Student Teacher Observation:
Perspectives on Evaluation and Criteria

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　本研究は，日本大学国際関係学部のティーチング・インターンシップ・プログラムにおける日本語教育実習で得られたデータにより，教育実習生に対する授業観察の評価を効果的に活用するための新しい評価システムを作成することを目的としている。まず従来の評価方法の問題点を明らかにした上で，先行文献から集めた質問項目を種類別に整理・分析し，プログラムに適した評価方法と必要な評価項目を考察する。更に，作成した評価システムを教育実習の中で実践することにより，大学での研修内容の見直し，教育実習生の技能向上，派遣校の生徒に対する教育的成果という3つの視点から有効性を検証する。

Abstract

　　A new evaluation system for the Teaching Internship Program (the TIP) of Nihon University, College of International Relations (the University) is proposed, based on empirical research into the performance of student teachers in host schools; the authors are responsible for the planning and training aspects of the TIP. The previous evaluation form has been critically reviewed and an observation form has been created. A new observation form utilising systematic numerical scores and complementary comments collected from advisors in host schools was designed in order to obtain data pertaining to students' performance in observed classes. Detailed analysis of the data obtained has identified key weaknesses in the in-university preparatory training course. The form therefore can be used to analyze the necessary changes that will enhance the benefits of the TIP for the students, the University and host schools.

Aims and Subjects

Background Information

　　This research is based on data collected from the TIP held by the University in February and March, 2016. The program gives university students practical experience of teaching the Japanese language and Japanese culture in host schools ranging from elementary schools to high schools in English-speaking countries. Eight student teachers participated in the program, and one or two student teachers were sent to each host school.

　　Student teachers on the TIP are required to undergo six months' pre-training in teaching and communicating in English before attending on-site teacher training in an English-speaking country. The prior training consists of approximately forty lessons, each lasting ninety minutes, of which twenty five lessons are for teaching practice in both Japanese and English. The remaining lessons are for English presentation practice and for learning how to introduce Japanese culture. The practical on-site teacher training continues for six or seven weeks, depending on the host schools' schedules.

Problems of the Previous Evaluation Form

For the past decade, the TIP administrators had been collecting data on the needs of both the host schools and the University by means of an evaluation form filled out by the advisor of each host school after the student teachers had completed their practical training as interns. The evaluation form consisted of five parts:

1. Rating each student teacher's performance in class, communication skills, self-presentation skill, and personality characteristics. Questions on performance in class covered presentation content, ability to relate to pupils, preparation for presentations and lessons overall, lesson delivery style and effectiveness, degree of achievement of planned objectives, and materials or textbooks introduced into the activities. A communication skills category included English proficiency, expressive ability, and social skills. A self presentation and personality category included positive attitude or enthusiasm, approachability (how easy it was for pupils to talk to the student teacher), thoroughness (how much attention the student teacher paid to details), and adaptability. That part of the questionnaire included an open question which allowed the advisors to make additional comments.

2. Evaluation of the amount of the time the student teacher spent with the pupils.

3. An open question regarding how much the pupils had benefited from the student teacher's classes.

4. An open question requesting suggestions for improvements to the program.

5. Rating the needs of the host school for a student teacher in the following year.

Apart from the foregoing information, the benefits we expected from the evaluation form were the following:

1. Student teachers would know individually how advisors had evaluated their performance inside and outside the class so that they could reflect on their advisor's scores and comments with respect to their future teaching activities.

2. The advisors could expect a better performance from the following year's student teachers so that the pupils could enjoy learning the language and culture more effectively.

3. The University would have an opportunity to learn the needs of the host schools and review the training syllabus and contents offered in the program. They could thus utilize the advisor's comments by developing the Teaching Internship Program.

Upon examining the questions in the pre-existing evaluation form, however, the possible benefits it could offer the three parties involved were found to be limited due to the following factors:

1. The evaluation form did not provide concrete recommendations for improving a student teacher's skills. If a student teacher received a low score in the 'ability to relate to pupils' column, for example, the student teacher had no way of knowing what behavioral change in class was warranted from a single line; 'Lesson delivery style and effectiveness' similarly pointed only to an abstract idea. It is necessary to specify what delivery style would be more effective in class or state what the word 'effectiveness' actually means in that context. Effectiveness, for instance, could be related either to language use or instructional methods. Although student teachers who were awarded high scores on this category might already have been aware of the strong points in their teaching skills, student teachers who received lower scores were offered no advice that could have helped them to improve their rating. Such student teachers would very likely have been discouraged by low scores.

2. Since the advisors were not informed of the purpose of the evaluation form, they were tempted to try to please the student teachers by giving high scores. Some of the host schools which sent the evaluation

form directly to the University gave a few low scores, but every year most student teachers received relatively high scores. In that situation, the evaluation form could be just a means of showing an advisor's gratitude or maintaining a good relationship between the advisors and the student teachers or between the host school and the University.

3. Although some professional advice could be offered if the University trainer noted low scores on a student teacher's evaluation form, specific advice could not be given without actually observing the student teacher's performance at their host schools. Since the training course ends almost immediately after the student teachers return from on-site training, the University trainers did not then have an adequate opportunity to review and advise on the performance of the student teachers individually. The most that was possible was to discuss typical examples of the skills required in practical problem areas, regardless of the extent to which the trained student teachers had already mastered those specific skills.

In view of those factors, we can conclude that all three parties appear to be getting emotional benefit but too little professional advice under the old evaluation system. In order to avoid ambiguity in the readings of scores and make full use of the scores and comments in the student teacher's future teaching activities as well as in the University training program, the evaluation forms should therefore include questions that relate to specific skills and practical purposes in more concrete terms.

Method

In order to create a new evaluation system, we first collected data from previous research and assessed the necessity for, and effectiveness of, the questions in selected pre-existing evaluation forms for student teachers. As an evaluating methodology, we then set out to design an observation form that specified a class that should be observed when evaluating the student teachers. After analyzing various types of questions and criteria, we established the teaching methods and skills that should be included in the questions and divided them into relevant categories.

We then prepared a covering letter that explained the purpose of the Observation Form and included instructions that would enable the host schools' observers to complete the form correctly, and mailed the letter with a copy of the observation form to the responsible person at every host school. At the same time, we prepared a self-evaluation sheet for student teachers so that they could each compare their own evaluations with the observer's scores and comments afterwards.

Finally, we analyzed the results of the completed Observation Forms received from the advisors and the self-evaluation sheets received from the student teachers. The data for the research was collected from three advisors of three host schools in Australia and six advisors of three host schools in New Zealand. Every student teacher had one advisor; the advisors in the host schools were either Japanese language teachers or other subject teachers with higher responsibilities at the schools, such as leaders of teaching teams or principals.

Proposing a Student Teacher Observation Form

Focus of the Observation Form

A Student Teacher Observation Form was created for advisors of host schools to observe and evaluate in detail, in a single lesson, the performance of each student teacher.

The Observation Form was designed with a view to improving support for the University's TIP, student

teachers, and the host schools. The Observation Form was also created as an aid to the review and reassessment of the aims and goals of TIP as well as to provide TIP's trainers with information on the development and current training needs of each student teacher. Furthermore, by providing a better understanding of the host schools, the information would be of assistance when choosing the most appropriate placements for future student teachers.

The Observation Form was then developed to focus on student teachers who had completed successfully the six or seven weeks of the program. The elements of the Observation Form include questions which cover all the main course requirements. The Observation Form was piloted initially as a means of developing a comprehensive set of competency based standards intended to explicate areas of classroom practice that need improvement, and to be helpful in a review of objectives when refining the learning and teaching practices within TIP (SOED, 1993; Buchanan & Jackson, 1997; Department for Education UK , 2013). The third and last of the goals was to support the needs and priorities of host schools in their educational approach and address any concerns they may have concerning TIP placements.

Respondents to the Observation Form were all contacted via the host schools' principals in order to gain their informed consent when contributing to the research data. It was hoped that every question in the form would be answered in full and that none of the respondents would withhold their agreement.

The coverage of the questions was focused on obtaining the respondents' own views in order to provide insights into the teaching methodology employed in the TIP course.

Questionnaire Construction

In constructing the questionnaire, the items in the Observation Form were categorized as follows:

1　Interest and motivation
2　Planning and preparation
2. 1　Purpose
2. 2　Activities
2. 3　Materials
2. 4　Resources
2. 5　Teaching Method
3　Implementation
3. 1　Communication skills
3. 2　Questioning
3. 3　Group work
3. 4　Pupils
4　List of student teachers activities
5　Resources available to the student teacher
6　Evidence of learning outcomes
7　Suggestions for improving skills or methodology
8　Other comments

The Observation Form was comprised of 56 questions divided into sections, with subsection headings for coherence, clarity, and manageability. The first three sections utilize a numbered evaluation system whereby observers are required to score the student teacher within a range of 1 to 4: 1 = poor, 2 = more emphasis needed, 3 = good, 4 = accomplished very well, 5 = N/A (not observed). Five further questions covered: list

of activities, resources available, evidence of learning outcomes, suggestions for improving methodology and, lastly, other comments.

Question Content

The questions were designed to address issues that needed to be reconsidered regarding the strengths and weaknesses of the TIP. The responses thus reflected the performance of student teachers, the expectations of the University and the expectations of the host schools, depending on their role and status. The questions were ordered and designed to identify distinctive features expected in terms of the criteria for abilities, knowledge, skills and understanding as taught during the TIP, thereby providing explicit feedback. The results would also offer the TIP constructive insights into how to improve the course in order to facilitate improvements in the preparation of student teachers for placements. Ordinal and word-based data were analyzed, commencing with objective facts, before more subjective attitudes and opinions were analyzed.

A Likert scale was used for the first 51 questions. These were closed questions with a prescribed rating scale between 1 and 5, with each variable (item) largely independent of other variables. The rating scores were chosen after taking into account observed behavior, the manageability of data handling and analysis, and allowing for the differentiation of response, generation of frequencies, comparison (Oppenheim, 1992, p. 115) and ranking (Ovadia, 2004, p. 405).

Although the questions were focused on specific skills and competencies, the scale system employed granted respondents the freedom to express general attitudes and opinions. Furthermore, the rating scale provided a means of measurement that could identify preferences and priorities, both for individual host schools and when comparing values across variables.

The open-ended questions at the end of the form were used for exploratory purposes in anticipation of being able to highlight complex issues that the closed questions had not addressed or for which answers could not be supplied. The questions that were open-ended enabled observers to respond in their own words within the confines of a box that could be expanded if observers used the computer file.

The questions were all succinct since there were many questions to be addressed in the limited duration of one lesson. Whether the observer completed the form during the lesson or afterwards, the focus was designed to be on one lesson only. That was to make it possible to cross-refer a student teacher's evaluation of a specific class with that of the observer.

Observation Process

The observation relied heavily on quantitative observation structured by categories and was intended to be carried out by the teachers of the host school who would normally be responsible for the student teacher. In taking on the responsibility of observation, we credit Zaare (2012) for her assertion that "The process of observation and evaluation require a very high degree of professional ethics and objectivity. Effective peer observation requires training in observational and analytical skills." (p. 606). Zaare (2012, p.606) further expounds that in the process of observing, the observer "should become aware that his or her prior experiences, personal style, and personal world view and biases will not be reflected in his or her perceptions." In addition, the student teacher, having been supported in previous lessons by the observer, would have known the observer. Our expectations were that overt, non-participatory observation would be conducted in order to fill out the form as objectively as possible, and it was hoped that the observers would have time to assess the classroom session both in real time and afterwards.

Physical Setting

Classes were observed only in their regular classrooms, ones with which the student teachers were already familiar.

Students ranged in age from 5 to 17, and the number of students in a class ranged from 12 to 30. References to the age groups being observed were recorded on the Observation Form. The interactional settings were formal and planned.

The student teachers were made aware of their observation events in advance, although they did not know what variables were being observed. The observers, on the other hand, each having been given a printed copy of the structured the Observation Form in advance, would have had an opportunity to review it before the start of the lesson in order to familiarize themselves with the contents. The observer was to observe the student teacher, the students, the resources, and activities during the course of a single lesson. The time span of the classes ranged from 30 minutes to 60 minutes.

Aims of Categories

The purpose of the Observation Form was to enable Nihon University to obtain data in situ on the effectiveness of student teachers and their classroom performance over the duration of one class. The focus was on learning about the behaviors displayed by the student teachers and the events that took place during the session, and on showing that the student teachers demonstrated responsibility in achieving the goals for their classes of students.

1　Interest and Motivation

The components of this section were designed to identify the motivational expectations of the student teachers and their pupils. Areas of interest included the attitudes and behaviors that were established by the student teachers and those which were expected of the students. Showing an understanding of the students' stage of development was a contributing component of this section, although not worded so explicitly, in order to establish to what extent the student teacher was able to take into account the students' needs. Factors incorporating a safe, supportive, and stimulating environment in terms of patience, tolerance, positive attitudes, and mutual respect were targeted for assessment. The dispositions of student teachers and students were both of interest in relation to achieving the teaching and learning goals.

2　Planning and Preparation

The intent of this section was to give an overview of how well the lesson was planned and prepared. The subsections included Purpose; Activities; Pupil's materials; Resources; and Teaching Method.

2. 1　Purpose

The aims of the individual lesson were to be translated into clear and explicit targets that were challenging yet achievable for the students. It was expected that the student teacher would enter the classroom with a clear plan and be well prepared. Components that were targeted were based on a student teacher having a clear objective and that the contents of the lesson would be suitable for the level and skills of the students. Principles such as a logical progression during the course of the class that led to the achievement of objectives were to be highlighted in this section.

2. 2 Activities

The components we wanted to measure in the Activities section were expected to show whether or not the methods employed were engaging, challenging, appropriate in range, and addressed the needs of the students.

2. 3 Materials

The student teachers were expected to have prepared appropriate materials for their classes, for example, in the form of handouts such as work sheets, to assist students in their learning experience. Although it was not expected that the student teachers would use materials in the class, an assessment of usage, adaptation, and appropriateness were included in this section.

2. 4 Resources

A question about resources was actually included twice. It was placed in this section to evaluate the suitability of the resources in the classroom and the relevance to achieving the aims and objectives of the lesson with respect to the needs of the students. It was hoped that any resources available, including information and communications technology (computer usage for presentations), would be appropriate, engaging and could be handled by the student teacher with a good degree of expertise and confidence.

2. 5 Teaching Method.

In this category, the intention was to ascertain to what extent the student teacher was able to use teaching strategies effectively. The questions included the effective use of resources and time. The range of strategies was not addressed as an evaluation criterion, although the type of teaching involved, those being teacher or student-centered approaches, were included. Furthermore, these questions illuminated the ability of the student teacher to draw and maintain the attention of students throughout the class.

3 Implementation

This category dealt with the student teachers' ability to communicate and empathize with the students during the course of the lesson. Here we focused on: Communication skills, Questioning, Groupwork, and Pupils.

3. 1 Communication Skills

Key areas of interest were the extent to which the student teacher could impart information clearly and successfully whilst at the same time establishing and maintaining a good rapport with the students, and the extent to which the students were able to understand the student teacher or if there were problems of native tongue interference with the transmission of information. Issues to be addressed were to include: clarity, pace, delivery and enthusiasm that promoted good behavior. Non-verbal signals were included in this section. Areas of interest were the ability to read students' body language (such as signs of boredom or tiredness). The questions were expected to help to illuminate whether or not the student teacher was able to proactively engage and manage students with enthusiasm and confidence and evaluate how well the student teacher could handle disruption and distractions.

3. 2 Questioning

This component measured the questioning skills used to engage the students. We wanted to know if the student teacher could frame and use questions effectively, if the questions were appropriate in range, if the questions led to, and encouraged, active participation. Another aim of these questions was to obtain a measure of the student teacher's sensitivity to answers if, for example, answers were wrong or students were unable to respond.

3. 3　Group work

This component was included in the Observation Form to see how well the student teachers managed group-work, since group-work incorporates a range of skills such as planning, organization and clarity in directives. It was also to give an insight into the methodology and dynamics between the student teachers and their students, as well as provide insights as to whether students were engaged in activities and if the student teachers were able to inspire a cooperative atmosphere.

3. 4　Pupils

Student activity was to be measured as a sub-component of other skills referred to above. Here the focus was on encouragement: being active, asking questions and building confidence in the learning experience.

Other Questions

The first question in this category was descriptive, asking the observer to list the activities observed during the class. The second boxed question was a tick question (not open-ended). This was to gather data on the program setting, e.g., the available resources. The third boxed question required judgments of learning outcomes. The fourth required suggestions or recommendations based on the data garnered from the class observation, thus providing freedom of expression. The fifth question was completely free for "Responses to opinions, attitudes, perceptions and views, together with reasons for the responses given" (Cohen et al., 2011, p. 398). It was expected that notes would be recorded either during the lesson or immediately after. The final question, 'Other comments,' was to give the respondents freedom to comment, qualify, or explain any issues that they deemed relevant to the student teacher being observed, the school, or this University. The question allowed ample room for authenticity and candor.

Results and Analysis

Analysis of the data obtained in the quantitatively-oriented Observation Form led to several conclusions being drawn that would not have been evident from the data available in the form that had been used hitherto. Also consequent upon the introduction of the form, qualitative comments revealed that there were significant gaps in the coverage of the training program, gaps that had previously been overlooked.

Six host schools out of seven host schools accepted the invitation to participate in this research project, 100% of advisors in the participating host schools completed and submitted the Observation Forms. See Appendix for references to all results.

Rating questions

Responses were received from ten advisors who had each observed at least one of their student teacher's classes. Tables 1 to 3 show the average scores awarded to student teachers in each section of the Observation Form. The average scores show the general strengths and weaknesses in the student teachers' teaching; it is these average scores that will be of most value when planning the development of the training course. The average scores also show in general terms the needs and expectations of the observers. It is necessary to analyze each student teacher's individual scores and compare them with other observers' assessments: in the Appendix are the scores awarded by all ten observers, which makes it possible both to analyze the differences in the tendencies of each observer when assessing a student teacher, and to compare each student teacher's positive and negative points with the assessments of other observers and to compare each student teacher's positive

and negative points with those of the other student teachers.

The first category, 'Interest and Motivation,' assesses the student teachers' ability to maintain students' interest and their motivation to learn, and how, as a result, the pupils reacted to the student teachers. As is clear from Table 1, the strongest point in the student teachers' attitude was patience and tolerance, for which every advisor gave the student teachers the highest score, 4 out of 4. On the other hand, a lower score was achieved for how well the student teachers tracked pupils' efforts. Six of the ten respondents awarded '3' for that question; three of the six also gave '3' for the next question, 'Praise and encouragement was given to build confidence,' and one of the six gave '3' for the question 'Student teacher showed respect to the pupils.' These three questions are all related to the extent to which a student teacher's attitude suggests respect for the pupils; in fact, we can see three different levels of perceived respect in the responses. Using those assessments, student teachers can learn how to change their behavior towards their pupils in the classroom: so the university trainers should reinforce the development of skills in employing, for example, praising and encouraging techniques, during the prior training course.

Table 1 - Interest and Motivation

Student teacher followed pupil work efforts.	3.4
Praise and encouragement was given to build confidence.	3.5
Student teacher showed patience and tolerance.	4.0
Student teacher showed respect to the pupils.	3.9

The second category, 'Planning and Preparation,' is divided into two sub-categories, 'Purpose' and 'Activities,' as shown in Table 2. This category was designed to show how the student teachers dealt with learning targets and how the observed classes were conducted in order to achieve the learning goals. As can be seen in Table 2, the advisors judged the teaching objectives to be appropriate. On the other hand, they gave lower scores for how well the student teachers conducted classes. Weaknesses in planning the sequence in the lessons, selecting the contents and activities, and recognizing the levels of the students, were identified in this category.

Table 2 - Planning and Preparation

Purpose	
The objectives were appropriate.	3.9
The content was suitable. (Level and skills)	3.6
The sequencing was logical.	3.6
Activities	
There was enough pupil activity.	3.6
Activities were engaging.	3.5
Student teacher showed awareness of needs and abilities of pupils.	3.5

The final category is 'Implementation,' with the sub-categories 'Communication skills,' 'Questioning,' and 'Groupwork,' reported in the Appendix. Communication and questioning skills, in particular, require a sufficient level of knowledge of the English language. This part yields the lowest scores in most questions: the highest and lowest skill levels are indicated in Table 3. Student teachers were reportedly good at noting their pupils'

reactions and asking appropriate questions but, on the other hand, the student teachers' weakness in language affected adversely their ability to use the communication skills required to recognize pupils' feedback, display self-confidence, and ask questions that were varied in structure. Another weakness is apparent, but probably for other reasons: the assessment for 'The student teacher handled disruption effectively' rated lowest of all. Since cultural differences may be important when dealing with disorder in the class, the prior training should include reference to the cultural aspects of pupil discipline.

Table 3 - Implementation

Communication skills	
Pace and delivery was appropriate.	3.3
The student teacher recognized non-verbal feedback.	3.3
The student teacher showed confidence.	3.2
The student teacher handled disruption effectively. (if any)	3.1
Questioning	
Questions addressed recognized the abilities of the students.	3.8
Questions used varied structures. (yes/no, 'wh')	3.3

Open questions

Several findings that resulted from the use of the Observation Form would not have been evident based on the evaluation form used in previous years. The comments from the qualitative research were especially informative and revealed gaps that had been overlooked in the training program.

The response to the request "List the student teacher's activities during the class" covered a range of more than twenty different activities. Methodology was mentioned ten times and included the comments 'student-centered,' 'good balance of teacher talk' and 'good management. The comments elicited showed clearly that the observers were using the section not only to list explicitly the content of the classes, but also to provide examples of general pedagogical aspects of instruction that included classroom management and student teacher-pupil interactions.

The question "What resources were available to the student teacher?" yielded the response that most of the resources in the list were available to the student teachers. Without exception, all of the host schools gave student teachers access to a computer, posters, and flashcards. 90% reported that student teachers had access to a DVD player, a blackboard and a copy machine; moreover, 50% of the host schools had provided an overhead projector, a video machine and an audio tape player. Additional resources reported included: an active panel, a smartboard, a whiteboard, paper, art supplies and books.

All of the respondents to the question "Was there evidence that the pupils achieved learning outcomes?" answered positively when assessing the outcomes of the classes. More than half of the respondents commented on the effectiveness of the two-week placements with respect to the students and the rest answered with observations made on the specific day of observation. Evidence was supplied both generally and more specifically, with details of activities, folios in workbooks, active engagement, student-led questioning, the use of appropriate responses in functional situations, improved confidence in the use of Japanese, displays of understanding, and post-lesson interest, e.g., the use of language and craft skills outside the classroom situation.

Classroom and behavior management were the most common issues discussed in feedback arising from the question "What suggestions do you have for improving the student teacher's skills or methodology?" Student

engagement and behavior were cited as being handled poorly. Specifically, the issue of student control was referred to four times. It was felt that the student teachers needed to be able to control their classes to avoid disruptive behavior. However, it is not clear if the behavior was due to laxness, over activity or misbehavior as described by Arnold (1998). Although specific reference was made to large classes, this was registered as manageable in smaller sized classes. The handling of disruptive behavior scored 3.1 in the quantitative research and would have offered little transparency had it not been for the candid responses of the open-ended question.

The next common issue was the pace of the classes. Two Observation Forms indicated that a constant pace was not maintained for the duration of the class. The respondents in this category observed that the slow pace of activities and taking too much time to move on to the next activity affected the behavior and attitude of the students negatively, causing disruptive behavior. Within this category, one respondent observed that hesitation when speaking in English, a non-native language, also affected the pace of the class.

Three respondents referred to problems at the beginning of the class. One cited classroom management in the form of poor student control as a factor, whereas the other two cited the management of resources, specifically not setting up the classroom computer technology at the beginning of the lesson so that transition to resource use would be ready when needed. Both observers felt it important that time should not be wasted and cited disruptive behavior as a result.

One of the respondents felt that it was necessary for the student teacher to '…have an understanding of how the school works.' This indicates that the student teacher did not understand the way in which the school worked nor her place in it.

Another notable comment was that the student teacher should "keep remembering boundaries between teacher – student". Though this comment was not qualified with any examples, the reference is significant in that it suggests that the student teacher was not able to play the role of instructor adequately.

Other Comments

Feedback in this section was overwhelmingly positive. All of the comments made in this section were general overviews of the student teacher's time spent in practice over the course of two weeks. The comments have been categorized by drawing on the sections listed in the first part of the Observation Form, as follows: Purpose; Activities; Communication skills; Other general statements.

Purpose

Student teachers were prepared to make an effort to face the challenges of working in a country, school and classroom culture that were unfamiliar to them. The comments below indicate that student teachers were able to implement their own lesson plans, adapt them as necessary, in some cases as a result of direct feedback from a supervisor, and showed initiative by challenging themselves and their students as well.

Activities

Respondents reported that the lessons were enjoyable, engaging and inspiring. Furthermore, one respondent observed that the student teacher had affected the students positively by creating a desire to visit Japan in the future.

Implementation

Only one respondent focused on this category, which had also been included in the sub-category of Communication Skills. Here, reference was specifically to 'timing', which was deemed to have been 'excellent'.

Other General Statements

The general statements recorded under Other Comments praised previous student teachers, referring to them as 'Great ambassadors for Japan and Nihon University', as well as characterizing the student teachers positively as individuals. Respondents also reflected on the role of the student teacher, e.g., as a 'valued member of the school and class'. One respondent referred to host school policy.

Discussion

The results from the Observation Form highlighted the need for collaborative planning as regards to student teachers being more knowledgeable of the whole school, especially the organization and management protocols pertaining to the designated school. Furthermore, the student teachers should have a clear understanding of their place within the context of the educational system to which they have been designated.

Critically underpinning our research was the desire to obtain a near comprehensive collection of quantitative data in combination with qualitative data that would provide the insight that would make it possible to establish what changes, if any, should be made to the design of TIP. It was, for example, constructive qualitative comment with respect to management in the classroom and the learning environment that confirmed that more development is indeed required. In similar vein, one constructive observation pointed up very specifically the importance of 'More understanding of teaching pedagogy in New Zealand'. That comment suggests that the methods used in the classroom, as taught in TIP, were not generally in accord with the cultural pedagogy of particular countries. The comment was actually qualified with examples of group teaching, motivation and special needs 'inclusiveness' and supports Schleicher (2001), who emphasizes the need for classroom practice to mediate between educational policies and student outcomes.

In view of the feedback already exemplified, it is evident that the knowledge acquired through training in the skills components of teaching alone had not supported the student teacher adequately. Based on analysis of the data, the authors recognize that there is a need to address the process of transfer of skills learned in simulated teaching to teaching in the real classroom of the host school. In addition, the analysis provides evidence that learned skills need to be mediated and consolidated by ensuring that the student teachers have a clearer understanding of how to handle their teaching both within and without the classroom, as well as their own behaviour, within the context of the host school's educational mandate. In terms of increasing student teacher self-confidence, improving their teaching practice and performance and developing their management skills, culturally-valued pedagogical concepts in teaching practice must be addressed in order to better support the student teacher and facilitate the transition from University to host school.

A solution to the problem of transition was offered by the same observer's suggesting that a Skype could be used as a means to providing more information about the way the school is managed before the placement. This finding is supported by Fraser (1993), who notes that such a collaboration, and viewings of video clips of classes in progress in host schools, would serve to heighten awareness of the classroom and school environment for student teachers. Thus, collaborative planning at the whole school level and classroom level would be beneficial in developing a program to suit the needs of the school and would better prepare the student teacher.

Although the student teachers practice their classes in front of their peers before their placement, it is not until they enter the destination classroom that it becomes possible to observe and evaluate the effectiveness of their teaching skills. Reed & Bergemann (2001, p. 6) note that classroom observation is "the bridge between the worlds of theory and practice". In addition, the student teachers must be thoroughly aware of their personal

strengths and weaknesses if they are to understand what aspects of their teaching style and classroom management techniques need to be adapted in order to promote good pedagogical practice since according to Wichadee "It is dangerous if the teachers are unaware of their behaviors in classroom" (2011, p.19). The Observation Form was an exercise in evaluating what Wallace (1989, p.31) refers to as "received knowledge" based on skills that incorporate linguistics, language acquisition and skills in methodology. Other contributory factors for consideration when preparing student teachers are attitude and awareness (Freeman, 1989). Analysis of our results shows that although attitude was rated highly, awareness of the students' needs and abilities scored lower. Possible reasons for the lower scores could be a mismatch of expectations between the observer and the student teacher, the student teacher and the pupils, lesson planning and practice. More research would be needed to understand more fully the reasons for these scores. Moreover, Barócsi (2007) factors in personal qualities, recognizing that student teachers are individuals with personal beliefs, values and experiences. This is relevant because of the impact student teachers can have on the effectiveness of the learning environment. Personal preferences regarding the choice of materials, management and understanding of the classroom setting and their own role within the classroom all have an impact on the standard of instruction. Furthermore, as Farrell (2007) points out, the transition from prior personal experience, values and beliefs to teaching practice can affect the classroom in terms of teaching style and environment even though the student teacher has been exposed to theories and practice during the teacher training. This was summed up by Strevens (1974, p.26) who noted that the practice of teaching is "a highly complex activity which requires knowledge, understanding, practice and experience before it can be carried out in a fully professional manner."

Since the authors could not themselves be physically present to observe the student teachers in their host schools, they could not evaluate first-hand how or what had actually been practiced. Hence, the feedback received from the observers was both valuable and effective in highlighting the particular challenges faced by the student teachers. More research on the student teachers' ability to assess their own performance through self-awareness activity would not only enhance their understanding of their identity, in addition to recognising their strengths, weaknesses and behaviour in the classroom environment, it would also help them to understand, develop and improve the strategies they employ when processing and dealing with the challenges they will surely encounter.

The role of the observers was to be complete in that they were only observers, detached from the group, and non-participatory. Adler and Adler (1994, p. 378) refer to this approach as 'non-interventionist'; i.e., the observer does not manipulate the situation or subjects. However, this was not made sufficiently clear to the observers and so it is not clear that they were, in fact, truly 'non-interventionist'. This aspect of the role of the observers will be clarified in the next version of the Observation Form.

It is accepted that the role of the trainer is to offer guidance in practice. That is fundamental (Bodóczky & Malderez, 1994) but, as Calderhead (1995, p. 42) points out, "the trainer needs to have clear ideas about teacher professional development". The findings of our research indicate that classroom observation can indubitably inform student teacher trainers of the standards expected by the destination host schools and can provide a better understanding of the general needs of schools, but a collaborative effort in support of educational purposes and practices is also needed in order to improve the overall standard of instruction in the classroom.

Conclusions

The Observation Form was devised as a means of monitoring and measuring the key aspects of student teacher practice and teaching effectiveness, ensuring as far as possible that they were compliant with the standards expected by the host schools, and as a central component of a strategy intended to gain insights that will lead to desirable and necessary improvements in the outcomes of the Teaching Internship Program of Nihon University, College of International Relations. Since the questions in the Observation Form incorporate the models of instruction that are taught on the teaching internship program and shed light on student teacher practice in the host schools, the combined approach of quantitative and qualitative analysis integrates the evaluation of student teacher practice and performance and provides evidence that the student teachers, the host schools and their students can, in principle, achieve their aims, subject to identified changes.

The findings of our research indicate unequivocally that classroom observation can inform student teacher trainers of the standards expected by the destination host schools and can provide a better understanding of the needs of schools in general, but a collaborative effort in support of educational purposes and practices is needed in order to improve classroom instruction.

The information collected in this research has provided the authors with a clear overview of the practice and effectiveness of the observed internships and has contributed to a deepened understanding of the standards and expectations of the host schools. Our diagnostic analysis of the data obtained from the Observation Form reports will serve to inform the selection and, where appropriate, the re-design, of components of courses that can resolve the explicit issues and shortcomings that have been revealed in our results. Further consideration and a review of a standards-based model that reflects instruction and classroom practice is needed in order to address and develop the goals of the TIP course.

Further research therefore requires that emphasis be placed on reflective analysis that will not only enable student teachers to gain a deeper knowledge of instructional practices, management and behaviour in the classroom, but will also enhance their self-knowledge.

Fundamentally, however, the Observation Form was designed to be a way of obtaining insights more systematically than hitherto into what is actually practiced in the classroom (Kennedy, 2010; Stallings, 1977) and host school environment, and to discover whether or not the teaching internship program of Nihon University, College of International Relations, supports student teacher development in full accordance with the standards expected by our host schools. As the Observation Form is refined further and more data is accumulated, the teaching internship program, too, will be refined; but there are gaps in the program that need to be filled urgently, especially in the area of classroom management and student control. Future research will therefore include investigations of cultural awareness and classroom behavior in parallel with establishing the best ways of developing the skills necessary in the classroom if the University is to bridge the gap between the support needed by the student teachers and the needs and expectations of the host schools.

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Appendix

Student Teacher Observation Form – answers from the advisors

1 : poor　　2 : more emphasis recommended　　3 : good　　4 : accomplished very well　　N/A : not observed

Respondents	A	B	C	D	E	F	G	H	I	J	Av.
Interest and Motivation											
Student teacher followed pupil work efforts.	4	3	3	4	4	3	3	4	3	3	3.4
Praise and encouragement was given to build confidence.	4	4	4	3	4	3	3	4	3	3	3.5
Student teacher showed patience and tolerance.	4	4	4	4	4	4	4	4	4	4	4.0
Student teacher recognized pupils as individuals.	4	4	4	4	4	3	4	4	3	4	3.8
Student teacher showed respect to the pupils.	4	4	4	4	4	4	4	4	4	3	3.9
Pupils showed respect to the student teacher.	4	4	4	4	4	3	4	4	3	3	3.7
Student teacher was welcoming.	4	4	4	4	4	3	4	4	4	4	3.9
Pupils' interest was maintained.	4	3	3	4	4	3	3	4	3	3	3.4
Pupils achieved a good work rate.	4	3	3	4	4	3	3	4	3	3	3.4
Planning and Preparation											
Purpose											
The purpose of the session was explicit.	4	4	4	3	4	4	4	4	4	3	3.8
The objectives were appropriate.	4	4	4	4	4	4	4	4	4	3	3.9
The content was suitable. (level and skills)	4	3	3	4	4	3	4	4	4	3	3.6
The sequencing was logical.	4	3	3	3	4	4	4	4	4	3	3.6
The targets for pupils were achieved.	4	4	4	2	4	3	4	4	4	3	3.6
Activities											
There was enough pupil activity.	4	3	3	4	4	3	4	4	4	3	3.6
There was a good balance between teacher and pupil activity.	4	4	4	4	4	3	4	4	4	3	3.8
Activities were varied.	4	4	4	4	4	3	4	4	4	3	3.8
Activities were engaging.	4	3	3	4	4	3	4	4	3	3	3.5
Student teacher showed awareness of needs and abilities of pupils.	4	4	4	2	4	3	4	4	3	3	3.5
Pupils were involved in activities.	4	4	4	3	4	3	4	4	3	3	3.6
Pupil materials											
Materials, if used, were appropriate. (paper, scissors, pencils, worksheets, etc.)	4	4	4	4	4	4	4	4	N/A	3	3.9
Resources											
Resources, if used, were suitable. (CD player, video, computer, internet, etc.)	4	4	4	4	4	4	4	4	4	N/A	4.0
Resources, if used, considered the needs and abilities of pupils.	4	4	4	4	4	3	4	4	4	3	3.8
Resources, if used, were engaging.	4	3	3	4	3.5	3	4	4	3	3	3.5
Pupils were confident with available resources.	4	4	4	3	3.5	N/A	4	4	4	3	3.7

Teaching Method											
Student teacher used effective strategies to teach objectives.	4	4	4	2	4	3	4	4	3	3	3.5
Student teacher used resources and time effectively.	4	3	3	2	4	3	4	4	3	3	3.3
Class was teacher－centered.	4	4	4	N/A	3.5	2	N/A	4	3	3	3.4
Class was pupil－centered.	4	4	4	4	3.5	2	N/A	4	3	3	3.5
The student teacher could draw the attention of the whole class.	4	3	3	2	4	3	4	4	3	3	3.3
Implementation											
Communication skills											
Information was clearly presented.	4	4	4	2	4	3	4	4	3	3	3.5
Pace and delivery was appropriate.	4	3	3	3	4	3	4	3	3	3	3.3
Visual aids, if any, supplemented oral communication.	4	4	4	4	4	2	4	4	3	3	3.6
The student teacher recognized non－verbal feedback.	4	4	4	2	3.5	2	3	4	3	3	3.3
The student teacher engaged the pupils.	4	3	3	3	4	3	4	4	3	3	3.4
The student teacher showed enthusiasm.	4	3	3	4	4	3	4	4	3	3	3.5
The student teacher showed confidence.	4	3	3	2	4	3	3	4	3	3	3.2
The student teacher handled disruption effectively. (if any)	4	N/A	N/A	2	4	2	3	4	3	N/A	3.1
The student teacher established a good rapport.	4	4	4	4	4	3	4	4	3	3	3.7
Questioning											
Student teacher questioning was encouraging.	4	4	4	3	4	3	4	4	3	2	3.5
Sufficient time was allowed for responses.	4	4	4	4	4	4	4	4	3	2	3.7
Incorrect answers were dealt with sensitively.	4	4	4	3	3.5	3	4	4	3	N/A	3.6
Questions addressed recognized the abilities of the students.	4	4	4	4	4	3	4	4	3	N/A	3.8
Questions used varied structures. (yes/no, 'wh')	4	3	3	4	4	3	3	3	3	N/A	3.3
Groupwork											
Groupwork was effectively organized.	N/A	4	4	2	4	N/A	4	3	N/A	N/A	3.5
The purpose of groupwork was clearly explained.	N/A	4	4	3	4	N/A	4	4	N/A	N/A	3.8
Pupils contributed and supported each other.	N/A	4	4	4	4	N/A	3	4	N/A	N/A	3.8
Groups remained on-task.	N/A	4	4	3	4	N/A	3	4	N/A	N/A	3.7
Pupils											
Pupils were encouraged to be active.	4	4	4	4	4	3	3	4	3	3	3.6
Pupils were encouraged to ask questions.	4	4	4	3	4	3	3	4	3	N/A	3.6
Pupils were given the opportunities to build confidence and learning.	4	4	4	3	4	3	4	4	3	3	3.6

List the student teacher's activities during the class

> Showed clips on active panel / used PowerPoint presentations / explained / modeled / students repeated vocabulary / written activities / drawing activities / games to practice the language /cultural aspects / language / cooking / topic introductions / movies / quizzes / learning activities /student-centered activities / cooking / money, *hina matsuri* / *soran bashi* dance / *yurukyara* / how to use chopsticks / *shodo* / Japanese schools / club activities / good introduction / lots of visuals (great) / activities were focused and involved / good balance of teacher talk, hands on activities / good class control/ good management / a wide range of reading, writing, and speaking tasks / *origami* / *manga* / drawing / j-pop dance

What resources were available to the student teacher?

> Overhead projector III, video machine III, audiotape III, DVD player IIII, computer IIII,
> Blackboard IIII, whiteboard II, posters IIIII, flashcards IIIII, copy machine IIII, paper II,
> Other: active panel, art supplies, books, smartboard, chalk, oval, origami paper, craft activities

Was there evidence that the pupils achieved learning outcomes?

> After a successful class, we saw our students using the Japanese expressions or folding origami they had just learned / There was bookwork, participation in the games, the sushi in cooking class, language being spoken at the time, origami during lunchtime Japanese club / Students engaged actively in all lessons / They asked questions about Japanese culture / Students showed an genuine interest in learning about Japan / Students had work in their books as well as some of the things they had created e.g. fans / Students became more confident speaking Japanese / Yes. Students can answer in Japanese, counting, greetings for the day / Yes. Students displayed understanding / Yes – children enjoyed the quiz questions in team challenges / The children were thrilled with their origami plane/ Yes, students were engaged and focussed / students completed activities in their notebooks and make craft items to take home and continue to practice their language skills

What suggestions do you have for improving the student teacher's skills or methodology?

[ST refers to student teacher]

> Maybe if they Skype the school beforehand to understand how the school works. More understanding of teaching pedagogy in New Zealand. Information or viewing video clips of what to expect in NZ classrooms – group teaching, motivation, special needs inclusiveness.

> All topics she introduced were very interesting, but she could improve the following skills:
> 1. How to control students. (She sometimes started lessons without making students calm down).
> 2. She was good in a small sized class, but in a large sized class she lost confidence and students sometimes did not understand her instructions, especially when she wanted to introduce Japanese cultures.
> 3. When she had to speak English, she took time to think what she was going to say.
> 4. She could be a little quicker to move to the next activities. She took unnecessary poses. She could give them hints before showing the correct answer. Lessons need to start more promptly to maintain student interest. A speedy pace to the lesson needs to be maintained so students do not become disruptive. When using technology, it needs to be set up and ready to go at the start of the lesson. Lessons need to start more promptly to maintain student interest. A speedy pace to the lesson needs to be maintained so students do not become disruptive. When using technology, it needs to be set up and ready to go at the start of the lesson.

ST was very well planned + prepared. Selection of topic for the lesson is very important, so it was important to choose topics students will be interested in. She did this well.

Continue working on a variety of activities.

Nil. Students from Nihon Unveristy are always come well prepared to join our classes. In the future we would like to perhaps continue our relationship with Nihon University students using Skype.

Other Comments

The Japanese student teachers I have worked with over the last few years are great ambassadors for Japan and Nihon University. They inspire and students in our schools to want to learn Japanese and visit when they are older. They work hard to fit into our school culture and adapt lessons to suit N.Z. students and the school.

ST was a wonderful student. She listened to our feedbacks carefully and reflected on them in the next class. She introduced a lot of her original ideas, so students learned a lot from her.

In my class, she challenged to teach the Japanese language and cultures at the same time. We hope to have another student like her next year again.

It is our school policy to wear hats at all times when outside.

Classroom teachers commented very positively about student teacher's teaching, and said the students really enjoyed the lessons. She had planned and prepared for her classes extremely well and her timing was excellent. It all went very well. Thank you.

ST was a pleasure to have in Room 11. The students really enjoyed learning about Japan and Japanese. They were really engaged in the flash card game. ST had a lovely rapport with the students/teacher.

ST took initiative and became a valued member of both our school and class.

Room 12 really enjoyed having student teacher in our class.

This was ST's first week at ---- school so it was a quick lesson. He did well and engaged the children.

Our schools enjoy our programme with the Nihon University and look forward to term 1 every year. We hope we will continue this relationship for many years to come.