

# LTTC Kindai University

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Osaka, Japan

## **Lexis TESOL Training Centres**

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## **Kindai University**

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# Overview.

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In 2017, The Lexis Group undertook the largest scale Cambridge English teacher training program in Japan's history with 30 participants from over 12 high schools coming together with a view to improving their teaching skills and improving the provision of English language tuition for their students. Over 8 months these teachers were exposed to communicative methodology and given the chance to implement this into their own teaching. The program was overseen by Lexis TESOL Training Centres and was the first ever course of its kind in Japan.



# Background.

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Kindai University Network consists of educational facilities ranging from elementary school to University education. Currently, the university comprises 14 faculties with 48 departments, 11 graduate schools, a graduate law school, 17 research

facilities, two junior colleges, 18 associated primary and secondary schools, and three teaching hospitals. Kindai have been working together with the Lexis Group in a variety of forms for over 15 years.

# Problem.

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In the competitive landscape of schools and universities in Japan, organisations are always searching for an edge over their competitors and a way to deliver a superior product, in this case education, to their clients. One way educational bodies strive to do this in Japan is through their foreign language programs.

English proficiency has long been a goal for Japanese schools and students, with it being an important factor for university entrance and success in the business world. But the teaching approach in Japan has been unable to live up to the expectations of many in its ability to deliver quality English language provisions which result in proficient users of the language. It was identified that a shift away from traditional methodology towards a more communicative approach could be the answer the education bodies were looking for. Grammar translation and teaching English in Japanese needed to be replaced with a focus on all 4 skills, as well as grammar and vocabulary, and the focus needed to switch to teaching English in English.

Kindai recognised this need for change and sort to position itself as a market leader through the implementation of a new English language curriculum. In order achieve this they needed to train their teachers to enable them to do so but they lacked the knowledge in-house to do this.



# Solution.

Due to the long standing relationship between the groups and the reputation of the teacher training division of the Lexis Group, Lexis TESOL Training Centres, Lexis was approached to help facilitate this change in methodology, beginning with key teachers in the high schools.

Being one of the larger providers of Cambridge teacher training courses in the world and having a wealth of experience to draw on, several courses were considered for the key staff.

But ultimately, taking into account the language abilities of the teachers, the time constraints of their jobs and lives as well as their existing teaching knowledge, **the Cambridge Certificate in English Language Teaching – Secondary (CELTS-S) was selected as the best course to fulfil the needs of the participants. 16 of Kindai’s key teaching staff were selected** and financially supported to undertake the course.

The course was run over eight months in a blended format consisting of:

- Eight online modules
- Eight portfolio tasks to transform theory into classroom practice
- Four face-to-face input days to consolidate learning
- Assessed teaching practice observation
- An internationally recognised teaching knowledge exam (TKT Module one)

The **Kindai teachers were integrated into the CELT-S program beginning in May 2017.**



# Impact.

Throughout the course the teachers' views on English language were examined and challenged. The course addressed key areas including classroom management, language learning theory, skills development, language awareness and assessing language learning. The online modules gave the theoretical basis and the practical portfolio tasks allowed the teachers to implement the new approaches and methodologies.

The improvement in teaching quality was clearly demonstrated in the practical teaching observations which were carried out by the course trainers and graded on a fail/pass/pass with merit scale. All the observed teachers passed this stage with some passing with merit.

In a final check to ensure knowledge had been imparted, all teachers undertook the Cambridge English Module One Teaching Knowledge Test. The results of this test were impressive with all teachers passing and 87% of them receiving a higher grade.



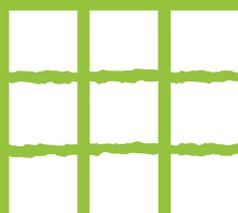
**Toshi**  
(CELTS graduate)

“The course was conducted in a professional, friendly, helpful and comprehensive way, with skilled tutors and interesting material used. It really built on my existing knowledge and helped me make my classroom more communicative.”

**Manabu**  
(CELTS graduate)

“The online learning was great because it fit around my work, but I loved the face to face sessions. Peer teaching was a definite highlight.”





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