

A Proposal for a Three-Phase Practicum in Japanese :
The importance of practice teaching as part of teacher training education
and changes in trainees' perception of their role

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One of the problems in teacher training education is that trainees do not have actual chances to teach until the end of the program. Pennington (1990 : 135, in Richard & Nunan (ed.) *Second Langugae Teacher Education*) says : "In many cases, they have little or no practical experience before the formal teaching practicum in the final semester." and he suggests a prepracticum or two-phase practicum program in which trainees gain simulated and actual teaching experience in the middle of their program.

I propose a three-phase practicum so that trainees can experience a more reflective cycle and enhance integration to theory and practice. In the three-phase model, each phase may focus on a different goal , for example : awairness raising for teaching and learning will be emphasized in the first-phase, decision-making and communication skills in the second-phase, and practical teaching of four skills in the third-phase.

This paper reports how the first-phase practicum was held as part of a teaching method course in a university's teacher education program and how trainee students have changed in perception of their role by analyzing questionnaires, students reports and interviews.