

CLT in Japanese Pre-service Teachers' Storied Selves

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英語教員志望の大学生のもつ自己未来像  
— コミュニケーション能力を育てる英語教育への動きをめぐって —

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## Abstract

Japan, along with many other English-as-a-foreign-language (EFL) contexts, has implemented a series of school curriculum reforms since the 1980s to promote the development of practical communication abilities in English among its young citizens. However, a substantial body of research (Butler & Iino, 2004; Humphries & Burns, 2015; Nishino, 2009, 2011, 2012; Nishino & Watanabe, 2008; O'Donnell, 2005; Sakui, 2004; Taguchi, 2005; Tahira, 2012; Underwood, 2012) has indicated that the past reforms have not fully succeeded in changing the local practice as intended by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The present paper reports a part of the findings from an on-going longitudinal study about pre-service teachers' future self-images as English teachers and users of communicative language teaching (CLT). Employing narrative inquiry (e.g., Clandinin & Connelly, 2000; Riessman, 2008) as an analytical framework and possible selves theory (Markus & Nurius, 1986) as a theoretical lens, the present paper draws upon qualitative data from interviews with two pre-service teachers in the same teacher training course to investigate the "roots" of the issue and to seek ways to facilitate more effective implementations of curriculum innovations toward CLT. A close examination of the narratives from the two student teachers illuminates differences between their seemingly similar surface-level self-images as English teachers, implying an immense diversity and complexity in the processes through which pre-service teachers conceptualize their future self-images. The present paper concludes by offering some implications for teacher educators and other related parties as to how to better prepare pre-service teachers for wider, more sustained applications of CLT in the real secondary school English classroom in Japan.

## 要 旨

本論文は、中高英語教員を志望し大学の教員養成過程に在籍する学生を対象とし、彼らの英語教師としての自己未来像が、教職課程での学び、教育実習、留学などの経験の中でどう変化するかを継続的に調査している研究の一部を報告するものである。その研究では、理論的枠組みに可能自己理論(Markus & Nurius, 1986)を用い、特に文部科学省の推進するコミュニケーション能力育成を目指した英語教育にまつわる自己像に焦点を当て、約

10名の研究参加者との定期的なインタビュー、授業観察などからデータを収集している。本論文は、研究参加者のうち2名の学生の教科教育法履修開始から教育実習直前までのデータに焦点をあて、データ分析にnarrative inquiry (Clandinin & Connelly, 2000)を参照して、彼らの語りの中に表出する自己像及びその変化を研究者の視点からの語りとして提示する。分析の結果2人の学生の未来自己像には表面的な類似がみられたが、その裏にある語りを比較すると、一見類似した自己像の形成過程や、その自己像がもつ意味合いには大きな違いがあることが示された。本論文は結びとして、このように複雑で多様な自己未来像の形成過程を認識し、教員養成過程を通して教育の現状に即した自己未来像を育むことが、文部科学省の推進する英語教育改革の実現の一助となる可能性を論じた。

## 1. Introduction

Japan, along with many other English-as-a-foreign-language (EFL) contexts, has implemented a series of school curriculum reforms since the 1980s to promote the development of practical communication abilities in English among its young citizens. However, a substantial body of research (Butler & Iino, 2004; Humphries & Burns, 2015; Nishino, 2009, 2011, 2012; Nishino & Watanabe, 2008; O'Donnell, 2005; Sakui, 2004; Taguchi, 2005; Tahira, 2012; Underwood, 2012) has indicated that the reforms have not fully succeeded in changing the local practice as intended by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). These past studies, which mostly focused on in-service teachers' perceptions and practices of communicative language teaching (CLT), identified various detrimental factors against wide applications of CLT in the Japanese context. Following this line of research, the present study attempts to investigate the "roots" of the issue by focusing on pre-service teachers, whose beliefs regarding CLT have yet to be fully researched. Employing narrative inquiry (Clandinin & Connelly, 2000; Riessman, 2008) as an analytical framework and possible selves theory (Markus & Nurius, 1986) as a theoretical lens, the present paper draws upon qualitative data from interviews with two pre-service teachers to address the complex process whereby pre-service teachers conceptualize their future self-images as teachers, and CLT users.

## 2. The Background of the Issue

### 2.1. CLT in Japan and Other EFL Contexts

Born in the late 1960s and developed in English-as-a-second-language (ESL) countries such as the UK, the US, and Canada (Richards & Rodgers, 2001; Savignon, 2002), the term CLT has been used in various language teaching/learning contexts worldwide. The major theoretical concept in CLT derives from *communicative competence* (Hymes, 1972), and with a wide variety of interpretations of the term available, its overreaching goal is to foster learners' ability to use their linguistic knowledge for meaningful communication. After CLT was imported into EFL contexts, many countries tried to incorporate this novel concept into their English education, but their attempts have resulted in mixed outcomes. A substantial body of research addressed the difficulty of applying CLT in EFL contexts including Japan (Butler & Iino, 2004; Humphries & Burns, 2015; Nishino, 2009, 2011, 2012; Nishino & Watanabe, 2008; O'Donnell, 2005; Sakui, 2004; Taguchi, 2005; Tahira, 2012; Underwood, 2012), South Korea (Li, 1998), Turkey (G. Inceçay & V. Inceçay, 2009), Taiwan (Chung & Huang, 2009), Jordan (Alkhayyat, 2009; Asassfeh, Khwaileh, Al-Shaboul, & Alshboul, 2012), and China (Rao, 2002).

In Japan, the initiative toward the implementation of CLT in secondary English classrooms has been taken by MEXT since the 1980s (Tahira, 2012). After the turn of the century, in particular, the rapid globalization of the economy put Japan's educational institutions under a great deal of

pressure to improve their students' communicative English abilities. In this context, a new set of curriculum guidelines called the Course of Study 2009 (COS 2009 hereinafter) was issued with even greater focus on fostering learners' communicative abilities. Implemented in 2012 and 2013, the new guidelines reflect the concept of CLT more strongly and mandate that "classes, in principle, should be conducted in English in order to enhance the opportunities for students to be exposed to English, transforming classes into real communication scene" (MEXT, 2009, p. 7).

## **2.2. Factors Affecting CLT Use**

Although there have not been any research reports to my knowledge that evaluate the nationwide effects of the COS 2009, a number of studies reported the unsatisfactory effects of past MEXT-led curriculum reforms (Butler & Iino, 2004; Humphries & Burns, 2015; Nishino, 2009, 2011, 2012; Nishino & Watanabe, 2008; O'Donnell, 2005; Sakui, 2004; Taguchi, 2005; Tahira, 2012; Underwood, 2012). A quick overview of the past literature tells us at least four levels of detrimental factors that hinder more successful applications of CLT in Japan.

First, there exist context-level constraints such as a traditional knowledge-oriented learning style, knowledge-centered exams, large classes, and insufficient resources and collegial support (Humphries & Burns, 2015; Sakui, 2004). Second, some have pointed out teacher-related issues such as their (perceived) lack of oral English proficiencies, beliefs in particular teaching methods, lower levels of CLT-related self-efficacy and insufficient and inappropriate teacher training (Humphries & Burns, 2015; Nishino, 2012; Sakui, 2004; Taguchi, 2005; Tahira, 2012). Third, learner-related factors including insufficient English proficiencies on the learner side also influence the application of CLT (Nishino & Watanabe, 2008; Taguchi, 2005). In addition, learners, whose prime goal in studying English is usually to pass university entrance exams, generally lack motivation for acquiring communicative competency in English (Nishino & Watanabe, 2008; Taguchi, 2005). On top of these, the most fundamental constraints lie in the concept of CLT itself. For one, the ambiguity of CLT as a teaching method (Richards & Rodgers, 2001) directly and indirectly affects teacher practice. Besides, the mismatch between the Western concept of CLT and the traditional educational philosophies in non-Western EFL countries in general has hindered their wholesale applications of CLT (Holliday, 1994; Nagatomo, 2012).

## **2.3. What This Study Seeks to Find**

All these factors hold some relevance to the conceptualization of the present study. However, by focusing on pre-service teachers' images of themselves as a future English teacher and CLT user, this study may be different from past studies in that the degrees of relevance of the aforementioned factors depend on individual participants' knowledge and imaginative power prior to their real-world teaching. Quite possibly, some of the factors, especially the contextual ones, may not be well

recognized by pre-service teachers who have never taught in the real classroom.

Relating to this, Nishino (2011, 2012) in her study on in-service teachers' beliefs about CLT found that the participants initially drew upon their learning experience as they selected a non-communicative, grammar-centered traditional teaching method, reporting that although they had learned other methods in their pre-service teacher training courses, they saw little practical value in such theory-oriented input. This finding, Nishino claimed, points to the need to enhance teachers' practical understandings of CLT through teacher training programs. In addition to this, Kumazawa (2013) in her study of four novice English teachers' struggles in their first two years at secondary school emphasized the need to better inform student teachers of the realities of secondary school teaching to raise their awareness toward possible contextual constraints.

Referring to these findings, the study on which this paper is based has followed a small number of pre-service teachers enrolled in a teacher training course over the last two and a half years. The study has been guided by some exploratory questions such as how some of the deterring factors that the past studies found in relation to the use of CLT are perceived in the minds of pre-service teachers, what they experience during this transitional period from student to teacher, and how such experiences influence their future images of themselves as an English teacher, especially as a CLT user. By seeking to better understand pre-service teachers' experiences and perceptions, the present paper aims to shed light on the roots of the issue, address the difficulty of applying CLT to the Japanese secondary school, and seek ways to facilitate better outcomes of the curriculum reforms initiated by MEXT.

### **3. Methods**

#### **3.1. Settings and Participants**

This paper reports a part of the findings from an on-going study, which started in spring 2013 at a medium-sized liberal arts college in Japan. This university does not have an education department, but it offers its students a course that grants secondary-school teaching certificates. Students usually enroll in the teacher training course at the beginning of their second year and stay in the course for the next three years while taking required classes, doing volunteer work, and doing their teaching practicum at a secondary school.

The selection of participants for this study was relatively open (Straus & Corbin, 1998) in the sense that I accepted all students who showed interest. At the outset of the study, I contacted a professor of the English teacher training course and asked him for permission to use his class as a research site. Then I asked the students in his class to participate in this study by responding to a survey. Out of over 40 students, 34 students agreed to do so, and then I invited all the students who responded to the questionnaire to an individual interview. Twelve students agreed to meet me for an interview.

In 2013 when I first started interviewing the 12 students, they were second-year university students in their first year in the teacher training course. Their ages ranged from 19 to 20, and six were female and six were male. Six had experience of staying in an English-speaking country for periods from one month to one year. One lived in China for seven years. The other five students had no experience overseas.

### **3.2. Data Collection**

Apart from the first questionnaire collected from 34 students in spring 2013, I have mainly followed the 12 focal participants by sending them two other surveys (spring 2014; spring 2015) and having three rounds of interviews (fall 2013; fall 2014; spring 2015). Some students dropped out for different reasons over the next two years, and as of August 2015, seven students have stayed in this study as research participants.

I gave the focal participants the same survey twice with one year apart expecting to see some change in their responses. The survey was based on the instrument used in Nishino's (2012) study. I selected and modified the questions in her study to cater for pre-service, not in-service, teachers, resulting in 21 closed questions which asked respondents about their beliefs in language education and their language learning experiences, and three open-ended items that further explored their views of language education and CLT as well as their future images as English teachers (see Appendices A and B). The third survey, which was given prior to the participants' teaching practicum, asked them specifically about their feelings toward the practicum.

In the interviews, I elicited the informants' more elaborate descriptions of their language learning history, their experiences in the teacher training course, and their future self-images as English teachers. Although some core questions were repeated in the three rounds of interviews, new questions were added as the students moved further along the training course and also as I saw some salient themes emerge as a result of previous interviews. Each interview lasted from one to two hours, and the students received a remuneration of 2000 yen for each interview. All the interview data were audio-recorded, and the audio data were then transcribed digitally for further analysis.

To complement the survey and the interview data, I also observed some classes in the teacher training course at least once each year and took field notes to record the class activities, the physical environment, the atmosphere, and the teacher-student and the student-student interactions. I also collected some artifacts such as class handouts upon my visits to the classroom. Furthermore, I interviewed the professor who was teaching the focal participants for the purpose of data triangulation and tried to gain his perceptions of the focal participants as well as better understand the teacher's goals in training them to be English teachers. Throughout the data collection process, I have followed the ethical guidelines that were mandated by the ethics committee of the university

where this study is being conducted.

### **3.3. Data Analysis**

The present paper presents a part of the findings from the study and focuses on the data collected from two focal participants at early stages of the data collection process. The data were analyzed qualitatively primarily drawing on the framework of narrative inquiry (Clandinin & Connelly, 2000; Riessman, 2008). According to Riessman (2008), narrative analysis as a methodological tool refers to “a family of methods for interpreting texts that have in common a storied form” (p. 11). Characterized by “the wealth of detail contained in long sequences” (Carter, 1993, p. 74), narrative inquiry allows researchers to capture different facets of human life through lived and told stories and accommodates more capacity for complexity and ambiguity than other modes of inquiry (Bruner, 1986, 1990; Carter, 1993; Clandinin & Connelly, 2000; Riessman, 2008). I chose this analytical framework expecting that these strengths would help me approach the two participants’ experiences and perceptions in a more nuanced manner.

In my interpretation of the two stories, I also drew upon the possible selves theory (Markus & Nurius, 1986). Possible selves refer to a kind of self-knowledge that pertains to how individuals conceptualize their possibilities in the future, and they include *ideal self*, which one hopes to become, *possible self*, which one could become, and *feared self*, which one is afraid of becoming (Markus & Nurius, 1986, p. 954). Our various imagined future selves are a manifestation of our dynamic cognitive processes such as goals, aspirations, and fears, and this is why the theory helps researchers “explain how someone is moved from the present to the future” (Dörnyei, 2009, p. 11). This conceptually tangible theory provided me with a helpful theoretical lens with which I could understand the two participants’ changing self-concepts and compare those on the same basis.

## **4. Results**

### **4.1. Findings from the Preliminary Stage**

Before presenting the stories of the two participants, I will briefly touch upon some findings from the preliminary stage of the investigation to provide a rationale for focusing on the two students. First of all, one significant finding from the first survey of 34 participants was their strong support for the use of CLT in secondary school English classes. More than half the students answered that they would focus on communication rather than grammar when they became an English teacher, whereas only 9 % of the students answered that they would focus on grammar. Relating to this point, the participants in this study shared similar ideal self-images as CLT users. Some common descriptions of their future images included keywords such as “foster willingness to communicate” and “teach practical English.”

Another major finding from the preliminary stage of the analysis was that in spite of these



common self-images as users of CLT across the research participants, a close examination of the interview scripts showed that this apparent similarity came from quite a wide variety of backgrounds. For example, the participants had a variety of reasons for their choice of English teaching as their future profession. For some, becoming a teacher came first and then the choice of English followed. For others, a job related to English, not teaching, was the decisive factor. Some others also mentioned a strong influence of their parents in choosing English teacher for their career. In addition, they reported a wide spectrum of experiences that had influenced their ideal images of an English teacher, which included their previous learning experiences, classes in the teacher training course, study-abroad programs, and other personal aspects of life, such as friends, family, club activities, and part-time work. Finally, the levels of their conceptual understanding of CLT varied to a large degree. Most student teachers demonstrated their misunderstanding of the concept by associating communication simply with spoken English and classifying reading and writing as a part of grammar whereas a few students demonstrated a more accurate understanding of the concept.

All these differences under similar surface images, that is, the ideal future self as a user of CLT, seem to suggest the complex process through which each pre-service teacher comes to conceptualize their possible teacher selves. Besides, the recognition that the label “CLT user” can hold multiple meanings among student teachers may suggest that their ambiguous self-images cannot be adequately captured simply by assigning certain labels. To address this complexity in pre-service teachers’ learning process and the ambiguity in interpreting the process, the following section focuses on two focal participants to examine their future self-images guided by narrative inquiry, which as I mentioned earlier in this paper has more capacity for complexity and ambiguity than other modes of investigation. I have chosen two student teachers, Daisuke and Yuzuru (both pseudonyms), given that while the combination of these two seems to cover most of the overreaching features of the entire group, these two stories display some insightful differences.

In the following section, I will first introduce Daisuke, and then Yuzuru, by presenting their ideal English teacher selves and then describing their paths to the English teaching profession. Next, I will focus on three of their self-images related to CLT and illuminate the differences between these two student teachers behind their seemingly similar labels.

#### **4.2. Daisuke’s Story**

My ultimate ideal image is a teacher like my father...a teacher with power and speed....Also I do not want to impose values and answers; I want to offer some material for thought and make my students come up with their own answers. (Interview, December 5, 2013)

For Daisuke, becoming a secondary school English teacher was a natural choice because his

father was also one. As a child he always respected his father who had a strong passion for English teaching. After his father passed away when Daisuke was a high school senior, Daisuke decided to be a teacher to “take over my father’s will”. Not surprisingly, English had been a special subject for him even before he made this decision. He studied English very hard, and he went to the International Course of a private high school where students focused on English in a small class of eight students. He chose the university to pursue his interest in English.

At his university, it was quite common for English majors to join a study-abroad program, but Daisuke chose not to. Instead, he studied English in the university’s English classes. His English skills improved even more to the extent that he had a score over 950 on the TOEIC test by his fourth year. In the teacher training course, Daisuke particularly liked one class where the teacher emphasized the significance of raising awareness toward intercultural differences through teaching English. This changed his perception of an ideal English class. Although he acknowledged the importance of teaching for communication, he was also suspicious about MEXT’s “all English” policy, thinking that it might be sometimes more effective to explain cognitively difficult concepts in Japanese. Also he met another teacher in an English class who changed his perception of language learning by making him realize that an explicit understanding of grammar is necessary for a learner to go beyond a certain level of proficiency.

#### **4.3. Yuzuru’s Story**

I want to offer my students a chance for something new. I didn’t get much of it from my high school teachers, but my cram school teacher gave it to me by helping me realize how interesting it was to study English. I want to help my students experience the same. (Interview, November 25, 2013)

Yuzuru did not think about becoming an English teacher until he entered university. His dream was to be a professional baseball player for a long time, but shortly after his entry into university, he realized that he would not be able to make that dream come true. Then the idea of becoming a teacher occurred to him; this way, he could coach a baseball club at high school. One thing he was not sure about, however, was what subject he would teach.

He had never been particularly good at English, but one English teacher that he met at a cram school made him realize how interesting it was to learn a foreign language. This teacher explained grammar in such a sophisticated way referring to interesting examples that Yuzuru was fascinated by the intellectually stimulating lectures, and for the first time in his life, he found English studies interesting.

Following the advice of this teacher, he went to Canada on a study abroad program for one semester in his first year at university. Through this experience, he realized the close relationship

between culture and language, and this deepened his interest in language learning. After he came back to Japan, he decided to be an English teacher and enrolled in the teacher training course in the spring semester of his second year.

At the beginning of the training course, it was more important for him to be a teacher because his initial motivation was in coaching a baseball club. But as he studied in the training course, he was inspired by some teachers and classmates, and by the end of his third year his primary interest shifted from being a good baseball coach to being a good English teacher.

#### **4.4. Similar Labels, Different Stories**

As illustrated in the stories above, these two participants' paths to the teaching profession were quite different. However, if you only look on the surface and ignore the stories behind them, their future self-images as English teachers in fact demonstrate a great deal of similarity. In the following, I will highlight three surface-level similarities between the two student teachers and illustrate the immense diversity behind their similar-looking labels in terms of how they reached such future images and what the images meant to them.

##### **4.4.1. Mixed feelings toward English-only policy**

The first label is related to the English-only policy mandated by MEXT in the COS 2009. Both Daisuke and Yuzuru seemed to advocate this policy in principle, but at the same time, they were both concerned about applying the policy fully in the real classroom. For one, Daisuke stated as follows:

I had long believed that just using English in class would be enough, but...for example, grammar items...if students cannot understand present perfect when a teacher explains in Japanese, it would be impossible for them to understand that in English.” (Interview, December 5, 2013)

This excerpt is taken from a part where Daisuke explained how his view of this policy was changed by a teacher in the teacher training course. This teacher believed that English-only policy does not work with secondary school students in Japan. Back then, Daisuke simply believed that using English as much as possible would be a good thing. However, after seeing some real examples and listening to experiences of some in-service teachers under the teacher's influence, Daisuke was convinced that it might be more effective to use some Japanese depending on the purpose of instruction.

Yuzuru, on the other hand, advocated the English-only policy more strongly than Daisuke did. In Yuzuru's case, what he was concerned about was not the policy itself but some other factors such as his own English abilities: “I would like to teach a class only in English if I did not have to think

about my English proficiency” (Interview, November 25, 2013). Unlike Daisuke, Yuzuru’s choice of English was made rather recently, and he was not confident that he had a sufficient level of proficiency for conducting a class all in English. Besides, Yuzuru, who had studied ESL in a study-abroad program in Canada, also took seriously the fact that Japan is an EFL context. He expressed his concern that an all-English policy might not be a good match with the Japanese context by stating, “Probably Japan is not ready for this because we do not have so many immigrants” (Interview, November 25, 2013).

#### **4.4.2. “Grammar is important”**

The second similar-looking label is related to teaching grammar. They both claimed that grammar is important for their future students at some point, but as the following two excerpts demonstrate, their trajectories as English learners apparently made some difference in their rationale for this belief. Daisuke, the more advanced learner of English, commented:

I know from my experience that grammar should not be neglected, too....I hadn’t studied grammar so much myself....but at one point I started paying attention to the grammar of my English. (Interview, December 5, 2013)

Apparently, Daisuke’s claim was based on his real experience. He had studied English so hard that by the time he entered university, his production in English was fairly automatic. However, he realized in an academic writing class that he needed a meta-understanding of the grammar in his “natural” production to further develop his English to a more advanced level.

On the other hand, Yuzuru’s statement about the importance of grammar was far more modest because it was mostly based on his assumptions:

Probably grammar is very important....I have never felt the urgent need for grammar but....probably grammar will help us express ourselves....If you really want to make yourself understood by others or understand others, grammar will be critical, I imagine. (Interview, November 25, 2013)

Although he studied abroad for one semester, it seems that he had not yet reached a stage in his English studies where he felt an urgent need for an elaborate knowledge of grammar to handle communication in a sophisticated manner. He had just started to vaguely realize the importance of grammar, but that did not go beyond his imagination yet.

#### **4.4.3. Concern about using CLT in real classroom**

Finally, the last point for comparison is related to their feared CLT user self. The two participants both expressed their concern about using CLT in the real classroom, but for very

different reasons. Let me present two excerpts together for comparison:

I would say entrance exams [will be the biggest deterring factor from my use of CLT]. After all, that's what many teachers are concerned about for a better reputation [of the school]; it is an area that most parents are interested in. (Daisuke, Interview, December 5, 2013)

I am worried about my abilities [as an English teacher]. I am afraid my abilities, like my English proficiency, have not reached the level [where I can meet the requirements of the Course of Study]. (Yuzuru, Interview, November 25, 2013)

In the excerpts above, Daisuke pointed out some of the macro-contexts of the classroom such as entrance exams, collegial support, and parents as deterring factors whereas Yuzuru mentioned one teacher factor, a lack of his own proficiency. A comparison of these two quotes may suggest again that they were at different stages in their teacher development trajectories. I might say that with his long years of focus on English and his solid determination to be an English teacher, Daisuke had reached a stage where he could visualize his future teacher self with more concrete details from a wider perspective. On the other hand, Yuzuru was still concerned mainly about himself, trying to build up confidence as a teacher in terms of his English proficiency. He could not extend his concern to other factors yet. It seemed that it might take some hands-on experience like a teaching practicum before he could start visualizing his future self with more details.

## **5. Discussions**

These two stories of Daisuke and Yuzuru seem to offer some insightful findings about pre-service teachers' possible selves in their developmental trajectory. A major finding among these may be the immense diversity and complexity in the processes through which their self-images are formed. Daisuke and Yuzuru's stories revealed that different pre-service teachers can reach similar self-images through quite different paths, and therefore their rationales for a particular belief in teaching can diverge greatly, assigning a wide range of meanings to that belief. Acknowledging this diversity and complexity is indeed important for improving the quality of teacher training courses because this underlying rationale, or a personal story behind a particular image, will exercise decisive influence on the actual practice when the teacher walks into the classroom.

More specifically, this finding being applied to the issue of CLT, we can identify three elements as differentiating factors in the diverse processes of pre-service teachers' conceptualizations of their future self-images as CLT users: English proficiency levels, learning experiences, and levels of awareness toward real-world teaching. As we have seen above, these three factors were all interrelated with one another and worked collectively to influence Daisuke's and Yuzuru's conceptualizations of their future self-concepts as English teachers in relation to their possible use

of CLT. As for the first factor, the gap between Daisuke's and Yuzuru's English proficiency levels made a difference in how they reached the common beliefs that the English-only policy would not be the best practice and that grammar was important. Relating to this, their different learning experiences also affected their rationales for the importance of grammar.

In fact, these first two elements have been cited in some previous studies as factors affecting in-service teachers' use of CLT (Humphries & Burns, 2015; Nishino, 2009, 2011; 2012; Nishino & Watanabe, 2008; Taguchi, 2005), but the last one, levels of awareness toward real-world teaching, is apparently unique with pre-service teachers. For in-service teachers, contextual factors are naturally an inseparable part of the teaching practice, but they do not necessarily hold relevance to all pre-service teachers. In the cases of Daisuke and Yuzuru, they exhibited differing degrees of awareness toward the context of real-world teaching. Since they were in the same teacher training course, the amount of input they gained through the training course were supposedly quite similar. Given this, I would argue that this difference came partly from the fact that they were at different stages in their teacher development trajectories. In his classic work, *The Lives of Teachers*, Michael Huberman (1993) listed "preoccupation of self" (p.5) as one of the factors that make beginning teachers' lives difficult. Yuzuru, who kept mentioning his low English proficiency as a major hindrance toward the use of CLT, might well match this description. On the other hand, Daisuke, who had gained more self-confidence through his long years of hard study to become an English teacher like his father, seemed to have already stepped over this threshold into a slightly higher stage than Yuzuru, where he could imagine his life as a teacher with a wider perspective and be aware of some external factors that might hinder his use of CLT. As this example illustrates, being at different stages in their teacher development trajectories, these two student teachers viewed their future selves as English teachers with varying degrees of imaginative details (Dörnyei & Kubanyiova, 2014). This affected their understandings of CLT at the practical level, which will quite possibly make a difference in their applications of CLT in the real classroom.

In addition to these empirical findings, the present paper also offers a theoretical contribution by highlighting some unique features of pre-service teachers' possible selves. The two teachers' narratives demonstrated that because of their lack of hands-on experience in the real classroom, they visualized their use of CLT quite differently from in-service teachers. As some previous studies pointed out (Kubanyiova, 2009; Kumazawa, 2013; White & Ding, 2009), in-service teachers' possible selves are constantly negotiated among their often conflicting future self-images. Especially, for novice teachers who tend to feel a heavy sense of external pressure, the concept of ought-to selves (Higgins, 1987), which pertains to the self one perceives one *should* become, can play a central role in self-concepts and make a significant difference in actual classroom practice (Kumazawa, 2013). The data from the two pre-service teachers in this paper, however, found a substantially small influence of ought-to self on the two participants' self images. Without

the experience of real-world teaching, their possible teachers selves naturally came from *within* although they were relatively imbalanced and self-centered. This may suggest that unlike in-service teachers whose possible selves often experience gaps between their ideal, ought-to, and current selves (Kubanyiova, 2009; Kumazawa, 2013; White & Ding, 2009), pre-service teachers' possible selves in general do not suffer from such dissonance and therefore keep untouched their potential function as motivator—as “a dynamic, forward-pointing conception” (Dörnyei, 2009, p. 11)—which gives them fresh enthusiasm for teaching and a healthy sense of hope toward their future career.

## 6. Conclusions

The present paper set out to report a part of the findings from an on-going study about pre-service teachers' possible EFL teacher selves in the context of the curriculum innovations toward CLT in Japan. By focusing on two student teachers, the paper sought to understand their experiences and perceptions during the teacher training period. The paper examined the data drawing on the framework of narrative inquiry and compared the two participants' future self-images as embedded in their stories of becoming a teacher. To conclude this short paper, I would like to discuss some implications of the findings for more effective preparation of pre-service teachers for enhanced use of CLT in the secondary school English classroom.

First and foremost, teacher educators need to be aware of the diverse and complex process through which their student teachers come to conceptualize their future self-images as CLT users. By acknowledging a wide variety of background stories behind such images, teacher educators can attend to the individual differences among their students in a more sensitive and nuanced manner, which will help them intervene in their students' possible selves at a deeper level for better and more accurate understandings of CLT.

Second, student teachers should be guided in their teacher training program to be aware of their own stories behind their future self-images. As Kagan said, “learning to teach requires a journey into the deepest recesses of one's self-awareness” (1992, p. 164). The pre-service period might be the most appropriate time for teachers to start this “journey”—the process of reflecting critically on their self as a teacher, a learner, and a person. A better understanding of the self will not only help student teachers gain insights into who they really want to become (Dörnyei & Kubanyiova, 2014), but also help them later as novice teachers cope with the often harsh reality of the teaching life (Kumazawa, 2011; 2013).

Third, the different levels of understanding between the two pre-service teachers about contextual factors in applying CLT may suggest the need to inform all pre-service teachers of the possible difficulties that they may encounter as CLT users in the real classroom. As Kumazawa (2013) found in her study of novice EFL teachers, young teachers tend to enter the teaching

profession with unrealistic ideal self images, and gaps between their ideal and current selves can quickly drain their fresh enthusiasm for teaching. A more accurate understanding of the reality will certainly help pre-service teachers adjust their ideal teacher selves to the reality of current secondary school English teaching and reduce some potential gaps.

Finally, though this may sound contradictory to the previous suggestion, teacher educators should make every possible effort to encourage their student teachers to guard their inner most ideal teacher selves before criticizing their sometimes overly self-centered future self-images. Given the unique features of pre-service teachers' possible selves, that is, the centrality of their internal self-images and the lack of strong influence of ought-to self, I would like to emphasize that their budding self-concepts as a teacher are still largely immune from external pressures. In discussing the difficulty of guarding teachers' vision for ideal teaching, Dörnyei and Kubanyiova (2014) claimed that the most important condition for a resilient vision is that it is *their own*. This claim, applied to the issue of Japan's curriculum reforms toward CLT, means that secondary school teachers in Japan need a solidly internalized sense of the self as a CLT user to realize sustained use of CLT in their classroom. Cultivating this self-image in the minds of the youngest generation of teachers, who are still at a seminal stage in terms of conceptualizing their teacher self, seems to be an essential step to facilitate better outcomes of the curriculum reforms toward CLT.

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## APPENDIX A

### 英語教職課程履修者英語意識調査アンケート

このアンケートは、英語教員の発達過程に関する研究の一環で英語教職課程履修者の方の英語教育に対する意識を調査するため行われるものです。この研究により、教育の実情により合った教員養成や理論の応用につなげることを目指しています。詳しい研究の目的や内容については下記をご覧ください。回答から得られた知見を研究論文や学会発表で公表する予定ですが、その際は皆さんの個人情報特定される事がないよう最大限の配慮をします。また皆さんの回答結果が研究の目的以外で使用される事は一切ありません。

回答は皆さん個人の自由意志で、回答の内容や、回答するかしないかが今後この授業における成績などに関わることは一切ありません。全体で10分程度で終わるアンケートです。英語教育などに常日頃感じていることを正直に書いていただければ嬉しいです。回収は来週の授業の際に、回収箱で行います。記入の有無や内容が見えないように一緒に配られた封筒にこのアンケートを入れて、回収箱に入れて下さい。もしオンライン上での回答をご希望であれば下記のアドレスにメールを下されば、フォームをお送りします。

もしこのアンケートの趣旨、内容などに不明な点がある方は、遠慮なく私に質問して下さい。

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#### 1. 研究の目的

理論から実践の場へと移行する教職課程履修者と新任中高英語教員を研究対象者とし、可能自己理論（以下 possible selves theory）を用いて、彼らの possible selves（未来に実現可能な自己像）が教職課程から赴任後にかけてどのように変化するのか、またその変化が彼らの職務に対する意識や教育実践にいかなる影響をもたらすのかを調査することを目的とする。

#### 2. 研究対象：2013年度本学に在学する教職課程の学生約50名及びそのコースの担当教員

#### 3. 期間：2013年4月から2019年3月（研究を発表する期間を含む）

#### 4. 研究の内容と意義

本研究は可能自己理論（possible selves theory）を用いて、彼らの possible selves が教職課程から赴任後にかけてどのように変化するのか、またその変化が彼らの職務に対する意識や教育実践にいかなる影響をもたらすのかを調査することを目的とする。特に、先行研究で指摘された理想と現実とのギャップが新任教員に与える（主に否定的な）影響をその調査の軸におく。さらに、主な調査方法にケーススタディを採用し、新任教員のみならず、彼らを取り巻く環境（教職課程、初任校の教育環境及び同僚や生徒の英語教育に対する意識など）に関してもデータを収集し、新任教員が抱く自己像を外的要因との関連の中で考察

することを旨とする。

## 5. 調査方法

1) 授業観察：研究担当者が、学期中に数回、授業の様子を観察する。

2) アンケート

英語教育に対する意識を調査するために、教職課程履修者にアンケートを実施する。

授業内で主旨を説明した上で授業外で回答を記入、翌週回答の有無が分からないよう封筒に入れて回収する。回収は研究担当者の退出した教室内に設置した回収箱で行う。

## 6. 倫理面での配慮

1) 参加の自由

この研究は全くの自由意志によって参加を決めることができます。参加した後も、参加を取りやめたいときはいつでも自由に止めることができます。

2) 個人情報の保護について

この研究によって得たデータは研究担当者が全て責任を持って管理します。アンケートの回答データは研究担当者が文書に落とし、そのデータはUSBとして鍵付きの引き出しに厳重に保管します。データの中では研究参加者は匿名にし、名前の対応表もまたUSBに入れて厳重に保管します。

研究参加者は、必要に応じてデータの開示を研究担当者に求めることができます。また研究参加を取りやめた際は、参加者の要求があればそれ以前に収集したデータも全て破棄されます。研究成果を公にする場合は必ず参加者に公にする内容を確認し、必要に応じて削除修正を加えます。

## 7. 研究成果公表について

本研究は、今後学会や学術雑誌等で発表する予定です。発表する際には必ず事前に研究参加者にその内容を確認します。

では、アンケートを始めます。

1. まずあなたに関する基本情報をお聞きします。

1) 名前

2) 学籍番号

3) 性別 男 女

4) 海外滞在経験（ある場合は、国と年数をお書き下さい：例 アメリカに2年）

2. 外国語学習に関する意識をお聞きします。各項目について該当する数字を○で囲んでください。もし、よくわからない項目があれば、欄外に「わからない」と書いてください。

	強く 反対	やや 反対	反対	賛成	まあ 賛成	強く 賛成
1. 言葉は、練習の中で実際に使いながら学ぶことで、効果的に習得される。	1	2	3	4	5	6

2. 外国語学習では、実際の生活でコミュニケーションできる能力を育てることが大切だ。	1	2	3	4	5	6
3. 授業中、生徒は英語で実際にコミュニケーションをとるべきだ。	1	2	3	4	5	6
4. 英語の授業では英語の正確さ（文法などを間違えないこと）を伸ばすのと同じく、流暢さ（すらすら話したり書いたりできること）を伸ばすことも重要だ。	1	2	3	4	5	6
5. 英語の授業では先生は生徒のコミュニケーション活動を手助けすべきだ。	1	2	3	4	5	6
6. 外国語学習では暗記が重要な役割を果たす。	1	2	3	4	5	6
7. グループワークやペアワーク（グループや2人組で会話の練習などをすること）は生徒の英語学習を助ける役割を持つ。	1	2	3	4	5	6
8. 完璧な発音をめざすのではなく、理解可能な英語の発音をめざすことが、日本人の英語学習者にとっては、適切な目標だ。	1	2	3	4	5	6
9. 外国語学習は試行錯誤の経過をたどる（一度習ったことがすぐに身に付くのではなく、使いながら慣れていく）ので、間違えることは学習の一環だと考えるべきだ。	1	2	3	4	5	6
10. 生徒の英語を使おうとする意欲は、授業中のコミュニケーション活動（実際に話したりして相手とやり取りする活動）によって強まる。	1	2	3	4	5	6

3. 英語学習者としての経験をお聞きします。同様に、各項目につき該当する数字を○で囲み、よく覚えていない/わからない項目があったら欄外に「わからない」と書いてください。

高校時代に、英語の授業で（オーラルコミュニケーションを除く通常のリーディングなどの授業）私の先生は：

	全く なかった	ほとんど なかった	あまり なかった	まれに あった	たまに あった	大いに あった
1. クラスルーム・イングリッシュ（授業によく使う簡単な指示を英語で言うこと）を使った。	1	2	3	4	5	6

2. オーラル・イントロダクション（リーディングのトピックの導入を英語で行うこと）で教科書の内容を説明した。	1	2	3	4	5	6
3. 生徒にスピーチやプレゼンテーションをさせた。	1	2	3	4	5	6
4. 生徒にエッセイや物語を書かせた。	1	2	3	4	5	6
5. 生徒に教科書の要約を英語で書かせた。	1	2	3	4	5	6
6. 生徒に教科書の内容を英語で質問した。	1	2	3	4	5	6
7. 英語で英文法を説明した。	1	2	3	4	5	6
8. 英語のアクティビティを使った。例) ロールプレイ（架空の役割を決めて会話をすること）、インフォメーション・ギャップ（欠けている情報をお互いに補い合って表を埋めるような活動）など。	1	2	3	4	5	6
9. 英語の歌やゲームを使った。	1	2	3	4	5	6
10. 英語の映画やドラマを見せた。	1	2	3	4	5	6
11. 英語でのグループワークやペアワークを使った。	1	2	3	4	5	6

4. 自分が中学高校の英語の授業を担当するとしたら、コミュニケーションに焦点を当てた教え方や活動を、文法や訳読中心の授業と比べて、重要視しますか。それはなぜですか？今までの生徒としての経験などを踏まえて、今のご自身の考えを自由にお書きください。
5. コミュニケーションや文法以外で、中高生に英語を教える上で大切なことが他にあると思いますか？今までの生徒としての経験などを踏まえて、今のご自身の考えを自由にお書きください。
6. 将来本当に英語の先生になるとしたら、どんな英語教師になりたいですか？教師を志望する（教科教育法を履修している）理由も含めて、未来の理想の英語教師像を教えてください。ご協力ありがとうございます。

## APPENDIX B

### ITEMS IN THE PRE-SERVICE ENGLISH TEACHERS' VIEWS QUESTIONNAIRE (ENGLISH TRANSLATION)

1: Bio: Provide your information: your name, student ID, gender, and length of sojourn overseas.

2: Pre-service Teacher Beliefs about CLT

***Strongly Disagree 1, Disagree 2, Slightly Disagree 3, Slightly Agree 4, Agree 5, Strongly Agree 6.***

1. Language is acquired effectively when it is used as a vehicle for doing something else.
2. It is important to develop students' ability to communicate in real world situation.
3. Classroom activities should engage students in meaningful communication.
4. Developing students' fluency is as important as developing their accuracy.
5. The teacher's role in the classroom is to facilitate students' activities of communicating in English.
6. Rote-memorization should play an important role in the foreign language classroom.
7. Group/pair work activities play an important role in helping students acquire English.
8. The development of comprehensible (i.e., not perfect) pronunciation in English is an appropriate goal.
9. Foreign languages are learned through a process of trial and error, so errors should be seen as a natural part of learning.
10. Students' motivation to use the English language will be increased through the use of communicative activities.

3: Learning Experience

***Never 1, Infrequently 2, Sometimes 3, Frequently 4, Very frequently 5.***

When I was a high school student, in my English class (except oral communication class), my teachers:

1. used classroom English.
2. orally introduced the content of the textbook (did "oral introduction").
3. had me make a speech or a presentation.
4. had me write an essay or a story.
5. made me write a summary of English textbook passages.
6. asked me questions about the content of the textbook in English.
7. explained English grammar in English.
8. used "task based activities (e.g., information gap, role-play)."
9. used English songs or games.
10. used English movies or dramas.

11. used group pair or/and group work in English.

4: Write freely your answers to the following questions.

1. If you are to teach English at secondary school, would you focus more on communication or on grammar and translation? Why so? Write freely your ideas about this by, for example, relating them to your previous learning experiences.
2. Do you think you will value any other aspects of English in addition to communication and grammar when you teach at secondary school in the future? Write freely your ideas about this.
3. What type of teacher do you want to be? Describe your ideal future image of yourself as a teacher, possibly touching upon why you are currently enrolled in the teacher training course to be qualified as an English teacher.