English edition

Online edition: ISSN 2188-8264
Print edition: ISSN 2188-8256

Language Teacher Education
言語教師教育

【Vol.9 No.2】

JACETSIG-ELE Journal

Language Teacher Education and Related Fields

August 2022
JACET SIG on English Language Education
http://www.waseda.jp/assoc-jacetenedu/

【English edition】

Online edition: ISSN 2188-8264
Print edition: ISSN 2188-8256

Language Teacher Education

言語教師教育 2022

【Vol.9 No.2】

JACETSIG-ELE Journal
JACET 教育問題研究会 会誌

August 2022
JACET SIG on English Language Education
http://www.waseda.jp/assoc-jacetenedu/

Language Teacher Education Vol. 9, No. 2, JACETSIG-ELE Journal
Published by the Special Interest Group of the Japan Association of College English Teachers on English Language Education
c/o Hisatake Jimbo, School of Commerce, Waseda University
1-6-1 Nishi-Waseda, Shinjuku-ku, Tokyo 169-8050

Online edition: ISSN 2188-8264 Print edition: ISSN 2188-8256

Printed by Tobunsha for the JACET SIG in Japan.

Table of Contents

Language Teacher Education Vol.9 No.2

Editors, Reviewers and Contributing Authors

Contributing Authors (in order of mention)
Shinya Hori (Assistant Professor, Hokkaido University)
Takeo Tanaka (Professor, University of Yamanashi)
Yuki Minami (Lecturer, Kobe City College of Technology)
Akiko Takagi (Professor, Aoyama Gakuin University)
Junya Narita (Senior Teacher, Tobio Elementary School)
Yoshio Hoso (Teacher, Waseda University Honjo Senior High School)
Fumiko Kurihara (Professor, Chuo University)
Sakiko Yoneda (Professor, Tamagawa Univerasity)
Kagari Tsuchiya (Assistant Professor, Tokyo Seitoku University)
Takane Yamaguchi (Lecturer, Shumei University)

【Research Paper】

The Stagnation of ELP and Its Prospects after Publication of the CEFR-CV

Shinya Hori

Abstract

Reflecting the Council of Europe's language education policy principles, the promotion of learner autonomy and the development of plurilingualism and pluriculturalism, the European Language Portfolio (ELP) was developed and launched in 2001, in parallel with the Common European Framework of Reference for Languages (CEFR). While the CEFR has had a significant impact on language education beyond Europe, the ELP has suffered stagnation in terms of dissemination since the mid-2010s. In this paper, I first give an overview of the ELP and its formation process, before discussing the four causes of stagnation in the development of ELPs, as identified by David Little, with comparisons to successful examples. Following this, I consider the future prospects for ELPs in light of the 2018 publication of the CEFR Companion Volume (CEFR-CV). Major changes in the CEFR-CV include the creation of new descriptors in the areas of plurilingualism and mediation, and a strengthened focus on action-oriented approaches and social agents, two closely related concepts. On this basis, I argue that the implementation of language teaching with a focus on mediation activities and reflection in the creation and implementation of the ELP could reduce the burden of adopting its pedagogic function, a primary cause of stagnation, and lead to a renewed development of ELPs.

Keywords

ELP, CEFR-CV, plurilingualism, mediation, action-oriented approach

1. Introduction

This paper has two objectives. The first is to consider the reasons why the European Language Portfolio (ELP) has stagnated in its diffusion and development since the mid-2010s. Little (2016, 2019), who played a central role in the ELP's development, identified four factors contributing to this disappointing outcome: (a) inadequate support; (b) insufficient adaptation of pedagogic functions; (c) integration problems; and (d) problems with the model. These factors will be discussed in contrast with the contexts of Turkey, Albania and Ireland, in which Little argues diffusion and development of the ELP has been exceptionally successful.

The second objective is to discuss the future prospects for the ELP following the publication of the CEFR-CV (Council of Europe, 2018) in 2018. The most notable change from the original Common European Framework of Reference (CEFR: Council of Europe, 2001) is the creation of new descriptors in the areas of plurilingualism and mediation. The promotion of plurilingualism is one of the central roles of the ELP, and this is where specific descriptors were presented. The potential for this to lead to new forms of language education and the revitalisation of the ELP will be discussed.

2. Overview of the ELP

The ELP was conceived of and developed as a reporting and reflecting tool for language learning, and also as a companion piece to the CEFR. It therefore reflects the Council of Europe's principal goals for language education; mutual understanding among citizens in Europe, respect for diversity of cultures and ways of life, and the protection and promotion of linguistic and cultural diversity (Council of Europe, 2011). The CEFR provides tools for the development of language curricula, programs of teaching and learning, textbooks, and assessment instruments (Little et al., 2011). As such, it could be argued that the CEFR belongs to teachers, educational institutions, and other stakeholders. On the other hand, the ELP is primarily the property of learners themselves, and is designed to mediate them to CEFR's action-oriented approach (Little, 2011).

2.1 History of the ELP's Development

The decisive impetus to develop the ELP was the Rüschlikon symposium jointly organised by the Council of Europe and the Swiss Conference of Cantonal Directors of Education in 1991 (Little et al., 2011). The symposium, entitled 'Transparency and coherence in language learning in Europe,' is rather well known as the place where the development of the CEFR was advocated officially. However, prior to the conference, research and practices related to the ELP had already been carried out in several Council of Europe projects. A typical example is the research on autonomy based on a learner-centred approach, led by Henri Holec and others in the field of adult language education in the 1970s. Another is a 1990 meeting of the Modern Language Project Group, where an outline of a portfolio with three sections – *Passport*, *Map*, and *Dossier* – was presented by a working group of Eurocentres in London (Council of Europe, 1992).

In its conclusions, the Rüschlikon symposium recommended that the Council of Cultural Cooperation should promote the development of a common framework of reference and establish a working party to consider possible forms and functions of the ELP (Little et al., 2011). While (a) consistency, transparency and flexibility, (b) modularity in teaching, learning and assessment, (c) promotion of learner autonomy and (d) development of a descriptive scale for language performance were identified as principal concepts in this proposal (Council of Europe, 1992), reference to concepts such

as plurilingual and intercultural competence was not yet made. These concepts first appeared in an early draft of the CEFR in 1996 (Piccardo et al., 2019). In relation to the CEFR, the recommendation mentions ELPs as follows:

> The Portfolio should contain a section in which formal qualifications are related to a common European scale, another in which the learner him or herself keeps a personal record of language learning experiences and possibly a third which contains examples of work done. Where appropriate entries should be situated within the common Framework. (Council of Europe, 1992, p.40)

In 1997, the Council of Europe published the second draft of the CEFR together with a collection of preliminary studies that explored how the ELP might be implemented in different domains of language learning (Little et al., 2011). Over the next three years, ELP pilot projects were implemented in 15 Council of Europe member states and four INGOs (international non-governmental organizations). In 2000, an ELP Validation Committee was established and the ELP was launched alongside the CEFR to coincide with the European Year of Languages in 2001.

2.2 The Components of an ELP

As a condition of validation, all ELPs have three obligatory components: The language passport; the language biography; and the dossier.

The language passport summarises the owner's linguistic identity by briefly recording L2s learnt, formal language qualifications achieved, significant experiences of L2 use, and user's assessment of his/her current proficiency in the L2s he/she knows, usually against the CEFR's self-assessment grid (Little, 2011, Little et al., 2011). With regard to assessment, the ELP guidelines (Council of Europe, 2011) also allow for the recording of assessments by teachers, educational institutions, and examinations boards. However, based on the principle of learner ownership, such assessments should be separated from learner self-assessment and should not be used to correct it.

The language biography facilitates the learner's involvement in planning, reflecting upon, and assessing his or her learning process and progress. The biography encourages the learner to affirm what he/she can do in each language and to include information on linguistic, cultural, and learning experiences both in formal education contexts and outside of them (Council of Europe, 2011).

The dossier offers the learner the opportunity to select materials to document and illustrate achievements or experiences recorded in the language biography or passport. Some developers have found it helpful to distinguish between a *process dossier*, i.e., a collection of materials that supports learning in progress, and a *display dossier*, i.e., a selection of the learner's work that displays his/her proficiency to good effect (Council of Europe, 2011).

2.3 Two Functions of the ELP

The Council of Europe defines the ELP's main aims as follows[1]: (a) to help learners give shape and coherence to their experience of learning and using languages other than their first language; (b) to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels, and; (c) to provide a record of the linguistic and cultural skills they have acquired (to be consulted, for example, when they are moving to a higher learning level or seeking employment either at home or abroad). Among these three objectives, (b) is recognised as the pedagogic function and (c) as the reporting function. Stoicheva et al. (2009) elaborate on the pedagogic function in detail as follows:

> (1) Enhanc[ing] the motivation of the learners [to]
> - improve their ability to communicate in different languages
> - learn additional languages and
> - seek new intercultural experiences
>
> (2) Incit[ing] and help[ing] learners to
> - reflect on their objectives, ways of learning and success in language learning
> - plan their learning and
> - become more autonomous in their learning
>
> (3) Encourage learners to enhance their plurilingual and intercultural experience
>
> (Stoicheva et al., 2009, p. 6)

As a condition for the reporting function to be adequate, Little (2009, p. 226) notes that checklists should reflect the requirements of the official curriculum, that biographies should be designed to link to goal setting and self-assessment on learning styles, learning and communication strategies, and cultural aspects, and that the target language should be presented partly to mediate reflection as well. In terms of the development of plurilingual competence, Castellotti (2011, p. 71) also notes the importance of including in the ELP a perspective that encourages learners to become aware of and value their own linguistic repertoire, and to articulate the knowledge, skills, and attitudes built up in and out of school.

Stoicheva et al. (2009) summarizes the reporting function as follows:

> The European Language Portfolio aims to document its holder's plurilingual language proficiency and experiences in other languages in a comprehensive, informative, transparent and reliable way. The instruments contained in the ELP help learners to take stock of the levels of competence they have reached in their learning of one or several foreign languages in order to enable them to inform others in a detailed and internationally transparent manner.

> There are many occasions to present a European Language Portfolio which is up to date, for example a transfer to another school, change to a higher educational sector, the beginning of language course, a meeting with a career advisor, or an application for a new post. In these cases the ELP is addressed to persons who have a role in decisions which are important for the owner of the Language Portfolio. A learner may also be interested in having such documentation for him-/herself.
>
> (Stoicheva et al., 2009, p. 6)

The pedagogic and reporting functions are highly interdependent – the ELP will not easily fulfil its reporting function if it has not been central to the individual's language learning experience. On the other hand, its pedagogic function depends on the fact that it provides the learner with the means to record key features and events in his/her experience of learning and using languages (Council of Europe, 2011).

3. Stagnation of the ELP

3.1 ELP since 2001

Since its launch in 2001, the ELP, much like the CEFR, has been welcomed with enthusiasm by many language educators in the member states of the Council of Europe (Little, 2016, 2019). Indeed, between 2000 and 2011, 118 ELPs developed in 33 countries were accredited by the European Language Portfolio Validation Committee. In 2011, validation was replaced by registration on the basis on self-declaration (Little, 2016), following which 22 ELPs had been registered by the Language Policy Unit before 2014. Although this may appear to be a large expansion, it pales in comparison to the impact that the CEFR continues to have on language education in Europe and around the world to this day.

3.2 Little's Reflections

David Little, who played a central role in the development of the ELP and was a member of the ELP Validation Committee, has reflected upon the ELP as "mostly failing to gain lasting traction" (Little, 2019, p. 18). He points to four reasons for this: (a) inadequate support; (b) insufficient adaptation of pedagogic functions; (c) integration problems, and; (d) problems of model. This section reviews these causes he identifies and discusses the stagnation of ELPs in comparison with the cases of Turkey, Albania, and Ireland, which Little describes as exceptionally successful.

3.2.1 Inadequate support. According to Little (2016, 2019), there were excessive expectations that the implementation of ELPs would automatically improve various perceived problems in language teaching. This led to hasty implementation without sufficient support for teachers by the authorities.

According to a survey conducted by a European Commission-sponsored Spanish working group, while half of language teachers had heard of the ELP, more than 70% responded they had never been informed about the purposes of the ELP's application, or had only vague notions about them. Furthermore, with regard to its use, more than half of the respondents stated that they had no idea how to use it, and about 30% that they had very little information about its use (Dooly et al., 2017).

3.2.2 Pedagogic functions not widely adopted. Little (2016, 2019) also noted that the ELP's pedagogic function remained alien to the majority of European education systems. Autonomous learning, one of the ELP's pillars, was originally developed and researched in the field of adult education, and has a history in modern scholarship of about 50 years, although its practice in school education appears to remain uncommon in Europe. To make the pedagogic function work in such a context would require a fundamental change in teaching approaches and classroom discourse, which, given practical considerations, is unfeasible for the majority of teachers and education administrators (Little, 2016).

Furthermore, with regard to plurilingualism and pluriculturalism, it is Little's view that since the publication of the CEFR, although contextualization has been attempted in the form of various publications and documents by Council of Europe and by numerous researchers, the concepts have not (at least, yet) had enough impact to be adopted as key educational objectives.

3.2.3 Problem of integration. With regard to integration, Little identifies three problems: The first is that the development of ELPs in the respective countries was often not part of overall curriculum renovation, which has often meant that it has been difficult to relate the can-do checklists in the descriptors to national curriculum objectives; the second is the issue of consistency with textbooks – most L2 classes use prescribed textbooks, and if ELPs were to be introduced, teachers would not only be dealing with extra work, but also the potentially unenviable task of attempting to integrate ELPs with prescribed texts; the third problem is the relationship between the culture of assessment implied by the CEFR and ELPs and the current education system, i.e., many education systems do not envisage learners behaving as active agents through self-assessment and reflection (Little, 2016, 2019).

3.2.4 Problem with the model. Little first points out the contradiction between the use of target language and plurilingualism in reflection activities. Learners' use of the target language could be thought to run counter to the principles of plurilingualism – for instance, distinct checklists for several different languages may reinforce the tendency to view those languages as entirely separate from one another. On the other hand, providing checklists in the language of schooling may support plurilingualism, although potentially work against reflective target language use (Little, 2016, 2019).

3.3 Implication through the Cases of Success

Little (2016, p. 162) cites Turkey and Albania as examples against the tendency toward stagnation in ELP penetration. In Turkey, 11 portfolios were developed between 2003 and 2013, and in Albania, 6 between 2006 and 2014[2]. In both countries, portfolios have been developed for different age groups from primary to secondary education (and in Turkey also in higher education and adult education). The backgrounds to development of these ELPs appears to differ from other countries.

In the case of Turkey, the success of the ELP seems to be a result of strong state backing. While Turkey is currently a candidate country for EU membership, the country has been a member of the Council of Europe since 1949, from which time it has attempted to align its education policies with that of Europe (Çelik, 2013). With the adoption of the CEFR in the early 2000s, the Turkish Ministry of National Education has emphasized plurilingualism and pluriculturalism as desired outcomes of foreign language learning (Mirici, 2008).

In Albania, of the four problems identified by Little above, there appears to be productive efforts regarding the adoption and integration of the ELP's pedagogic function. Tamo et al. (2013, p. 134) state that the Albanian curriculum supports the development and mastery of communication in language learners, and that these aims are compatible with the objectives of the portfolio. In addition, teachers study both the National Curriculum and portfolios to realise the pedagogic function and also use texts flexibly to avoid inconsistencies with competence statements presented in the portfolio. A number of these initiatives have led to a review of institutional policies and the national curriculum in terms of political and pedagogical issues set out in the ELP (Tamo et al., 2013).

Little (2016) also highlights the use of ELPs in his own language training program for Irish migrants (Integrate Ireland Language and Training) as an example of success. He gives the following reasons for the compatibility of ELPs in language education for migrants:

> Learning the language of the host community is not a task that can be accomplished quickly, so developing learners' capacity for autonomous learning has to be a pedagogical priority; a key part of the integration process has to do with understanding a new set of cultural expectations and cultural norms, so the focus on intercultural awareness and intercultural competence was welcome; and for immigrants plurilingualism is a part of everyday reality. (Little, 2016, p. 167)

As to other factors in Ireland's success, he points to the non-use of textbooks as enabling the adoption of ELPs as a basis for learning, and circumstances in which the reporting function was fully utilised by adult learners to inform employers (and by child learners to inform class teachers, headmasters, and school inspectors) of actual evidence

of language learning.

Twenty years after the publication of the CEFR, the contextualization of the concepts presented within, i.e., the promotion of learner autonomy and the development of plurilingualism and pluriculturalism into European educational, culture remains either in halfway stages, or at the starting line. Thus far, we have primarily reviewed Little's reflections on the causes of ELP stagnation in contrast to examples of contexts in which he considers the ELP to have been successful. The 'successes' intimate the type of perspectives necessary when implementing educational devices, including the ELP and the CEFR: First, authorities such as ministries and educational institutions should clearly communicate both the background philosophy and the pedagogical significance of new approaches, provide teachers with sufficient information both on the purpose of new approaches and how they should be deployed, and if necessary, provide training opportunities. In addition, it is the responsibility of such authorities to consider whether to adopt outright, modify, or partially incorporate educational devices to suit the existing curriculum, materials, and learners, or, conversely, to adapt the curriculum and materials to the new approaches.

4. ELP's Prospects after Publication of the CEFR-CV

4.1 CEFR-CV

The CEFR-CV was published in 2018 with the aim of updating and expanding conceptual models to adapt to developments in language teaching since the CEFR was published, and to clarify the vision of the CEFR. Brian North, co-author of the final version, describes its development as follows:

> One of the most important points about innovation potential of the CEFR-CV is that the various concepts concerned – the move away from the four skills for curriculum development, the social agent, the action-oriented approach, mediation, plurilingualism – should not be seen in isolation from each other.
>
> (North, 2021, p. 19)

One of the major changes is the addition of descriptors for mediation and plurilingualism. Mediation, which in the CEFR was limited to the domains of translation and interpretation of texts, has been added as a related area in the Companion Volume, with more detailed subscales in each area (*mediating texts, mediating communication, mediating concepts*). Also, while the CEFR gives a comprehensive description of plurilingualism, the Companion Volume describes the competence in more specific detail as follows:

> Plurilingual competence as explained in the CEFR (Section 1.3) involves the ability to call flexibly upon an inter-related, uneven, plurilinguistic repertoire to:
> - switch from one language or dialect (or variety) to another;
> - express oneself in one language (or dialect, or variety) and understand a person speaking another;
> - call upon the knowledge of a number of languages (or dialects, or varieties) to make sense of a text;
> - recognise words from a common international store in a new guise;
> - mediate between individuals with no common language (or dialect, or variety), even with only a slight knowledge oneself;
> - bring the whole of one's linguistic equipment into play, experimenting with alternative forms of expression;
> - exploit paralinguistics (mime, gesture, facial expression, etc.).
>
> (Council of Europe, 2018, p. 28)

Three scales are then provided for plurilingual and pluricultural competence: *Plurilingual comprehension; Building on plurilingual repertoire; Building on pluricultural repertoire*. More importantly, as North states above, the Companion Volume treats mediation and plurilingualism as related domains rather than discrete ones. Indeed, as Piccardo et al. (2019, p. 28) point out, most of the scales for mediating text refer to cross-linguistic as well as intralinguistic mediation.

4.2 Possibility to Support a Revival of ELP

In light of the factors behind ELP stagnation introduced in Section 3, above, and some of the theory behind the introduction of the CEFR-CV in the prior section, it is likely that the dissemination of the CEFR-CV could contribute to solving the problem of poor uptake of the pedagogic function of the ELP. However, there remains the aforementioned difficulty of introducing activities that directly promote plurilingualism and pluriculturalism. A possibility to help is the introduction of mediation activities, which are shown to be relevant in the CEFR-CV, and many of them do not require special learning environments or teaching materials. In this regard, North (2021, p. 15) states that plurilingualism can be expressed and developed through metalinguistic awareness and reflection on the differences and similarities between languages, and this can be done in the way that the descriptors on *Mediating a text* and *Acting as an intermediary* indicate.

As North states above, mediation is also related to the social agent, tied into action-oriented approaches highlighted in the CEFR-CV. In this regard, Piccardo argues that linguistic mediation inevitably involves cultural and social mediation (Piccardo, 2012) and that the CEFR's descriptive scheme gives a key position to mediation and agency within action-oriented approaches (Piccardo and North, 2019). In other words, if learners can behave as social agents in mediation activities based on action-oriented approaches,

this can be a basis for learner autonomy. Little (2019, p. 19) noted that if the ELP's use is framed within an understanding of language learning and teaching informed by the CEFR-CV's treatment of mediation, not only does the ELP still have a role to play, it will have a better chance of success.

5. Conclusion

Through an examination of the reality of ELP stagnation and its causes, it became clear that, although 20 years have passed since the publication of the CEFR, the principles set out in the CEFR, such as the promotion of social agents, action-oriented approaches, learner autonomy, and plurilingualism and pluriculturalism have not taken root sufficiently, even in Europe. On the other hand, the CEFR-CV's new descriptors for plurilingualism and mediation, and their close relationship to the concepts of action-oriented approaches and social agents, were clarified. Given that the new descriptors do not require special environments or teaching materials, there should be fewer hurdles to their adoption, and if reflected in the preparation and implementation of ELPs, there may be opportunities for new developments for the European Language Portfolios.

Notes

1. Council of Europe "What is the ELP?" https://www.coe.int/en/web/portfolio/introduction (accessed 15 June 2022)
2. Council of Europe "Accredited and registered ELP by country" https://www.coe.int/en/web/portfolio/accredited-and-registered-models-by-countrymodeles-accredites-ou-enregistres-par-pays#{%2211839177%22:[31]} (accessed 15 June 2022)

References

Castelloti, V. (2011). Favoriser une conscience et une plurilingue au Japon grâce à une démarche portfolio. *Le français dans le monde*, *50*, 67-75.

Çelik, S. (2013). Plurilingualism, pluriculturalism, and the CEFR: Are Turkey's foreign language objectives reflected in classroom instruction? *Procedia - Social and Behavioral Sciences*, *70*, 1872-1879. https://doi.org/10.1016/j.sbspro.2013.01.265 (accessed 15 June 2022)

Council of Europe (1992). *Transparency and coherence in language learning in Europe: objectives, evaluations, certification.* Report on the Rüschlikon Symposium. Council of Europe. https://rm.coe.int/0900001680707cde (accessed 15 June 2022)

Council of Europe (2001). *Common European Framework of Reference for Languages: Learning Teaching, Assessment.* Cambridge University Press. https://rm.coe.int/16802fc1bf (accessed 15 June 2022)

Council of Europe (2011). *European Language Portfolio: Principles and Guidelines, with added explanatory notes (version2).* Council of Europe. https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804586ba (accessed 15 June 2022)

Council of Europe (2018). *Common European Framework of Reference for Languages: Learning Teaching, Assessment. Companion volume.* Council of Europe Publishing. https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4 (accessed 15 June 2022)

Dooly, M., Calatrava, J. B., González, A. B., Pedrol, M. C., & Andreu, C. G. (2017). "I don't know": Results of a Small-scale Survey on Teachers' Perspectives of the European Language Portfolio. *Porta Linguarum, 27*, 63–77. https://www.ugr.es/~portalin/articulos/PL_numero27/5_Melinda.pdf (accessed 15 June 2022)

Little, D. (2009). Language Learner autonomy and the European Language Portfolio: Two L2 English examples, *Language Teaching*, *42*(2), 222-233. https://doi.org/10.1017/S0261444808005636 (accessed 15 June 2022)

Little, D. (2011). *European Language Portfolio. A guide to the planning, implementation and evaluation of whole-school projects.* Council of Europe. https://www.ecml.at/Portals/1/documents/ECML-resources/2011_09_06_ELP-WSU_englisch_web.pdf (accessed 15 June 2022)

Little, D. (2016). The European Language Portfolio: time for a fresh start? *International Online Journal of Education and Teaching, 3*(1), 162–172. https://iojet.org/index.php/IOJET/article/view/146/139 (accessed 15 June 2022)

Little, D. (2019). The European Language Portfolio: Past Success, Present Reality, Future Prospects. In S. Ballweg, B. Kühn (Eds.), *Portfolioarbeit im Kontext von Sprachenunterricht: Neue internationale Entwicklungen* (pp. 17-35). Göttingen University Press.

Little, D., Goullier, F., & Hughes, G. (2011). *European Language Portfolio. The story so far (1991-2011).* Council of Europe. https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804595a7 (accessed 15 June 2022)

Mirici, I. H. (2008). Development and validation process of a European language portfolio model for young learners. *The Turkish Online Journal of Distance Education, 9*(2), 26–34. https://dergipark.org.tr/en/download/article-file/156260 (accessed 15 June 2022)

North, B. (2021). The CEFR Companion Volume – What's new and what might it imply for teaching/learning and for assessment? *CEFR Journal – Research and practice, 4*, 5–24. https://cefrjapan.net/images/PDF/CEFRJournal/CEFRJournal-vol4-1_North_Dec2021.pdf (accessed 15 June 2022)

Piccardo, E. (2012). Médiation et apprentissage des langues: Pourquoi est-il temps de réfléchir à cette notion? *Études de Linguistique Appliquée, 167*, 285–297. https://www.cairn.info/revue-ela-2012-3-page-285.htm (accessed 15 June 2022)

Piccardo, E., & North, B. (2019). *The action-oriented approach: A dynamic vision of language education*. Multilingual Matters.

Piccardo, E., North, B., & Goodier, T. (2019). Broadening the scope of language education: mediation, plurilingualism, and collaborative learning: The CEFR Companion Volume. *Journal of e-Learning and Knowledge Society, 15*(1), 17–36. https://www.je-lks.org/ojs/index.php/Je-LKS_EN/article/view/1612/1032 (accessed 15 June 2022)

Stoicheva, M., Hughes, G., & Speitzs, H. (2009). *The European Language Portfolio: an impact study.* Council of Europe. https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804595a9 (accessed 15 June 2022)

Tamo, D., Rira, S., & Xhillari, R. (2013). The European portfolio of language: its impact and development in Albania. *Problem of education in the 21st century, 53*, 130–138. http://oaji.net/articles/2014/457-1419413983.pdf (accessed 15 June 2022)

【Research Note】

The Potential of Teachers' Collaborative Reflection in English Language Teaching: In Light of Theories and Problems of Teacher Reflection and Reflective Practice

Takeo Tanaka, Yuki Minami, and Akiko Takagi

Abstract

Reflective practice by teachers is a way for teachers to reflect on, understand, and improve their own practice, and it has gained attention in many fields as a method to promote teacher growth. However, the definitions of reflection and reflective practice are vague and diverse, and studies on reflective practice have some problems. In addition, reflective practice is generally conducted by individual teachers. However, it is also possible for multiple teachers to reflect collaboratively on their practice, and the benefits of collaborative reflection can be anticipated, such as gaining new insights into practice from the support and perspectives of others. However, there have been few case studies of teachers' collaborative reflection in English as a foreign language (EFL) learning environments. Therefore, in this paper, we will first summarize the discussions on the theories of reflection and reflective practice in the field of English language education and present the problems of reflective practice. Next, after studying the importance of collaborative reflection on practice by multiple teachers, we will review previous studies on teachers' collaborative reflection in the field of teaching EFL to suggest possibilities for future practice and studies. Based on this, the possibility of studying teachers' collaborative reflection in English language education will be discussed.

Keywords

reflective practice, collaborative reflective practice, practitioner research, English language teachers, literature review

1. Introduction

How do teachers learn and how do they grow? A number of studies have pointed out the importance of reflection[1] on practice in teachers' growth process. The concept of reflection was developed by Schön (1983/2007) and based on "reflective thinking," proposed by Dewey (1933). Schön called teachers "reflective practitioners" who are experts in making improvisational judgments about and responding to actions in their practice, based on tacit knowledge gained from "reflection-in-action." Since then, the possibility of teachers' reflecting on their practice in the process of their development has

been examined in various ways. However, in the field of English language education, the terms “reflection” and “reflective practice” have been used ambiguously and variously, and practices and studies have been conducted without sufficient understanding of their theories and definitions.

In recent years, the importance of teachers’ “reflective practice” has been identified in school settings, and attempts have been made to reconstruct the knowledge and experience of individual teachers’ practice. However, when teachers reflect on their own practice, there is a possibility that they may, to their own advantage, rationalize practices that have room for improvement.

For this reason, in addition to individual reflection, it is possible to incorporate “collaborative reflection” with colleagues, teachers from other schools, and mentors. In addition, by verbalizing the rationale for actions in practice to others, it is possible to reexamine the validity of this rationale. To support teachers who are trying to improve their practice and grow as teachers, the role of the teacher community inside and outside the school, which encourages collaborative reflection on practice, will become more important in the future.

In this paper, we first summarize the theories of reflection and reflective practice in the context of English language education and identify the problems of reflective practice. Next, after studying the importance of collaborative reflection on practice by multiple teachers, we review previous studies on teachers’ collaborative reflection, especially in English as a foreign language (EFL) settings. Based on this, the possibility of studying teachers’ collaborative reflection in English language education will be discussed.

2. Teacher Reflection and Reflective Practice

2.1 What is Teacher Reflection?

In this chapter, we summarize the discussions on theories of reflection and reflective practice by teachers in the context of English language teaching. Farrell (2018) reviewed 138 articles on reflective practice published between 2009 and 2015 in the field of English language teaching and found that reflection or reflective practice was defined in only 52 articles. It is highlighted that even when the terms are defined, 34 different terms are used for reflection (“reflection” was found in 30 cases; “reflective practice” in 17; “critical reflection” in 10; “refection-in-action in 10, etc.), and reflection and reflective practice are often used synonymously. It is also noted that the definitions are often vague and the theoretical frameworks are not sufficiently cited.

Considering the above, the following is an attempt to reconsider the concept of reflection. The foundation of the discussion on reflection in the context of English language education is based on Dewey’s (1933) idea of the importance of experiential learning. He describes the inquiry involved in reflection as the “active, persistent, and

careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends, constitutes reflective thought" (p. 9). In addition, Dewey (1933) states that the attitudes of open-mindedness, whole-heartedness, and responsibility are triggers for reflection in the development of one's own problems. Rogers (2002) reconsiders each of these concepts in the context of education and states that for teachers to grow, they must be proactive and critical in their practice, open to new concepts, overcome their fears and doubts (open-mindedness), listen to and enjoy the voices of their students, offer counter-ideas (whole-heartedness), and consider the intentions that lead to actions or the consequences of actions (responsibility).

Furthermore, Farrell (2012, p. 10) states that Dewey's (1933) theory of reflection has five stages as follows.

1. Suggestion: A questionable situation is understood to be a problem, and some vague suggestions are considered as possible solutions.
2. Intellectualization: Attempting to rationalize the perceived (directly experienced) difficulty or perplexity of the problem as a dilemma to be solved.
3. Guiding idea: Successive suggestions are used as ideas, or hypotheses, from which solutions are derived. The first suggestion can be used as a working hypothesis to initiate observations in the collection of factual information and can lead to a solution.
4. Reasoning: Reasoning helps to link present and past ideas and to refine the hypothesis established through reflective inquiry. Alternatively, it is the mental elaboration of the idea or hypothesis.
5. Hypothesis testing: The refinement of an idea is followed by the testing of the hypothesis. There are two types of verification: by overt action and by thought (imaginary action).

These five phases are not considered to occur in sequence, but rather fluidly, and lead teachers to reflect on their experiences, examine them in light of the evidence they can gather from their practice, and plan what actions they would like to take as a result.

Dewey's theory has since been adapted by Schön (1983/2007), who focused on the acquisition of expert "knowledge," and Kolb (1984)[2], who focused on the expert's "experience." Based on Dewey's idea, Schön (1983) states that reflection is based on experience and that the need to reflect in some way arises from this experience. The difference is that Dewey was more concerned with the process of reflection that occurs after the fact, while Schön was more concerned with how to facilitate the reflection during an action.

Following the theories of Dewey (1933) and Schön (1983/2007), Farrell (2012), who specializes in teacher education in the field of English language education,

metaphorically defines reflection as enabling teachers to stop, look, and discover where they are in the moment, as well as decide where they want to go (professionally) in the future. Further, reflection is a cognitive process involving a series of attitudes that allows teachers to collect data systematically about their practice, engage in dialogue with others, and make informed decisions about their practice in and out of the classroom (Farrell, 2015), and it is unique in that it describes Dewey and Schön's model in the context of specific situations in education.

In addition, reflection is considered to have depth, and Farrell (2015) classified it into three categories: (1) descriptive reflection, (2) comparative reflection, and (3) critical reflection. Descriptive reflection is limited to the description of the situation or problem. In comparative reflection, the teacher considers the situation for reflection from various perspectives and then tries to solve the problem by questioning their personal values and beliefs. In critical reflection, the teacher reflects on the situation, the problem, and all aspects of the teacher's educational practice, including the teacher, students, school, and community.

2.2 What is Reflective Practice by Teachers?

Dewey (1933), Schön (1983/2007), and Farrell (2008) are often cited when discussing concepts related to reflective practice in English language teaching, but it is important to understand fully that their approaches to reflective practice differ (Farrell, 2018).

Dewey (1933) views reflection as both a systematic process and the result of problem solving, and he emphasizes technical rationality when problems arise. Technical rationality is the concept of applying generalized knowledge to a problem; technically skilled people solve problems in a professional and scientifically rational way. Schön (1983/2007) criticized Dewey's (1933) adherence to technical rationality and proposed a new concept of reflective practice, drawing on his reflective model. In contrast to the technically skilled, the reflective practitioner proposed by Schön improvises, adapts to unknown situations, and deals with problems. Schön examined the nature of reflection from the practices of skilled professionals and derived the process of reflective practice.

Schön (1983/2007) identifies two main concepts of reflective practice: "knowing-in-action" and "reflection-in-action." Knowing-in-action refers to the tacit knowledge that emerges from a habitual behavior exhibited in a certain situation. For example, in an educational setting, when a learner makes a statement, the teacher can summarize the statement so it can be easily understood by other learners. In addition, this knowledge is not merely technical, but can be demonstrated in response to the classroom environment, learners, and teaching materials (Nakamura, 2020). Because this knowledge can change in countless ways as a result of practice, it is expected that reflecting on the knowledge in this action will lead to new actions.

Reflection in action, in the context of education, is the act that occurs consciously

and reshapes knowledge when something unexpected or surprising happens in the classroom. Schön (1987), together with the above-mentioned knowledge in action, shows the process of reflection in action, and Nakamura (2020, p. 10), in line with the educational situation, shows this as follows.

1. As (the teacher) interacts smoothly with the classroom environment through knowledge in action,
2. the teacher becomes conscious of their own actions and perspectives, with surprise from noticing unexpected responses within the classroom environment, and
3. to respond to the situation, they reconfigure their own ways of seeing and doing (reframing).
4. If the result is satisfactory to the practitioner, it is built up in the repertoire of their knowledge. If the result is unsatisfactory, they face further situations (i.e., move on to 2), and the reflection process develops.

In this way, teachers are supposed to improve their lessons by repeatedly reflecting on the learning environment, such as its learners and materials, in response to the situation.

In Schön (1987), there is a reference to reflection on action, which is a reflection that is done in a backward manner, as Dewey (1933) mentioned above. In other words, it is a conscious reflection on actions and thoughts that have already been completed, and in the case of education, it is a reflection on what the teacher did and how they thought when teaching. In addition, reflection on action includes a reflection on the process of exploration and on the method of reflection itself (Nakamura, 2020).

In addition to these concepts related to reflective practice, Farrell (2018), who presented a useful framework for reflective practice in the field of English language education, refers to reflection-as-action. Farrell (2015, 2018) argues that Dewey and Schön's models of reflection lack an affective dimension, and for teachers, reflection involves not only the immediate problem at hand, but also the recognition of the whole person as an individual and their personal context, including philosophy, principles, theory, practice, and beyond. Philosophy is the background that has influenced the teacher, and this is not simply the background as a teacher, but also the history of the life they have lived. The principles represent the guiding philosophies of education and one's ideas and beliefs about teaching and learning. Theory refers not only to theoretical frameworks, but also to the way a teacher constructs lessons and specific teaching methods. Practice refers to anticipating what will happen in the classroom before the lesson and reflecting on the teacher and learners during and after the lesson. Finally, out-of-practice encompasses the political and social issues that affect the teacher's practice inside and outside the classroom.

In the context of English language education, however, reflective practice is

sometimes regarded as one of the research methods practitioners used. For example, Tamai, Watanabe, and Asaoka (2019) define reflective practice as a practice research method that aims at solving problems and growth by questioning and describing experiences, drawing out new interpretations of meaning through analysis, and deepening understanding of oneself and one's own practice, and it is positioned as one of the research methods used by practitioners themselves. In the article, Tamai et al. (2019, p. 37) list the following characteristics of reflective practice: (1) valuing the experiences of the people involved, (2) examining practices rooted in context and situation, (3) aiming for a multifaceted understanding of the meaning of experience, (4) valuing process rather than outcome, (5) aiming for a dialogic and collaborative process rather than an intra-individual one, and (6) valuing beliefs as the basis for one's judgments and interpretations.

Similarly, Izumi (2020) defines reflective practice as a method of classroom research in which teachers reflect on their experiences in the classroom through journal writing and interaction with mentors, and this process leads to their personal growth. It presents specific examples, such as the creation of teaching journals and interactions with mentors, and it considers reflective practice not only as an individual activity but also as something done in collaboration with others. As for the characteristics of reflective practice, because it depends largely on the teacher's inner awareness, the publication of results and objectivity are not the primary concerns. The journal is based on facts and describes self-contradictions and emotions objectively, which is not necessarily objective, but includes subjective elements, such as emotions.

2.3 Models of Reflective Practice

Next, we will look at two models of reflective practice known in the field of English language education in Japan: the circulation model of reflective practice[3] by Tamai et al. (2019) and the ALACT model by Korthagen et al. (2001/2010).

Tamai et al. (2019) show that the four techniques of (1) inquiry, (2) description, (3) analysis, and (4) feedback, support teachers in reflecting on their practice experiences and deepening their understanding of their practice. Based on teachers' experiences in practice, in (1), questions are formulated as a starting point for reflection on practice. Meanwhile, in (2), teaching journals and dialogues with colleagues and mentors are given as concrete examples of descriptions, and this is also considered data collection in practice research. Then, in (3), the interpretation of the description is added. Tamai et al. (2019) argue that it is important to have a variety of interpretations rather than a single interpretation for the purpose of reflection. In addition, if there is a dialogue with a colleague or a mentor in the description stage, the feedback from the colleague or mentor in (4) will affect the reflection. Tamai et al. (2019) argue that colleagues and mentors should be careful not to give interpretations, judgments, or analytical views, so the teacher as a practitioner becomes the subject of learning. Using these four techniques to reflect on experiences in practice is said to deepen one's understanding of practice.

The ALACT model (Figure 1) proposed by Korthagen et al. (2001/2010) and based on Dewey's (1933) and Schön's (1983/2007) reflective theories has five phases: (1) action, (2) looking back the action, (3) awareness of essential aspects, (4) creating alternative methods of action, and (5) trial. The model is named after the initial letters of the five phases, which are circular. This model was created in the context of teacher education and was developed to help teachers and teacher trainees with little professional experience gain knowledge. In this model, (1) the lesson and (2) the reflection lead to (3) noticing what the teacher and learners wanted to do, what they felt, and what they thought; (4) expanding strategies to overcome their challenges; and (5) trying out the options from (4). Korthagen (2017) presents specific questions (Table 1) that promote awareness of the essential aspects in (3) from reflection on the action in (2) to promote more focused reflection[4].

Figure 1

ALACT Model (Korthagen et al., 2001)

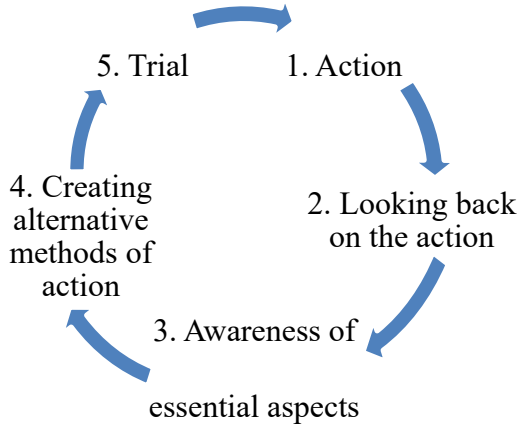


Table 1

Questions that Promote Awareness of the Essential Aspects (Korthagen, 2017, p. 394)

0. What is the contact?	
1.What did I think?	5. What did the pupils think?
2. How did I feel?	6. How did the pupils feel?
3. What did I want?	7. What did the pupils want?
4. What did I do?	8. What did the pupils do?

Korthagen et al. (2001/2010) argue that teachers' professional learning becomes more effective when they reflect on their own experiences in detail. This model also encompasses collaborative reflection, which is a framework in which mentors (teacher educators) support their mentees' reflections.

2.4 Problems of Reflective Practice in English Language Teaching

In the previous section, we summarized the discussions on theories of reflection and reflective practice in the context of English language education. There are several possible problems of reflective practice in English language education, but we will focus on two here.

First, there are few examples of self-initiated reflective practice by in-service practitioners in school settings; of the 138 articles on reflective practice in the field of English language education surveyed by Farrell (2018), about half involved teaching students and half involved in-service teachers. However, even in the case of in-service teachers, few of the studies were conducted at school sites outside university programs. In other words, reflective practice is researcher-led, and there is a power relationship between the researcher and the participants that may not be equal. In addition, in many cases, as in Tamai (2009), papers are written based on the assumption that the researcher is in the position of analyst from the beginning. If it is not spontaneous, it is possible that it may end up being a short-term effort without leading to understanding of the practice or growth of the teacher.

The second problem is the limited effectiveness of individual reflective practice. Mann and Walsh (2017) point out that reflective practice is generally presented as an individual process, with no emphasis on collaboration or participation in a community of practice. They also state that the problem is with the model itself, which sees reflection as a personal matter (individual teachers think about their intentions before teaching, teach a lesson, and then reflect on their actions). Regarding Schön's (1983/2007) theory of reflection, Mishina (2017) argues, reflecting on *The Reflective Practitioner,* that Schön's theory of reflective practice is essentially a theory that remained at the individual level. More precisely, he argues that it goes beyond the individual level, but fails to address the nature of reflective practice at multiple levels or at the organizational level. In the case of individual teachers reflecting on their own practice, it may be difficult to verbalize tacit knowledge, or they may rationalize their practice to suit themselves without realizing the essential aspects of it.

3. Teachers' Collaborative Reflection

3.1 What is Collaborative Reflection?

As mentioned in the previous section, there are few spontaneous reflective practices by in-service teachers with their colleagues in the school setting, and it is emphasized that there are limits to the effectiveness of reflective practices by teachers when they conduct reflections individually. Johnson (2009) argues that interactive reflection, collaborative learning as scaffolding, and practice supported from other teachers are necessary for teacher growth. Similarly, Burns (2017) argues that the relationship between reflection and practice is complex, and while individual reflective practice may lead to teachers'

understanding of practice, it does not easily lead to changes in practice, and this points to the potential of collaboration and community in reflective practice to influence changes in practice. Burns (2017), citing Raelin (2001), also states that for reflection to be transformative, there must be interpersonal opportunities for individuals to disclose their learning, i.e., professional awareness. This is because cooperative reflection allows teachers to recognize the impact and consequences of their own teaching actions as a result of others' suggestions, as well as to notice the gap between their beliefs and actions.

Recently, there has been growing interest in the importance of collaborative reflection by multiple teachers, as well as individual reflection in the process of teacher development. According to Mann and Walsh (2017), professional knowledge development is by nature a social process, and dialogue with others is essential for the transformation of professional knowledge. Aberdina et al. (2013) also acknowledge the importance of collaborative reflection among teachers in professional knowledge development and argue that dialogue among teachers provides an opportunity to question what they have taken for granted, which in turn leads to deeper reflection and improvement in their practice.

Akita and Lewis (2008) applied Stahl's (2006) concept of the collaborative learning process to teachers' learning in a lesson review meeting held after a research lesson, and they had the following discussion of teachers' collaborative learning. A teacher who has conducted a research lesson not only reflects on the lesson by themselves, but they also reflect on the lesson in collaboration with other teachers who have participated in the lesson. In the lesson review meeting, the class teacher publicly discusses their own vague understanding of the lesson with others, and they discuss it with other teachers to clarify the problem, share their understanding, and form collaborative knowledge. In addition, it is said that teachers' collaborative knowledge cannot be thought of as a single-line causal model in which teachers' knowledge, beliefs, and attitudes change when knowledge and information are presented; changes occur in classroom practice using this knowledge; and learning outcomes are brought about for students. Akita and Lewis (2008) state that changes in teachers' knowledge and beliefs do not immediately appear as changes in practice, but when a teacher realizes a change in their students after implementing a new idea in the classroom for the first time, only then can the collaborative knowledge be utilized and the change in the teacher's individual knowledge and beliefs be seen.

This collaborative learning by teachers is not limited to a lesson review meeting after a research lesson; it is also possible that the same collaborative learning process will work in the reflection conducted by a community of multiple teachers inside and outside the school.

3.2 Case Studies of Collaborative Reflection

In this section, we will look at case studies of collaborative reflection in previous research on teacher education in EFL learning environments to examine the

characteristics and the possibilities of collaborative reflection involving multiple teachers. The six case studies on collaborative reflection presented below were narrowed down by searching Google Scholar using such keywords as “collaborative reflection.” The six articles were selected based on the following criteria: the articles were written for in-service English language teachers in an EFL learning environment; the articles were not written for a single lesson or a short period, but for a certain period in which reflection was practiced and continued; multiple teachers participated in collaborative reflection during the period; and data were collected to clarify the conditions and effects of collaborative reflection, and reflections were made based on the data. Several case study papers have titles featuring terms related to collaborative reflection, but those that did not meet the above criteria were not included in the present discussion.

Mede (2010) aimed to determine whether collaborative reflection, which explores teaching to solve problems in the language classroom, is useful for EFL teachers’ practice teaching. Two Turkish teachers of English at a university language school voluntarily participated in the study, and their observation notes, teachers’ journals, and teachers’ conversation notes during their observations of each other’s classes during a limited period of five weeks were analyzed. By observing each other’s classes and discussing improvement ideas for problem-solving in their classes, each teacher was able to improve their teaching. The two cases in this study show that to solve the problems that teachers experience in their practice, they discuss them with other teachers, and through the advice from others, they noticed aspects that they could not see by themselves, which led to improvements in their practice.

Akyel (2000) conducted a study as part of a skill development training program for language school teachers at a university in Turkey. A 13-week study was conducted with two English language teachers in a language school. The purpose of the study was to determine whether collaborative reflection affects English teachers’ practices and attitudes toward teaching in an EFL environment. Two teachers observed each other for 13 lessons in each of the two target classes, and each lesson was recorded and data were collected through interviews, observation notes, teachers’ journals, teachers’ discourse notes, and responses about perceptions of the ideal teacher. Through collaborative reflection with a colleague, one teacher changed her own attitudes toward the learning styles of her students and changed her instructional content. The second teacher also had problems with student discipline in the classroom, but after a discussion with her colleague, she was able to change her teaching behavior to focus on ensuring a comfortable learning environment and improving her students’ learning discipline. The two teachers shared that collaborative reflection with colleagues was beneficial in influencing their beliefs and attitudes about their teaching practices and in improving their skills in exploring their own practices. Although this study is a case study of only two teachers, various data indicate the positive effects of collaborative reflection by teachers.

Loh et al. (2017) is a case study investigating the practices of English teachers in

primary education in Singapore. The purpose of the study was to determine whether collaborative reflection brings about transformation in teachers' practice and, if so, how collaborative reflection facilitates teachers' transformation. A team of seven teachers, including the researcher, met once a week to plan and reflect on the methods of teaching English, and the study was conducted over a period of two semesters. In this study, class recordings, observations of the meetings, interviews with participants, meeting minutes, and the researcher's field notes were collected as data, with particular focus on one teacher's growth in reflection. The results are as follows. The teacher in question initially showed resistance, indicating no need to improve the teaching method, and it was analyzed that the teacher was in the pre-reflection stage. In the second semester, the teacher began to show understanding of the collaborative team and began to make sense of the new teaching methods. She was considered to be in the superficial reflection stage, where she felt that her beliefs and practices were supported by her classroom experiences. Also, in the second semester, the teacher's focus was no longer on what worked, but on whether all students were engaged in the lesson. At this stage, she was considered to be in the critical reflection stage, where she began to think about the impact of her practices on her students. This teacher's transformation appeared influenced by collaborative reflection, particularly the factors of focusing on the practice problem, providing constructive feedback, and building on the teacher's strengths, which stimulated her thinking. In addition, the following factors were cited as contributing to the success of team-based collaborative reflection: everyone has a voice, no one is evaluated, and everyone is supported in making changes.

Uştuk and De Costa (2021) attempted to identify the characteristics of collaborative reflective practice in teachers' professional development in a lesson study. Four EFL teachers teaching in a Turkish university conducted two lesson studies. The lesson study here includes pre-lesson planning and post-lesson review sessions with a focus on research lessons. In the process of conducting these lesson studies, meetings among the teachers were held. In this study, field notes, interviews, and audio-recorded journals were collected as data to capture the characteristics of individual and collaborative reflection. The results of the study are as follows. First, individual reflection was transformed into collaborative reflection with other teachers participating in the lesson study, and collaborative reflection was shown to have the potential to promote teacher growth as a meta-reflective practice. Second, through the collaborative dialogue in the lesson study, it was shown that the lesson study could function well as a social professional development practice among teachers. Third, the agency of the teachers, enhanced by the lesson study, may help them to reconstruct their values, feelings, and beliefs related to their teaching practice.

Farrell (1999) focused on 12 weekly group meetings of three Korean EFL teachers with more than five years of teaching experience and investigated what was said in the group discussions, what stages of reflection were observed in the group discussions, and

whether the reflection evolved over time. The participants observed each other's classes, held group discussions, and wrote journals about their practice. Content analysis of the data revealed that teachers tended to talk about their personal ideas and problems they faced in teaching, and the depth of reflection did not reach the critical reflection stage, as indicated by Ho and Richards (1993), but remained in the descriptive stage of teaching. In addition, there was little change in the degree of participants' reflection over time, although there was a slight change in one of the three teachers. There were few characteristics of the stages of critical reflection that we expected to see as changes in the participants' reflection, such as a discussion of theories proposed by experts, reflection based on practical experience, application to a broader context than the class in question, and generation of more questions about their own teaching. These results suggest that to continue group reflection, there are general rules; time considerations (individual time, group time, and time for reflection); the need for external information, such as literature and theory; and considerations for reducing the anxiety of participants in collaborative reflection. The characteristics of this study are that it focuses on what topics were discussed in the collaborative reflection conducted by multiple teachers and how the stage of reflection was transformed. As a result, the stage of collaborative reflection of the participants in this study was limited to the descriptive stage of instruction, but it provides some points to consider to conduct collaborative reflection successfully.

Asaoka et al. (2020) aimed to determine how teachers interact within a collaborative community of practice and how they reconstruct their own expertise through their interactions within the community of practice. The participants in this study were two Japanese high school English teachers in an EFL environment who engaged in a spontaneous collaborative reflective exchange. Two focus group interviews, individual teacher interviews, posted journals and other records, and open-ended comments at the end of the study were used as qualitative data. One teacher reflected on oral communication activities in the classroom and the other on reading instruction, and both teachers' ideas of what constitutes good teaching changed over the course of a year of interactions. Through the experience of reflecting on the collaborative reflection, discussing their own practice, and receiving feedback from the other two teachers, the teachers became aware of their underlying beliefs, questioned the correctness of these beliefs, and began to think more deeply about the significance of their actions and the tasks they asked of their students based on their reflections. The teacher also stated that he began to think about how to improve his teaching. The relationship between the teachers who participated in this collaborative reflection is described by the term "diagonal mentor," which means that one can be a mentor with experience and expertise, even if they are also a teacher. Although this study is a small-scale collaborative reflection between two English teachers and a teacher educator, it describes specific and deep reflections among the teachers and suggests what kind of collaborative reflections and what kind of relationships influence changes in teachers' beliefs.

4. Discussion of Teachers' Collaborative Reflection

In this section, we discuss the benefits and possibilities of collaborative reflection from the case studies in 3.2. First, three advantages of collaborative reflection by teachers should be highlighted. The first advantage of collaborative reflection is that dialogue with others can lead to new insights into practice, leading not only to a better understanding of but also to improvements in practice. In Mede's (2010) case study, the teacher discussed with other teachers solutions to the problems she was facing in her practice, and the advice from others helped her to realize situations that she had not seen on her own, which led to improvements in her practice. This case shows that, as Burns (2017) argues, verbalizing the tacit knowledge of practice and sharing it with others can lead to explicit and extrinsic thinking rather than implicit and intrinsic thinking.

In this connection, Akyel's (2000) case study also showed that collaborative reflection with colleagues was beneficial in influencing teachers' beliefs and attitudes toward instructional practice and in improving their skills in exploring their own practice. This case study is consistent with Aberdina et al.'s (2013) assertion that teacher–teacher dialogue can lead teachers to question what they have taken for granted, which in turn leads to deeper reflection on and improvement in their practical reasoning. In the case of Loh et al. (2017), focusing on practice issues, providing constructive feedback, and reinforcing teachers' strengths were cited as factors that stimulated the thinking of teachers who participated in collaborative reflection. Noting that collaborative reflection should take place in a community of practice, Raelin (2001) states that the potential for change in a teacher's practice is greater if the gap between what the teacher says and what they actually do, including beliefs and assumptions about practice, can be scrutinized and discussed with others.

In the case of Uştuk and De Costa (2021), it was shown that lesson study can be a catalyst for teachers' awareness and agency in practice, that individual reflection can influence collaborative reflection with colleagues, and that collaborative reflection can influence individual teachers' behavior and agency in practice. In addition, it was shown that collaborative reflection may influence individual teachers' behavior and independence in practice. This case study is a reflective practice that includes not only the cognitive aspects of teachers, but also the affective aspects, as indicated by Farrell's (2015, 2018) theory, revealing that enhanced subjectivity has an impact on the values and emotions involved in educational practice. It would also suggest that the cycle of individual and collaborative reflection by teachers is likely to lead to change and growth in their practice.

The second advantage of collaborative teacher reflection is that it deepens the teacher's reflection. Loh et al.'s (2017) case study shows that a year of collaborative reflection led to the following stages of transformation: a pre-reflection stage in which teachers did not feel the need to reflect on their practice, a superficial reflection stage in

which teachers began to feel that their beliefs and practices were supported by their classroom experiences, and a critical reflection stage in which teachers' focus shifted from success or failure in the classroom to thinking about how their practice affected their students. The teacher's focus shifted from success or failure in the classroom to critical reflection, where they began to think about how their practice was affecting the students. This case study suggests that teachers' reflection may be deepened by continuing collaborative reflection with other teachers over a long period. However, as seen in the case of Farrell (1999), there are cases where teachers do not reach the stage of critical reflection, and it is necessary to consider how to manage the group to deepen collaborative reflection.

Watanabe and Iwase (2017) argued that noticing the essential aspects of the third phase in the ALACT model is the key to deep reflection, and they argued that reflection becomes deeper by digging deeper into the problem and bringing the essential aspects to light, rather than jumping from reflecting on the actions and events of teachers and students to making improvements. It is important to gain multiple perspectives through collaborative reflection and to deepen the understanding of the practice, such as how the teacher and learners felt in the context of the practice, rather than immediately considering the next improvement from the teacher's reflection of their own and their students' actions.

The third advantage of collaborative reflection by teachers is that it facilitates collaborative reflection through an equal and complementary relationship with colleagues. In the case of Asaoka et al. (2020), collaborative reflection that leads to improved practice was facilitated because the participants actively participated in the collaborative reflection and were able to reflect interactively in an oblique, mutually trusting environment. The case study of Loh et al. (2017) also indicated that the factors that facilitate collaborative reflection are that everyone has a voice that it is not evaluated and that it is supported during change. Farrell (2013) states that collaborative reflection groups must be voluntary and not led by university teachers or experts. Nevertheless, it would be beneficial for mentors to set up space for and support collaborative reflection. Indeed, Farrell (2018) mentions the need for a facilitator in collaborative reflection. According to him, when a group of teachers comes together to reflect on their theories and practices, the presence of an experienced and seasoned facilitator can support the teachers in the group to take initiative in developing their knowledge, as many in the group have different experiences and personalities.

The case of Asaoka et al. (2020) also suggests the potential for collaborative reflection by groups of teachers from different schools. Mann and Walsh (2017) acknowledge that collaboration is beneficial for colleague teachers from the same school because they have more experiences to share, but they also note that different teachers from different contexts collaborate; especially when they have a shared problem in mind, they identify the benefits of collaborative reflection. For teachers in less collegial settings, opportunities for collaborative reflection with teachers from other schools can help

deepen reflection and awareness of practice.

5. Conclusion

In this paper, we summarized the discussions on theories of teacher reflection and reflective practice in the context of English language teaching and identified the problems of reflective practice. Then, the importance of collaborative reflection was mentioned, and previous studies on teachers' collaborative reflection in EFL settings were reviewed. Then, the advantages and possibilities of teachers' collaborative reflection in English language teaching were discussed.

In conclusion, the following are some of the issues that must be addressed in future research on collaborative reflection. First, the effects of collaborative reflection must be investigated over a long period, and a detailed discussion of how collaborative reflection promotes teacher growth is needed. Second, it is necessary to clarify the relationship between teachers in collaborative reflection, identify how they conduct collaborative reflection, assess the limitations of collaborative reflection with colleagues, and determine what points should be considered. Third, it is necessary to analyze what kind of interactions among teachers in collaborative reflection influence individual teachers' beliefs and changes in practice and lead to teacher growth. Fourth, it is necessary to consider how to support teachers to deepen their practice to the stage of critical reflection through collaborative reflection. Finally, there is a need for studies on how collaborative reflection affects individual teachers' growth, not only through in-school lesson study, but also in out-of-school communities, where teachers from different schools gather.

Notes

1. In this paper, we use "seisatsu" as a translation of "reflection," which can also be translated as "naisei", "furikaeri", or "hansei." "Naisei" is used in the sense of observing and thinking about inner subjective feelings, and "furikaeri" is used as an activity to recall and reflect on learning experiences. In addition, "hansei" is thought to refer to reflecting critically on past actions. On the other hand, "seisatsu" is thought to mean examining experiences objectively (Tamai, Watanabe, & Asaoka, 2019, p. 30). In this paper, we focus on objective reflection while including subjective feelings as an object of analysis, and we use "seisatsu" as a translation. In addition, the term reflective practice used by Schön (1983) was changed to "seisatsuteki jissen" based on the translations by Yanagisawa and Miwa (2007) and Mishina (2017).
2. In this paper, we do not deal with the experiential learning model proposed by Kolb (1984) in detail, because it dismisses affective experiences that occur during specific experiences. In the case of teacher reflection, as Korthagen et al. (2001/2010) describe, not only visible actions but also invisible emotions (e.g., want and feel) can lead to awareness and to the next action. Furthermore, Marshall et al. (2021) analyzed

not only problems that occur in front of the eyes, but also emotions, such as the confusion and anxiety of practitioners, as described by Korthagen et al. In light of the above, this paper assumes that teachers' experiences are reflective, including their emotions.

3. The actual term is "rifurekutibu purakutisu," but for the sake of consistency in terminology, we use "reflective practice."
4. Kamijyo (2021) states that Korthagen taught me that 'reflection on action' is about enumerating awareness and that "awareness of essential aspects" is about determining the best of the enumerated awareness.
5. This manuscript was originally published in Japanese.

Acknowledgements

This paper is part of the results of research supported by the Japan Society for the Promotion of Science (JSPS) Grant-in-Aid for Scientific Research (C), "Clarifying the Process of Building a Community of Practice to Promote the Growth of English Language Teachers" (Grant Number: 20K02833).

References

Abednia, A., Hovassapian, A., Teimournezhad, S., & Ghanbari, N. (2013). Reflective journal writing: Exploring in-service EFL teachers' perceptions. *System, 41* (3), 503–514. https://doi.org/10.1016/j.system.2013.05.003

Akita, K., & Lewis, C. (2008). *Jyugyou no kenkyu kyokushi no gakushyu: Lessun sutadhi he no izanai [Lesson study and teacher's learning: Introduction to lesson study].* Akashi Shoten.

Akyel, A. (2000). Collaboration to explore teaching: A case study report. *TESL Canada Journal, 18* (1), 58–74. https://doi.org/110.18806/tesl.v18i1.900

Asaoka, C., Miura, D., & Okubo, T. (2020). Forming a collaborative community of practice of EFL teachers through self-study research. *Universal Journal of Educational Research, 8* (9), 3799–3806. https://doi.org/110.13189/ujer.2020.080902

Burns, A. (2017). Envoi: from reflective practice to action research? In R. Barnard & J. Ryan (Eds.), *Reflective practice: Voices from the field* (pp.140–155). Routledge.

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process.* D.C. Heath.

Farrell, T. S. C. (1999). Reflective practice in an EFL teacher development group. *System, 27* (2), 157–172. https://doi.org/10.1016/S0346-251X(99)00014-7

Farrell, T. S. C. (2008). *Reflective language teaching: From research to practice.* Continuum.

Farrell, T. S. C. (2012). Reflecting on reflective practice: (Re)visiting Dewey and Schön. *TESOL Journal, 3* (1), 7–16. https://doi.org/10.1002/tesj.10

Farrell, T. S. C. (2013). *Reflective practice in ESL teacher development groups: From practices to principles*. Palgrave Macmillan.

Farrell, T. S. C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL professionals*. Routledge.

Farrell, T. S. C. (2018). *Research on reflective practice in TESOL*. Routledge.

Ho, B., & Richards, J. C. (1993). Reflective thinking through teacher journal writing: Myths and realities. *Prospect, 8*, 7–14.

Izumi, E. (2020). Ima motomerareru eigokyoiku niokeru jyugyou kenkyu towa: Naiseiteki jissenka kyokushi jiritu wo mezasite [Classroom research in English language education: Toward self-reflective practitioners and teacher autonomy]. *KELES Journal, 5*, 10–21.

Johnson, K. E. (2009). *Second language teacher education*. Routledge.

Kamijyo, H. (2021). *Rifurekusyon wo manabu rifurekusyon de manabu: Kyoudoutekina jyugyou rifurekusyon no riron to jissensyo [Learn reflection! Learning by reflection! A theory and practice of "collaborative classroom reflection"]*. Gakujyutu Syuppan.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.

Korthagen, F. A. J. (2017). Inconvenient truths about teacher learning: Towards professional development 3.0. *Teachers and Teaching, 23* (4), 387–405. https://doi.org/10.1080/13540602.2016.1211523

Korthagen, F. A. J., Kessels, J., Koster, B., Lagerwerf, B., & Wubbels, T. (2010). *Linking practice and theory: The pedagogy of realistic teacher education.* Lawrence Erlbaum Associates. (N. Takeda, Y. Imaizumi, Y. Suzuki, & E. Yamabe, Trans.). (Original work published in 2001)

Loh, J., Hong, H. & Koh, E. (2017). Transforming teaching through collaborative reflection: A Singaporean case study. *Malaysian Journal of ELT Research, 13* (1), 1–11.

Mann, S., & Walsh, S. (2017). *Reflective practice in English language teaching.* Routledge.

Marshall, T., Keville, S., Cain, A., & Adler, J. R. (2021). On being open-minded, wholehearted, and responsible: A review and synthesis exploring factors enabling practitioner development in reflective practice. *Reflective Practice, 22* (6), 860–876. https://doi.org/10.1080/14623943.2021.1976131

Mede, E. (2010). The effects of collaborative reflection on EFL teaching. *Procedia, Social and Behavioral Sciences, 2* (2), 3888–3891.

https://doi.org/10.1016/j.sbspro.2010.03.610

Mishina, Y. (2017). *Seisatuteki jissen wa kyouiku soshiki wo henkaku suruka [Does reflective practice transform educational organizations].* Mineruba Syobou.

Nakamura, S. (2020). *A study of reflection in action in teachers' learning.* Doctoral

dissertation, Waseda University.

Raelin, J. A. (2001). Public reflection as the basis of learning. *Management Learning, 32* (1), 11–30.

Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record, 104* (4), 842-866. https://doi.org/10.1111/1467-9620.00181

Schön, D. (2007). *The reflective practitioner: How professionals think in action*. Basic Books. (S. Yanagisawa & K. Miwa, Trans.). (Original work published in 1983)

Schön, D. (1987). *Educating the reflective practitioner.* Jossey-Bass Publishers.

Stahl, G. (2006). *Group cognition: Computer support for building collaborative knowledge.* MIT Press.

Tamai, K. (2009). Rifurekutibu purakutisu: Kyoushino kyoushiniyoru kyoushinotameno jyugyoukenkyu [Reflective practice: classroom research by teachers for teachers]. In Yoshida, T., Tamai, K., Yokomizo, S., Imai, Y., & Yanase, Y. (eds.), *Rifurekutibuna eigo kyouiku wo mezashite [Toward a reflective English language education]*. (pp. 119-190). Hitsuji Syobou.

Tamai, K., Watanabe, A., & Asaoka, C. (2019). *Rifurekutibu purakutisu nyumon [Introduction to reflective practice].* Hitsuji Syobou.

Uştuk, Ö., & De Costa, P. I. (2021). Reflection as meta-action: Lesson study and EFL teacher professional development. *TESOL Journal, 12* (1). https://doi.org/110.1002/tesj.531

Watanabe, T., & Iwase, N. (2017). Yori fukai seisatsu no sokushin wo mezasu taiwagata mogijyugyou kentoukai wo jikutosita kyoushi kyouiku no torikumi [Approaches to teacher education based on interactive mock class discussions to promote deeper reflection]. *Nihon Kyoushi Kyouiku Gakkai Nenpou, 26,* 136-145.

【Research Note】

Interconnection of Foreign Language Education and Japanese Language Education in Elementary Schools Through the Use of Machine Translation

Junya Narita

Abstract

Today, highly accurate machine translation is becoming a commonplace communication tool. With this context as the background, the author implemented two teaching practices using portable translation devices at two public elementary schools in Kanagawa Prefecture. The goal was to examine the feasibility of cross-curricular learning between foreign language and Japanese language and to consider the significance of foreign language education in elementary schools. The results suggest that machine translation can enable learning across languages. In addition, if machine translation is appropriately employed, students would be motivated to learn foreign languages through communication with speakers of the target languages, even in the early stages of their learning.

Keywords

machine translation, foreign language education in elementary schools, Japanese language education, cross-curricular learning

1. Background

Machine translation (MT) is rapidly becoming more accurate. Not long ago, Google (2016) announced the adoption of a new translation system, Google neural machine translation (GNMT), for its translation service, Google Translate. This news brought attention to the significant improvements in accuracy that had previously been at the head of the curve. In just a few years after adopting GNMT, public awareness of machine translation has been increasing. In addition to services on websites, applications for smartphones are becoming more widespread, and mobile translation devices are now available at electronics retailers. Today, companies in various fields, such as transportation, tourism, and education, have adopted MT as a multilingual communication tool.

The Ministry of Internal Affairs and Communications and the National Institute of Information and Communications Technology (NICT) (2017) have launched "*Honyaku Bank*," a joint project to accumulate and utilize translation data in various fields, here with the goal of working to improve the accuracy of speech and text translation. As deliverables of this project, VoiceTra, a high-precision speech translation application for

smartphones, and TexTra, a text translation service, were developed by the NICT. They are not only available free of charge, but have also been incorporated into various translation services for practical and commercial use.

Gally (2018) points out that one reason for devoting so much time, effort, and resources to the acquisition of English is to communicate in English with people from other countries, but the advent of highly accurate MT will weaken the legitimacy of this former standard. In light of this prediction, foreign language education, which is oriented linearly toward the acquisition of English language skills, appears to be quite disconnected from the actual situation.

We have been hearing reports from in-service teachers and lecturers that they are at a loss when trying to answer questions from students, such as "Since the accuracy of MT will increase in the future, why do we need to study English?" We urgently need to update our view of foreign language instruction so that we can answer such questions appropriately.

The future, where each person has a small high-performance terminal and high-speed communication is available everywhere, which was just science fiction a decade ago, is now a reality with the advent of smartphones. The social implementation of MT as a communication tool is no longer a pipe dream, but a possible future, and education will be required to lead to that future.

Based on the above recognition of the current situation and awareness of the problem, Gally et al. (2019) raise the issue that in future, foreign language education, rather than denying MT, will need to understand its features and limitations, use it appropriately, and develop the ability to improve performance.

2. Overview

2.1 Research Objectives

The purpose of the current study is to examine the possibility of cross-disciplinary learning of foreign languages and Japanese and to consider the significance of foreign language education in elementary school education in light of the current situation where highly accurate MT is becoming a commonplace communication tool, as described above. Specifically, we explore what can and should be done from the elementary school stage while addressing the following research questions:

Research Questions

(1) What is the significance of foreign language education given the improvement of MT?
(2) What should the instructional content of elementary school foreign language education be to satisfy research question (1)?

(3) Do foreign language education and Japanese language education affect each other? If so, how do they influence each other at the elementary school level?

2.2 Practices

Two lessons below were given to sixth-grade students at two public elementary schools (X Elementary School and Y Elementary School) in Kanagawa Prefecture in the 2019 school year. The lessons were conducted by homeroom teachers in X Elementary School and the school principal and homeroom teachers in Y Elementary School, who responded to the author's invitation and agreed to cooperate in the research.

2.2.1 Practice I. Using the portable translator called "Pocketalk" by Pocketalk Corporation as a teaching material, lessons were conducted in which the students could go back and forth between their native language, Japanese, and a foreign language through experimental trials and problem-solving activities. The learning process was summarized in a "lapbook," a type of portfolio, and made into an "MT user manual."

2.2.2 Practice II. At *Nikko Toshogu* Shrine, the destination of the school excursion, the students used Pocketalk to give explanations to foreign tourists (not limited to English speakers) about the things they chose in their groups. After the trip, the students were required to write their reflections on the trip.

Twenty units of Pocketalk used by students were provided free of charge by Pocketalk Corporation, which manufactures and sells Pocketalk.

3. Practice I

3.1 Research Methods

From July 18, 2019, to February 28, 2020, 73 students in two sixth-grade classes at X Elementary School were given the opportunity to use one Pocketalk per two students to study questions such as the following: "What kind of Japanese should you input to get an appropriate translation?" "What should you pay attention to when wanting to use machine translation most effectively?" "What kind of Japanese words should be inputted to obtain an appropriate translation?" The author and two homeroom teachers held a meeting in advance to make a general plan for the lessons. After each lesson, they reflected on the lesson and fine-tuned the plan for the next and subsequent lessons, taking into consideration school events and the progress of the other subjects' lessons. Table 1 shows the overall structure of this practice. The parentheses in Table 1 indicate the name of subjects in which each lesson was conducted; all these lessons were done in surplus time outside the school's curriculum.

Table 1

Structure of Practice I

Lesson 1	Experimental trials of MT (foreign language activities)
Lesson 2	Verification of what MT can/cannot do (done by volunteers at home)
Lesson 3	Verification of words that are easily/not easily machine translated (Japanese language)
Lesson 4	Actual conversation with ALT, assistant language teacher, using MT (foreign language activities)
Lesson 5	Summarization of the lessons into a lapbook (not during specific subject time but as needed)

Each lesson is described in detail below.

3.1.1 Lesson 1: Experimental trials of MT (foreign language activities). The objective of the class was to understand the performance and usage of MT through experimental trials and to think about specific situations in which MT could be used. The teaching plan is shown in Table 2.

Table 2

Instructional Plan for Lesson 1

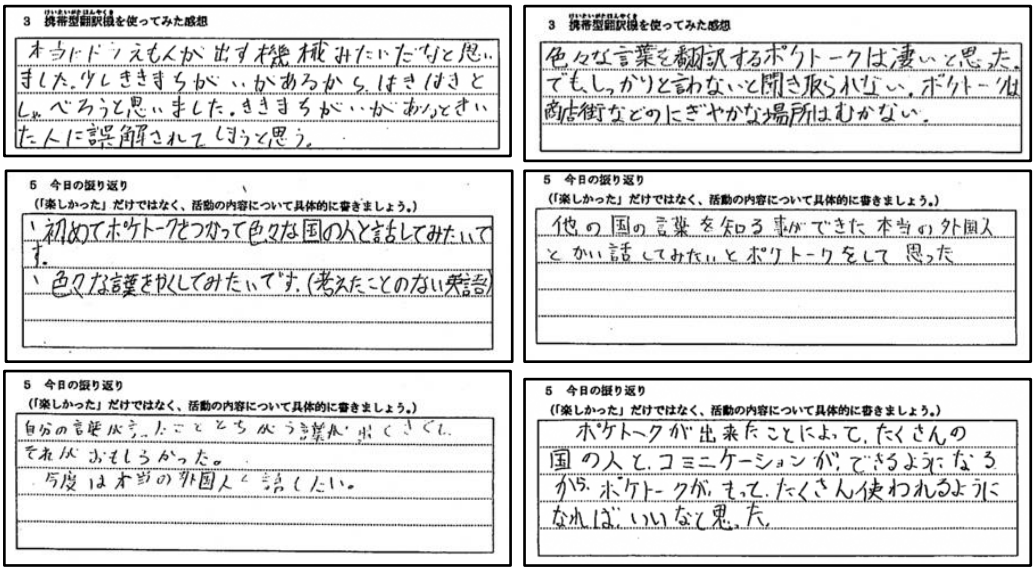
Students' Activities	Teacher's Instructions/ Instructional Considerations	Remarks
Listen to the teacher talk about *Doraemon*'s secret tool "translation gummy (Note)." (3 minutes)	・Ask "What do you want from *Doraemon*'s secret tools?" ・Nominate a few students and ask them why. ・Mention "translation gummy" as one of the things the teacher wants and explains that it is being realized.	(Note) *Doraemon*'s secret tool that appears in the cartoon. When eaten, it enables the understanding and use of any language
Learn about translators and have their own ideas. (5 minutes)	・Have the students watch a video advertising a portable translator and ask them to try it out.	Video of advertisement
Hands-on translation experience using a translator. (15 minutes)	・Explain the simple usage of the translator and have the students use them. Have students translate the example sentences on the worksheet first and then translate any words or phrases freely or translate them into other languages than English.	Pocketalk (one unit for two students) worksheet
Exchange impressions of using the translator. (5 minutes)	・Have students write their frank opinions on a worksheet and present and exchange them. ・Accept students' opinions without any evaluation.	Worksheet

List things you would like to do with a translator and things you could do with it. (10 minutes)	・Tell students "Since we're here, let's use this translator to try something we haven't been able to do before," and ask them to freely come up with their own ideas. *Conduct group discussions if necessary.	Worksheet
Hear a preview of the next lesson and beyond. (2 minutes)	・Tell students that activities for the next lesson and beyond will be planned based on their ideas.	
Reflect on this lesson. (5 minutes)	・Have students write down their reflections.	Worksheet

Looking at worksheets completed after the lesson (Figure 1), the students noticed functional aspects such as "names of people and places are difficult to be recognized and translated" and "vague or ambiguous expressions are not recognized correctly," as well as increased interest in various languages, such as "I want to translate languages of various countries." In addition, several students who experienced Pocketalk expressed a desire to talk with ALT. This might be due in large part to pure curiosity about the new and unfamiliar device, but it also might be because Pocketalk has elicited a latent desire to talk with ALT, a foreign language speaker close to them. This suggests that the use of MT may contribute to the promotion of communication activities with foreign language speakers.

Figure 1

[Lesson 1] Students' Descriptions on the Worksheet (Excerpt)



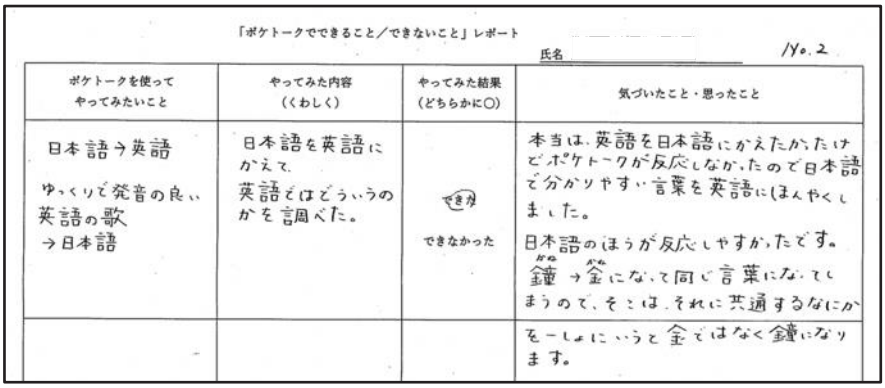
Although it is a little out of the scope of the current study, because Pocketalk can translate more than 70 languages, several students commented that this activity let them know foreign languages whose names, sounds, and letters they had never heard and seen

before. In Japan, where English is almost the only foreign language to be learned in primary and secondary education, it was suggested that the use of MT can be an opportunity to come into contact with a variety of foreign languages.

3.1.2 Lesson 2: Verification of what MT can/cannot do (Done by volunteers at home). The things students would like to do with a translator included what would be impossible with current technologies and what could not be verified at school. However, the author decided to provide an opportunity for students to verify these things themselves rather than having teachers unilaterally determine them. With the consent of Pocketalk Corporation and the principal of X Elementary school, the author lent Pocketalk to students who wanted to use it at home for weekends, had them examine "What MT can/cannot do," and asked them to submit a report (Figure 2).

Figure 2

Report of "What MT can/cannot do"



「ポケトークでできること／できないこと」レポート

氏名　　/Yo. 2

ポケトークを使って やってみたいこと	やってみた内容 (くわしく)	やってみた結果 (どちらかに○)	気づいたこと・思ったこと
日本語→英語 ゆっくりで発音の良い英語の歌 →日本語	日本語を英語にかえて、英語ではどういうのかを調べた。	できた できなかった	本当は、英語を日本語にかえたかったけどポケトークが反応しなかったので日本語で分かりやすい言葉を英語にほんやくしました。 日本語のほうが反応しやすかったです。 鐘(かね)→金(かね)になって同じ言葉になってしまうので、そこは、それに共通するなにかをーしょにいうと金ではなく鐘になります。

The results from their reports were shared with other students. The main contents are as follows (the author arranged the text in a manner that did not alter the meaning of the original text. Underlining was done by the author):

- I actually spoke with an English speaker and found it more convenient than I had imagined.
- Songs and internet videos were too fast to be recognized properly. Slow and clear input is necessary.
- It can be easily switched to various languages, as well as English.
- At the word level, homonyms in Japanese are sometimes incorrectly recognized, no matter how many times I tried (e.g., "*kane*" [bell] is inevitably recognized as "money"), in which case you should replace it with another word of the same meaning (e.g., replace it with "*beru*," the Japanese pronunciation for the English word "bell," or add another word "*kane no oto*" [sound of the bell]).
- When translation results by one Pocketalk were translated into other languages by another Pocketalk, the original sentence sometimes became just a word, or

the audio-recognition did not work correctly in the middle of the process, resulting in different meanings from the original sentence. This indicates that some information may be lost in the MT process.

- By carefully inputting sentences in Japanese, I could obtain model sentences of the foreign language I'm learning (Spanish, in this student's case) and listen to its audio. This means that we can learn foreign languages by ourselves if we can properly use it.
- Even when I (a student from Sri Lanka) spoke in my mother tongue, Tamil, through Pocketalk, my words were understood by others.

It was interesting that the students had already stated here what the author wanted to argue through the current study: MT's usefulness as a communication tool, its functional limitations, and its application to language learning. It was also suggested that MT can be effective in supporting students with foreign backgrounds who are using their mother tongue.

3.1.3 Lesson 3: Verification of words that are easily/not easily machine translated (Japanese language). The purpose of this lesson was to have students understand the limitations of MT through an experiential activity. The lesson plan is shown in Table 3.

Table 3

Instructional Pan for Lesson 3

Students' Activities	Teacher's Instructions / Instructional Considerations	Remarks
Understand the learning objectives. (3 minutes)	・Explain to students that they should verify the extent to which Pocketalk can translate.	
List vogue words and expressions in daily conversations. (10 minutes)	・After exchanging opinions, have each student write six vogue words and expressions on their worksheets that they want to try to translate with Pocketalk.	Worksheet
Have students translate vogue words and expressions into English using Pocketalk and write the results on their worksheets. (15 minutes)	・Remind students of the precautions for voice input into Pocketalk that they had reviewed in the previous lesson.	Worksheet Pocketalk
Receive the teacher's judgments on the translation results and write them down on their worksheets.	・Check students' translations and judge whether the translation is appropriate or not. ・Encourage students to think of other ways to express vogue words and	Worksheet

Think about how to translate vogue words and expressions that were not translated appropriately. (15 minutes)	expressions that were not translated appropriately.	
Reflect on this lesson. (2 minutes)	・Have students write their reflections.	Worksheet

Table 4 shows a sample of the vogue words and expressions listed by students, translation results by Pocketalk, and the teachers' judgments.

Table 4

Vogue Words and Expressions, Translation Results by Pocketalk, and Teachers' Judgments (Excerpts)

Vogue Words and Expressions	Translation Results by Pocketalk	Teacher's Judgment
baeru [instagrammable]	Bael	Inappropriate
emo [Short form of English word "Emotional"]	Emo	Inappropriate
kusa haeru [an internet slang meaning "lots of laughter"]	The grass grows.	Appropriate as a literal translation; however, it does not convey the original intent.
Wanchan anjane? [Maybe there's a chance, right?]	It's a doggy.	Inappropriate

Vogue words and expressions "*baeru*" and "*emoi*" were simply replaced by their English sound counterparts and were not appropriate as translations. "*Kusa haeru*" is internet slang meaning "lots of laughter (LOL)." Although Pocketalk translated it appropriately as a literal translation, it was judged inappropriate because it did not convey the original intent. "*Wanchan"* is an abbreviation for the English word "one chance." "*Wanchan anjane?"* means "Maybe there's a chance, right?"; however, Pocketalk recognized "*wanchan*" as a baby talk "doggy (*wan-chan*)" and mistranslated it into an affirmative sentence, without recognizing the interrogative sentence.

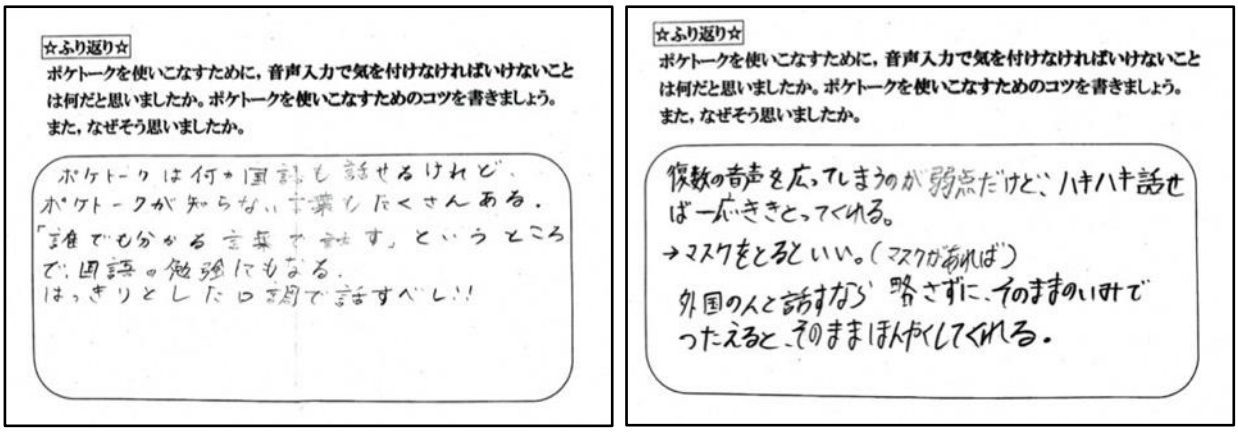
In the following activity, the teacher asked students how to translate vogue words and expressions that were not translated appropriately in each case. For example, in the case of "*baeru*," the students were asked (1) to think of what meaning they were trying to convey with these expressions ("What do you mean by those expressions?"), (2) to try to paraphrase ("*baeru*" can be paraphrased as "beautiful" when used for scenery, "cool looking" when used for objects, etc.), and (3) to translate the paraphrased expressions using Pocketalk.

Students' worksheet of Lesson 3 (Figure 3) shows that to obtain an appropriate translation by MT, it is better to rephrase a word into another, plainer expression that conveys its meaning in a straightforward manner before putting it into MT. This kind of expressive consideration of choosing appropriate phrases depending on the interlocutors or situations may be useful not only when using MT, but can also be applied both in terms of word choice in communication with people of different ages and in terms of using "*yasashii nihongo* [plain Japanese]" in communication with foreigners living in Japan.

MT may not be able to translate slang properly, but in the cases of those that appear in dictionaries, such as "*chin suru*" [microwave it/nuke it], it can produce acceptable translations when these are inputted in the form of a sentence. In addition, because the accuracy of MT is constantly improving, it is possible that a sentence that is not translated appropriately now will be translated appropriately in the near future. It should be noted that the limitation of MT is not yet fixed.

Figure 3

[Lesson 3] Students' Description on the Worksheet (Excerpt)



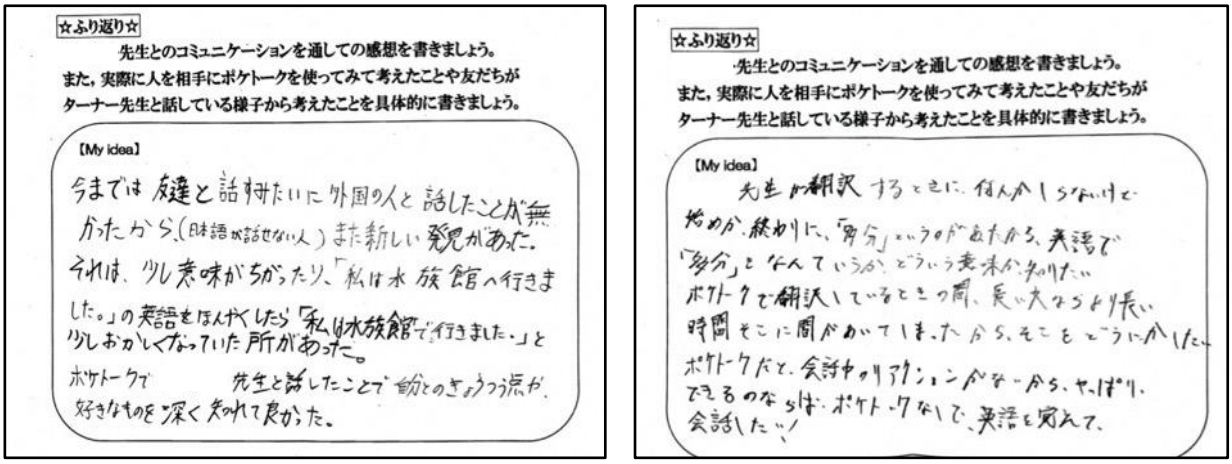
3.1.4 Lesson 4: Actual conversations with ALT using MT (foreign language activities). Utilizing the knowledge gained from the previous lessons, an activity was conducted to actually establish communication with ALT using Pocketalk, in which groups of about four students chose questions they wanted to ask ALT and set up a 10-minute interview without the teacher's assistance. Usually, in foreign language activities, students are expected to communicate in English, but this time, we asked them to use Pocketalk. Students were successful in their interviews, asking questions in easily machine-translatable Japanese through Pocketalk, such as the following: "What is your hobby?" "What made you become a teacher?" "Where do you want to go in Japan?" Interestingly, there was no group that just relied on Pocketalk throughout the interview; rather, some students responded to ALT's English that they could understand without Pocketalk, and others asked additional questions in English without using Pocketalk.

The descriptions on the worksheet of this lesson (Figure 4) were both positive and negative. Positive comments included the following: “I felt a sense of accomplishment because I was able to ask questions by using Pocketalk, which I had thought I could only do when I had mastered English to a certain level.” “I was able to have a conversation without anxiety because of Pocketalk.” “I felt more familiar with ALT by interviewing him on various topics.” Negative comments included the following: “I was bothered by the pauses that inevitably occurred when using Pocketalk.” “I keenly felt that it is essential to learn a foreign language to communicate at a certain level or higher.”

These comments suggest that the actual experience of interacting with a foreign language speaker through MT may motivate students for the next lessons. The same response was observed in Practice II, which will be discussed later.

Figure 4

[Lesson 4] Students’ Description on the Worksheet (Excerpt)



3.1.5 Lesson 5: Summarization of the lessons into a lapbook (not during specific subject time but as needed). The worksheets that had been written up to this point and the reorganized knowledge gained through the activities were compiled into a portfolio called a “lapbook,” which is “paper folders with artifacts and notes on a particular topic pasted inside” (Sakai, 2019, p. 82).

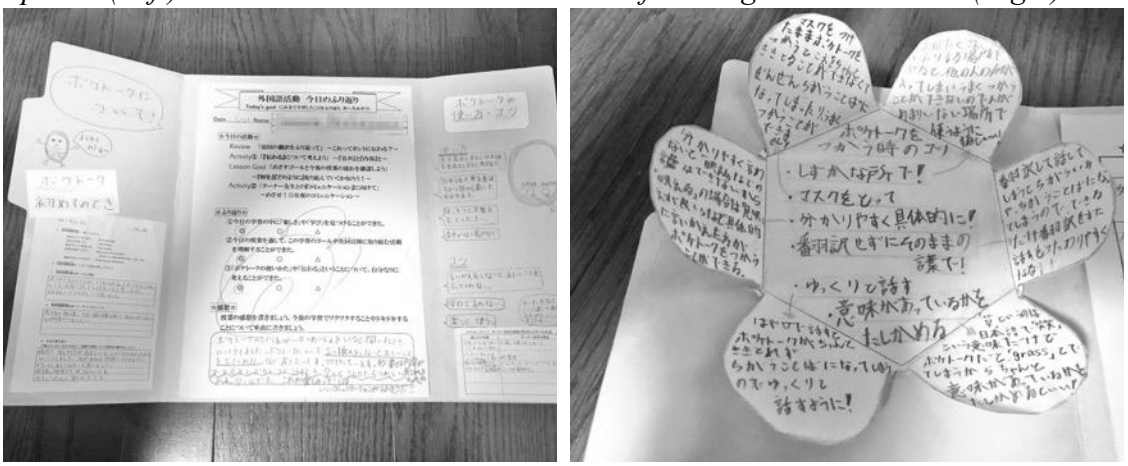
This lesson was conducted as a part of the end-of-school-year activities for the sixth graders, who were about to graduate from school, and was not conducted as a regular class. The homeroom teacher explained how to do, giving them guidance and advice as they compiled their lapbooks. In this lesson, we explained to the students that this lapbook would be their own “MT user manual.”

The lapbooks were originally designed to allow students to write additional comments, to color, and to illustrate in the margins to create their own unique forms; however, most students were not able to do so because the school was temporarily closed to prevent new coronavirus infections. Even so, because most students had completed the

main body of the lapbooks, the process and results of their learning could be inferred, albeit in a quite simple form.

Figure 5

Lapbook (Left) and Its Part Where Considerations for using MT Are Written (Right)



Although the focus of each student differed somewhat, it was generally clear that the "MT user manual" consisted of the following elements:

- Use the device in a place free from noise as much as possible. Eliminate masks and other factors that cause difficulty for audio-recognition as much as possible.
- Pronounce slowly and clearly.
- Avoid using expressions that are difficult to be translated (e.g., vogue words, proper nouns, homonyms) and rephrase them in other ways.
- Speak in short, concise sentences, not in long, complex sentences.

The elements that students mentioned above as considerations when using MT overlap with what Iori (2016) explains in the "<*yasashii nihongo* [plain Japanese]> manual": "Keep explanations short and concise." "If you find that listers do not understand, rephrase the sentence." "Pronounce slowly and clearly." "Do not use words or phrases that are difficult to understand." (p.2 of Appendix). This suggests that easily machine-translatable Japanese has an affinity with *yasashii nihongo* [plain Japanese]. Yoshikai (2020) also claims that the concept of *yasashii nihongo* is applicable in the use of MT. His claim and the implication from the current study (what is learned through the use of MT could be applicable to the use of *yasashii nihongo*) are just like mirror images. Hence, research collaboration in the future is expected. "Japanese that can be translated into other languages" or "intermediate Japanese", which Sanmori (2003) argues that it should be acquired as a shortcut for foreign language acquisition, is considered to overlap with easily machine-translatable Japanese. Therefore, what could be learned in this

practice is expected to have a positive spillover effect on foreign language learning as well.

3.2 Results and Discussion

The communication activities via MT, as described above, can do the following:

- Reduce the psychological hurdles to communicating with foreign language speakers.
- Encourage students' interest in a variety of foreign languages, in addition to English.
- Enable students to look at their mother tongue objectively through the process of examining the characteristics of easily machine-translatable Japanese, which have a high affinity with *yasashii nihongo* [plain Japanese].
- Provide students with opportunities to learn experientially about how to communicate with an awareness of others.

Through the educational effects listed above, the learning of foreign languages and the learning of one's mother tongue could be complementary.

4. Practice II

4.1 Research Methods

Sixty-three students in the sixth grade of Y Elementary School visited the *Nikko Toshogu* Shrine on the second day of their school trip (November 21, 2019). There, they worked in groups to explain to tourists the historical buildings in the shrine. The school principal of Y Elementary School, who agreed with the purpose of the current study, allowed the students to use Pocketalk to speak with foreign tourists. Fifteen groups, each with one Pocketalk, gave explanations to foreign tourists, including non-English speakers.

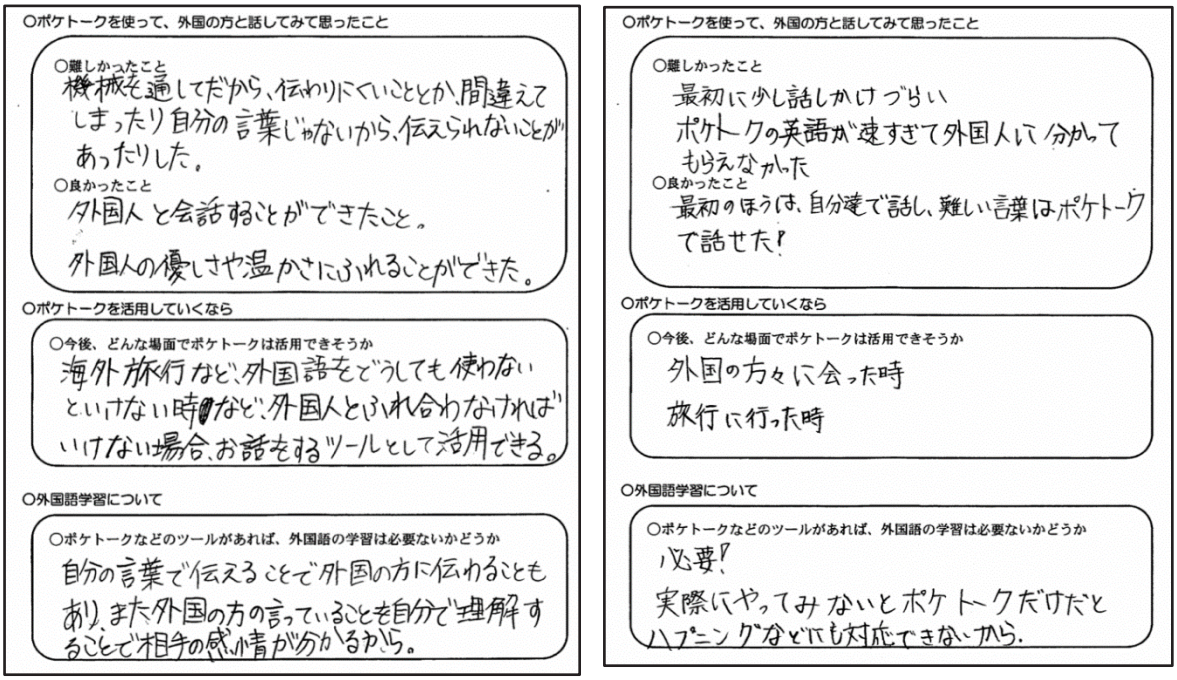
Two lessons were implemented before leaving for the trip to familiarize students with the use of Pocketalk as a preliminary instruction at school. In this case, the instruction was based on the instructional plan for Lesson 1 of Practice I, which was arranged by the homeroom teachers at Y Elementary School. After this practice, the students were asked to write a reflection on a worksheet consisting of the three questions described below (Figure 6). Because some students were unable to submit the worksheet for various reasons, 56 of the 63 students' worksheets were collected.

4.2 Results and Discussion

The following is a summary of the main responses to the three questions on the reflection worksheet (the style of the text has been adapted by the author so that it does not alter the meaning of the original text, and underlining was done by the author):

Figure 6

Descriptions of Reflection Worksheet (Excerpts)



(1) What did you feel when you tried talking to foreigners using Pocketalk?
-What students thought was difficult

- It was difficult to speak so that Pocketalk could recognize and translate appropriately.
- I felt scared of foreigners.
- There were things I could not convey because the translations by Pocketalk were not my own words.

-What students thought was good

- I could feel the kindness and warmth of foreign people through conversations, such as their kind acceptance of my mistakes and failures.
- With Pocketalk, I could enjoy interacting with foreigners and being able to convey what I wanted to say.
- It was nice to talk with foreigners till the end of the conversations.
- In the beginning, we spoke in our own words, and in the middle, we were able to speak using Pocketalk.

(2) In what kinds of situations could Pocketalk be useful?

- When practicing speech and pronunciation in English, vocabulary building, and so forth.
- When we want to know the meaning and pronunciation of English.

(3) What do you think of foreign language learning? Now that we have Pocketalk, is it necessary for us to learn a foreign language or not?
- Necessary. Because some words were not translated by Pocketalk.
- Necessary. I believe that it is only when we communicate in our own words that the other person can understand what we are saying, and only when we try to understand by ourselves that we can understand what the other person is saying and his/her feelings.
- Not necessary. However, it is better to be able to speak simple words.

The underlined parts indicate that the psychological hurdle to communicate with foreigners was lowered by using Pocketalk and that they experienced a change in their impression of foreigners from "scary" to "kind" because of establishing a direct connection.

It is interesting to note that, as in Lesson 2 of Practice I, some students were aware of other uses of Pocketalk besides conversation, as a learning tool, and even if they could communicate with foreigners with Pocketalk, 47 out of 56 students (80%) still considered foreign language learning necessary. Excluding the seven students who did not respond to the question, there were two students who answered, "foreign language learning is not necessary," but each of them stated that "it is necessary to some extent" or "I can learn by myself at home with Pocketalk (so we don't need to learn it at school)." This indicates that they personally recognized the significance of learning a foreign language and that experiencing interpersonal communication activities using MT under appropriate guidance does not decrease the motivation to learn a foreign language; rather, it may help in increasing the potential desire to learn a foreign language so that richer communication can be achieved. This is the same result as in Lesson 4 of Practice I.

Based on this, we can see the possibility of establishing a learning process that is opposite from the conventional idea of "learning a foreign language first, and then, communicative activities with speakers of the target language can be done." Instead, we can have the new idea of "doing communicative activities using MT with speakers of the target language first, and then, learning a foreign language can be started." In this case, conducting lessons like those proposed in Practice I in the initial stage of learning may further motivate students to learn a foreign language.

5. Discussion

Based on the results of the practices above, students' products, and descriptions of worksheets, a discussion of the three research questions is given.

(1) What is the significance of foreign language education given the improvement of MT?

We should aim to cultivate the ability to take an overall view of multiple languages, including one's native language, and to form relationships with diverse people while respecting distinct linguistic and cultural backgrounds.

(2) What should the instructional content of elementary school foreign language education be to satisfy research question (1)?

The content should incorporate communicative activities with foreign language speakers from the very beginning of the learning process so that it can be shown that learning a foreign language is useful for this purpose.

(3) Do foreign language education and Japanese language education affect each other? If so, how do they influence each other at the elementary school level?

They can interact and complement each other, leading to richer language learning. In particular, their connection could be enhanced with the mediation of MT.

In summary, MT enables cross-curricular learning, in which foreign languages and students' mother tongues interact, making it easier to communicate with foreign language speakers and providing students with experiences to enrich language learning in the future. In addition, a variety of learning can be developed with MT. For example, students may become aware of the characteristics of communication among native speakers that are difficult to notice when learning only in their native language, become interested in multiple languages, not only English, become motivated to communicate with foreign language speakers, increase their motivation to learn a foreign language, and acquire Information and Communication Technology (ICT) literacy. These learning experiences can foster the three categories of key competencies by the OECD: "using tools interactively," "interacting in a heterogeneous group," and "acting autonomously."

6. Limitations of the Study and Future Prospects

Because the current study was conducted in the limited environment of two public elementary schools in Kanagawa Prefecture, general transferability is low. In addition, because the study was not conducted under strictly controlled conditions or by analyzing pre/posttests, the results have not yet been verified. For prospects, the author would like to conduct follow-up practices of Practice I and Practice II or equivalent practices at more schools verifying whether similar effects or results can be obtained.

In addition, literacy education for MT, which is similar to that for the internet or mobile phones, can be provided in the elementary school stage. The lesson plans proposed in the present study could be considered a way for students to experience rich language learning and acquire MT literacy. The cost of purchasing a set of Pocketalk ranges from less than 10,000 yen to more than 30,000 yen, depending on the model, so it is not realistic to secure enough sets for all students. However, now that one computing device per one

student has been secured by Japan's government, the hurdle for using translation applications at school is much lower than ever. This can be considered the groundwork for a follow-up study.

Citing the fact that the invention and development of photography and recording technology have brought to the fore the experiential value of paintings and concerts, Kimura (2019, p.13) insists that "the development of machine translation surely instead clarify the significance of cross-linguistic learning, in which the self and others are rediscovered through working in a different language." On the other hand, he also points out that the results of translation do not necessarily reproduce the meaning of the original language perfectly and warns against the facile illusion that MT can overcome the language barrier.

Gally (2020) points out that the emergence of MT applicable to practical purposes will shake the rationale of Japan's English education, in which the acquisition of fluency in English is essential for international communication. If foreign language education functions only as a place for imparting knowledge, skills, and training to produce skilled English speakers, it is inevitable that most, if not all, of it will be replaced by highly accurate MT. In particular, foreign language education for elementary school students, who have not yet to be subdivided into specific areas and are still at the stage of learning various things holistically, should be recognized as having significance only in promoting rich language learning in cooperation with Japanese language education.

Sakai (2021) reports on the practice of foreign language (English) education at a university using MT. He insists that the use of MT improved the quality and quantity of the students' English essays in a short period of time and that the time previously allocated to correcting English sentences can now be used to explain sentence structure and logical flow. One student confessed that he was reluctant to use MT because he thought it would interfere with his foreign language learning, but he also commented on how effective learning English with MT was. This suggests that foreign language learning with MT will be even more effective if students gain experience under teachers' appropriate guidance from the early stages of learning.

For better or worse, MT will surely penetrate our daily lives with ever-increasing accuracy. In the future, it will be even more important to discuss the significance of foreign language education, especially at the elementary school level, while confronting this issue.

Note

This research note was a translation of the Japanese version published in *Language Teacher Education* Vol. 9, No. 1.

Acknowledgments

The current paper was originally the summary report of the study entitled "The Study of Cross-Curricular Learning of Foreign Languages and Japanese Language through Machine Translation," which received the 14th Hakuho Research Grant for Child Education and was published on the website (https://www.hakuhodofoundation.or.jp/subsidy/recipient/2019.html#15). The paper was revised with the approval of the Hakuho Foundation.

References

Gally, T. (2018). Machine translation and English education in Japan. *Komaba Journal of English Education*, *9*, 43–55.

Gally, T. (2020). The impact of machine translation on English education in Japan. *Language Teacher Education*, *7*(1), 1–12.

Gally, T., Baba, T., & Narita, J. (2019). What will happen to foreign language education if AI and translators advance. In *Proceedings of Language Education Expo 2019* (pp. 8–11). JACET Educational Issues Study Group.

Google. (2016). *A neural network for machine translation, at production scale*. Google AI blog. https://ai.googleblog.com/2016/09/a-neural-network-for-machine.html

Iori, I. (2016). *Yasashii Nihongo―Tabunka Kyosei Shakai e* [Plain Japanese - Towards a multicultural society]. Iwanami Shinsho.

Kimura, G. (2019). Kikaihonyaku wa baberu no tou wo saiken suruka [Will machine translation rebuild the Tower of Babel]. In Takita and Nishijima. (2019). *Kikaihonyaku to mirai shyakai - Gengo no kabe wa nakunarunoka* [Machine translation and future society: Will the language barrier be eliminated], 6-13. Shakai Hyoronsha).

Ministry of Internal Affairs and Communications, National Institute of Information and Communications Technology. (2017). *Honyaku Bank No Unyo Kaishi* [Honyaku Bank starts in operations]. https://www.nict.go.jp/press/2017/09/08-1.html.

Sakai, S. (2021). *Daigaku ni oite yaruki ni naru jugyo wo tsukuru* [Creating motivating lessons at university]. *Shin eigo kyoiku* [New English Education], *627*, 16–18.

Sakai, S. (Ed.) (2019). *Wakuwaku suru shogakko eigo jugyo no tsukurikata* [How to create exciting elementary school English lessons]. Taishukan Shoten.

Sanmori, Y. (2003). *Gaikokugo wo minitsukeru tameno nihongo ressun* [Japanese language lessons for learning foreign languages]. Hakusui-sha.

Yoshikai, A. (2020). *Nyumon, Yasashii Nihongo: Gaikokujin to Nihongo de Hanashi wo shiyo* [Introduction of plain Japanese–Let's talk with foreigners in Japanese]. ASK Publishing Co., Ltd.

【Practical Report】

Improvement of English Classes Using J-POSTL: Reflections on Two Years of Cross-Cultural Understanding Classes

Yoshio Hoso and Fumiko Kurihara

Abstract

Developed as a reflective tool for language teachers, J-POSTL is helpful for teachers to reflect on their own practice, identify areas for improvement, and improve teaching. The author first used the descriptions of "culture" from J-POSTL to reflect on the cross-cultural understanding classes at his former school. This clarified that there were issues in four of the eight statements of self-assessment descriptors (SADs). Therefore, a new lesson improvement plan was devised incorporating features such as a presentation rubric evaluation chart and an essay assignment at the new school, where cross-cultural understanding classes were implemented for about seven months. A questionnaire survey was conducted on the students, and their essays were analyzed to examine the effects of the teaching practice. The results suggested that there was improvement of the teaching practice in the area of the four SAD statements. Future issues include conducting a questionnaire survey at the beginning of the practical class to analyze changes in students before and after the class, and further improving the class in conjunction with the reflection tool.

Keywords

J-POSTL, cross-cultural understanding, rubric evaluation, lesson improvement, lesson analysis

1. Background of this Practice

1.1 The "Cross-cultural Understanding" Courses in the Courses of Study

In the Upper Secondary School Course of Study (MEXT, 2009), the subject "Cross-cultural Understanding" is positioned as "a subject offered mainly in specialized departments (Chapter 3)." The objectives of the course are "to develop appropriate attitudes toward and basic abilities for engaging in proactive communication with people of diverse cultural backgrounds through the English language, while deepening understanding toward foreign countries and cultures (Section 13, pp.290-291)," and to select the contents to be covered from among "daily life," "social life," "customs and habits," "geography and history," "traditional culture," "science and technology," and "other matters related to cross-cultural understanding" as appropriate to the students' actual conditions and needs, and to encourage actual interaction and comparison with

Japanese circumstances and culture. However, the goals and contents of the subject "Cross-cultural Understanding" are almost the same as those described in the subject "English Communication" (see MEXT, 2009, p. 92), and no specific explanations, necessary teaching perspectives, or examples of language activities are presented regarding attitudes and abilities to communicate actively with people from different cultures. Teaching contents related to foreign cultures does not necessarily mean that such attitudes and abilities will naturally develop. It is important for students to learn the attitudes and skills necessary to overcome misunderstandings and difficulties in communication that arise because of differences in cultural backgrounds, but the Course of Study does not provide any specific guidelines for language activities other than increasing cross-cultural knowledge and comparing different cultures. One of the authors was in charge of a Cross-cultural Understanding at a public high school in 2017, and after implementation, reflected on his own teaching practice using the eight self-assessment descriptors (hereafter SAD) related to the teaching of "culture" included in the Portfolio of Language Teachers (J-POSTL) (JACET SIG on English Language Education, hereafter SIG on ELE, 2014), which was developed as a tool for reflection for language teachers (Hoso, 2020). He was also in charge of Cross-cultural Understanding[1] at a private high school newly appointed in 2020, and based on the results of reflection at the previous school, engaged in lesson improvement. This article is a report on the perspectives of lesson improvement, specific teaching procedures, and language activities assigned to the students, and an analysis of the results of the questionnaire survey conducted at this school.

1.2 SAD Related to "Culture" in J-POSTL Used in this Practice

The Japanese Portfolio for Student Teachers of Languages (J-POSTL) was used for reflecting on the practices in the cross-cultural understanding classes. The European Portfolio for Student Teachers of Foreign Languages (EPOSTL) (Newby et al., 2007), the source of J-POSTL, is a tool for growth and reflection developed for pre-service teachers in European foreign language courses based on the language teaching perspective of the Common European Framework of Reference for Languages (CEFR) (COE, 2001). The CEFR advocates the principles of plurilingualism and pluriculturalism, emphasizing that learners as language users should promote interculturality by actively relating their knowledge and experiences of their cultures to those of the new language and culture they are learning. Reflecting this philosophy, the SADs related to "culture" in EPOSTL and J-POSTL form a field of teaching methodology as well as the four linguistic skills and grammar (Table 1), presenting the perspective through which activities should be organized to develop the intercultural competence of learners.

Table 1

J-POSTL SADs (Methodology & Culture)

	J-POSTL SADs
1	I can evaluate and select a variety of activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the target language culture.
2	I can evaluate and select activities (role plays, simulate situations, etc.) which help learners to develop their socio-cultural competence.
3	I can evaluate and select activities which enhance the learners' intercultural awareness.
4	I can evaluate and select a variety of texts and activities to make learners aware of the interrelationship between culture and language.
5	I can create opportunities for learners to explore the culture of target language communities out of class (Internet, email, etc.)
6	I can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural 'norms of behavior',
7	I can evaluate and select a variety of texts, source materials and activities which help learners to reflect on the concept of 'otherness' and understand differences in value systems.
8	I can evaluate and select texts, source materials, and activities to make the learners aware of stereotyped views and challenge these.

1.3 Reflections on Cross-cultural Understanding Lessons at the Previous School and Perspectives on Lesson Improvement

One of the authors was involved in conducting cross-cultural understanding classes for 40 students at a public international high school enrolled in the International and Intercultural Course from December 2017 to January 2018, and thereafter used J-POSTL to reflect on the lessons. In the previous school, the author's teaching policy was (1) cultivating the ability to understand diverse cultures and values through intercultural understanding, and (2) cultivating the ability to organize information obtained through reading and listening, and to accurately express (in writing and orally) their thoughts and opinions. The text "What A World Reading 1" (Pearson Japan) was used for this, which was taught over four lessons (50 minutes per lesson), with an assistant language teacher (hereafter ALT) in team-teaching. The text material included topics such as the indigenous peoples of the Scandinavian Peninsula, whose lifestyles and values were different from those of the students. The author developed quizzes and worksheets to increase the students' knowledge of different cultures, and had them check and exchange their knowledge through listening and speaking activities. The ALT then gave lectures on the subject matter using pictures and videos to draw the students' interest. A group presentation was given at the end of each unit, focusing on improving the four skills in a

well-balanced manner throughout the class. However, after this practice, the SADs in J-POSTL were used to reflect on the lessons, and we found that SADs 1, 3, 4, and 5 in Table 1 could be implemented through the activities in the lessons, whereas SADs 2, 6, 7, and 8 were not considered when planning the lessons. We also identified that having these four perspectives could act as a guide to improve the lessons (Hoso, 2020). Therefore, in the current school, we focused on the four perspectives of (1) developing socio-cultural competence (SAD2), (2) similarities and differences in "norms of behavior" (SAD6), (3) understanding otherness (SAD7), and (4) promoting awareness of stereotypical ideas (SAD8) to improve lessons. Additionally, in the previous school, students stated in the class questionnaire that they did not understand the purpose of the class, leading to the realization that the author had not shared the purpose of the presentation with the students. Therefore, in this practice, a rubric evaluation chart was created for the presentation assignment jointly with the students while confirming their understanding.

2. Procedure for Implementation

2.1 Unit Learning Contents and Presentation Tasks

The subjects of this study were 11 third-year students at a private university-affiliated high school in Saitama Prefecture. In order to understand the cultural backgrounds of the students, we conducted a preliminary survey and found that 90% of the students had lived abroad for more than three years after the age of six, and more than 80% had attended an international school or a local junior high school abroad. Eight of the 11 students scored 1,190 or higher on the GTEC 4-skills test (CEFR level B2 or higher) and three scored 960 or higher on the GTEC 4-skills test (CEFR level B1 or higher). This course was conducted over 36 lessons (each lesson was 50 minutes) from May to December 2020 in the elective class "English Communication (Advanced)." As in the previous school, "What a World Reading 1" (Pearson Japan) was used as the teaching material. Table 2 summarizes the contents of each unit of study and the presentation tasks and format given for the last class of each unit. Some of the presentations were given online in order to accommodate the pandemic restrictions.

Table 2

Plan for presentation assignments (2020)

Number	Effective Date	Study Contents	Presentation Task	Presentation Format
1	May 29 2020	Unit2 (What are some new year's customs?)	How do _____ celebrate the New Year?	Individual [Zoom]

2	June 12 2020	Unit4 (Why are cows special in India?)	Why are (animals) so sacred?	Individual [Zoom]
3	June 26 2020	Unit5 (Why do people give gifts on weddings?)	What are _____ customs of marriage?	Individual [Zoom]
4	July 10 2020	Unit7 (Who are the Sami?)	A: An example of indigenous people/TOPIC B: Disappearing languages around the world	Individual [Zoom/ In class]
5	September 11 2020	Unit10 (What is tornado alley?)	Natural disaster in _____. (The disaster also occurs in Japan)	Pair [In class]
6	October 9 2020	Unit11 (Who was Andrew Carnegie?)	The billionaires who donate(d) and don't (didn't) donate their fortune.	Pair [In class]
7	October 23 2020	Unit12 (What is life like in Antarctica?)	Poster Session: Theme (Antarctica)	group [In class]
8	November 6 2020	Unit13 (Where do people live under the ground?)	Two unusual living styles you would like to practice.	Pair [In class]
9	November 20 2020	Unit14 (Why do people decorate their bodies?)	What are the distinctive features of beauty for Japanese people?	Pair [In class]
10	November 27 2020	Winter Break Essay Assignment		
11	January 15 2021	Questionnaire Survey		

2.2 Perspectives on Classroom Improvement

When the course was conducted in the previous school, SAD 2, 6, 7, and 8 of J-POSTL (hereafter referred to as "the four J-POSTL descriptors") remained unaddressed. Therefore, to improve the lesson plan, we added the following three perspectives: (1) setting and sharing learning objectives about culture with students, (2) developing a rubric evaluation chart to evaluate each unit presentation, and (3) introducing new activities. Details of each of these perspectives are presented below.

2.2.1 Establishment of learning objectives on culture and sharing with students. When the syllabus was distributed at the beginning of the year, we established the students' learning objectives on culture. The specific contents are shown in Table 3.

Table 3

Relationship Between SADs and Learning/educational Achievement Goals

J-POSTL SADs (Culture)		Learning Objectives for Students
I can evaluate and select a variety of activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the target language culture (SAD1)	→	Developing an interest in, and knowledge and understanding of, culture (both one's own and other cultures).
I can evaluate and select activities (role plays, simulate situations, etc.) which help learners to develop their socio-cultural competence. (SAD2) I can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural 'norms of behavior'. (SAD6)	→	Through pair and group activities, becoming aware of how to communicate with others, considering their socio-cultural backgrounds.
I can evaluate and select a variety of texts, source materials and activities which help learners to reflect on the concept of 'otherness' and understand differences in value systems. (SAD7)	→	Realizing that there are different ways of seeing and thinking about oneself and others, and developing an attitude of respect for differences.
I can evaluate and select texts, source materials, and activities to make the learners aware of stereotyped views and challenge these. (SAD8)	→	Understanding the concept of stereotypes and recognizing one's own stereotypical thinking.

As J-POSTL SADs contain a few phrases that are difficult for students to understand, we rewrote them in simple language. For example, the abstract concept of "otherness" in SAD7 was rewritten as "different ways of seeing and thinking about oneself and others." This rewriting allowed students to understand what was written in the description and it could be shared as an objective.

2.2.2 Development of the rubric evaluation chart. To evaluate whether the similarity and difference between SAD6 "norm of behavior" and SAD7 "understanding of otherness" under J-POSTL were being addressed, items including these perspectives were set in the rubric evaluation chart for presentations. In doing so, we added an Intercultural Skills section to the evaluation form, checked the contents with the students, simplified the difficult parts, and made revisions so that the students would understand the information. Consequently, we completed the rubric evaluation chart while sharing the points of evaluation with the students.

Figure 1

Example of a Rubric Evaluation Chart for Presentations

Presentation Assessment

Topic:_____

	Rating / Criterion	Excellent	Good	Satisfactory	Needs work
INDIVIDUAL	[1] Attention	• Proactively captured the interest of the audience from the start • Clearly offer ideas from the topic that uses easily comprehensible cue card	• Attempts to capture the audience's interest • Offers ideas of the topic by showing comprehensible cue card	• Some attempts to capture the audience's interest • The cue card is a bit wordy	• Not able to capture the attention of the audience • No cue card
	[2] Delivery	Made eye contact naturally during the presentation without the use of notes	Made eye contact numerous times during the presentation	Made occasional eye contact with the audience.	Made almost no eye contact with the audience
		Movements seem fluid and help the audience visualize the concept being presented	Made some movements or gestures which enhance understanding of the topic	Very little movement or descriptive gestures	No movement or descriptive gestures
GROUP	[3] New facts (Points①②) 【Knowledge】	• Provided TWO new facts regarding point ① and point ② • The contents are well explained and easy to understand.	• Provided TWO new facts regarding point ① and point ② • The contents are explained relatively well.	• Provided ONE new fact regarding point ① OR point ② • The content is explained briefly	Provided NO new fact regarding the points.
	[4] Own idea (Points③④) 【Intercultural Skills】	• Analyzed the similarities AND differences of point ③ and gave opinions clearly. • Identified or elicited different interpretations, hidden meaning, and established relationships of similarities and differences between them.	• Analyzed the similarities AND differences of point ③ and gave opinions . • Identified or elicited different interpretations, hidden meanings, and established relationships of similarities and differences between them.	• Analyzed the similarities OR differences of point ③ and gave opinions. • Identified or elicited different interpretations, hidden meanings, and established relationships of similarities OR differences between them.	Not able to analyze either the similarities OR the differences in point ③ and no opinions.
	Time	Within allotted time (5m45s ~ 6m00s) Pair (+ 3 minutes for Group)	5m30s ~ 5m44s OR 6m01s ~ 6m15s (± 3 minutes for Group)	5m15s ~ 5m29s OR 6m16s ~ 6m30s (± 3 minutes for Group)	Shorter than 5m14s OR Longer than 6m31s (± 3 minutes for Group)

Reference

Byram, M. (1997) ***Teaching and Assessing Intercultural Communicative Competence.*** **Clevedon: Multilingual Matters.**

①Natural disaster/country	②How to deal with the disaster in the country
③The response in Japan	④Similarities OR Differences

The rubric evaluation chart in Figure 1 was used during the evaluation of a presentation given after the study of one unit. The topic of the presentation was "Natural Disasters in Other Countries and Their Response." Students chose a natural disaster that

occurs in Japan, researched and compared how other countries deal with the same disaster, and made a presentation. They were instructed that their presentation needed to include the following four points:

(1) Explain the natural disaster in the country.
(2) How was the situation handled in the country?
(3) How did your country handle the natural disaster?
(4) Analyze the similarities OR differences and give your opinions.

In the Intercultural Skills section of the rubric (see Figure 1 (4)), students were informed about the similarities and differences of "norms of behavior" (SAD6) and understanding of otherness (SAD7). SAD6 was addressed by including "Analyze the similarities AND differences of point and gave opinions clearly" to help students understand the similarities and differences between their own culture and other cultures. Similarly, for SAD7: "Identified or elicited different interpretations and hidden meaning and established relationships of similarity and difference between them." It was used to evaluate whether students could interpret the similarities and differences between the values independently.

2.2.3 Introduction of new language activities. Table 4 shows the flow of one unit of the lessons. Similar to the previous school, the lessons were planned to complete one unit in four lessons, which were 50 minutes each. The underlined activities: discussion, research on different cultures, and writing are the new language activities introduced to attain the students' learning goals on different cultures.

Table 4
The flow of a unit lesson and main language activities

Period	Language Activities
1	・ Discussion ・ Reading Activity (Information Gap Reading Activity)
2	・ Review of the previous period ・ Discussion (activities with scene setting) (SAD2) ・ One cross-cultural quiz per student on the unit. Students will research the topic on the Internet or in literature by this time. (SAD6) ・ Writing Assignment (SAD2)

3	・ Supplemental unit by JET ・ Sharing presentation topics ・ Presenting rubric evaluation contents in advance ・ Preparation for presentations
4	・ Presentation ・ Reflection on the entire unit using the reflection sheet (using Moodle: a learning platform or course management system (CMS)) ・ Peer feedback (all students' comments for each other using Moodle)

The underlined newly introduced activities are explained with examples of activities in relation to SADs.

(1) Discussion. A new discussion activity was added in the second period of each unit. This activity is primarily focused on SAD2 "Developing socio-cultural competence in learners." As indicated in the learning objectives for the students, pair/group activities are necessary to enable them to personalize the socio-cultural context of each unit. Therefore, the following discussion activities were conducted. When dealing with the contents of the unit on the Antarctic region, the students were asked: "If you lived on an Antarctic station, what problems would you face there?" Students conducted the discussion in pairs, assuming the socio-cultural background of their counterparts from different cultures. After the pair discussions, a few students were asked to share their answers with the class. During the class sharing, we learned that one student had lived in a cold region in Northern Europe, so we asked the student to describe the climate and winter lifestyle unique to that region, which led to an opportunity for cross-cultural exchange among the students

(2) Culture quizzes. Quizzes on different cultures were assigned as homework until the second period of each unit. Students were required to take a quiz in the second period on what they had learned in the previous period. They were encouraged to use the literature and the Internet for their quizzes. This task was designed to provide students with the opportunity to become "aware of similarities and differences in sociocultural 'norms of behavior'" (SAD6). The quizzes were presented in class, and after checking the answers, the students who prepared the quizzes provided explanations in English. The following is an example of a cross-cultural quiz (unit on the Antarctic region).

Example: What is available at the McMurdo Station, a US Antarctic research station?

［A］ Purikura

［B］ Golf course

［C］McDonald
［D］None
→Answer: [B]

(3) Writing assignment. In the second period of each unit, a writing activity related to the output of the discussion in (1) was assigned (Figure 2). Its purpose was to enable them reconstruct their opinions about the results of the discussion through writing. In other words, this task was positioned to reinforce the opportunity for learners to develop their socio-cultural competence in SAD2.

Figure 2
Example of a Writing Assignment

UNIT 12 What is like in Antarctica?
Writing (Textbook p.79)
(1) How do you think life on an Antarctic station is like life on a space station? What are some of the difficulties of living in these places? Would you be able to live in Antarctica or on a space station? Why or why not?

(2) Imagine someone gives you a choice among three places to live. One place is a hot and dry desert. One is a hot and wet rain forest. One is a cold and windy ice sheet. Which place do you choose and why? What would be the good and bad points of living there?

3. Analysis and Discussion of the Post-Survey

After the 36 lessons were conducted, we examined the students' self-evaluation of the four J-POSTL descriptors, which was the purpose of this practice. We then analyzed the results of the questionnaire and the essay assignment.

3.1 Questionnaire

The four J-POSTL descriptors were modified for students, and a questionnaire comprising 11 items was administered, rewriting the SADs so that no single item contains more than one viewpoint and no single question contains two contents (see below). The questionnaire was administered using the 5-point Likert scale through Google Forms. The students responded to each item with a number: (5 – I have become more capable; 4 – I have become somewhat more capable; 3 – I can't say either way; 2 – I wouldn't say I have become more capable; 1 – I can't say I have become more capable).

(1) Become interested in different cultures and deepened my knowledge and understanding about them

(2) Become aware of my own culture and compare it with other cultures
(3) Become aware of the cultural background of my communication partner(s) pair and group activities.
(4) Realize there are ways of seeing and thinking that are different from my own.
(5) Have an attitude of respect for cultural differences between myself and others.
(6) Understand the concept of stereotypes.
(7) Realize that I have a stereotypical way of thinking.
(8) Realize that language and culture are deeply interrelated.
(9) Develop a habit of researching culture outside of class using the Internet, books, etc.
(10) Realize that "norms of behavior" have something in common.
(11) Realize that there are differences in "norms of behavior" from culture to culture.

Seven of the 11 items correspond to the four SADs (Table 5).

Table 5
Correspondence Between the Questions and the Four Issues

Questionnaire Items	Corresponding SAD
(3) Become aware of the cultural background of my communication partner(s) in pair and group activities.	SAD2 (Developing Socio-Cultural Competence)
(4) Realize there are ways of seeing and thinking that are different from my own.	SAD7 (Understanding Otherness)
(5) Have an attitude of respect for cultural differences between myself and others.	SAD7 (Understanding Otherness)
(6) Understand the concept of stereotypes.	SAD8 (Promoting Awareness of Stereotypical Thinking)
(7) Realize that I have a stereotypical way of thinking.	SAD8 (Activities to promote awareness of Stereotypical Thinking)
(10) Realize that "norms of behavior" have something in common.	SAD6 (Similarities and differences in "norms of behavior")
(11) Realize that there are differences in "norms of behavior" from culture to culture.	SAD6 （Similarities and differences in "norms of behavior")

The questionnaire included a free-writing section in which students were asked to write their impressions of the year-long class in Japanese.

3.2 Essay Assignment

The essay assignment was on a topic related to SAD8. The purpose of this assignment was for students to reflect on the causes of stereotyping (Figure 3).

Figure 3

Essay Assignment

Write an essay. Express your opinion about the following question in at least **180** words.

Based on what we have learned from this class this year, what do you think of "stereotyping"? Why does it occur? (Stereotypes are overgeneralized beliefs that people use to categorize a group of people (Allport, 1958))

3.3 Post-Assignment Analysis and Discussion

In this section, we analyze and discuss the questionnaire and the students' essays that were administered after the practice of the class that fulfills the four descriptors related to "culture" in J-POSTL.

3.3.1 Analysis of the questionnaire results including students' statements. Table 6 shows the number of students who answered that they were "Capable" and "Somewhat capable" with respect to the results of the questionnaire items (Table 5) corresponding to the four tasks (SAD 2, 6, 7 and 8).

Table 6

Questionnaire results for the four SADs

Questionnaire items	Corresponding SAD	Number of students who answered that they have become more or somewhat proficient
(3) Become aware of the cultural background of my communication partner(s) in pair and group activities.	SAD2	10 (90.9%)
(4) Realize there are ways of seeing and thinking that are different from my own.	SAD7	11 (100%)
(5) Have an attitude of respect for cultural differences between me and others.	SAD7	11 (100%)
(6) Understand the concept of stereotypes.	SAD8	11 (100%)
(7) Realize that I have a stereotypical way of thinking.	SAD8	11 (100%)
(10) Realize that "norms of behavior" have something in common.	SAD6	10 (90.9%)

(11) Realize that there are differences in "norms of behavior" from culture to culture.	SAD6	10 (90.9%)

Over 90% of the students responded positively to the questions about the four "culture"-related descriptors in J-POSTL. This result suggests that this form of implementation was effective in addressing the four J-POSTL descriptors.

Additionally, the following comments were written in the free writing section in Japanese by the students.

- I learned many things about the world and compared them with the Japanese culture, which expanded my general awareness.
- I enjoyed creating presentations and sharing ideas and experiences with my classmates from different backgrounds.
- The classrooms had students from different backgrounds, so I learned a lot each time.
- The teacher considered our opinions and wishes while teaching.

These statements suggest that the practice of making students aware of similarities and differences in the "norms of behavior" of SAD6 provided them abundant opportunities to compare their culture with other cultures. The remark: "The classrooms had students from different backgrounds, so I learned a lot each time," may have promoted their understanding of the otherness as described in SAD7. Many students had lived abroad for extended periods of time and had had abundant cross-cultural experiences. So, they shared personal experiences in class discussions and other interactions, which promoted cross-cultural understanding in the classroom.

3.3.2 Analysis of the students' essays. The average word-count for the essay task assigned in Japanese (see 3.2) was approximately 276, with many of the students expressing their ideas about stereotypes well beyond the set limit of 180 words. Given the limits of this manuscript, it is difficult to analyze all essays. Therefore, here we present a thematic analysis of the students' descriptions of the causes of stereotyping to capture the overall trend. The results of the analysis will be reported with examples of each theme. The thematic analysis showed that according to the students, the causes of stereotyping could be roughly classified into three themes: "inability to verify the accuracy of information," "ignorance," and "lack of acceptance of differences." The following are examples of the trends and descriptions of the content analyzed for each theme.

(1) Inability to verify the accuracy of information. Five students described that making incorrect judgments based on untruthful information or making assumptions without deep consideration can be a cause of stereotyping. Through this practice, students realized the importance of examining and selecting information carefully, and thinking critically about whether their knowledge is objective or subjective. The following three

examples are descriptions of the ability to verify the truth or falseness of information:

- By judging people based on stereotypes, you are judging an individual without knowing their actual character.
- It occurs because people make quick decisions without thinking deeply.
- I think stereotyping occurs because people tend to categorize a group of people based on their experiences.

(2) Ignorance. Three students described that ignorance could lead to stereotyping. This indicates an awareness of the importance of increasing knowledge by having more opportunities to learn about people from different cultures. The following two examples are statements about knowledge:

- People tend to have stereotypes based on their limited knowledge.
- Stereotyping occurs because of lack of opportunities to learn about the reality of people who are different from us.

(3) Lack of acceptance of differences. Two students described the lack of acceptance of differences with others as a cause of stereotyping. Throughout the course, students stated that they wanted to take cultural diversity into account and avoid creating unnecessary stereotypes, and thought that the lack of such an attitude led to stereotyping. The followings are examples of statements regarding attitudes of acceptance of differences:

- People tend to lack the attitude of learning other cultures.
- Stereotyping is caused by the inability to accept differences. People assume based on their experiences and values.

As mentioned above, the students argued that “the ability to verify the accuracy of information,” “knowledge,” and “an attitude of accepting differences” are important to avoid stereotypes. In other words, the students learned about the concept of stereotyping and its causes from multiple perspectives through the essay assignment.

4. Summary of Reflection on Implementation and Future Tasks

In this chapter, we review the results of previous chapters. Thereafter, we discuss the insights gained from implementing this course, and future issues to be addressed.

4.1 Reflections and Insights

Based on the analysis of this practice, we believe that we were able to improve the

implementation of the four SADs of J-PSOTL: SAD2 “Development of socio-cultural competence” was enhanced through in-class discussion, SAD6 “Similarities and differences in ‘norms of behavior’”, and SAD7 “Understanding of otherness” were included in rubrics in evaluation for presentation (see Figure 1). The criteria of rubrics were shared with the students every time before the presentation, and they were encouraged to give suggestions for revisions to suit their needs more effectively. SAD8 “Awareness of stereotypical thinking,” by making stereotypes the topic of the essay assignment, provided an opportunity for students to relate stereotypes to themselves and to deepen their reflection on stereotypes. Analysis of the essays enabled the students to relate stereotypes to themselves and deepen their reflections. Analyzing their essays, we recognized their comprehension of stereotypes and the differences in their thinking about stereotypes.

Through this, we learned the importance of providing opportunities for students to exchange information about intercultural experiences and differences in values when conducting cross-cultural understanding classes. This is because we believe that it is more difficult for students to understand the differences in the values of distant beings such as other countries and people if they are not exposed to different values and cultures. In other words, the students could become more familiar with topics related to cross-cultural understanding by listening to others’ cross-cultural experiences and by noticing and discussing the differences in values among themselves.

Additionally, as there was a comment in the class questionnaire at the previous school that the students “did not understand the purpose of the class,” in this practice, the learning objectives of each unit and the evaluation method of the presentation were developed through discussions with the students. Specifically, before each presentation, a draft of the rubric evaluation chart was presented as a tentative version, and time was set aside for students to exchange opinions about the evaluation items and criteria. Thereafter, students’ opinions were shared with the entire class, and the revised rubric was used in the actual presentation. We believe that through this process, the students could think independently about the evaluation items related to cross-cultural understanding and understood the purpose of the activity better. The students who mentioned in the free writing section that “the teacher considered our opinions and wishes while teaching” stated that “it was beneficial that the rubric evaluation was not just given to us by the teacher, but that we could create the rubric.” Thus, the rubric was changed from a rubric for teacher evaluation to a rubric for students to understand the purpose of the activity and self-evaluate on their performance.

4.2 Toward Further Improvement

Many students had lived abroad for long periods of time, had relatively rich inter-cultural experiences, and possessed adequate English language skills for discussions and presentations. Therefore, during this course, we used their linguistic and cultural

resources, which led to a more student-centered classroom management. We implemented "Cross-cultural Understanding" in two separate high schools; however, if students do not possess adequate exposure of different cultures or proficiency in English, it may be necessary to adapt the lesson design to their needs.

A future issue to be addressed in the current school includes conducting the "open-ended questionnaire" at the beginning of the course and after concluding the course and as a pre- and post-test for statistical analysis of students' transformation. We believe that conducting a pre- and post-test is the minimum requirement for conducting qualitative and quantitative analyses. Based on the results of the qualitative and quantitative analyses, we will further improve the classes in conjunction with the reflection tool.

In the future, we will focus on demonstrating the results of this implementation and refine the course. We would like to continue the cycle of reflecting on the lessons, finding new issues, and continuing to grow as teachers.

Notes

1. The official name of the course I taught at my current school is "English Communication (Advanced): Intercultural Understanding."
2. This manuscript was originally published in Japanese in *Language Teacher Education,* Vol.9, No.1.

References

Allport, G. W. (1958). *The nature of prejudice*. Addison-Wesley.

Broukal, M. (2011). *What a world reading 1*. Pearson Japan.

Byram, M. (1997). *Teaching and assessing cross-cultural communicative competence*. Multilingual Matters.

Council of Europe. (2001). *The common European framework of reference for languages: Learning, teaching, assessment*. Cambridge University Press.

Hoso, Y. (2020). Reflection on "Cross-cultural understanding Classes" [High School]. In H. Jimbo (Supervisor), K. Hisamura, A. Takaki, C. Asaoka, F. Kurihara, Y. Kiyota, and M. Daigo (Eds.), "*Kyoshi no Jikohyoka" de Eigo Jyugyo wa Kawaru [Transforming English language teaching through teacher's self-assessment]* (pp. 152–160). Taishukan.

Hoso, Y., & Kurihara, F. (2021). *Class practice using J-POSTL and its consideration: Through one year of cross-cultural understanding classes*. Oral Presentation at Language Education Expo 2021, March 7.

JACET SIG on English Language Education. (2014). *Japanese Portfolio of Student Teachers of Languages (J-POSTL).* http://www.waseda.jp/assoc-jacetenedu/FullVersionJPOSTL.pdf

Ministry of Education, Culture, Sports, Science and Technology. (2009). *Upper secondary school curriculum guidelines*. https://www.mext.go.jp/a_menu/shotou/

new-cs/youryou/kou/kou.pdf (English translation on Chapter 3 is retrieved from https://www.mext.go.jp/a_menu/shotou/new-cs/youryou/eiyaku/__icsFiles/afieldfile/2012/10/24/1298353_3.pdf)

Newby, D., Allan, R., Fenner, A-B., Jones, B., Komorowska, H., & Soghikyan, K. (2007). *European portfolio for student teachers of languages (EPOSTL)*. Council of Europe Publishing.

【Survey Report】

Questionnaire Analysis of the Two-year "J-POSTL Elementary" Survey

Sakiko Yoneda

Abstract

This paper reports the results of a two-year survey that investigated the usability, i.e., the effectiveness, efficiency, and satisfaction that pre-service teachers experienced when using the J-POSTL Elementary, a reflection tool for professional development. The survey was conducted during the final phase of the development of the J-POSTL Elementary (September 2018 to August 2020). A total of 544 pre-service teachers at nine universities in the Kanto, Chubu, and Chugoku regions of Japan participated in the survey (multiple times). These pre-service teachers were training to receive an elementary school teaching license upon graduation. Due to COVID-19 restrictions, Google Forms was used during the fourth phase of the survey. From the data analysis, we found that, for some questions, the answer rate was low in the fourth phase. The J-POSTL Elementary consists of three sections: (1) a personal statement section that helps pre-service teachers reflect on their past experiences and asks questions related to teaching at the beginning of their teacher education; (2) a self-assessment section that contains lists of "can-do" descriptors related to didactic competences; and (3) a dossier of pre-service teachers' progress and work record relevant to their teacher education, such as teaching plans for mock classes. The survey consisted of ten questions related to the usability of the J-POST Elementary and how this tool was used in their courses. The free description data were analyzed using the KJ method, which is a thematic analysis technique, and were categorized by theme. The results showed that the J-POSTL Elementary was considered a useful reflection tool and helped in understanding teachers' qualities and competencies. However, the number of self-assessment descriptors (SAD) was considered excessive and some resembled each other, resulting in a cumbersome impression. We found that regular communication between teacher educators and the pre-teachers regarding the J-POSTL Elementary would encourage the latter to perform better.

Keywords

J-POSTL Elementary, pre-service teachers, effectiveness, usability

1. Background and Survey Overview

This study is part of the J-POSTL and J-POSTL Elementary (hereafter, portfolio)

study being conducted by a group of SIG on English Language Education, the Japan Association of College English Teachers (hereafter, JACET) since 2016. The study seeks to translate and develop the portfolio to fit the Japanese context. A five-phase survey was conducted, and this paper describes the longitudinal questionnaire survey conducted during the final phase (September 2018 to August 2020) to identify the usability of the J-POSTL Elementary in university courses. This survey was conducted concurrently with a quantitative survey on self-assessment descriptors (SAD; Yamaguchi & Yoneda, 2020).

It is essential to confirm the perception of the portfolio's usability as a reflective tool for primary school pre-service teachers for future portfolio research and studies on the effective use of the SAD. Therefore, both a quantitative survey and a questionnaire survey were administered. All the data were scrutinized and revised for the final report.

2. Method

The data collection methods, the number of participants, and the participating universities are detailed in Table 1.

Table 1

Phase, Time, Method, and Number of Participants and Universities

Phase	1st	2nd	3rd	4th	Total
Time	Jan.–Feb. 2019	Jul.–Aug. 2019	Jan.–Feb. 2020	Jul.–Aug. 2020	N/A
Method	In-person	In-person	In-person	Google Forms	N/A
No. of Participants	88	92	151	213	544 (with duplicates)
No. of Universities	5	4	4	7	21 (with duplicates)
Average response rate (%)	92.0	90.9	77.6	29.8	63.5

The materials used were the "Japanese Portfolio for Student Teachers of Languages" (J-POSTL Elementary) (trial version) and a two-page A4 questionnaire with ten questions (Appendix Questionnaire). The main content of the questionnaire comprises three sections of the J-POSTL trail version: (1) a personal statement section that helps pre-service teachers reflect on their past experiences and has questions related to teaching at the beginning of their teacher education; (2) a self-assessment section that contains lists of "can-do" descriptors related to didactic competences; and (3) a dossier of pre-service teachers' progress and work record relevant to their teacher education, such as teaching plans for mock classes. Further, there were also questions related to the frequency of portfolio use in the pre-service courses at the universities.

The questionnaire was distributed in-person to the participants in the first three phases. In the fourth phase (July to August 2020), however, the survey was administered

using Google Forms due to COVID-19 restrictions. As Table 1 indicates, the higher the number of participants, the lower the response rate, with the fourth phase recording the lowest average of 29.8. Thus, further investigation may be needed.

The KJ method, a thematic analysis technique, was used to analyze the data and classify them into themes. When there were two or more themes in a sentence, the themes were divided into segments, which were then categorized and summed for frequency. Therefore, the number of frequencies does not correspond to the number of respondents. The theme with the highest frequency was considered to reflect participants' feelings and thoughts.

3. Results and Findings

3.1 Did the Portfolio Facilitate an Understanding and Reflection of Professional Knowledge, and Was It Utilized in the Course?

For Questions 1–3, the participants were asked to indicate their feelings on a 5-point scale (1. *not useful*, 2. *somewhat not useful*, 3. *somewhere between 2 and 4*, 4. *somewhat useful*, and 5. *useful*; Appendix Table 2). The results showed that pre-service teachers rated between 3.8 and 4.3 (the average of the four surveys was 3.8), indicating that the portfolio was helpful for understanding the professional competencies required for teaching English in elementary schools (Q1). Regarding the portfolio's effectiveness as a reflection tool (Q2), the scores in the four surveys ranged from 4.0 to 4.3 (the average of the four surveys was 4.1), indicating that pre-service teachers felt that the portfolio was an effective tool. However, the question regarding the utilization of the portfolio (Q3) had a lower average score of 3.2–3.3, except in the fourth phase, where the average was 3.8 (the average of the four surveys was 3.3).

Participants who rated 1 or 2 for Q3 were asked to provide reasons for their rating (Appendix Table 3). The ratio of these respondents was about 15%. A total of 51 out of 56 respondents (91%) provided reasons. The most common reasons were that they did not use the portfolio inside and/or outside the class (18) and that there were too many items in the portfolio (8). These results provided useful insights into portfolio implementation.

3.2 Personal Statement Section

A personal statement section serves to help pre-service teachers reflect on their experiences and answer questions related to teaching at the beginning of their teacher education. There were six questions in this section. The first two questions investigated how easy this section was to use for pre-service teachers (Q5(a) i). The total average was 3.6, which indicated that pre-service teachers found this section easy to use (Appendix Table 4). However, those who answered negatively (12 respondents in the first and third phases) were asked to provide reasons (Q5(a) ii). The most frequent reasons were

"Questions were difficult to answer" (4 segments) and "too many items" (2 segments). (Appendix Table 5).

The next question (Q5(a) iii) investigated the classes that the pre-service teachers evaluated as "good" or "not good" based on their experience. "Good" classes for the most part had songs, chants, and activities, whereas "not good" classes were one-way lectures (Appendix Table 6).

Q5(a) iv investigated the expectation of the pre-service teachers regarding the teaching curriculum. The results demonstrate that the teacher wanted to develop practical skills, such as lesson planning, classroom practice, and teaching methods (Appendix Table 7). Furthermore, they indicated a desire to improve their English ability.

Q5(a) v asked about the pre-service teachers' expectations and concerns before the teaching practicum. Lesson planning, classroom practice, and teaching methods were the top priority, followed by understanding and responding to students (Phases 1–3) and visiting school sites (Phase 4) (Appendix Table 8).

Q5(a) vi investigated the teachers' required qualities and competencies. A majority agreed that teachers should be good at lesson planning and conducting classes, should know teaching methods, and have teaching skills. They should also have English language skills to manage classes and knowledge of the English language and culture (Appendix Table 9).

3.3 Self-Assessment Section

This section contained 93 SAD related to qualities and competencies required for teachers, which were categorized into seven areas: educational environment, teaching methods, sources of teaching materials, lesson planning, lesson practice, independent learning, and evaluation. The self-assessment evaluation was conducted on a 5-point scale (1. *not possible*, 2. *not so good*, 3. *undecided*, 4. *fair*, and 5. *possible*).

The questionnaire consisted of two parts: Was the self-assessment section easy to use (Q5(b) i) (Appendix Table 10)? Surprisingly, the response rate was 94.1%, which was much higher than for the other sections. The average was 3.5 for the four phases, where 48.2% of the participants chose 4 or 5, while only 5.1% chose 1 or 2. If not, what were the reasons (Q5(b) ii)? Those who chose 1 or 2 mentioned that there were "many items and amount of writing" or "did not have much opportunity to look at it" (Appendix Table 11).

3.4 Dossier

In the dossier section, pre-service teachers documented their progress and kept a record of their work, including making teaching plans for mock classes. The questionnaire had three instructions: i. Evaluate the section's ease of use on a 5-point scale (1. *not easy*, 2. *somewhat not easy*, 3. *somewhere between 2 and 4*, 4. *somewhat easy*, and 5. *easy*); ii. Give the reason you chose 1 or 2; and iii, which stated, "Recall the contents that you

wrote in specific sections and mention them." The average ease or usability of this section (Q5(c) i; Appendix Table 12) was rated at 3.6, which indicated that the pre-service teachers found this section somewhat easy to use. The number of teachers who gave a negative response (Q5(c) ii) was only 9 (four in Phase 1, one in Phase 2, two in Phase 3, and none in Phase 4) (Appendix Table 13). The participants who responded negatively found the section cumbersome (2 segments) or felt that the space was not big enough (2 segments). For Q5(c) iii (Appendix Table 14), which asked what they wrote in this section, the response rate was low (27.4%). The content that the pre-service teachers recollected in this section included mock classes and learning support/volunteers.

3.5 Communication among Pre-service Teachers or Teacher Educators Using the Portfolios

Communication is encouraged among pre-service teachers studying together and with the teacher educators. Thus, the pre-service teachers were asked if they communicated or had their portfolios checked by their teacher educators (Q6), which they rated on a three-point scale: 1. *never*, 2. *once or twice*, and 3. *three or more times*. The results showed that *never* was the most frequent throughout the four phases, indicating that communication was less likely to be held in the course, 49.1% had communication "once or twice," and only 5.6% had communication "three or more times" (Appendix Table 15).

3.6 Opportunities for Portfolio-based Discussions

Discussions on the written content in the portfolio are encouraged (Japan Association of College English Teachers (JACET), 2021). However, when asked how often the pre-service teachers discussed their portfolios (Q7), 58.0% of them indicated that they had no opportunity for discussions, 35.4% had discussions "once or twice," and only 6.6% had discussions "three or more times" (Appendix Table 16).

3.7 Impressions upon Receiving the Portfolios

The portfolio garnered more negative comments throughout all four phases for Q8. While positive comments (26.8%) included "feel more motivated" and "seems useful," negative comments (52.6%) were "too many items" and "seems tedious." Others found it "difficult" or felt that "I don't have the experience to answer the questions." The results provided useful insights to rectify the negative impact of the portfolio (Appendix Table 17).

3.8 Good Points about Using the Portfolio

When asked to mention the good points of using the portfolio (Q9), "reflection, understanding of changes and strengths" and "grasping one's qualities and abilities" were the most common responses (Appendix Table 18). This indicated that the pre-service

teachers found it beneficial to “look back and reflect” on themselves. Here is a response in the third phase.

> The first time, I didn’t really understand what the SAD meant, but the second time, I was able to relate it to my experiences. I realized that what I had previously assumed to be a rating of 4 was now easier for me to visualize, and I realized that I was not yet good enough (rating of 3 or so). I thought that the more I continue, the more my decrement will improve (because the expectation and standard will be higher), and that will lower my rating from 5 to 2 or 3. There were things that I was able to develop in class, things that I had not thought of at all, and abilities that I could have developed with a little ingenuity. I realized that there are still many things I can do. (Original text in Japanese)

The above response shows that the more the teachers reflected on learning or gaining experiences, the more analytical they became and the more they judged themselves on their experiences. Learning more leads to the improvement of one’s own evaluation criteria improving, thereby leading their self-evaluation score to become more realistic and go down. Another response from the third phase notes that visualization makes self-analysis easier.

> The use of portfolios made it easier for me to analyze myself visually and clearly. Therefore, I was able to do a more critical self-assessment than the first time. (Original text in Japanese)

Such responses indicate that the long-term use of the portfolios brought about changes in the pre-service teachers, due to which they started to perceive themselves objectively and analytically, based on their experience.

3.9 Opinions for Improving the Portfolio

When asked for opinions to improve the portfolios (Q10), the response rate was low (11.4%). Thus, we could not draw a conclusion in this regard. However, “too many items” and “many similar items” were the most frequent responses (Appendix Table 19). Teacher educators must take these results into consideration when using the portfolio and provide guidance on the need for similar-looking items across different sections of the portfolio.

4. Summary and Conclusion

This report presented the results of a longitudinal questionnaire survey conducted

during the fourth and final stage of the J-POSTL and J-POSTL Elementary development process (September 2018 to August 2020) by the JACET Educational Issues Study Group from 2016. The analyses were conducted to capture the use of the portfolios and the pre-service teachers' images and ideas and to obtain suggestions for future portfolio research.

The survey results indicated that while the pre-service teachers found the portfolios to be effective for self-reflection and understanding the qualities and abilities necessary for them to possess, they could not indicate whether they were able to make use of them (cf. 3.2). The total average for the personal statement section, self-assessment section, and dossier was 3.5–3.6. This indicated that while the pre-service teachers found these sections easy to use, certain areas require improvement.

Based on the results (cf. 3.2), the pre-service teachers expect to obtain practical skills such as making teaching plans, conducting lesson practices, and learning teaching methods in their teaching programs. Further, they wished to acquire English language skills and competencies, such as English language proficiency. The self-assessment section (cf. 3.3) helped them understand the qualities, skills, and competencies necessary for teachers (cf. 3.1); however, the large number of SAD and similar-looking points made the process difficult (cf. 3.3). A major shortcoming was the lack of discussions with teacher educators and peers (cf. 3.5 & 3.6) that is crucial for effectively using the portfolio. This, in turn, reduced the opportunities of using the portfolio in class (cf. 3.6). Nevertheless, some pre-teachers found the portfolio useful because "I was able to reflect on myself," "I was able to reevaluate myself," and "I was able to clarify my qualities and abilities."

While our two-year survey shows the effectiveness of the portfolios, it also revealed that the portfolios were not fully utilized. Thus, we conclude that teacher educators have a key role in utilizing the portfolios. They need to create a system that would enable pre-service teachers to make more use of the portfolios through systematic efforts, such as using them in the classroom regularly, to bridge learning outside and inside the classroom. The first step towards achieving this would be training teacher educators.

Notes

This manuscript was originally published in Japanese in *Language Teacher Education,* Vol. 9, No. 1.

Acknowledgements

This work was supported by JSPS KAKENHI Grant Number 19H01288. I am grateful to the participating universities and pre-service teachers. Without them, this research would not have been possible. I sincerely appreciate their cooperation.

References

JACET SIG on English Language Education. (2021). *J-POSTL for Elementary-School*

Teacher Education (J-POSTL Elementary)—A reflection tool for professional development. http://www.waseda.jp/assoc-jacetenedu/CompleteJPOSTL Elementary.pdf

Takagi, A. (2015). Reflection in pre-service teacher education: Using the Japanese Portfolio for Student Teachers of Language (J-POSTL). *Language Teacher Education, 2*(2), 59–80. JACET SIG on English Language Education. http://www.waseda.jp/assoc-jacetenedu/VOL2NO2.pdf

Yamaguchi, T., & Yoneda, S. (2020). Qualities and abilities related to English language teaching required of elementary school teachers projected from a pre-service teacher survey. *Language Teacher Education*, *7*(2), 28–52.

Appendix

Questionnaire

1. Did this portfolio help you understand the professional competencies required for teaching English in elementary schools?
2. Through this portfolio, have you been able to reflect on yourself in the course of the teacher-training curriculum at the university?
3. Have you been able to utilize this portfolio?
4. If you answered 1 or 2 for Question 3 above, write the reason for rating it as such.
5. Please answer the following questions about each section of this portfolio.
   (a) Personal statement
      (i) Was this section easy to use?
      (ii) If you answered 1 or 2 for Question 5(a) i, write the reason for rating it as such.
      (iii) What did you write in the section "My past experience of learning English"?
      (iv) What did you fill out in the "Expectations for the teaching curriculum" section?
      (v) What were your expectations and fears before you decided to participate in the teaching practice?
      (vi) What did you fill in under "Qualities and competencies of a teacher"?
   (b) Self-assessment
      (i) Was this list easy to use?
      (ii) If you answered 1 or 2 for Question 5(b) i, write the reason for rating it as such.
   (c) Dossier
      (i) Was this section easy to use?
      (ii) If you answered 1 or 2 for Question 5 (c) i, write the reason for rating it as such.
      (iii) What did you fill out in the dossier? Please mention a few items that seem particularly important to you.
6. Did you have opportunities to have your portfolio reviewed by your course instructor or your educational practicum site teacher (except for the last submission)?
7. Did you have opportunities to use the portfolio to discuss teaching and mock classes with other students in your course?
8. How did you feel when you received your portfolio?
9. What were the positive aspects of using the portfolio?
10. Do you have any other suggestions to improve the portfolio?

***Note*:** The numbering of questions in Q5 was changed to (a) for (1) and (i) for (1) because the Japanese version has all numbers, which are difficult to read.

Table 2

Results for Questions 1–3

		1. Did this portfolio help you understand the professional competencies required for teaching English in elementary schools?					2. Through this portfolio, have you been able to reflect on yourself in the course of the teacher-training curriculum at the university?					3. Have you been able to utilize this portfolio?				
Phase		1st	2nd	3rd	4th	**Total**	1st	2nd	3rd	4th	**Total**	1st	2nd	3rd	4th	**Total**
No. of Participants		88	92	151	213	**544**	88	92	151	213	**544**	88	92	151	213	**544**
No. of Respondents		88	92	149	50	**379**	88	92	149	50	**379**	88	91	143	50	**372**
Response Rate (%)		100	100	98.7	23.5	**69.7**	100	100	98.7	23.5	**69.7**	100	98.9	94.7	23	**68.4**
Average		3.8	3.8	3.7	4.3	**3.8**	4.1	4.2	4.0	4.3	**4.1**	3.3	3.2	3.3	3.8	**3.3**
Response (%)	5	14	17	23	22	**20.1**	28	32	46	22	**33.8**	6	4	7	8.3	**12.4**
	4	48	45	77	21	**50.4**	49	48	72	20	**49.9**	30	30	26	37	**35.5**
	3	19	27	36	7	**23.5**	7	11	24	7	**12.9**	40	41	16	40	**37.1**
	2	6	3	8	0	**4.5**	4	1	5	1	**2.9**	10	12	1	11	**10.8**
	1	1	0	5	0	**1.6**	0	0	2	0	**0.5**	2	4	0	4.3	**4.3**

Table 3

Question 4: Reasons for rating 1 or 2 for Question 3

Phase	1st		2nd		3rd		4th		**Total**
No. of respondents who answered 1 or 2	12		16		27		1		**56**
No. of respondents who gave reasons	12		16		22		1		**51**
No. of segments	12		20		23		1		**56**
	Theme	Frequency	Theme	Frequency	Theme	Frequency	Theme	Frequency	
	Didn't use the portfolio often	7	Didn't use the portfolio often	7	Didn't use the portfolio often	4	Didn't use the portfolio for class design	1	**18**
	Didn't have enough knowledge to self-assess	2	too many items	5	too many items	4	--	--	**9**

Note: Due to the limited number of pages, only the two most frequent themes are mentioned.

Table 4

Question 5(a) i: Was This Section Easy to Use?

Phase		1st	2nd	3rd	4th	**Total**
No. of Participants		88	92	151	213	**544**
No. of Respondents		88	91	137	61	**377**
Response Rate (%)		100	98.9	90.7	28.6	**69.3**
Average		3.7	3.7	3.5	3.9	**3.6**
Response (%)	5	12	6	12	12	**11.1**
	4	39	48	62	27	**46.7**
	3	34	37	54	17	**37.7**
	2	3	0	7	0	**2.7**
	1	0	0	2	0	**0.5**

Table 5

Question 5(a) ii: Reasons for Rating 1 or 2 for Question 5 (a) i

Phase	1st		2nd	3rd		4th
No. of respondents who answered 1 or 2	3		0	9		0
No. of segments	3		-	8		-
	Theme	Frequency		Theme	Frequency	
	It was hard to understand what was being asked.	1		Questions were difficult to answer.	4	
	There were a lot of self-analyses, so I thought it would be easier to evaluate if there was also a peer analysis.	1	-	Too many items.	2	-

Note: Due to the limited number of pages, only the two most frequent themes are mentioned.

Table 6

Question 5(a) iii: Good Classes, Lessons not So Good, Impressive Classes

Phase		1st		2nd		3rd		4th		**Total**
No. of Participants		88		92		151		213		**544**
No. of Respondents		83		86		106		25		**300**
Response Rate (%)		94		93		70		12		**55.4**
No. of Segments		144		125		149		34		**452**
Theme	Good classes	subthemes	**81**	subthemes	**70**	subthemes	**73**	subthemes	**25**	**249**
		activities	14	activities	17	activities	25	songs, chants, music	6	**105 (42.2%)**
		songs, chants, music	10	songs, chants, music	12	songs, chants, music	17	English play, recitation and presentation	4	
	Not so good classes	subthemes	**17**	subthemes	**23**	subthemes	**13**	subthemes	**2**	**55**
		one-way lectures, cramming	10	one-way lectures, cramming	9	one-way lectures, cramming	5	single-edged lesson	1	**43 (78.2%)**
		fast-paced teaching	6	single-edged lesson	7	single-edged lesson	4	one-way lectures, cramming	1	
	Impressive classes	subthemes	**46**	subthemes	**32**	subthemes	**63**	subthemes	**6**	**147**
		classes at elementary, junior high, high school, and university	22	classes at elementary, junior high, high school, and university	13	classes at elementary, junior high, high school, and university	20	classes at elementary, junior high, high school, and university	1	**78 (53.1%)**
		vocabulary and grammar	8	vocabulary and grammar	5	vocabulary and grammar	8	vocabulary and grammar	1	

Note: Due to the limited number of pages, only the two most frequent themes are mentioned.

Table 7

Question 5(a) iv: What Pre-Service Teachers Expect from the Teaching Curriculum

Phase	1st	2nd	3rd	4th	**Total**
No. of participants	88	92	151	213	**544**
No. of respondents	82	84	87	20	**273**
Response rate (%)	93.2	91.3	57.6	9.4	**50.2**
No. of segments	113	103	109	29	**354**
Theme	Frequency				
Lesson planning, classroom practice, and teaching methods	81	78	78	18	**249 (70.3%)**
Knowledge of English and ability to use English	13	17	11	7	**48 (13.6%)**

Note: Due to the limited number of pages, only the two most frequent themes are mentioned.

Table 8

Question 5(a) v: Pre-service Teachers' Expectations and Concerns before Teaching Practicum

Phase	1st		2nd		3rd		4th		**Total**
No. of Participants	88		92		151		213		**544**
No. of Respondents	70		69		89		28		**256**
Response Rate (%)	79.5		75.0		58.9		13.1		**47.1**
No. of Segments	89		88		99		41		**317**
	Theme	Frequency	Theme	Frequency	Theme	Frequency	Theme	Frequency	
	Lesson Planning, Classroom Practice, and Teaching Methods	51	Lesson Planning, Classroom Practice, and Teaching Methods	44	Lesson Planning, Classroom Practice, and Teaching Methods	71	Lesson Planning, Classroom Practice, and Teaching Methods	23	**189 (59.6%)**
	Understanding and Responding to Children	21	Understanding and Responding to Children	18	Understanding and Responding to Children	18	Going out to school site	8	**65 (20.5%)**

Note: Due to the limited number of pages, only the two most frequent themes are mentioned.

Table 9

Question 5(a) vi: Qualities and Competencies of Teachers

Phase	1st	2nd	3rd	4th	**Total**
No. of Participants	88	92	151	213	**544**
No. of Respondents	71	75	91	23	**260**
Response Rate (%)	80.7	81.5	60.3	10.8	**47.8%**
No. of Segments	108	141	151	40	**440**
Theme	Frequency				
Lesson Planning, Classroom Practice, and Teaching Methods	42	49	61	16	**158 (35.9%)**
English language skills and knowledge of English language and culture	20	45	65	10	**140 (31.8%)**

Note: Due to the limited number of pages, only the two most frequent themes are mentioned.

Table 10

Question 5(b) i: Was the Self-Assessment Section Easy to Use?

Phase		1st	2nd	3rd	4th	**Total**
No. of Participants		88	92	151	213	**544**
No. of Respondents		80	86	133	213	**512**
Response Rate (%)		90.9	93.5	88.1	100	**94.1**
Average		3.5	3.8	3.7	3.3	**3.5**
Response (%)	5	7	10	21	15	**53 (10.4%)**
	4	38	48	55	53	**194 (37.9%)**
	3	26	26	51	136	**239 (46.7%)**
	2	7	2	2	7	**18 (3.5%)**
	1	2	0	4	2	**8 (1.6%)**

Table 11

Question 5 (b) ii: Reasons for Rating 1 or 2 for Question 5 (b) i

Phase	1st		2nd		3rd		4th		**Total**
No. of respondents who answered 1-2	9		2		6		9		**26**
No. of segments	12		2		6		5		**25**
	Theme	Frequency	Theme	Frequency	Theme	Frequency	Theme	Frequency	
	many items and amount of writing	3	many items and amount of writing	2	many items and amount of writing	3	did not have much opportunity to look at it	2	**16 (61.5%)**
	cannot judge due to lack of experience	2	cannot judge due to lack of experience	2	Questions are too detailed.	1	There are many similar items, and it is difficult to understand.	1	

Note: Due to the limited number of pages, only the two most frequent themes are mentioned.

Table 12

Question 5(c) i: Was the Dossier Easy to Use?

Phase		1st	2nd	3rd	4th	**Total**
No. of Participants		88	92	151	213	**544**
No. of Respondents		75	81	130	33	**319**
Response Rate (%)		85.2	88.0	86.1	15.5	**58.6**
Average		3.6	3.6	3.5	3.8	**3.6**
Response (%)	5	8	6	13	5	**10.0**
	4	33	35	49	18	**42.3**
	3	30	39	65	9	**44.8**
	2	1	0	0	0	**0.3**
	1	3	1	3	1	**2.5**

Note: Due to the limited number of pages, only the two most frequent themes are mentioned.

Table 13

Question 5(c) ii: Reasons for rating 1 or 2 for Q5(c)ii

Question 5(c) ii: Reasons for Rating 1 or 2 for Q5(c) ii

Phase	1st		2nd		3rd		4th		**Total**
No. of respondents who answered 1 or 2	4		1		3		1		**9**
No. of segments	4		1		2		0		**7**
	Theme	Frequency	Theme	Frequency	Theme	Frequency	Theme	Frequency	
	tiresome	2	No explanation was given.	1	too much	1	--	--	**6 (85.7%)**
	Difficult to fill in	1			Small space to fill in	1	--	--	

Note: Due to the limited number of pages, only the two most frequent themes are mentioned.

Table 14

Question 5(c)iii: What Pre-service Teachers Wrote in the Dossier

Phase	1st		2nd		3rd		4th		**Total**
No. of Participants	88		92		151		213		**544**
No. of Respondents	46		30		54		19		**149**
Response Rate (%)	52.3		32.6		35.8		8.9		**27.4**
No. of Segments	52		40		87		23		**202**
	Theme	Frequency	Theme	Frequency	Theme	Frequency	Theme	Frequency	
	mock class	11	mock class	10	mock class	24	mock class	8	**101 (50%)**
	Learning support, volunteers	11	Learning support, volunteers	9	Learning and reflecting on college classes	24	Understanding children	4	

Note: Due to the limited number of pages, only the two most frequent themes are mentioned.

Table 15

Question 6: Communication among Pre-service Teachers or Teacher Educators about Using the Portfolios

Phase	1st	2nd	3rd	4th	**Total**
No. of participants	88	92	151	213	**544**
No. of respondents	85	85	130	130	**430**
Response rate (%)	96.6	92.4	86.1	61.0	**79.0**
3 times or more	1 (1.2%)	9 (10.6%)	14 (10.8%)	0 (0.0%)	**24 (5.6%)**
1–2 times	48 (56.5%)	45 (52.9%)	70 (53.8%)	48 (36.9%)	**211 (49.1%)**
None	36 (42.4%)	31 (36.5%)	46 (35.4%)	82 (63.1%)	**195 (45.%3)**

Table 16

Question 7: Did You Communicate with Your Peers or Teacher Educator?

Phase	1st	2nd	3rd	4th	**Total**
No. of participants	88	92	151	213	**544**
No. of respondents	83	85	136	213	**517**
Response rate (%)	94.3	92.4	90.1	100.0	**95.0**
3 times or more	3 (3.6%)	5 (5.9%)	16 (11.8%)	10 (4.7%)	**34 (6.6%)**
1–2 times	36 (43.4%)	26 (30.6%)	47 (34.6%)	74 (34.7%)	**183 (35.4%)**
None	44 (53.0%)	54 (63.5%)	73 (53.7%)	129 (60.6%)	**300 (58.0%)**

Table 17

Question 8: Impressions upon Receiving the Portfolios

Phase		1st		2nd		3rd		4th		**Total**
No. of participants		88		92		151		213		**544**
No. of respondents		68		71		85		43		**267**
Response rate (%)		77.3		77.2		56.3		20.2		**49.1**
No. of segments		77		71		95		44		**287**
Theme	Positive comments	Subthemes	**25**	Subthemes	**21**	Subthemes	**14**	Subthemes	**17**	**77 (26.8%)**
		feel more motivated	8	seems useful	3	seems useful	6	can learn what is needed	9	
		can check growth and find it useful	4	feel more motivated	2	can check growth and find it useful	2	chance to look at yourself	4	
	Negative comments	subthemes	**47**	subthemes	**28**	subthemes	**57**	subthemes	**19**	**151 (52.6%)**
		too many items	14	too many items	10	too many items	29	too many items	11	
		seems tedious	9	seems tedious	5	seems tedious	6	not sure I can use it	2	
	Others	other	**5**	other	**22**	other	**24**	other	**8**	**59 (20.6%)**

Note: Due to the limited number of pages, only the two most frequent themes are mentioned.

Table 18

Question 9: Good Points about Using the Portfolio

Phase	1st		2nd		3rd		4th		**Total**
No. of Participants	88		92		151		213		**544**
No. of Respondents	78		83		104		69		**334**
Response Rate (%)	88.6		90.2		68.9		32.4		**61.4**
No. of Segments	76		94		114		71		**287**
	Theme	Frequency	Theme	Frequency	Theme	Frequency	Theme	Frequency	
	Reflection, understanding of changes and strengths	43	Reflection, understanding of changes and strengths	48	Reflection, understanding of changes and strengths	57	Reflection, understanding of changes and strengths	27	**175 (61.0%)**
	Grasping one's qualities and abilities	24	Grasping one's qualities and abilities	39	Grasping one's qualities and abilities	3	Grasping one's qualities and abilities	36	**102 (35.5%)**

Note: Due to the limitation of the number of pages, the two most frequent themes are mentioned.

Table 19

Question 10: Opinions for Improving the Portfolio

Phase	1st		2nd		3rd		4th		**Total**
No. of Participants	88		92		151		213		**544**
No. of Respondents	16		12		20		14		**62**
Response Rate (%)	18.2		13.6		22.7		15.9		**11.4**
No. of Segments	21		14		22		15		**72**
	Theme	Frequency	Theme	Frequency	Theme	Frequency	Theme	Frequency	
	too many items	6	use more often in class	5	too many items	3	too many items	7	**21 (29.2%)**
	many similar items	3	too many items	3	items are difficult to understand	3	many similar items	2	**11 (15.3%)**

Note: Due to the limitation of the number of pages, the two most frequent themes are mentioned.

【Survey Report】

Preliminary Study for the Development of a "Passport to Junior High School"

Sakiko Yoneda, Kagari Tsuchiya, Takane Yamaguchi

Abstract

The working group of JACET SIG on English Language Education conducted a preliminary study from July to September 2021 to develop a "Passport to Junior High School." A survey was conducted to develop a "passport" that is a part of a language portfolio. This paper reports the overview and results of the survey. The participants were 268 sixth-grade students from nine classes and 10 teachers from three elementary schools in the Tokyo metropolitan area. The topic chosen and used for the survey was "Countries and Regions of the World." The students were asked to check Can-Do self-assessment descriptors for five domains of the four skills they thought they were "able to do." After that, their English teachers checked the credibility of each child's self-assessment. Based on the results, 57.1% of the students' responses were "generally credible," in line with the teacher's observations, and 34.0% of the students' responses were "about half credible." These results indicated that the students' self-assessments were generally credible, and so were the teachers.

Keywords

Passport, Can-Do self-assessment descriptors, 6th grade students, credibility and validity of teachers' assessment on students' self-assessment

1. Background General Guidelines

The Commentary on the Courses of Study for Elementary Schools (Bulletin of 2017), General Provisions (Ministry of Education, Culture, Sports, Science and Technology, 2019), states the following:

> From the perspective of understanding the learning situation toward the realization of the goals of each subject, etc., [omitted] the learning process and results should be evaluated to improve instruction, enhance motivation to learn, and make use of the results in the development of qualities and abilities. Alongside teacher assessment, devising mutual assessment and self-assessment as learning activities should be emphasized because they improve children's learning motivation. Assessing oneself and sharing the assessment with teachers promote learning. A portfolio that records the process and

results of learning is considered an appropriate tool for promoting children's learning. [Translated to English by the authors]

A working group of the JACET SIG-ELE (hereinafter referred to as "WG") started research to create a Japanese version of the European Language Portfolio (ELP), a tool to support autonomous or independent learners based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) from 2020, which aimed to visualize students' learning toward their goals and to develop autonomous learners. The ELP consists of three parts: Passport, Biography, and Dossier. ELP aims to (1) help provide an experience of learning and using a language other than one's first language, (2) motivate learners by recognizing their efforts to expand and diversify their language skills at all levels of learning, and (3) provide a record of acquired linguistic and cultural skills (Council of Europe, 2021). When completed, the portfolio is expected to be used to promote students' learning through self- and peer assessment, as described in the Courses of Study, and eventually shared with teachers.

With the introduction of Foreign Language Studies as a subject in the upper grades of primary schools in 2020, both students and teachers seem to have only a vague understanding of the level of skills the former should acquire by graduation. Therefore, the WG has developed a "Passport to Junior High School," which outlines the skills that students should have acquired by their graduation from primary school in the form of Can-Do self-assessment descriptors (hereinafter SADs), clarifying the achievement goals and creating a tool that can be shared between students and teachers.

This study focused on the passport part of the ELP (which shows the four skills as Can-Do statements), and the basic expressions and vocabulary of the topics common to the fifth and sixth-grade textbooks of the top three publishing companies in terms of adoption rate, in order to create a Japanese version of the ELP and determine appropriate statements that students refer to. This study aimed to collate appropriate descriptive texts that students can reflect on.

2. Outline of the Survey

2.1 Objective

This preliminary survey aimed to confirm the following points: (1) Are the self-evaluation statements expressed in the Can-Do format appropriate as "Passport to Junior High School" achievement indicators in terms of wording, content, ease of response, and so on? (2) Is the self-assessment statement expressed in the Can-Do format appropriate as "Passport to Junior High School" achievement indicators in terms of wording, content, ease of response, and so on? (3) What percentage of each domain should be checked by the teachers to assess whether the students have achieved the goal of foreign language (English) education in elementary school? (4) How reliable are the students' self-

evaluations?

2.2 Materials and Methods

The survey was conducted on students and teachers in July 2021, and the teachers were asked to confirm the validity of the students' self-evaluations in August. The subjects were 268 sixth grade students in three public elementary schools in Kanagawa and Tokyo prefectures, and 10 teachers teaching foreign language classes to the corresponding grades.

2.3 Questionnaire

The questionnaire consisted of 25 statements: five self-assessment descriptors for four skills and five domains such as listening, speaking (presentation), speaking (interaction), reading, and writing. The topic was "Countries and Regions of the World." Each statement was prepared by extracting the wording and content of the statements concerning the learning achievement goals set by the top three textbook publishers in terms of adoption rate, so that the level of learning achievement can be measured for students who have studied using any of the three textbooks. The questionnaires for the students were colored and illustrated. The descriptions are shown in Table 2.

The questionnaire for teachers, which was administered in July, consisted of the following items:

1. How reliably do the results of the children's answers indicate their actual abilities? Please circle one of items (1) to (5) and tell us why you chose that item.
(1) Reliable (2) Somewhat reliable (3) Neither reliable nor unreliable
(4) Not very trustworthy (5) Not trustworthy
Reasons for the answer:

2. What percentage of checks in each of the five areas of "listening," "presentation," "interaction," "reading," and "writing" would you consider a "passing grade" for elementary school learning? Please write a number from (1) to (6) for each area.
(1) 30% (2) 40% (3) 50% (4) 60% (5) 70% (6) 80%
Listening ____ Presentation ____ Exchange ____ Reading ____ Writing_____

3. Please circle all the skills you would like your children to acquire before entering junior high school.
Listening Presentation Exchange Reading Writing Other ( )

4. Please share your comments or suggestions for improvements to this portfolio.
5. If you have any questions or concerns, please share them with us.

After tabulating the results of the students' responses, the second survey was conducted in August to check the reliability of the results. Each student's answers were summarized using Excel. Additionally, the teachers were asked to rate on a 4-point scale (4: mostly agree, 3: somewhat agree, 2: somewhat disagree, 1: not at all agree) the contents and number of sentences in which the students answered "yes".

3. Results

3.1 Distribution of Check Rates by the Students

Table 1 shows the percentage distribution of the 25 statements checked by the students (n = 268). The mean percentage of checks was 74.8%.

Table 1

Distribution of Check Rates by the Students

Check rates	100%	90%	80%	70%	60%	50%	40%	Under 40%	Total
Number of checks	65	30	51	22	38	17	21	24	268
Rate (%)	24.3	11.2	19.0	8.2	14.2	6.3	7.8	9.0	100.0%

In contrast, the first survey of 10 teachers found that the teachers thought that at least 50% of the checks were needed for each of the five skill domains they wanted their students to acquire. One teacher thought that 50% of the checks were necessary, another thought that 60% were necessary, and eight thought that more than 70% were needed.

3.2 Check Rates Distribution of Can-Do Self-Assessment Descriptors and Domains

Table 2 shows the averages of the check rate of self-assessment descriptors and domains. The checking rate was the highest for the domain "Writing" and the lowest for "Interaction." The productive domain "Writing" had a higher check rate than the receptive domain "Reading."

Table 2

Check Rate of Can-Do Self-Assessment Descriptors and Domains

	Can-Do Self-Assessment Descriptors	Check rate	Average
Listening	1. Can listen and understand countries and towns others want to visit.	84.7%	78.4%
	2. Can listen and understand places others want to visit, like sightseeing spots.	71.6%	
	3. Can listen and understand what others want to see, like animals.	82.5%	
	4. Can listen and understand what others want to eat.	87.7%	
	5. Can listen and understand what others want to buy.	65.3%	
Speaking	6. Can name countries and towns I want to visit.	86.9%	77.1%
	7. Can list places I want to visit, like sightseeing spots.	72.0%	
	8. Can say what I want to see, like animals.	73.5%	
	9. Can say what I want to eat.	86.9%	

	10. Can say what I want to buy.	66.0%	
Interaction	11. Can discuss countries and towns others, like my friends, or I want to visit.	72.4%	64.1%
	12. Can discuss places others, like my friends, or I want to visit.	60.8%	
	13. Can discuss things others, like my friends, or I want to see.	61.2%	
	14. Can discuss what others, like my friends, or I want to eat.	70.9%	
	15. Can discuss what others, like my friends, or I want to buy.	55.2%	
Reading	16. Can read and understand countries and towns others want to visit.	73.9%	68.3%
	17. Can read and understand places others want to visit, like sightseeing spots.	61.2%	
	18. Can read and understand what others want to see, like animals.	71.6%	
	19. Can read and understand what others want to eat.	76.1%	
	20. Can read and understand what others want to buy.	58.6%	
Writing	21. Can copy countries and towns I want to visit in my notebook, by looking at example sentences from textbooks, etc.	91.0%	86.2%
	22. Can copy write places I want to visit, like sightseeing spots, in my notebook, by looking at example sentences from textbooks, etc.	82.5%	
	23. Can copy places I want to see, like animals, by looking at example sentences from textbooks, etc.	85.8%	
	24. Can copy what I want to eat in my notebook by looking at example sentences from textbooks, etc.	89.9%	
	25. Can copy things I want to buy in my notebook by looking at example sentences from textbooks, etc.	81.7%	

Note: The mean of each skill domain is calculated as a simple average, not a weighted one (n = 5).

3.3 Correlations between Can-Do Self-Assessment Descriptors

Pearson's correlation coefficients between the descriptors were calculated (Appendix: Table 4). The correlation coefficients for all five descriptors within each domain were all significant at the 1% level. The maximum correlation coefficient was .70, which was between the descriptors (18) "Can read and understand what others want to see, like animals" and (19) "Can read and understand what others want to eat" in the domain "Reading." The minimum correlation coefficient within each domain was .18, and it was between the statements (6) "Can say countries and towns I want to visit" and (9) "Can say what I want to eat."

The correlation coefficients for the same topic in the same domain were high in the domains "Interaction," "Reading," and "Writing," respectively. Conversely, high correlations were not observed in the domains "Listening" and "Speaking." In "Interaction," five of the ten correlation coefficients were above .50, and seven were above .40. In the domain "Reading," six of the 10 correlation coefficients were above .50, and all were above .40. In the domain of "Writing," seven of the 10 correlation coefficients were above .50, and nine were above .40. By contrast, in the domains of "Listening" and "Interaction," none of the correlations were above .50, and four and two were above .40, respectively.

3.4 Reliability of the Students' Self-Assessments

To confirm the reliability of the students' self-assessments, Cronbach's alpha coefficient was calculated for each domain. Although the concept of reliability has multifaceted meanings, considering the purpose of this study, we examined reliability to check whether the five self-assessments for each domain were answered somewhat consistently. The results (Appendix: Table 5) confirmed that the coefficients were above .70 in all domains and that no coefficient increased within a domain by removing a specific descriptor. In general, the alpha value of .80 or higher is considered "reliable," while a value between .70 and .80 is considered "not unreliable." In other words, the self-assessments cannot be considered reliable or unreliable.

3.5 Teachers' Assessments of the Students' Self-Assessments

The results of the second survey revealed the degree to which the students' self-assessments were reliable (Table 3).

Table 3

Agreement between Teachers' Assessments of Students' Self-Assessments

Schools	Not all agree	Not very much agree	About half agree	Generally agree	Total
M	0 (0%)	11 (14.3%)	23 (29.9%)	43 (55.8%)	77 (100%)
S	0 (0%)	5 (14.7%)	12 (35.3%)	17 (50.0%)	34 (100%)
H	1 (0.6%)	7 (4.5%)	56 (35.7%)	93 (59.2%)	157 (100%)

Note: The figures in parentheses indicate the percentage of teachers' responses in the same school.

In all elementary schools, the total percentage of "half agree" (29.9% to 35.7%) and "mostly agree" (50.0% to 59.2%) was more than 85.3%.

4. Discussion

4.1 Reliability of the Students' Self-Assessments in the Results of this Study

First, the reliability of the self-assessments made by the students was somewhat high from the teachers' perspective. At least half of the students' self-assessments "generally agree" with those given by their teachers.

The analysis of the correlation coefficients in Section 3.3 indicates that the survey was somewhat valid since there were no descriptors that seemed redundant due to a too-high correlation; about five descriptors were valid within a domain, and there were relatively high degrees of correlations within each domain.

Regarding the reliability of the students' self-assessment, the examination of Cronbach's alpha in Section 3.4 found no problem in reliability with regard to a tendency

for the responses to agree within each domain.

4.2 Validity of the Wording and Content of the Can-Do Self-Assessment Descriptors

First, we consider the distribution of check rates by students, which is referred to in Section 3.1. The survey revealed that elementary school teachers consider at least 50% of check rates necessary for each skill domain. Considering this along with the distribution of the check rates, it means that less than 20% of the students have not achieved the skills desired by their teachers at the graduation stage. If we consider the 70% check rate that 80% of the teachers considered necessary as a standard, almost 40% of the students have not achieved the skills desired by the teachers at the time of their graduation from elementary school. This survey was conducted in the second year after the introduction of foreign language as a subject in the upper grades of elementary school; this was the first year of the survey and the students who had studied for the first two years in the upper grades of elementary school would graduate in the coming spring. Therefore, it can be inferred that many teachers are unfamiliar with the teaching and evaluation of English. In addition, since the current courses of study strongly advocate cooperation between elementary and junior high schools, the survey may be viewed as an opportunity to develop English skills in junior high school. Nonetheless, this survey revealed that 60% of the students in the same grade reached the 70% check rate, but more than 20% of the students did not reach that level, although there was more than half a year before graduation. It is an issue that needs to be addressed now. In order to obtain the full picture of the percentage desired by elementary school teachers nationwide, it will be necessary to conduct a nationwide survey in the future.

Second, we discuss the results of the check rates for each domain referred in Section 3.2, which show that the rates of the productive domain “Writing” are higher than the receptive skill domain “Reading.” One possible reason for this result is that the teaching immediately before the survey was focused on writing. Conversely, when examining the wording of the SAD, the domain “Writing” includes the phrase “by looking at example sentences from textbooks,” which is not included in other domains, and this may have led the students to self-assess themselves as “can-do.” Within the courses of study announced in 2009, the skill domains “Reading” and “Writing” were introduced as parts of the subject English in the grades five and six of elementary school, and the purpose of “by looking at sample sentences from textbooks” is in line with the courses of study. From this point of view, it would be desirable to include such wordings in both the “Reading” and “Writing” areas.

Finally, the correlations between the domains “Listening” and “Speaking” were not higher than those in the other domains. This suggests that there may be a difference in the degree of “can-do” or “cannot-do” in these domains, depending on the topic taught in the classroom.

The above discussions apply only to the survey conducted in this study and cannot

be claimed as general in nature. However, it was confirmed that the survey method used in this study will have more validity and reliability if the domain "Reading" is modified to include the wordings "by looking at example sentences from textbooks."

5. Summary and Issues for Future Investigation

A working group of JACET SIG-ELE has been working on the development of a "Learning Portfolio for English in Elementary Schools" to support students' autonomous learning of English in elementary school. As part of this effort, we conducted a preliminary survey to develop a "Passport to Junior High School." Through this survey, we found that students' self-assessments tended to be in general agreement with teachers' observation, indicating that children may have an almost accurate grasp of their abilities, and we believe that this provides a significant suggestion for future surveys.

In 2022, the "Passport to Junior High School" will be implemented in cooperating schools to improve its accuracy and enhance its capabilities. In addition to the paper version, an electronic version has been created for the current version of the questionnaire, which will allow students to enter their responses online.

Notes

1. Chapters 1 and 5 were written by Sakiko Yoneda, Chapter 2 by Kagari Tsuchiya, and Chapters 3 and 4 by Takane Yamaguchi
2. This manuscript was originally published in Japanese in *Language Teacher Education,* Vol.9, No.1.

Acknowledgments

This paper was supported in part by a Grant-in-Aid for Scientific Research (B) from the Japan Society for the Promotion of Science, "Systematization of Portfolio as a Reflection Tool and Development of a Guide for Its Application" (Project No. 19H01288, PI: Hisatake Jimbo).

References

Council of Europe. (2021). European Language Portfolio (ELP). https://www.coe.int/en/web/portfolio/introduction

MEXT. (2015). 6. Specific directions for revision in each subject, etc., https://www.mext.go.jp/component/b_menu/shingi/toushin/__icsFiles/afieldfile/2015/09/24/1361110_2_3_1.pdf

MEXT. (2018a). *Commentary on the courses of study for elementary schools (notification in 2017). Foreign Language Activities, Foreign Language Edition* (in Japanese). https://www.mext.go.jp/component/a_menu/education/micro_detail/__icsFiles/afi

eldfile/2019/03/18/1387017_011.pdf

MEXT. (2018b). *Courses of study for elementary schools (notification in 2017). Foreign Language Activities, Foreign Language Edition* (in Japanese).

MEXT. (2019). *Explanation of the Courses of Study for Elementary Schools (Notification in 2017), General Provisions* (in Japanese). https://www.mext.go.jp/component/a_menu/education/micro_detail/__icsFiles/afieldfile/2019/03/18/1387017_001.pdf

Appendix

Table 4-1

Correlation coefficients between self-assessment descriptors (1 to 15)

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
1.	1.00														
2.	.38	1.00													
3.	.30	.32	1.00												
4.	.22	.27	.40	1.00											
5.	.41	.41	.41	.44	1.00										
6.	.42	.30	.38	.23	.32	1.00									
7.	.22	.40	.17	.35	.33	.30	1.00								
8.	.17	.26	.50	.32	.36	.27	.32	1.00							
9.	.17	.30	.32	.46	.35	.18	.35	.37	1.00						
10.	.22	.32	.27	.28	.59	.31	.36	.48	.47	1.00					
11.	.41	.26	.26	.33	.30	.48	.30	.18	.18	.19	1.00				
12.	.28	.43	.23	.30	.31	.37	.45	.33	.35	.30	.56	1.00			
13.	.19	.25	.44	.28	.35	.28	.27	.44	.26	.32	.31	.49	1.00		
14.	.16	.24	.22	.39	.33	.22	.22	.14	.43	.29	.38	.46	.50	1.00	
15.	.22	.27	.30	.33	.51	.19	.27	.33	.34	.57	.37	.43	.52	.55	1.00
16.	.41	.40	.22	.27	.32	.38	.37	.12	.10	.20	.41	.34	.29	.24	.25
17.	.36	.45	.22	.26	.39	.26	.41	.27	.17	.27	.30	.43	.29	.27	.33
18.	.31	.25	.43	.32	.39	.20	.27	.41	.20	.27	.24	.34	.45	.25	.38
19.	.27	.21	.39	.43	.33	.12	.22	.26	.33	.21	.22	.29	.38	.39	.34
20.	.38	.29	.33	.28	.61	.17	.29	.32	.24	.49	.28	.30	.33	.33	.54
21.	.34	.24	.30	.08	.27	.31	.18	.23	.07	.22	.30	.28	.26	.14	.19
22.	.19	.30	.23	.10	.28	.23	.28	.17	.11	.23	.20	.27	.18	.16	.18
23.	.21	.17	.38	.14	.31	.22	.18	.27	.10	.25	.23	.27	.29	.21	.24
24.	.13	.12	.14	.18	.20	.20	.10	.05	.13	.15	.15	.14	.09	.25	.15
25.	.20	.20	.26	.09	.37	.28	.14	.24	.13	.40	.16	.19	.14	.12	.35

Note: The correlation coefficients for all five Can-Do self-assessment descriptors within each domain were significant at 1% level.

Table 4-2

Correlation coefficients between self-assessment descriptors (16 to 25)

	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										

14.									
15.									
16.	1.00								
17.	.59	1.00							
18.	.44	.50	1.00						
19.	.40	.49	.70	1.00					
20.	.43	.51	.56	.56	1.00				
21.	.29	.26	.35	.22	.27	1.00			
22.	.17	.26	.28	.23	.23	.54	1.00		
23.	.20	.23	.41	.30	.35	.62	.66	1.00	
24.	.11	.14	.28	.28	.15	.42	.56	.50	1.00

Note: The correlation coefficients for all five Can-Do self-assessment descriptors within each domain were significant at 1% level.

Table 5

Cronbach's Alphas for each domain and Alphas when a Can-Do self-assessment descriptive statement is deleted

	Cronbach's Alphas when a Can-Do self-assessment descriptive statement is deleted	α
1.	.70	
2.	.69	
3.	.69	.73
4.	.70	
5.	.64	
6.	.72	
7.	.68	
8.	.66	.72
9.	.67	
10.	.63	
11.	.79	
12.	.76	
13.	.77	.81
14.	.76	
15.	.77	
16.	.83	
17.	.81	
18.	.80	.84
19.	.80	
20.	.81	
21.	.83	
22.	.79	
23.	.78	.84
24.	.82	
25.	.83	

【Chronicle】

April 2021 — March 2022

Presentations by the SIG members:

Date	Title and Presenter(s) Venue	Event
March 21	Invited lecture：“The Significance of Developing Intercultural Competence (IC) in English Language Classrooms and Perspectives on Planning IC lessons” Natsue Nakayama, Junya Narita & Kagari Tsuchiya Web conference with Zoom	Elementary School Thematic English Education Movement 2021 March monthly meeting
May 28-30	“Collaborative Online International Learning (COIL) in Pre-Service Teacher Education (Document Presentation) ” Chie Otani, Sakiko Yoneda, Kimberly Niezgoda & Suzanne Galella Virtual Conference	the 31st Japan-U.S. Teacher Education Consortium
July 11	1. “The Possibilities of Research Activities and Results” Yoichi Kiyota, Satsuki Osaki, Takane Yamaguchi & Fumiko Kurihara 2. “The impact of the J-POSTL Elementary on pre-service English teacher education” Sakiko Yoneda, Fumiko Kurihara, Takane, Yamaguchi & Eri Osada Web conference with Zoom	14th Annual Convention of JACET KANTO CHAPTER
July 17	“Methods to analyze the practice and outcome of portfolio instruction for course instructors” Part 1: “A practice using the J-POSTL Elementary in class” Sakiko Yoneda Part 2: “Methods for qualitative analysis of outcomes (thematic analysis)” Akiko Takagi Web conference with Zoom	Workshop organized by the JACET, SIG-English Language Education

August 7-8	1. "An attempt to have teaching students use a teaching portfolio for elementary school foreign language (English) instructors: Training English language skills and narrative skills and supporting foreign language learning activities" Takane Yamaguchi & Sayoko Fujii 2. "Instructor's Awareness through the Introduction of J-POSTL Elementary and Reflection of KPT 3 Perspectives in Students' Simulated Elementary School Foreign Language Classes" Rie Adachi Web conference with Zoom	46th Nagano Convention of the Japan Society of English Language Education (JASELE)
August 15-21	"Ensuring pedagogical consistency between primary- and secondary-level foreign language education through portfolios in Japan" Fumiko Kurihara, Takane Yamaguchi, Sakiko Yoneda, Eri Osada, & Rie Adachi Video on demand	AILA World Congress 2021
August 27-29	1. "Approaches to Distance Learning for Ensuring Communication: English Classes in General Education, Specialized Education, and Teacher Education Programs: Using Breakout Rooms to Stimulate Communication" Akiko Kochiyama, Megumi Nishikawa, Atsuko Jefferey, Misa Fujio & Natsue Nakayama 2. "J-POSTL Elementary: Specifying Can-do Descriptors for Students of Primary Education Courses" Takane Yamaguchi & Sakiko Yoneda 3. "The Difference of Impact of Reflection on the Learners by the Characteristics of the Activity Group" Akiko Kochiyama Web conference with Zoom	JACET 60th Commemorative International Convention

October 16	Invited Lecture: "Development Philosophy of J-POSTL Elementary and Its Main Usage Instructions" Takane Yamaguchi Web conference with Zoom	2021 Autumn Conference of JACET Chugoku-Shikoku Chapter
November 28	"The Present Situation and Issues in developing Intercultural Competence in Primary School Foreign Language Classes: An Analysis of Government Approved Textbooks" Natsue Nakayama, Fumiko Kurihara & Yoichi Kiyota Web conference with Zoom	The 41st JASTEC Fall Research Conference
December 4	"The Effect of Dialogue on the Development of Autonomy: A Qualitative Analysis of the Characteristics of Autonomy-Enhancing Dialogue" Akiko Kochiyama Web conference with Zoom	4th JAAL in JACET 2021
December 11	"Learning by Teaching Course Students through English Class Support Activities in Elementary Schools: A Study of Reports Using Self-assessment Statements of Teachers' Portfolios" Takane Yamaguchi Web conference with Zoom	KATE; the 45th Annual Convention in Gunma
December 25	"Teaching practices using portfolios and reflective practices for instructors of teacher education" Part 1: "Using the J-POSTL Elementary in Methods of Teaching English to students in pre-service education" Eri Osada Part 2: "Reflecting on "reflective practice" of teacher educators and pre-service teachers" Chitose Asaoka Web conference with Zoom	Workshop organized by the JACET, SIG-English Language Education
December 26	"Promoting Learner Autonomy: How do Teachers and Students Use Learning Strategies?" Yoshizumi Kaori Web conference with Zoom	8th Online Seminar 2021 of ELEC Friends Association

March 6	1. "Developing an English Learning Portfolio for Elementary school children: *My Language Passport to Junior High School*" Yoichi Kiyota, Fumiko Kurihara, Kagari Tsuchiya, Takane Yamaguchi & Sakiko Yoneda 2. Symposium : "Examining a role of 'Katakana' for English language learners at Japanese elementary schools" Kayoko Murakami, Michiko Daigo, Chika Kuroki, Hiroko Moroki & Fumiko Kurihara 3. "Developing Children's Intercultural Competence in Foreign Language Classes." Natsue Nakayama, Junya Narita & Kagari Tsuchiya. 4. Presentation: "The Use of Portfolios in Vocabulary Learning in Elementary School Foreign Language Education" Kagari Tsuchiya 5. "Practical research on how to let learners use machine translation as an English learning machine" Shien Sakai 6. Report: "Report on the Using of J-POSTL Elementary in the Elementary School Teaching Courses" Sakiko Yoneda, Takane Yamaguchi, Eri Osada, Gaby Benthien, Natsue Nakayama, Hiroko Kashimoto, Takahiro Iwanaka, & Yuri Nagakura Waseda University/ Web conference with Zoom	Language Education EXPO 2021

Abbreviations

AILA: International Association of Applied Linguistics

ELEC: The English Language Education Council

JACET: The Japan Association of College English Teachers

JAAL: The Japan Association of Applied Linguistics
JASTEC: The Japan Association for the Study of Teaching English to Children
KATE: Kanto-koshinetsu Association of Teachers of English

Language Teacher Education

Submission Guidelines

1. Requirements

Contributors and co-authors should be SIG or JACET members. However, contributions from the users of J-POSTL or researchers/practitioners of language teacher education as well as primary/secondary foreign language education are welcome.

2. Editorial Policy

Language Teacher Education, a refereed journal, encourages submission of the following:

Genre	Contents	Number of words
Research Paper	Full-length academic articles on the transportability or the use of *J-POSTL* or on language teacher education and related fields.	Within 8,000
Research Note	Discussion notes on *J-POSTL* or on language teacher education and related fields.	Within 6,000
Practical Report	Reports on classroom application of J-POSTL or on language teacher education and related fields.	Within 6,000
Other	Reports of conferences, PD activities, materials, research programs, etc. related to *J-POSTL* or language teacher education and related fields.	Within 4,000
Book Review	Book reviews on language education	Within 2,000

3. Submission Procedure

- *Language Teacher Education* invites submissions for both Japanese and English editions.
- Data Entry: The data with the name(s), affiliation(s), title(s), e-mail address(es), and abstract should be sent to the e-mail address below no later than November 31 for Japanese edition and April 30 for English edition.
- The complete manuscript for publication in March issue (Japanese edition) should be sent to the email address below no later than January 10, and that for publication in August issue (English edition) no later than June 15.

Email to: Hiromi Imamura <imamura[at]isc.chubu.ac.jp>

Change the “at” in the address to an @ mark.

4. Formatting guidelines for submissions in English

Full-length manuscripts in MS W, conforming to APA 7th edition style, should not exceed 8,000 words on A4 paper (Leave margins of 30mm on all sides of every page / Use 12-point Times New Roman, 80 letters×40 lines), including title (14-point Times New Roman), headings (12-point Times New Roman in bold type), abstract (200-300 words), key words (no more than 5 words), references, figures, tables, and appendix. (See, template on the SIG website)

Language Teacher Education
言語教師教育 2022
Vol.9 No.2
Online edition: ISSN 2188-8264　Print edition: ISSN 2188-8256
令和 4 年（2022 年）8 月 17 日
発行者　JACET 教育問題研究会
JACET SIG on English Language Education
http://www.waseda.jp/assoc-jacetenedu/
代表 清田洋一
〒169-8050 東京都新宿区西早稲田 1－6－1
早稲田大学商学学術院　神保尚武　気付
電話　03－5286－2081
印刷所　有限会社　桐文社
〒142-0053　東京都品川区中延 6－2－22　エボンビル 1 階
電話　03－3781－4010
本書の印刷費には科学研究費補助金（基盤(B)）（課題番号：19H01288）が使われています。

JACETSIG-ELE Journal
Language Teacher Education and Related Fields

成長のための省察ツール

言語教師のポートフォリオ

JACET教育問題研究会　<http://www.waseda.jp/assoc-jacetenedu/>
監修：神保尚武／編集：久村　研，酒井志延、髙木亜希子、清田洋一

■　「言語教師のポートフォリオ」には，【英語教師教育全編】【英語教職課程編】【現職英語教師編】の３編があります。それぞれの用途によって使い分けることができます。本ポートフォリオの主な特徴は次の通りです。

・英語教師に求められる授業力を明示する。
・授業力とそれを支える基礎知識・技術の振り返りを促す。
・同僚や指導者との話し合いと協働を促進する。
・自らの授業の自己評価力を高める。
・成長を記録する手段を提供する。

■　本ポートフォリオの中核には，Can-Do形式の180の自己評価記述文があります。これらの記述文は，授業力に関する系統的な考え方を提供しており，単なるチェック・リストではありません。教職課程の履修生，現職教師，実習や教員研修の指導者・メンターなどが利用したり，お互いに意見を交換したりする際に，省察を深めるツールとして機能すること，教職の専門意識を高める役割を果たすことが期待されます。