

琉球大学学術リポジトリ

香港の大学における教員養成プログラムに関する報告

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Teacher Preparatory Programs in Hong Kong

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1. Introduction

The current report describes the pre-service teacher training programs at the University of Hong Kong, the Chinese University of Hong Kong, and the Hong Kong Institute of Education. The use of English has spread widely throughout the world to facilitate international trade, diplomacy, tourism, and the advance of science and technology. English has gained global status and been recognized as an international language. Along with this fact, the primary goal of English pedagogy is improving learners' English communication skills.

In the Action Plan issued in 2003, the Ministry of Education, Science, Sports, and Technology (MEXT) strongly encourages serving teachers to obtain English skills which should be equivalent to STEP pre-first level, TOEFL 550, TOEIC 730 or over, and attend intensive teacher training workshops in order for them to provide effective English teaching at school. On the other hand, nothing is mentioned for teacher preparatory programs in the Action Plan. It is, however, necessary to train pre-service teachers who are well-grounded in subject knowledge (i.e., knowledge related to the target language they teach), and theories of learning and teaching as well as being equipped with English to promote effective teaching and enhance the quality of English education. Those who are involved in teacher training in Japan should explore possibilities to improve teacher preparatory programs. One possibility is to observe programs and share the concerns on teacher professions in other Asian countries. I visited the three institutions between January 25 and February 2, 2008 to observe their teacher

training programs and interview teacher trainers from each school.¹ This report informs the current situation of teacher training in Hong Kong, focusing on pre-service teacher training programs.

2. Language education in Hong Kong

There are two major committees regarding language policy and education in Hong Kong: The Standing Committee on Language Education and Research (SCOLAR) and the Hong Kong Education Assessment Authority (HKEAA). The former mainly advises the government on language education issues such as the overall policy on language education (e.g., the medium of instruction) and the setting of language standards (e.g., general goals for language learning at different levels of education and specific language attainment targets at each stage of education). The latter has a mission in that they provide “valid, reliable and equitable examination and assessment services in a professional, innovative, efficient, and effective manner with due consideration to educational and societal needs” (HKEAA, 2008).

2.1. School system

The public schooling system operated by the Education Department features as shown in Table 1.

Table 1. Public school format in Hong Kong

Length	Education Type	Additional Names	Type	Focus	School Year
3 years	kindergarten		non-compulsory	General	Sept-June
6 years	Primary Education	Primary Six	compulsory	General	Sept-July

3 years	Secondary Education	Form 1, Form 2, Form 3	compulsory	General	Sept-July
2 years	Senior Secondary (leads to HKCEE)	Form 4, Form 5	non-compulsory	Specialize	Sept-July (Form 4) Sept-April (Form 5)
2 years	Matriculation Course (leads to HKALE)	Form 6 (Lower Six) Form 7 (Upper Six)	non-compulsory performance based	Specialize	Sept-July (Form 6) Sept-February /March (Form 7)
Depends on major	Tertiary Education (leads to bachelors, masters and other academic degrees)		non-compulsory	Specialize	Varies

(adopted from Education in Hong Kong from Wikipedia
http://en.wikipedia.org/wiki/Education_in_Hong_Kong)

As shown in the table, nine-year education starting at age 6 is compulsory; six-year primary education and three-year junior secondary education. Secondary education in Hong Kong is largely based on the English schooling system. The two-year senior secondary education is non-compulsory and at the end of their five-year secondary education, students take the Hong Kong Certificate of Education Examinations (HKCEE, 香港中學會考), which is a standardized examination, as the prerequisite for a two-year matriculation course. It is conducted by the Hong Kong Examinations and Assessment Authority (HKEAA). The certificate of HKCEE is widely recognized in Hong Kong as a formal document for seeking a job or pursuing further studies. Students

obtaining a satisfactory grade in the HKCEE are eligible to apply for Form 6 amongst local schools. The Hong Kong Advanced Level Examination (HKALE) is considered as the university entrance examination. Prerequisites for university admissions include Grade “E” or better in the HKALE on Chinese Language and Culture, and Use of English subjects. The Joint University Programmes Admissions System (JUPAS) determines admission to tertiary institutions largely based on HKALE results. Currently, undergraduate programs cover a period of three years. A new “3+3+4” curriculum, consisting of a three-year junior secondary, three-year senior secondary, and four-year undergraduate academic system, will be implemented from 2009 for senior secondary and 2012 for tertiary.

2.2. Language policy

After the transfer of the sovereignty of Hong Kong in 1997, the major language policy announced by the HKSAR (Hong Kong Special Administration Region) was “biliteracy and trilingualism.” Since then both English and Chinese have become the official written languages, and English, Cantonese, and Putonghua the official spoken languages. In 1998, Putonghua was formally introduced into the school curriculum and became a compulsory subject for Primary 1 to Secondary 3, and an independent subject for HKCEE in 2000, although the issue of whether Putonghua should be made a compulsory subject for this examination is still under debate. The most important symbolic change in language policy is the implementation of mother-tongue education in Hong Kong. This has increased CMI (Chinese as Medium of Instruction) schools: 75% of government-funded secondary schools adopt Chinese as the medium of instruction at junior secondary levels.

In Hong Kong, the English language is taught at the kindergarten

level as a non-compulsory subject and it is compulsory at the primary and secondary levels. Due to the mother-tongue education policy, the number of EMI (English as Medium of Instruction) has decreased and only a handful of primary and secondary schools are able to keep English as the medium of instruction under new government policies. Schools must fulfill three preconditions in order to adopt English as the medium of instruction: “teachers with the capability to teach in that language, students with the proficiency to learn in that language, and the provision of suitable support measure” (SCOLAR, 2003). Believing that English is one of the most important mediating tools of globalization, schools and parents have been strongly against the policy and the public has heavily criticized the policy and demanded more English education (Tsui, 2007). In particular, the wealthy tend to send their children to English-mediated schools, recognizing that English is a necessary tool to pursue world-wide globalization.

2.3. Teacher education

Within eight universities including seven public and one private institutions, four universities, the University of Hong Kong, the Hong Kong Institute of Education, the Chinese University of Hong Kong, and Hong Kong Baptist University are authorized to provide both pre- and in-service teacher training courses. There are two tracks for the teacher preparatory programs; four-year full time with undergraduate degree on English education and one-year full time with postgraduate diploma in English education. The latter is designed for university graduates who are non-English majors. Once students are qualified as an English teacher by completing courses, unlike Japan no official exam is required for them to pass in order to be employed as a full-time teacher.

The Hong Kong government emphasizes the balance among English

language subject knowledge, language skills, and pedagogy (i.e., how to teach English). The SCOLAR has recommended the teacher's qualification described as the following (SCOLAR, 2003):

To ensure that language teachers are adequately prepared for their work with being proficient in the language they teach, well grounded in subject knowledge and acquainted with the latest theories and practices in language teaching and learning,

- All English and Putonghua teachers should meet the Language Proficiency Requirement for Teachers (LPR) within the time frame specified by the Government. The attainment of LPR should be recognised by teacher education providers with the granting of credits or advanced standing for Bachelor of Education (BEd) programmes, and become a pre-requisite for admission to post-graduate-level teacher education programmes.
- Starting from the 2004/05 school year, new language teachers should hold at least a BEd degree majoring in the relevant language subject, or both a first degree and a Postgraduate Diploma (or Certificate) in Education (PGDE/PCEd) majoring in the relevant language subject.
- New language teachers without the recommended qualifications should acquire them within 3 to 5 years of their entry into the profession. The Education and Manpower Bureau should redeploy its resource to provide more training places for these new language teachers.
- New language teachers who have not received any initial teacher training should attend a preparatory course before and/or shortly after assuming teaching duty. The course should cover basic language teaching skills.

- An incentive grant covering 50% of the course fees, subject to a maximum of \$30,000, should be provided to encourage serving language teachers to acquire the recommended qualification. Priority will be given to those who have neither a degree nor any teacher training in the relevant language subjects.
- The Education and Manpower Bureau should develop a career ladder for language teachers, specifying the qualifications and core competencies to be attained for advancement in the teaching grade.

2.4. Language Proficiency Assessment for Teachers (LPAT)

The Hong Kong government requires all English teachers to have the appropriate language skills for their professions, measured by the English test, Language Proficiency Assessment for Teachers (LPAT). The test was introduced in 2001 - 2002, and new teachers joining the profession who were not exempted were initially given two years to demonstrate their adequate proficiency; from 2004 - 2005 they had to demonstrate the satisfactory proficiency before starting their profession. A teacher can fulfill the language proficiency requirement by one of three routes: obtaining Level 3 in all five papers of the LPAT; attending a course at government expense (for serving teachers only) and achieving a similar level of performance on the course provider's internal assessment; or securing exemption through the possession of a relevant degree plus relevant professional training (Andrews, 2005). The graduates with the Bachelor of Arts or Education of Language Education are officially exempted from the government test. Serving teachers must pass Level 3 or take courses to be exempted. A sample exam for 2008 is available from the Hong Kong Education Assessment Authority (HKEAA) homepage. About 2,300 candidates took the test in March, 2007. The LPAT used to be administrated twice a year to test all serving teachers:

about 14,000 serving teachers have taken it since the first administration. The LPAT is administrated once a year from 2008 onward.

The test consists of five papers: Reading, Writing, Listening, Speaking, and Classroom Language Assessment (See HKEAA homepage for details). All English teachers must pass Level 3, the benchmark level and Level 4 for promotion on each paper. The tests are marked by approximately 50 approved assessors. The results of LPAT analyzed and reported by the HKEAA in 2006 and 2007 appear on their website. According to their analysis, the proficiency attainment rates for individual papers were: Reading 85.5%; Writing 45.9%; Listening 74.3%; Speaking 37%; and Classroom Language Assessment 92.7% in 2006, and Reading 78.8%; Writing 39.6%; Listening 80.4%; Speaking 47.7%; and Classroom Language Assessment 92.7% in 2007. The attainment rates were low in Writing and Speaking because the candidates did less on Correcting and Explaining Errors/Problems in a Student's Composition in Writing, and Pronunciation, Stress and Intonation, and Explaining Language Matters to Peers in Speaking. Correcting and Explaining Errors/Problems in a Student's Composition and Explaining Language Matters to Peers required the teachers to articulate their understanding of grammatical rules of English. In a sense, these tasks tested teachers' metalanguage knowledge, which may measure beyond their genuine writing and speaking abilities. Given this, the test validity may be questionable. The LPAT has been administrated for 10 years and it was reviewed by the HKEAA in 2007 for the first time (Lockwood, personal communication, January 31, 2008). The handbook for the 2008 administration indicates that the correcting sections no longer appear on the test.

Graduates with BA, BEd, or PGDE are officially exempted the LPAT, yet school principles strongly recommend that they pass Level 4.

This does not make any difference to their salaries but it affects employability. It is very competitive to obtain a teaching position, so if the candidate has passed Level 4, there is more chance to be employed as a full-time English teacher. Due to this fact, the University of Hong Kong and the Hong Kong Institute of Education provide the courses to assist their students in BA, BEd, and PGDE in order for them to pass Level 4.

3. The present visit

3.1. The University of Hong Kong

Programs²

The University of Hong Kong was founded in 1911, the oldest tertiary institute in Hong Kong. It is an English-medium university with ten faculties: Architecture, Arts, Business and Economics, Dentistry, Education, Engineering, Law, Medicine, Science, and Social Science. Ninety percent of their teacher preparatory courses are designed for secondary level English teachers and very little for primary levels. They offer two degrees for prospective English teachers: four-year full-time undergraduate with subject knowledge and professional training and one-year full-time Postgraduate Diploma in Education (PGDE) with professional training. The former has two bachelor degrees: Bachelor of Arts (BA) and Bachelor of Education in language education (BEd). The BA degree is a double major with liberal arts and education from the Arts Faculty. The PDGE is for those who have already graduated from college and have teaching experience. They are full-time students and come to school every day except when they go to local schools for classroom observations on Wednesdays. In the PDGE program, 50% of students hold English-related degree such as linguistics and English literature, and another 50% with non-English related (Andrews, personal

communication, January 28, 2008).

The students in BA, BEd, and PGDE at the university are officially exempted from the LPAT, yet they must take the internal English proficiency exam, which difficulty is equivalent to the LPAT. They start taking the test at the second year and must pass Level 3 by their graduation. According to Dr. Andrews, students who are admitted to the BEd program do not have any major problems in comprehending and producing English, and they pass the in-house exam upon their graduation. Although their English proficiency is approved by the in-house test, they are encouraged to pass upper levels (up to Level 5) on the LPAT. In order to improve their language skills the students in the BA and BEd have an opportunity to attend a two-month long language immersion program in an English-speaking country such as Australia at the end of the second year. The government requires prospective teachers to attend the program and subsidize more than 80% of the expenses.

As for professional training, students visit various school settings during the first year. Then, they experience first teaching practice at local schools for three weeks during the second year, spending most time on classroom observation. Teaching practicum extends to eight weeks for the third and fourth year. Teaching practice is assessed during each school visit. Students have a mentor teacher in the school and are visited from the university lectures offering them support and advice. When I was visiting them, the students were just about to go on a two-month teaching practicum at local secondary schools after the Chinese New-Year holidays.

The Hong Kong government encourages serving teachers to attend the higher degree programs for subject matter training, which is their another emphasis along with improvement of language proficiency. The

university offers the master program focusing on subject matters of English language and teaching. The University of Hong Kong also offers the programs for serving teachers: one-year full-time or two-year part-time postgraduate diploma program and two-year part-time master program. All courses are offered in the evening starting at 5:30 and the government subsidizes to encourage serving teachers to attend higher degree programs and improve their teaching professions. However, serving teachers miss some classes due to school obligations they have at the school in which they work. Another problem is that not all school principles appreciate or make any special consideration in order to make it easy for teachers to attend the program.

Classroom observation

I observed three classes at the University of Hong Kong. All classes met for two hours.

PGDE/Bed Elective course on 'Classroom Interaction. There were about 25 students: most of them had a good and some had an excellent command of English. This class focused on ways in which teachers utilize questioning in the classroom. The class started with two questions, which should promote students' critical thinking: "Why do teachers ask questions?" and "What is *effective* questioning?" Then, watching the video clip, students analyzed it and evaluated their effectiveness in a group to provide the answers for the questions.

PGDE Major Methods. There were 26 students including four males. The class started with reflection of microteaching done last Friday. Students' comments on reflection were elicited. Then, they discussed in a pair on their observation of their partners' microteaching. The instructor utilized reflective learning in his courses to promote students' critical thinking and awareness of the issues involved in learning and teaching.

EDUC 2608 Pedagogy. The course was for the second year students in BA and BEd programs and there were 22 students including two native English speakers. Four groups demonstrated microteaching for twenty minutes in which each group focused on one grammatical point. Prior to microteaching, the students had explored some current practices of teaching grammar in the course. They had already done microteaching twice; speaking and listening, and reading and writing. Through microteaching they were expected to experience teaching and receive immediate feedback from their peers on different aspects of teaching. All group members were involved in planning, preparing, and rehearsing the lesson with the guidelines provided by the instructor. Then, the actual teaching was conducted by two members. During a microteaching, some classmates played the role of students with role cards given by the lecturer. Others focused on evaluating their performance utilizing an evaluation sheet that the instructor had given out. The mini-lesson was videotaped in order for them to reflect their performance later. Most students had adequate language skills to conduct the lesson in English. Since some of their classmates played the role of students described in the card, the students demonstrating the mini-lesson had to deal with some classroom issues as well as conducting the lesson. This should have made the situation realistic in which they would encounter when they went on teaching practice in local schools. I evaluated their performance using the worksheet and then sent it to the instructor via e-mail later so that she could distribute it to each group.

3.2. The Chinese University of Hong Kong (CUHK)

Programs

Founded in 1963, the Chinese University of Hong Kong is a

comprehensive research university with seven faculties (i.e., Arts, Business Administration, Education, Engineering, Medicine, Science and Social Science) and a School of Law. The university maintains rich Chinese cultural heritage and a bilingual and bicultural tradition. In 2006, there are more than 5,200 staff members, approximately 10,000 undergraduate and 2,000 research postgraduate students. Of these students, some 2,500 are from 45 countries and regions outside Hong Kong.

The Faculty of Education offers the four-year full-time undergraduate programs: the Bachelor of Education in Language Education (BEd) and the Bachelor of Arts in English Studies and Education (BA). The latter began in 2006-2007 jointly offered with the Hong Kong Institute of Education. For the BEd, 46 students are admitted; 23 for Cantonese and 23 for English. The university also offers the two-year part-time PGDE in Subject Knowledge and Pedagogy for English Language Teaching to prepare in-service teachers trained in teaching subjects other than English to teach English in secondary or primary schools. Graduates of the program meet all the requirements of a professional subject trained teacher of English.

Classroom observation

I observed four classes at the CUHK.

LED 4860 ELT Techniques: Reading & Writing in SLA. This two-hour and 45-minute long course is for the students in BEd. There were 15 students equipped with a good command of English. The instructor assigned reading materials each week. The class I observed was introduction to second language (L2) writing. The instructor used handouts which provided activities and explanations, and power point on a computer screen to indicate more explanations and theoretical

background not appearing on the handouts. The first 10 to 15 minutes were spent on the activity of writing three different e-mail messages to three people (i.e., boss, teacher, and friend) to inform them a cancellation of an appointment. This activity enhanced students' awareness of different writing styles depending on who they write to. Then, students worked on text types by brainstorming the types of writing that primary and secondary school students could be asked to do. For each activity, students worked in group, and then a whole class discussed the issue. They were very vocal, and discussion was in English throughout the entire class period. There was a 15-minute break between the sessions. The instructor intended to motivate students to critically view the issues and have their own ideas through actual writing of their own texts on a given topic and analysis of the text that someone else wrote along with introducing pedagogical frameworks of L2 writing.

DEP 5102A Subject and Curriculum Teaching. The two and half-hour class I observed focused on classroom management, designed for PGDE of primary school teachers. There were 22 females in class, divided into four groups with either five or six students in one group. Their English was fluent enough to have group and class discussion in English. The instructor constantly gave the students the *why* questions to have them critically view the issues. The class I observed started with a scene from a movie *Music from the Heart* to show importance of classroom/lesson management skills. In order to have the students understand techniques for effective classroom discipline and lesson management, the instructor utilized a role play, observation of video clip, and a lesson management game. The role-play aimed to have the students deal with discipline problems in classroom. Each group member received a piece of paper describing a role such as "you are a student. You are not interested in the lesson. You do not listen to the

teacher. Instead, you either do something on your own, or disturb your classmates.” Throughout this activity, the students were expected to notice a balance between being too gentle and too hostile, and learn a range of classroom discipline skills. For the video observation, the students watched a part of lesson taught by a student teacher and gave comments on the strategies she employed to handle several incidents during the lesson, using the observation worksheet provided in class. Then, they had group discussion and then each group presented their comments, followed by class discussion. Finally, the students played the game *Snakes and Ladders*. Each member picked up one card describing a different classroom discipline problem and responded to it by giving her own opinions.

EDD 5102 Subject and Curriculum Teaching. They had covered topics on teaching grammar and reading prior to teaching writing. There were 13 PGDE students including three males. Their English was good enough for group and class discussion in English. The instructor brought the issues to discuss by asking lots of *Why*, *What*, and *How* questions, which promoted students’ reflective learning and critical thinking. She used power point, the white board, and handouts for the lesson. The students experienced several activities to gain necessary theoretical and pedagogical knowledge of teaching writing, and connect the principles and theories related to L2 writing they had learned to the actual classroom teaching.

LED 2810 ELT Theory and Methodology I. The course was required for the first year undergraduate students. This is their second semester at the university and their first methodology course. There were 27 students including six males. Some students were vocal and actively involved; others were quiet but spoke up when asked. Sometimes they had chitchat in Cantonese, but most of the time they were engaged in

the class activities. The class period is between 2:00 and 4:15 with a 10-minute break. Communicative Language Teaching (CLT) was discussed to figure out the elements of methods and approaches using the guidelines about CLT provided by the Curriculum Development Council Bureau. The students worked in pair to analyze the guidelines, discussed the questions provided by the instructor, and then each pair presented their comments. The next activity was to watch a video clip in which a student teacher was conducting a lesson and analyze her teaching in terms of teacher role, type of communicative activities, theory of language, and theory of language learning in a group with three or four students. Then, each group presented their comments in English. Prior to CLT, they covered other approaches through a group presentation such as the Grammar-Translation Method and the Audiolingual Method.

3.3. The Hong Kong Institute of Education (HKIEd)

Programs

The Hong Kong Institute of Education has established in 1994 by amalgamating the four former teacher education training colleges and the Institute of Language in Education. They produce about 80% and 25% of new primary and secondary school teachers respectively. They offer four-year full-time Bachelor of Education in English Language for primary and secondary school levels; four-year full-time Bachelor of Arts Contemporary English and Education with collaboration with Lingnan University; four-year full-time Bachelor of Arts English Studies and Education in collaboration with the Chinese University of Hong Kong; and one-year full-time and two-year part-time PGDE in primary and secondary school levels for university graduates. They also offer a two-year part-time PGDE program in

English Subject Knowledge and Pedagogy for both primary and secondary levels for serving teachers whose first degree is in a subject other than English.

The students in the BEd, BA, and full-time PGDE are required to attend a compulsory immersion language program in an English-speaking country (e.g., Australia, the UK and Canada). The BEd and BA students need to conduct supervised teaching practice in local schools starting at the first year. They observe classes in various school settings in the first year; they attend a 10-day attachment for 10 weeks in a local primary or secondary school at the second year; they observe classes while staying in an English-speaking country in the first semester and conduct their first teaching practice for six weeks in a local school in the second semester during the third year; and they conduct their second teaching practice for eight weeks in the fourth year. The PGDE students have two teaching practices.

The Hong Kong Institute of Education also provides short programs for English teachers from a mainland China. For example, they ran an in-service intensive course for Guangdong secondary level English teachers between May 21, 2007 and June 8, 2007.

Interview

I interviewed Dr. Jane Lockwood, head at the Center for Language in Education (CLE). CLE provides comprehensive language enhancement programs in English, Chinese, and Putonghua to assist students in achieving language skills required for their professions and expected to have obtained in the Hong Kong society (i.e., biliterate and trilingual). The English courses are offered for all students since the university is shifting to EMI; the Cantonese courses for the Chinese people from a mainland of China; the Putonghua for students from local schools in

Hong Kong, where are mainly instructed in Cantonese. The students specializing English language can access self-learning resources to prepare for the LPAT and other external tests.

Dr. Lockwood has been on the committee of the LPAT. According to her, it is not clear whether English teachers' proficiency is higher than before and what impact and how much impact the LPAT has given to schools, and primary and secondary students, since there are no empirical studies yet.

4. Conclusion

The striking aspects recognized in the pre-service teacher training programs in Hong Kong are as the following: (1) students are professionally trained from the first year; (2) the applicants for the programs are exclusively screened with their English proficiency to be able to successfully achieve their academic goals and professional careers; (3) a class period is long enough to have students do pair and group works to give them opportunities to critically evaluate the fundamental teaching-related issues; and (4) faculty members who have a strong and enduring commitment to teaching languages and applied linguistics are involved in the pre-service teacher training programs. As stated at the beginning of the current report, the Hong Kong government emphasizes a balance among language proficiency, subject knowledge, and professional training as for a fully qualified language teacher, and the universities provide teacher training programs designed to meet the qualifications prescribed by the government.

On the other hand, in Japan not only English-major students but also those from other subjects can receive an English teacher license as long as they fulfill the course requirements. Teacher education programs in Japan have focused on transmitting discrete knowledge,

usually in the form of theories on language learning and teaching, and teaching methods. The teacher preparatory courses are not long enough to cover the theories and issues related to language learning, teaching, and provide necessary professional training. Due to lack of time, students cannot fully evaluate and interpret the transmitted knowledge and skills, and reflect their experiences while taking the courses. In the current system, pre-service teachers are required to spend only either three weeks at junior high school or two weeks at senior high school for their teaching practicum, which is not enough for them to implement what they have learned in the teacher training courses and experience actual teaching with real students at school setting. Another issue to be discussed is pre-service teachers' English proficiency: at present, there is no official language proficiency standard required for them to meet in order to be licensed as an English teacher by the time they complete the teacher training courses. A sweeping reform of teacher preparatory programs is urgent in language education in Japan in order to promote effective teaching and enhance the quality of English education.

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Notes

1. This school visit was funded by the *Uruma* Foundation.
2. All information and figures provided in the program section of each institution come from their official school brochure.

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論文要約

香港の大学における教員養成プログラムに関する報告

柴田 美紀

2008年1月25日より2月2日まで香港大学、香港中文大学、香港教育大学を訪問し、教員養成プログラムに携わる教員へのインタビューや授業参観を行った。香港政府は、教科に関する専門知識、英語力、授業運営能力をバランスよく身につけた英語教員の養成に力を入れている。英語教員になるためには大学で英語教育を専攻し、言語、語学教育、指導理論を徹底して学び、同時に政府が課している語学能力試験に要求される英語力もつけなければならない。私が視察した3大学では入学時に英語力による選抜が行われるため、学生はある程度の英語力を持って入学してくる。英語専攻においては大学の授業は全て英語で行われ、授業でのペアあるいはグループワーク、全体のディスカッションもほぼ全てが英語で行われる。専門の授業は、「ライティング指導法」「教室でのインタラクション」「英語の指導法」など専門知識をつけるには必要不可欠な講義が1年次から提供されている。講義時間は2時間程度であり、学生は学習した知識や理論を自分たちの経験に照らし合わせ、クリティカルな視点から検討する時間が十分にある。さらに、教育実習は1年次から行われ、3年次、4年次では8週間の教育実習が課せられている。香港での視察は、これからの日本の英語教員養成課程がどうあるべきかを考えるよい機会となった。