

投稿論文

A Study on Teacher Training Program for Overseas Teachers in Japan:

Case Study of the University of Tsukuba

Sunate KAMPEERAPARB*

日本の教員研修留学生プログラムに関する研究

— 筑波大学の事例を踏まえて —

カンピラパーブ スネート

1980年より開始された教員研修留学生プログラムは、途上国の現職教員や教育関係職員に対し、日本の大学で1年半にわたり研修を行うものである。本研究は筑波大学を事例にプログラム運営の現状と課題を明らかにするものである。当初の5国立大学によるアセアン諸国40名が、現在では、53国立大学による毎年約150名の受け入れとなり、対象も東アジア、中南米、中近東へ広がった。

プログラムの特色として、①教員や教育関係職員に限定していること、②教育研修を通して母国の教育水準向上をはかっていること、③日本の教育現場に触れ、日本理解を促すこと、が挙げられる。共通指導内容は、日本語教育、日本事情・日本の教育、および専門指導であり、さらに研修成果論文作成がある。筑波大学は当初より毎年平均10名前後を受け入れており、2004年現在までの受け入れ数は累計227名、18カ国にのぼる。

本研究を通して明らかとなったのは、①留学動機により成果に差が見られるため選抜過程が重要であること、②懸案の修士課程化については、修士号既取得者もあり、内容も拘束される懸念があること、があげられる。現在、各大学が平均2.8人を受け入れているが、今後は拠点化し18ヶ月間の効率的プログラム運営をはかることが必要である。

I. Introduction

The Ministry of Education, Culture, Sports, Science and Technology, Japan

*名古屋大学大学院国際開発研究科

(Graduate School of International Development, Nagoya University)

(Monbukagakusho: MEXT) has promoted the acceptance of international students in Japan based on two proposals¹ made by governmental advisory groups and a goal of realizing the Plan to Accept 100,000 Foreign Students by the beginning of the 21st century. Since the promotion of this policy, the number of international students in Japan has increased rapidly. The number of international students at the beginning of the plan was 10,428² in 1983, rose to 109,508 in 2003 and even further to 117,302 in 2004³. While Japan enjoys an increase in international students, the United States has experienced a decrease for the first time by 2.4% to 572,509 in 2004⁴. In 2003, the Japanese Central Council for Education submitted the Report on new policy on international students: For the increasing exchange of international students and their quality to the Minister of MEXT. This report recommended the promotion of international students exchange in terms of both quantity and quality. It also mentioned that the same ratio of Japanese Government (Monbukagakusho: MEXT) Scholarship and total number of international students should be secured. As of May 2004, the number of international students granted MEXT Scholarships was 9,804⁵ or 8.4% of the total number of international students in Japan.

The Teacher Training Program is one type of Japanese Government (Monbukagakusho: MEXT) Scholarship which is an eighteen-month in-service training program offered to foreign teachers who wish to study at Japanese universities for professional improvement. This program started in October 1980 with 40 trainees from ASEAN countries. They received in-service training in five national universities represented by the University of Tsukuba, Chiba University, Yokohama National University, Aichi University of Education and Hiroshima University⁶. The number of teacher trainees has increased to approximately 155 persons or 1.6% of the total MEXT Scholarship students. The countries of origin have no longer been limited to ASEAN countries but now include 42 countries around the world⁷. The universities accepting teacher trainees have also increased to 53 universities⁸. Currently the 24th and 25th groups of teacher trainees are receiving training in each university.

More than two decades have passed since the start of the program. Each of the accepting universities has encountered a few problems. At the same time, no one can deny how much this teacher training program contributes to the development of teacher quality in the developing countries sending trainees to Japan. In order to improve the

program, this research aims at presenting an overview of the program. In order to discover how the program has developed, this paper includes a look at the advantages and disadvantages in the In-Service Training Program for Overseas Teachers at the University of Tsukuba (one of the largest accepting universities) as a case study. This study will also introduce statistics and selection procedures of teacher trainees from Thailand in order to give some information on the country sending trainees. Since previous research on teacher training programs were written in Japanese, this research hopes to disseminate the information on teacher training program to not only Japanese speakers but also to all foreigners interested in this program.

II. Overview of the Teacher Training Program

1. The Making of the Teacher Training Program

MEXT offers seven types of Japanese Government (MEXT) Scholarships which are 1) research students, 2) teacher training students, 3) undergraduate students, 4) Japanese studies students, 5) college of technology students, 6) special training college students, and 7) young leader program students⁹.

The Ministry of Education, Science, Sports and Culture, Japan (Monbusho), later renamed as MEXT, established the teacher training program in accordance with the address made by Prime Minister Ohira Masayoshi at the 5th United Nations Conference on Trade and Development (UNCTAD) on May 10, 1979 in Manila¹⁰. In this address, he emphasized that Japan promised to contribute to human resource development in developing countries as it was considered a key to nation development. Japan's official development assistance policy would concentrate on human resource development by expanding educational cooperation, cultivation of technical experts, and the reinforcement of human and cultural exchange. Right after his speech, during the press conference, he announced that in order to contribute to the human resource development in ASEAN countries, Japan would spend one million dollars each year for ten years in order to accommodate international students from ASEAN countries¹¹. After this address, Monbusho began to consider and prepare the teacher training program. During the preparation, Professor Takakura Sho of the University of Tsukuba visited Thailand and Indonesia in order to discuss with concerned authorities about their opinions toward

and needs for the program. He found that the two countries appreciated the establishment of the program and had high expectations toward the program¹².

2. General Information on the Teacher Training Program

It is worth mentioning here the general information on the teacher training program as described in the scholarship prospectus. This scholarship is offered to teachers who wish to study at Japanese universities for professional improvement. Applicants must be under 35 years of age and must be graduates of universities or teacher training colleges who work as teachers in primary or secondary schools, or as academic staff at teacher training institutions, and have at least 5-years of experience in their terms of service. The term of the scholarship is 18 months starting in October, which is in the middle of the school year. The scholarship benefits include a monthly allowance of 175,000 yen (as of 2004), round-trip air tickets, and an arrival allowance of 25,000 yen. School fees will be covered by MEXT.

Those who do not have Japanese language knowledge are assigned to study Japanese language for six months, but sometimes the Japanese language training course and the teacher-training course may be offered at the same time. Those who have sufficient knowledge of the Japanese language take the training course directly from the beginning. The training course is mainly composed of educational management (e.g. educational administration and finance, school management), methods of education (e.g. teaching-learning process system, curriculum development, educational evaluation), study of special subjects (e.g. mathematics, physics, chemistry, physical education) and observational study (e.g. inspection of a class participation in special extra-curricular practice, inspection of various educational research services). However, the trainees may study under a flexible program made by the university in consideration of their field of study. The teacher trainees are classified as a non-degree student, but they will earn a certificate after completing the required course at the university¹³.

3. The Teacher Training Program as Seen from Various Statistics

At the beginning of the program in October 1980, there were 40 trainees from five ASEAN countries which were Thailand, Malaysia, Indonesia, Philippines, and Singapore. Five national universities which included the University of Tsukuba, Chiba University, Yokohama National University, Aichi University of Education and Hiroshima University

accepted these trainees. Apart from the five ASEAN, in October 1981, there were 69 teacher trainees came from Myanmar, South Korea, China, Mexico and Brazil. The accepting universities expanded to include Shizuoka University, Kobe University and Okayama University. In October 1982, the number of teacher trainees accepted into the program increased to 83 persons and five additional universities participating: Hirosaki University, Gifu University, Nara University of Education, Ehime University and Nagasaki University¹⁴.

The teacher training program is now accepting approximately 155 trainees from 42 developing countries around the world into 53 Japanese universities as mentioned above. Figure 1 shows the transition in the total number of accepted teacher trainees from 1980 to 2003. Currently there are 142 teacher trainees accepted in October 2003. Amazingly, the total number of teacher trainees in Japan from 1980-2003 rose to 3,076 persons and some 2,934 trainees have already returned to their home countries and resumed their jobs. The breakdown of the countries of origin has not been officially announced. It was fortunate that this study obtained the statistics on the teacher trainees from Thailand, which was one of the ASEAN countries sending teacher trainees to Japan in 1980. The number of teacher trainees from Thailand shown in Figure 1 was 16 persons in 1980, doubled in 1983, and finally decreased in 1998 to 13 persons. In October 2004, nine teacher trainees were granted a scholarship¹⁵. From 1980 to 2004, there were 617 teacher trainees from Thailand with 598 trainees having returned home. According to several surveys, they evaluated their training experience in Japan highly and applied some practices they learned in Japan into their work at home¹⁶.

Figure 2 shows the number of teacher trainees by countries of origin from 1999-2003. Although this data includes only the accepted number in five recent years, it shows that teacher trainees from two countries in East Asia; for example, South Korea and China, represent 26.73% of the total accepted number. Meanwhile, teacher trainees from ASEAN countries; for example, Philippines, Myanmar, Thailand, Indonesia, Laos, Malaysia, Brunei, Singapore, and Vietnam comprise of 41.36%. The ratio of teacher trainees from Central and South America is 24.47%.

4. Selection Procedures for the Teacher Training Program

Selection procedures for the teacher training program are done by the Embassy of

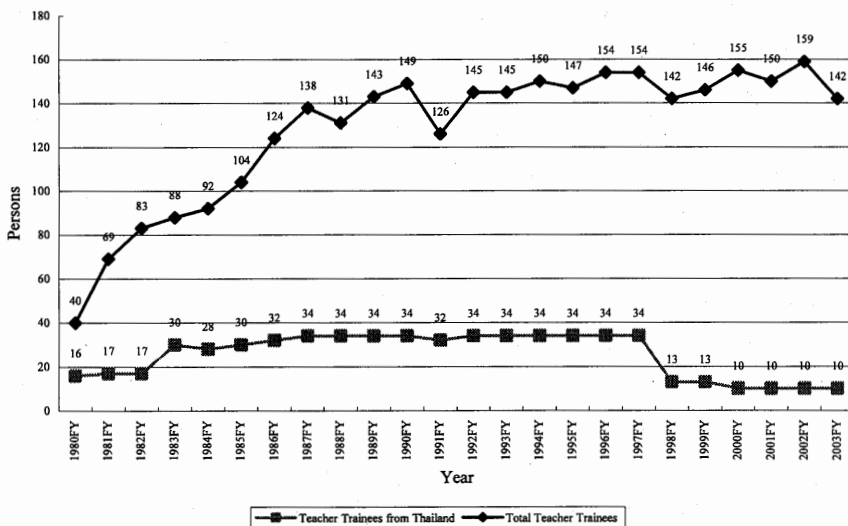


Figure 1 The Total Number of Trainees and Thai Teacher Trainees in Japan (1980FY-2003FY)

Source: The total number from 1990-1994 appears in Noro Ikuko, et al.¹⁷, and from 1995-2003 is from individual survey. The number of teacher trainees from Thailand is from Japan Information Service (JIS), Embassy of Japan, Thailand.

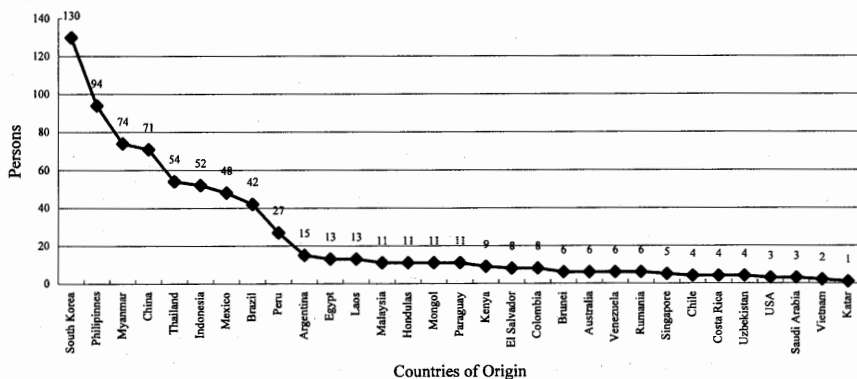


Figure 2 The Number of Teacher Trainees in Japan by Countries of Origin (1999FY-2003FY)

Source: Individual survey.

Japan in cooperation with the foreign governments concerned. The preliminary candidates are selected from among applicants by means of a written examination in Japanese and English languages with an interview and a review of the submitted documents. Those who have been selected as the preliminary candidates are then recommended to MEXT, which will select the successful candidates from among those recommended. University placement will be made by MEXT after consultation with the universities concerned¹⁸. Figure 3 shows the detailed procedures of selection teacher trainees that occurs in Thailand. The selection procedures conducted in Thailand are believed to be an ideal practice that helps to select applicants with high motivation in receiving the in-service teacher training in Japan. A problem concerning motivation will be raised in the latter part of this study.

5. Outline of the Teacher Training Program

1) Japanese Language Training

The 18-month teacher training program can be divided into three periods. The first period six months from October to March in the following year, which is devoted to intensive Japanese language training though in some universities the teacher training course may be conducted in parallel with the Japanese language course. Many teacher trainees have no experience in Japanese language education. Those who are fluent in Japanese language can start the teacher training course from the beginning. The teacher trainees can also take supplementary Japanese language classes during the second period from April to September and in the third period from October to March.

Before coming to Japan, some teacher trainees have studied the Japanese language, especially trainees from China and South Korea. Some of them have very high proficiency in Japanese language. In some countries, the trainees who are concerned with their Japanese language problem attend private language schools before their departure to Japan. In some countries, the Embassy of Japan offers pre-departure Japanese language education for MEXT scholarship recipients. In Thailand, the Japan Foundation Bangkok Language Center offered a preparatory course of basic Japanese language for all MEXT scholarship recipients. The students learned the Japanese language in this six-month intensive course for 81 hours¹⁹. However, from 2004, each recipient studies Japanese language at the language school of the Old Japan Students' Association, Thailand. Since

Figure 3 Selection Procedures for Teacher Trainees in Thailand

Period	Process	Responsible Authorities
Jan	Japan Information Service (JIS), Embassy of Japan sends a scholarship announcement letter to Ministry of Education, Thailand (MOE).	JIS with MOE
Feb	MOE announces to each department to send candidates for selection examination by allocating quotas that each department can send the candidates.	MOE
1 st week Mar	MOE submits preliminary application forms to JIS.	MOE
2 nd week Mar	JIS conducts a written examination in English and Japanese languages.	JIS
3 rd week Mar	JIS announces the result of the written examination.	JIS
3 rd & 4 th weeks Mar	MOE in cooperation with JIS conducts an interview examination for those who passed the written examination.	MOE with JIS
4 th week Mar	JIS announces the result of the interview examination.	JIS
4 th week Mar	Successful candidates gather at JIS for preliminary orientation.	JIS
1 st week Apr	Successful candidates submit official application forms to JIS.	JIS
Mid-Apr	JIS sends the official application forms to Japan.	JIS
PLACEMENT PROCEDURES IN JAPAN		
Beginning of Jun	MEXT sends lists of the candidates to each university for the acceptance.	
Jun	University considers the acceptance.	
End of Jun	University sends acceptance results to MEXT.	
End of Jul	University sends lists of academic advisors' assignments.	
End of Aug	JIS announces final candidates and their university placements.	JIS
End of Sept	JIS holds a pre-departure orientation.	JIS
1 st week Oct	Teacher trainees depart for Japan.	

Source: Japan Information Service, Embassy of Japan, Bangkok, Thailand

there is a difference in Japanese language proficiency among the teacher trainees, the university offering Japanese language courses has to cope with this problem case by case.

In Japan, the teacher trainees attend either the six-month intensive Japanese language course offered for the teacher trainees only or the course offered mainly for MEXT Scholarship research students. More universities offer the latter type. Currently there are only 27 universities out of 53²⁰ that can offer Japanese language training for the first period, meaning that the teacher trainees who are assigned to the other 26 universities will receive Japanese language education in a university and then move to another university to receive the teacher training. It is almost impossible or very difficult for these trainees to have contact with their academic advisors. Therefore, after the completion of the Japanese language course, they have to adapt to the new environment in the university they will stay for the remaining 12 months.

2) Teacher Training Courses

The teacher training courses occur in the second period from April to September and the third period from October to March, though practices in each university may vary. Some universities conduct common lectures and school visits for the teacher trainees and at the same time the trainees receive private guidance from their own academic advisors. In some universities, the trainees receive one-on-one guidance from their academic advisors and school visits are arranged by each advisor.

The teacher trainees are assigned a Japanese student as a tutor who helps them to adjust to daily life, Japanese language study, and their study in the field of specialization. In most cases, the tutor is an interpreter for the teacher trainees when their Japanese language proficiency is not enough. The tutor works for approximately 100 hours for one year.

a) Common Lectures

Lectures that teacher trainees attend are sometimes provided only for the teacher trainees, but in some universities they attend lectures with other students. The lectures are; for example, Japanese Affairs, Introduction to Education, Education in Japan, Seminar for International Students, Japanese Language and Japanese Culture, Educational Philosophy, or other²¹. Some universities offer lectures in English but most of them Japanese only. One lecturer teaches the whole course while in some universities a

few lecturers take turns in teaching.

b) School Visits

One characteristic of the teacher training program that differentiates it from the typical research student program is the school visit. The school visit may be arranged by the teacher training program coordinator regularly, or done by individual academic advisor, or by the academic advisor upon request from the teacher trainee or even by individual teacher trainee. The schools or universities that the teacher trainees visit vary depending on the universities accepting trainees. They are, for instance, kindergarten, elementary school, secondary school, special school, university. In the case of Aichi University of Education, the teacher trainees visit 15 schools on average and some trainees visit more than 20 schools²². Most of the teacher trainees have strong interest in the school visit. In their request for the school visit, they say that they not want to only participate in the school festival but they want to observe more classes; they do not want to see empty laboratories but want to observe how the experiment is done in the lab; they want to visit kindergarten, elementary and secondary schools and later spend one week to observe in details classes that are close to their field of specialization²³.

The teacher trainees can learn many things from their direct experience during the school visit. At the same time, the school teachers and students enjoy the exchange activity with the teacher trainees. The following is an essay that a six-grade pupil wrote after the exchange activity with Asian teacher trainees.

It was the first time for me that I had an exchange activity with people from Asian countries. I was nervous at the beginning but soon became relaxed and enjoyed the exchange. I was surprised that the teacher trainees could speak Japanese very well. I myself want to be good in English or other foreign languages. The trainees taught us games and how to greet in their language but they were difficult to remember. I think that the trainees must have difficulties in learning Japanese. Japanese is easy for me but other foreign languages are difficult to learn. This exchange is very memorable experience. I hope that I will have this kind of experience again in junior high school.²⁴

c) Guidance by Academic Advisor

During the teacher training course from April to March, each teacher trainee

receives guidance from an academic advisor. The advisor may encourage the teacher trainee to attend seminars and some of his lectures. Some advisors may provide only individual meeting for one-on-one discussion with the teacher trainees. In most cases, the teacher trainees do some research according to the research proposal that they have submitted at the time of scholarship application by receiving advice from their academic advisors.

3) Research Report

At the end of the training program, not all accepting universities request research papers as a result of the training program. Even fewer universities publish these papers in the form of the teacher training program report. Among the 53 universities, a report is a requisite in only 19 of the universities while only four universities organize the report presentation opportunity for the teacher trainees²⁵. As result, it can be said that the teacher training program in Japanese universities varies according to each university's accepting abilities and readiness.

III. Teacher Training Program at the University of Tsukuba

The teacher training program at the University of Tsukuba was called in the first year of its commencement the ASEAN Program and in the second year renamed as the In-Service Training Program for Overseas Teachers. The program objectives were to accept primary and secondary school teachers and educational administrators from developing countries to a Japanese university and educate them in educational management, educational methods, and their teaching subjects in order to cooperate in training executive officers who contribute to the advancement of educational standard in their home countries. Furthermore, the training program offers them opportunities to observe Japanese schools and promote their understanding toward education in Japan and Japanese society²⁶.

The Master's Program in Education was an accepting body of this program. The responsible committee at the university level was called the Special Committee for the In-Service Training Program for Overseas Teachers (June 1980-March 1984) under the Committee of the Foreign Students. In the Master's Program in Education, the Liaison Committee of In-Service Training Program for Overseas Teachers (April 1981-March

1984) was organized later²⁷. In March 1984, the Special Committee for the In-Service Training Program for Overseas Teachers was dissolved. Since then, the Committee of the In-Service Training Program for Overseas Teachers was established with seven members from each department of Master's Program in Education²⁸. Apart from the Committee and the academic advisors, there was a group of general advisors who helped to coordinate the program. One program assistant presently is assigned to take care of the program in general.

1. The Teacher Training Program at the University of Tsukuba as Seen from Various Statistics

Table 1 and Figure 4 show the total number of teacher trainees accepted to the University of Tsukuba by countries of origin. The total number shows 227 trainees from 18 countries. Since the total accepting number of teacher trainees in Japan in 2003 was 3,076 persons, it means that the University of Tsukuba accepted 7.12% of the teacher trainees (as of 2003). Trainees from Thailand outnumbered trainees from other countries. Trainees from the Philippines ranked second, followed by South Korea, China, and Indonesia.

Table 2 and Figure 5 show the number of teacher trainees at the University of Tsukuba by major fields of study. Among the 20 areas of study, trainees in the field of special education rank first, followed by science education, mathematics education, and physical education. From Table 2, the data is also classified by countries of origin. For example, 12 trainees from Thailand have studied in the field of physical education, followed by seven in educational technology, and six in English education, while trainees from the Philippines concentrate on special education.

2. Outline of the Teacher Training Program at the University of Tsukuba

1) Japanese Language Training

The International Student Center at the University of Tsukuba is responsible for the Japanese language training. Since the start of the program in 1980, Japanese language training was provided for one year from October to September in a course specially designed for only teacher trainees. The teacher training courses such as Modernization of Education in Japan, Current Problems in Japan, Technical Terms in Education were

Table 1 Total Number of Teacher Trainees at the University of Tsukuba
by Countries of Origin (1980FY-2004FY)

	Thailand	Philippines	Indonesia	Malaysia	Myanmar	Brunei	Laos	Singapore	South Korea	China	Mexico	Argentina	Brazil	Rumania	Peru	El Salvador	Venezuela	Samoa	Total
1980	3(2)	3(2)	2(0)	2(0)															10(4)
1981	3(1)			2(0)					2(0)	2(1)	1(0)								10(2)
1982	3(2)	3(3)							2(1)		1(1)								9(7)
1983	2(2)		3(0)	2(0)					2(0)	1(1)									10(3)
1984	3(2)	2(1)		1(0)					2(0)	2(1)									10(4)
1985	3(2)	1(0)	1(0)	2(0)						1(0)	1(1)								9(3)
1986	3(2)	3(1)	2(1)						1(0)	1(1)	1(1)								11(6)
1987	3(1)	2(2)	2(1)	1(1)	1(1)				1(0)		1(1)								11(7)
1988	3(2)		1(0)	1(0)					1(1)	1(0)	1(1)	1(1)							9(5)
1989	4(2)	2(0)	1(0)						1(1)		1(0)	1(1)							10(4)
1990	4(3)	4(3)	1(0)			1(0)				1(1)			1(0)						12(7)
1991	3(0)	2(1)	2(1)						1(0)	1(0)			1(0)						10(2)
1992	1(1)	1(0)	2(1)						1(0)	1(0)			2(1)						8(3)
1993	2(1)	1(1)		1(0)					1(0)		2(1)	1(1)		1(1)					9(5)
1994		3(1)		1(1)	1(1)				2(0)						1(1)		1(1)		9(5)
1995	2(1)	1(0)	1(0)						1(1)			1(1)	1(0)						7(3)
1996	2(1)	1(1)		1(0)					1(1)	1(0)			1(0)						7(3)
1997	2(1)	2(1)		1(0)			1(0)			2(1)									8(3)
1998	1(0)	2(2)		1(1)						1(0)			1(1)						7(4)
1999	3(2)	1(1)							3(2)						1(1)				8(6)
2000	1(1)	2(1)						1(0)	2(1)	1(0)					1(1)	1(0)			9(4)
2001	2(2)		1(0)						1(1)	1(0)					3(2)				7(5)
2002	2(2)	2(1)							2(2)	2(1)			2(1)				1(1)		11(8)
2003	1(1)	1(1)							4(4)	1(0)			1(1)						8(7)
2004	1(1)	2(1)							3(3)	1(0)								1(0)	8(5)
Total	37(5)	41(4)	19(4)	16(3)	2(2)	1(0)	1(0)	1(0)	34(18)	21(7)	9(6)	4(4)	10(6)	1(1)	6(3)	1(0)	2(2)	1(0)	227(115)

() number of female

Source: Master's Program in Education, University of Tsukuba, (*Gaikokuujin Kyouinkenshuu Ryuugakusei Puroguramu Houkoku*) *The In-Service Training Program for Overseas Teachers*. 1984-2002, and (*Gaikokuujin Kyouinkenshuu Ryuugakusei Saishuu Puroguramu Houkokusho*) *The In-Service Training Program for Overseas Teachers Final Program Report*. 2003-2004. The number of teacher trainees accepted in October 2003 and 2004 is from the Committee of the In-Service Training Program for Overseas Teachers, Master's Program in Education, University of Tsukuba.

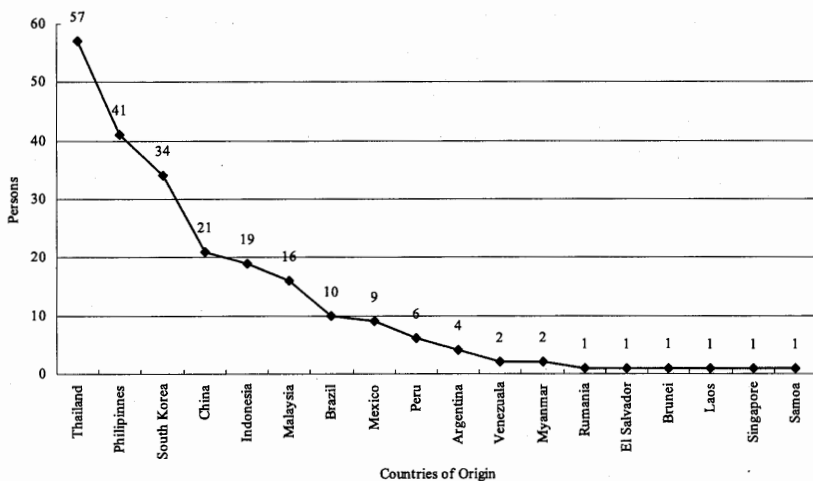


Figure 4 The Number of Teacher Trainees at the University of Tsukuba by Countries of Origin (1980FY-2004FY)

Source: Same as Table 1

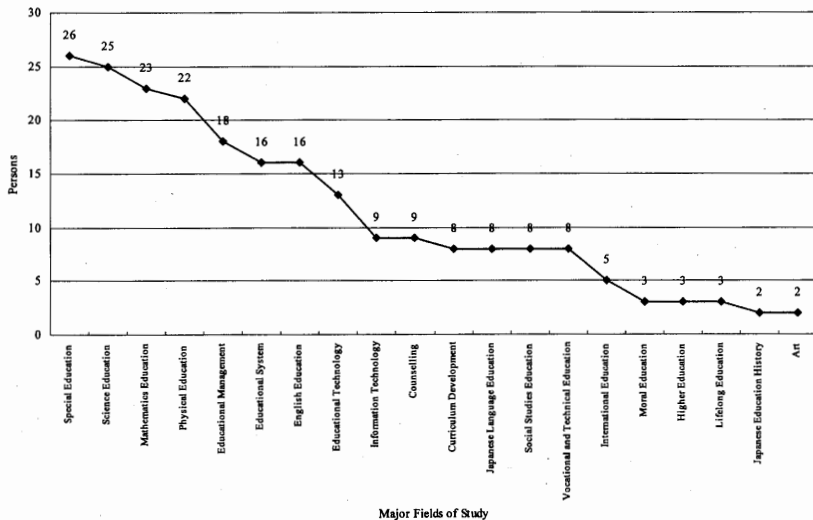


Figure 5 The Number of Teacher Trainees at the University of Tsukuba by Major Fields of Study (1980FY-2004FY)

Source: Same as Table 1

Table 2 Total Number of Teacher Trainees at the University of Tsukuba
by Major Fields of Study (1980FY-2004FY)

	Special Education	Science Education	Mathematics Education	Physical Education	Educational Management	Educational System	English Education	Educational Technology	Information Technology	Counseling	Curriculum Development	Japanese Language Education	Social Studies Education	Vocational and Technical Education	International Education	Moral Education	Higher Education	Art	Japanese Education History	Lifelong Education	Total	
Thailand	1(1)	3(2)	4(4)	12(2)	1(0)	3(0)	6(6)	7(6)	3(3)	4(4)	4(3)	1(1)	1(1)	4(1)	1(0)	1(1)	1(0)				57(35)	
Philippines	14(10)	8(3)	9(7)	2(0)		1(0)	1(1)	2(1)		2(2)	2(0)										41(24)	
Indonesia	3(2)		1(0)	2(0)	3(0)			3(0)	1(0)			1(1)		3(0)		1(1)		1(0)			19(4)	
Malaysia		2(0)	2(0)		5(1)		2(0)	1(0)	1(0)				1(1)		2(1)						16(3)	
Myanmar							1(1)						1(1)								2(2)	
Brunei						1(0)															1(0)	
Laos			1(0)																		1(0)	
Singapore																		1(0)			1(0)	
South Korea	2(0)	8(5)	2(2)	2(0)	3(0)	3(2)	4(4)			2(2)	2(1)	3(1)			1(0)				2(1)		34(18)	
China		2(2)			2(0)	5(1)	1(0)			1(0)	3(2)			2(1)		2(1)				3(0)	21(7)	
Mexico	4(3)	1(1)	1(0)		1(1)	1(1)							1(0)								9(6)	
Argentina			1(1)	2(2)										1(1)							4(4)	
Brazil	1(1)	1(1)	1(1)	1(0)	1(0)	1(0)			4(1)												10(4)	
Rumania			1(1)																		1(1)	
Peru				1(0)	1(1)	1(1)					1(1)	1(1)	1(1)								6(5)	
El Salvador											1(0)										1(0)	
Venezuela	1(1)						1(1)														2(2)	
Samoa					1(0)																1(0)	
Total	28(18)	23(14)	23(16)	22(6)	18(3)	16(5)	18(13)	13(7)	9(4)	9(8)	8(4)	8(6)	8(3)	8(2)	8(2)	3(2)	3(2)	3(1)	3(0)	3(1)	3(0)	227(113)

() number of female

Source: Same as Table 1

taught from October to March in conjunction with the Japanese language training. From April to September, courses such as Society and Education in Southeast Asia, Education in Japan, School Management, Modernization of Education in Japan, and Technical Terms in Education were offered. During the last six months from October to March, there were only teacher training courses and the teacher trainees were expected to work on their final report²⁹.

The Japanese language training was changed into a six-month intensive course in 1998. The teacher trainees attended Japanese language classes with other MEXT Scholarship research students. This system continues until present.

2) Teacher Training Courses

The second period (April to September) and the third period (October to March) are for the teacher training courses. The trainees fully participate in the program organized for the teacher trainees. They have their own desk in a study room reserved for the teacher trainees. They can freely use computers with English software installed in the study room.

a) Common Lectures

As of 2003, there are two common lectures in English; for example, Modernization of Education in Japan and Technical Terms in Education. There are also at least five intensive lectures organized in English; for example, English Education, Education Reform in Japan, Introduction to Japan Philosophy, Mathematics Education, and International Students Education in Japan³⁰.

b) School Visits

The school visit is done on an one-day or half-day basis. The teacher trainees visit demonstration elementary and secondary schools of the university, special schools of the university, universities in Kyoto and Nara, and participate in international exchanges at nearby elementary school and their sports day. Depending on the needs of each trainee, additional arrangements for the school visit are done by the academic advisor.

c) Guidance by Academic Advisor

From April, the trainees start to re-think about the research topic and consult with their academic advisors about the research schedule. They have individual meeting times with their academic advisors. Some trainees are provided with study desks in the same study room as graduate students, and some trainees are invited to listen to some lectures that their academic advisors teach.

3) Final Report and Presentation

At the end of the training program, the teacher trainees have to submit a final report in order to complete the training program. Based on the research proposal submitted at the time of scholarship application, the trainee revises the proposal and does the

necessary research. The trainees present the outline of their research on the final report guidance day at the end of November. The report is about 30 pages in length and can be written in either Japanese or English. The deadline for the final report submission is the middle of January.

Before the submission, the report must be checked by the academic advisor and tutor. After that, it will be edited for the publication of teacher trainees' final reports and program activities under the name of The In-Service Training Program for Overseas Teachers Final Program Report in March.

The final report presentation is organized on the same day of graduation ceremony. The audience of the presentation includes academic advisors, junior teacher trainees, tutors, other Japanese individuals, and international students. A diploma is conferred at the graduation ceremony by the university president.

4) Tutor

The teacher trainees are assigned a Japanese student from the time that they arrive in Japan. It means that during the Japanese language training, they can ask for help from the tutor. The academic advisors look for appropriate tutors for them. The tutor works for 90 hours in a year from October to September. From October to January, the tutor works for 35 hours in order to help with the final report writing.

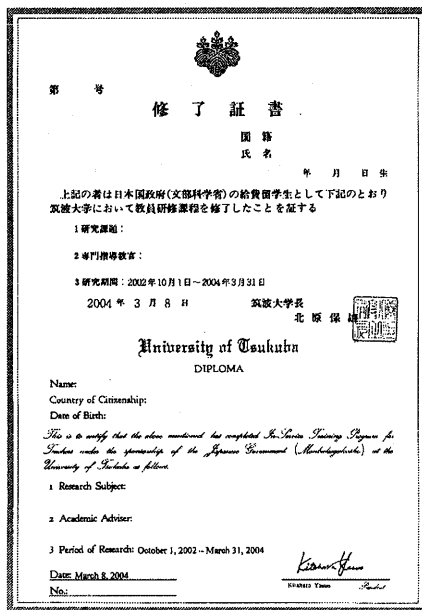


Figure 6 Sample of Diploma Conferred to the Teacher Trainees at the University of Tsukuba

IV. Problems and Recommendations for the Teacher Training Program

1. Motivational Problems

According to his experience in taking care of the teacher trainees, Murata Yokuo (1982) divides motivational problems into four types: 1) traveling-oriented, 2) degree-oriented, 3) practical-oriented, and 4) sociable-oriented. The first type concerns those who are just lucky enough to obtain the scholarships to come to Japan. They do not have high motivation for specific training but just for traveling around Japan. The second type concerns those who are very serious and have high motivation for the study with some of them want to get a degree from Japan. The third type comprises those who want to learn something practical especially in the vocational and technical fields. The fourth type consists of those who do not concentrate much on the training but love to make friends and attend several social events. They tend to be likable and have a lot of foreign and Japanese friends³¹.

In this study, it is possible to divide the teacher trainees by motivations into three groups; for example, the trainees who enjoy intercultural exchange, the trainees who have strong interest in the in-service training, and the trainees who are academic-oriented and want to do research. Thanks to the advantages of the non-degree teacher training program, it is possible to organize the program to serve all three groups. The program should include exchange activities inside and outside the campus, several school visits for longer hours, a co-teacher system under the close cooperation with a demonstration school, and research report.

The problem of low motivation can be solved in the process of candidate selection in each country. The selection procedure differs from country to country. In some countries, the program is known among limited groups of teachers and there is almost no competitive selection. Only the teachers with high motivation should be selected. There is a need to revise the selection guideline because the selection procedure done in some countries does not function well. The example of selection procedure in Thailand can be considered a model for selection practice in other countries.

2. Master's Degree Problem

There is much research that draws the conclusion that the teacher training program should be redesigned and conferred as a Master's degree. Ninomiya Akira (2003)

discusses this matter in detail about the possibilities in conferring a Master's degree upon the trainees. Problems in realizing the degree conferment include the purpose of the teacher training program that aims at in-service training, 18 months period of study and the arrival in October which does not correspond with the academic year in Japan, language of instruction in the Master's course; for example, Japanese language³².

Recently there is a tendency in which many of the teacher trainees already have Master's degree, and they do not really need the second Master's. Many of the trainees, especially from South Korea, are studying in the doctoral program in their country. Therefore, through their participation in this program, they collect data for the doctoral dissertation and some even write the dissertation while in Japan.

From the current circumstances, the teacher training program needs reform in order to make it a real in-service training program and not to confer a Master's degree.

3. Recommendations

After looking at the teacher training program in general, and the case of the University of Tsukuba, it may be possible to make the following recommendations:

- 1) The 18-month teacher training program should be done in the same university. Research indicates that the change of the university after the Japanese language training causes many problems in terms of environment adaptation and communication problems with the academic advisor during the first six-month. In the case of the University of Tsukuba, during the period of October to March, the two groups of teacher trainees can participate in the same activities and junior trainees can learn many things from the senior mentors.
- 2) The accepting universities should have demonstration schools in order to offer in-service training for the trainees. There is always a strong request for school visit and class observation. Only a few hours of visit cannot give the trainees clear ideas on how Japanese teachers teach in school. A co-teacher system or regular visit is more desirable. The school and many Japanese teachers may feel that this practice is a burden but the effect on the school, teachers and students is invaluable, especially at the time that the role of the demonstration school has been questioned.
- 3) In order to manage and organize the program, a budget is needed without question and there should be at least one program coordinator or assistant. If not,

the total burden has to be born by academic advisor. Concerning common lectures for the teacher trainees, the number of common lectures has been decreasing compared with the starting time of the program. In case that there is no full-time teaching staff for the program, other lecturers have to do extra work in giving lectures to the teacher trainees. It may not be practical to suggest that there is more full-time staff for the program. So a series of intensive lectures may be a good solution.

In summing up the above problems and recommendations, MEXT has to reconsider about its policy on the teacher training program. Approximately 150 teacher trainees are scattered among the 53 accepting universities so that there are two or three trainees each in program. With such a small number of teacher trainees, it is impossible to manage a teacher training program. The teacher training program should be reformed by selecting 10-15 universities that have the capacity to accommodate a larger group within the same university to handle the Japanese language training, the teacher training program and in-service training at the demonstration school. Furthermore, study on the former teacher trainees should also be done as a means of program evaluation.

Notes

- (1) The two proposals are The declaration concerning foreign student policy towards the 21st century (1983) and The development of foreign students policy towards the 21st century (1984). Other policies on international students are The comprehensive plan to promote student exchange towards the 21st century (1992), Toward a contribution to international intellectual growth and the development of foreign student policy (1999) stated in the Monbusho's Advisory Committee on Foreign Student Policy.
- (2) Ministry of Education, Culture, Sports, Science and Technology, Japan (Monbukagakusho: MEXT), (Wagakunino Ryuugakusei Seidono Gaiyou) *Outline of the Student Exchange System in Japan*. MEXT, 2004, p. 7.
- (3) Japan Students Services Organization (JASSO), (Ryuugakusei Ukeire No Gaikyoku (Heisei 16 Nendoban)) *Acceptance of Foreign Students in Japan (2004)*. Retrieved 3 December 2004, from http://www.jasso.go.jp/kikaku_chosa/index.html
- (4) Institute of International Education, *Open Doors 2004*. Retrieved 10 November 2004, from <http://opendoors.iienetwork.org/?p=49931>
- (5) JASSO, *op.cit.*

- (6) Murata Yokuo, "Present Situation of Accepting In-Service Teacher Trainees from ASEAN: Analysis of the Questionnaire Survey," (Nihon Hikaku Kyouiku Gakukai Kiyou) *Journal of Japan Comparative Education Society*. No. 9, 1983, p. 5.
- (7) MEXT, *Outline.., op.cit.*, p. 25.
- (8) Ministry of Education, Culture, Sports, Science and Technology, Japan (Monbukagakusho: MEXT), *Guidebook of Teacher Training Program: Japanese Government (Monbukagakusho: MEXT) Scholarship for 2004*. MEXT, 2004.
- (9) MEXT, *Outline.., op.cit.*, p. 25.
- (10) Takakura Sho, et al., "Present Situation of Dispatch and Acceptance of In-Service Overseas Teacher Trainees: Based on the Survey," (Daigaku Kenkyuu) *University Studies*. Research Center for University Studies, University of Tsukuba, 1988, p. 85.
- (11) Ohira Masayoshi Kaisouroku Kankoukai, *Ei-en No Ima*. Ohira Jimusho, 1980.
- (12) Takakura Sho, *op.cit.*, p. 85.
- (13) Japan Information Service (JIS), Embassy of Japan, Thailand. Retrieved 30 September 2004, from http://embjp-th.org/en/jics/study/mon_is.htm
- (14) Murata Yokuo, et al., "Present Situation and Problems of In-Service Training Program for Overseas Teachers: Analysis of the Questionnaires," (Tsukuba Daigaku Kyouiku Gakukei Ronshuu) *Bulletin of Institute of Education, University of Tsukuba*, Vol. 8, No. 2, 1984, p. 23.
- (15) Japan information Service (JIS), Embassy of Japan, Bangkok, Thailand
- (16) Murata Yokuo and Shibuya Hideaki, "Teacher Trainees from Developing Countries Studying in Japan," (Sekai No Ryuugaku) *Study Abroad in the World*. Edited by Gondo Yoshio. Toshido, 1991, pp. 326-328.
- (17) Noro Ikuko, et al., "The Necessity of the Japanese Language Proficiency in the Enrollment and Education of Teacher Training Students," (Shizuoka Daigaku Kyouiku Gakubu Fuzoku Kyouiku Jissen Kenkyuu Shidou Sentaa Kiyou) *Journal of the Center for Educational Research and Teacher Development, Faculty of Education, Shizuoka University*. No. 4, 1995, p. 9.
- (18) Japan Information Service (JIS), Embassy of Japan, Thailand. Retrieved 30 September 2004, from http://embjp-th.org/en/jics/study/mon_is.htm
- (19) JIS, *op.cit.*
- (20) MEXT, *Guidebook..,op.cit.*
- (21) Namba Koji, (Kyoin Keshuu Ryuugakusei No Nihongo Gakushuu To Gakushuu Kankyou No Kankei Nitsuite No Kisoteki Kenkyuu) *A Study on the Relation Between Japanese Language Learning and Learning Environment of Teacher Training Students*. Osaka University, 2003, p. 23.
- (22) Okada Yasuyo, (Kyoin Keshuu Ryuugakusei Notame No Gakushuu Shien Shisutemu No Kaihatsu Nikansuru Kisoteki Kenkyuu Houkoku (1)) 'Basic Research and Report on the Development of a Study Supporting System for Teacher Training Students (1)', (Aichi Kyouiku Daigaku Kenkyuu Houkoku, Kyouiku Kagaku Hen) *Bulletin of Aichi University of Education*,

Educational Sciences. No. 44, 1995, p. 303.

- (23) *Ibid.*, p. 303.
- (24) Tabuchi Isoo, (Kyoin Kenshuu Ryuugakusei Seido Juujitu Notame No Teigen) 'A Proposal to Improve "In-Service Foreign Teacher Training Student System"', (Nara Kyuiku Daigaku Kiyou (Jimbun Shakai)) *Bulletin of Nara University of Education, Cultural and Social Science*. Vol. 38, No. 1, 1989, p. 55.
- (25) MEXT, *Guidebook...*, *op.cit.*
- (26) Master's Program in Education, University of Tsukuba, (Kyouinkenshuu Ryuugakusei Puroguramu Houkoku) *The In-Service Training Program for Overseas Teachers (October 1980-March 1984)*. 1984, p. 17.
- (27) Master's Program in Education, 1984, *op.cit.*, pp. 17-18.
- (28) Master's Program in Education, University of Tsukuba, (Kyouinkenshuu Ryuugakusei Puroguramu Houkoku II) *The In-Service Training Program for Overseas Teachers II (October 1983-March 1987)*. 1987, pp. 13-14.
- (29) Master's Program in Education, 1984, *op.cit.*, pp. 37-39.
- (30) Master's Program in Education, University of Tsukuba, (Gaikokujin Kyouinkenshuu Ryuugakusei Saishuu Puroguramu Houkokusho) *The In-Service Training Program for Overseas Teachers Final Program Report*. 2004, pp. 356-357.
- (31) Murata Yokuo, "Nature of Foreign Students as Seen by Academic Advisor," (Tsukuba Fooramu) *Tsukuba Forum*. No. 18, University of Tsukuba, 1982, p. 30.
- (32) Ninomiya Akira and Nakaya Ayami, (Ryuugakusei Shisaku No Senryakuteki Housaku Nikansuru Kenkyuu: Kyoin Kenshuu Ryuugakusei Puroguramu Nikansuru Chousa Kenkyuu) *A Study on Strategies for Foreign Student Policy: A Survey Report on Teacher Training Program*. Hiroshima University, 2003, pp. 21-24.