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## Review of Pre-service Teacher-training Program from an Active Learning Perspective : What Needs to be Considered to Help College Students Become English Teachers?

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from an Active Learning Perspective**

**: What Needs to be Considered to Help College Students  
Become English Teachers?**

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# Review of Pre-service Teacher-training Program from an Active Learning Perspective<sup>1</sup>

## : What Needs to be Considered to Help College Students Become English Teachers?

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### Abstract

社会変化に呼応しその育成すべき人材像が変容する中、2015年12月の答申において中央教育審議会は、次世代の学習観を養うことのできる教員養成の重要性を示した。つまり教員養成課程を通じて能動的かつ協働的に解のない課題解決に取り組める教師の育成が大学教育では求められている。本研究では、これからの初等中等教育に必要な英語教員養成課程の質的再整備を目的とし、アンケート調査を用いて現行のプログラムを検証した。参加者は教育実習を終えた英語の教員免許取得希望者( $n = 32$ )で、教員養成課程内外での活動を振り返ってもらった。分析の結果、実習後の教職希望者数に変化はみられないが、教職への適正があると答えた学生の割合は実習前の42.42%から実習後では33.33%と低下していた。KJ法を用いた質的分析の結果、教職課程内外の体験的学習は教授スキルや授業実践を向上させ、教育実習時の緊張を和らげていることが分かった。一方で対象とする生徒の多様性や実際の教育現場の理解は十分とはいえず、教職への自信低下を示していた。この結果を鑑み本研究では、アクティブ・ラーニングの手法の一つであるサービスマーケティングを導入し、実際の学校や地域における自主的活動へ積極的に参加し、より豊かな社会的交流を通じて実際の生徒の多様性や実情に触れ、更なる生徒理解や教職理解、自己効力感の向上を促す必要性が示唆された。

**keyword** : Active Learning, curriculum assessment, teacher training, English language teaching

### 1. Introduction

To date, higher education is in the midst of rapid structural change. In particular, the Ministry of Education, Culture and Sports (MEXT) has been in the process of developing a new Course of Study as a response to drastic change in our society (Central Education Council, 2008). Such a shift in the paradigm is expected to promote learning outcomes; that is, what students can do (i. e., performance) rather than what they know (i. e., knowledge) by the completion of school curriculum (Central Education Council, 2015). One of the conceptual changes of teaching and learning in particular, Active Learning (AL), has drawn much pedagogical attention from a number of educators and curriculum developers and has been publicized as a keyword for the forthcoming educational reform (Central Education Council, 2014).

Given that this educational paradigm change has been taking place, from the perspective of a teacher training program in university, the program also deserves an attentive review so that pre-service teachers will understand and practice active learning-based teaching as required by the new Course of Study planned to be in effect by 2020. Thus, it is urgent that we examine our own institutional teacher training programs. For the above reason, the present study aimed to review the program and collect evidence for a prospective reformation of the pre-service teacher-training program in Japan.

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## 2. Background

### (1) Paradigm shift in teaching and learning

Currently, the Central Education Council in Japan suggests that AL be included as a keyword in the new Course of Study, and its official actualization into the curriculum will occur in Japan by 2020 (Central Education Council, 2012). In active learning based teaching (ALBT) classrooms, learners are expected to actively and cooperatively work on issues in which they are interested. In doing so, learners will gain an appropriate attitude towards diversity, leadership, teamwork, and communicative skills while cultivating sensitivity and cognitive skills as a result of deep learning. The overall objectives are stated in the current Course of Study (MEXT, 2010).

AL has been documented and widely recognized in higher education overseas (Mizokami, 2014). The advocates claimed that AL consists of activities that involve learners' higher cognition and engagement in their learning. More specifically, as Gokhale (1995) described, AL is a group of techniques that engage students more deeply in the process of learning course materials by enhancing their critical thinking and fostering development of self-directed learning. AL can be conducted using hands-on experiences so that learners learn by engagement (Matsushita, 2015).

Given the importance of learner's active engagement in learning (Gokhale, 1995), some factors of the learners' cognitive shallow involvement are critical. For instance, Chikada and Sugino (2015) pointed out that active learning becomes unsuccessful when learners have negative feelings towards ALBT such as (1) being too embarrassed to cooperate with others; (2) dealing with the burden of interaction with others; or (3) being indifferent towards being active in learning. This is in line with Matsushita's contention that AL forces learners to be active; they do not have a choice as to whether they participate in learning because the highly structured learning modules are set up in advance (Chikada & Sugino, 2015).

In addition to the above considerations, teachers inevitably suffer from some relevant issues. For instance, AL requires teachers to be linguistically more adept than teachers with traditional approaches. Therefore, teachers may have to spend more time on preparation and assessment outside of the class (Peters, 2011). Another challenge is the teacher's readiness of the ALBT class. That is, the degree of pedagogical impact on learners also varies due to the lack of well-developed materials available among teachers; class content also becomes discrete, and there is an inconsistent level of learners' consciousness directed towards learning (Chikada & Sugino, 2015). In short, ALBT requires teachers with rich experiences, attentive preparation, and meticulous observation in learning contexts.

In order to successfully implement such reformation in education, the idea of AL has become a key concept that will be actualized throughout the whole education system. Pre-service teacher-training programs at university are one of the areas (Central Education Council, 2015). Without this common system, it will be hard to implement and continue the AL system beyond the current generation. Speaking of the human resource development system, the Ministry of Economy, Trade and Industry (METI) also showed similar concerns regarding college education. METI's investigation (2006) demonstrated a need for a change in prospected social competence in society and human resources. In more detail, METI conducted a survey to illustrate a gap between what abilities companies think college graduates lack and what abilities college graduates think they haven't achieved at a time of graduation. The result indicated dispersion in perception among

them (i. e., companies and college graduates); the widest gap observed in the chart is autonomy, endurance, and communication skills. In other words, college graduates believed they were able to be autonomous, enduring, and highly communicative and the companies thought the opposite. METI concluded and emphasized the importance of three abilities necessary for working in our society. They are (1) the ability to step forward proactively, collaboratively, and autonomously, (2) the ability to think through issues, plan processes, and originate new values, and (3) the ability to work in teams (METI, 2006). As seen above, our society began to put more values on what we can do for our society, rather than what we know as a result of learning.

## (2) Impact on curriculum in pre-service teacher training program

In a response to MEXT's inquiry (Central Education Council, 2015), three qualifications necessary for future teachers were presented. These qualifications are as follows: 1) teachers in the future need to be equipped with the ability to adjust to unforeseen changes in society; 2) teachers need to solve unidentified problems in teaching with the aid of information and communication technology (ICT); and 3) teachers need to collaborate with colleagues in a team. More specifically, in the teacher-training program, it seems significant to provide teachers with rich opportunities to reflect on own aptitude to the teaching profession.

As easily noticed in the above descriptions, much demand seems to be imposed on not only students but also teachers who have little learning experience with AL. In other words, it is the program that has the huge responsibility for human resource development in education. Kawano (2016) reinforces such points clearly by stating that human resources are required to apply the active learning approach in any part of the school curriculum in which teachers help students become active learners. Prospective outcomes of such new program will be obviously of importance; students reconstruct their own view toward necessary competence based solely on their learning experiences through the new program by virtue of active learning based curriculum. Not surprisingly, however, most of the reports reviewed above unexceptionally pointed out a significance of actual experiences and practices such as experiential learning, field work, experiments, and so on.

If trends in pedagogy change in the near future, teacher-training programs also need to be remodeled accordingly. In fact, some programs took the initiative and have already employed active learning based curriculum in teacher training programs. For instance, Kawashima (2015) reported on many of such universities and found a number of AL realizations in their teaching license programs. He went on to state that teacher-training programs have been working with the active learning approach since it provides students with hands-on experiences in the teaching practicum. Yet, according to his point, what should be carried out in a newly reformed teaching program is more authentic interaction and is not only done in teaching practicum but also in other areas of the program. Likewise, in Kawashima (2015), the response given by the Center of Educational Council reinforces the similar point. Teacher training programs will be expected to tackle issues found in the community, and they are required to enlighten participants by simultaneously showing them a model based on what the community demands (Central Education Council, 2015).

### (3) Research question

As pointed out above by Kawashima and others, in order to support the new educational concept and put it in practice, it is urgent to review the current program to seek any possible issues in pre-service teacher training programs (Central Education Council, 2015). The question then becomes what needs to be added to the program to translate the goals into reality? Unfortunately, however, the pedagogical effect as the outcome of the current program remains uncertain to some extent. In particular, after the advent of AL is widespread in higher education as suggested by MEXT, there has been little review conducted to see if our trained student teachers are ready to serve with active learning based pedagogy in the forthcoming educational reform. Besides, most of the cited works are merely reports of what others were doing to make their own program fit the forthcoming educational reform. What remained in the field is empirical data. In this sense, it is of significance that the current investigation primarily focuses on a review of the pre-service teacher-training program. Thus, the present study addresses this question; in what aspect does the current pre-service teacher training program in the university investigated have to develop so as to fit the forthcoming educational reformation?

## 3. Method

In order to investigate the aforementioned inquiry, the present study conducted a survey whose purpose was to elicit participants' review of the university-level teacher-training program.

### (1) Participants

Thirty-three English majoring seniors (eight males and 25 females) enrolled in the final requisite course to apply for a teaching license. Twenty-one students belonged to the daytime course and 12 students belonged to the evening course. Nineteen students hope to work at a high school in the future, and ten students hope to work at a junior high school in the future. The participants had all completed the teaching practicum at the time of investigation and were going to be granted a teaching license next spring.

### (2) Current curriculum of teacher training program

According to the course-taking model presented in the teacher license course handbook, many students encourage to register for the "Study of teaching profession" and "Teaching profession career" courses in their first year. Both of these courses aim to help students understand the foundations of the teaching profession, such as the significance of teaching, the teacher's roles and responsibilities, specific activities and relevant issues in teaching at school. The "Principle of education" course is suggested during the freshmen year so that students learn the principles of education, its history, and educational ideologies prior to taking a more advance course.

In following two years, more discipline focused courses help students understand as well as experience actual teaching practices are provided such as "Educational psychology," "Educational sociology," "Curriculum development," "Teaching method," "Ethical education," and "Study of special activities." In order to provide clearer comprehension of junior high and high school students, more theory-focused courses such as "Student guidance" and "Educational counseling" are provided.

In addition, subject specific teaching method courses are provided during this stage of learning. More specifically, in the case of English teaching training courses, college students have to complete a series of three courses that include “English Method A,” “English Method B,” and “English Method C,” each of which focuses a different aspects of English teaching theories and practices.

When students are ready to participate in the teaching practicum, they are required to complete “Study of educational practice 1” and “Study of educational practice 2” so that students can adequately serve as student teachers in their teaching practicum. Finally, students are required to take “Advanced practice of teaching profession” to help them prepare to enter teaching profession in the near future. Some courses in the program are prerequisite to others; so total course completion takes a few years.

### (3) Questionnaire

In order to review the program, the present study conducted a survey in which the researcher asked students to give their thought on questions freely along with their background information. The major point of questions was to collect the students’ thoughts on good experiences they were glad to have prior to the teaching practicum and experiences that students regretted having prior to the practicum. The questions asked are listed in Table 1.

**Table 1. Excerpted list of questions in Advanced practice of teaching profession course**

Q#	Questions
Q1	Which course do you belong to, Day-time course or Evening course?
Q2	Career you are looking for after graduation
Q3	Did you want to become a teacher?
Q4	Do you want to be a teacher now?
Q5	Do you think you have aptitude for teaching profession?
Q6	Did you think you had aptitude for teaching profession?
Q7	What were experiences that you were glad to have before the teaching practicum?
Q7	What were experiences that you regretted to have before the teaching practicum?

\*Q1 to Q6 were asked to seek participants’ background information to see if their attitude and belief had changed or not.

### (4) Procedure

The online questionnaire was created on a website called SurveyMonkey (<https://jp.surveymonkey.com>), which allowed researchers to present the survey and collected responses and receive a digital output of the data. The students completed the survey at the beginning of the class time after they confirmed their voluntary participation in the research for the purpose of program development.

### (5) Analysis

The present study employed the KJ method (Kawakita, 1991) to analyze students’ written responses that were collected through the open-ended questions on the survey. The KJ method is often used for creative problem solving practices because it sorts out derived unstructured information on a subject matter of interest into a certain order. By going through divergent and



convergent thinking steps, such unstructured information forms a chunk of useful data organized in a meaningful manner and becomes disentangled so that the qualitative data can be interpreted (Tanaka, 2012).

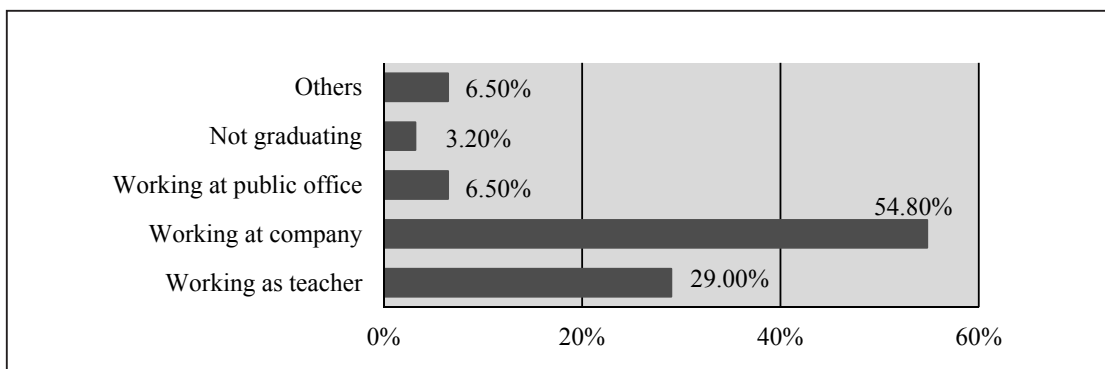
The analysis procedure was as follows: (a) The researcher sorted out written information collected through the survey and copied it onto separate cards. Each card contained a single idea provided by a single participant. (b) The researcher looked for ideas that seemed to be relevant each other. When multiple cards seemed to be relevant or had something in common, the researcher clustered them into one group. (c) The process continued until the researcher had finished sorting all of the cards into groups. (d) Then, if some groups of cards seemed to have something in common in terms of representing concepts or ideas, they were clustered as one large subgroup. (e) Clustering continued until no large groups were available. (f) The researcher attempted to summarize the large groups and placed them in a diagram. (g) Finally, with a brief perusal of the summaries, the researcher identified a possible relationship in the diagram and interpreted what it meant in response to the teaching license course.

#### 4. Results and Discussion

The main purpose of the current study was to review a pre-service teacher-training program in a university to see if the current curriculum is pertinently beneficial to pre-service teachers in a forthcoming educational reform. The present study first reports on the background information provided by pre-service teachers taking the aforementioned course to seek any identifiable gap extant in their responses and will seek a conceivable account for the gap with their comments in mind.

##### (1) A gap of self-perceived aptitude of teachership before and after the practicum

As a result of Question 2 indicated, many of the participants (54.80%) were more interested in other occupations different from teaching (29.00%). Some (6.50%) were also looking for a career in civil service, and others (6.50%) were expected to go on to study at the graduate level. Lastly, a few (3.20%) were not graduating this year. Figure 1 illustrates such numbers.



*Figure 1. Percentage of each category in response to Question 2*

It is plain that the number of students pursuing other occupations outweighed that of teaching profession. We can reasonably assume that the current depressed state of the economy might have indisputable impact on their career decision. That is, by taking shrinking opportunity



for employment with tenure appointment, a number of college students content to choose occupation immediately after college graduation in lieu of going through some years of plight as contract teachers. Another factor, however, may play a significant role in decision-making process as well. That is, a paucity of successful teaching experiences in the practicum in the previous semester. In light of the time the data collection was conducted (i.e., in the semester following the teaching practicum), we cannot obviate the possibility of the students' change of their volition due to paucity of successful teaching practice in the practicum. In order to probe such possibility, we now turn to responses in the point.

According the responses to Question 3 and 4 (e.g., desire to be a teacher), 52.52% of the pre-service teachers said they wanted and still strive for becoming a teacher, while the negative view on being a teacher showed a 6.06% increase from 21.21% to 27.27%, and uncertainty on being a teacher showed a 6.06% decrease from 27.27% to 21.21% when compared to that of before the teaching practicum. As for responses to Question 5 and 6 (i.e., self-perceived aptitude to teaching profession), the result is somewhat interesting. That is, a positive view in self-perceived teacher aptitude showed a 9.09% decrease from 42.42% to 33.33%, while the negative view and uncertainty increased from 30.30% to 36.36% and 27.27% to 30.30%, respectively. Figure 2 illustrates such numbers below.

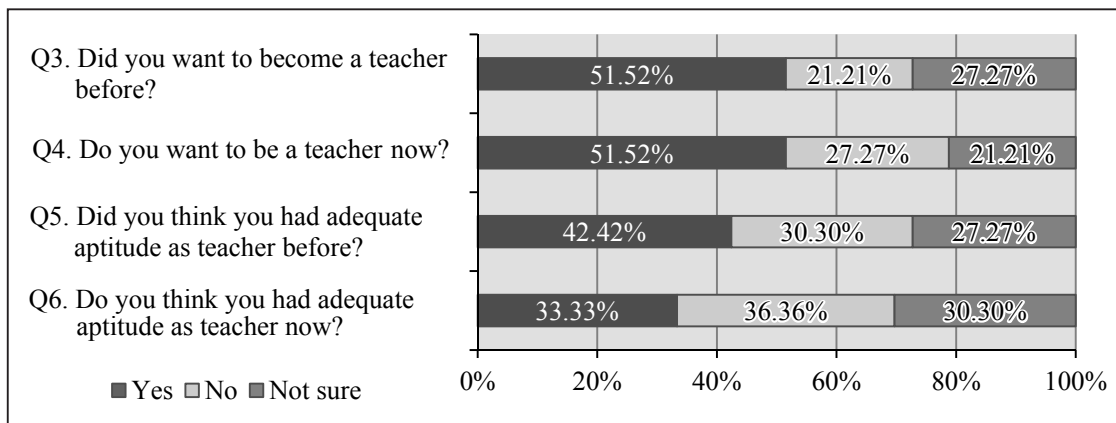


Figure 2. Percentage of categorical responses to questions 3 to 6

What needs to be kept in mind when looking at the presented numbers is that just because the numbers appear the same, if not similar, between before and after the teaching practicum on the question of “wanting to be a teacher,” it is hasty to conclude that this proclaims no change in the students' views. That is, some might have changed from positive to negative, and the same number might have changed their view from negative to positive, which results in what appears to be the same numbers. Nonetheless, there seems no pendulum towards their career prospective. Interestingly however, “self-perceived aptitude to teaching profession” questions juxtapose somewhat contrasting results. That is, 57.57% of the students perceived that they lacked the proper aptitude to be a teacher; however, the number of such students increased to 66.66% after the practicum. We conceivably suspect that the decreased aptitude can be accounted for by inadequately conducted school visits with explicit objectives in mind among students in the pre-service teacher-training program. In general, this is one of the introductory intensive courses during the summer break. Many of the students enrolled there are not determined to become teachers so that their observation becomes aimless. As Sugihara (2015) pointed out, it is not

always clear what has learned, what should be observed, and even why pre-service teachers visit the school due to the complexity of elements involved in an actual school teaching environment. In this sense, it may be that a purposefully well-organized school visit can potentially provide pre-service teachers with more authentic sources of learning to maintain their self-perception before and after the practicum. Nonetheless, what can account for such the decrease in self-perceived teacher aptitude remains at the center of further discussion. Let us turn to a more descriptive analysis to seek what might account for the gap.

## (2) Plausible account for the gap

Based on diagrams (see Appendix) created through the KJ method analyses, it appears that the current teacher-training program seems to be significantly beneficial for pre-service teachers due to the fact that it successfully brought them a fair level of understanding of actual teaching profession (ref. “better understanding of teaching profession”) through experiences. Some excerpts clearly imply such effectiveness as in “Conducting a teaching simulation few times helped me plan classes and became used to nervousness” (ref. EG8), “It was good to take Moral education course and deepened my understanding of its difficulty to teach at school” (ref. EG10), “Monitoring students by walking around class” (ref. EG25). In short, it can be said that experiential activities taking place within the program sufficiently attenuated pre-service teachers’ worries and advanced their teaching skills adhering to a real teaching context, both of which are requisite for success in the teaching practicum.

The diagram also denotes that experiential activities took place out of the program also served as a trigger to help junior and senior high school students engage in rich communicative interaction as demonstrated by comments such as “I am glad that I have experienced English play. My students showed interest towards my experiences as the university student” (ref. EG3), “Not only classes but also my study abroad experiences were helpful to draw students interest towards English learning” (ref. EG5), and “My job-hunting experiences enabled me to give proper advice to students” (ref. EG18). Taken together, the experiential activities in and out of the program successfully provided pre-service teachers with substantial benefits regarding teaching as a profession and with the ability to create a successful lesson at a satisfactory level (ref. “voluntary efforts are rewarding”).

Then, why did their self-perception of teachership aptitude decrease? In contrast to the positive impression of what the pre-service teachers gained from the program provided, some of the comments might account for why this decrease occurred. They commented, “I should have experienced more of reality of teaching profession more voluntarily” (ref. ER1) and “I wish I had more chances to observe how in-service teachers would respond to students’ various behaviors and questions through interactions” (ref. 8) depicted that the current program still deserves further modification by the nature of what they learned (ref. “Demands for richer experiences in actual schools”). In particular, as some of pre-service teachers commented, “I should have had more opportunities to interact with kids and support their study” (ref. ER2), “I should have understood how to communicate with students. I did not what to do when I had to talk to students out of the class. I wished we had a learning opportunity to interact with students as teacher” (ref. ER4),” and “I should have had more opportunities to interact with junior and senior

high school students so that we could have become more capable of smooth communication with the students and built a rapport” (ref. ER16). Such acknowledged shortage of actual interaction might have caused pre-service teachers to suffer from discomfort as well as anxiety when they were in their teaching practicum (ref. “Poor social interaction with students at school visits”).

In addition to the interaction shortage, pre-service teachers in the program also realized what was lacking for successful service in their practicum. Namely, some experienced a lack of professional skills such as documentation, time management, and handling students’ problems at a satisfactory level as seen in “Creating a lesson plan on a basis of template used in actual teaching at school. It was embarrassing that the vice principal corrected my lesson plan at various parts” (ref. ER18), “I should have experienced a full-length teaching simulation. I was not successful on time management in the beginning of my teaching practicum” (ref. ER19), and “I should have learned through role-plays so that I would be able to deal with problems commonly seen in school” (ref. ER24). Such accumulated unsuccessful experiences during the teaching practicum might have perceptibly lowered their self-perception eventually.

Subsequently, such dearth experience of pre-service teachers might have led them to realize the importance of individual activities outside of the program (ref. “Active involvement in out-of-curriculum activities”). More specifically, some lamented such point as in “I should have participated in more education-oriented event” (ref. ER3) and “I could have told my students various stories if I had more experiences abroad” (ref. ER26), pre-service teachers realized the value of various experiences in diverse learning activities so that they could have successfully drawn their students’ interest into learning English (ref. “Voluntary participation in professional development”). Such excerpts well depict a lack of authentic experience during their learning.

In order to make the pre-service teacher-training program be more vigorous, then, we should either bring real social interactions into the program or hold class where the social interactions are in practice (Sugihara, 2015). According to our results, it is clear that more simulated experiential learning as well as more direct experience-oriented learning should be implemented while more indirect expedient is commonly grappled in today’s teaching profession (Kawashima, 2015). At the same time, however, we should also acknowledge that direct experiential learning is not as helpful due to the variety of imperceptible elements involved in actual school teaching (Sugihara, 2015). This is in line with our data that pre-service teachers thought role-plays could be helpful since in such a simulated teaching practice, a particular issue can be solely addressed as a focus of learning. Pre-service teachers can experience how to deal with unexpected issues as in ER24.

Putting the above together, a scarce simulated experiential learning might have hampered the growth of pre-service teachers’ self-confidence towards teacher profession highlighted by the earlier questions. In other words, pre-service teachers might have lowered their self-perceived teachership aptitude due to such an inauspicious start in their teaching career due to lack of authentic social interaction with targeted students. If that is the case, the pre-service teacher-training program should provide more prudently simulated learning opportunities so that lowered teachership aptitudes can be prevented by richer experiential learning such as the service learning. The service learning is highly suggested to be in practice in near future (Central Education

Council, 2015) or already in practice (Kawashima, 2015). In doing this, pre-service teachers can develop an ability to adapt to unexpected events and the ability to foresee what will happen next (ref. “Poor social interaction with students at school visits”).

Before we address pedagogical implication in terms of Active Learning based pre-service teacher-training program in university, a few points deserve further consideration. First of all, Active Learning is not panacea for every single issue identified in learning. In fact, some of the studies did not find any correlational relationship between active participation in class and grades, which indicated even if learners actively engaged in class through any means of Active Learning, it does not necessary entail better learning outcomes (Goya, 2016). Yet, it sounds fairly obvious that teachers with rich learning experiences through Active Learning will become competent enough to foster active learners in their classes. Besides, Active Learning is not a particular type of learning applications; rather, it is an idea whose primal objective is to develop various abilities and its application should be viewed as continuum from shallow to deep (Matsushita, 2015) rather than polarized. Therefore, conducting Active Learning based curriculum will cultivate pre-service teachers’ self-confidence, which will eventually enrich their motivation to continue the career and serve as Active Learning teacher with a full of responsibility. In this sense, learning experience at this stage becomes crucial for the pre-service teachers in forthcoming pedagogical shift.

Some may also argue that experiencing such an intricacy of teaching profession should come after they start the service because time is limited and pre-service teachers should build foundation of the teaching career first (Kawashima, 2015). This is an understandable concern; however, we are not saying that the pre-service teacher-training program in the next era should solely consist of experiential learning. For a clearer review on experiential learning, some clarification might be helpful for the program development. In principle, experiential learning is the part of active learning which cannot be simply defined as learning by actual engagement in a real context (Mizokami, 2014). According to Sugihara (2015) instead, experiential learning can be categorized into three types: direct experiential learning (e.g., teaching practicum), simulated experiential learning (e.g., micro-teaching), and indirect experiential learning (e.g., debate or project-based learning).

Considering the above points collectively and pedagogically, what should be taken as pedagogical implication of the current finding is to employ each of the types complementary to construct the well-developed teacher-training program in the university (Sugihara, 2015), which is feasible within a four-year program as carried out in many other institutions. It is true that achieving such objectives in four years may sound too audacious to hope for. Thus, what becomes more important is that the program needs to refine what should be taught before the practicum and what should be achieved during the practicum by adapting the social reformation taking place in Japan.

The current investigation is not exempt from some limitations, of course. That is, what is drawn here is not generalizable to other cases in any other institution due to methodological limitations; the current investigation only had 32 participants. It is still worthwhile, though, to share such case in particular situation so that accumulated evidence will widespread a needs of authentic social interaction through active learning based so that teacher-training program in the forthcoming change in education will function to train teachers needed by society. Furthermore,

the current study focused on emic view on collected data. In order to corroborate what was found in the present investigation more objectively, more quantitative approach should be applied to triangulate in future studies.

## 5. Conclusion

Given that many of pre-service teachers benefited from experiential learning and activities in and out of the program, it is of course necessary to continue such efforts to enhance a pre-service teacher's appreciation of the teaching profession including understanding teachers, students, schools, lessons, and others, that is often unobservable during arranged school visit. Despite such acknowledged advantages of the program, however, we also have to conclude that the ability to adapt unexpected events in classroom and skills to execute well-designed lessons were not taught at a sufficient level, which is identified in the students' comments. Therefore, as far as the quality of the program content is concerned, some improvement seems necessary to be carried out. Nonetheless, the present study speculates that, in order to draw a pre-service teacher's attention to the unique diversity of learners in classroom interaction, it is urgent that the teacher-training program offers in-depth interaction during school visits so that prospective teachers experience authentic social interaction through active learning. This will result in maximizing their self-esteem as teachers and subsequently help their future students become active learners in the forthcoming shifted educational paradigm. Active learners who know the essence of AL teaching from their own learning experiences will foster active learners, which in turn results in converting teaching and learning philosophy into what is defined by MEXT. That is, a prospective learning outcome in the next paradigm based on what the students (i.e., pre-service teachers) can do rather than what they know at the completion of teacher training program.

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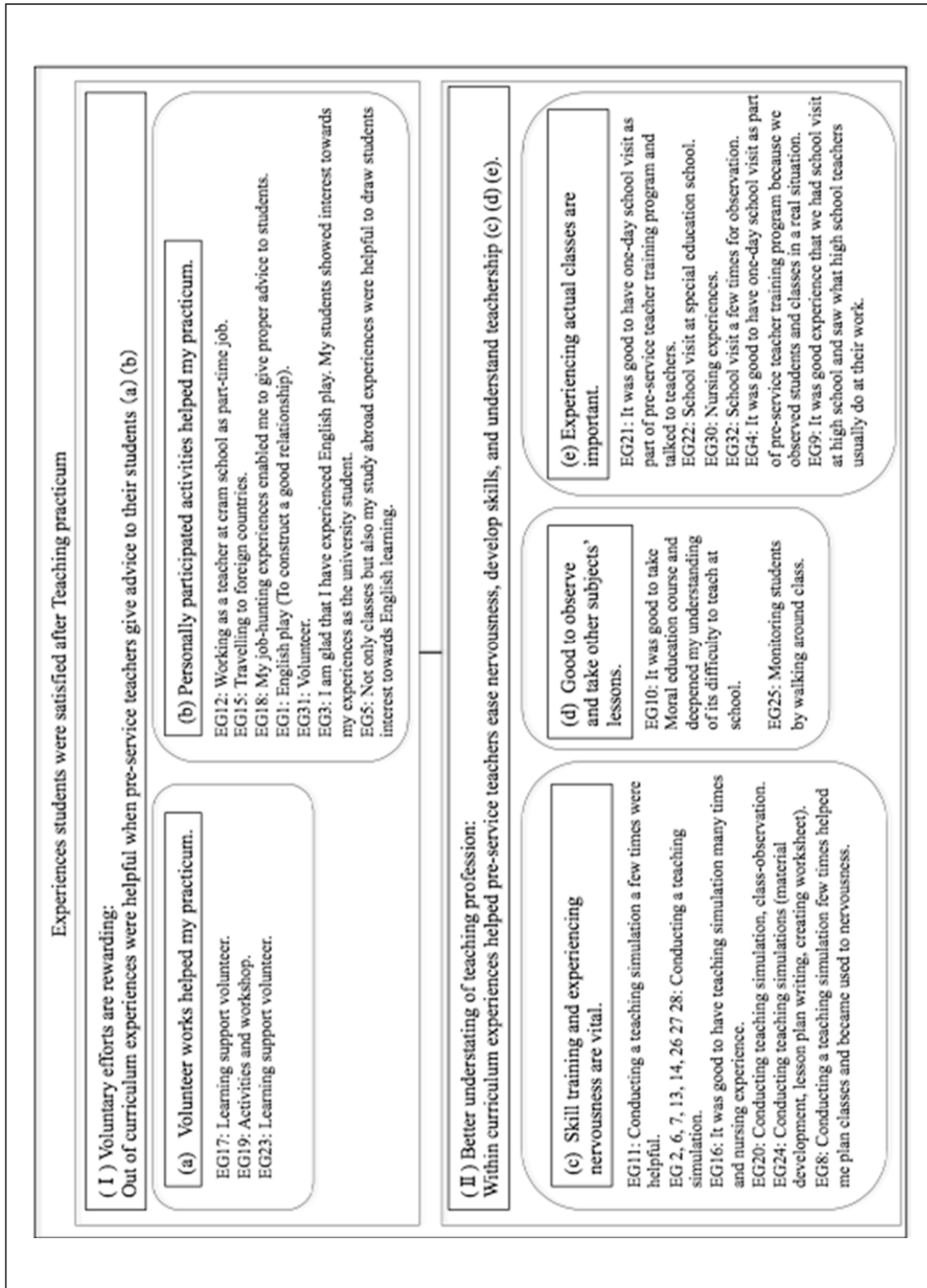
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7. Appendix

(1) Diagram of “Experiences students were satisfied with after teaching practicum”





(2) Diagram of “Experiences students wished to have prior to teaching practicum”

