

Meta-teaching English as a Second Language with Future Elementary School Teachers

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Introduction

MEXT 2020 goals for English education outline ambitious extensions of English classes into elementary schools across the country. Although all teachers have at least a basic understanding of English due to years of study as a compulsory subject, many have no experience or knowledge of teaching the subject. This has created a situation necessitating meta-teaching of ESL, which for our purposes means giving instruction to our students of the Faculty of Education of Mie University on how to effectively teach English as a Second Language; teaching teachers how to teach, essentially. This paper addresses those classes where it is attempted to give future elementary school teachers the unique skills and knowledge needed when tasked with teaching English classes. We will outline our theories of meta-teaching, some of the successes and failures encountered, and proposals to improve the curriculum, with a review of main teaching methods.

1. Needs of the Students, goals of the course

The Ministry of Education has proposed extensive changes to English education in schools that will begin to be implemented over the next few years. Senior high school and junior high school English teachers will struggle to meet these goals, but an even greater struggle will be faced by elementary school teachers. English has already encroached into elementary schools as supplementary courses for fifth and sixth graders, but will soon expand into lower grades as well as grow from a supplementary to core subject. Unlike junior and senior high school teachers who have specialized in the subject, Elementary school teachers have not received specific training in teaching English. All teachers receive a good education in Japan, in English as well as all core subjects, but high-level proficiency in English is unevenly distributed across working elementary teachers. To put it simply, some teachers are well placed to begin English classes because they enjoyed the subject themselves as students and excelled in it. Unfortunately, there are many others where that is not the case and they are not well placed to begin teaching English classes.

Secondary Language Education is a subject which requires special knowledge and skills to be taught properly. Many current teachers simply don't have those skills, having previously never been required, and the options for training currently working teachers in Language Education skills are severely limited. The addition of ALTs into the school system has alleviated this somewhat, but the ALT system is not without problems and is expensive and difficult to implement on a scale much larger than it is now. We find ourselves in a situation where our regular teachers know very well how to teach, but are often weak in their knowledge and ability with English, and our ALTs know English very well but often have no knowledge or skills in teaching.

One way forward would be to make sure that future elementary school teachers have the skills and knowledge they need to conduct English classes. If enough of these young teachers enter the work force, they might form a well of knowledge and skills their seniors can draw upon. In effect they will not only be good teachers of English themselves, but also will be able spread their knowledge to teachers around them.

With this goal in mind, the Mie University Faculty of Education has begun teaching classes in Early English Education. Our goal for this course is to give future elementary school teachers the knowledge and skills that will make them able to teach English at the high level of competence expected by our society.

2. Course structure

The sixteen-week Early English Education course is divided into three main parts, although there is a significant amount of overlap.

1. Introduction to Early English Education: Goals and Motivations
2. Teaching Methods: Traditional Teaching, Grammar-translation
3. Presentations using concepts studied in Lectures 1 & 2
4. Teaching Methods: Total Physical Response (TPR)
5. Presentations using concepts studied in Lecture 4
6. Teaching Methods: Communicative Language Teaching (CLT)
7. Presentations using concepts studied in Lecture 6
8. Teaching Environment: ALT Challenges and Opportunities
9. Teaching Tools: Reading, Writing, Prints, and Projections
10. Presentations using concepts studied in Lectures 8 & 9
11. Teaching Tools: Audio, Activities, and Games
12. Presentations using concepts studied in Lecture 11
13. Teaching Goals: Using *Hi, friends! 1*
14. Teaching Goals: Using *Hi, friends! 2*
15. Individual Lesson Plan Preparation: Practice and Advice
16. Individual Lesson Plan Evaluations (Final)

In the first seven classes, the teacher (Scott) gives the students some basic understanding on the state of language teaching theory, including overviews of CLT, TPR and Phonics, all of which will be used in the future when they are teaching English classes. The teacher also tries to give the students a sense of the history of English education, especially in Japan, as well as the importance of English as a subject.

The next part of the course focuses on very practical skills students will need in teaching English. The teacher covers the use of activities, games, dialog, role-play, music and chants, with emphasis on what makes these activities useful and how to get the most out of them. Here we use standard elementary school English teaching materials as a source from which to make activities.

The final part is the main presentation where students will assume the role of teachers and conduct a much abbreviated class. The students will be ready for this because they will have already completed a series of mini presentations earlier in the course. For example, after a lecture on Phonics, the students prepare a simple exercise to practice some particular aspect of Phonics for presentation to the class. The students will use the things they have learned with the mini-presentations when they make their final presentation.

3. Theories of ESL

Here we will give a historical panoramic view of teaching methods of English as a second language.

During the Middle Ages (5th century~15th century) in the West, only classical Greek and Latin were learned as foreign languages (Takanashi & Takahashi, 1990, p. 62). In those days, reading ancient Greek and Roman

literature and Christian scriptures written in Greek or Latin meant foreign language learning. Most probably, there was not a formal and designated teaching method at that time, and people, especially those related to churches, read the materials using dictionaries and their knowledge of grammar of those languages. It is considered that the foreign language learning experiences in the Middle Ages became the root of the Grammar Translation Method. Then “the teaching of modern vernacular languages began in England towards the end of the Middle Ages.” (Howatt, 1984, p. 3)

3.1 The Grammar Translation Method

At one point, the Grammar Translation Method was called the Classical Method since, as mentioned above, it was first used in the teaching of classical languages, Greek and Latin (Larsen-Freeman & Anderson, 2011, p. 13). The formal Grammar Translation Method began in Germany at the end of the 18th century (Howatt, 1984, p. 131). According to Larsen-Freeman & Anderson (2011, p. 13), this method has at least three features:

- (1) This method is used to help students to read and appreciate foreign language literature.
- (2) Through the study of grammar of the second language students become more familiar with the grammar of their native language.
- (3) Foreign language learning helps students grow intellectually through mental exercise.

Takahashi (2000, p. 25) gives the following four merits:

- (1) Consciousness about language is deepened.
- (2) The rules of the target language can be understood easily.
- (3) Intellectual analogical skills are deepened.
- (4) The burden on the part of the teacher is light.

The (5)th merit is that the method can be used for small as well as large classes.

Takahashi (2000, p.25) gives the following three demerits:

- (1) The grammatical explanation and translation become the main activity, and activities such as reading aloud expressively and grasping the outline and main idea are scarcely done.
- (2) Pronunciation teaching is not enough.
- (3) Practical skills, especially oral presentation skills, are hardly obtained.

This oldest teaching method must be still used around the world to some extent as many teachers learned English with this method.

3.2 The Direct Method

The Direct Method is also called the Natural Method and was advocated by linguists and phoneticians in the latter half of the 19th century (Takahashi, 2000, p. 27). The features of this method are as follows (Takahashi, 2000, p. 28):

- (1) Without using the language of the students, it is aimed to directly connect expressions of a foreign language and their meanings through the employment of situations, pictures, bodily movements, and gestures.
- (2) The class is conducted by way of oral work with questions and answers.
- (3) Teaching of sounds is emphasized and organized pronunciation practice is carried out with the occasional help of phonetic signs.
- (4) Grammar is taught inductively and is consolidated through oral practice.
- (5) A foreign language is taught in the order of listening, speaking, reading, and writing as the method is modeled after L1 acquisition.

When the method works well, its possible merits are:

- (1) Students will be good at pronunciation.
- (2) Overall communicative competence will be gained.

However, there is also some objection about the elimination of the students' L1 (Takahashi, 2000, p. 28).

- (1) It is doubtful if the total elimination of the L1 is helpful or not for students in junior high school and in more advanced school. There must be cases in which the understanding on the part of the students is not sufficient and learning difficulties caused by differences between the target language and the L1 appear may occur.

(2) In oral work of questions and answers, students may tend to be passive.

(3) In school education sufficient time cannot be guaranteed as in L1 acquisition.

The main concern is the exclusive elimination of the L1, and from this point of view, what the MEXT stipulates in the course of study (since 2011 for senior high school English and from 2021 for junior high school English) is realistic and practical: all English classes should be taught in English in principle. This means that grammar and vocabulary can be taught in the L1, for example.

3.3 The Audio-Lingual Method

According to TEFLworld, this method has its roots in the USA during World War II and it was called the Army Specialized Training Program. It was necessary to train soldiers in foreign languages. It is said that the program was successful because the learners were highly motivated and the classes were small. Also, they were well-paid and they had to leave the class when they did not do well according to sources.

The purpose of this method is habit formation based on theories of structuralism and behaviorism, and the habit formation is completed through the following five stages (Takahashi, 2000, pp. 35-42).

- (1) Recognition
- (2) Imitation
- (3) Repetition
- (4) Variation
- (5) Selection

The fourth stage, Variation, means the oral practice of substitution, conversion, and expansion. The fifth stage, Selection, means practicing speaking by way of selecting necessary expressions from the previously learned mass, and includes controlled conversation, pupil-pupil dialogue, and free conversation. Probably a major reason for the unpopularity of this method in Japan in the 1960s and 1970s was that the focus was put on the first four stages or so-called ‘pattern practice’ without much attention to the fifth stage mainly due to the lack of time.

3.4 The Silent Way

As the name suggests, this is a unique method in that the teacher limits his utterance/speaking to a great extent in contrast to other methods in which the teacher usually speaks a lot for repetition and other purposes. The Silent Way was originally introduced by Caleb Gattegno in his book *Teaching Foreign Languages in Schools: The Silent Way* in 1963. The most important principle of this method is that “teaching should be subordinated to learning” (Stevick, 1976, p. 137) and the silence comes from this principle. Gattegno thought that “learning is a process which we initiate ourselves by mobilizing our inner resources (our perception, awareness, cognition, imagination, intuition, creativity, etc.) to meet the challenge at hand.” (Larsen-Freeman & Anderson, 2011, p. 52) This may mean that usually teachers teach too much by speaking too much and that teachers should believe in the ability to learn of the students. In actual teaching of the Silent Way, color charts called Fidel Charts are employed and the teacher encourages students to come up with a sound, a word, and finally a sentence.

3.5 The Total Physical Response (TPR)

This method was proposed by James Asher who in the 1960s “gave rise to the hypothesis that language learning starts first with understanding and ends with production.” (Larsen-Freeman & Anderson, 2011, p. 103) In this method, where students respond to the orders by the teacher through physical movements, students are not threatened as to making mistakes in production. Asher’s idea is that “no one tells the baby that it must speak. The child chooses to speak when it is ready to do so.” (Larsen-Freeman & Anderson, 2011, p. 103) The same logic works in this method.

3.6 Desuggestopedia (used to be called Suggestopedia)

Desuggestopedia was advocated by Georgi Lozanof in the 1970s. The main features of this method are as follows (Larsen-Freeman & Anderson, 2011, p. 13):

- (1) We set up psychological barriers to learning because we fear that we will be unable to perform, that we will

be limited in our ability to learn, and that we will fail.

(2) Therefore, we do not use the full mental powers that we have: we may be using only five to ten percent of our mental capacity.

(3) The limitations we think we have need to be 'desuggested.' In order to do so, baroque music and fine arts are used.

3.7 Community Language Learning

This method was developed by Chales A. Curran (1913-1978). Curran believed that a way to deal with the fears of students in learning is for teachers to become language counselors. (Larsen-Freeman & Anderson, 2011, p. 85) A language counselor means "someone who is a skilfull 'understander' of the struggle students face as they attempt to internalize another language." (Larsen-Freeman & Anderson, 2011, p. 85) In actual class, students first create a conversation in their mother tongue, and the counselor teacher translates the conversation into the target language. Then the students record on tape their English conversation part by part. The students practice it with the teacher.

3.8 The Communicative Language Teaching (CLT)

This is a rather broad conception and is a kind of umbrella term covering methods and techniques where how to communicate is taught through communication. The origins of this method "are to be found in the changes in the British language teaching tradition dating from the late 1960s." (Richards & Rogers, 2001, p. 153). Richards and Rogers (2001) also say that until the late 1960s Situational Language Teaching was representative as a teaching method of English as a foreign language. Some of the characteristics of CLT are as follows (Richards & Rogers, 2001, p. 161):

1. Language is a system for the expression of meaning.
2. The primary function of language is to allow interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

This method is probably the major one in many junior high schools in Japan where actual use of English is carried out in so-called communication activities with information gaps after the grammar, vocabulary, and pronunciation of a section in a textbook are learned.

3.9 The Task-based Language Teaching

This method comes under the umbrella of the Communicative Language Teaching because it is based on "the use of communicative and interactive tasks as the central units for the planning and delivery of instruction." (Richards & Schmidt, 2002, p. 540) Then what is a task? According to Ellis (2003, pp. 9-10), the critical features of a task are as follows:

- (1) A task is a workplan.
- (2) A task involves a primary focus on meaning.
- (3) A task involves real-world process of language use.
- (4) A task can involve any of the four language skills.
- (5) A task engages cognitive process.
- (6) A task has a clearly defined communicative outcome.

It is important for students to carry out some real life like tasks, and there are two kinds of tasks: unfocused and focused tasks (Ellis, 2003, p. 16). In unfocused tasks, learners can "choose from a range of forms but they are not designed with the use of a specific form in mind." In focused tasks, learners use "receptively or productively, some particular linguistic feature, for example, a grammatical structure."

3.10 Immersion Program/Content-Based Language Teaching/Content and Language Integrated Learning

These methods are similar in that students learn language as a result of learning some school subjects or some

specific contents, and they came out in the 20th century and they may not have particular advocators.

Although a lot of this information is more in the domain of graduate studies and linguistics, teachers of ESL at any level can benefit from a basic familiarity with the theoretical foundations of teaching methods which they will be using. For elementary school teachers, the three dominant paradigms are CLT, TPR and Phonics.

Because the students are of different English abilities in this class, highly technical academic lectures and readings don't work. Too many members of the class simply can't process the information. To rectify that, the teacher usually provides an overview of the topic written in Japanese at the end of the previous class. If the students have this background information, they find it much easier to follow along with the lecture. There are many good overviews of CLT, TPR and Phonics but there is a tendency to use Wikipedia because of copyright issues and easy online availability.

If the theory can be broken down into a few key concepts without losing too much of the nuance, it's easier for the students to apply the theory to the classroom. And the videos provide a simulated observation of the theories in action.

4. Practical skills and tools for the classroom

Armed with strong theories of how to teach English, students next will tackle the practical aspects of teaching a lesson. Like any usable skill, competency in English is accomplished with a small amount of study and a great amount of practice.

As Paul (2003) points out, many concepts, theories and practices for teaching English as a second language were formed in classrooms in English speaking countries with immigrant students where opportunities to practice English outside the classroom are abundant. This isn't the case for teachers in Japan, and we must modify our lessons to reflect the need for practice. Whereas students of English in for example Los Angeles or Sydney must only walk out of their homes to be inundated with chances to speak, hear and read English, students of English in Japan must struggle to find such opportunities. As teachers of English, we have been tasked with creating in our classrooms a simulacrum of a native English-speaking environment. This section of the course is an attempt to prepare our future teachers to do just that.

Giving students opportunities to use English and motivating them to do so is a deep subject, and unfortunately, we are only able to touch the surface in the time allowed. However, interested students will learn enough to allow them to easily pursue the topic as deeply as they like.

The teacher concentrates on how to use music, games and other such activities in the classroom to motivate students to use English as much as possible. The form of the classes in this section of the course is less lecture intensive than the theory section. The teacher usually gives a very brief lecture on the day's subject and follows with a demonstration lesson. As always, we finish with student presentations.

Music has long been known as an excellent way of practicing second languages, but using music effectively in the classroom takes thought and preparation. It is also very important to understand the role that music plays for different aged students. For very young learners, simple songs and dances are an excellent way to incorporate TPR into classes, whereas getting older students to sing and dance in class would be quite a challenge. But that does not mean that music cannot be used with older students, just that it is better used for listening practice, and can be quite excellent for that.

In class, we focus on three examples of using music in the English classroom. For very young students, we study usage of a song such as "Walking, walking" ([Super Simple Songs]. (2016, April 16). Walking Walking | Nursery Rhymes | Super Simple Songs [Video File]. Retrieved from <https://youtu.be/fPMjnlTEZwU> on May 22,

2017)). In our demonstration of this song's usage, we develop a dance to go along with the music, imitating the actions referenced in the lyrics.

For older students who will be reluctant to sing and dance in front of their peers in a classroom environment, we practice making a listening assignment from a popular song ((Swift, T. [TaylorSwiftVEVO]. (2014, August 18). *Taylor Swift – Shake it off* [Video File]. Retrieved from https://youtu.be/nfWlot6h_JM on May 22, 2017)).

'Shake it off' -Taylor Swift

*I stay out too _____
Got nothing in my _____
That's what people _____
That's what people _____*

*I go on too many _____
But I can't make them _____
At least that's what people _____
That's what people _____*

*But I keep cruising
Can't stop, won't stop moving
It's like I got this music
In my mind
Saying, "It's gonna be alright."*

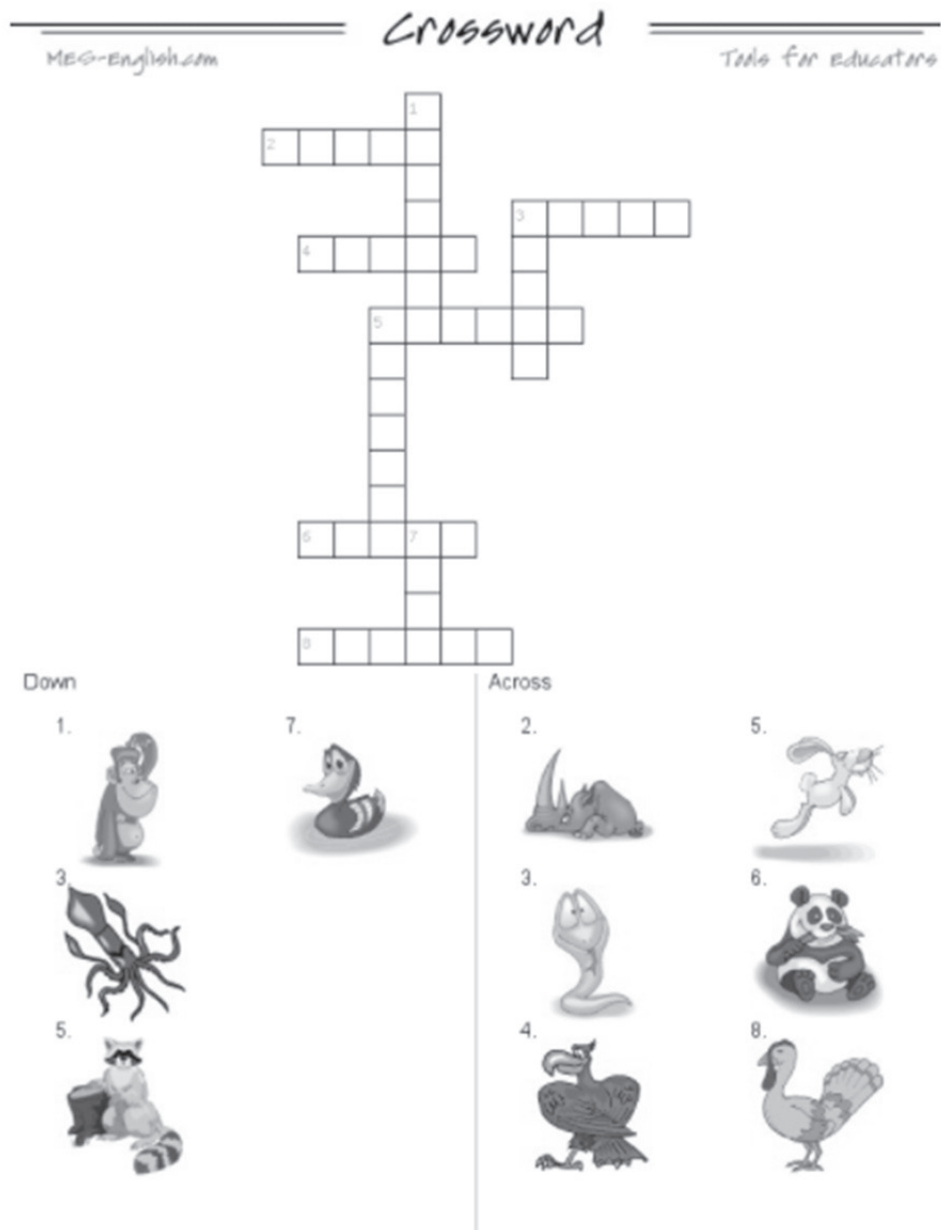
*'Cause the players gonna _____
And the haters gonna _____
Baby, I'm just gonna _____
I shake it off, I shake it off
Heart-breakers gonna _____
And the fakers gonna _____
Baby, I'm just gonna _____
I shake it off, I shake it off*

This song works especially well due to the clarity of the vocals and the number of times each of the target words is voiced. Students can listen to each missing word in the information gap exercise at least five times.

It's also important to note that particularly with pop music we must avoid inappropriately adult lyrics and usage of slang which is difficult to understand. In their presentations of this section, we emphasize the importance of suitability of music to the classroom as well as using songs that lend themselves well to learning English.

For the section on games in the English classroom, we investigate how common games well known to the students can be modified to help them practice English. Some typical examples might include playing Bingo to practice letters or numbers, playing Baba Nuki or Shinkeisuijaku to practice adjectives, or playing Charades to practice verbs.

We also explore online tools to make custom activity prints that can be used in class or as homework to give further practice. The following is from www.mes-english.com (May 22, 2017):



Printable activities like the one above can be made in just a few minutes at websites like the one listed. These are very flexible and can be used in a variety of ways to help students practice class objectives.

We also explore the different ways that dialog readings and role-play activities can be used to imitate real world English situations where students might find themselves in the future.

5. Overview of ALTs and team teaching

The ALT system in Japan is unique to English and warrants some exploration in class. In this section of the course, which is one of the shortest sections, the teacher lectures on the ALT system, covering its history, logic and outcomes, emphasizing what teachers might expect from their future team teachers.

First of all, let us look at a brief history of ALTs, which can be accessed at the Internet site “The Japan Exchange and Teaching Programme” created by the Council of Local Authorities for International Relations (CLAIR, 一般財団法人 自治体国際化協会). The program began in 1987 with 813 Assistant Language Teachers

(ALT) and 35 Coordinators for International Relations (CIR) from four countries (the United States, the United Kingdom, Australia, and New Zealand). In 2002, 6, 273 participants from 40 countries (record highest) participated in the program and in the same year, Elementary School Specialist ALT position was created with 20 ALTs. Currently in 2017, there are 5, 163 participants from 44 countries.

It is also important to recognize that before the JET program similar programs existed. The first endeavour of this nature began in 1968 in Koto-ku in Tokyo, and in cooperation with the British Council and the then Ministry of Education, a limited number of English language native speakers were invited to team-teach with Japanese English teachers and the program is still continued (Adachi, MacArthur, and Sheen, 1998, p. 1). Then in 1969, the Ministry of Education and the Fulbright Committee in Tokyo invited 39 native speakers as English teachers and the program lasted for eight years (Adachi, MacArthur, and Sheen, 1998, pp. 1-2).

As to the present condition and issues of ALTs in Japan, Kano et al. (2015) did a questionnaire survey on 655 ALTs who mainly were teaching in elementary school. Concerning teaching configurations, 487 ALTs gave their answers and the results were as follows (Kano, et al., 2015, p. 76):

<i>Configurations</i>	<i>Results</i>
Solo teaching	164 (34%)
Collaborative team teaching	83 (17%)
Non-collaborative co-teaching	8 (2%)
Combination of solo and collaborative team teaching	167 (34%)
Combination of solo and non-collaborative co-teaching	43 (9%)
Others	22 (4%)

As shown in the results, solo teaching is the most popular along with combination of solo and collaborative team teaching. And these results go well with the results of the next question on the degree of responsibility for class preparation answered by 512 ALTs (Kano, et al., 2015, p. 76):

<i>Amount of responsibility</i>	<i>Results</i>
None	10 (2%)
A little	42 (8%)
About half	45 (9%)
More than half	127 (25%)
All	288 (56%)

It is easy to understand that as much as 34% of the ALTs did solo teaching as 56% of them had 100% responsibility for preparation. Many ALTs said in their comments that “their strengths as ALTs were utilized and their ideas were respected by JTEs (Japanese Teachers of English)”. (Kano, et al., 2015, p. 77) However, we wonder what JTEs did in class. Also, major problems ALTs had with JTEs were reported by 209 ALTs (more than one response was possible) (Kano, et al., 2015, p. 77):

<i>Reported problems</i>	<i>Results</i>
JTEs rarely talk to you	91 (44%)
JTEs don’t understand English	99 (47%)
JTEs don’t respect your ideas	36 (17%)
JTEs don’t let you participate in lesson planning	30 (14%)
JTEs don’t try to utilize your advantages as an ALT	65 (31%)

We can see that the major problem was that there was not much communication between ALTs and JTEs mainly because JTEs did not understand English. The Japanese government plans to have ALTs in all elementary schools, which are about 20,000, by 2019 (Kano, et al., 2015, p. 77); it is urgent to improve the English skills on the part of JTEs.

6. *Hi, friends!* teaching materials

Although there are various materials in use in elementary schools across Japan and acknowledging that materials are adopted and abandoned with certain frequency, we have chosen *Hi, friends! 1* and *2* as good representative materials to study in the final section of the course.

Many of the theories we have learned at the beginning of the course are on display in the *Hi, friends!* series, as well as many of the activities we have been practicing. In this section of the course we try to bring together all the information we have learned and apply it to lessons presented in these materials.

We study the lesson plans to get a feel of the flow of lessons, and put a special emphasis on activities to practice the grammatical material presented in the materials.

We also investigate the multimedia usage of the series. This includes music and chants, videos, software activities and games, and printable worksheets included in the software package. *Hi, friends!* is innovative in this way and has shown to be unfamiliar to the students.

This deep dive into the workings of the material serves as a prelude to the final presentations on which most of the students' grades are based.

7. Presentations minor and major

Throughout the semester students give small presentations about the subject currently being studied. This gives the students one of the things they really need: a chance to practice what they have learned.

After the lecture short presentations are assigned to the students, tasking them with using the concepts covered in the lecture. The total number of students in class dictates how presentations are assigned. In a very small class we might have time available for every student to do an independent presentation. In a class with a more standard number of students we will do group presentations with two to four students working together. In a very large class we will also work in groups, but limit the number of groups that do each presentation, making sure that all students have equal opportunity to do presentations over the life of the course.

Let us look at an example of this part of the course. The fifth lecture covers the core concepts of Phonics. At the end of the fourth lecture, the teacher will assign the students an overview of the concept of Phonics, perhaps the perfectly adequate overview found on Wikipedia ((Phonics. (May 22, 2017). In *Wikipedia, The Free Encyclopedia* Retrieved from <https://en.wikipedia.org/w/index.php?title=Phonics&oldid=802155520>)). Reading this in Japanese before the lecture will give the students some familiarity and more importantly confidence in confronting the subject matter.

After the lecture, the teacher will assign one or more students some aspect of Phonics on which to base a presentation. For example a student might be assigned the consonant digraphs *ch/tʃ/*, *sh* for /ʃ/, and *th/θ/* and /ð/. The assignment is for the student to assume the role of the teacher and present a lesson based on those digraphs. At the Phonics point of the course the presentations are concept based, so the students are challenged to create a way to clearly explain the concept they are presenting. Later presentations will focus on practical usage of the concepts, but here we are concerned with understanding.

Students have the week following the lecture to prepare, and then at the beginning of the next class we set aside some amount of time for their presentations. Following presentations, the teacher will provide critical evaluations which students will consider when doing future presentations.

The major presentation of the course is the final presentation, where the students will be assigned a lesson from *Hi, friends!* to teach. By this point in the class, each student should have already completed two or more minor presentations and be well prepared for the final. The students are expected to read and follow the lesson plan provided with *Hi, friends!* as well as use supplementary material of their own construction. The final

presentation covers all the information and skills the students have learned in the course.

8. Achievements and challenges of the course

The stated goal of the course is to prepare future elementary school teachers for teaching English classes. It can be stated unequivocally that students are more prepared for the future at the end of this course than at the beginning. That doesn't mean there isn't room for improvement, however.

The course as currently structured is ideal for six to twelve students. That makes for a dynamic environment but also enough time for adequate presentations. With larger classes, the lectures will still be salient, but the presentations become unwieldy. Some kind of compromise must be envisioned.

It's also challenging for the teacher to motivate the students to create superior presentations. Young people, even future teachers, can be painfully shy about speaking in front of their peers, making the course teacher assume the job of presentation coach. In future classes the teachers will try to include some activities to build the students confidence before their presentations.

Finally, the emphasis on presentations means that non-presenting students must participate as receivers of the presentation, e.g. they play the role of elementary school students to the presenting students' role as elementary school teacher. They tend to embrace the role, but in future classes the teacher will provide some method where they can give feedback of their impressions to the presenter. This empowerment will allow all the students to get more out of the presentations.

Conclusion

In conclusion, we have found that participants in the Early English Education course benefit from studying how to teach ESL. The specifics of the course should include some theory, but the emphasis should be on practical skills to be used in the classroom. Further, the students benefit mostly from chances to practice these skills given through in class presentations.

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