

A Survey of Practice Teaching in ESL Teacher Education of College Students¹

—What do they teach and what do they learn?—

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Abstract

This paper focuses on practice teaching in ESL teacher education of college students in Japan. Through the questionnaires the present situation for practice teaching will be explained. Twenty six questions are answered by 143 students over three years. The analysis comprises three parts: 1) an outline of practice teaching, 2) teaching English, and 3) extra activities and overall impressions. Detailed analysis of each question clarify what trainees teach and what they learn at school during the training. The results of the analysis will give useful information to future practice teachers, supervisors, and instructors of English education.

1 Present Situation of Teacher Training

In Japan, an English teacher's license can be given to graduates from national and private universities and college students who have fulfilled the credit hour requirements of the Teachers' License Act. *Kyoushokukatei* is the program for obtaining a teacher's license at universities and colleges.

Traditionally, national universities, including teacher training schools, are the most powerful institutions for producing teachers. However, the number of national university students who received teaching positions declined recently. Endo (1995) points out that 68.2% of the graduates from national universities in Japan got teaching positions in 1983. Nine years later, however, the percentage declined to 49.2%.

Endo explains that the decrease of some 20 points is caused by the increased number of teachers who graduate from junior colleges. Two year junior college students are better at English than four year university students because they don't forget the English grammar and vocabulary which they studied for entrance examinations. He also points out that the low percentage of four year university students getting teaching positions is caused by the present situation of teacher training programs in higher education systems. One example he mentions is that the professors at universities do not

feel responsible for the students' future of becoming a teacher.

When we look at "teacher training" in general, we see that it is divided into two kinds. One is *kyoushikyouiku*, the other is *genshokukyuiuku*. The former is the teacher training program which is conducted at universities and colleges. This is the program before students become professional teachers. The latter is the program after they become teachers.

Those students who are taking *kyoshokukatei* need to fulfill certain English⁽²⁾ and teaching credits⁽³⁾. Among them is the major course of the teacher training program for college students is *kyouikujishuu*(practice teaching). Students go to the assigned school and practice teaching there when they are in their senior year. The length of practice at junior or senior high schools is two weeks. It is usually from the middle of June and for some students later in September. Practice teaching is going to be a very different experience for a college student because it is her first time to go to the school as a teacher, not as a student⁽⁴⁾. In this paper practice teaching in *kyoushikyouiku* will be the focus.

2 Purpose of the Study

Even though practice teaching is *kyoushikyouiku* as mentioned above, it is conducted outside of the college. Those instructors who are teaching English education courses at colleges do not know exactly what is happening at schools. The instructors go to school to see how the students are doing only one day during a two-week training period, but this is not sufficient to grasp the whole matter, I believe.

The purpose of this study is to know what is happening in practice teaching through the questionnaires. By analysis of the questionnaires I hope to show:

- 1) What do college students learn and experience at practice teaching?
- 2) Is the theory learned at college useful for the trainees in their practice teaching?
- 3) Are there any things that instructors at colleges should be more aware of concerning practice teaching?

The collected data should be useful for students who are going to practice teach in the future. Those future practice teachers might be better prepared if they get a picture of practice teaching before they actually teach at schools.

3 Method

3.1 Subjects

The subjects are all college female students who participated in practice teaching at junior or senior high schools. Not all the subjects became professional teachers. Eight graduates became professional teachers in '93, twelve in '92, and six in '91.

3.2 Data Collection

Questionnaires were used to collect the data. The questionnaires were originally written in Japanese and answered in Japanese. (See Appendix.) Each student was given enough time to answer the questionnaires after the one hour discussion. The discussion took place to share the experience of practice teaching with third year students. This is a regular part of the teacher training program. Though the meeting took place a little after their training, they remembered their experiences and answered the questionnaires as honestly as possible, I believe. So, their comments are quite reliable.

Since 3rd year students who are going to go to teachers training in the following year are present at the discussion, the motivation of the seniors who already went to the teacher training is high in a sense of encouraging the Juniors to do well in their training the next year.

Data was collected over three years from 1991 to 1993 and the same questionnaires were used. A total of 143 students answered the questionnaires; 41 students in '91, 44 in '92, and 58 in '93. This is not a longitudinal analysis so the annual data is not going to be presented.

4 Results

The questionnaire can be divided into three parts: 1) the outline of practice teaching, 2) teaching English, and 3) extra activities and the overall impression of practice teaching.

4.1 The Outline of Practice Teaching

In this section students are asked a total of nine questions concerning descriptions of school, classes, teaching materials, and supervisors. These items give us general information about practice teaching.

a) Description of school

The very first question is about the school at which they practiced. Ninety five out of 143 (66%) went to a junior high school. Some comments concerned English ability. Another said the reason for choosing a junior high school was her own good experience and memories at junior high when she was a student. Another said that the junior high school is nearer to her home than her high school. So, the reasons for choosing a junior high school was not only because of her own English ability but also other factors.

The second question asked if she attended her practice teaching school as a student. Over 85% practice taught at a school they attended. Some students mentioned that they wanted to be supervised by their class-room teacher. Also, the schools themselves preferred alumni students as practice teachers. It seems an obligation that schools accept their own students as practice teachers.

b) Classroom

Table 1 shows the number of classes the trainees teach during the training. Forty seven percent of them teach more than four different classes. If the average number of the students in each class is presumed forty, teacher trainers face more than 160 students in total. Usually, trainees are expected to memorize all the names of the students they are going to teach. Though, the memorizing of the students' names is going to be discussed later (see Table 10), it seems too much to remember more than one hundred names in a short period of time.

As is shown in Table 2, the percentage of the grades at which the trainees taught is relatively high at the lower grades; 46% of the trainees taught the first grade, 38% the second grade, and only 16% the third grade. Entrance examinations for high school and university have very severe competition at both junior and senior high schools in Japan. It seems that teacher trainees are not considered capable of teaching the third year class at both schools.

There is a repeatedly told anecdote among school teachers that a regular teacher re-teaches the same part of the text after the trainees finish and leave the school. This reflects the attitude toward student teachers. Also, this deeply corresponds to the English ability of student teachers as well as their teaching skills.

Table 1. Number of Teaching Classes

Number of Classes	Frequency (%)
One	8%
Two	18%
Three	27%
More than four	47%

Table 2. Grades of Teaching

Grade	Frequency(%)
First year	46%
Second year	38%
Third year	16%

c) Teaching Materials

Student trainees are expected to visit schools at which they are going to practice about a year before the practice teaching to make a reservation. Then just before the practice begins, each trainee has a meeting with her supervisor. At that time she is informed about the text she is going to use. As the survey shows 92% of them know their textbooks and which lessons they are going to teach.

However, only 38% started to study the textbook before the training started. Even though it is advised that once the training has started they are busy and hardly have time to sleep, why do they not pre-study?

When we consider the time of year practice teaching starts, we can see that laziness is not the only cause. Not all the students who go to teaching practice can become teachers because of the amazingly low number of newly employed teachers. Those trainee teachers also have to participate in job hunting, which is also very competitive. June is a very busy time for college students for both job seeking and teaching practice. So, we might need to consider a more appropriate time for training.

d) Supervisor

Each practice student has her own supervisor, or *Tantoukyouin*. Three questions are asked about her supervisor; his/her sex, age and experience.

The results show us that 61% of the supervisors are male. As is shown in Table 3, the age of the supervisors is mostly in the thirties. Almost half of the supervisors are in this age group. These teachers at this age are probably active in various aspects of many school activities including club-coaching. Are they perhaps too busy to supervise training teachers?

The third question is about the years of teaching experience of the supervisors. Eighty four supervisors have over ten years of experience. From these data it can be said that a typical supervisor is a male in his thirties with about 10 years of experience. I would like to know if there are any rules for assigning supervisors.

Table 3. Age of Supervisors

Age	Frequency(%)
20's	17%
30's	46%
40's	27%
50's	10%

Before finishing this section I would like to add one more survey about the sleeping time of the trainees during the practice teaching. Table 4 shows that about 80% of them slept less than five hours every day. It is usually said that teacher training is very hard but it is not easy to explain why. This statistic shows clearly how hard it is, and is also very convincing for future teacher trainees.

Table 4. Average Sleeping Hours

Hours	Frequency(%)
Over 7 hours	6%
6 hours	17%
5 hours	34%
4 hours	31%
Less than 3 hours	12%

4.2 Teaching English

In this section students are asked a total of nine questions concerning actual teaching experience at the schools. Obviously the main purpose of teacher practice is to teach English and learn teaching skills. The following questions tell us what trainees learn during teacher practice. Five questions are about making a teaching plan, and four are about their English ability including their self-evaluation of their English ability.

a) Teaching Plan

The first question, as is shown in Table 5, asks about how many hours they spend preparing teaching materials every day. The table shows 44% of the trainees spend more than four hours everyday preparing materials.

The time spent for class preparation is equivalent to the time they spent making a teaching plan. Making a teaching plan is the biggest project for teacher trainees. Trainees conduct lessons strictly following the teaching plan. Supervisors look at every detail of the plan⁽⁵⁾ and give comments for rewriting. Trainees rewrite it many times until it is accepted by their supervisors. The teaching plan is very sacred and it is the Bible for the trainees.

The second survey shows that 44% of the trainees process teaching plans according to their supervisors' advice and only 28% make plans based on the knowledge of what they learned at college. This proves the teaching plan is a strong reflection of the supervisor's opinion of teaching methods or philosophy.

The third question about the teaching plan is if it is written in English or Japanese. Interestingly, 83% of teaching plans are written in Japanese. This is deeply related to the percentage of the language in which they use in their lessons. Table 6 is the percentage of the use of language in the class. It is shown that more than 60% of the trainees use Japanese rather than English in the class. Amazingly, only one percent of them conduct lessons using only English. Why do they not use English when they teach English ?

Table 5: Preparation Time

Hours	Frequency(%)
Less than 30min.	0%
One hour	5%
Two hours	15%
Three hours	36%
More than four hours	44%

Table 6: Language Used in Lessons

Language	Frequency(%)
Using English more than Japanese	37%
Using Japanese more than English	52%
Only English	1%
Mostly Japanese	10%

b) English Ability and Student Self-evaluation

An issue raised in the previous section - "Why do they not use English in class?" - can be clarified by questions about the trainees' English ability and self-evaluation. The first question is "In what part of their English ability do they feel uneasy when they use English in class?" In Table 7 we find that their pronunciation ability gives them the most unease, and then vocabulary and grammar.

Teaching is a tough task because a teacher has to face thirty to forty students in class. It is especially very tough for the trainees. They make mistakes and sometimes forget what to do next standing alone helplessly in front of students. The second question is about what disturbs the trainees most during teaching. As is shown in Table 8, the cause of the disturbance is their lack of English ability⁽⁶⁾. Then, the more direct question of "Do you think your English ability is good sufficient to be a teacher?" Only 16% of trainees answered that it was sufficient. While, 42% felt uneasy and another 42% felt strongly uneasy.

"Good enough" English proficiency is the requirement for those who want to be English teachers. Naturally, those students taking teacher training programs know their own English ability should be at least good enough to become teachers. However, statistics show they lack adequate English ability. Thus, it can be said that they realized uneasiness about their English ability during the training. Or, are there any other reasons to make students go to practice teaching?

Table 7: Unease of English Ability

Skills	Frequency(%)
Grammar	21%
Pronunciation	40%
Vocabulary	21%
Translation	6%
Others	12%

Table 8: Causes of Disturbance

Causes	Frequency(%)
Inadequacy of college ESL program	12%
Lack of English ability	35%
Do not know how to conduct class well	14%
I thought I could	4%
Nervous	29%
Other factors	6%

As well as the English ability of the trainees, teaching skill is another area of concern. One question on the survey asked about the aspects of teaching skill they focus on in the lessons. Thirty one percent of them focus on translation, 40% on conversation, and 29% on grammar. What the teach focuses on really depends on the title of the class, whether it is a reading class, conversation, or a grammar class. Also there should be considerable influence from the supervisors on processing the teaching plan. However, the general tendency in teaching English is now to focus on more or less conversational skills. This means teachers are expected to speak English. The results correspond to their uneasiness in the teaching area of pronunciation. So, oral teaching skills as well as their oral communication ability is important.

4.3 Extra Activities and Overall Impression of Practice Teaching

In this section students are asked eight questions about teacher practice besides English teaching: extra activities, home room. These questions reveal the nature of teacher practice for both the trainees and supervisors. In other words, what is practice teaching; is it an opportunity for the trainees to teach only English? And, finally, overall impressions of practice give a picture about what they really learn at practice teaching.

a) Extra Activities

Questions of extra activities prove trainees teach students other subjects as well as English. Seventy seven percent of the trainees teach courses other than English during their training. Moral education , *Dotoku*, is a compulsory class for those trainees who teach at junior high schools. Besides that, they teach two kinds of club-activities. One is

Kurabu, a club activity for credits, which is in the regular curriculum, and the other is *Bukatsudou*, which is non credit, and not in the regular curriculum.

In Table 9, we find that 54% of the trainees answered that they participated in some kind of extra work other than club activities and moral education class. No detailed analysis is done, but it is presumed that the trainees participated in cleaning, field trips, or sports festivals. These activities are very unique in the Japanese education system. Among them, home-room is one activity that every trainee must do every morning. Teachers get acquainted with students through these activities as well as through regular teaching activities. Next, home-room activities are going to be mentioned.

Table 9: Extra Activities

Activities	Frequency(%)
Moral Education	35%
<i>Kurabu</i> (credits)	5%
<i>Kurabe</i> (non credits)	6%
Others	54%

b) Home-room

Almost all the trainees went to the morning meeting at their home room class every day. This is called "Home-room." Only one out of 143 trainees was not assigned her own home room over the three year survey. Five of them were not required to go to home room every morning. This indicates, whether you go to junior or senior high school, home-room activity is almost obligatory training. What did they do there?

Teachers were assigned their own home-rooms and they went at least twice every day; before classes start in the morning and after classes finish in the afternoon. Students are given messages at that time and also the home-room teachers supervise and help their students if they have any problems. The home-room teacher cleans the class room with the students, and at junior high school they eat lunch together. The function of home room is to have communication between students and teachers. That is the reason why the trainees are encouraged to participate in home room activities.

On going to home-room, the first thing that a trainee is asked by her supervisor is; "Do you know all the names of your home-room students?" Table 10 shows that the trainees are asked to memorize the names of their assigned home-room students. About 70% of them memorize the names of the home-room students. In addition, some supervisors expect the trainees to memorize the students' names they are teaching. In section one, we discussed the average number of the students the trainees teach. This is quite a heavy load for college students. A supervisor sometimes expects trainees not only to teach English to students but also to get acquainted with them. The obvious question is, "why is this so important?"

Table 10: Memorizing of Students Names

How	Frequency(%)
All of them	69%
Half of them	29%
None of them	2%

c) Impressions of Practice Teaching

The trainees had a very good impression of practice teaching, even though it was hard. As is shown in Table 11 there were only two students, 1%, who regretted participating in practice teaching.

Table 11: Impressions of Practice Teaching

Impression	Frequency(%)
Enjoyed Immensely	57%
Enjoyed	30%
Tough	12%
Should have not practiced	1%

Then, the next question would be, in what sense they enjoyed practice teaching. The trainees experienced many things during the two weeks through both academic and nonacademic activities. Among those experiences the most enjoyable thing was *Fureai*, making acquaintance with students, rather than teaching English and club activities. The percentage is very high for meeting the students, 70%; then teaching, 17%; club activities, 9%; and others, 4%.

The trainees seem to enjoy being with students rather than teaching them English. This raises a simple question "Do they really want to become English teachers?" The answer can be found in the last question about whether they will take the exam to become teachers. Fifteen percent of them decided to take the exam for a teaching job. On the other hand, sixteen percent of them decided not to take the exam after the teacher practice.

Table 12: Taking Exam to Become a Teacher

Yes or No	Frequency(%)
Yes(from the beginning)	41%
Yes(after teacher practice)	15%
No(from the beginning)	28%
No(after teacher practice)	16%

5 Discussion

In this section I would like to discuss the results of the questionnaires considering the following three questions mentioned in the second chapter.

5.1 What do college students learn and experience during practice teaching?

When we consider the main purpose of teacher training, an improvement of English teaching skills should come first and then other activities with students should come next. However, the reality is that some trainees are not considered capable of teaching the third year students. On the other hand, participating in nonacademic activities is encouraged. The trainees themselves enjoy various opportunities to get acquainted with students more than English teaching.

Nonacademic activities such as serving lunch or cleaning are represented the word *Fureai*. These activities play a very important role in the school system in Japan. Tsuneyoshi (1997) mentions cooperative learning in terms of the comparative study of Japanese and American school systems. She comments on Japanese cooperative learning as follows; "... Thus, emphasis can be placed on 'attitudes' of cooperation rather than the mastery of a skill." So it is true in a sense that the trainees are expected to teach not only academic subjects but also to participate in various nonacademic activities.

It seems like trainees are just satisfied with getting acquainted with their students, and give up further educational challenges to improve their practice teaching especially in terms of English teaching skills.

5.2 Is the teaching theory learned at college useful for the trainees in their practice teaching?

Imazu (1995) points out that there is a huge gap between the theory which is taught at college and the practice, or what is really happening at schools. This gap is caused by the belief that a college is a place to learn theories, and practice teaching is the time to exercise actual teaching.

As Koike and Tanaka (1995) point out, "English teaching in Japan was strongly influenced by such biased characteristics of the university entrance examinations." There used to put a strong stress on reading, grammar, and composition. However, the

situation is changing. Nowadays there is a tendency to teach so called “communicative English” at schools. Consequently, proper English pronunciation or performance ability is required for future trainees. Practical English ability is necessary, as well as theoretical learning at college, for those students who will participate in future practice teaching programs.

5.3 Are there any things that instructors at colleges should be more aware of concerning practice teaching?

Torii (1978) regrets the poor ability of English teachers in Japan, and mentions this is caused by the low standards set for a teacher’s license. The number of English and teaching credits required for obtaining a teacher’s license is too few to produce competent teachers of English. He also mentions about practice teaching as follows;

Another problem with teacher training lies in practice teaching. The Teachers’ License Act allots two credits to this, which means that students are required to undergo practice as teachers for only two weeks. (p.64)

On the other hand, national teacher training colleges and universities give students five weeks of practice teaching. As is shown from the survey, it is natural in a sense that training students do not have enough time for practice teaching. All they could do in two weeks is get acquainted with the students. So, the length of training is a matter to be concerned.

Imazu (1995) suggests a more productive use of *Jishuukiroku*, activity and teaching records which trainees write and submit to their supervisors every day. He says what is written in the record is like a private diary. That means the trainees are just satisfied with describing the fun activities with students. What is really necessary are more profound observations and comments of various activities, and reflections on the English teaching to improve the training.

6 Conclusion

With the help of the questionnaires the following three things were revealed about teacher training programs in Japan.

1) The results from part one, give us a view of the circumstances in which the trainees are practicing. There might be an avoidance of teaching the third year class because of busy schedules for entrance examinations at both junior and senior high school. This, of course, deeply corresponds to the trainees’ English ability and teaching skill. Also, there is a strong influence from the supervisors in processing the teaching plan, which reflects the supervisors’ philosophy of teaching. There should be a clear connection between the theoretical study at college and their practice teaching at school. Otherwise students would be confused as to why they had any theory to begin with. Finally the time of year for teacher training overlaps the time for job hunting. College students are very busy at this time.

2) The unusual short sleeping time for college students proves that the trainees really had a hard time during the two week program. Through the results of part two, some crucial facts about the trainees' English ability are revealed.

Trainees hardly use English in the class, even to make a teaching plan. Even though the focus of teaching is moving to oral ability which strongly requires an instructors' communicative competence in English, they have admitted their own lack of English ability

3) Trainees confess their poor ability to speak English. On the other hand they still enjoyed practice teaching. This is proved by the number of students who changed their minds to take the exam to become a teacher. The results of part three reveals some charms of teaching practice for those who participated in the training.

What they are impressed with most during practice teaching is *Fureai*, getting acquainted with students through nonacademic activities. This is an important part of the training but not the whole purpose of it. However, this remains the most poignant of practice teaching.

In addition to that, the present situation of the low hiring rate of teachers makes it unrealistic for college students to become teachers.

So, the purpose of taking a teacher education program is becoming vague because of the present situation of teacher training. College students themselves are not certain if they really want to be a teacher or if they are taking the program only for obtaining a teacher's license.

7 For Further Study

Through the survey, especially from part one, we, college teachers do not know the various school's systems of accepting trainees at each school. Further, we need to know what kind of orientation is conducted upon accepting student teachers, if there are any problems assigning supervisors, and upon what theoretical background each school depends.

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Notes

¹ I appreciate Joe Stavoy, Associate Professor at Tokai Women's College, for the proof reading and useful suggestions.

² The actual required English credits for obtaining a teacher's license at our college are subjects such as Introduction to English Linguistics, English Linguistics Special Study, Introduction to English Literature, English Literature Special Study, two classes of English Conversation, English Composition, Comparative Cultural Studies, English History and American History totaling forty credit hours.

³ The actual required teaching credits for obtaining a teacher's license at our college are subjects such as Education Principles, Pedagogical Psychology, Educational Management, Educational Skills, English Teaching Methodology, Studies in Moral Education, Students Study, and Practice Teaching totaling twenty one credit hours.

⁴ Our college has two observation classes before they go to practice teaching. Students visit a junior high school and observe a class and have a discussion meeting when they are in their junior year and in senior year.

⁵ Concerning making the teaching plan, whether students use a word processor is asked. The result is fifty-fifty. Using a word processor is convenient for correcting the teaching plan again and again.

⁶ Students are sometimes noisy in regular teachers' lessons, however, this does not happen during practice teaching. Students are cooperative and helpful for training teachers. So, students disturbance does not appear on the survey.

Appendix¹

Please answer the following questions.

1 About School

- 1) Which school did you practice at?
 - a) Junior high school
 - b) Senior high school
- 2) Is that the school you graduated from?
 - a) Yes
 - b) No
- 3) Tell the reason of your choice of the school.
- 4) Your supervisor is...
 - a) Male
 - b) Female
- 5) Your supervisor's teaching experience is about...
 - a) 1-3 years
 - b) 4-6 years
 - c) 7-9 years
 - d) Over 10 years
 - e) Do not know.
- 6) Your supervisor's age is about...
 - a) 20s
 - b) 30s
 - c) 40s
 - d) 50s

2 About Teaching English

- 1) Tell the grades, the number of classes, the title of the subjects you taught.
- 2) When did you know the textbook you use for the training?
 - a) Two weeks before the training
 - b) One week before the training
 - c) Just before the training
 - d) After the training begins
- 3) How long did you spend for preparing the materials every day?
 - a) Less than 30 minutes
 - b) One hour
 - c) Two hours
 - d) Three hours
 - e) More than four hours
- 4) When did you start the preparation of the materials?
 - a) Before the training

- b) After the training
- 5) How many hours did you sleep every day during the training?
 - a) More than 7 hours
 - b) Six hours
 - c) Five hours
 - d) Four hours
 - e) Less than 3 hours
- 6) Did you write your teaching plan in...
 - a) Japanese ?
 - b) English?
- 7) Can you type?
 - a) Yes,
 - b) No.

3 About English Teaching

- 1) What was helpful to make a teaching plan?
 - a) Knowledge from college lectures
 - b) Advice from your supervisor
 - c) Your own experience from private tutoring
 - d) Your own experience from what you are learning
 - e) Others;
- 2) What was your teaching method?
 - a) Translation oriented
 - b) Conversation oriented
 - c) Grammatical explanation oriented
- 3) Which language did you speak in the class?
 - a) English rather than Japanese
 - b) Japanese rather than English
 - c) Only English
 - d) Mostly Japanese

4 About English Ability

- 1) Do you think your English ability is...
 - a) Good enough
 - b) Not good enough
 - c) Very poor
- 2) In what ability did you feel uneasy most? (to those who answered b) and c) at the previous question)
 - a) Grammar
 - b) Pronunciation
 - c) Vocabulary

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- d) Translation
- e) Others
- 3) Give examples of your mistakes during the training.
- 4) What do you think the causes of disturbance of your teaching?
 - a) Inadequacy of college ESL program
 - b) Lack of English ability
 - c) Do not know how to conduct class well
 - d) I thought I could
 - e) Nervousness
 - f) Other factors

- 4) Give comments to the future trainees;

¹Questionnaire is originally written in Japanese.

5 Extra Activities

- 1) Did you go to home-room every day?
 - a) Yes, b) No
- 2) Did you have your assigned home-room class?
 - a) Yes, b) No
- 3) Did you remember the students' names of your home room class?
 - a) All of them
 - b) Half of them
 - c) Almost none of them
- 4) Did you teach any class other than English?
 - a) Yes, b) No
- 5) List the name of the subjects or class you teach besides English.
- 6) What did you do at the extra activity class?

6 Others

- 1) Are you going to take the exam for a teacher?
 - a) Yes, planning before the training
 - b) Yes, decided after the training
 - c) No, planning before the training
 - d) No, decided after the training
- 2) Did you enjoy your training?
 - a) Enjoyed immensely
 - b) Enjoyed
 - c) Tough
 - d) Should have not practiced
- 3) In what sense did you enjoy practice teaching?
 - a) *Fureai*
 - b) Teaching English
 - c) Club activities
 - d) Others