

The Need to Create a Competency Framework for Teachers of EAP (CFTEAP) for Japanese Universities

**BALEAP PIM: From EAP Teacher
to EAP Teacher Educator
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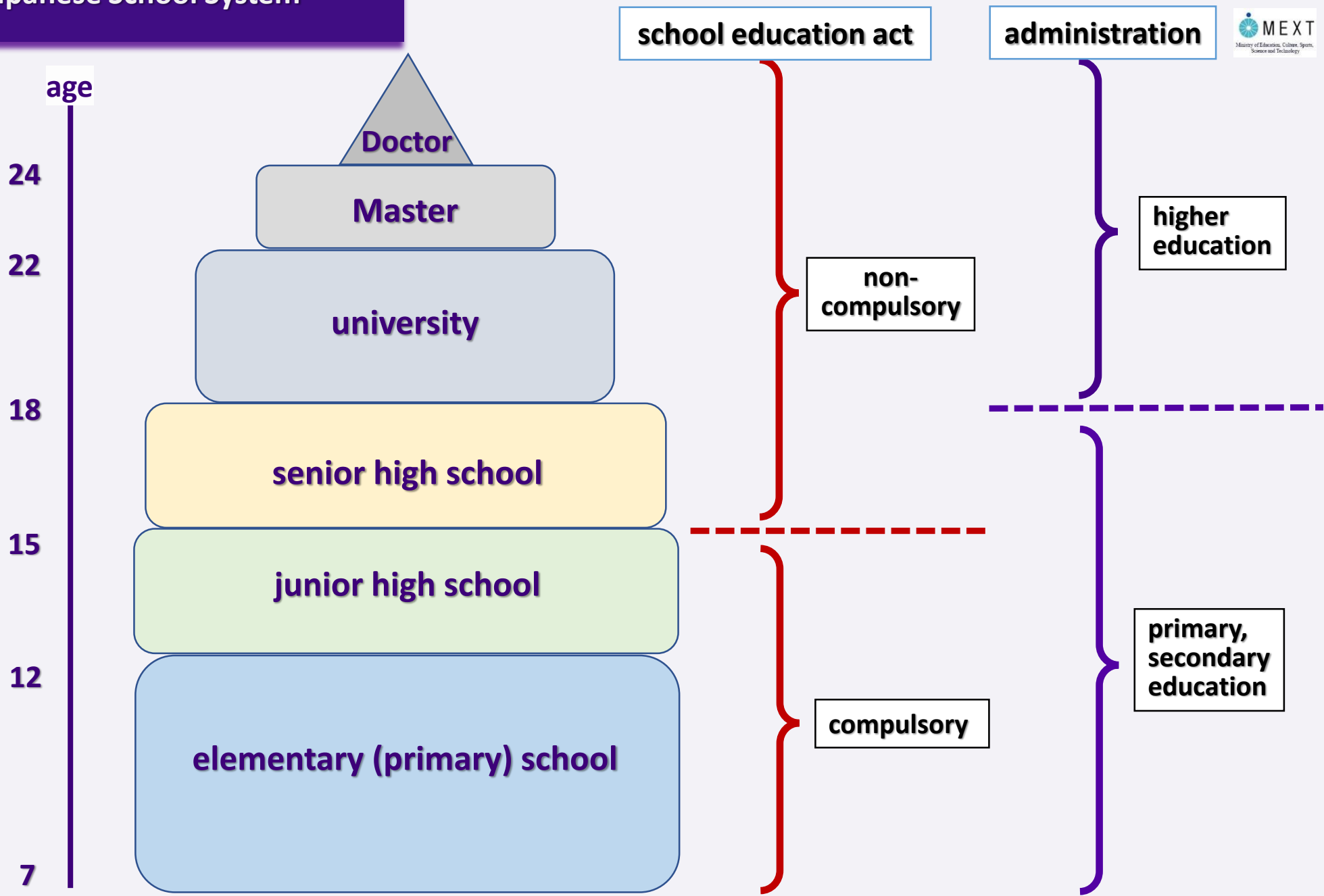
01

Background

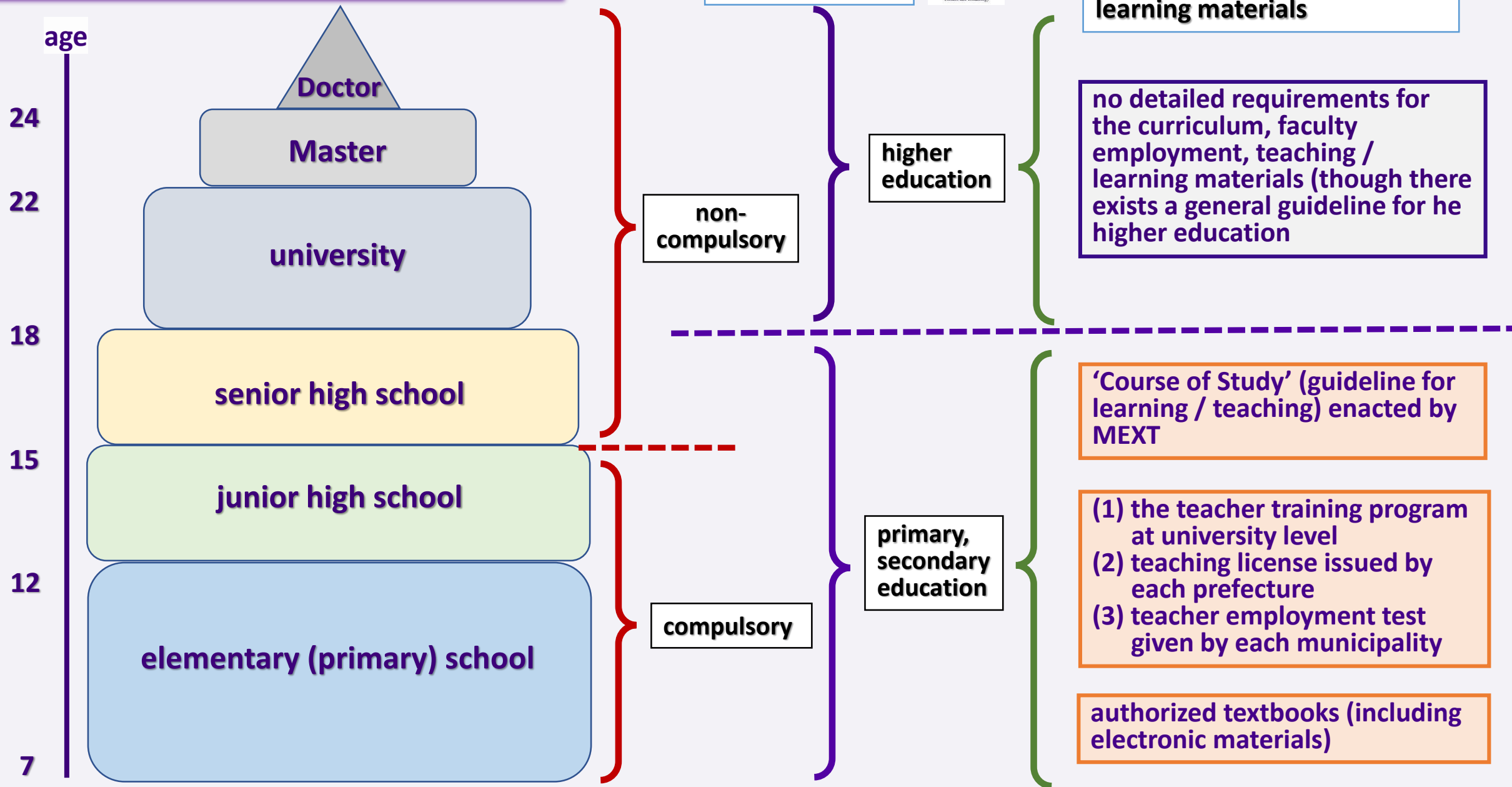
01-1 Modern Japanese School System

01-2 A Brief History of Japanese School System

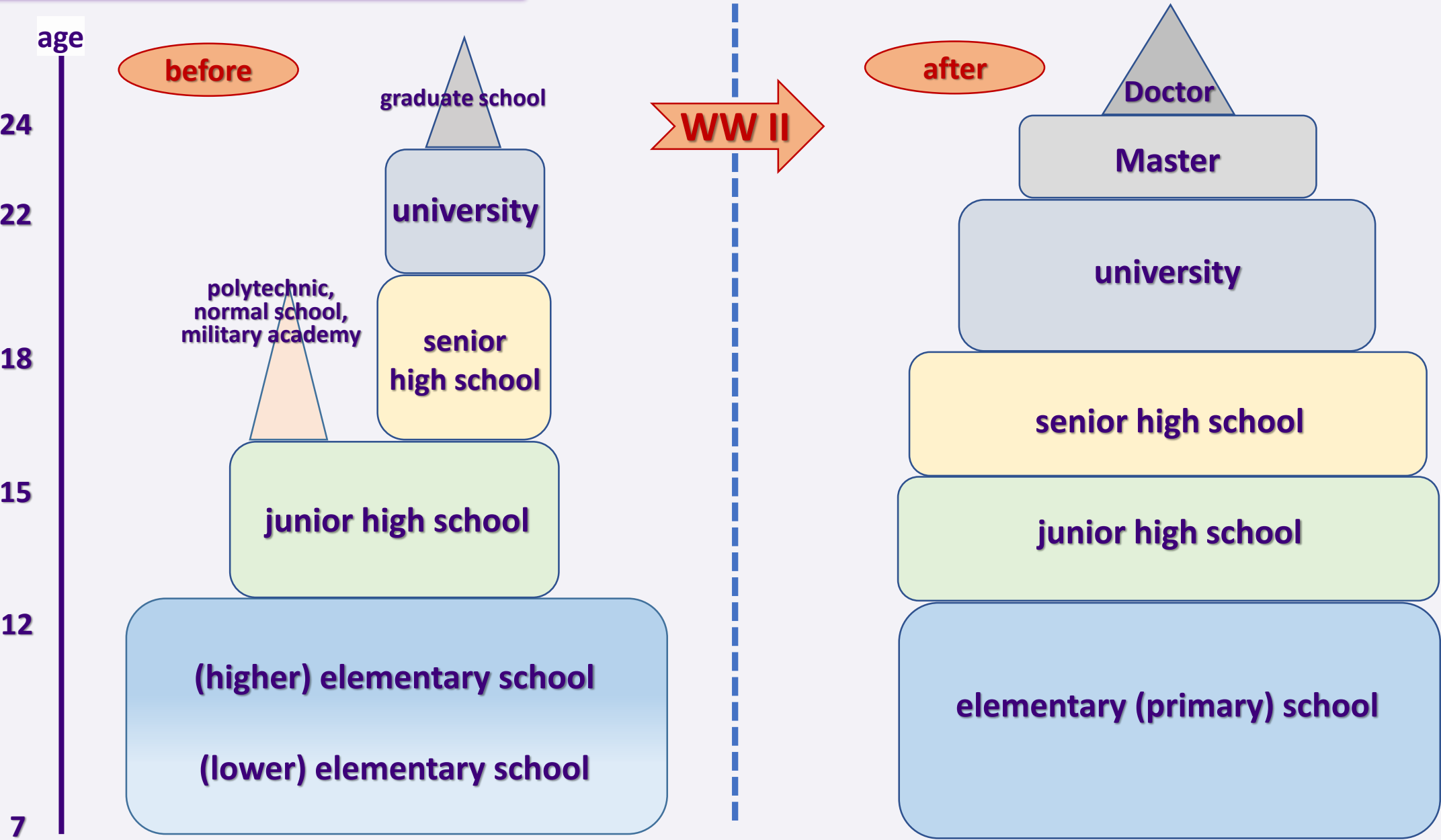
01-1 Modern Japanese School System



01-1 Modern Japanese School System



01-2 A Brief History of Japanese School System

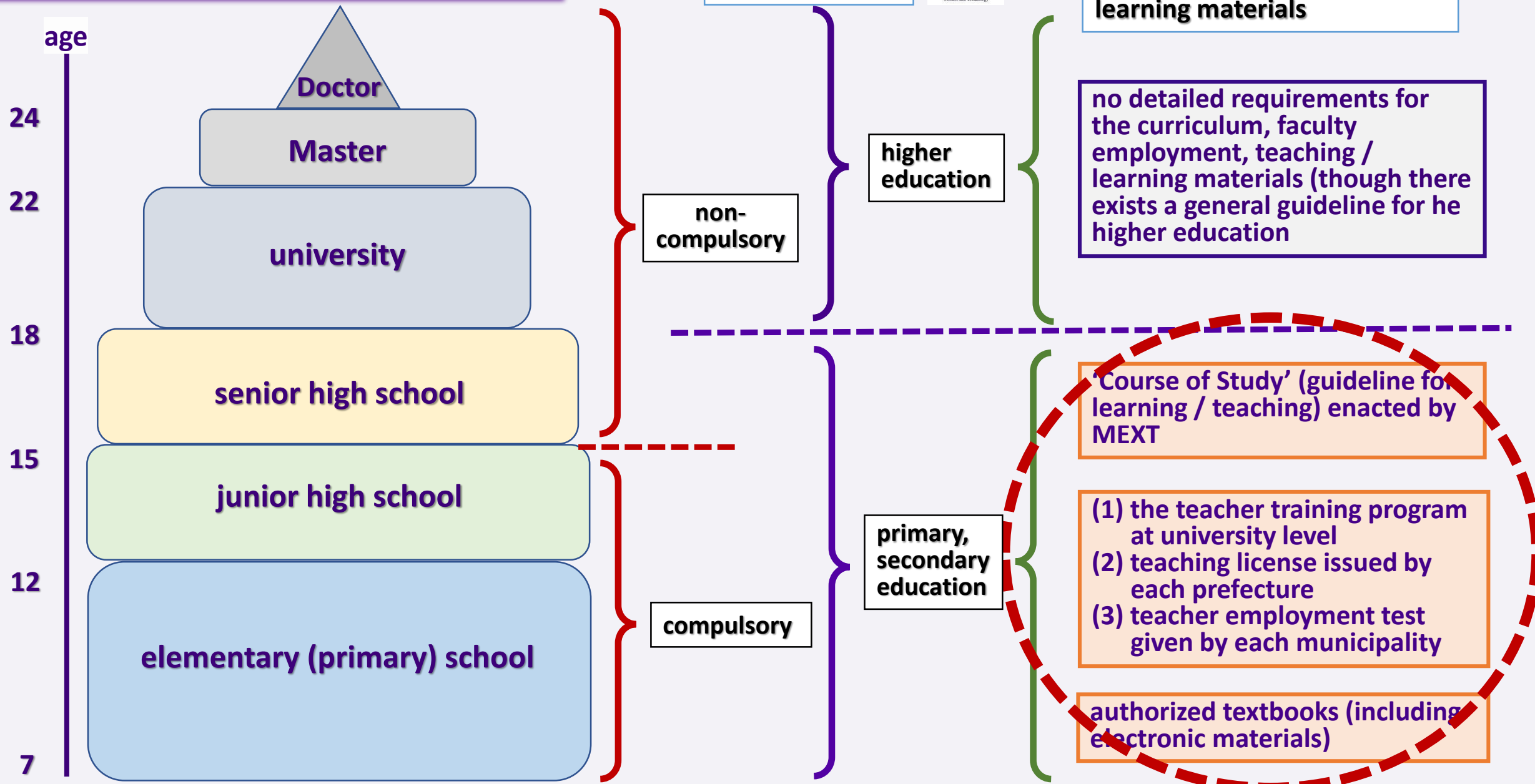


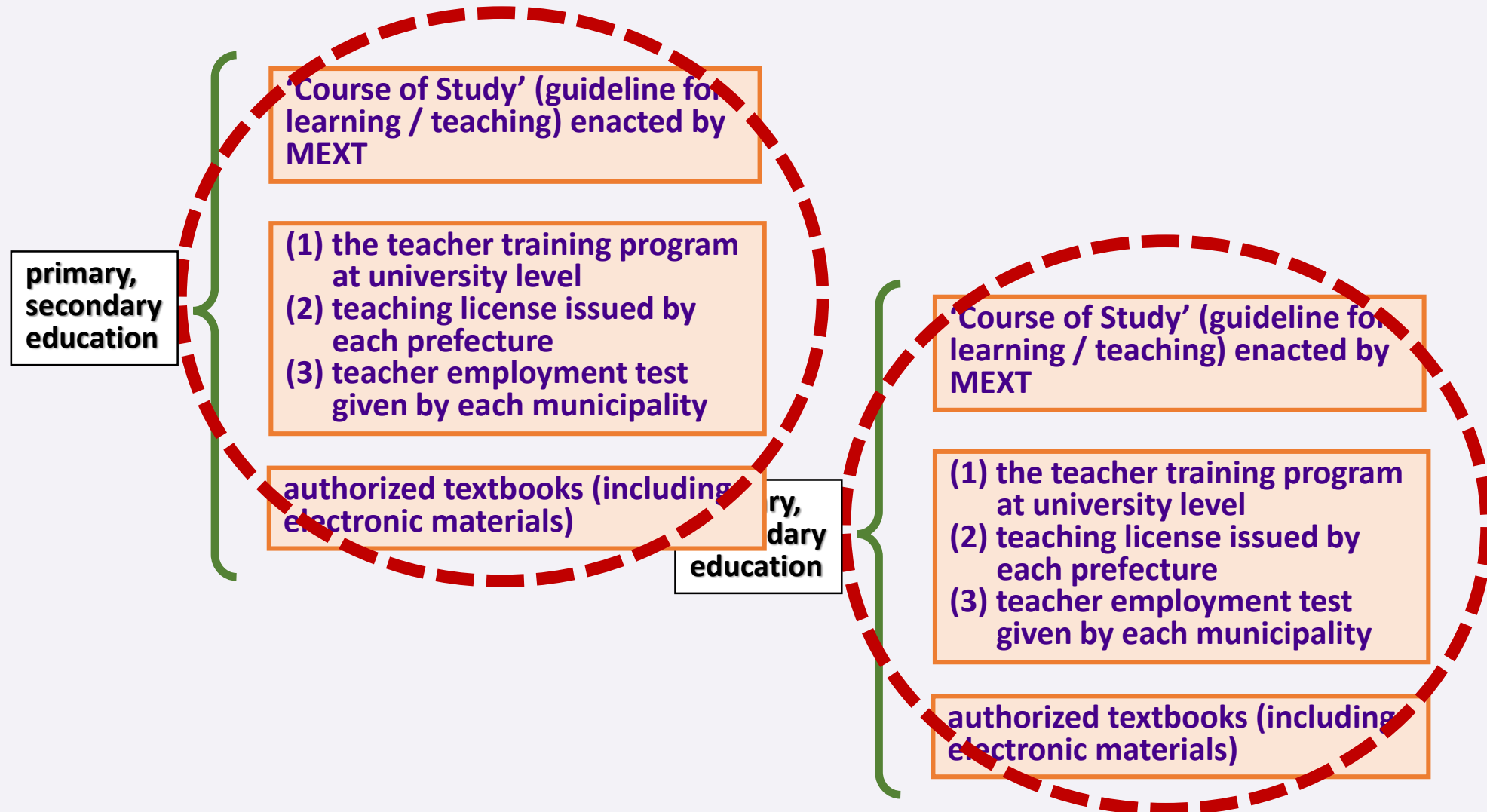
02

Teacher Qualification: Japanese Teachers of English

02-1 English Teachers for Primary / Secondary Education

02-2 English Teachers for Higher Education





- (1) Japanese university students who wish to become teachers must complete all required courses (including student-teacher practice) offered in university **teacher training programs**.
- (2) Students must then obtain a **teacher's license** issued by their respective prefectures.
- (3) Teacher license holders and prospective licensees must take and pass the annual **teacher recruitment test** administered by each local government in order to be actually employed as teachers in elementary and secondary schools.

'Course of Study', revised approximately every 10 years, is the basis for teaching Japanese children what they should learn and what they should be able to do, regardless of the area they live in, the school they attend, or the textbooks they use. MEXT expects that schools and teachers will use the Course of Study as a fundamental guideline, and add their own originality and ingenuity in teaching content and materials according to the region and the children's circumstances.

primary,
secondary
education

'Course of Study' (guideline for learning / teaching) enacted by MEXT

Every time when the Course of Study is revised, textbooks are revised accordingly to ensure that the teaching materials are suitable for children to develop their abilities. The textbooks are then **reviewed** by an advisory body of MEXT; after passing the review, they are called **'authorised textbooks'**. English language classes are taught in junior high schools using authorized textbooks published by 6 different publishers; in high schools, about 12 types of authorized textbooks (including one published by CUP) are used.

- (1) the teacher training program at university level
- (2) teaching license issued by each prefecture
- (3) teacher employment test given by each municipality

authorized textbooks (including electronic materials)

primary,
secondary
education

Requirements in teacher training program

Japanese university students who wish to become English language teachers must complete all required courses (including student-teacher practice) offered in university teacher training program. Approximately 10,000 students get English teacher’s license every year, and less than half of them pass the teacher recruitment test and get a teaching job.

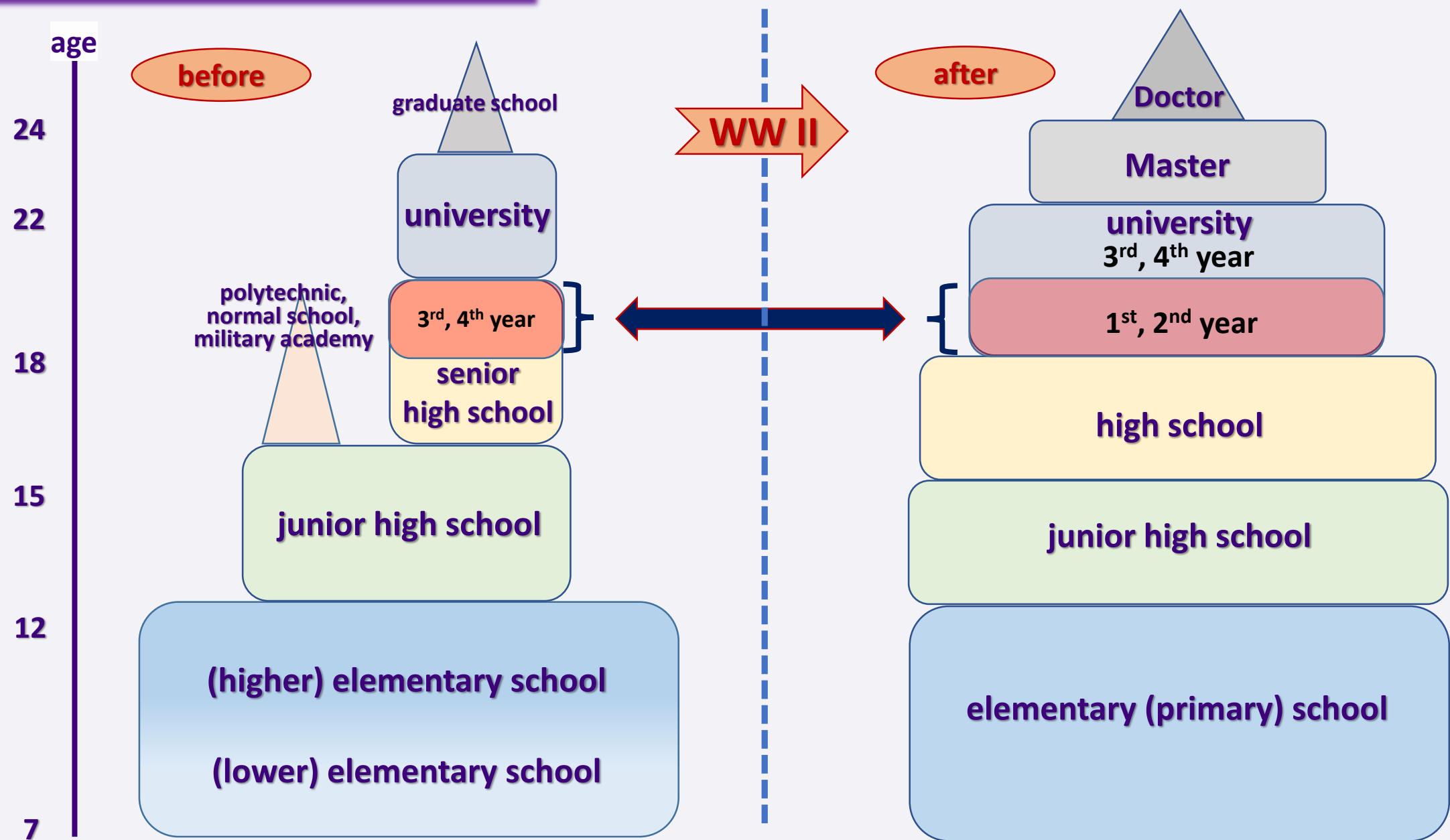
minimum requirement

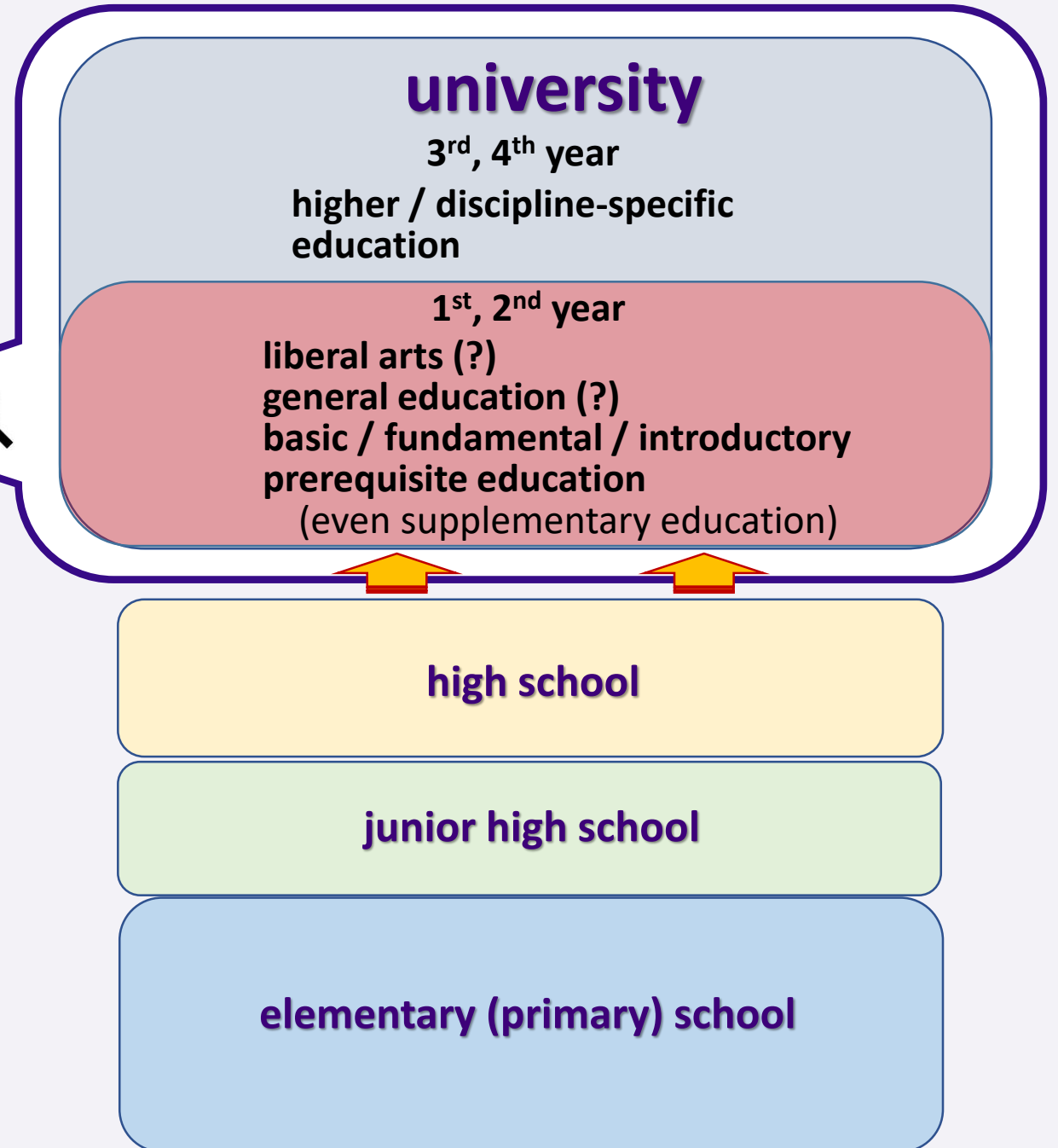
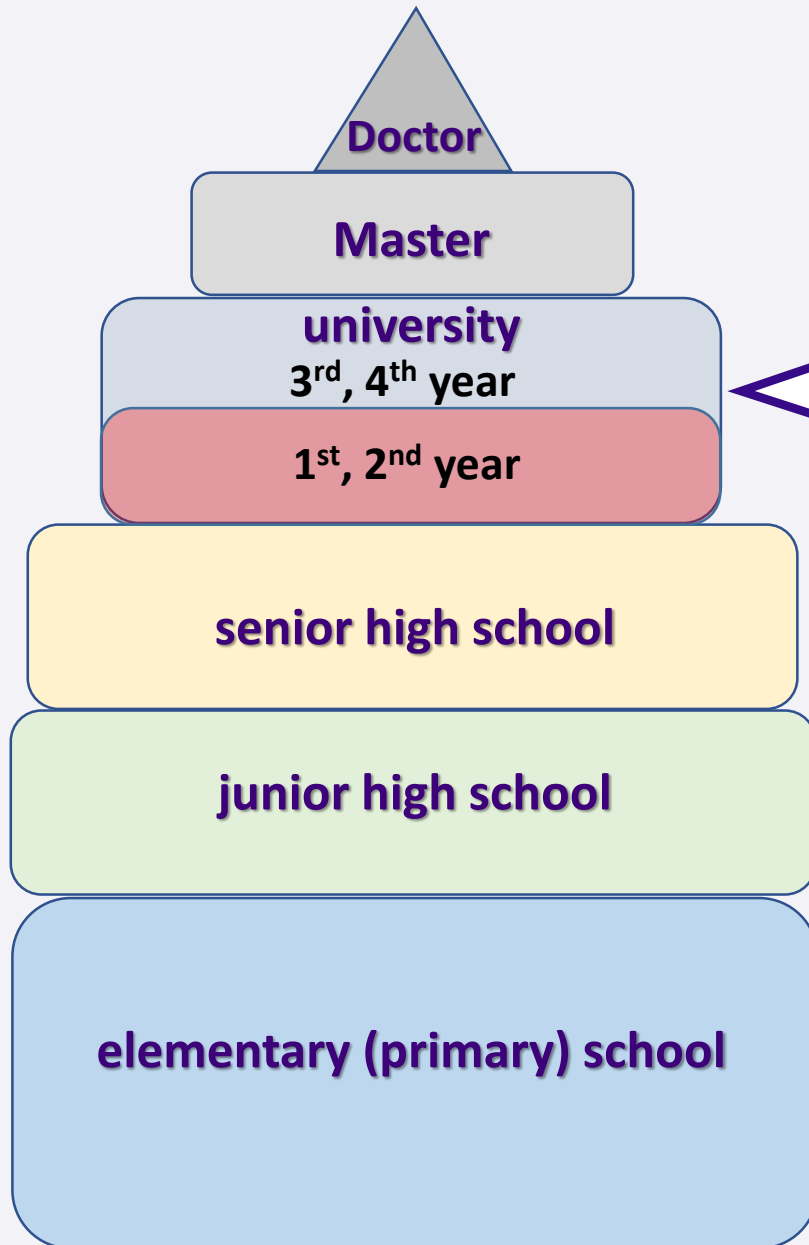
- Japanese Constitution
- Physical Exercise
- English Conversation
- ICT Literacy

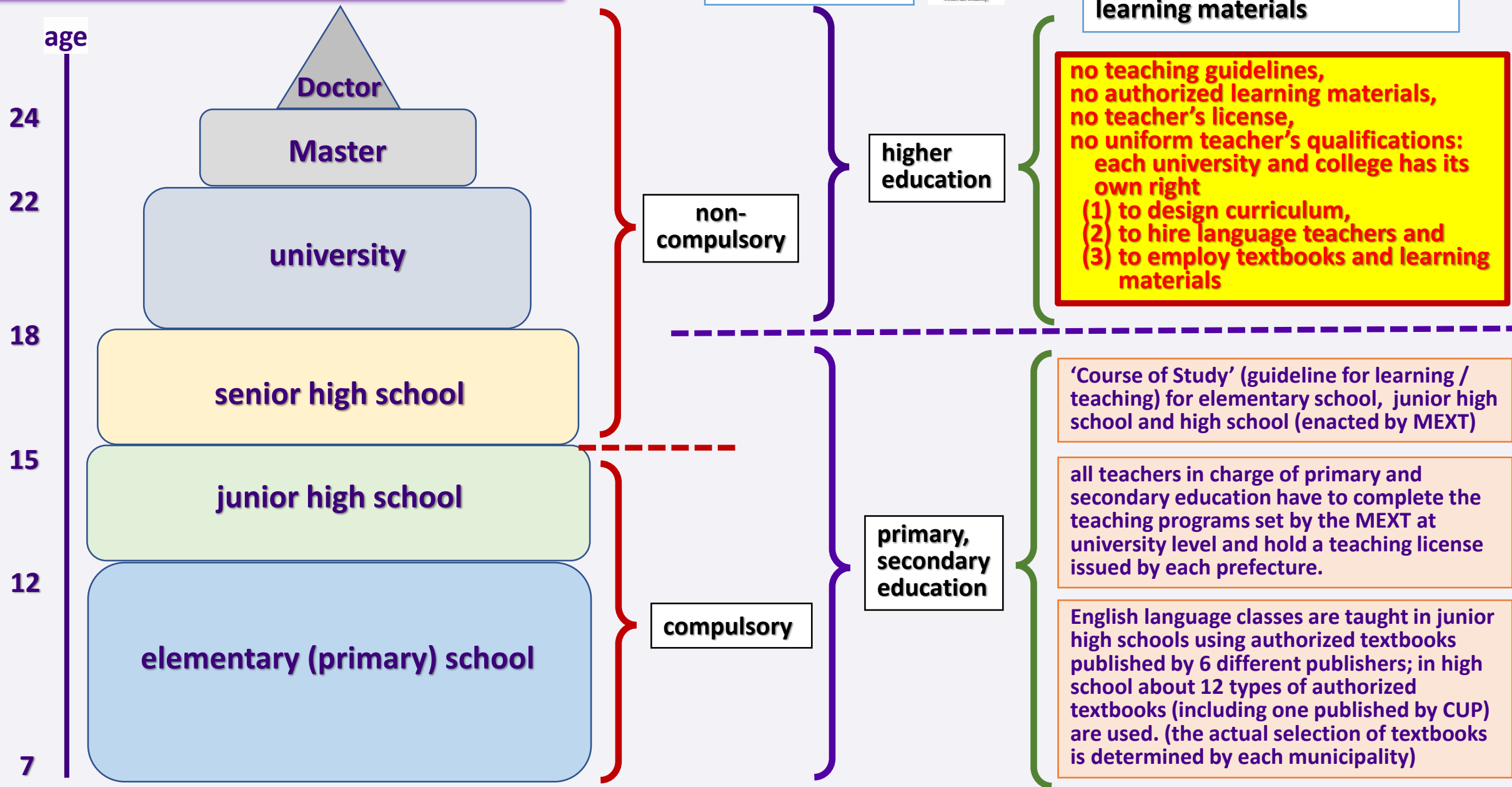
curriculum design,
assessment, testing
theory, statistics, etc
are not involved

- Introduction to English Linguistics
- English Phonetics
- Introduction to Am / Br Literature
- Theme Writing
- English Composition
- Public Speaking and Presentation
- Debate
- Critical Reading
- Cross-Cultural Communication

- Introduction to the Teaching Profession
- Principles of Education
- Educational Psychology
- Educational System
- English Pedagogy
- General Pedagogy
- Ethics Education
- Extracurricular Activities
- Classroom Management
- School Counseling
- Teaching Practice (Student-teacher)
- Seminar in Practical Teaching









03

Japanese EAP Teachers: Qualifications and Employment

03-1 JREC-IN

03-2 Qualifications for Employment


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 国立研究開発法人
 科学技術振興機構
 Japan Science and Technology Agency

Career support portal site for all researchers and research staff who are pioneering innovation

[▶ more](#)

Notifications

- ▶ 2022/09/13 [Changes with 9/13 system maintenance](#)
- ▶ 2022/08/04 [Changes with 8/4 system maintenance](#)
- ▶ 2022/07/05 [Changes with 7/5 system maintenance](#)

[▶ more](#)

Job posting search 720 job posting(s)

Keyword
 Work location
 Research field
 Job type
 Multiple conditions

Keyword search [Search](#)

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Matching e-mail settings

Job postings under consideration


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 国立研究開発法人
 科学技術振興機構
 Japan Science and Technology Agency

Top > Job posting search

Job posting search

Search results list - Search by Keyword

Search Conditions

Include all **English education** keywords

Search results - 340 job posting(s) [To advanced search](#)

To view detailed information, click the [Title] of job postings in the list.

Sort by : Date of update | [Application period](#) ◀ Prev. 10 | 1 | 2 | 3 | 4 | Next 10 ▶

Date of update	Application period	Title, Institution [Research field], Job type, Employment status
2022/10/18	2022/11/30	NEW Assistant Professor of English Temple University, Japan Campus [Humanities-Linguistics] Assistant Professor level Full-time(Nontenured)
		NEW Associate Professor or Lecturer Position at Institute of Science and Engineering, Electrical and Electronic Engineering, other than

For Recruiters
Recruiting institutions

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Personal information to recruiting institutions (for job applicants)

Inquiry e-mails from recruiting institutions

Matching e-mail settings

Job postings under consideration

excerpts from JREC-IN
(with 'English education'
as a searching keyword)

Job title
Institution
Department
Content of job
Research field
Job type
Employment status
Work Location
Qualifications
Compensation
Application period
Selection
Notification of result
Contact details

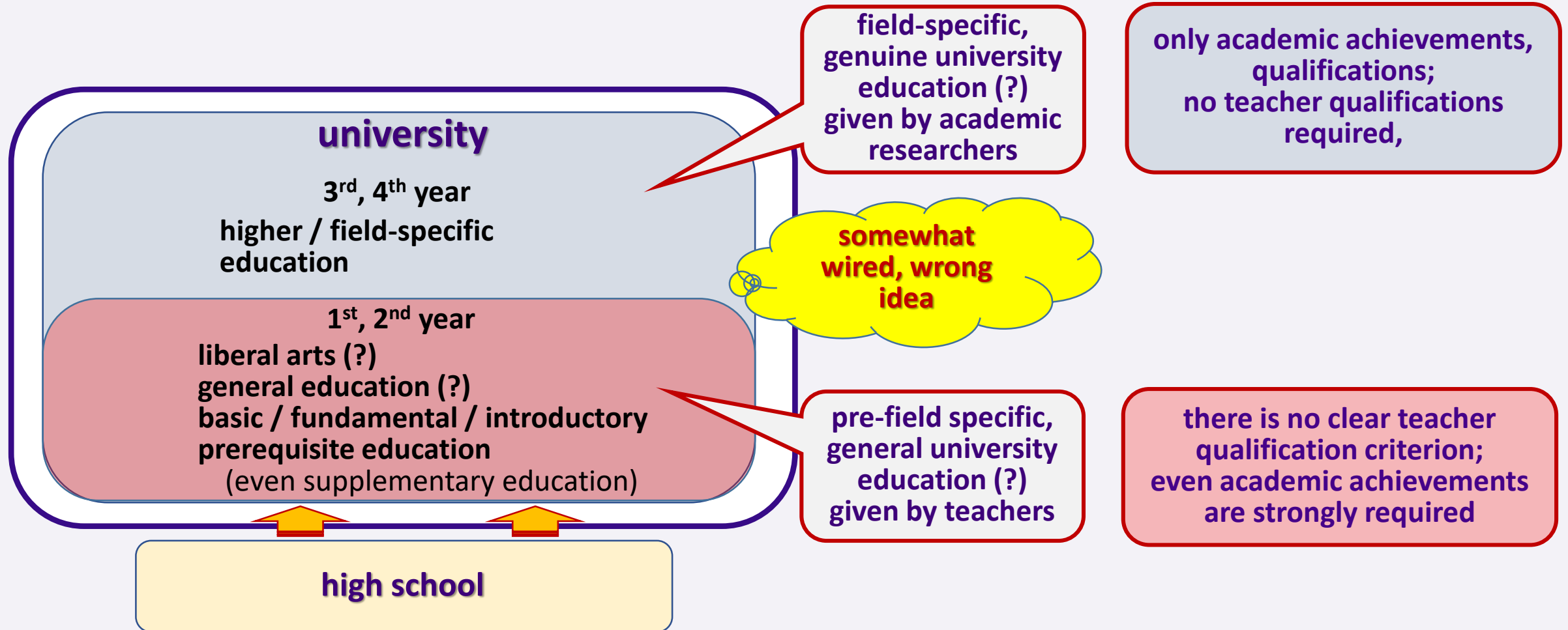
1	Doctoral degree, or the prospect of obtaining a doctoral degree prior to the date of appointment
2	Publication record with academic publishers and/or reputable academic journals in the field of study in English.
3	Ability to conduct classes and all tasks described above in English and Japanese language.

1	M.A. in TESOL or related discipline focusing on language acquisition and language pedagogy.
2	Record of successful teaching in courses that focus on general English for communication and published copies to show evidence of scholarly works.
3	Two years of experience teaching academic English to speakers of other languages in a university setting or equivalent is desirable.

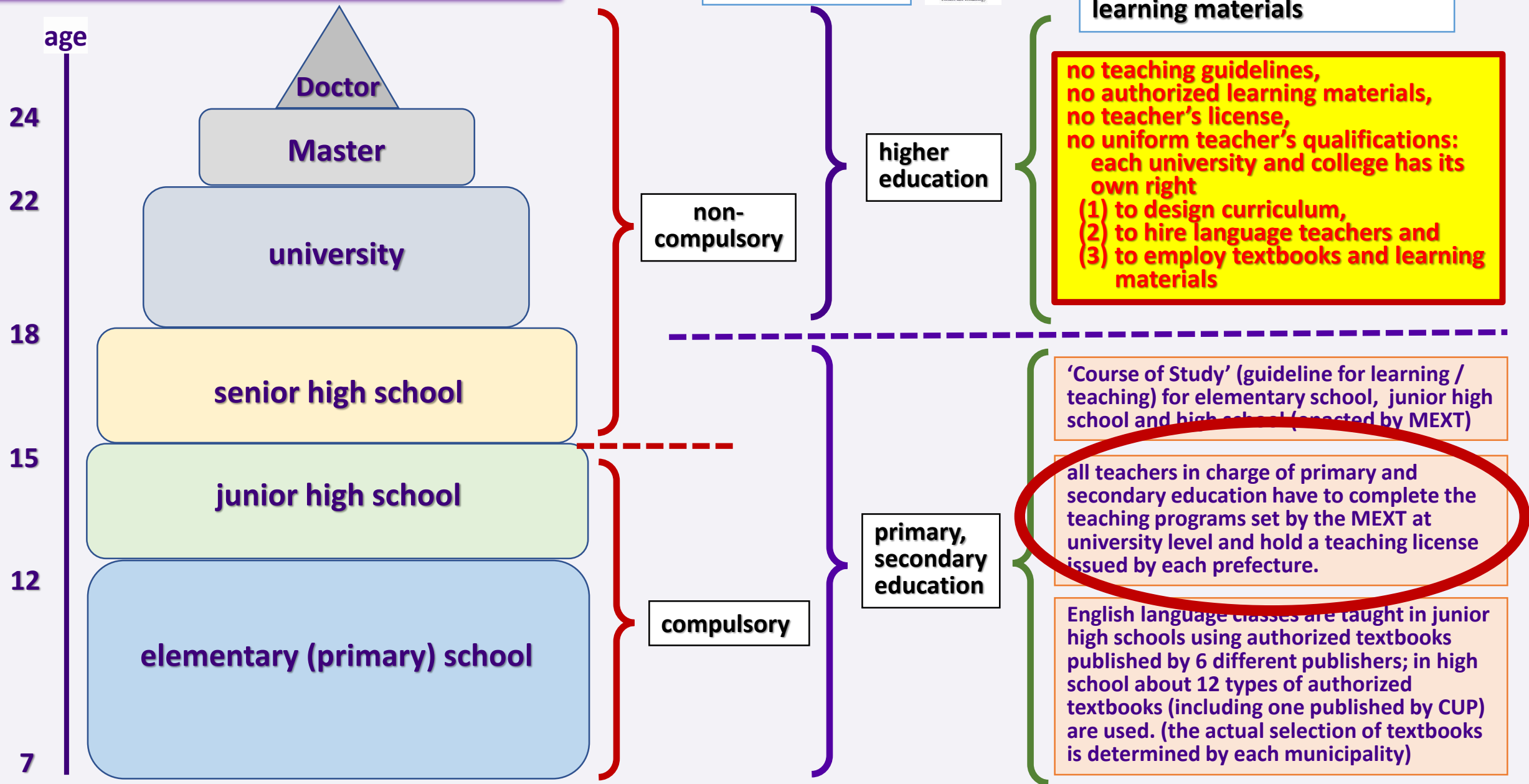
1	A master's degree in TESOL, English education or a highly related field, or equivalent knowledge or experience.
2	Native speaker of English or near native speaker ability. (For non-native speakers of English preference will be given to those who are able to present us with a TOEFL score report of 600 or its equivalent which is no more than two years old.)
3	Experience teaching at the college level preferred.
4	Conversational Japanese ability preferred for non-Japanese applicants.
5	Preference will be given to applicants with relevant experience.

1	A PhD or EdD in writing studies, rhetoric and composition, applied linguistics, TESOL or a terminal degree in another closely related field
2	At least three years of successful experience teaching first-year composition in a U.S. university setting
3	Knowledgeable about contemporary approaches to teaching academic writing and experienced in effective classroom pedagogy
4	A solid record of scholarly publications and presentations, and an on-going research agenda

03-2 Qualifications for Employment



03-2 Qualifications for Employment



04

A Practice Report: E(G)AP Curriculum at Tohoku University

04-1 Tohoku University and E(G)AP

04-2 Core Skills, Curriculum and Learning Materials



Tohoku University is the third largest and third oldest Japanese national university established in 1907. (10 departments, 18 graduate schools, 7 research institutes, 11,000 undergraduate students, 8,500 graduate students)

As it is a research-oriented university, the English teaching objectives for Tohoku University can naturally be defined as EAP.

Within the framework of 'general education', which encompasses the first half of undergraduate education, Tohoku University has defined the English language teaching objectives as EGAP to develop basic EAP skills while keeping in mind the smooth transition of English learning from Japanese high schools.

EAP education at Tohoku University

3rd, 4th year objectives

Clearly stated educational objectives: EAP
(within the framework of higher / field-specific education)
(English skills measurable by *TOEFL iBT*® test)

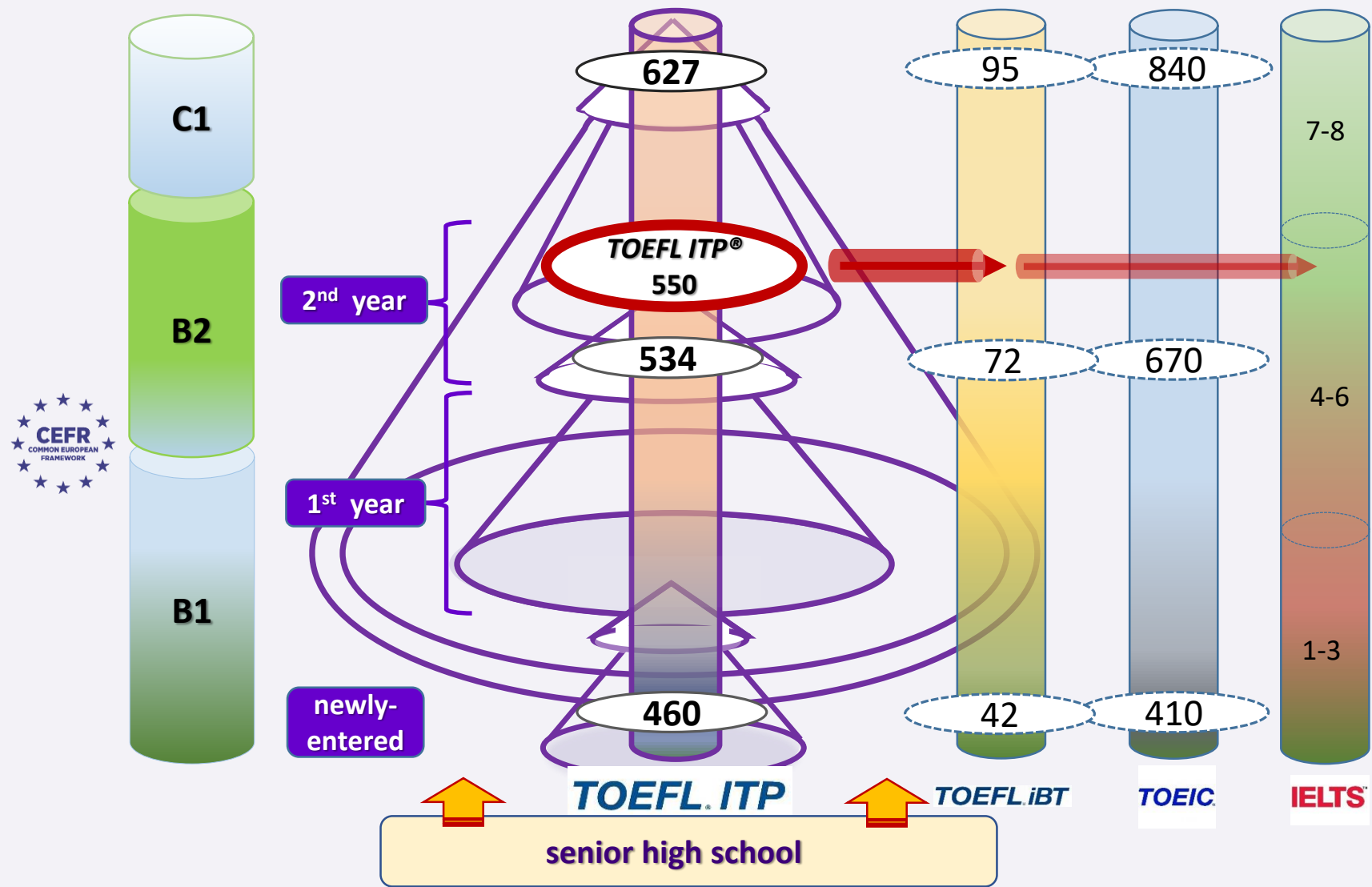
EGAP → EAP → ESAP

1st, 2nd year objectives

Clearly stated educational objectives: EAP
(within the framework of general education)

Basic EAP skills = EGAP
(English skills measurable by *TOEFL ITP*® test)

high school English → EGAP
(smooth transition to EAP learning for new students)



Core skills for EGAP

- Word Parts
- Synonym Vocabulary
- Skimming and Scanning
- Paraphrasing and Summarizing
- Note-Taking While Listening
- Orally Summarizing from Notes
- Interrogatives and Stating Opinions
- Idiomatic Language
- Connotative and Denotative Meanings
- Implications and Inferences
- Paragraph Writing
- Collocations
- Tone of Voice
- Indirect Speech
- Fluency and Pronunciation
- Discussion Strategies
- Essay Writing and the IBC Format
- Citing and Referencing
- Presentation Preparation
- Presentation Strategies

Syllabus template

English I-A

Instructor's name: XXXX YYYY

[All red lettering must be written as is, without modifications or edits.]

1. Class Subject:

[This Class Subject may NOT be subtitled.]

Academic Reading and Vocabulary

2. Summary and objectives of the class:

[This section must contain the following.]

Students will improve their academic reading skills and vocabulary. The course has two objectives:

Objective 1: Improve reading and vocabulary-building skills

Objective 2: Recognize the text's main idea and key information

3. Goal of Study:

[This section must begin with the following.]

Students will learn the following core skills, as outlined in *Pathways to Academic English 3rd Edition*, for each objective:

Objective 1 core skills: (1) Word Parts

(2) Synonym Vocabulary

Objective 2 core skills: (1) Skimming and Scanning

(2) Summarizing and Paraphrasing

[Hereafter, you may freely add additional goals, skills and details.]

4. Contents and Progress Schedule of the Class:

[Teachers must conduct 15 or 16 classes for the entire English I-A co-]

[Describe as clearly as possible the contents and progress schedule of]

<Sample>

Lesson 1: Introduction

Lesson 2: Textbook Chapter 1

Lesson 3: Textbook Chapter 2

Lesson 4: Textbook Chapter 3

Lesson 5: Textbook Chapter 4

Lesson 6: Textbook Chapter 5

Lesson 7: Textbook Chapter 6

Lesson 8: Textbook Chapter 1-6 Mid Term Examination

Lesson 9: Textbook Chapter 7

Lesson 10: Textbook Chapter 8

Lesson 11: Textbook Chapter 9

Lesson 12: Textbook Chapter 10

1

Lesson 13: Textbook Chapter 11

Lesson 14: Textbook Chapter 12

Lesson 15: Textbook Chapter 13

Lesson 16: Textbook Chapter 7-13 Final Examination

5. Evaluation Method:

[If you teach an "Advanced" level class, include the following criteria.]

In principle, an "AA" is given to the top 20% of students and an "A" is given to the next 40%.

[If you teach an "Intermediate" level class, include the following criteria.]

In principle, an "AA" is given to the top 10% of students and an "A" is given to the next 20%.

[If you teach a "Pre-intermediate" level class, include the following criteria.]

In principle, an "A" is given to the top 10% of students.

[Specify the percentages of the evaluation based on class activities, examinations, etc.]

6. Textbook and References:

[You are required to enter the following two textbooks.]

1) *Official Guide to the TOEFL ITP®, Assessment Series*

Educational Testing Service, 2019, ISBN: 1-7331338-0-7.

2) *Pathways to Academic English 3rd Edition*

東北大学出版会 2022, ISBN: rha

[You may also enter additional textbooks and reference materials.]

7. URL:

[List URLs relevant to your course.]

8. Preparation and Review:

[Concretely describe any extracurricular studies you expect students to do.]

9. Practical business:

[You need not enter anything into this section.]

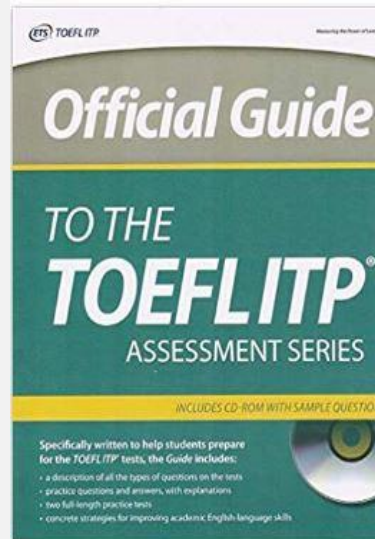
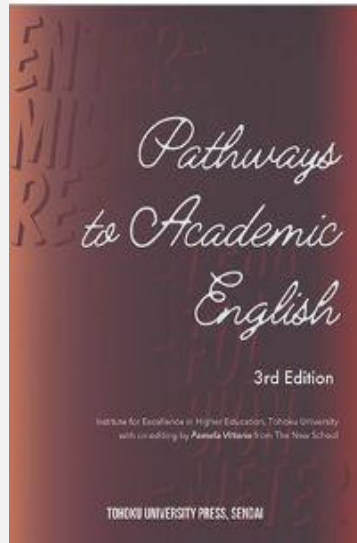
10. Students must bring their own computers to class:

[Be sure to enter "Yes" as per BYOD policy]

11. In Addition:

[Specify office hours, what you want your students to bring to class, etc.]

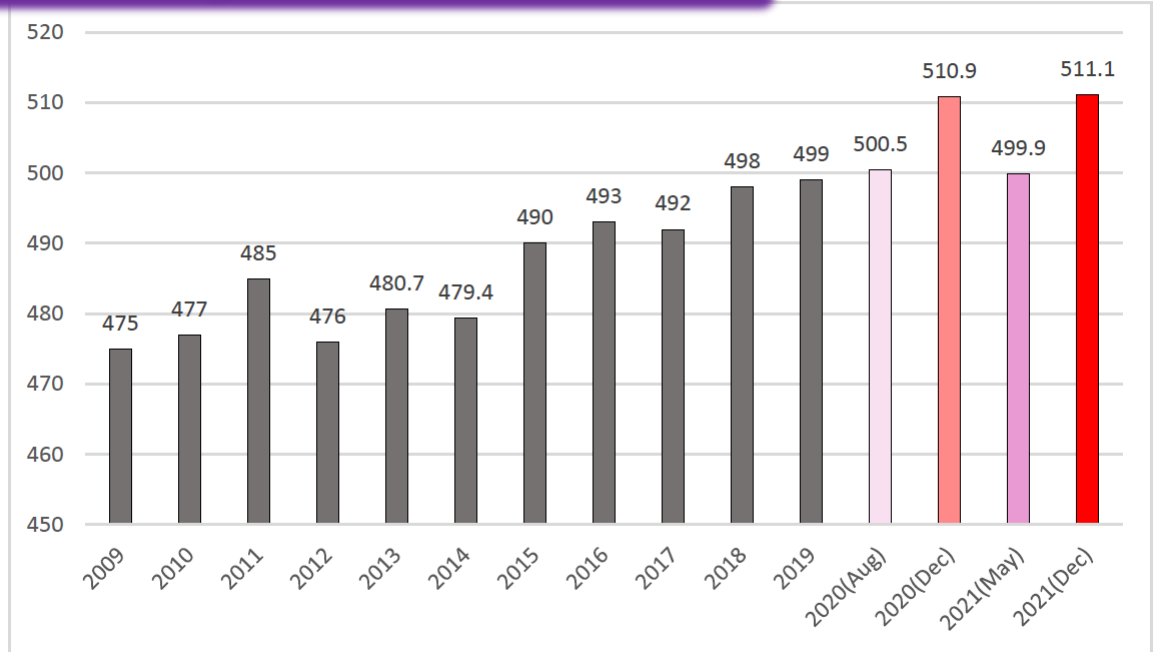
Original materials, Official Guide



Web materials, apps



Average score of TOEFL ITP®



In the new English teacher employment process, we put a heavy stress on the applicants' ability of curriculum development.

We also value their ability to be clearly aware of the place their classes occupy in the overall curriculum.

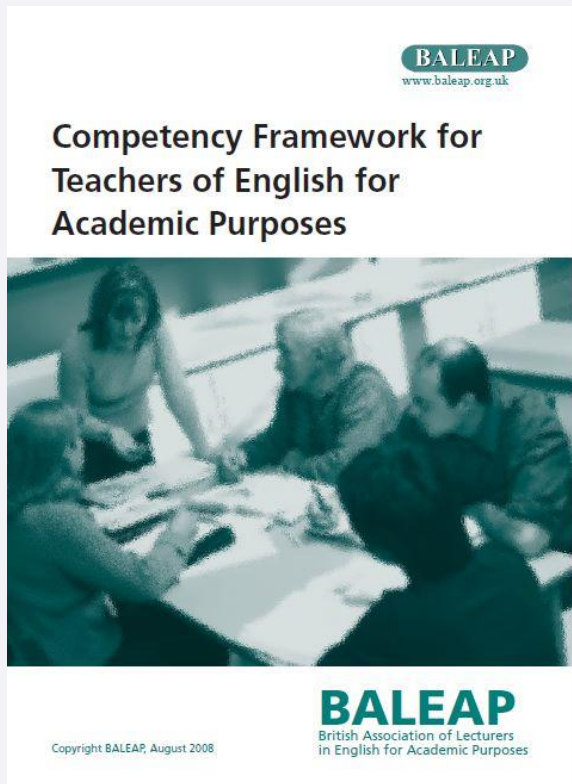
05

Conclusion: A Need for Japanese Version of CFTEAP

05-1 Suggestions from CFTEAP

05-2 Senior High School / University Connection in Japan

05-1 Suggestions from CFTEAP



We want Japanese EAP teachers to

understand the educational policies and objectives of universities

work with subject specialists and understand their perspectives on EAP

have a high level of systemic language knowledge

create an EAP syllabus in the academic context in which the EAP course is located

know the difference between an EAP class and a general ELT class

make an objective assessment of the students' E(G)AP skills

Japanese version of CFTEAP can also be used for

the support of the PD of EAP teachers

the accreditation of EAP teachers

EAP teacher recruitment and selection

EGAP Japan Consortium (established: May, 2022)



[Purposes of establishment]

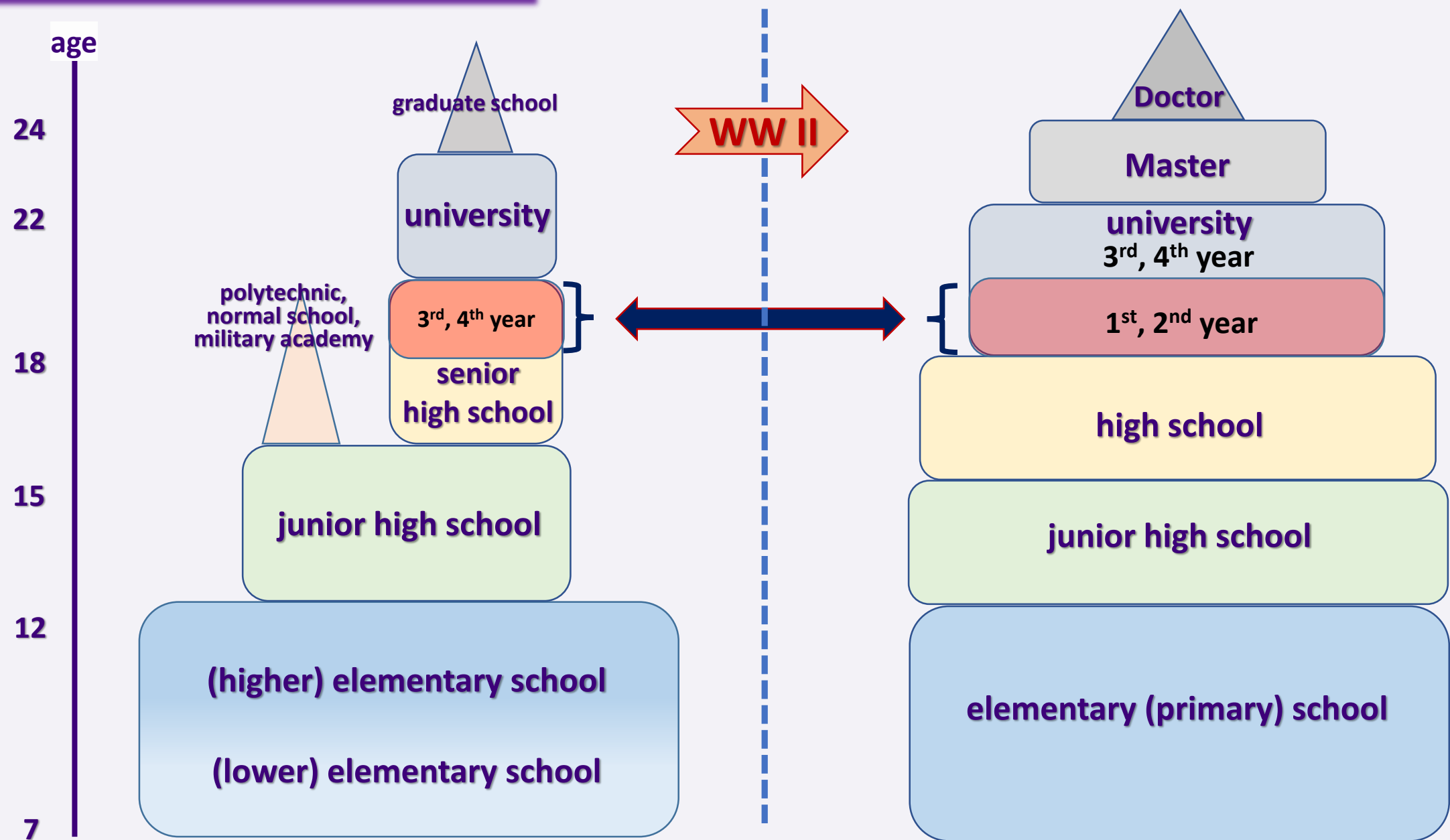
The development of EGAP skills is essential for Japanese university students to be able to study at the same competitive level as their global peers. In order to help them acquire EGAP skills, we believe it is necessary to develop and disseminate new curricula and learning materials that utilise the TOEFL® test.

**as well as
CFTEAP**

We have decided to establish the EGAP Japan Consortium (EJC) as a platform for collaboration between ETS Japan and Japanese EGAP teachers and educational institutions that agree with this philosophy.

<https://www.toefl-ibt.jp/educators/institutions/egapjapan/index.html>





end of presentation

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