Exploring the cognitive change of an elementary school teacher through CLIL practices

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This study explores the potential for applying Content and Language Integrated Learning (CLIL) in a Japanese elementary school. The study was conducted by documenting the cognitive changes of an elementary school teacher as she progressed through two years of learning and applying CLIL practices. This research triangulated data from classroom observations, interviews with the subject teacher, and her responses to sequential questionnaires based on the Language Teacher Cognition Inventory (LTCI). Results indicate that CLIL practices acted as catalysts resulting in cognitive changes, and thus, influenced her teaching of English. Consequently, the present study supports the potential benefits of CLIL for English education at elementary school in Japan.

1. Introduction

The official implementation of English education at elementary schools in Japan had commenced in April 2011 for fifth and six grades. Furthermore, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) devised an English education reform plan, which mandates English teaching from the third grade, and with the number of classes to increase nationwide by 2020. Thus, empowering elementary school teachers and enriching English education are crucial issues for consideration (MEXT, 2013).

MEXT guidelines recommend that elementary school teachers should utilize the subject content in a manner that stimulates student interest (MEXT, 2008). This suggestion seems practical considering the result of a survey conducted after formal implementation of “foreign language activities,” the name of elementary school EFL education in Japan. It reveals that over 90 percent of the teachers engaged in the foreign language activities are classroom teachers with little experience as English teachers despite their experience as content teachers (STEP, 2012). The question now is how to actualize the suggestion. This research explores whether Content and Language Integrated Learning (CLIL) offers a potential effective answer.

CLIL was invented in Europe for the purpose of enhancing European citizens’ communication skills by developing the quality of foreign language education (Coyle, Hood, & Marsh, 2010; Mehisto, Marsh, & Frigols, 2008). It integrates subject content with foreign language learning while promoting students’ interests, cognitive development, cooperative learning, and cross-cultural understanding. These goals seem to correspond to the aims of foreign language activities. Therefore, it is significant to investigate whether CLIL might be applied in Japan.
Yamano (2012, 2013a, 2013b, 2013c, 2013d) suggests that the CLIL method has a potential to improve foreign language instruction, but additional scholarship asserts the importance of incorporating teachers’ perspectives when implementing it (Ikeda, 2013; Hüttner, Dalton-Puffer, & Smit, 2013; Sasajima, 2013; Urmeneta, 2013). Accordingly, this study tracks the evolution of cognitive changes experienced by an elementary school teacher over two years of involvement with CLIL.

2. Theoretical background

2.1. Why CLIL is appealing for foreign language activities

CLIL is defined as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle, Hood, & Marsh, 2010, p. 1). The principles underlying CLIL are its “4Cs” of Content, Communication, Cognition, and Community/Culture (Coyle, 2007; Coyle et al., 2010; Mehisto, Marsh, & Frigols, 2008; Ikeda, 2011; Sasajima et al., 2011). I previously examined the rationale for using CLIL in foreign language activities (Yamano, 2012, 2013a, 2013b, 2013c). The works related to the 4Cs and foreign language activities are described below.

**Content** refers to “newly acquired knowledge, skill, and comprehension” (Ikeda, 2011, p.5). Content is an essential element to contribute comprehensible input. Comprehensible input is input that learners demonstrate interest in but is slightly difficult to understand at their current skill level (Krashen, 1982). This type of input is plentiful in CLIL contexts (Coyle et al., 2010; Graaff, Koopman, Anikina & Westhoff, 2007; Izumi, 2011). As mentioned above, in the new course of study, MEXT suggests that subject content integrated with foreign language learning should be utilized in order to stimulate pupils’ interest, which can also mobilize elementary school teachers’ knowledge and experience. Therefore, CLIL offers great promise to be an effective method for achieving optimum comprehensible input in foreign language activities class.

**Communication** involves the following three significant aspects of language: (a) language of learning (language needed for learning key aspects of the lesson); (b) language for learning (language needed to participate in class activities or related tasks); and (c) language through learning (language that emerges spontaneously during class) (Coyle, 2007; Coyle et al., 2010). All these aspects enhance classroom interaction and provide pupils with the opportunity to create comprehensible output (Coyle, 2007; Coyle et al., 2010; Ikeda, 2011; Izumi, 2011; Llinares, Morton, & Whittaker, 2012). In particular, Coyle et al. (2010) underscore the significance of “language through learning.” This demands language teachers’ and students’ active participation, which is one the objectives of foreign language activities. With these considerations, it can clear that Communication in CLIL and foreign language activities share mutual ambitions.

**Cognition** refers to “thinking skills” that students employ in class (Coyle, et. al., 2010; Mehisto et al., 2008; Ikeda, 2011; Sasajima et al., 2011). To explicate this principle, CLIL uses Anderson and Krathwohl’s (2001) division of Bloom’s taxonomy into lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS). LOTS involve memory, comprehension, and application.
HOTS incorporate analysis, evaluation, and creation (Coyle et al., 2010; Ikeda, 2011). A teacher sufficiently acquainted with this principle can conduct classes based on feasible cognitive loads for the students. In fact, quite a few researchers indicate that the consideration of classroom activities in Japanese elementary EFL education is necessary to fill gaps between pupils’ lower levels of foreign language competence and their relatively higher levels of cognition (Allen, 2010; Bulter, 2005; Oka & Kanamori, 2012; Higuchi et al., 2013; Yamano, 2013, 2013b, 2013c; Yoshida, 2011). Thus, this knowledge, cognition, can be advantageous to foreign language activities.

**Culture and Community** “are used interchangeably in CLIL theory” (Ikeda, 2011, p. 8). Culture refers to developing students’ intercultural understanding and global citizenship; Community refers to the classroom as a cooperative learning community. This principle promotes the goal of familiarizing students with other countries and cultures while deepening understanding of their own. It corresponds with MEXT’s objective of “developing pupils’ understanding of languages and cultures through various experiences” (MEXT, 2008, p. 1).

Figure 1 illustrates the parallels between the 4Cs of CLIL and foreign language activities.

![Figure 1: 4Cs of CLIL and objectives of foreign language activities](image)

In fact, Yamano (2012, 2013b, 2013c) suggests that CLIL application has the potential to improve foreign language activities from the 4Cs perspective. For successful implementation, however, the investigation of CLIL practice from teachers’ perspective is necessary (Ikeda, 2013; Hüttner, Dalton-Puffer, & Smit, 2013; Sasajima, 2013; Urmeneta, 2013; Yamano, 2013c).
2.2. Why examining teacher cognition though CLIL is crucial

Borg (2003) defines teacher cognition as “what teachers think, know, believe and do” (p. 19). Sasajima and Borg (2009) investigate language teachers' cognitive processes because they relate to their classroom practices. As Nakamura, Hasegawa, and Shimura (2011) observe, “Japanese elementary teacher’s cognition as a language teacher, both consciously and unconsciously, has a huge effect on the foreign language class” (p. 99). Teacher cognition is a crucial issue as English instruction expands in Japan, for, as mentioned, responsibility for teaching foreign language activities falls upon elementary school teachers with little experience teaching English.

Nakamura, Hasegawa, and Shimura (2011) investigate the characteristics of cognition distinctive to Japanese elementary school language teachers and find a five-step progression in their cognitive changes (p. 105).

Step 1: Having no experience teaching foreign languages
Step 2: Dependence on others for teaching materials
Step 3: Learning from observing others at workshops
Step 4: Creating one’s own teaching materials
Step 5: Reflecting on one’s performance and constructing lessons while adjusting techniques.

These five steps were further integrated within three stages. (Nakamura, Hasegawa, & Shimura, 2011, p.105).

Stage 1 (Step 1): No experience teaching foreign languages
Stage 2 (Steps 2 and 3): Dependence on others
Stage 3 (Steps 4 and 5): Independently conducting classes

These three stages constitute this study’s framework for documenting the subject teacher's cognitive changes during her experience with CLIL practices.

To investigate language teacher cognition, Sasajima and Borg (2009) develop a Language Teacher Cognition Inventory (LTCI), a revised version of the questionnaire Beliefs about Language Learning Inventory (BALLI) created by Horwitz (1988) to investigate students' beliefs. Their LTCI research reveals differing characteristics of cognition between Japanese and Finnish language teachers. Sasajima and Borg (2009) indicate that teacher cognition contributes to class improvement and might be stimulated by changing the educational paradigm, such as adopting CLIL (p. 31). In fact, Sasajima (2013) discovered that CLIL changed the mindsets of some university language teachers “in terms of teaching skills, class activities, language use, materials, cognition/thinking, community, communication, learning content, and assessment” (p. 64). He concludes that CLIL could change how teachers think about teaching and learning and improve their practices.
3. The purpose of this study

This study traces cognitive changes that evolved during one elementary school teacher’s two years of experience with CLIL practices and explores the potential for applying CLIL in foreign language activities.

4. Method

4.1. Participant

The subject was a female homeroom teacher with eleven-year teaching experience at elementary school. The school where the research was done initiated foreign language education in 2007. Since its inception, she had been at the helm of foreign language instruction. The participant teacher studied English as a mandatory subject from junior high school to college, although her major was special needs education. Since starting as a teacher of foreign language activities, she participated in seminars and workshops held by the board of education. Although motivated to study English, she found foreign language instruction difficult and demanding. This paper reports her cognitive changes from April 2007 to March 2013.

4.2. Instruments

This research acquired data from classroom recordings, semi-structured interviews with the teacher, and an LTCI-based survey. Triangulation of data sources enhanced validity (Heigham & Croker, 2009; Cohen, Manion, & Morison, 2011).

First, classroom lessons were recorded using audio and video equipment. The data describe what transpired in class and what factors prompted the teacher’s cognitive changes.

Second, 275 hours of semi-structured interviews with the teacher explored her cognitive changes across the period studied. Interviews involved the following three issues:

- Impressions of the class
- Memorable moments about the class
- Potential or challenges recognized in class.

To track the teacher’s development as an English teacher, we analyzed the audio-video and interview data and categorized her cognitive changes within the three stages in Nakamura, Hasegawa, and Shimura (2011). This categorization was done by the lead researcher and a doctoral student in applied linguistics with the confirmation of the participant to minimize potential bias.

LTCI-based questionnaires (Appendix) in 2011 and 2013 served as pre- and post-surveys to explore whether the teacher’s cognitive change resulted from CLIL practices.
5. Results and Discussion

5.1. Teacher’s cognitive changes


Although she was in charge of foreign language instruction from 2007 to 2010, the participant did not directly teach. Instead, a native teacher of English (NTE) and a Japanese teacher of English (JTE), the researcher of this study, conducted the class, creating lesson plans based on the Board of Education guidelines. The teacher sometimes observed the classes. Table 1 records her statements during this period.

Table 1: Results of Semi-Structured Interviews during Stage 1

<table>
<thead>
<tr>
<th>Time Course</th>
<th>Statements</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 2008</td>
<td>“It is like an English conversation lesson, and the content of the lesson is totally unfamiliar to me. I’m not sure I can deal with it…”</td>
<td>⇐ Feeling uncomfortable with the lesson contents</td>
</tr>
<tr>
<td>May 2009</td>
<td>“Unlike other subjects, it seems hard for me to conduct the class unless I pump myself up.”</td>
<td>⇐ Feeling uncomfortable with the teaching method</td>
</tr>
<tr>
<td>Dec. 2010</td>
<td>“Well, I’m just wondering what kinds of foreign language instruction lessons are appropriate for the upper-grade pupils.”</td>
<td>⇐ Doubts about content and method as applied to upper-grade pupils</td>
</tr>
</tbody>
</table>

During Stage 1, she was uncomfortable with and expressed reservations about the content and methods regarding foreign language instruction for upper-grade pupils.

5.1.2. Stage 2 (April 2011–March 2012): Teacher dependent on others.

In April 2011, the teacher took over a fifth grade class and began teaching English as an assistant (T3) supporting NTE and JTE. In June 2011, the first CLIL lessons were conducted in the following procedures.

• First CLIL lesson

The objective of this lesson was to encourage pupils to become familiar with the “language of learning” (Communication) through actual experiences to create their favorite animals with colored clay while using the language with their knowledge about colors (Cognition).

1. JTE and NTE introduced vocabulary related to animals and colors by asking questions such as: “What animal do you like? What color do you like?”
2. The teachers asked pupils to create their favorite animals with paper clay. While distributing the clay, teachers asked, “What color do you want?” to elicit pupil’s responses. At the same time, teachers tried to activate pupils’ knowledge about mixtures of colors by limiting color choices to five (white, black, yellow, blue, and red). If the pupils required other colors, such as gray, they had to apply their knowledge about mixing colors.
3. While pupils constructed their animals, the teachers asked “What are you making?” to reduce
their anxiety about interacting in a foreign language. Some pupils who rarely even spoke Japanese in class answered “Try to guess, teacher.” This response further promoted teacher-pupil interactions: “Is it a pig?” “No.” Moreover, a pupil with learning difficulties whose previous attitude had been consistently negative in every subject showed a positive attitude for the first time. These incidents surprised the homeroom teacher.

**Second CLIL lesson**

This lesson sought to integrate the contents of science as well as arts and crafts into the foreign language activities while eliciting cooperative learning among pupils.

1. After introducing words related to habitats—e.g., “ocean,” “forest,” “savanna”—the teachers encouraged pupils to classify the animals they had created in their native habitats by asking, “Which animals live in the ocean?”
2. The teachers divided the pupils into groups according to their animals’ habitats. Each group was asked to cooperate in producing the appropriate habitats. The pupils had to apply thinking skills to choose colored clay in order to create habitats. All habitats were completed by the pupils.

**Third CLIL lesson**

Most animals the pupils had constructed were endangered species. Accordingly, the content of the final CLIL lesson examined endangered animals, integrating the content of social studies to promote pupils’ international understanding, one of the four CLIL principles, and to acquaint pupils with the “language of learning” (Communication). However, the subject teacher had reservations about the content, language, and activities in the lesson. Compared to the previous lessons which included enjoyable creative activities, the final CLIL lesson was abstract and serious and required higher linguistic and cognitive abilities. Acknowledging her reservations, two modifications were made during the pre-meeting: incorporating realia into the activities and using L1 strategically to make the lesson comprehensible. The final CLIL lesson was conducted in the following manner:

1. JTE and NTE performed skits about endangered animals. For instance, JTE told a story about Sumatran Elephants dying due to the deforestation and showed photos of dead elephants being mistreated. World Wide Fund for Nature (WWF) provided materials.
2. JTE asked the pupils, “Are you happy?” and all shook their heads. When the teacher asked, “Are you sad?” they nodded deeply, and several cried.
3. The final and most demanding task encouraged pupils to think about how to save endangered animals and to create appropriate messages in Japanese and English. All pupils concentrated deeply and undertook the task positively. Their attitude impressed the subject teacher.

Table 2 displays the results of semi-structured interviews about the first CLIL lesson.
<table>
<thead>
<tr>
<th>Time course and the teacher’s reaction</th>
<th>Statements</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the first CLIL lesson in June 2011</td>
<td>Many miracles happened in the CLIL lesson! I think the lesson provided the children with a sense of accomplishment and delight they had never experienced before.” “It made the pupils realize their need to use English in a different way.” “It also made the pupils cooperate naturally to acquire new knowledge.”</td>
<td>Observing changes in pupils’ attitudes from being languid during other subjects to being positive during the CLIL lesson</td>
</tr>
<tr>
<td>After the second CLIL lesson in June 2011</td>
<td>The pupils’ motivation in this lesson is much higher than other subjects. In particular, it was very impressive that a pupil who usually gave up learning in class tried to learn and listen to teachers intently.” I made mistakes in English… I would have been very upset if I had been in the usual (foreign language) lesson. (Usually,) I focus solely on the correct use of English. Today, however, I feel like I could deal with my mistakes in English positively due to the difference of the content … there were contents in the lesson, unlike the usual … I hope it would motivate the children to learn English without being afraid of making mistakes … I really have no confidence in my English ability, but I feel it is meaningful that I am engaging in foreign language instruction.”</td>
<td>Observing pupils’ positive attitudes</td>
</tr>
<tr>
<td>Pre-meeting before the third CLIL lesson in June 2011</td>
<td>I think it (the third CLIL lesson) is dangerous. If the children find it difficult to understand, they will become careless. This would prevent them from enjoying the class.”</td>
<td>Disagreement with the third CLIL lesson because of its more difficult content, language, and cognitively demanding tasks.</td>
</tr>
<tr>
<td>After the third CLIL lesson in June 2011</td>
<td>I was really surprised that the pupils kept concentrating on the lesson during the discussion on environmental issues.” “I felt that understanding the content moved children’s hearts.” “Although the activity required higher-</td>
<td>Reflection on pupils’ understanding the language</td>
</tr>
<tr>
<td>Pre-meeting before the third CLIL lesson in June 2011</td>
<td>One pupil asked a question about an English word. The teacher gave a wrong answer but confirmed the correct one soon. Pupils teased her for the mistake, but she told them it is not unusual to make mistakes when learning foreign languages. Furthermore, the teacher affirmed the importance of trying to learn correct expressions without fear of mistakes. Thereafter, more pupils asked questions. The teacher’s comment seemingly promoted their active attempts to learn English.</td>
<td>Reflection on pupils’ understanding the content</td>
</tr>
<tr>
<td>After the second CLIL lesson in June 2011</td>
<td>Reflection on pupils’ understanding the activity</td>
<td>Reflection on the activity</td>
</tr>
</tbody>
</table>
order thinking skill, the pupils realized that English was necessary to provide their opinions to the world, and every pupil did put effort into thinking about ideas in English to save animals… Through the CLIL lessons, I realized that the children had higher potential than I expected…” It was a revelation for me as a teacher.”

Although the homeroom teacher participated in CLIL lessons in a supportive role, she became more positive toward foreign language instruction. Thereafter, she actively participated in the lessons (Table 3).

**Table 3 : Results of Semi-structured Interviews after the First CLIL Lessons**

<table>
<thead>
<tr>
<th>Time course and action</th>
<th>Statements</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2011</td>
<td>“In home economics class, there is a lesson whose topic is ‘pleasant times with your family,’ and the pupils make pancakes. How about doing the lesson by integrating it with foreign language activities? I would also like our pupils to interact with pupils in special needs education class during the lesson.”</td>
<td>⇐ Observing the potential of combining subject content with foreign language activities in the previous CLIL lesson, the teacher suggested her own idea for a new CLIL lesson that involved pupils in the special needs education class.</td>
</tr>
<tr>
<td>May 2012</td>
<td>“There will be a city sports festival. The pupils like playing soft volleyball very much and they do it in P.E. class. How about conducting a P.E. lesson in English?”</td>
<td>⇐ Positive attitude trying to conduct a foreign language activity focusing on pupils’ interest and utilizing the school event.</td>
</tr>
</tbody>
</table>

**5.1.3. Stage 3 (June 2012–March 2013) : Teacher as a primary instructor.**

During the first term in 2012, one year after the first CLIL lesson, the teacher proposed the following (Table 4).

**Table 4 : Results of Semi-structured Interviews at the beginning of Stage 3**

<table>
<thead>
<tr>
<th>Time course and action</th>
<th>Statements</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2012</td>
<td>“This academic year, I have to conduct a lesson study. I would like to conduct CLIL lessons as a foreign language activity class during the second term. Could you cooperate with me for team teaching?”</td>
<td>⇐ Interest in conducting a CLIL lesson as a main teacher (T1)</td>
</tr>
</tbody>
</table>

During the second term in 2012, the teacher taught the CLIL lessons as a primary instructor. In the demonstration lesson in December 2012, there were more than 30 primary and secondary
school teachers observing the class. As a main teacher (T1), the subject teacher conducted the CLIL lesson while integrating social studies and Japanese into the class by asking, “What do you want to be?” and eliciting pupils’ responses, “I want to be ~.” These phrases were taken from the English material, “Hi, Friends! 2” (MEXT, 2011). The teacher incorporated stories about the dream of a boy involved in child labor from the content of social studies. She also mentioned the dream of a child from Bosnia and Herzegovina, drawing from a section titled “Thinking about Peace” in Japanese subject materials. Then, after two years of involvement with the CLIL method, the teacher reflected on its practices.

Figure 2: Results from semi-structured interviews concerning the two-year experience with CLIL

As Figure 2 indicates, the teacher acknowledged a cognitive change in her teaching following her two years of involvement with CLIL. Moreover, she derived a sense of accomplishment through the CLIL approach and adopted a new outlook toward her teaching career.

5.2. Results of the questionnaire concerning teacher’s beliefs

The LTCI-based questionnaire revealed that three of the teacher’s beliefs changed after spending
two years with the CLIL approach.

[Category of Teaching Knowledge and Skills]
1. I use English in class.
2. I am able to successfully interact with students.

[Category of Teacher Education]
3. It is beneficial to learn applied linguistics for teaching English.

Regarding (1) and (2), results measured on a five-point Likert scale indicate that her perspective changed from “Strongly disagree” to “Agree.” She had gained confidence giving lessons in English and attributed it to her experience with CLIL. CLIL lessons allowed her to utilize her knowledge on various subjects and cooperative learning, which consequently increased her self-efficacy as an EFL teacher and alleviated her anxiety about using English in class.

Her perspective about (3) changed from “Neither agree nor disagree” to “Strongly agree.” She explained the reason that the CLIL methodology led her to conduct the foreign language activities class as a main teacher focusing on pupils’ learning and generated classroom success that she otherwise would not have achieved.

6. Conclusion

This study explored an elementary school teacher’s cognitive changes throughout two years of experience with the CLIL approach. The research subject, an elementary teacher responsible for her school’s foreign language program, progressed through the stages documented by Nakamura, Hasegawa, and Shimura (2011). She progressed with CLIL lessons from the first stage, where she doubted their contents and methods, to the second stage, participating in lessons as an assistant. During this second stage, she witnessed students’ positive reactions to foreign language activities and the potential that the CLIL approach held for her pupils. This experience motivated her to create CLIL lesson plans and class materials and to teach an English class as a main teacher. The LTCI-based questionnaire (Sasajima & Borg, 2009) also revealed that the teacher gained confidence through the CLIL approach and recognized its benefits. Results confirm Sasajima and Borg (2009) and Sasajima (2013) in indicating that CLIL provides an opportunity to change teacher’s cognition by cultivating a sense of accomplishment.

Thus, this single-case study suggests that CLIL has the potential to enrich lesson content and to aid elementary school teachers’ professional development, an issue facing Japanese elementary EFL education. Further research is undoubtedly needed to confirm its results.

Acknowledgement

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Appendix

Appendix: Questionnaire items (LTCI) used in this research

英語教育に関するアンケート

この度は、アンケートにご協力いただき、まことにありがとうございます。

以下の質問に、

1. とてもそう思う  2. そう思う  3. どちらでもない  4. そう思わない  5. 全くそう思わない。
から一番合うものを選んで( )の中に番号を入れてお答えいただけると幸いです。

1. 英語の授業は難しい( )
2. すばらしい発音は重要である( )
3. 英語圏の文化を知ることは重要である( )
4. 英語学習で大切なのは語彙である( )
5. 英語学習で大切なのは文法である( )
6. 英語学習で大切なのは訳すことである( )
7. 繰り返して練習することは重要( )
8. 正しく言えるまで英語を使わないほうがよい( )
9. コミュニケーションを重視した授業は最善( )
10. 授業で英語を使う( )
11. 学習指導要領を理解している( )
12. 教員養成で学んだ指導法は有効( )
13. 十分な指導の知識と能力がある( )
14. 授業で生徒とうまくやりとりができる( )
15. 教師の主たる仕事は授業を教えること( )
16. 生徒の人間形成を大切にしている( )
17. 大学の教員養成や初任者研修で自身の教育に関する考えを確立した( )
18. 教師の主たる仕事は生徒の人間形成である( )
19. 英語学習はほかの教科より難しい( )
20. 応用言語学を学ぶことは英語指導に役立つ( )
21. 大学の教員養成は現在の自身の考え方や態度に影響を与えた( )
22. 英語は英語を教える際に最も必要( )
23. 個性・コミュニケーション能力、リーダーシップは英語力より重要( )
24. 教員としての知識と技能を身につける十分な時間がある( )
25. 同僚と十分な授業研究の時間がある( )
26. 同僚や仲間の英語授業観察は重要( )
27. 同僚や仲間や学校の雰囲気（文化）は自身の教え方に影響する( )
28. 教材は教員より重要( )
29. 教員は生徒のモデル( )
30. 大学教員養成課程の内容は実際の教員の仕事と関連している（ ）
31. 生徒とのよい関係はよい授業のカギ（ ）
32. 生徒理解のしかたを大学の教員養成課程で学んだ（ ）
33. 英語授業以外での生徒とのコミュニケーションは重要（ ）

ご協力、まことにありがとうございました。