

Incorporating Online Practice Sessions in Pre-Service Training

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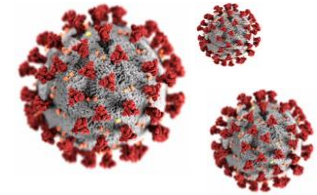


Background



Background

- Due to the **COVID-19 pandemic**, **online education** has expanded at various school levels worldwide.



- **MEXT** asked closure of **all schools temporarily**.
 - A few months between February and May in 2020.
- **Universities launched online education**.
 - **96.8%** of universities adopted online learning in 2020 (Nikkei BP, 2021).
 - **12.2%** of universities still partially conduct online learning in 2022 (MEXT, 2022).





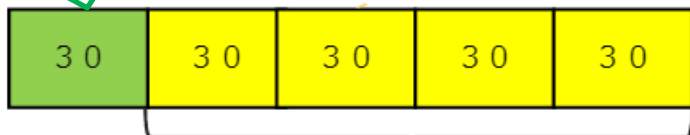
Background

- MEXT (2021) issued the special measures for exemption from teaching practicum when obtaining a teaching license.
- Pre-service teachers experienced demo lessons at college.

Original requirements

Pre- and post-practicum learning

Practicum at school



120時間 = 8時間 × 15日 (3週間)

New requirements

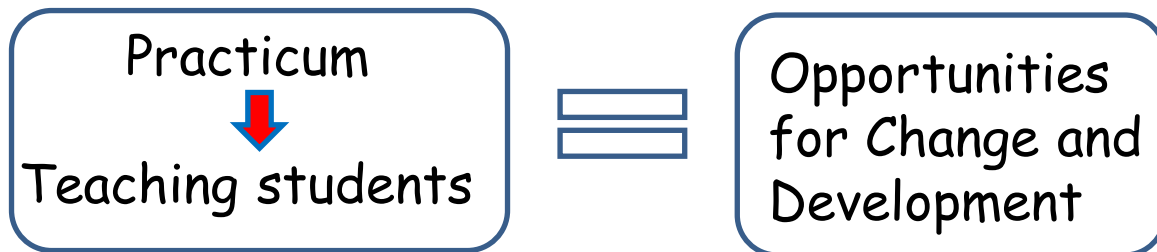
Substituted with courses at college other than teaching practicum





Background

- The concern about a lack of practical experience in educational institutions (Allen & Writes, 2014; Pkhrel & Chhetri, 2021)
- Student teachers can **change their teaching behavior** while participating in teaching practicum (Gebhard, 1990).



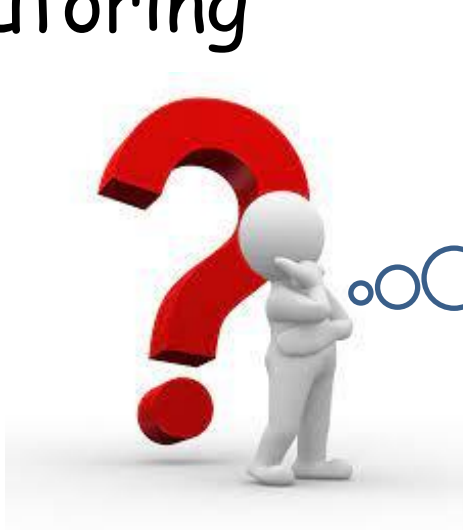


Conducting a Study



Purposes of Study

- To understand how effectively online tutoring sessions work
- To examine how pre-service teachers can develop their teaching skills through tutoring





Methodology

➤ Participants

- 12 graduate students in the ELT program
(4 International students & 8 Japanese students)
- 12 public secondary-school students
(2 JHS & 10 SHS students)

➤ # of Online Tutoring Sessions

- 2 sessions (60 mins each)
- Conducted only in English



➤ Instruments

- Teaching materials
- Reflection paper
- Post-session surveys (GSs & SSs)
- Post-session interviews (SSs)



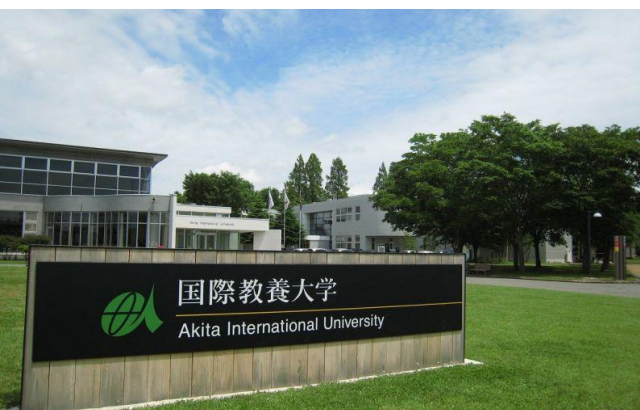


Procedures of Tutoring



Collaboration with a public secondary school

Educational practice cooperation between AIU and Kochi IHS in 2021



- Graduate of AIU program
- Provided Ss with a lesson video



Grammar teaching course

ELT611: Pedagogical/Communicative Grammar

WEEK	Contents
Weeks 1-7	Learn basic knowledge of how to teach grammar
Week 8	First session
Week 9	Develop teaching plan/materials
Week 10	Learn Focus on Form & Grammar Consciousness Raising Tasks
Week 11	Second session
Weeks 12-15	Learn basic knowledge of how to teach grammar



Online tutoring sessions

➤ Communication between **GSs** and **JHS/SHS Ss**

Initial
contact



1st
session



2nd
session





Initial Contacts

Dear [redacted]

Graduate Student

Hello!
I'm [redacted] from Akita International University(AIU).
Thank you for applying for the online English tutoring session.
I will be your tutor. Nice to meet you!

I'd like to have a first zoom meeting with you next week.

When is a good time for you?
I will be available on Monday after 5 pm, Tuesday, Wednesday after 5 pm, Thursday after 5 pm, Friday and Saturday after 5 pm.
Could you tell me about it like this?↑

I'm looking forward to hearing from you!

Sincerely,

[redacted]

Dear [redacted]

SHS Student

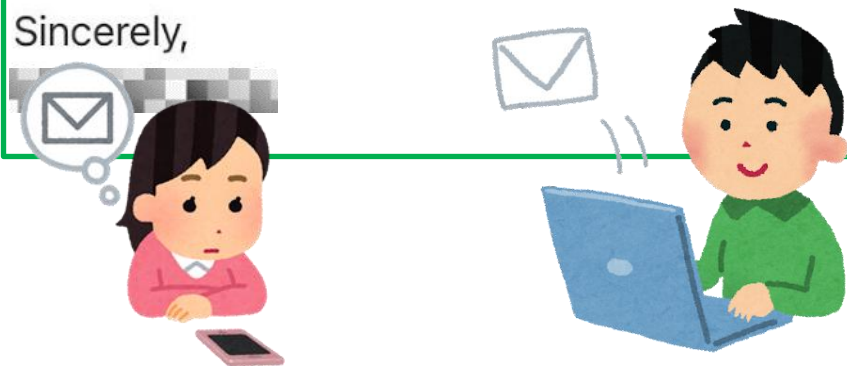
Hello!
I'm [redacted] from Kochi Kokusai High School.
Thank you for sending e-mail. I'm sorry for the late reply.
Nice to meet you too!

I understand that we going to first zoom meeting next week.
I will be available on Thursday after 5 pm and Saturday after 5pm.

I'm looking forward to your English lesson!

Sincerely,

[redacted]





1st Session

- 1) Getting to know each other
- 2) Diagnosing SSs' grammar weaknesses



- Through free conversations
- By showing a grammar list
- By asking the SS's learning background
- By giving grammar quizzes/exercises



- ✓ Had ideas about how to conduct 2nd session





2nd Session

What's the difference between "Past tense" and "Present Perfect?"

I lost my key	I broke my leg
I have lost my key	I have broken my leg
I caught a cold	I finished my homework
I have caught a cold	I have finished my homework

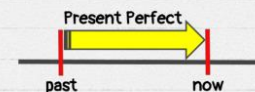
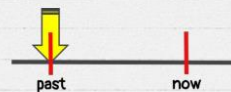


Mike: What's wrong?
 Ken: I'm sad. I (**lost** / **have lost**) my key.
 Mike: Too bad. You have to buy a new one.

Mary: Hey, are you OK? I heard you had an accident.
 Bob: I (**broke** / **have broken**) my leg when I was playing soccer.
 Mary: Wow. Now, you look fine. I can't imagine you had such a terrible accident.

Mary: Hi, Bob. Long time no see.
 Bob: Hi. I (**caught** / **have caught**) a cold last week.
 Mary: That's bad. How are you feeling now?

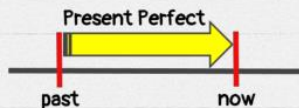
Mike: Why don't we go to lunch?
 Ken: Oh, sorry. I (**ate** / **have eaten**) lunch.
 Mike: OK. Maybe next time.



What would you say in this situation?

After lunch, you go to see a friend at her house. Your friend says, "Would you like something to eat?"

(have lunch)





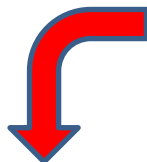
2nd Session

Sentence with emotive verb	Past participle (-ed)	Present participle (-ing)
	The experiencer of the feeling	The cause of the feeling
Sports interest Francis.	Francis is interested in sports.	Sports are interesting to Francis.
This book bored me.	I was bored with the book.	This book was boring (to me).



Check your understanding

- I am **interesting** in old books and stamps.
a. Correct b. Wrong
- I feel very **frustrated** when I can't think of the correct word in English.
a. Correct b. Wrong



Read the text and complete the sentences with the correct participial adjectives.

In a museum, Jack, Alex, and Kate are talking.

JACK Wow! This is really (1) (interest).

ALEX I don't think so. I'm (2) (bore).

KATE Come on, you two! Let's go and see the fish.

JACK Fish?

KATE Yes, fish. There are some really (3) (surprise) ones.

JACK How can a fish be (4) (surprise)?

KATE Trust me! You'll find it absolutely (5) (fascinate).



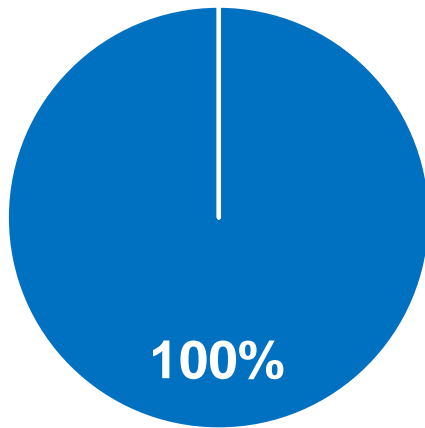


Results



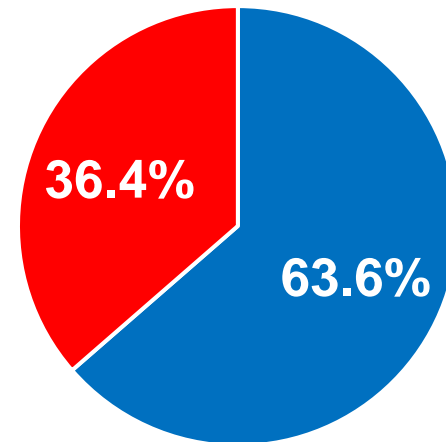
Feedback from GSs

Q1: Did you enjoy your tutoring sessions?



- Yes. Very much.
- Yes. Somewhat.
- Neither Yes nor No.
- Not so much.
- No.

Q2: Did you develop your grammar teaching knowledge and skills through tutoring?



- Yes. Very much.
- Yes. Somewhat.
- Neither Yes nor No.
- Not so much.
- No.



Voices from GSs

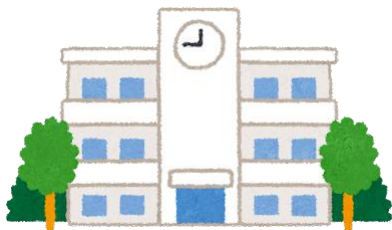
- In a one-on-one environment, I felt it was important **to make sure to check every so often and make sure I was understood before continuing.**
- **Before the sessions, I had felt a high barrier to teaching grammar in English,** but through examples, models, and activities to make them aware of forms, I discovered that scaffolding and facilitation are possible.
- It was an excellent opportunity for us **to tutor real high school students.**



Reflections from GSs

"I had to repeat myself several times during my session because I was going too fast or I slurred a word, and **I would like to be able to avoid that in the future.**"

"I learned from these two sessions that **if I try to make the lesson's content more relevant to students' real lives and backgrounds,** the students will participate more enthusiastically."





Reflections from GSs

“The most highlighted lesson I learned from these sessions is that **being an English teacher who teaches grammar requires not only grammar knowledge but also skills to conduct such an engaging lesson.**”

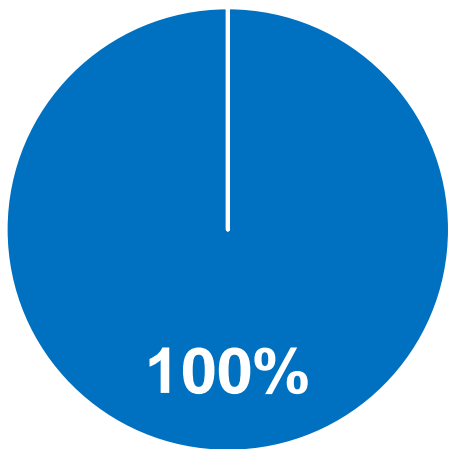
“I learned that **contextualizing grammar for learners is critical.** By providing opportunities for them to use these items in communicative activities, learners can make a clear connection between form, meaning, and use.”





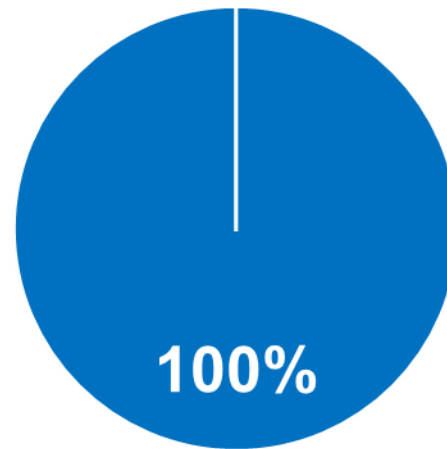
Feedback from SSs

Q1: Did you enjoy your tutoring sessions?



- Yes. Very much.
- Yes. Somewhat.
- Neither Yes nor No.
- Not so much.
- No.

Q2: Was your target grammar appropriate?

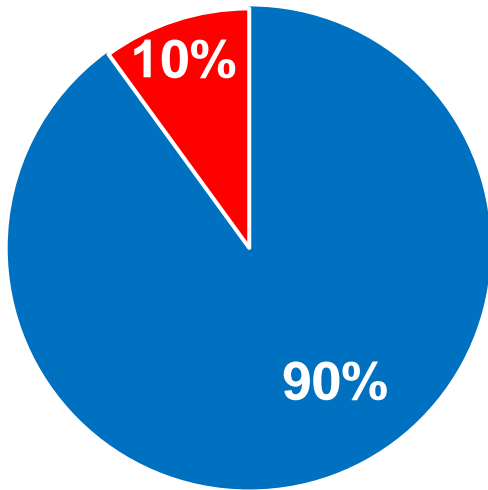


- Yes. Very much.
- Yes. Somewhat.
- Neither Yes nor No.
- Not so much.
- No.



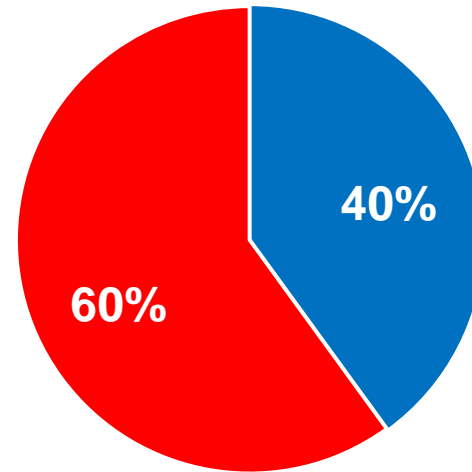
Feedback from SSs

Q3: Did the sessions help you overcome weaknesses in grammar?



- Yes. Very much.
- Yes. Somewhat.
- Neither Yes nor No.
- Not so much.
- No.

Q4: What do you think about the number of sessions (two times)?

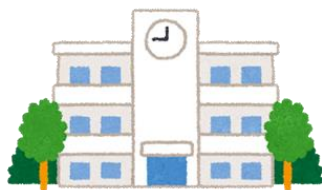


- Two sessions are appropriate.
- I want more sessions.
- I want only one session.
- Others.



Voices from SSs

- **Learning English grammar in English** enabled me to focus more carefully on the sessions. I also enjoyed the sessions because **my tutor used the topics of my place, school, and hobbies.**



- The sessions were not just instructions but **interactive lessons with illustrations and quizzes.** In the end, we reviewed relative pronouns through games, making learning very fulfilling and enjoyable, even online.



Voices from SSs

- My tutor praised me when I answered questions correctly and made me realize my strengths, **which gave me a lot of confidence.**
- **It was a lot of fun** and I'd like to sign up again if I had a chance.
- Although I am not good at making English sentences immediately, **I was able to continue to actively speak only in English for about an hour.**

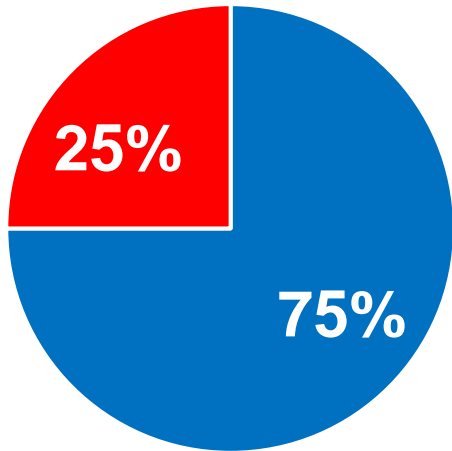




Feedback from GSs & SSs

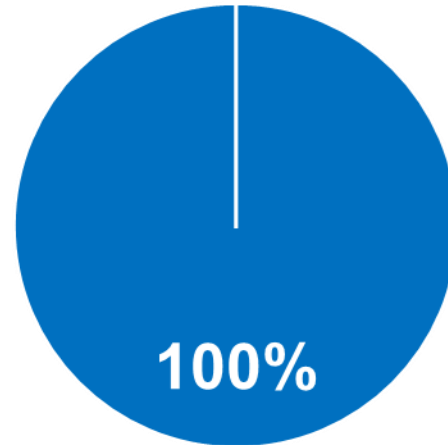
Q: If you had another chance for these kinds of tutoring sessions, would you like to do it again?

Graduate Students



- Yes. Very much.
- Yes. Somewhat.
- Neither Yes nor No.
- Not so much.
- No.

Secondary-School Students

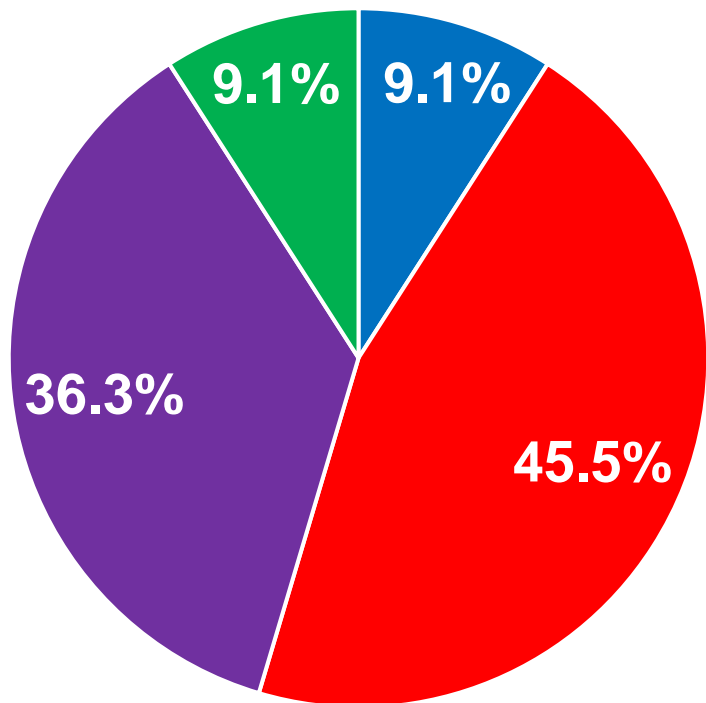


- Yes. Very much.
- Yes. Somewhat.
- Neither Yes nor No.
- Not so much.
- No.



Challenges in online sessions

Q3: What was the most challenging thing in the sessions? Choose one.



- Time arrangement
- Email communication w/ Tutee
- Communication w/ Tutee during sessions
- Decision of the target grammar
- Development of teaching materials
- Grammar instruction



Challenges in online sessions

- It is harder to gauge student reactions on Zoom and can make interactions in the tutoring sessions more awkward. (GS)
- I am very sorry for the inconvenience caused by my computer problems that made it difficult for me to contact you. (SS)
- I felt it was not easy to create materials and activities for developing a student's language skills. (GS)



Discussion and Implications



Tutoring sessions in English

- Having successful one-on-one tutoring sessions in English gave both **GSs** and **SSs** confidence

GSs: Learned how to teach English in English
Learned the importance of personalizing the lesson context

SSs: Received support that are easily neglected in a whole class lesson at school
Motivate to learn English more in class



Online sessions

- Both **GSs** and **SSs** showed positive attitudes toward online sessions

GSs: Used Zoom  for online classes

SSs: Using online devices (e.g., iPad ) for learning at school and home.



With some difficulties in managing online communications, the online sessions successfully developed students' teaching skills.



Implications

- Integration of online tutoring into pre-service training
 - The effectiveness of teacher development “by actually experiencing teaching from the early stage of their teacher training” (Machida, 2022, p. 51)
 - The advance in ICT use at school (c.f., GIGA School Program in Japan)





References

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Thank you very much.

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