guidance and Counseling	Theories and Methods of Moral Education	10
	Teaching Methods of the "Period for Integrated Studies"	
	Extra-curricular Activities	
	Educational Technology	
	Educational Counseling	
	Theories of Student Guidance and Career Guidance	
Subjects for Educational Practice	Teaching Practice	7
	Educational Practice Seminar	
University-based Subjects		4

		Can-do Statements
		Development of Lesson Plans
		Evaluation, Criteria, and Grades
Assessment and Evaluation		Assessment and Evaluation of Communication Competence
		Second Language Acquisition (SLA)
Specialized Knowledge and Skills in English (20 credit units)	English Communication	Listening
		Reading
		Speaking (Interaction and Presentation)
		Writing
	English Linguistics	Domain Integrated Language Activities
		Phonetics, Phonology
		English Grammar
		History of English Language, English as a Lingua Franca
	English Literature	English Expression in Literature Works
		Cultural Diversity in Literature Works
		Representative Works of English Literature
		Cross-cultural Communication
Cross-cultural Understanding		Cross-cultural Exchange
		History, society and culture of English-speaking Countries

C. Introduction of the Core Curriculum for Elementary and Secondary Pre-service English Teacher Education

In order to cope with the revision of the standard curriculum for teacher education and the “Courses of Study,” Tokyo Gakugei University announced the Core Curriculum for English education and English as a subject in elementary and secondary education on March 31st, 2016 [11]. After a formative evaluation, the Core Curriculum was revised and re-announced on March 20th, 2017 [12]. Table III shows the current pre-service teacher education Core Curriculum for English education in secondary schools.

TABLE III: CORE CURRICULUM FOR ENGLISH EDUCATION: PRE-SERVICE TEACHER EDUCATION FOR SECONDARY EDUCATION (SOURCE: TOKYO GAKUGEI UNIVERSITY, 2017, TRANSLATED BY AUTHOR)

Subject Groups	Categories	Course Details
English Pedagogy (8 credit units)	Curriculum / Syllabus	"Courses of Study"
		School Textbooks
		Objectives and Plans
		Educational Continuity
	Teaching Skills and Methods	Listening
		Reading
		Speaking (Interaction and Presentation)
		Writing
		Phonics
		Alphabets
		Lexicon
		Grammar
		Cross-cultural Understanding
		Study of Teaching Materials
		ICT Integration
		ALTs and Team Teaching
		Interaction in English
		Instruction Based on Students' Traits and Proficiency Levels
		Instructional Design

Universities which conduct pre-service elementary teacher education and secondary English teacher education are to revise their curriculum by March 31st 2018 response to the Core Curriculum.

II. PURPOSE

The purpose of the study is to develop and examine the validity of a five domains integrated content-based language learning curriculum for Japanese pre-service teachers.

III. ANALYSIS OF THE CURRENT CURRICULUM

The five domains integrated content-based EFL curriculum was developed in July, 2016.

Table IV shows the EFL curriculum for pre-service education for secondary education (English Department) which was developed by the Department of English Language of a private university in Shizuoka, Japan.

TABLE IV: EFL CURRICULUM FOR PRE-SERVICE TEACHER EDUCATION FOR SECONDARY EDUCATION (DEPARTMENT OF ENGLISH LANGUAGE)

Categories	Course Details	Semester	Credits		Form
			Compulsory	Elective	
English Linguistics	Communicative Writing II A	3		2	Lecture
	English Phonetics A	3	2		Lecture
	English Phonetics B	4		2	Lecture
	History of English Language A	5	2		Lecture
	History of English Language B	6		2	Lecture
	English Education for Children A	5		2	Lecture

	English Education for Children B	6		2	Lecture	
	English Educational Technology A	7		2	Lecture	
English Literature	English Educational Technology B	8		2	Lecture	
	Intensive Reading II A	3		2	Lecture	
	History of English Literature A	3	2		Lecture	
	History of English Literature B	4		2	Lecture	
	History of American Literature A	5	2		Lecture	
	History of American Literature B	6		2	Lecture	
English Communication	Listening II A	3		1	Seminar	
	Oral Communication II A	3	1		Seminar	
	Oral Communication II B	4	1		Seminar	
Cross-cultural Understanding	English Culture A	5		2	Lecture	
	English Culture B	6		2	Lecture	
	American Culture A	5	2		Lecture	
	American Culture B	6		2	Lecture	
	Comparative Children Culture A	5		2	Lecture	
	Comparative Children Culture B	6		2	Lecture	
Subjects for the Meaning of Teachers	Introduction to School Education	3	2		Lecture	
Basic Theories in Education	Principle of Education	4	2		Lecture	
	History of Education	6		2	Lecture	
	Educational Psychology	5	2		Lecture	
	Developmental Psychology	3		2	Lecture	
	Educational Sociology	6	2		Lecture	
	Theories of Lifelong Education	7		2	Lecture	
Curriculum Studies and Educational Pedagogy	Curriculum Studies for Secondary Education	3		2	Lecture	
	English Education I	5	2		Lecture	
	English Education II	6	2		Lecture	
	English Education III	7		2	Lecture	
	English Education IV	8		2	Lecture	
	Theories and Methods of Moral Education	6	2		Lecture	
	Extra-curricular Activities	7	2		Lecture	
	Educational Technology	5	2		Lecture	
	Subjects for Educational	Theories of Student Guidance	6	2		Lecture

Guidance and Counseling	and Career Guidance				
	Educational Counseling	8	2		Lecture
Subjects for Educational Practice	Preliminary Course for Teaching Practice	6	1		Seminar
	Teaching Practice	7	4		Training
	Educational Practice Seminar	8	2		Seminar
University-based Subjects	Volunteer Studies	3		2	Lecture
	School Management and Libraries	5		2	Lecture
	School Libraries and Media	4		2	Lecture
	Teaching and School Libraries	6		2	Lecture
	Reading and Human Enrichment	3		2	Lecture
	Utilization of School Library Media	4		2	Lecture

The EFL curriculum for pre-service education for secondary education (English Department) meets all of the requirements of the current curriculum standard for pre-service teacher education for secondary education. However, as it was developed in FY 2012, it is possible that it does not meet the requirements of the next curriculum standard and the Core Curriculum for English education.

Therefore, diagnostic evaluation was conducted in order to check if the EFL curriculum satisfies the requirements of the Core Curriculum for English education. Table V shows the results of the diagnostic evaluation

TABLE V: RESULTS OF THE DIAGNOSTIC EVALUATION OF THE EFL CURRICULUM FOR PRE-SERVICE TEACHER EDUCATION FOR SECONDARY EDUCATION (DEPARTMENT OF ENGLISH LANGUAGE)

Subject Groups	Course Details	check
English Pedagogy	"Courses of Study"	✓
	School Textbooks	✓
	Objectives and Plans	✓
	Educational Continuity	
	Listening	✓
	Reading	✓
	Speaking (Interaction, Presentation)	✓
	Writing	✓
	Phonics	✓
	Alphabets	✓
	Lexicon	✓
	Grammar	✓
	Cross-cultural Understanding	
	Study of Teaching Materials	✓
	ICT Integration	
	ALTs and Team Teaching	
	Interaction in English	✓
	Instruction Based on Students' Traits and Proficiency Levels	
	Instructional Design Based on Can-do Statements	
	Development of Lesson Plans	✓
	Evaluation, Criteria, and Grades	
Assessment and Evaluation of Communication Competence	✓	

Knowledge and Utilization of SLA		
Specialized Knowledge in English	Listening	✓
	Reading	✓
	Speaking (Interaction, Presentation)	✓
	Writing	✓
	Domain Integrated Language Activities	
	Phonetics, Phonology	✓
	English Grammar	
	History of English Language, English as a Lingua Franca	✓
	English Expression in Literature Works	
	Cultural Diversity in Literature Works	✓
	Representative Works of English Literature	✓
	Cross-cultural Communication	
	Cross-cultural Exchange	
	History, society and culture of English-speaking Countries	✓

Results of the diagnostic evaluation suggest that 37.84 percent of the contents of the EFL curriculum do not meet the requirements of the core curriculum of English education.

Especially, as the EFL curriculum focuses on teaching four skill areas: listening, reading, speaking, and writing separately, a four-skills or five domains integrated course needed to be developed.

IV. DEVELOPMENT OF A NEW CURRICULUM

Based on the results of the diagnostic evaluation, a five domains integrated content-based EFL curriculum which focuses on the promotion of students' interaction in English was developed in January, 2017.

Table VI shows the five domains integrated pre-service teacher education EFL curriculum for secondary education which was developed by the Department of Elementary Education of a private university in Shizuoka, Japan. In order to enhance students' interaction in English, Content and Language Integrated Learning (CLIL) was adopted in each category.

TABLE VI: TENTATIVE EFL CURRICULUM FOR PRE-SERVICE TEACHER EDUCATION FOR SECONDARY EDUCATION (DEPARTMENT OF ELEMENTARY EDUCATION)

Categories	Course Details	Semester	Credits		Form
			Compulsory	Elective	
English Linguistics	Introduction to English Linguistics	2	2		Lecture
	English Grammar for Education I	3		2	Lecture
	English Grammar for Education II	5		2	Lecture
	CLIL (TESOL)	6		1	Seminar
	Special Lecture on English Linguistics	7		2	Lecture
English Literature	Introduction to English Literature	2	2		Lecture
	English Literature I	3		2	Lecture
	English Literature II	5		2	Lecture

	CLIL (Literature)	6		1	Seminar
	Special Lecture on English Literature	7		2	Lecture
	Listening and Pronunciation	3	1		Seminar
	Integrated English I	3		1	Seminar
English Communication	Integrated English II	4		1	Seminar
	Integrated English III	5		1	Seminar
	Integrated English IV	6		1	Seminar
	ESAP I (Education)	6		2	Lecture
Cross-cultural Understanding	ESAP II (Education)	7		2	Lecture
	Multidiscipline English Studies	8	2		Lecture
	Introduction to Cross-cultural Communication	2	2		Lecture
	English Culture I	3		2	Lecture
English Teaching Methods	English Culture II	4		2	Lecture
	CLIL (Culture)	6		1	Seminar
	Special Lecture on English Culture	7		2	Lecture
	English Education I	5	2		Lecture
Basic Theories in Education	English Education II	6	2		Lecture
	English Education III	7		2	Lecture
	English Education IV	8		2	Lecture
	Introduction to School Education	1	2		Lecture
	Principle of Education	1	2		Lecture
	History of Education	5		2	Lecture
	Educational Psychology	2	2		Lecture
	Developmental Psychology	6		2	Lecture
	Educational Sociology	2	2		Lecture
	Educational Administration	6		2	Lecture
	Special Needs Education	3	2		Lecture
	Curriculum Studies for Secondary Education	1		2	Lecture
Subjects for Educational Pedagogy, Guidance and Counseling	Theories and Methods of Moral Education	3	2		Lecture
	Teaching Methods of the "Period for Integrated Studies"	7	2		Lecture
	Extra-curricular Activities	4	2		Lecture
	Educational Technology	5	2		Lecture
	Theories of Student Guidance and	3	2		Lecture

	Career Guidance				
	Educational Counseling	7	2		Lecture
Subjects for Educational Practice	Preliminary Course for Teaching Practice	7	1		Seminar
	Teaching Practice	7	4		Training
	Educational Practice Seminar	8	2		Seminar
University-based Subjects	Lesson Practice Seminar	1	2		Seminar
	Research Methods in Education	1	2		Seminar
	Seminar for Subject Pedagogy	1	2		Seminar
	Volunteer Studies	2		2	Lecture
	Observation Methods in Education	3	2		Seminar
	Local Issues in Education	6		2	Lecture
	Development of Teaching Materials	6	2		Seminar
	School Volunteer	1		2	Training
	Outdoor Education	3		2	Lecture
	Overseas Teaching Practice	3		2	Training

	Interaction in English	English Education III
	Instruction Based on Students' Traits and Proficiency Levels	English Education III
	Instructional Design Based on Can-do Statements	English Education III
	Development of Lesson Plans	English Education III
	Evaluation, Criteria, and Grades	English Education IV
	Assessment and Evaluation of Communication Competence	English Education IV
	Knowledge and Utilization of SLA	CLIL (TESOL) , English Education I
Specialized Knowledge in English	Listening	Integrated English I, II, III, IV
	Reading	Integrated English I, II, III, IV
	Speaking (Interaction, Presentation)	Integrated English I, II, III, IV
	Writing	Integrated English I, II, III, IV
	Domain Integrated Language Activities	Multidiscipline English Studies
	Phonetics, Phonology	Introduction to English Linguistics
	English Grammar	English Grammar for Education I, II
	History of English Language, English as a Lingua Franca	Special Lecture on English Linguistics
	English Expression in Literature Works	English Literature I, II
	Cultural Diversity in Literature Works	English Literature I, II
	Representative Works of English Literature	Introduction to English Literature
	Cross-cultural Communication	Introduction to Cross-cultural Communication
	Cross-cultural Exchange	Overseas Teaching Practice
	History, society and culture of English-speaking Countries	English Culture I, II

V. RESULTS

With the purpose of illustrating the content validity of the tentative EFL curriculum for pre-service teacher education for secondary education (English), formative evaluation was conducted. The Course Details of the tentative curriculum was checked if they meet the requirements of the Core Curriculum for English Education. Table VII shows the results of the formative evaluation.

TABLE VII: RESULTS OF THE FORMATIVE EVALUATION OF THE TENTATIVE EFL CURRICULUM FOR PRE-SERVICE TEACHER EDUCATION FOR SECONDARY EDUCATION (DEPARTMENT OF ELEMENTARY EDUCATION)

Subject Group	Course Details of the Core Curriculum	Course Details of the Tentative Curriculum
English Pedagogy	“Courses of Study”	English Education I
	School Textbooks	English Education I
	Objectives and Plans	English Education I
	Educational Continuity	English Education I
	Listening	English Education II
	Reading	English Education II
	Speaking (Interaction, Presentation)	English Education II
	Writing	English Education II
	Phonics	English Education II
	Alphabets	English Education II
	Lexicon	English Education II
	Grammar	English Education II
	Cross-cultural Understanding	English Education III
	Study of Teaching Materials	English Education I
	ICT Integration	English Education IV
	ALTs and Team Teaching	English Education IV

Results of the formative evaluation suggest that all of the contents of the tentative EFL curriculum meet the requirements of the core curriculum of English education.

VI. DISCUSSION AND CONCLUSION

The purpose of the study was to develop and examine the validity of a five domains integrated content-based language learning curriculum for Japanese pre-service teachers.

Results of the formative evaluation revealed that all of the contents of the tentative EFL curriculum meet the requirements of the core curriculum of English education.

Along with the development of a five domains integrated content-based language learning curriculum, future attempts should focus on investigating pedagogical methods and techniques to increase pre-service teachers' teaching abilities. It is expected to specify the change of English teachers' roles in five domains integrated content-based language learning in order to promote elementary and secondary students' English proficiency.

ACKNOWLEDGMENT

This work was supported by JSPS KAKENHI: Grant-in-Aid for Scientific Research (C), Grant Number 26370729

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Hiroki Yoshida was born in Nara, Japan in 1973. He received the MEd in educational methodology (audio-visual education) from International Christian University, Tokyo, Japan in 2001.

He worked at the Japan Audio Visual Education Association (JAVEA) from April, 2000 to March, 2002. He has been teaching pre-service teachers in Tokoha University in Shizuoka, Japan from April, 2002 to March, 2017. He is currently a professor at the College of Intercultural Studies, Kanto Gakuin University. His research interests include teacher education, English education, online learning, cooperative learning, and hypermedia education.