

# **Comparative Culture**

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# Comparative Culture

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## **Critical Reflection as a Skill Development Methodology for In-service Educators: An Application in Collaborative Professional Discourse**

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### **Author Note**

The research and findings presented in this article commenced before I moved to Miyazaki International University. Data presented in this article were collected and analyzed as part of the requirements for the Doctoral Program at Kumamoto University but have not yet been published. I have no further conflicts of interest to disclose.

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### **Abstract**

Ignited into action by the communicative shift in English language teaching in Japanese senior high schools, in this paper the researcher stresses the importance of continued professional development among in-service private high school teachers of English and specifically the necessity for developing teacher knowledge through critical reflection. It is suggested that, when guided by collaborative professional discourse, critical reflective cycles can be used as a methodology for teachers' skill development. This article focuses on the critical reflections of one participant extracted from a larger two-year long study involving three in-service Japanese teachers of English with varying levels of experience.

**Keywords:** Assisted Questioning, Context-specific, Critical Reflective Feedback, Sociocultural Theory, Transformative Change.

Teachers appear to intuitively know what works and what does not work in their classrooms. Moreover, experienced teachers perform the amazing feat of finding unique ways to engage their students using appropriate teaching approaches and methods. Teacher development programs attempt to capitalize on the experiences of such teachers. However, we can only benefit from these experiences if we are given examples of their various context-specific teaching realities. This is because, not all examples for adjustments in teaching work across multiple contexts, i.e., there is no one-size-fits-all approach when it comes to teaching. Therefore, the premise that there is a need for more examples of the wide-range of day-to-day teaching experiences of teachers at various stages in their career is a valid one.

This qualitative case study draws from data collected in a larger study conducted over a two-year period and focuses on a novice teacher with only one-year of in-service teaching experience. Broadly speaking, the aim of this article is to provide readers with a glimpse into the teaching realities of this in-service Japanese teacher of English as he navigated through this professional teacher development (PTD) process and, more specifically, to demonstrate the important role critical reflection through collaborative professional discourse plays in PTD. Critical reflective practice is exhibited as a skill development methodology because the steps taken can be applied across a wide-range of skills and because critical reflection can also be used as a framework for the development of the desired skills. Moreover, the critical reflective aspect of this study was viewed as a methodology because it framed and guided the entire PTD process.

Working within the framework of critical reflective praxis cycles, the participant was encouraged to share his perspectives on how English was taught at this school and the challenges he was facing in his teaching. His views regarding the communicative shift in the revised curriculum guidelines found in the Course of Study, known as English in principle (EIP), disclosed ways of delving deeper into his teaching beliefs. Furthermore, the participant's reflective comments led to emergent context-specific concerns addressed in reflective feedback sessions throughout the study. Working together through the reflective praxis cycles he developed his critical reflective skills and actively engaged in his professional development. His engaged reflections directly contributed to deepening his teacher knowledge.

This participant began the PTD project showing signs of passivity, addressed in detail later in this paper. As the project progressed his pedagogical practices began demonstrating his transition from what Kumaravadivelu (2003) calls a "passive technician" to a "reflective practitioner." Throughout the critical reflective process focus shifted from his views on teaching and his teaching

practices, to his students' behavior, and back to himself. This occurred organically, indicating that when given the opportunity to engage in reflective practice he naturally addressed what he and his students were doing in the classroom, with the aim of improvement. Guided by the following research question, this paper argues that critical reflection can provide teachers with the methodology necessary to conceptualize such improvements as those attained by this participant:

RQ 1. Can the development of critical reflective skills through collaborative professional discourse contribute to pedagogical changes in the classroom for this participant?

## **Literature Review**

This review draws from the literature, which clearly states that teachers must develop their critical reflective skills if they wish to make positive changes in their teaching. One way to develop one's critical reflective practice is by engaging in collaborative professional discourse. Therefore, professional discourse and transformative change are also included in this review to provide the reader with the context within which this study was conducted.

### ***The Importance of Building Reflective Skills in Teacher Development***

The development of critical reflective behavior is at the foundation of teacher development. Literature dating back to John Dewey, in the 1930s, posit the benefits of reflective behavior and its impact on pedagogy. The statement that when access to PTD is lacking or restricted both teachers and students suffer carries as much weight today as it did then. Donald Schön, building on Dewey's contributions, introduced the concept of reflective practice in the 1980s. This involved the direction of critical thought toward one's own experiences (Schön, 1996). Ferraro (2000) draws our attention to the fact that "reflective practice is used at both the pre-service and in-service levels of teaching" (p.3). This is important because in Japan, where the study was conducted, access to teacher development is readily available to pre-service teachers in undergraduate and graduate teaching programs. However, access drops drastically once the teachers begin working, especially in private high schools like the one where this study was conducted (see Laskowski, 2007; Laskowski & Waterfield, 2014).

Since the participant in this study had just such an experience with his teacher development, the work of Richards (1991), which notes that teachers develop their teaching style early in their careers, brought a sense of urgency for PTD with this participant. Richards further states that early teaching experiences are often stressful. Therefore, it would make sense to provide PTD access to

teachers early in their careers as a way to develop their teaching style and reduce stress. This further supports the rationale for working with this participant at this early stage in his teaching career. In this aim, we attempted to form effective teaching behaviors thorough reflective practice and possibly reduce some of the stress he was facing.

### ***Reflective Practice***

The development of critical reflective skills inevitably leads to reflective practice (Schön, 1983). As Mathew et al. (2017) state, “reflective teaching is a process where teachers think over their teaching practices, analyze how something was taught and how the practice might be improved or changed for better learning outcomes” (p. 127). This indicates experience alone does not always lead to learning because “deliberate reflection on experience is essential” (Mathew et al., p.126) in the learning process. Farrell (2012) suggests, “teachers who engage in reflective practice can develop a deeper understanding of their teaching, assess their professional growth, develop informed decision-making skills, and become proactive and confident in their teaching” (p. 2). These were desirable outcomes for this participant.

Dewey (1933) made the distinction between reflective thought and other ways of thinking such as routine thinking nearly ten decades ago. He distinguished the reflective component as being most important in the development of “intelligent action” (Calderhead, 1989, p. 44). Schön (1983; 1987) further developed this concept by stressing the need for “reflection in-action.” Drawing attention to the need for this kind of reflection, in this context, suggests that teachers need to be aware of what they are doing in the classroom to make necessary changes while in the act of teaching. Schön argues, developing this balance of reflection on-action and in-action is what best helps teachers meet the daily challenges of teaching. In short, such critical reflection facilitates more flexible thinking among those who engage in the practice of it. To develop this flexible thinking, we used praxis cycles as our critical reflective framework.

### ***Praxis Cycles as a Critical Reflective Framework***

The modern concept of praxis, simplified, is the practical application of a theory. Of importance to this study, praxis cycles can be used as a framework to guide teachers through the reflective process because they require the practitioner to decide what theoretically can be applied within their own pedagogical context. This kind of reflective action promotes change by providing teachers with opportunities to reconstruct their teaching theories in practice (Hobley, 2003). When teachers begin looking for ways to improve upon their actions, which may have become routine, it can promote positive change. Or as in this case, with novice teachers, it can contribute to the

development of effective developmental habits early in their teaching careers. Furthermore, the argument can be made that this critical awareness is necessary for conceptual change at any stage of one's teaching career. One way to develop this critical awareness within the praxis cycles is through professional discourse.

### ***Professional Discourse as a Facilitating Tool***

Vygotsky's sociocultural theory (1978) indicates that mediated language can significantly influence skill development. In this case, the participant needed to be able to express his ideas in articulate and professional ways. Takegami (2016) states, the ability to articulate why ideas are working at a deeper professional-level is an important part of the developmental process for teachers. This is supported by Nation (2001) who stresses the importance of specialized use of language. Furthermore, engaging in and developing professional discourse enables teachers to become stakeholders (Freeman & Reed, 1983) in the change process.

When discussing language and discourse in PTD, it is helpful to once again reference sociocultural theory because it presents language as a sociological tool that people use to mediate thought. This further strengthens the argument that PTD works best when collaborating with fellow colleagues (Laskowski & Waterfield, 2014). Viewing language as a tool also allows us to consider it a major piece necessary for skill development. Therefore, the language used in reflective feedback sessions was grounded in the epistemological stance of sociocultural theory and framed by the guidelines of professional discourse. The aim of this was to facilitate transformative change.

### ***Transformative Stages of Teacher Development***

Building on Schön's (1983) work, Kumaravadivelu (2003) outlines three transformative stages of teacher development: (1) passive technician; (2) reflective practitioner; and (3) transformative intellectual. He suggests that language teachers begin at a level of a passivity when they are not yet flexible enough to deliver lessons in innovative ways. This passivity was evident in this participant when he was observed teaching by reading directly from the teacher's manual and prepared scripts during the early observation lessons. Kumaravadivelu (2003) argues that this inability to veer off script is due to the lack of reflective skills. With time, as teachers develop their reflective practices, they become more flexible and better able to adjust their teaching in relevant and effective ways. These reflective practices are the defining feature of the second stage of development.

One of the crucial aspects of reflective practice is the continued attempts to maximize learning potential through informed reflection. Wallace (1991) offers practical applications of the



reflective teaching approach while Richards and Lockhart (1996) connect this approach specifically to EFL teachers. Cakcak (2015) asserts that a defining feature of reflective teachers is taking “responsibility for their actions and consider[ing] alternatives rather than acting without thinking” (p. 6). This participant began in a state of passivity similar to that defined by Kumaravadivelu (2003), and with extremely limited access to PTD (see Waterfield, 2018; Waterfield, 2019). Therefore, one of the *a priori* goals was to develop his teacher knowledge through critical reflection in the aim of generating more flexible teaching practices. In this way, critical reflection and professional discourse played significant roles in the PTD process, both in framing the process and facilitating the participant’s transformative conceptual changes.

## **Methodology**

### ***Research Design***

The exploratory and interpretive nature of this study justified a qualitative approach to data collection and analysis. The methodological selection was informed by Nunan (1991) and Saldana (2016) who argue that research methods should be selected according to their appropriateness. As Saldana (2016) states, it is the particular goals of a study such as the research question(s), conceptual framework, and methodology, that propel studies forward. This reinforces the importance of recognizing that every study is defined by its context-specific conditions. Therefore, data collection and analytical methods which recognize the context-specific nature of this study were sought.

It must also be noted that my insider knowledge, as a colleague of the participant, influenced the decisions made early in this study. Therefore, an analytical method that prioritizes insider knowledge was chosen. Furthermore, conducting the study in collaboration with colleagues increased the potential for bias. Therefore, reducing bias in the analytical phase was crucial. Template Analysis (King, 2004) combined with Case Study (Yin, 2003) provided the necessary systematic steps for rigorous data collection and analysis.

**Setting.** This study was conducted in a large private senior high school in south-western Japan. This school offers courses ranging from general education to more specific courses such as engineering, as well as Tokyo university and national university preparation courses. However, the focus of the larger study was set specifically on teachers who were teaching the national university track courses due to their potential to be most heavily influenced by the EIP policy guidelines.

**Participant.** In the larger study, three full-time teachers volunteered to participate. This case study addresses the findings from data provided by the most novice of the three participants. Before this PTD project began, all participants completed voluntary agreements allowing the researcher to use any and all information gathered to conduct research with the understanding that they would all remain anonymous. Participants were then placed into categories based on their teaching experiences. The participant of focus in this case study was considered novice because he had only one year of in-service teaching experience at the time of the study. Of particular interest, the year of experience was spent in a public high school which, according to the participant, was more heavily influenced by the Course of Study than this private high school. He was viewed as a data-rich participant because of this transition from the public school to this private high school.

### ***Template Analysis***

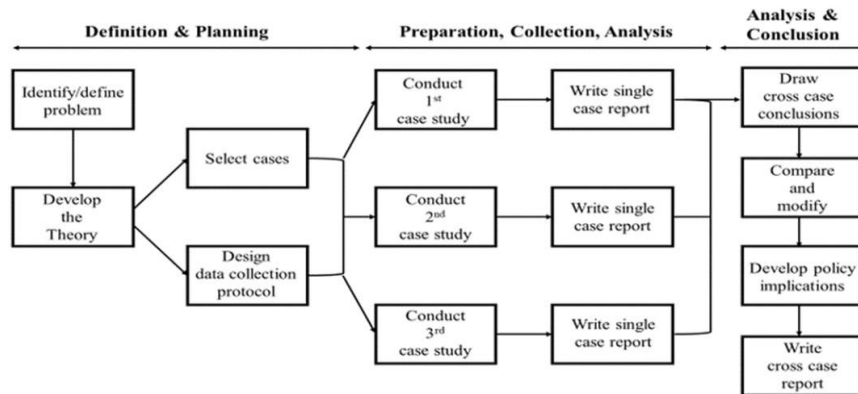
Over the past two decades Template Analysis has been gaining traction in qualitative research. A distinguishing feature of Template Analysis is that it allows researchers to formulate thematic categories early in the study. Themes are often based on researcher's expert knowledge and insider experiences. Notable in Template Analysis is the formation of an *a priori* theme or short list of themes which are then substantiated in a manner similar to other inductive research methods such as Grounded Theory (Glaser & Strauss, 1967; Glaser, 1998; Corbin & Strauss, 1990; Charmaz, 2014) and Interpretative Phenomenological Analysis (Smith, Flowers, & Larkin, 2009).

King and Horrocks (2010) suggest there are multiple ways to apply Template Analysis because it is not tied tightly to any particular epistemological stance. It is this flexibility of application that makes it popular among qualitative researchers across various research fields. According to Braun and Clark (2006), theoretical frameworks and methods may vary in qualitative research. Therefore, it can be said that Template Analysis can be used as an effective approach when the researcher is interested in problem solving, learning about particular phenomenon, or making discoveries. For these reasons, it was selected for use in this study.

### *Case Study*

Case Study is well established as an analytical method in the social sciences and is frequently used in situations where the data collection and analysis are aimed at the contextual details of a phenomenon to help researchers gain insights (Yin, 2018). The use of Case Study in this research is aligned with Duff's (2012) rationale which states that to attain deeper understanding of individuals' behaviors, performance, knowledge, and or perspectives, investigations must be intensive and studies must be conducted over an extended period.

Below, Figure 1 depicts a Multiple Case Study Method showing the process of analysis (Yin, 2003). It blends well with Template Analysis in that the final goal is the production of a final report abstracted from the substantive data analysis. The larger study, from which these data were drawn, followed the progression depicted in Figure 1 to the final stage of cross case analysis. Since this paper focuses on only one participant, it ends at the writing of a single case report. However, the three distinct phases: (1) Definition and planning; (2) preparation, collection, analysis; and (3) further analysis and conclusion, are still noteworthy because they framed the phases of this study as well.

**Figure 1***Multiple Case Study Method*

*Note.* Adapted from Yin (2003, p. 72)

**Data Collection Protocol**

Data were collected from multiple sources: (1) Questionnaires; (2) interviews; and (3) observations. Since this study did not use any instruments with established metrics, strategies for ensuring the trustworthiness of the findings were extremely important. The trustworthiness of the data analysis was verified using guidelines taken from Creswell's (2007) strategies for ensuring validity (pp. 191-192). These strategies use quantitative language. However, they are easily adaptable for use in qualitative research. As outlined earlier, data analysis was also broadly guided by an overarching research question of whether the development of critical reflective skills through professional discourse could contribute to pedagogical changes in the classroom for this participant.

**Trustworthiness of Analysis.** Although the aim of this study is not to produce generalizable findings, the following steps were taken to ensure the trustworthiness of analysis: (1) Attention was made to ensure prolonged engagement which provided rich descriptions of the participant's teaching realities; (2) data were gathered from multiple sources and triangulated using three separate collection sources; (3) member checking was performed regularly as a quality check which also provided opportunities to further substantiate thematic interpretations; and (4) peer debriefings were conducted at the end of each praxis cycle.

Interpretations were made during the coding phase and recorded in research notes. Interpretations were then substantiated during observations and reflective feedback session interviews. Eleven in-depth interviews (I-1 ~ I-11) were conducted over a two-year period.

Observation lessons were video recorded and points of interest were written down in observation field notes (OFN). All interviews were audio recorded and transcribed by the researcher. To maintain the student and participant privacy agreement, use of recordings was restricted to the reflective feedback sessions attended by the participant and researcher only.

### ***Data Analysis***

All data were analyzed in accordance with Template Analysis (see King, 2004). One *a priori* theme of focus was developed at commencement. It addressed the participant's passivity in the classroom. Analysis of the data surrounding this overarching theme led to the emergence of related themes and subthemes, some of which are discussed in this paper. The thematic template was revised multiple times as analysis progressed from open coding to thematic abstraction. Further refinement of the thematic categories continued until the completion of the final template.

### ***The Coding Process***

The term "coding" as used in Template Analysis is very similar to its use in grounded theory (Glaser & Strauss, 1967). It refers to the first stage of analysis. Many forms of thematic analysis suggest a somewhat fixed sequence for developing a coding structure. Braun and Clark (2006) present a style of thematic analysis which King and Brooks (2017) describe as "generic" (p. 6). Methods such as Interpretative Phenomenological Analysis and the various forms of Grounded Theory (e.g., Charmaz, 2014; Corbin & Strauss, 1990) use this generic coding structure to avoid making interpretations too soon. However, Template Analysis is more flexible in its approach regarding the coding sequence. For example, the procedure does not depend on the use of any specific number of interpretive coding categories early in the study. In Template Analysis, only after a descriptive stage does coding become more refined (King & Brooks, 2017). Data were, therefore, grouped into thematic categories related to the research question, and the *a priori* theme. Then interpretations were made and thematic abstraction was performed. Data analysis memos (DAMs) were written to record insights generated during the analytical process. The process therefore, moved through three coding phases: (1) Open thematic coding; (2) clustering; and (3) thematic abstraction.

### **Findings**

The findings reference classroom observations and reflective feedback session interviews which depict the professional discourse the researcher and participant engaged in. Inferences describe the transformative changes made by the participant through the PTD process.

### ***A Priori Theme of Passive Teaching Behavior***

Early classroom observations were guided by answers given by the participant on the initial survey and comments made in the first interview. In both, he made it clear he was not worried about his own English language abilities and, in fact, wanted to use more English in class. However, when doing so he perceived his students as being “disinterested” and “unengaged,” (DAM) as seen in the comment below (note, all interviews were conducted in English, with only very little Japanese used for clarification of more complex or technical terms. Moreover, none of the transcribed data included in this paper were translated):

**Participant:** When I speak English, I feel they don't understand my English and when I'm talking, they hardly reply to me in English, only Japanese. So, I don't think I could teach the whole class using only English. [I-1]

He was very confident in the interviews and had very little difficulty expressing complex ideas on teaching. Nonetheless, he was actively limiting his English use with his students. When asked about this he continued that his hesitancy to use English in class was further exacerbated by the pressure to teach to the test, a reality of teaching in Japan that Laskowski (2007) terms “high stakes” teaching (p. 145).

**Participant:** I think the most important thing is [for the students] to go to the university. In high school, the ultimate goal is for the examination, or the university and like that. Maybe this is true and this is a reality for the students in the high school. So, you know, I have to find out how to deal with the examination. Sometimes for English learners, I think grammar understanding is difficult and so, we have to make it simple and easy when we teach English to students. But yeah, the grammar we learn in high school is very difficult. So, I often feel, yeah, teaching grammar [in English] is very difficult. [I-7]

Ideally, in keeping with the Course of Study guidelines, he should be able to teach the content necessary to pass the university entrance exam using English. However, according to his teaching realities as expressed in this and previous interviews, doing so seemed bleak. Therefore, observations focused on finding out why students were not responding to his English use in the classroom. This is when his passive teaching approach was noticed. Upon observing the participant's lesson, it became clear that although he was a confident and competent English communicator, there was an observable gap in his focused pedagogical use of English as the following observation indicates:

After the greeting, the majority of the teacher's communication with the students during this lesson was limited to him reading directly from the teacher's manual verbatim in a low and steady voice [OFN].

This observation brought to point the significance of different language competencies. Although he was fluent and confident using English in the interviews and in his day-to-day communications, he was still uncomfortable using instructional English. Therefore, part of his hesitancy to use English in the classroom was his view that the English used there should be the type of English that Cummins (1979) calls English for academic purposes (EAP) which, according to Cummins, is very different from the kind of English we use in day-to-day conversation. He makes a significant distinction when he introduces the acronyms BICS and CALP to show the difference between the basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). He argues that conversational fluency and academic application of language are separate cognitive functions. Applying BICS is assumed to be easier because topics are addressed at a conversational-level, allowing for a higher context that offers many cues to facilitate successful communication. On the other hand, CALP requires more focused knowledge and a greater depth of understanding. It appeared that this participant was comfortable using English in BICS-type situations, but uncomfortable using English in the CALP-type setting of the classroom. This was brought to his attention in subsequent reflective feedback sessions.

The reflective feedback sessions facilitated interventions which occurred throughout the PTD process and focused on stimulating further critical reflection. Initial comments indicated he did not think his use of English in the classroom would have a positive impact on students because they did not appear to be responding to his attempts to use English [I-1~I-6]. However, in the later stages of the study, after regular engagement in reflective practice, significant changes in comments on teaching practices became evident [I-7~I-11]. One significant change was the recognition that the lack of engagement among the students earlier in the study could have resulted from the above-described passive teaching approach. He also began to see that the use of Japanese was not necessary in some areas of his lessons, e.g., when giving feedback or praising students.

After seeing positive reactions from his students, he became more open to implementing more communicative activities in his lessons. He also began showing signs of more thoughtful action as he began adapting his lesson plans. One such innovative change was the use of PowerPoint presentations which he made as supplement materials. He used PowerPoint to introduce the new topics in the textbook units. In subsequent classroom observations it became clear that the

reflections on-action during reflective feedback sessions had affected his teaching behaviors, suggesting that critical reflections were contributing to the pedagogical adjustments now being made. Comments during feedback session confirmed he was experiencing positive outcomes from the changes he was making:

**Participant:** Now, my students are more active. I think they enjoy the class more. When I talk to them, I think they understand what I am saying. When they work in groups and in pairs, they look like they are interested in what they are doing much more than before. [I-10]

He was then asked what he thought caused this change in his students. He felt that they understood the content of the textbook units more since he had begun introducing the topics using the PowerPoint presentations. This was interesting because the presentations were given entirely in English. Considering that when he began, he was reading directly from the teacher's manual, this augmentation of his lessons was a significant pedagogical advancement. Developing his reflective skills through collaborative professional discourse seemed to facilitate deeper reflections and aided in his conceptual changes.

Recognizing his passive teaching approach also significantly contributed to his pedagogical change because this allowed him to see the gap between what he thought he was doing in the classroom and what he was actually doing. He further stated that by engaging in collaborative professional discourse, he felt more confident that his perceptions were accurate because they were based on more substantial criteria [DAM], i.e., informed critical reflections framed by educational theories. This indicates that when teachers are given opportunities to reflect in and on the act of teaching, their reflections can deepen.

Providing opportunities to reflect on his actions outside of the classroom contributed to more informed thoughtful action in the classroom as seen in the comment below:

**Participant:** I really feel this experience has helped me a lot. I am thinking about my classes differently now. I think about them a lot more than I used to. As we talked about the lessons this year you called these discussions reflections? I am doing that on my own now. When I plan my new lesson, I think about my previous lesson and how I can make it better. I am excited about preparing the new lessons, it's fun for me because I can think of interesting ways to grab my students' attention. [I-11]

The above comment indicates that critical reflection contributed to transformative change in this participant. In the reflective feedback sessions, his focus shifted from his own behavior to his



students' reactions. This allowed for the conceptualization of lessons more aligned with students' specific needs and more communicative student-centered lessons.

### ***Example of a Critical Reflective Feedback Session***

The reflective feedback sessions made it clear there was a misunderstanding of the surface-level reason for disinterest among students. When he began to consider the passive learning conditions and lack of opportunities for student engagement as being a possible deeper-level causes for students' disinterest, a breakthrough occurred. The following comments were made upon seeing how students were reacting to earlier lessons:

**Participant:** I think, it was not so good. Because some students, fell asleep and some of them seemed to be bored with the lesson. I have to make the lesson much more interesting and fascinating for the students. But, at this moment I have no idea about that. How can I do it? [I-3]

He was asked to consider why the students seemed disinterested and asked to put himself in the students' place, listening to the CD many times and a teacher who was just reading from the teacher's manual, as observed together on the video. He continued:

**Participant:** I asked questions, but just the questions in the textbook. There were some questions, like what are community bicycles? Something like that. So, I could let them make groups when they share their answers for the questions in the textbook. So, maybe that's something? [I-4]

Including group work would be an improvement because it would provide students with more opportunities for communicative engagement. However, it was also noted that the types of question being asked needed to be addressed. Focusing on the question types brought to point the level of cognitive function involved in forming answers. He was asked to consider if he could teach the material through a dialogue with the students incorporating different types of questions. The following exchange shows how this helped him conceptualize the use of a specific type questioning, that Tharp and Gallimore (1989) call "assisted" questioning, for this and future topics. Moreover, the inclusion of assisted questions in lessons became an emergent central theme of his change.

**Participant Breakthrough.** The following exchange began with a description of the topic and ended with a clearly stated purpose for using assisted questions in class, demonstrating one of the positive results of extended engagement in critical reflection:

**Participant:** The topic is abandoned bicycles in the world. Most of the bicycles in Japan, that are thrown away, are sent to other countries. Especially, to developing countries. And, they use the bicycles as a transportation there.

**Researcher:** What are some questions you could ask the students? Remember, we are thinking of assisted questions.

**Participant:** Yeah. So, for example, “what are community bicycles?” that was one of the questions I asked. What are community bicycles? But the answer comes from the script. So, it must be an assessment question.

**Researcher:** Right, do you remember why it is called an assessment question?

**Participant:** It is called an assessment question because it is checking to see if they understood.

**Researcher:** Could you ask a question that relates the students’ experience to this topic?

**Participant:** How about starting with, “who owns a bicycle?” Maybe they all own bicycles. Or, “how many bicycles have you owned?” Or “Have you ever thrown away or lost a bicycle?”

**Researcher:** Very good questions! Maybe the students would answer something like, “Yes, I have.” “I had three bicycles and I’ve thrown two bicycles away.” If they answer the question like this, what other questions could you follow up with?

**Participant:** Maybe, where do you think those bicycles went? Because it is connecting the conversation to the textbook topic, but maybe the students don’t know.

**Researcher:** If they don’t know, that’s OK. You could say, “Well, maybe it went to...” one of the countries listed in the textbook and start the introduction. What do you think?

**Participant:** If I do that, maybe they are more engaged because we started with talking about their own experience. They are thinking about their own bicycle. Yeah! So, they can connect their experience to the textbook.

**Researcher:** That's right. That's it, exactly. [I-4]

When asked again if he thought the students were showing signs of disinterest because the topic was too difficult, he replied:

**Participant:** I see now that this lesson was very slow. I understand now that I can try some different things like presenting material differently and adding assisted questions to help the students connect to the topic. Maybe if they can make a connection, it won't be so difficult for them. [I-4]

The above demonstrates how this process of critical reflection, guided by professional discourse, helped him recognize the slow pace of the lesson was caused by his passive teaching approach and realize the importance of helping students connect the textbook material to their lived experience by using assisted questions.

### *Connecting the Textbook to Lived Experience Through Assisted Questions*

After recognizing the importance of students connecting their lived experiences with the textbook material, everything changed. He began adjusting his lessons to include assisted questions, especially when introducing the new textbook units. With practice in reflective feedback sessions, he began developing original assisted questions. Augmenting his teaching materials in ways that helped his students form connections to their real-life experiences allowed him to break out of his passive teaching behavior and led to more active lessons with higher levels of student engagement [OFN]. Later in the study, the participant was asked about his in-class use of assisted questions, he replied:

**Participant:** Now, I really think it is important to know what my students are thinking. One way I can find this out is through assisted questions. [I-9]

This is significant because it shows a deeper understanding of the importance of this type of questioning and that he was also using the questions to better understand his students. This further increased the potential for students to share ideas, allowing them to access and build upon their previous knowledge of the various topics in the textbook. This resulted in the creation of stronger connections.

Assisted questions appeared to resonate strongly with this participant because he quickly saw the benefit in his students' responses when he began including them in his lessons. He noticed

significant improvements in his students' interest and engagement with the textbook [OFN]. At the commencement of this study, he thought the content of the textbook was too difficult for his students. However, when the study concluded he had developed a method of engaging his students with the content using assisted questions and PowerPoint presentations. This increased his motivation to further reflect on his lessons, develop teaching materials, and to engage his students further. Therefore, it may be stated this participant transitioned from a passive technician to a reflective practitioner during this PTD project. It may also be argued that the collaboration with colleagues also positively contributed to the process.

### ***Benefits of Professional Teacher Development Conducted by Colleagues***

Conducting PTD over long periods of time is rarely feasible when overseen by outside organizations. Colleagues have more opportunities to commit to collaborative critical engagement over an extended period. Moreover, colleagues have a heightened awareness of the context-specific needs due to their insider knowledge. Due to their familiarity with the local conditions, they can significantly contribute to the effectiveness of PTD. Therefore, in theory, by working together each participant has increased potential to make meaningful context-specific changes.

Based on the findings of this and previous studies (see Waterfield, 2011; Waterfield, 2018; & Waterfield, 2019) PTD appeared to occur in the best way for this participant and the group of participants in the larger study, when the following points were met: (1) The projects were conducted onsite; (2) each teacher's particular needs were addressed; (3) the teachers themselves took ownership of their development and were critical in their reflections; (4) it was done in collaboration with other teachers; and (5) the process empowered the participants. These five points have potential for transferability among teachers and teacher researchers dealing with similar conditions or concerns.

### **Conclusion**

Without access to PTD, it is extremely difficult for teachers to engage in the reflective process necessary to make critically informed changes in their teaching. If the participant had not taken part in this study, he may have still improved his teaching practices on his own. However, the collaborative approach based in professional discourse described here did significantly contribute to the development of teacher knowledge. Furthermore, exploring teaching realities in context led to the development of practical solutions that he could get behind. In this way, developing his critical reflective skills allowed him to see his students' learning and his own teaching more clearly. In doing so, as he transitioned from a passive technician to a more reflective practitioner. Furthermore,

it can be said that critical reflection was used in this study as a skill development methodology because it provided a clear framework for engagement in the transformative process.

Collaborative professional discourse allowed this participant to more clearly understand that his own behavior was contributing to students' disinterest, not the difficulty of the textbook, as he previously suspected. After realizing students' responses were, in this case, not due to the material being too difficult but rather due to a lack of opportunities to engage with it in ways that allowed them to make connections to their own experiences, significant conceptual changes occurred. Namely, he was able to facilitate student connection-building to the textbook materials through augmenting his lessons with the effective use of English PowerPoint presentations and assisted questions. This was significant because, in considering ways to improve the learning conditions, he began taking control of his teaching. This allowed him to assess student needs more accurately. They needed to engage with the materials, their peers, and the teacher in more communicative ways through a more student-centered, task-based lessons. This style of lesson also happens to align with the Course of Study EIP policy guidelines.

Finally, signs of transitioning from passive technician-type teaching practices to reflective practitioner-type behavior were seen in how he taught and talked about his lessons in the latter observations and reflective feedback sessions. In short, this PTD process provided him with a framework that allowed him to become more proactive in his preparation, delivery, and reflection on and in his lessons. The same results may not be attained by others. However, the steps outlined in this paper do have a high probability for transferability in that they can be used as a framework for others pursuing their own PTD and aid them in facing their own context-specific teaching challenges. In this way, the critical reflective process detailed in this paper can be seen as a skill development methodology within this PTD context.

### **Acknowledgments**

I would like to take this opportunity to extend my sincere gratitude to the participant in this study. He allowed me to observe his lessons and shared freely his perspectives on teaching. In many ways, when it comes to teaching English in Japan, he and the participants of the larger study are my role models.

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## **Car Camping (車中泊, shachuuhaku) in Japan: Preliminary Findings of Research en Route**

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### **Abstract**

This working paper describes preliminary autoethnographic research on car camping, a leisure activity enjoying contemporary popularity in Japan. As an academic topic, there seems to be nothing available in English nor in Japanese on the topic at the time of this writing. Therefore, this essay is a preamble to a more extensive project that, as many anthropological projects do, emerged from everyday life and reflections thereon. My practice of car camping evolves from practical experience over the course of an ongoing research project on Pokémon decorated utility hole covers (Pokéfuta, see Occhi 2023) located in various tourist facilities across Japan. The necessity of travelling over distance to places not always easily reached by public transportation combined with the ongoing concerns brought by COVID-19 virus and a tight budget have encouraged me to join the ranks of Japanese automobile drivers who use their car as a sort of second home on the road. As I began to take this practice more seriously as a research topic in itself, I investigate media representations of and by these car campers who portrayed themselves as enjoying individualistic leisure in an era where tent camping has also enjoyed renewed popularity. Popular accounts of full-time and occasional campers abound in media that will be analyzed later. However, it is not enough to say that car camping is simply a carefree and cost saving way to conduct domestic travel. The practical necessity for creation of a camp-ready car as a personal disaster safety plan brings further understanding of what would otherwise be considered a leisure boom activity. This working paper describes my current state of understanding in this ongoing project of car camping based on four years' practice and inquiry.

In this paper I will define car camping as the act of sleeping overnight in one's passenger car, minivan, or van, which one has prepared specifically for that purpose in advance, not the use of

camper vehicles designed originally for camping that include built-in showers and toilets. Car camping preparation includes creation or exploitation of a flat surface in the car, some sort of privacy mechanism through window shades or curtains, and often a mobile battery, appliances, a water source, and food provisions. Countless videos on YouTube show automobile voyages and instruct the curious on how to assemble a suitable environment for car camping, and many printed materials<sup>1</sup> as well as blogs exist to help anyone who wishes to fit out their car in this way.

Car camping should be contextualized in light of the broader interest of Japanese car drivers in treating their cars as an expression of identity. Rigano's recent discussion of customizing vehicles in Japan describes it as an art, asserting that "cars have always been regarded as extensions of the personality and creativity of those who drive them (Outlier: 2023). There is history behind this assertion; the anthropologist David Plath described the Japanese family car in 1990 as "a Western parlor on wheels...decorated according to family taste" (Plath 1990: 236). Camping cars create a mobile third space: neither work nor home, but a place to relax in public that expresses the owner's needs and tastes. The rear area of the car is transformed into a multipurpose room that serves as parlor, kitchen, and bedroom.

### **How to car camp**

The camping car itself may range from an unmodified vehicle whose portable accessories allow occasional camping to more drastic customizations such as seat removal, installation of infill framework, and even drilling into the interior metal walls of the car. The affordances of each style of car differ and control which kinds of modifications are possible.

The act of car camping is one step removed from the naps any driver may enjoy at roadside rests during extended travel. The potential for 'economy class syndrome' in which blood pools in lower extremities while sleeping sitting up encourages the driver to prepare a flat surface for overnight sleeping as best they can. Comfort is also encouraged by a blanket or sheet and privacy can be enhanced by easily available window shades. In cooler weather, aluminized plastic sheeting (a kind

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<sup>1</sup> 531 titles come up in a book search for 車中泊 (car camping) on amazon.jp at the time of writing (Feb 2024); however, I have read none of them yet.

of small tarp known as *rejaa shiito* ‘leisure sheet’) can provide insulation along with pocket warmers (*kairo*), and even electric blankets or under pads used with portable batteries.

Any car can potentially be used for car camping, and its modification varies depending on the basic configuration as well as the owner’s budget and taste. Contemporary Japanese automobiles include many boxy shapes that lend themselves well to the preparation of a flat sleeping area. Bench seats that fold flat are easily modified to create a sleeping area. Bucket seats can be strategically cushioned to create a flat surface. Rear seats can also be removed, opening up more space for the car camper to modify and use. Cars used for camping range from small *kei*-cars (*kei* designates engine displacement >1000cc) and *kei*-vans with their exposed interior metal to midsize cars, minivans, and larger van cars. Proximity to food sources and personal preferences allow great variation in kitchen setups. More permanent infixes include bespoke sinks with grey water tanks while a portable tank and bucket serve for temporary use.

### **Ways of car camping**

Here I will describe the relatively elaborate setup of a car camper I know well, T, and compare their situation to my own, to show a range of possibilities. T drives a Suzuki *Every* van, a *kei* van with an exposed metal interior. T has been car camping for several years for work as well as leisure. T’s occupation requires extensive construction and mechanical knowledge. Employing these skills, T created a custom wood-framed modification of the entire interior behind the front seat row, including an electrical setup powered by a roof mounted solar panel connected to a portable battery in the car via a hole T drilled and caulked. The wooden framework of his infill structure includes shelving that holds the battery and a water tank and is bolted to the interior metal of the car. Suspended wire shelving stows sleeping bags and blankets and provides a base for hanging lamps. T’s camping room includes a wood framed platform for sleeping with built in sub storage. This kind of configuration is popular among car campers one sees on monetized YouTube channels which I am exploring as data but have no conclusions to share as yet. One particularly unique aspect of this customization is the inclusion of long, shallow wooden drawers from an old kimono dresser that T received while doing reconstruction work in the neighboring prefecture of Kumamoto after the 2016 earthquake. T went as a volunteer soon after the earthquake to help

residents whose house roofs were damaged spread tarpaulins over their damaged roof tiles in order to protect home interiors and has since returned several times to work on various projects. Initially T's car and its solar panel powered battery with which T runs several low wattage appliances afforded a lifestyle much more comfortable than that of the earthquake affected people around them who had lost the use of public utilities. T cooks outside behind the car, pulling out a drawer to hold a portable gas canister stove while using the other drawer to hold utensils. T's set of handmade window shades allows privacy and custom screens afford airflow in the warmer seasons. T also uses this car to travel to other far away work sites after which they go camping in the woods before returning home. A large portable cooler box on wheels draws power from the solar powered battery to keep food fresh on those remote trips. T's sentiment that car campers say they like camping but are really doing disaster preparation is backed up by experience. T enjoys tweaking the camper modification and describing its enhanced capabilities as the project evolves.

Compared to T's custom work, my car has a very simple setup reflecting the differences in car configuration, skillsets, and opportunities to car camp. It was not my intention to car camp when I bought the car, so several of the affordances allowed by a boxy car with foldable bench seats such as T's are not possible. I have an older Honda *Freed* minivan with four bucket seats that does not have a completely square shape. (Newer *Freed* models have a flat-folding bench rear seat and options to extend the flat panel, showing Honda's recognition of the popularity of car camping through design and advertising.) My car is finished with plastic paneling on the inside that does not afford easy attachment of items nor lend well to drilling holes. Still, with practice, consultation with T and other car campers I met on the road, and exposure to the imagined community of car campers via media, I have created a workable setup that evolves over time. At first I simply used aluminized sheets and a blanket to sleep behind the second row of seats. The existing seat configuration required that I sleep on the diagonal, which was flat but not comfortable. In 2023 I increased sleeping area by removing one of the rear bucket seats. This also allows more living space and has significantly enhanced my experience. I am considering having the other seat removed as well to create more storage area, though that reduces the passenger capacity: the car camper's tradeoff. Over time my tool kit has expanded to make excursions more comfortable. A fully removable set of car camping goods includes a battery chargeable from the cigarette lighter port, a water tank, a hot

pot with some food utensils, a warm pad for cool nights, sleeping gear, a ceiling net for above head storage, lamps, and custom window shades. The bulk of these items were purchased online or in ¥100 shops, whose camping goods selection is on the increase as of this writing thanks to the concurrent camping boom. The downside of having removable goods is the lack of infix for storage; however, when it came time for the car's biannual inspection late in 2023, I only needed to replace the removed seat to recreate the original configuration. While I admire the built-in customization of T's and other car camper setups, the current car is sufficient to my current needs.

My car camping configuration also reflects the more occasional nature of my car camping compared to T. The fieldwork that inspired my car camping began in southern Kyushu and required travel on Fridays and weekends to tourist spots. This fieldwork took place under COVID-19 conditions of restricted travel, which at several points made travel outside Miyazaki prefecture impossible. Over time, those strictures relaxed, and I was able to visit more spots of interest. Having exhausted nearby locations, I undertook a weeklong trip to Shikoku in March 2023 to the Pokémon utility hole covers of Kagawa, visiting all but those on islands. Like T, I include visits to hot springs for bathing; however, I do not stay in one area for any extended period. Thus far I have not car camped in the midst of summertime, in remote areas, or in disaster affected zones as T does; these differences in our experience also affect our needs and expectations. I have been able to procure food easily and can get by with a cooler bag rather than a large cooler like T. I don't have a job site to stay at either, which brings my experience more in line with those of the YouTube car campers and requires discussion of our use of public space.

### **Social infrastructure and car camping: public/private space**

Once the car has sufficient resources to allow car camping, the driver must find an appropriate space where overnight parking is allowed, preferably in a flat space with a toilet within reasonable distance. Car campers avail ourselves of free and paid parking areas; I have used free parking and paid parking lots. Paid areas also include campsites where camper vans and tent campers also go, which fall outside the bounds of my experience thus far. Japan's toll highways offer parking and service areas (PA/SA) at regular intervals, and a variety of roadside rest stations (*michi no eki* 道の駅) lie along public roads. These are both convenient way stations and touristic

resources in themselves; some drivers endeavor to collect stamps in a designated book or for occasional stamp rally promotions at SA and *michi no eki*. The PA at minimum offer toilets and vending machines; SA can also have restaurants, souvenir shops, and perhaps other enticements for the weary driver such as gardens, shower rooms, or even hot spring baths. Drivers are allowed to rest in their cars at PA/SA though lengthy camping stays are discouraged. T's outside stove setup would not be welcomed in these spaces, though using my hot pot inside the car remains unnoticed. Homeless car dwellers have been known to utilize PA/SA, though having only seen their plight on documentary television, it lies beyond the scope of this research at present. If I have car camped near homeless car campers, it was not apparent given the brevity of my stay in any one place.

Roadside rests are found along free roads and tend to be more elaborate than service areas. While their standard name is *michi no eki* literally 'road station', variations can reflect locality such as *taki no eki* 'waterfall station', *machi no eki* 'town station' and *minato no eki* 'harbor station'. These havens for the tired traveler typically offer toilets and vending machines as well as restaurants and shops specializing in local produce. The hungry are guaranteed to find something more interesting than convenience store fare, with various local and seasonal foods for sale or in restaurants. Until recently each roadside rest had its own unique ice cream flavor which I always anticipated tasting, including local fruits but even salted shrimp, soy sauce vanilla, or wakame and kombu seaweed flavors. This association of roadside rests with ice cream is reinforced by a discount offered to members of JAA, the Japanese Automobile Association. Despite the decrease in exotic ice cream flavors, roadside rests are promoters of local interest for travelers and often serve as local community spaces as well. As with SA/PA, drivers including car campers may sleep in these parking lots, though some places specify closing hours and disallow overnight rest. Camping in tents and outdoor cooking are also forbidden unless a separate, designated campsite exists. That said, car campers actively use roadside rests, and some YouTubers include that data in their videos.

Benefits of roadside rests for car campers include access to a toilet and vending machines 24/7; risks include the road noise from traffic and the constant flow of people. One may even encounter drivers with decorated cars who may occupy the rest area in late hours playing loud music and flashing multicolored lights from their custom cars, as I experienced one night in

Shikoku. There is also the issue of personal safety which comes most keenly to mind late at night when one must decide whether to leave one's car for the toilet. This potential safety threat can be mitigated by provision of portable toilet facilities such as those sold for disaster management, which include some configuration of a plastic bag and absorbent gel as well as paper or wet wipes. This question of personal safety and physical needs points to an aspect of car camping that goes unmentioned in the travel blogs and videos but is surely a motivator as T had alluded.

### **Disaster management and the promise of car camping for personal safety**

The recent earthquake in the Noto peninsula in January 2024<sup>2</sup> encouraged me to include a unit on disaster management and mitigation of risks in my Japanese sociology class. In preparation I found documentation of safety issues including sexual harassment and violence towards women in disaster shelters in the aftermath of recent earthquakes (NHK 2022). The risk of staying in shelters would encourage car sleeping; however, news articles also provide compelling data showing that sleeping unprepared is also risky. One health risk, economy class syndrome, was documented in Kumamoto particularly among women subsequent to the earthquake there in 2016. Economy class syndrome is deep vein thrombosis, a problem of reduced blood flow that can cause clots in the legs and can lead to strokes or heart attacks. It is brought on by sleeping in an upright position and exacerbated by dehydration. Twenty-nine of thirty-five earthquake survivors diagnosed with economy class syndrome ten days after the Kumamoto quake were women (Mainichi 2016). Mitigating the risks of staying in a disaster shelter while avoiding possible damage to circulation by setting up a car camping alternative provides peace of mind in personal disaster planning management. Especially as public knowledge increases of sexual violence at disaster shelters, car camping can be reimagined as a safe alternative. It is also holds potential for pet owners whose animals would typically be unwelcome at disaster shelters.

### **Summary**

As a project that evolved organically in tandem with other data collection, research on car camping is a project that I will continue into the foreseeable future. The three categories of

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<sup>2</sup> At the time of this writing there are a reported 11,400 people still in shelters (Japan Times 2024)

extended work-related car camping as T does, occasional car camping as I do for research, and car camping as disaster planning management are all areas that deserve further study. Comparison of car camping versus camper vehicles or tent camping would also be interesting. Current plans for expansion of the topic also include deeper investigation into issues of temporary versus permanent infix of camping infrastructure into cars and the factors guiding those setups. It is also crucial to explore media representations in print which I have not examined, particularly in comparison to issues of gender and age I am currently analyzing in the car camping YouTube channels.

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## **National Accounts as the Necessary Instrument of Economic Analysis**

**Pawel Mlodkowski ©**

**Keywords:** Macroeconomic Data, Measurement and Data, National Income Accounting, National Income and Product Account, Wealth Measurement

JEL Code: E01

The complexity of the economic situation of all national economies has been their inherent feature since the 20<sup>th</sup> century. Most of the social groups have been misunderstanding the underlying relationships and concepts of production and division of the national product. Severe social conflicts, in turn, have resulted from these misunderstandings. Proper understanding is required for smooth cooperation and operations of members of any society, but this is still not enough for successful and harmonious social and economic life. Another necessary element is credible information about the national economy and the consequences of any economic policy actions. Only with these two elements a nation-wide consensus can be reached between different social groups. Such productive consensus is on one hand based on careful examination of and understanding of the actual domestic situation and government operations. On the other hand, it requires an efficient broadcasting of all economic policy goals supplemented by the tradeoffs faced and costs involved.

There is a very special form of economic information used successfully by most of market economies. This is the system of national accounts. The importance and significance of this part of economic theory (and practice) was acclaimed by granting the Nobel Prize in Economics in 1984 to one of the developers (Richard Stone of Cambridge University) of the National Accounting that had emerged already in 1940s (Vanoli 2008).

Crucial for this concept was the Economic Table, created in the second half of the 18<sup>th</sup> century by Francois Quesney, in France (O'Hara 1999). He used an original concept to present a

process of generating national product, then the division of it and utilization with actual numbers estimated for France. In his belief, this instrument represented an efficient and effective way for discovering the real economic situation. As such, this approach became a basis and foundation for central government actions aimed at maintaining a 'natural' way of things.

The main contribution by F. Quesney is that he introduced the idea of flows between social classes. Flows of income and wealth follow certain rules and relations. These, in turn, can be a subject for quantitative economic analysis, as in the case of laws in biology.

Long-lasting research on improving the national accounts system from 1964 under the patronage of the Statistical Committee of the United Nations and under the direction of R. Stone resulted in a consistent and modern system of national accounts (United Nations 2008).

### **How Does National Accounting Work for Us**

A crucial feature in national accounting is the double-entry rule, as found in accounting for business purposes. With the double-entry rule one can present a very special picture of the processes of creation, division and utilization of the national income. Each entry is recorded at least in two different accounts. When macroeconomic process is formally registered with the double-entry rule, the same numbers enter the system 'landing' in two accounts, but opposite sides, as one event is at the same time revenue for one party and purchase/expense for the other one.

Introducing such relationships between agents or groups of agents in the national economy is not a simple task. The national accounts must comprise a consistent and logical system with specified elements and relations between them. National accounting is then nothing else but registering flows of value between elements of the economic system. Each flow has its own source and its distinctive destination. This justifies the double-entry idea in a logical manner. The flows represent economic transactions in which those who produce goods and render services are engaged. However, the national accounting system captures more than the primary division of the national income. It offers also the secondary division of income and the final utilization of resources on consumption and investment (Pyatt & Round 1985). Such circular flow of income

between agents in the national economy is characterized with numerous relations. Together, they create a closed system, which is ultimately balanced in terms of flows of income and spending for each sector, social group and globally.

There is a multitude of tasks that the national accounting serves. The primary concern is its utilization in economic analysis of the national economy. Therefore, providing information and the economic situation to be monitored is the first way to utilize it for the sake of the underlying society. A standardized approach and full coverage of historical developments of the main economic variables, such as national income, consumption, investment spending, savings, profits, wages, taxes, government spending, imports and exports, serves in delivering credible information. Based on this specific data one can study interrelationships between elements of economic processes and estimate quantitatively relations between them (Landefeld, Seskin, & Fraumeni 2008). Such empirical exercise allows the creation of macroeconomic descriptive models that serve in testing economic laws and theories. As such, these models offer efficient ways for evaluation of economic policy instruments implemented by central governments.

With accumulated long time series datasets one is able to generalize and formulate some hypotheses on future economic developments. With these hypotheses macroeconomic decision models are constructed. In this way setting the array of economic policy instruments adequately to the assumed goals (for example: certain level of national income, employment, private consumption, or investment spending) becomes a much better-informed and justified process.

As economic processes are under the influence of many government-affiliated agencies (Ministries), their coordination is an obvious necessity. National accounting presents these processes in a comprehensive manner. Such presentation allows for capturing the scope and strength of influence executed by particular instruments of the national economic policy. At the same time it creates conditions for conscious coordination of numerous decision-makers, even with conflicting goals and contradicting objectives.

### **A Suggestion**

In the current situation, when the central government does not execute full control over the money flows in the national economy, one of the elements for the economic reforms agenda should be an introduction of a modern and technology-supported system of national accounting.

Challenges faced by the national economy at the eve of non-oil-based revenue require a new approach to the responsibilities of the Ministry of Finance, Ministry of the National Economy, the central bank and the NCSI. In addition, one could suggest to develop and implement an early-warning-system with data generated by the forthcoming system of national accounting. This system is a set of indicators that deliver information on the developments of the main economic variables characterizing domestic economy stance. As an example of a successful solution of this kind one could suggest the Business Conditions Digest, published monthly by the Department of Commerce in the USA – a set of 79 economic indicators.

Therefore, the basis for economic analysis of the domestic economy should be a system of national accounting. With three main domestic groups of agents (households, government, and firms) supplemented by an external sector one can present a comprehensive picture of their incomes with all relationships that close the system. What is an expense of one agent is an income of another one. In the global approach, total income equals total expenditure (Figure 1).

Figure 1. An example of Input-Output Table.

To From		Industry				Final demand categories (F)				Total (X)
		1	2	3	4	Households	Government	Investments	Export	
Industry	1	$z_{11}$	$z_{12}$	$z_{13}$	$z_{14}$	$c_1$	$g_1$	$i_1$	$e_1$	$X_1$
	2	$z_{21}$	$z_{22}$	$z_{23}$	$z_{24}$	$c_2$	$g_2$	$i_2$	$e_2$	$X_2$
	3	$z_{31}$	$z_{32}$	$z_{33}$	$z_{34}$	$c_3$	$g_3$	$i_3$	$e_3$	$X_3$
	4	$z_{41}$	$z_{42}$	$z_{43}$	$z_{44}$	$c_4$	$g_4$	$i_4$	$e_4$	$X_4$
Primary input factors	Labor	$l_1$	$l_2$	$l_3$	$l_4$					L
	Capital	$k_1$	$k_2$	$k_3$	$k_4$					K
	Government	$o_1$	$o_2$	$o_3$	$o_4$					O
	Import	$m_1$	$m_2$	$m_3$	$m_4$					M
Total (Z)		$Z_1$	$Z_2$	$Z_3$	$Z_4$	C	G	I	E	

Source: Author.

However, at the agent-level such equality rarely exists. Non-zero balances represent surplus or deficit, which are presented in the ‘compensating account’. As can be seen in figure 1, five groups of agents interact. In accounts for firms, households, government and external sector one can find main categories of income and expenditure. Each entry ‘connects’ two different agents, representing income for one of them and expenditure for the other. Wages are an expense of the firms sector and income for households; taxes are income for government and expenses for firms and households, exports represents income for firms and expense for the rest of the world.

Particular groups of agents close their operations with surpluses or deficits. Compensating at the domestic level is achieved indirectly via capital market by trade in securities or via financial intermediaries (i.e. banks), which together compose the fifth’s account in the figure 1 below.

### **An Example**

In the example presented, the firms’ account balance represents 250 monetary units of surplus, out of which 150 units becomes dividends for capital contributors and the remaining 100 monetary units is used to co-finance investment expenditure. The remaining funds are obtained in a form of bank loans. The households’ balance is also a surplus, at 200 monetary units. This represents increase in savings. Part of it is in a form of bank deposits (100 units) and the remaining part is maintained in a form of cash. The government’s balance is in deficit at 50 monetary units, which is financed by bank loans. Similarly, the external sector is also in deficit due to exports exceeding imports. This results in increase in foreign assets, foreign exchange reserves held by the banking sector.

It is easy to note that transactions recorded in the bank’s account differ from all other entries at accounts of other four sectors. Instead of flows of income and expenditure, the banks’ account welcomes entries representing changes to banks’ liabilities and claims. When inspecting the balance of the banking sector, one can recognize an increase in foreign assets (due to trade surplus) and an increase in claims on firms and government due to loans extended to these two agents. Liabilities of

the banking sector increased due to deposits made by households and extending money supply, by which amount cash balances of households expanded.

It seems that this simplified presentation of the banking sector balance sheet describes clearly the interrelationship among the financial standing of all sectors in the national economy and the financial sector that is responsible for monetary balance. This is defined as a proper ratio between money growth rate and output growth.

## Conclusions

With this system of relationships between sectors of the national economy one could formulate a variety of scenarios for monetary and fiscal policies that have the potential to expand domestic production, but at the same time may endanger monetary balance.

The ability to estimate consequences of any policy mix precisely is limited. This is due to the non-linear nature of economic processes induced with monetary and/or fiscal policy. Many of them are of diverse nature in terms of influencing target variables. As a consequence, there is no one simple solution for solving economic problems, as some may claim. With a modern system of national accounting a clearer picture of the situation is within our reach. It would facilitate economic education of the underlying society. This is especially important for those interest groups that would like to formulate economic policy aimed at reforming and stimulating the national economy.

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## 中小小売業におけるサービス・イノベーションに関する一考察

### A Study on Service Innovation in Small and Medium Retailers

桑原 重雄 (Shigeo Kuwabara)

#### <要 約>

本研究の目的は、厳しい経営環境にある地域の中小スーパーマーケットにおいて、存続・成長を遂げている企業のイノベーション施策を、サービス・イノベーションの視点で分析し、存続・成長要因を明らかにすることである。そこで、サービス・イノベーションに関する定義、および研究遷移という観点で先行研究をレビューし、各研究の知見を整理した。その上で、サービス・イノベーションにおいて、イノベーションを起こす主体となる「起業家」の存在と、小売事業モデルを構成する基本要素である業務システムの「商品戦略」「店舗戦略」「販売戦略」と「顧客の経験価値」を視座として事例を分析し考察を行った。

#### <キーワード>

中小スーパーマーケット, サービス・イノベーション, 起業家, 業務システム

## I. はじめに

スーパーマーケットを取り巻く環境は大きく変化している。人口減少と少子高齢化の進展、インターネットショッピングの拡大、消費者の購買行動の多様化、食の外部化である。近年は、ドラッグストア業態においても食料品を扱うなど、コンビニエンスストアも含めた業態間の競争は激化している。このような環境において、スーパーマーケット業態は、ナショナルブランド商品を中心とする品揃えや、セルフ・サービス等の均一なサービスによって他社との差別化が困難な状態となっている。大手・中堅スーパーマーケットは、独自にプライベートブランド商品を開発し、低価格戦略による他社との差別化施策を推進している。このような環境において、地域の中小スーパーマーケットは苦境に立たされていると考えられる。地域の中小スーパーマーケットは、地域における食料品へのアクセス（経済的システム）だけではなく、地域コミュニケーションの場を提供（社会的システム）する役割を担っている。地域の中小スーパーマーケットの廃業により、食料品への



アクセス困難問題が顕在化し、アクセス困難人口は推計で 824.6 万人に上る（農林水産省, 2022）。

以上を踏まえ、本研究の目的は、厳しい経営環境にある地域の中小スーパーマーケットにおいて、消費者から支持され、存続・成長を遂げている企業のイノベーション施策を、サービス・イノベーションの視点で分析し、存続・成長要因を明らかにすることである。

## II. 先行研究レビュー

近藤（2012）は、サービス・イノベーションを「企業のサービス・システムを対象にして、顧客や起業および関係する諸機関にとっての新しい価値を生み出す革新的試みである。」と定義した。南・西岡（2014）は、「新しい技術により画期的なサービスが世の中に生み出されること」と定義し、「新たなサービス創出だけではなく、従来、提供されていたサービスであっても、飛躍的に生産性が上がったり、サービスの提供プロセスが変わったりすることもサービス・イノベーションである」と幅広く定義している。モノのイノベーションの研究は、Schumpeter を出発点として 20 世紀にはしっかりとした基盤が築かれていたのに対して、サービス・イノベーション研究は、1990 年代に入ってから取り上げられはじめ、90 年代の終わり頃から理論的な研究が見られるようになった（近藤, 2012）。2000 年に入るとサービス・マーケティングやマネジメントの分野で、サービス・デザインというテーマでサービス・イノベーションが取り上げられ、サービス・サイエンスの分野においてもサービス・イノベーションの研究が行われた（近藤, 2012）。近年は、サービス産業のイノベーションだけではなく、製造業のサービス化やモノとサービスを一元的・包括的に捉えようとするサービス・ドミナント・ロジック（Service Dominant Logic）などの研究も行われている。岸本（2018）は、スーパーマーケットのサービスに着目し、店舗の現場従業員の行動がサービス・イノベーションに与える影響について、食品スーパーの袋詰め作業を行うサービス活動の開発から、組織定着までの取り組み事例を通してサービス・イノベーションの実施段階および、その後のサービスの改良段階や定着段階における現場従業員の行動が、サービス・イノベーションの成果に効果があることを明らかにしている。奥山（2020）は「産業のサービス化」に焦点を当て、中小製造業者におけるサービス・イノベーション事例をもとにサービス事業における 2 つのイノベーションを提示している（①戦略化、②統合化）。井上（2019）は、（南・西岡, 2014）を援用し、従来から提供されていたサービスに新しい要素を加えたり、サービ

スの提供プロセスを変えたりするサービス・イノベーションに焦点をあて、イノベーションのプロセスの視点でイノベーションを起こす主体となる「起業家の存在」, 「環境適応行動」, 「事業の仕組み」 「人材」という4つの視点で事例企業を分析した。中小企業のイノベーションは、短期的には手間隙がかかり生産性が低下したとしても、長期的にはそれ以上の生産性が得られるようなイノベーションであることを明らかにしている。

Schumpeter (1912) は、起業家の資質は、「洞察力」「抵抗を克服する力」「私的帝国を建設しようとする夢想と意思」「勝利者意思」「創造の喜びを希求する姿勢」であり、古い経済体系を突破する情熱を持って、新しい均衡をもたらす存在が起業家であると述べた。

Knight (1921) は、不確実性の高い状況において、リスクを受け入れ新たな試みにより新たな事業を展開する人たちを起業家であるとし、資質として「豊かな想像力を持ち」「思いがけない要素と要素を結びつけネットワークを創造」し「革新的連結から利益を得る存在」であると述べた。

先行研究により、小売業においても従来から提供されていたサービスに対して、新しい価値を生み出す革新的試みであるサービス・イノベーションが重要であることが考察された。また、存続・成長している小売業のサービス・イノベーションにおいて、イノベーションを起こす主体となる「起業家」が存在していると考えられる。しかしながら、先行研究では、こうしたサービス・イノベーションに関して中小スーパーマーケットを対象にした十分な実証的検討がなされてきたとはいえないと考えられる。

以上の研究目的と先行研究レビューを踏まえて、リサーチクエスション（以下、RQ）を2つ導出した。

RQ1：存続・成長する中小スーパーマーケットにおいて従来から提供されていたサービスに対して新たに価値を生み出す革新的試みをとるは何か。

RQ2：存続・成長する中小スーパーマーケットにおいて、革新を起こす主体となる「起業家」が存在するのではないか。

### III. 研究方法と事例企業の選定

矢作 (2014) は、小売事業モデルを構成する基本要素は、顧客のニーズを充足する市場戦略（業態・出店戦略）とそれを運営・実行する業務システム（店舗運営・商品調達・商品供給）であるとし、独自価値の提供には、機能や価格で測定できる「価値」に加えて、

購買・消費体験における感情的な要素を含む「顧客の経験価値」が決定的に重要な要素であると述べている。

本研究においては、運営・実行する業務システムの「商品戦略」「店舗戦略」「販売戦略」と「顧客の経験価値」を視座として事例を分析する。また、存続・成長においては、人材が重要な役割を果たしていると考えられることから、「人材育成」についても考察する。

本研究は、小売吸引度<sup>1</sup>を用いて選定した地域を対象に事例企業を特定し、フィールド調査、インタビュー調査を採用する。小売吸引度を用いることで、平均的な購買行動をとる地域を特定することが可能となる。事例企業として大企業との資本関係がなく、店舗近隣に大手・中堅スーパーが存在しながらも、黒字経営を継続している株式会社福島屋（以下、福島屋）を逸脱事例<sup>2</sup>として分析する。フィールド調査は、2020年7月に2回、9月に2回実施し土日、平日の違いを考慮し調査を行った。インタビュー調査は、2020年7月（1時間）に、フィールド調査、文献調査をもとに、創業者である福島会長に対して、半構造化インタビューで実施した。

#### IV.事例分析

事例企業は、大企業の資本が入っていない独立系中小スーパーマーケットである。店舗から半径500mの範囲に大手・中堅企業の競合店が6店舗ある中、40年連続で黒字経営を実現している企業である。ナショナルブランド商品に頼らない品揃えを実現し、安売りや目玉商品を全面に出した折り込み広告（チラシ広告）を出さない戦略をとっている。

福島屋の福島会長は、商売の原点を「正直」「愛情」そして「思いやり」とし、自分の身の丈にあった商売をしたいとの思いから、地域密着型経営を早い段階から決断し、スケールメリットを追うことなく拡大路線を選択しなかった。地域密着型へのこだわりは、鮮度のいいもの、より良い商品をお客様に届けるとしたら、地元の間が地域に根ざして商売をするのが最適だとの思いからであった。スーパーはお客様が「食」と出会う場であり、お客様がワクワクしながら買い物できるスーパーにするためにどうすればいいのか。まず、味や品質が良く、価格とのバランスもとれていて、お客様にとってお得な商品が揃っていることである（福島会長）。事業改革までの経緯を辿ると、1967年に福島会長の両親が、羽村市に8坪のよろず屋を開業し、1973年に福島会長が大学を卒業すると同時に、有限会社福島屋創業した。

業種は、当初酒類販売店であったが、コンビニストア、青果店へと変更していった。1980年に株式会社福島屋に社名変更し、スーパーマーケット（福島屋本店）を開店した。1988年に2号店となる立川店を開店した。立川店は、本店の約3倍の店舗面積（150坪）があり、周囲の反対を押し切り、銀行から約2億円を借り入れて開店している。周辺に競合店が多く開店後2週間は、順調に売上（8.0～10.0百万/日）ていたが、開店2週間目以降は、売上（1.2～1.3百万/日）が低迷した。福島会長は、閉店後も夜中まで棚の入れ替えや、他店のマネを行うなど試行錯誤を繰り返し、売上の回復を試みたが、開店後6ヶ月間は売上が低迷することとなった。福島会長は、売上のみに注力し、お客様を見ないで商売していることに気づき、事業改革に取り組むことを決意した。

### ①商品戦略

福島会長は、お客様に安心・安全で美味しい食材を提供するため、他社とは価格で競争することなく、安売りや折り込みチラシも使わない独自の経営方針を貫いてきた。大手・中堅スーパーマーケットは、大手メーカーや流通業者・市場を経由して調達するナショナルブランド商品（NB商品）を主な品揃えとしているが、福島屋は、全国各地を福島会長自らまわって探し出した生産者との直接取引により調達を行っている（調味料や加工食品についても同様）。プライベートブランド商品（PB商品）についても、大手・中堅スーパーマーケットは、大手食品メーカーと共同開発した商品を取り扱うが、福島屋は、地方生産者との共同開発した商品であった。

### ②店舗戦略

店舗の品揃えは、旬な野菜・果物を中心とした品揃えでオリジナリティの高い売り場を実現し、安売りを示すPOPを掲示していない。POPは、商品の魅力とお客様に役立つ情報を伝える内容を掲示していた。青果部門の全ての商品には、残留硝酸態窒素の含有量を提示し、消費者からの安心感を得ていた。惣菜は、店舗で売っている商品（調味料含む）を使用し、店内で調理したものを提供することで、安心・安全な惣菜を提供している。

### ③販売戦略

地元の顧客である主婦を雇用し、雇用された主婦が中心となって市場調査からマーケティング、催事の提案、POP作成、PB商品の企画・開発を実施するチームを創設した。地元

の主婦の感性を売り場に反映させることを目的としているが、地元のファン作りにも貢献していると考えられる。

#### ④顧客の経験価値

事例企業は、講座ビジネス『美味しい時間』<sup>3</sup>（売り場の食材を使用した料理教室）を開催している。利益を生み出すビジネスモデルではないが、事例企業に対する優良顧客を増やすことに貢献していた。顧客は、料理・試食体験を通して食材へのこだわりへの認知や、従業員との信頼関係を構築していると考えられる。

#### ⑤人材育成

福島会長は、人材こそ売り場の顔、いかに育てるかは経営しだいといい、人材育成の特徴として、従業員が「自ら育つ」ための環境作りを推進している。「グラフィック・ワークショップ」は、売り場の写真をもとに棚配置等を議論する場である。部門（青果・精肉・鮮魚等）毎に、部門長、グループリーダー、担当者、アルバイト等が参加し、売り場の写真をスクリーンに投影し、参加者全員で顧客視点による意見交換を行い、4段階（A～D）で評価する。C, D 評価の場合は念入りな意見交換と改善点を吟味し従業員自ら再考させている。時間は20～30分/回と短時間で実施される。

### V.考察

事例分析結果より RQ に対して考察する。

RQ1 は、「存続・成長する中小スーパーマーケットにおいて従来から提供されていたサービスに対して新たに価値を生み出す革新的試みをとる何か。」である。事例企業は、他の食品スーパーマーケットで提供されるサービスとは異なる「美味しい、安心・安全で吟味した商品」を顧客に提供するために、5つの改革（商品戦略、店舗戦略、販売戦略、顧客の経験価値、人材育成）を推進した。

商品戦略の改革により、独自性のある商品調達の仕組みが構築されていた。地方メーカーからの直接仕入れや、オリジナル商品の開発を行うことで、他社との差別化による価格競争を避けていた。また、顧客に独自性のある店内広告や講座ビジネスを通して、商品の魅力と、安心・安全な商品の提案を行うことで、信用・信頼度を高めていた。

店舗戦略の改革により、店内掲示 POP を消費者が商品に対する安心感を得られるようにし、惣菜も消費者が安心できる材料をもとに店内製造された安心・安全な惣菜を提供していた。

販売戦略の改革により、地元の主婦の感性を売り場に反映させることを目的としたチームを創設していた。また、顧客の経験価値を高めるために、売り場の食材を使用した料理教室を開催することで、事例企業に対する優良顧客を増やし、従業員との信頼関係を構築していた。

人材育成の改革により、従業員が「自ら育つ」ための環境作りを行っていた。

RQ2 は、「存続・成長する中小スーパーマーケットにおいて、革新を起こす主体となる「起業家」が存在するのではないか」である。創業者である福島会長は、立川店での困難を乗り越え事業改革を推進し、大手・中堅企業の競合店がある中、40 年連続で黒字経営を実現する企業へと成長させた。また、独自の信念のもと、ナショナルブランド商品に頼らない品揃えを実現し、安売りや目玉商品を全面に出した折り込み広告（チラシ広告）を出さない戦略を推進し、独自の人材戦略によって人材育成に注力していた。Schumpeter (1912) の挙げた「洞察力」「抵抗を克服する力」「私的帝国を建設しようとする夢想と意思」「勝利者意思」「創造の喜びを希求する姿勢」といった資質と、リスクを受け入れ新たな試みにより新たな事業を展開する起業家精神を持っていると考えられる（図表 1）。

図表 1 経営者の起業家精神

資質	具体的内容
洞察力	他社との差別化を「価格競争」以外に求めた洞察力（独自の PB 商品開発等）
抵抗を克服する力	大手・中堅スーパーマーケットに抵抗する力
私的帝国を建設しようとする夢想と意思	羽村市において、スーパーマーケットに隣接する別業態を立ち上げ「帝国」を建設
勝利者意思	40 年連続で黒字経営を実現
創造の喜びを希求する姿勢	顧客に新たなサービス、高い経験価値を創造
リスクを受け入れ新たな試みにより新たな事業を展開	立川店の失敗から、事業改革を実行。

出所：筆者作成

## VI.研究成果と今後の課題

本研究は、中小スーパーマーケットにおいて、消費者から支持され、存続・成長を遂げている企業のイノベーション施策を、サービス・イノベーションの視点で考察した。

理論的貢献として、中小スーパーマーケットの事例研究を通して、サービス・イノベーションの実証事例の積み上げが挙げられる。実務的貢献としては、中小スーパーマーケットのサービス・イノベーションに関する実務的示唆を提示したことである。

本稿は、単一事例研究であり、かつ事例企業の業種を食品スーパーマーケット、規模も中小企業に絞って研究し考察を行なった。今後は、事例研究の結果で明らかになった事実をもとに、小売業におけるサービス・イノベーションの一般化を目指し、事例分析数を増やした継続的な研究を行う。

[注]

- (1) 小売吸引度＝1人当たり年間商品販売額（市町村別）÷1人当たり年間商品販売額（東京都合計）

1人当たり年間商品販売額＝年間商品販売額÷人口で計算

- ・年間商品販売額：平成28年6月調査
- ・東京都人口推計：平成28年6月1日時点

- (2) 逸脱事例とは、代表事例とも先端事例とも異なる事例である。代表事例はその理論カテゴリーを代表する事例であり、先端事例は将来において代表事例になると期待される事例である。逸脱事例はこれらの両方の事例から逸脱している（田村, 2006）。

- (3) 講座ビジネス『美味しい時間』

売り場の食材を使用した料理教室で、食材を担当する従業員が主催し、食材の紹介→生産状況紹介→調理方法紹介→実践→試食の流れで開催される。参加費は1,000円である。

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閲覧)



## Shaping Multiplicities: Reviewing the Poetry of Yoshimasu Gōzō in Translation

**Gregory Dunne**

It is hard to get one's head around the poetry of this contemporary and seminal Japanese poet, Yoshimasu Gōzō. Although *Alice Iris Red Horse: Selected poems of Yoshimasu Gōzō* (New Directions) was published a few years ago in 2016, it remains a fresh and singular achievement that is deserving of further attention. Yoshimasu's work is distinct, innovative, and difficult to access and yet, for all of that, it is a poetry that radiates a vitality and energy that readers will find themselves refreshed by, and swept up into. The book, edited by the poet Forrest Gander, matches Yoshimasu's innovative poetry with innovative approaches to translation. Rather than relying on one or two translators, the book brings forth a number of "crack" translators from the United States and Japan, who each work to translate poems taken from the poet's various collections. This approach yields a rich tapestry of translations allowing readers to experience the poetry through a variety of poetic sensibilities. The approach opens a fruitful conversation on the topic of translation itself, as its subtitle indicates: "A Book in and on Translation." This comprehensive approach to the translation of Yoshimasu's poems compliments the multifaceted complexity of Yoshimasu's poetry.

Yoshimasu Gōzō was born in Tokyo in 1939 and has given performances worldwide and received many cultural awards. He has been inspired and influenced by Orikuchi Shinobu (1857-1953), a Japanese ethnologist, linguist, folklorist, novelist, and poet. Yoshimasu has also been influenced by such artists as Paul Klee, Vincent van Gogh, Paul Cezanne, William Blake, John Cage, and Patrick Chamoiseau, the French author from Martinique known for his work in the *créolité* movement which attempts to describe the cultural and linguistic heterogeneity of places like the Antilles and, more specifically, the French Caribbean. Like Chamoiseau, Yoshimasu's work spans a variety of forms and genres.

Yoshimasu's approach to poetry is said to "consist of writing, reading, shooting videos, taking photographs, and traveling." The poems are often multilingual, blending elements of a number of

languages and featuring cross-linguistic and typographic wordplay. They blend and bend genres (especially prose and poetry). His poems engage intimately with experience, geography, and history, “layering encounters in the present with a keen awareness of the past.”

Forrest Gander elegantly elucidates the power and grace of Gōzō’s poetry in his introduction, helping to orient the reader and check her compass before setting out upon a most remarkable journey. Gander asserts that Yoshimasu is “Undoubtedly. . . one of the most distinct, innovative, and influential poets of our time.” But his work is also so complex in its use of language, place, history, myth, and time, that it is nearly a language unto itself. In commenting on the challenges of translating this poetry, Gander offers the following insightful and instructive comment: “It might be observed that this poetry has *not* (my emphasis) been translated from the Japanese so much as it has been translated from Gōzō Yoshimasu.”

And yet, for all of this, Gander notes that Yoshimasu’s poetry still develops out of Japanese poetics and thus remains informed by it, even as it moves forward. Gander illustrates the point by mentioning how Yoshimasu, like Matsuo Bashō before him, explores “moments in journeys that are both physical and spiritual.” He travels, for example, to places that have been impacted by historic events, places that have become a part of the Japanese collective memory, and writes poetry from those locations, those sites. We see this in his writing on Hiroshima and in his poems about Namie, the city that was devastated by the Fukushima earthquake on March 11, 2011, and the subsequent nuclear meltdown. Similarly, he visits the town of Rikuzen Takata City, another notable example, a town which was completely demolished by the tsunami, dislocating more than twenty thousand people.

Yoshimasu is working out of a poetic tradition that extends further back than the 17<sup>th</sup> century Bashō. In reading Yoshimasu’s poetry, one hears echoes of Ki no Tsurayuki (872-943 CE). Tsurayuki’s poetry negotiated the territory between the physical and the spiritual worlds as is evidenced in the Preface to the *Kokinshū* (905 CE), the first anthology of native verse compiled by royal command:

The poetry of Japan has as its seed the human heart and flourishes in the countless leaves of words. Because human beings possess interests of so many kinds, it is in poetry that they give expression to the meditations of their hearts in terms of the sights appearing before their eyes and the sounds coming to their ears. Hearing the warbler sing among the plum blossoms and the frog that lives in the waters – is there any living thing not given to song? It is poetry that, without exertion, moves heaven and earth, stirs the feelings of gods and spirits invisible to the eye, softens the relations between men and women, calms the hearts of fierce warriors. (Miner 84)

In his speaking of poetry's ability to stir "spirits invisible to the eye," Tsurayuki prefigures Yoshimasu's own belief in poetry's power to reach beyond time and place, and to be inspired by and through time and place. Yoshimasu also understands poetry as being created out of multiplicities and linguistic depth, analogous, perhaps, to Tsurayuki's understanding of poetry as being created out of "countless leaves of words." In sum, there is cultural, historical, and poetic connective tissue to be found in Yoshimasu's poetry that carries us far back in time.

Yoshimasu's poetry is marked by the related interesting and attractive element that Gander refers to as an "ethical inclusiveness." That is to say, Yoshimasu acknowledges the voices of others – the presence of others – in his poems. These others might be alive or dead. If, for example, Dante entered his mind while he was composing, and he felt himself in a kind of conversation with Dante, he might acknowledge Dante's inspiration or presence in the poem's making. With a similar sense of ethical inclusiveness, he will "ceremonialize" the people, and even the animals, that contribute to the making of the poems, citing a puppy for example, as "His Dogship." He cites others that may have been with him during the poem's conception or composition, and often in considerable detail: "In Kasumi, with Sato Masayoshi-san, last Year of the Rat—December 2009—31st, at three o'clock, just at year end....'." Why, one might reasonably ask, does Yoshimasu do this – and why does he do it in such a "scrupulous" manner (to use Gander's word)? According to Yoshimasu himself, in one of the several interviews contained in the book, he does this, "Partly. . . out of shyness." To which Gander also comments, noting how Yoshimasu, "readily yields his own voice in order to allow for other voices." Perhaps the "shyness" that Yoshimasu acknowledges stems from

his belief, his poetics, that poetry is an art that constantly draws from the springs of multiplicities that are intrinsically a part of the fabric of language and story.

In the interview, “Post-3/11: Believing and Doubting Poetry,” Yoshimasu comments tellingly on the limits of language and poetry and the role he envisions the poet playing within the community nevertheless. In speaking of visiting the ravaged area of Rikuzen Takata City following the earthquake and tsunami, he relates the following:

*Last year, I visited Rikuzen Takata City in Iwate Prefecture. The blue sign from a convenience store, tatami mats, New Year's Cards were scattered about. Bulldozers' giant hands were raking out the rubble. At that time, they those were unnamable things, things you can neither film nor express. You simply have to hang your head. I heard their voice.*

*Many people simply find their mouths clenched shut at with the pain of deep experiences that can't be expressed, put into everyday words. There are voices that cannot arrive via television images or scholarly remarks.*

*The Irish poet Yeats said, “In dreams begins the responsibility to write poetry.” [Translator's note: Yeats writes “In dreams begin responsibilities.”] When I listened to a young student who was struck by the tsunami and lived to tell [the] tale, I too thought that I must take responsibility, spend a long time, and touch that child's voice within a dream. I felt I could actually see the table in the child's room whispering to the child “let's run away together!”*

*Paul Valéry called poetry a “hesitation between sound and meaning.” Somewhere in the depths lurk the spirits of sounds. In turn, various lights draw near. Some presaged by a shimmering, sweet smell, others as surprise attacks. The faint voices of the spirits I make into sound, I pursue the new meanings that emerge next to the sounds, blending sound with meaning.*

*Until I reach that point, I have to stare at that desperate, desolate landscape time and again, circling the underworld. Smashing my own words to bits, I ~~put forth~~ proffer totally new voices. Poetry is that labor done even when labeled unintelligible.*

This might be the best summation we have of Yoshimasu's *ars poetica*, or at least a helpful way of approaching what his poetry aims to do. Yoshimasu intuitively feels that something must be said in the face of unspeakable tragedy, a response is called for: "At that time, they those were unnamable things, things you can neither film nor express. You simply have to hang your head. I *heard* (my emphasis) their voice."

But how does the poet respond, find the words? And what words will suffice? Whose words?

Yoshimasu relates the agony and pain that silenced the people of Rikuzen Takata before he goes on to speak of his method, his approach to poetry in the face of such tragedy: "Many . . . simply find their mouths clenched shut at with the pain of deep experiences that can't be expressed, put into everyday words." Yoshimasu's approach can be characterized as one of responsible action that involves listening and patience: "When I listened to a young student who was struck by the tsunami and lived to tell [the] tale, I too thought that I must take responsibility..." Feeling that responsibility to "proffer" words, Yoshimasu listens more carefully and explains, "Somewhere in the depths lurk the spirits of sounds. . . The faint voices of the spirits I make into sound, I pursue the new meanings that emerge next to the sounds, blending sound with meaning." In this way then, he creates a language, a language he understands may not always be intelligible; after all it is derived by pursuing new meanings that emerge next to sounds. He is blending sounds with meaning and smashing his "own words to bits." In order to put forth, "[to]proffer" totally new voices. Nevertheless, he is reconciled in his radical approach to find words to say in the face of the unsayable even if the poetry so created is difficult initially for readers to comprehend for, "Poetry" he asserts, "is that *labor done* (my emphasis) even when labeled unintelligible."

Yoshimasu's idea of the poet and the poet's labor seems to be an ancient one, one that places the poet as a visionary occupying a space between the physical and the spiritual beyond. An

understanding that places responsibilities upon the poet to negotiate the distance between those worlds and create works that bring those worlds together within the reader.

The job of translating this poetry is immense. In the poem, “Namie, or the Blue Door,” we glimpse partly what the translator, in this case, Okamoto Sayuri, is up against. Apparently, she is herself well known to Yoshimasu for she is mentioned in the poem. Her notes on the poem make for a one and half page essay. Without going into too much detail regarding the extensive notes that Okamoto provides, I would point out, by way of example, what Okamoto relates concerning the Yoshimasu’s use of the “Japanese script” in the poem, that is, how the use of hiragana, katakana, and kanji contributes to the readers experience of the poem. Okamoto writes the following:

By spotlighting the multiple and simultaneous connotations of Japanese script, Gozo’s poetry investigates the complexity of Japanese language and extends the limits of the linguistic art. Gozo’s language is so extreme that, paradoxically, it forces a translator to think about elemental questions such as what constitutes the Japanese language and how is it different from other tongues. (Yoshimasu 26)

Here is the poem:

### **Namie, or the Blue Door**

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and I, too, hear an inaudible whistle, *wo* . . . . /shi/

*watakus h i* I, .....white wolf, *Loup !* . . . *lóng*, dragon, *Ryu !* . . . /shi/

is the mist of the sea, *louuu*———, *ryuuu*———

“Fuku/shi/shima Daiich Nuclear Power Plant (tô-tower), is violet, .....”, a voice, a

whisper,,, who is this !

is the mist of the sea, *louuu*———, *ryuuu*——— and I too, hear, an inaudible whistle, *wo* . . . .

reads

*Ukk ヽ Kett ヽ, Tott ヽ, (U-ke-to,,,) . . . is, . . . BlueDoor, . . .*

leads

*Blue Door, . . . i s Wisteria blue, Violet Apron, ne, Isn't it, 'Van Gogh?' . . . . .*

*Mo, Ke tt (mo-u, mō) . . . , anymore (mo-u, mō),,, whether it's a tidal bore or a roar, I*

or the imploring color, the violet、 、 、 , **a i** just dunno!

is the mist of the sea, *louuu*———, *ryuuu*——— and I, too, hear an inaudible whistle, *wo* . . .

15MAR2013 .....Speaking of this manuscript....., no, I don't like this and I'm rephrasing it,..... I was living in, or lingering on, a different time for a while ..... In a sense, I spent another phase of time ....., no, 'spent' is not the word ....., I 'came across' or I 'had entered' a new phase, face, or tense, of *the time* in these ten days ..... I'd promised Sayuri Okamoto-san in London,.....to complete my latest *Ciné* on Namie in Fukushima, along with this manuscript, to present at a poetry festival which I would be attending in July in the UK. And the promise, or the fact that I'd made the promise with her, had grown and metamorphosed into a streak of light that affected the movement of? / altered the modality of? my writing-hand. . . . . And finally, finally, . . . . . this morning,,, the poetry quietly took its complete shape. ....On looking back, a poem of the late Yoshimoto-san which I'd transcribed from his "*Hidokei-hen*" ("*Sundial*", *a collection of his early poetry*) *ten days ago* —or more precisely, the words 'violet' and apron' in his poem—,,, were grafted onto my poem by my writing-hand; they emerged to my surprise ——although I might have expected that to happen somehow ..... Or "*The Letters of Van Gogh*", which I've been rereading devotedly these days ....., or the light of his letters, might have prompted my hand too ..... The color 'violet' or 'whisteria' and an 'apron', .....and the faint image of a woman (who passed away in Namie .....,), or her invisible vestige (yet-to-see), had all been imprinted on the retina of my mind and were standing by [*a côtés of*] this poetry, . . . . .

This multilingual poem exemplifies Yoshimasu's: ethical inclusiveness, his intention to listen with patience, his blending of genres (poetry and prose), and a certain partaking of the Japanese poetic tradition of the *haibun* travel journal: he follows the poem with a patch of prose that provides

narrative detail related to the foregoing poem. While the above poem may appear “unintelligible,” to use Yoshimasu term, it is a poem that is felt, a poem that breaks through the unsayable to respond to a tragic event with a human cry that says “I too hear” what is “inaudible.”

Yoshimasu’s poetry is large and it gives us a challenging world to lose and find ourselves within. What the American contemporary poet Robert Hass said to readers of poetry, in speaking of the “difficulty” of John Ashbery’s, is apropos here: “You do not have to like it. That’s why there’re at any one moment different kinds of art. But if you are going to read a writer or look at a painter, what you owe them is looking long enough to see what they’re doing. And, especially if you don’t like what they’re doing, the moment when you actually get it - which always comes as in intuition, a slipping into the other’s skin, rather than a clear thought – you’ve learned something.” There is much to be learned in reading this volume, much to be felt, of poetry and of the art of translation.

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## 海外教育実習を含むグローバルな英語教員養成カリキュラムの構築

### The Construction of a Globalized English Teachers' Training Curriculum with Overseas Teaching Practicum

早瀬 博範 HAYASE, Hironori

#### Abstract

The aim of this essay is to propose how an English curriculum for the English teachers' training course at a university should be reformed with a view to cultivating future English teachers with a high level of English proficiency and a global perspective. For that purpose, a new curriculum should be globalized by clearing three hurdles:

- 1) All the subjects for English teachers' training course are conducted in English.
- 2) The content of all the subjects for the English teachers' training course are focused on what is required for English teachers.
- 3) An overseas program specializing in teacher training is required.

Considering the three hurdles, Miyazaki International University (MIU) has been reforming its English teacher training curriculum. The first hurdle is already cleared at MIU, in which almost all the classes in four years are conducted in English. Thus, in this essay, the other two hurdles are mainly discussed. As for the third, a short version of proto-type overseas program conducted with collaboration with Slippery Rock University, PA, USA., is proposed.

**Keywords:** 英語教員養成、海外教育実習、グローバル人材育成、英語教員の資質・能力、Teaching English in English

#### I.はじめに

本稿の目的は、大学の英語教員養成課程で、高度な英語運用能力とグローバルな視野を有した学生を育成するために、どのようなカリキュラムを構築し、どのような教育内容にすべきかを提案することである。

将来英語教師になる学生に対して、どのような能力や資質を育成すべきだろうか。そのための大学4年間のカリキュラムはどうあるべきなのか、またどのような授業内容にすべき

なのだろうか。現在、日本の教育の大きな目標の一つとして「グローバル人材の育成」が掲げられ、そのために必要な英語力として具体的に高校卒業までに **CEFR-B** を到達目標としている。このような日本の英語教育を担うことになる英語教員の育成を考えたとき、英語教員免許状取得に必要である、「英語学」「英語文学」「英語コミュニケーション」「異文化理解」といった科目の専門知識だけを学ぶだけで十分なのだろうか。

このような疑問に対して、宮崎国際大学の英語教職コースでは、グローバル人材を育てるには、指導する教員こそが、まず「グローバルな人材」であるべきであるという考えに立って、英語教員養成のカリキュラムのグローバル化を図った。そのために以下の3点を組み込んだカリキュラムの再構築を考えた。

- (1)すべての教科専門科目を英語で行う。(Teaching English in English)
- (2)教科専門科目を英語教員のための内容に特化させる。(English for English Teachers)
- (3)英語圏での海外教育実習を必修として組み込む。(Overseas Teaching Practicum)

これら3点は、改革の方向性であるが、導入が難しいハードルである。

宮崎国際大学の場合、(1)に関しては、すでに他のコースも含めほとんど全ての授業を英語で、しかも第二言語習得を専門とする外国人教員が行っているユニークな環境なので、もうすでにクリアしている。よって、本稿では(2)と(3)に関して、特に論じることとする。とりわけ(3)に関しては、日本においては、これまでほとんど前例がないので最も高いハードルであるが、これからの英語教員養成を考えた場合、必要となる実習である。本学では2024年度に1ヶ月のアメリカにおいて教育に特化した実習を本格的に実施しようとしている。本稿では、その土台となる内容について2023年度にパイロット的に行う二週間の実習計画を提案する。

### 英語教員に必要な資質・能力

大学での英語教員養成課程のカリキュラムを考えるには、最終目標として英語教師はどのような資質と能力を有するべきかという点を考えておく必要がある。文部科学省は2002年に発表した「『英語が使える日本人』の育成のための戦略構想の策定について」の中で英語教員の資質向上を謳い、英語教員が備えておくべき英語力として「英検準1級、TOEFL550点、TOEIC730点程度」と具体的に目標数値を掲げた。もっとも英語力だ

けがそのレベルあればいいのではなく、それが英語での指導力に繋がってなければ意味がない。ここで使われた「英語が使える日本人」とは、具体的には「中学校卒業段階で英検3級以上、高等学校卒業段階で英検準2級程度から2級程度を達成した中高生の割合を50%以上」（「グローバル化に対応した英語教育改革の5つの提言」（2014）を想定している。併せて文科省(2003)は、それを実現するために『「英語が使える日本人」の育成のための英語教員研修ガイドブック』を編纂し、その中では英語教員が身につけるべき資質能力として、1)「教職」として求められる資質能力、2)英語運用能力、3)英語授業力(3-4)を挙げている。しかし、これからの英語教師の資質能力としてこれだけで十分だろうか。また「英語が使える日本人」もただ英語力さえあれば「グローバル人材」と呼べるのだろうか。

2016年には「英語教育・日本人の対外発信力の改善にむけて」の中で、アクションプランとして「英語教育のグローバル化」として「英語での発信力」を改善し「我が国の魅力や立場を効果的に対外発信できる人材」を増やし、「グローバルに活躍することを目指す」人材を育成するために、「海外に飛び出して文化や価値観の多様性に触れ、世界中の多様な人々と協働する力や広い視野で課題に挑戦する力を身につけることが重要」だと述べている。このような「グローバルな人材」の育成を実現するためには、英語教師は単に英語力や英語指導力が高いだけでは不十分と言わざるを得ない。そのためには、異文化理解に関する知識はもとより、自らの異文化体験を通じて習得したグローバルな視野が求められる<sup>1</sup>。この点は「指導体制に関する小委員会審議のまとめ」(2014)の中でも「高等学校における言語活動の高度化及び高等学校に円滑に接続することを前提とした中学校における基礎的な言語活動に対応できる指導力、英語コミュニケーション力、異文化体験等を有した教員の養成・採用が課題となっている」(17)と、問題視し、次のように大学における教員養成の中での海外体験を配慮するようにと提言している<sup>2</sup>。

英語教員になる者は、英語力・指導力を高めるとともに、異文化理解・異文化コミュニケーションへの認識を深めることが重要である。このために、英語教員養成を行う大学においては、例えば卒業までに短期間の海外体験（語学留学、交換留学、海外インターンシップなど）機会が得られるよう配慮することが期待される。(27)

もっと具体的には、「現地の小学校・中学校・高等学校などの教育インターンシップの可能性も含まれる。このような特別プログラムを組むことができれば、全く異なる文化圏で異なる視点から教育に関する経験を得ることができ、英教教育力を高める上で貴重な機会になるものと考えられる。」(81)と述べている。

さらに教員採用に関しても、文部科学省(2023)は「教師の採用等の改善に係る取組について(通知)」として「留学や日本人学校等での勤務など海外経験を考慮した加点」や「留学などの海外経験を積み高度な英語力を持つ日本人教師」に対する特別な選考や加点の実施、さらには「留学希望者に係る名簿登載期間の延長・採用の延期の実施等に努めてください」(4)と通達を出し、海外経験がプラスになるように促し、これを教員養成の大学にも求めている。

英語教員の資質能力を向上させることは、日本の英語教育の向上のための課題であるが、そのための対策として、大学での4年間の教員養成の段階で必要な能力を育成することが重要な要となる。そのために、高度な英語指導力とグローバルな視野を持った人材を育成できる養成カリキュラムへの改革が必要である。

### カリキュラムのグローバル化

前節で議論したように、これからの英語教師は高度な英語力に裏打ちされた指導力と異文化理解や体験を有した人材であることが求められる。このような学生を育成するためには、以下の3点を考慮してカリキュラムのグローバル化を図り、グローバルスタンダードでレベルを考え、世界のどこの国でも「英語教師」として通用することを目標としたい。

- (1)すべての教科専門科目を英語で行う。(Teaching English in English)
- (2)教科専門科目を英語教員のための内容に特化させる。(English for English Teachers)
- (3)英語圏での海外教育実習を必修として組み込む。(Overseas Teaching Practice)

本節では、(1)と(2)に関して議論することとし、(3)に関しては、本稿の中心テーマでもあり、課題も多いので、次節で詳細に検討する。

### すべての教科専門科目を英語で行う。(Teaching English in English)

大学の英語教職課程の教科専門科目を英語で受講することは、将来英語教員になる学生にとってメリットが多い。英語を授業言語にすることで、英語で講義を聞き、英語でディスカッションしたり、プレゼンテーションをおこなうなど、常に英語がコミュニケーションツールとなっている状態を作ることができる。この環境で4年間専門科目まで学ぶため、専門的な内容だけでなく、高いアカデミックな英語力を同時に習得できる。さらに、英語を使って授業が展開されるため、学生は、いかに英語を使って授業したらよいかの具体的な例を常時体験しながら学ぶことができる。特に第二言語習得を専門にしている教員の授業は、とてもよりモデルとなる。理論ではなく、英語によるモデル授業を日々体験しながら実践的に学ぶことのできる素晴らしい機会となる。

このようなメリットがあるにも関わらず、大学における授業、とりわけ専門の授業はいまだに日本語で行われているのがほとんどである。そもそも、教養の英語の授業でも日本語でおこなっている大学がほとんどである。高校、中学校の授業が「原則、英語で」行われることが求められ、かなり浸透しつつある現状で、大学の教養の英語の授業が日本語で行われているのは、かなり違和感がある。

宮崎国際大学の場合、すでに4年間の授業のほとんど全てが英語で、しかも英語のネイティブスピーカーによって行われているユニークな大学なので、教職の英語科目を英語で行う点に関しては、ほとんど何もする必要はない。ただ各教員に対して、自分達の授業が学生にとってはモデルとして見られていることを意識していい授業をするようにお願いしている。

かかわらず

### (2)教科専門科目を英語教員のための内容に特化させる。(English for English Teachers)

大学の英語の教職課程の英語専門科目は、教員免許状取得に必要な科目群として、「英語学」「英語文学」「英語コミュニケーション」「異文化理解」の4分野と、「英語科教育法」からなっている。英語教員としては、当然必要である学問分野である。ただ問題は、それらの分野の授業内容が英語教育に特化しているのかという点である。「英語学」にせよ、「英語文学」にせよ、一つの学問分野として確立しており、必ずしも英語教育に結びつくとは言えない。

教育学部で開講されている科目ではあるが、授業内容も文学部での授業と何ら変わりがない場合が多い。大事な点は、英語教員にとって必要な専門的内容であるべきである。例えば

「英語学」の分野では、文法指導に役立つような英語の構造に関する講義や、声学も生徒の発音指導に役立つような内容であるべきで、知識よりも実際に正確な発音が身につくような実践的な内容である必要がある。「英語文学」の分野においても、英米文学の知識や読解力も養う必要はあるが、それ以上に教材としての物語をいかに楽しいものとして教えられるようになるかが大事である。つまり授業内容を英語教員にとって将来役に立つであろう内容に特化させる必要がある。

本学では、このような視点で英語専門科目を作り直し、それを科目名にも反映させたのが、下記の表である。「英語学習のための英語学」「英語発音指導のための音韻学」「英語学習のための文学」「指導のための英語表現」「教職英語」などがその好例である。科目名は変えていないものの、中身は英語教育に特化したものになるように担当教員には要請している。

分野	科目名（日本語）	科目名（英語）
英語学	英語学習のための言語学	<b>Linguistics for English Learning</b>
	英語発音指導のための音韻学	<b>Phonology for English Pronunciation Instruction</b>
	英語学 1	English Linguistics 1
	英語学 2	English Linguistics 2
	第二言語習得論 1	Second Language Acquisition Theory 1
	第二言語習得論 2	Second Language Acquisition Theory 2
英語文学	英語学習のための文学	<b>Literary Studies for English Learning</b>
	文学概論	Introduction to Literature
	英語文学の理解	Understanding English Literature
	英語文学 A	English Literature A
	英語文学 B	English Literature A
	英語文学分析 2	English Literature Analysis 2
	アメリカ文学	American Literature
	英文学	British Literature

英語コミュニケーション	指導のための英語表現	English Expression as a Language of Instruction
	教職英語	TC English
	アカデミック・スピーキング	Academic Speaking
	アカデミック・ライティング	Academic Writing
異文化理解	異文化理解概論	Introduction to Cross-Cultural Understanding
	北米の思想と文化	North American Thought and Culture
	イギリスの思想と文化 2	British Thought and Culture
	多文化共生論	Multicultural Symbiosis Theory
教科教育法	英語科教育法 1	English Teaching Methodology 1
	英語科教育法 2	English Teaching Methodology 2
	英語科教育法 3	English Teaching Methodology 2
	英語科教育法 4	English Teaching Methodology 2
	海外研修（海外教育実習）	Overseas Teaching Practicum

#### IV. 海外教育実習の意義と課題

海外で教育実習を行うことは有意義であるとわかっているにもかかわらず、そのためのハードルはかなり高い。本節では、「海外教育実習」の意義と、英語圏での海外教育実習を必修として組み込む際にもっとも高いと考えられる以下の3つのハードルについて考察する。

##### 海外教育実習の意義

具体的にアメリカで「教育実習」を行うことためには、高い英語力、特にスピーキング能力を必要とする。英語のネイティブである中高生を相手に、理解させるだけの英語力が求められる。自分の英語力が通用するのか試される貴重な機会となる。さらに突然訪問した初めて会う生徒たちを相手に、彼らの興味を惹きことができ、そのためにインターラクティブな授業が展開する必要がある。自分の英語運用能力と英語指導力がもっとも厳しい状況で問われる。しかしこれを乗り越えることができれば、多い自信につながることは間違いない。

さらに、異文化であることを意識した授業は当然必要となる。日本人相手に授業をする場合の文化的視点と、アメリカで日本人が指導する場合の文化的視点は異なり、その点から異文化理解や、異文化間コミュニケーション力を培うことができる。

これからの英語教師に必要な資質能力の重要部分を鍛えることができる実習となる。

## 1. 海外教育実習の課題

### (1)実習先の受け入れの問題

そもそも仮にアメリカの高等学校で、日本の大学生が単発でも授業を行おうとしても、その許可を取るのは極めて困難である。通常、教育制度も違う中での実習など許可されるはずがない。アメリカの学校で外国人が授業をすることは法的にも問題があり、これを実現するには、現場の教員はもとより、その学校や教育委員会等の理解がないと極めて難しい。筆者もこれまで交流協定を結んでいる大学を通してお願いしたことがあるが、実現にまでは漕ぎ着けなかったというのが現状である。

### (2)日本のカリキュラムの問題

日本の教育学部のカリキュラムはかなりタイトである。教員免許状取得に必要な科目と単位数が厳格に決められていてそれだけでもタイトな時間割になっており余裕がない。さらにそれに加え、授業観察、介護等訪問、教育実習、そして採用試験対策講座への参加など、かなり忙しい。結果、教育学部系の学生が海外の研修に参加する数は極めて少ないのが現状である。以下の表は、総務省統計局の『日本の統計』（2015, 2018, 2017, 2016, 2015, 2014）をもとに、新型コロナが蔓延する前の全国の教育系の大学生が留学した数とその割合を示したものであるが、毎年1%にも満たない。英語の教員なるかならないかにかかわらず、グローバルな日本人を育てることを謳っている国として、考えるべき大きな課題と言える。



年度	教育系学生総 数	留学した人 数	割合(%)
2019	189,343	1,977	<b>1.04</b>
2018	189,948	2,218	<b>1.17</b>
2017	191,153	579	<b>0.30</b>
2016	190,903	593	<b>0.31</b>
2015	190,218	757	<b>0.40</b>
2014	187,549	816	<b>0.44</b>

それでは、現職の英語教員で海外留学経験（一週間以上から）のある割合はどのくらいだろうか。文部科学省が毎年行なっている「英語教育実施状況調査」の結果を参照してまとめたものが以下の表である。高校・中学とも、約半数の教員しか海外留学経験がないという結果である(2021-2018 には調査項目となっていない)。

	英語教員総数		留学した数		割合(%)	
	中学	高校	中学	高校	中学	高校
2022	29,113	20,670	15,104	10,782	<b>51.9</b>	<b>52.2</b>
2017	29,807	22,948	16,922	12,633	<b>56.8</b>	<b>55.1</b>
2016	29,936	23,379	15,284	11,983	51.1	51.3
2015	31,051	23,481	16,299	12,188	52.5	51.9

「言語は文化であり」、言語教育には文化教育が伴う。異文化との接触体験もない教員が異文化間コミュニケーションや異文化理解について、授業の中で何をどのように教えるのだろうか。前節で議論したように、文部科学省も学生が異文化体験を強く求めている。そのためのカリキュラムの改善が課題となる。

### (3)単位化の問題

海外での教育実習を日本で取得すべき教育実習の単位にすることは法的に不可能である。ただ、文部科学省も一方では海外での実習の重要性を認識するようになり、少しずつではあるが、海外での実習の単位化を緩和しつつあり、現地の日本人学校を単位認定校と

して、そこでの実習の単位化は可能になっている<sup>3</sup>。しかしながら、海外教育実習という科目が大学で単位されなくても、実質的にはあまり問題がない。要は実習の中身が重要である。例えば、「海外研修」という科目を設定し単位化し、その中身を教育実習や実習体験として実施すればよい。

このように時間的にも難しい状況の教育系の課程でも、将来教員を目指す学生に海外体験の重要性を認識し、海外研修を試みている大学が少しずつではあるが、増えてきつつある。以下の表ははその実施状況をまとめたものである。

大学名	授業科目名 (単位数)	分野	実習先	期間	実習内容
愛媛大学	教育実践特別講義（1単位）	小学校理科	フィリピン大学附属校園	8日間	文化体験、学校視察、授業実践
千葉大学			オーストリア、チェコ		
			台北教育大学	8日間	中国語キャンプへの参加、授業の課題や討論、小学校授業の視察、日本語・日本文化の授業実践
東京学芸大学	グローバル教育演習（選択2単位）（「教職に関する科		香港、タイ、		小中学校での日本文化の紹介、教育学系学生とのディスカッション

	目」として)				ン、日本人学校訪問
	教育実地研究Ⅱ（4年生対象、選択）		バンコク、香港	3週間	日本人学校小学部での実習
岩手大学		英語科	タイ国中等学校	1から2週間	授業実践、日本文化紹介
三重大学			ニュージーランド、オークランド大学教育学部	9日間	幼稚園、小学校、中学校、高等学校の授業参観
大阪教育大学		院生	台湾高雄師範大学附属小学校		異文化理解に関する協働学習の実践
群馬大学			米国ミズーリー州立大学、インドネシア教育大学、韓国釜山大学	8日間	小学校、中学校、高等学校の授業参観、バンコクと釜山日本人学校授業参観、授業実践

10年ほど前は、このような研修は見られなかったが、いずれも選択科目や自主研修という形であり、単位として認定する大学も出てきている。日本語学校を利用し実習体験を入れたり、教育実習体験を入れたりする大学も出てきているのは望ましい傾向である。ただ

し必修化にしている大学は私の知る範囲ではまだない。忙しいカリキュラムの中で実施するとすれば、必修化し時間を確保してやる方向を検討すべきではないだろうか。

### アメリカでの実習にむけて

宮崎国際大学の国際教養学部は、創立期から2年生後期に4週間の英語圏大学での海外研修が義務化され、修了したものには16単位が与えられる。制度の点では、英語教職課程での海外研修の義務化はすでにクリアされている。しかしながら、その中身は語学研修や異文化体験、地域研究であり、教職といった専門性は弱い。しかも、ほとんど半期の間、他の短期が取れないので、教職の学生には時間的な負担ともなっている。

本学では、まず期間を1ヶ月とした。そして、実習内容としては、現地の高校や中学校等での授業観察や模擬授業の体験、大学での第二言語習得や英語教育に関する講義や実習、大学での日本語の授業観察と模擬授業などを組み込み、英語の教職の学生にふさわしい内容を目指した。ただ、前節でも議論したように、海外でこれらのことを行ない、必修として単位化するのは甚だ難しく、いまだに日本の大学で実施された例を知らない。それは、このような研修内容を引き受け面倒を見てくれる相手先大学を見つけるのが困難だからである。

筆者の場合、幸いにも米国ペンシルバニア州立スリパリロック大学(Slippery Rock University)の Yukako Ishimaru 准教授がこの計画に賛同してくれ、彼女の所属するリベラルアーツ学部が実習の拠点大学として協力してくれることになった<sup>4</sup>。現地の高校ともコンタクトをとってくれたり、大学での英語教育や第二言語習得に関する講義も提供してくれることになった。研修時期としては、日本の大学の授業が休み期間で、かつアメリカの大学の授業が開講しているということを考慮して、2月中旬から3月中旬の1ヶ月とした。そして、この新しい研修は2023年度入学生から課すこととしたので、実際は彼らが2年生になった2024年度から正式に必修科目として実施することになる。

この本格実施に先駆け、2023年度中に2週間の短期の研修をパイロット的に行い、課題等を洗い出すこととした。Ishimaru 准教授がこちらの希望を考慮したプログラムを提案してくれた。以下がその概要とプログラムである。

- 1) 実習先：（拠点校）米国スリパリロック大学（SRU）、Union Area Middle School
- 2) 実習期間：2024年2月29日から3月11日の12日間

3) 実習内容： Union Middle School での授業観察、および日本文化の模擬授業、大学教員による講義 “Teaching Language & Culture,” “ELL Strategies & Practice,” “Methods of TESL,” “Critical Thinking,” “Critical Writing”、大学の日本語クラスの観察と模擬授業、Conversation Partner との交流など。

4) 宿泊：ホームステイ

5) 参加人数：7 名

6)

Date	Time	Program
Thu 2/29	6:18 p.m.	Arrive in Pittsburgh
		Meet Host Family
Fri 3/1	9:00-10:00	Orientation
	10:00-11:00	Teaching Language & Cultures
	11:00-12:00	Campus Tour/Writing Center Orientation
	12:00-2:00	Lunch/Conversation Partner/Free
	2:00-4:00	Teaching Japan at Union High School/Teaching Practice Demonstration
Sat 3/2 & Sun 3/3		
Mon 3/4	7:50	Leave SRU for Union High School
	8:30-12:00	Teach Japan to High School Students
	1:00-2:00	Lunch/Writing Center

	2:00-3:00	Debrief Discussion/Preview for Japanese Class Observation
	3:00-4:00	Free/Writing Center
Tue 3/5	9:30-10:45	ELL Strategies & Practice
	11:00-14:15	Japanese 102(Observation)
	12:15-3:20	Lunch/Free/Conversation Partner
	3:30-4:45	Japanese 202 (Observation)
	5:00-6:00	Dinner
	6:00-8:30	Methods of TESL
Wed 3/6	10:00-10:50	Critical Thinking (Dr. Oldakowski)
	11:00-11:50	Creative Writing: Screenplay(Dr. Ruppert)
	12:00-2:00	Lunch/Free/Conversation Partner
	2:00-4:00	Teaching Demonstration (Japanese 101 & 201)
	4:00-5:00	Dinner
Thu 3/7	5:00-7:30	Japanese Pop--Culture
	9:30-10:45	ELL Strategy & Practice

	11:00-12:15	Japanese 102 Teaching Demonstration
	12:30-1:00	Discussion: Reflection & Feedback
	1:00-3:20	Lunch/ Writing Center
	3:30-4:45	Japanese 202 (Demonstration)
	5:00-5:30	Discussion: Reflection & Feedback
Fri 3/8	10:00-10:50	Critical Thinking (Dr. Oldakowski)

	11:00-11:50	Creative Writing: Screenplay (Dr. Ruppert)
	11:50-1:00	Lunch
	1:00-5:30	Writing Center
	5:30-7:30	Closing Ceremony
Sat 3/9		
Sun 3/10	7:20	Leave ARU for Airport
	8:20	Arrive at Airport

## 終わりに

日本の英語教育をより良くするためにとるべき事柄はいくつあるが、大学の教員養成の質を高め、優れた英語教師を養成・輩出することは、大きな成果を生む取り組みであると考え、カリキュラムの改革に取り組んできた。そのための重要な観点として、1)英語による授業で、しかも 2)英語教育にできる限り特化した内容とし、さらに 3)英語圏での海外教育実習の必修化という 3 点とし、宮崎国際大学の英語教員養成カリキュラムのグローバル化に向けて計画を進めている。本稿では、その 3 点について実施するための課題を考察し、具体的な取り組みを紹介した。海外教育実習に関しては、現在、2023 年度中にパイロット的に行う 2 週間の研修の策定まで終えることができた。今後は、この研修を実際に行った際の成果や課題を検証し、2024 年度の 1 ヶ月の実習計画を策定することとしている。実習内容の策定、実施、そして成果を得るには、克服しなければならない課題がいくつもあるが、少しずつ検証を重ねながら英語教育の実習にふさわしい内容にしていきたい。

## 注)

<sup>1</sup>松本も英語教員が身につけておくべき能力として、「英語運用能力、英語教育力（指導法の理論と実践）、英語の構造に関する明示的知識（音声および文法など）」に加えて、「異文化・多文化リテラシ」（79）を挙げている。

<sup>2</sup>さらに、「グローバル化に対応した人材育成が求められる中、教員自身もグローバルなものの見方や考え方などを身につける必要がある。このため、例えば教職課程を置く大学において、教職課程の質の維持・向上を図りつつ、要件を満たせば学生が海外に留学した際に取得した単位を教職課程に係る単位として認めていくことなどにより、教員を志望する学生の海外留学を促進していく必要がある。」(25)とも述べている。

<sup>3</sup>詳細は、「在外教育施設における教育実習を可能とする制度改正について」を参照。

<sup>4</sup>以前、筆者が佐賀大学に在職中にスリパリロック大学の Ishimaru 准教授のお世話で短期研修プログラム “Immersion Program in America” を企画した。詳細は早瀬・江口 (2018) を参照。

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## Student Evaluations of a Positive Psychology Course: Pilot Test

**Futoshi Kobayashi**

### **Abstract**

Japanese students in a Positive Psychology course ( $N = 17$ ) evaluated eleven active-learning exercises regarding their usefulness as learning materials on a 7-point Likert-scale format. The results of one-sample  $t$ -tests (two-tailed) with a criterion value of 4 (i.e., neutral evaluations) indicated that the majority (86.37%) of these exercises indicated large-size effects (Cohen's  $d \geq 0.80$ ). Thus, this study offered empirical support for the appropriateness of the current exercises. Further studies with a larger number and more diverse groups of participants are recommended in the future.

*Keywords:* student, positive psychology, active learning

Great teachers in psychology not only possess content-based knowledge in subject areas and pedagogical knowledge in education but also continue to refine their teaching skills (Richmond et al., 2014). Today, psychology instructors who teach undergraduate psychology courses are recommended to follow the scientist-educator model in order to improve their teaching skills. Scientist-educators set learning goals, design evidence-based learning activities, collect evidence for the effectiveness of the learning activities, and make adjustments in their teaching based on this evidence (Bernstein et al., 2010).

I taught a Positive Psychology course in the fall semesters in 2017, 2018, and 2019 and prepared various active learning exercises based on a best-selling textbook (Peterson, 2006) and from my own ideas. This research was designed to be an exploratory study instead

of testing particular hypotheses. I mainly investigated how the students evaluate eleven active-learning exercises as to their usefulness as learning materials.

## **Method**

### ***Participants***

There were three participants in Fall 2017, six participants in Fall 2018, and eight participants in Fall 2019. These participants ( $N = 17$ ) ranged in age from 20 to 22 years ( $M = 20.71$ ,  $SD = 0.69$ ). They were all undergraduate students (i.e., 13 women and 4 men) who at the time were attending a liberal arts college in Miyazaki, Japan. They are all native speakers of Japanese.

### ***Materials***

As Table 1 shows, in the eleven active-learning exercises I prepared, six (Exercises 1, 2, 3, 4, 5, & 8) were conducted based on the descriptions on the textbook (Peterson, 2006). Exercise 6 was inspired by a research article (Koo et al., 2008). Exercise 7 was conducted based on the recommended activities from one of the leading researchers in happiness studies (Lyubomirsky, 2008). Three (Exercises 9 to 11) were related to the content of the textbook (Peterson, 2006) and I added some activities, as shown in Table 1.

### ***Procedure***

First of all, this research acquired ethical approval from the Dean of the School of International Liberal Arts after the reviews of the Testing, Research and Assessment Committee in Miyazaki International College. I explained the nature of the study to the students in the Positive Psychology course, and they read and signed the informed consent forms. All the participants anonymously responded to the survey with seven questions, just

after they conducted each exercise. After providing their gender and age (Questions 1 & 2), they evaluated each active-learning exercise in terms of four different domains: (a) degree of accomplishing the learning goals (Question 3), (b) degree of participating easily (Question 4), (c) degree of having fun (Question 5), and (d) degree of wishing to keep the exercise in future courses (Question 6) on a Likert-scale format from 1 (*not at all*) to 7 (*extremely*). (See Tables 2-5.) They also wrote down any recommendations to the instructor so that the exercise might become more helpful for students to accomplish the learning goals (Question 7).

## Results

All the following calculations were conducted by the IBM SPSS Statistics version 26 and I mainly used both effect sizes and confidence intervals for my interpretation of the results, following Cumming (2012, 2014) and Cohen (1992).

In order to find the effectiveness of these eleven exercises, one-sample *t*-tests (two-tailed) were conducted with a criterion value of 4 (i.e., neutral evaluations) regarding Questions 3 to 6 (c.f., Tables 2-5). Among all the 44 tests, one (2.27%) indicated a small-size effect (Cohen's  $d \geq 0.20$ ), five (11.36%) indicated medium-size effects (Cohen's  $d \geq 0.50$ ), and 38 (86.37%) indicated large-size effects (Cohen's  $d \geq 0.80$ ), as shown in Tables 2-5.

Such results offered strong support for the appropriateness of the current exercises.

## Discussion

Overall, the results offered strong support for the appropriateness of the current exercises. Here, I would like to discuss the results from the perspective of the scientist-educator for the sake of my improvement of the course.

Although a few exercises indicated small-size or medium-size effects in certain domains, I decided to keep them because they achieved large-size effects in other domain(s). First, Exercise 2 didn't show large-size effects in the degrees of ease of participation (Cohen's  $d=0.34$ ) and accomplishing the learning goal (Cohen's  $d=0.79$ ). But I decided to keep it because it exhibited large-size effects in the other two domains. Second, Exercise 3 also didn't have a large-size effect in the degree of ease of participation (Cohen's  $d=0.56$ ). Nevertheless, I decided to keep them in the course because it was evaluated well in the other three domains. Third, the lowest performer was Exercise 9, which didn't reach large-size effects in the degrees of easiness (Cohen's  $d=0.50$ ), having fun (Cohen's  $d=0.56$ ), and wishing to keep the exercise in future courses (Cohen's  $d=0.70$ ). However, I decided to keep it because it was evaluated well in terms of accomplishing the learning goal (Cohen's  $d=0.89$ ). If I come across other activities that seem easier, more fun, and capable of accomplishing their learning goals, these exercises may be replaced by new ones in the future. In sum, the results showed me that Exercises 2, 3, and 9 can be replaceable (or omittable) candidate exercises in the future.

In addition, the participants offered some useful insights as recommendations for improving these exercises by answering Question 7. First of all, two participants recommended that I explain why a particular exercise is supposed to improve their subjective well-being clearly before they do the exercise. In other words, they wanted to know the mechanisms by which these positive activities increase their degree of happiness. Indeed, Lyubomirsky and Layous (2013) proposed that simple positive activities “stimulate increases in positive emotions, positive thoughts, positive behaviors, and need satisfaction, which in turn increase happiness” (p. 60). Thus, I started to explain such a mechanism to my students and warn them that this explanation still needs more empirical research support. Second, a

participant recommended that I revise the content of Exercise 1. Exercise 1 asked the students to imagine their future life, especially their relationships with their families and local communities. But the participant recommended that Exercise 1 should also ask the students to imagine their plans for future learning activities. This makes sense because the participants in the study were students. Third, a participant offered a recommendation for Exercise 4. In Exercise 4, students choose one particular joy, try to savor it in different ways, and present the results of their experience to the class. This participant suggested a new way to savor a joy: uploading a picture of the good experience on some social network services. In following the scientist-educator model, I would like to improve my teaching of this course in the future by considering these insights, recommendations, and the other results of this study. They are rich sources for my continuous endeavor to become a better teacher.

Whereas this study offered tentative and empirical support for the appropriateness of the current exercises and useful recommendations for improvements, there were at least three drawbacks in the study. The sample was non-random and its size was small ( $N = 17$ ). In addition, the Japanese students who participated in this study might be different from typical Japanese counterparts because they study liberal arts subjects in English at a particular institution. For example, they might score higher in the domain of extroversion than the other Japanese college students. Further studies with a larger number and more diverse groups of participants are recommended in the future.

As a concluding remark, this study demonstrated that such a small, easy-to-conduct study can offer great help for any psychology instructor who wants to refine his or her teaching by following the scientist-educator model (Bernstein et al., 2010).

### **Author Note**

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**Table 1***Explanations for Exercises*

Number of Exercise	Name of Exercise	Description of Exercise
1	Writing Your Own Legacy (pp. 22-23)	Students imagine and write about their future life in considering their relationships with families and local communities.
2	Positive Self-Introduction (pp. 26-27)	Students tell a short story that describes their best personhood in their lives.
3	Fun vs. Philanthropy Experiment (pp. 34-36)	Students conduct both fun and philanthropic activities, evaluate the effects on their subjective well-being, and present them in the class.
4	Savoring Your Joy (p. 71)	Students choose one particular joy, try to savor it in different ways, and present the results of their experience to the class.
5	What is Your Happiness Profile? (pp. 100-103)	Students take a happiness profile test (pp. 100-103), interpret the results, plan to improve their degrees of happiness, and present their findings to the class.
6	Imagining Your Alternative Life Without Current Blessings	After learning about the George Bailey effect (Koo, Algoe, Wilson, & Gilbert, 2008) and watching the movie "It's a Wonderful Life," students imagine an alternative life without current blessings and estimate the value of their current life.
7	My Happiness Boosting Plan Project	In order to boost happiness levels, students make their own one-month plans to conduct at least six different activities from the various activities that are recommended by one of the leading researchers in happiness study (Lyubomirsky, 2008), and present their findings to the class.
8	Using Signature Strengths in New Ways (pp. 158-162)	Students take the VIA survey (p. 159), choose their top three to five strengths, try to polish them in new ways, and present their findings to the class.
9	Values Assessment	After learning about the universal structure of human values (pp. 181-184) and watching the movie: "Citizen Kane," students estimate the values of the protagonist in the movie and their own values.
10	Holland Code Career Test	After learning about the theory of John Holland (pp. 208-209), students take the Holland Code Career Test, and discuss the recommended career options in class.
11	Multiple Intelligences Assessment	After learning the theory of Howard Gardner (pp. 211-214), students take the multiple intelligences test, find the top-three intelligences based on the test, and discuss these intelligences in the class.

*Note.* Based on the descriptions of the appropriate pages on the textbook (Peterson, 2006), Exercise 1, 2, 3, 4, 5, and 8 were conducted.

**Table 2**

*One-Sample T-Test (two-tails) Results of Question 3 (Null Hypothesis: All Population Mean 4)*

Question 3. How effective do you think the exercise helped you accomplish the learning goal?

Number of Exercise	1	2	3	4	5	6	7	8	9	10	11
<i>n</i>	17	17	16	16	16	17	17	17	17	15	15
<i>M</i>	5.41	4.88	5.63	5.44	5.19	5.35	5.18	5.53	4.88	5.20	5.47
<i>SD</i>	1.00	1.11	1.03	0.89	0.66	1.22	1.07	0.62	0.99	1.01	0.92
<i>t</i>	5.80	3.27	6.34	6.45	7.25	4.57	4.52	10.10	3.67	4.58	6.21
<i>p</i>	.000	.005	.000	.000	.000	.000	.000	.000	.002	.000	.000
Mean Difference	1.41	0.88	1.63	1.44	1.19	1.35	1.18	1.53	0.88	1.20	1.47
95% CI[LL, UL]	[0.90, 1.93]	[0.31, 1.45]	[1.08, 2.17]	[0.96, 1.91]	[0.84, 1.54]	[0.72, 1.98]	[0.62, 1.73]	[1.21, 1.85]	[0.37, 1.39]	[0.64, 1.76]	[0.96, 1.97]
Cohen's <i>d</i>	1.41	0.79	1.59	1.61	1.81	1.11	1.09	2.45	0.89	1.18	1.60

*Note.* Mean Difference =  $M - 4.00$ ; CI = confidence interval; LL = lower limit; UL = upper limit.

**Table 3**

*One-Sample T-Test (two-tails) Results of Question 4 (Null Hypothesis: All Population Mean 4)*

Question 4. How easily did you conduct the exercise?

Number of Exercise	1	2	3	4	5	6	7	8	9	10	11
<i>n</i>	17	17	16	16	16	17	17	17	17	15	15
<i>M</i>	5.12	4.47	4.75	5.13	5.56	5.18	5.35	5.59	4.76	5.53	5.27
<i>SD</i>	1.36	1.38	1.34	1.31	1.03	1.13	1.22	1.00	1.52	0.99	0.80
<i>t</i>	3.38	1.41	2.24	3.44	6.06	4.29	4.57	6.53	2.07	6.00	6.14
<i>p</i>	.004	.177	.041	.004	.000	.001	.000	.000	.055	.000	.000
Mean Difference	1.12	0.47	0.75	1.13	1.56	1.18	1.35	1.59	0.77	1.53	1.27
95% CI[LL, UL]	[0.42, 1.82]	[-0.24, 1.18]	[0.04, 1.46]	[0.43, 1.82]	[1.01, 2.11]	[0.59, 1.76]	[0.72, 1.98]	[1.07, 2.10]	[-0.02, 1.55]	[0.98, 2.08]	[0.82, 1.71]
Cohen's <i>d</i>	0.82	0.34	0.56	0.86	1.52	1.04	1.11	1.58	0.50	1.55	1.59

*Note.* Mean Difference =  $M - 4.00$ ; CI = confidence interval; LL = lower limit; UL = upper limit.

Table 4

One-Sample T-Test (two-tails) Results of Question 5 (Null Hypothesis: All Population Mean 4)

Question 5. How much fun did you have in conducting the exercise?

Number of Exercise	1	2	3	4	5	6	7	8	9	10	11
<i>n</i>	17	17	16	16	16	17	17	17	17	15	15
<i>M</i>	5.53	5.12	5.75	5.56	5.13	5.12	5.06	5.65	4.82	5.07	5.47
<i>SD</i>	1.07	0.86	1.07	0.96	1.03	1.05	1.20	0.86	1.47	1.10	0.92
<i>t</i>	5.91	5.37	6.58	6.48	4.39	4.37	3.65	7.88	2.31	3.76	6.21
<i>p</i>	.000	.000	.000	.000	.001	.000	.002	.000	.034	.002	.000
Mean Difference	1.53	1.12	1.75	1.56	1.13	1.12	1.06	1.65	0.82	1.07	1.47
95% CI[LL, UL]	[0.98, 2.08]	[0.68, 1.56]	[1.18, 2.32]	[1.05, 2.08]	[0.58, 1.67]	[0.58, 1.66]	[0.44, 1.67]	[1.20, 2.09]	[0.07, 1.58]	[0.46, 1.68]	[0.96, 1.97]
Cohen's <i>d</i>	1.43	1.30	1.64	1.62	1.10	1.06	0.88	1.91	0.56	0.97	1.60

Note. Mean Difference =  $M - 4.00$ ; CI = confidence interval; LL = lower limit; UL = upper limit.

**Table 5**

*One-Sample T-Test (two-tails) Results of Question 6 (Null Hypothesis: All Population Mean 4)*

Question 6. How much do you recommend the instructor to keep the exercise for future classes next year?

Number of Exercise	1	2	3	4	5	6	7	8	9	10	11
<i>n</i>	17	17	16	16	16	17	17	17	17	15	15
<i>M</i>	5.71	5.29	5.50	5.75	5.44	5.59	5.24	5.76	4.82	5.20	5.60
<i>SD</i>	0.92	0.99	1.10	1.13	0.89	1.06	1.03	0.75	1.19	1.15	0.83
<i>t</i>	7.65	5.42	5.48	6.22	6.45	6.15	4.93	9.67	2.87	4.05	7.48
<i>p</i>	.000	.000	.000	.000	.000	.000	.000	.000	.011	.001	.000
Mean Difference	1.71	1.29	1.50	1.75	1.44	1.59	1.24	1.77	0.82	1.20	1.60
95% CI[LL, UL]	[1.23, 2.18]	[0.79, 1.80]	[0.92, 2.08]	[1.15, 2.35]	[0.96, 1.91]	[1.04, 2.14]	[0.70, 1.77]	[1.38, 2.15]	[0.21, 1.43]	[0.57, 1.83]	[1.14, 2.06]
Cohen's <i>d</i>	1.85	1.31	1.37	1.56	1.61	1.49	1.20	2.35	0.70	1.05	1.93

*Note.* Mean Difference =  $M - 4.00$ ; CI = confidence interval; LL = lower limit; UL = upper limit.

## **Investigating Students' Views About the Use of AI Tools in Academic Writing**

**Ellen Head**

### **Abstract**

This article reports on a survey carried out in November, 2023, which investigated students' awareness of AI translation tools and generative AI and their opinions about the ethics of using AI. According to Warschauer et al., (2023), universities have a responsibility to teach students how to use AI tools for writing because such tools are likely to be necessary in the workplace of the future. However, teachers tend to emphasise the importance of cultivating basic literacy and knowledge, which are essential before students start using AI. The default route has been to insist on handwritten work and to ban all tools other than the electronic dictionary. In reality it is impossible to prevent students using translation software. Moreover, once students have mastered the basic skills and are able to write unaided, it seems reasonable to set assignments involving the use of software as a learning tool, as has already been done on some translation courses. This might be a preliminary to creating guidelines for the use and non-use of AI in academic writing classes and assignments at our university.

The rapid advances in digital translation and generative AI since the emergence of large-language AI models, have resulted in the widespread availability of tools which can simulate human language proficiency to a high degree and indeed outperform humans in terms of speed. The possibilities and challenges for teachers of ESL writing were discussed in the previous edition of *Comparative Culture* by Cathrine-Mette Mork. Mork (2022), experimented with using Chat GPT-3 to formulate the answer to the question "What changes should university educators make regarding writing assessment in the new landscape of advanced AI writing software?" She found that the program was able to produce a logical and reasonable answer, lacking only in the areas of referencing the latest research. Others have found the output of AI does not do well on fact-checking and referencing, but there is still a great deal of scope for both educational use and misuse. This applies to both the use of apps for translation and text generation. In MIU as of April 2024, there has been no official discussion or briefing for students about the ethical boundaries that should be observed,

although the English program teaches about plagiarism and incorporates warnings not to use AI. However, lectures on how to use the technology, such as a faculty development session shared from Kansai University of International Studies in February 2023, (Narasaki, 2024) suggest that the use of both generative AI and AI translation are being embraced by many universities in Japan. According to Warschauer et al. (2023), universities have a responsibility to teach students how to use AI tools for writing because such tools are likely to be necessary in the workplace of the future. Perhaps the pressure to change is imposed from outside by technology providers and institutional representatives who want to be seen as progressive. But there is also pressure to resist change from those who believe students need to master basic skills before using AI. Tensions between these two views may explain why there are still some universities at which no official policy has been announced.

As a teacher of Academic Writing at MIU, I decided to survey students on the issue in order to make more informed decisions about how my teaching and evaluation of academic writing might need to be updated. In order to adapt to this new situation, there is a need for open dialogue between language learners and teachers. Hitherto the dialogue has usually occurred in the context of a student being accused of cheating. The survey was an attempt to gain insight into how students viewed the issues at a particular point in time, November 2023. It was hoped that the survey would stimulate dialogue and break the taboo which seemed to exist between students and teachers in talking about AI.

## **Background**

As early as 2010, Bower found that students were using machine translation and thought they would benefit from instruction on its use (Bower, 2010). He surveyed students taking a translation course. Sixty nine percent of students had used Yahoo, Excite or Google translate, with the majority using Yahoo. About half (118 out of 258) were unaware of machine translation. Fifty-two did not use it because they thought that it was not helpful for their learning, or that their writing was better or because they were told not to use it by a teacher. The majority were using online translation as a dictionary rather than for translating whole assignments. Bower recommended that the principled use of translation should be incorporated into the courses at his university. More recently, professors such as Lee (2020) have advocated the use of a step-by-step method which allows students to use assisted translation while developing an awareness of the difference between languages by writing their own translation first and comparing it with AI translation.

Many major universities, such as those of the UK Russell group, have produced policy statements on the use of AI (Russell Group, 2023). The Russell Group embrace AI, saying that “Staff should be equipped to support students to use generative AI tools effectively and appropriately in their learning experience.” At the same time, they also make a pledge which is probably difficult to fulfil and impossible to police: “Universities will ensure academic rigour and integrity is upheld.” Regarding the detection of cheating with AI, Farrelly and Baker (2023) state that although software for the detection of AI is being developed very fast, no company felt that their detection software would be reliable enough to use as evidence of academic misconduct in a high-stakes context. The reason was that the software is sometimes mistaken, detecting plagiarism where there is definitely none, in control situations. I have experimented with Zero GPT, which seemed the most effective. Farrelly and Baker emphasise the seriousness of allegations of cheating, and conclude that it is quite impossible to be completely sure unless the particular duplicated source is found.

Prior to undertaking the survey, I was equally interested in finding out about students’ attitudes and experience of both translation software and generative AI. However, for ethical reasons and to obtain true responses, I felt that it was important to emphasise that my research was a neutral investigation rather than a covert campaign for or against the use of AI or, even worse, an attempt to search out those who were misusing technology. Therefore, translation software was chosen as the main focus of the questions and no questions focused directly on the particular student’s own use of translation or generative AI.

### **Creating A Survey Instrument To Explore Students’ Views on AI-Assisted Translation**

Uehara (2023) created a Rasch-metrics validated survey asking about students’ use of machine translation, focusing on whether they use it, the details of how and where, whether they edit the output and whether they use it in a way that will benefit their language acquisition (or by implication, only to finish the task quickly). Although the use of an existing survey would be desirable from the point of view of validity, I chose to focus on ethical issues about AI, rather than its specific use, due to the sensitivity of the issue in the university. Miyazaki International University has a policy of using only English in class and there is no “translation studies” major, so (at least until fall 2023) it would be unlikely that students had been allowed to use AI translation, let alone taught to use it in a principled way, as described by others such as Lee (2020), Ohashi (2022) and Uehara (2023).

The questionnaire was constructed in accordance with recommendations in Dornyei (2003). “With regard to responses that might be felt will meet with disapproval”, Dornyei



suggests “wording the question in such a way that it suggests the behaviour is rather common”, “assuming the occurrence of the behaviour” and “phrasing the question in such a way that it refers to ‘other people’.” (p. 58) He emphasises the need for confidentiality when the topic is of a sensitive nature. Multi-item scales, in which one concept forms the basis of several questions, are more accurate than single item scales (p. 32-4). Dornyei (2009) recommends us to “include both positively and negatively worded items.” (p. 108-9). The inclusion of negatively worded items offers a way of checking that students are actually reading the survey rather than just clicking the same number each time. This increases the internal reliability of a questionnaire (Dornyei, 2009, p. 109). It is suggested that the items dealing with various different concepts should be mixed up (p. 111) in order to keep the respondents engaged and encourage them to deal with each question separately. Here is an example of a pair of items which I expected to produce opposite responses:

*2. It will not be necessary to learn to write in English if AI can write for us.*

*11. In the future it will be important for me to be able to write English without AI.*

We would expect those who agree strongly with (2) will disagree with (11). I have marked such items as “reverse weighted” below.

The questionnaire was shared with a colleague who has expertise in science and with two senior students who work as student assistants. They were asked to offer corrections or additions, to improve the likelihood of getting honest responses. The research project, including the survey questions, was translated into Japanese and approved by the research ethics review committee of the university. The core areas of investigation were as follows:

Beliefs regarding the efficacy of AI (questions 1, 2, 6, 11 (reverse weighted), 12)

Beliefs regarding whether AI use is ethical (questions 3, 4 (reverse weighted), 7)

Beliefs regarding teachers and AI use (questions 8, 9, 10, 13)

Personal intentions regarding AI in hypothetical situations (5, 11 (reverse weighted))

The survey was fully anonymous. Responses were collected from 28 first year students during their Global Studies class and 62 third year students during the Senior Thesis class in the second and third weeks of November 2023. At the time, I went to the class by prior agreement with the lecturers, to explain that the purpose was to gather data on their opinions rather than their actual practices, and that all data would be anonymous. Since many of the second year are taking part in study-abroad programs during the fall, they were not available for the survey. The total number surveyed was therefore 90.

## Findings

Since the questionnaire was given to both first and third year students, there was a possibility that students' views would be different depending on their school year. In order to check whether the responses were affected by school year, the average of the response to each question was calculated in Excel and the freshman group and third year group's averages were compared. Although it would be reasonable to expect a difference, for example, for third year students to be more knowing or more permissive regarding the use of translation software, this was not the case. They were very close indeed, since the responses were generally within 0.2 of each other on a scale of 1 to 5, it seems that the difference of each answer was only 0.04%. The comparison of means for each question can be seen in Appendix B. It was decided to report the statistics for first year and third year students together because the difference between the group averages was so small as to be statistically insignificant.

Descriptive statistics for students' responses regarding the efficacy of AI and related issues are given in Table 1.

**Table 1**

### *Responses Concerning the Efficacy of AI and Related Issues*

Questionnaire Item	Average	SD	Median
1. In the future AI will be able to write and translate as well as humans.	4.222	1.156	5
2. It will not be necessary to learn to write in English if AI can write for us.	1.767	1.027639993	1
6. In the future successful people will be the ones who can use AI.	3.822	1.023	4
11. In the future it will be important for me to be able to write English without AI.	4.318	1.066	5
12. In the future companies want workers who can use AI for translation and writing English.	3.550	1.164	4

We can see that the majority of students agreed with the statement that "In future, AI will be able to write as well as humans." Students gave answers indicating strong agreement with item 1 and 11, and mild agreement with 6 and 12. It was anticipated that there would be a correlation between the responses on items about the efficacy of AI, since it seems logical

that if AI is able to write and translate as well as humans, then success in life or at work would entail using AI. However, when the Pearson correlation coefficients were calculated using free software (Stangroom, 2024), the results showed that item 1 and 6 had a weak correlation ( $R = 0.4143$ ,  $p < 0.001$ ). The correlation between item 1 and 12 was not statistically significant ( $R = 0.1157$ ). In other words, there was only a slight correlation between the idea that AI will approach human skill levels in future, and the belief that companies will want workers who can use AI. It might have been expected that there would be a negative correlation between the response to 1 and 11, since logically speaking, if you believe that AI is going to be really good at writing, you might be likely to believe that you will not need to write by yourself. However, there was only a weak negative correlation, which was statistically insignificant on further probing. The average response for question 11, “In future, it will be important for me to be able to write English without AI” was a little higher than that for question 1, suggesting that respondents are positive about making an effort to write by themselves.

The second set of questions relates to whether it is OK to use AI-assisted tools for writing. The responses showed weak agreement with the idea that it was OK to use apps such as translation apps for homework or essay writing, and weak disagreement with the idea that good students do not use technology. Question 7 probes what students think other people would do. The response is slightly stronger agreement than shown on question 3.

**Table 2**

*Beliefs regarding whether AI use is ethical*

Questionnaire Item	Average	SD	Median
3. It is OK to use apps such as google translate when doing homework or essays.	3.3	1.063	3
4. A good student does not use technology to write.	1.865	1.046	2
7. Many people would like to use apps such as Chat GPT to write part of their assignment, if they can do it without a penalty.	3.722	1.241	4

The next set of questions targets how students see the teacher and institution in relation to AI use. The results can be seen in Table 3.

**Table 3***Beliefs regarding teachers and AI use*

Questionnaire Item	Average	SD	Median
8. Teachers should teach students how to use AI translation and writing apps.	3.856	1.314	4
9. Teachers should allow the use of AI translation and writing apps.	3.322	1.014	3
10. If students had to sign a paper promising they did not use AI, this would be an effective way to stop them using AI.	2.258	1.362	2
13. The teacher would not notice if a student handed in an essay containing a paragraph written by AI.	2.178	1.237	2

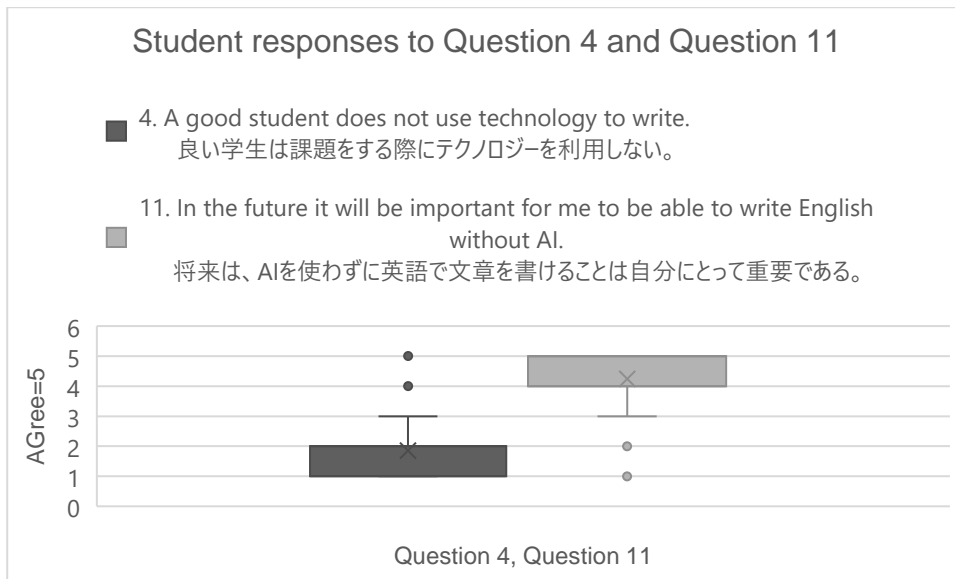
There was quite strong agreement that teachers should teach students to use AI translation and writing apps. Strangely, the responses saying that teachers should *allow* the use of apps were actually at a lower level of agreement than that teachers should *teach* about apps. This will be discussed further in the discussion section. It was interesting that students did not think that a paper pledge would be effective to stop their peers from using AI. They disagreed that teachers would not notice AI use (question 13).

When it comes to students' personal intentions regarding AI use in hypothetical situations, the results highlight a conflict between their desire to use AI to help with their writing (question 5) and their feeling that they will need to be able to write without AI (question 11).

**Table 4***Table 4: Personal intentions regarding AI use in hypothetical situations*

Questionnaire Item	Average	SD	Median
5. If I was in a hurry to finish a long assignment I would like to use an app to help.	3.910	1.122	4
11. In the future it will be important for me to be able to write English without AI.	4.318	1.066	5

Further statistical analysis was done to explore the apparent contradictions between some of the answers. It was anticipated that students would agree with the statement "A good student does not use technology to write" and that this would correlate strongly with "It will be important for me to be able to write English without AI." However, students responded negatively to "A good student does not use technology to write" and positively to "In the future it will be important for me to be able to write English without AI."



**Figure 1 Comparing “A good student does not use technology to write” with “In the future it will be important for me to write without AI.”**

When we look at the box and whisker chart comparing responses to Question 4 and Question 11, it appears that there is a negative correlation between the answers. When the Pearson correlation coefficient was calculated, it revealed that the correlation was statistically insignificant ( $R=0.0198$ . The P-Value= $0.853047$ . The result is *not* significant at  $p < .05$ . The value of  $R^2$ , the coefficient of determination, is  $0.0004$ . Even when the outliers were deleted, the correlation was statistically insignificant ( $R= 0.0447$ ,  $P=0.675696$ ).

## Discussion

There seem to be some interesting contradictions within the data. The items which drew the strongest agreement were question 11, “In the future it will be important for me to be able to write English without AI” and question 1, “In the future AI will be able to write and translate as well as humans”. There is an inherent contradiction which requires some interpretation here. It is possible that students produced what they felt to be the morally correct response, or that they feel a strong sense of wanting to be independent from AI due to the ethos of the university, which emphasizes the use of English in the classroom. When it comes to the students’ use of AI for writing assignments, they feel that its use is legitimate and they want teachers to teach about it, as shown by the responses to questions 5 and 8. The responses were very close, with 3.9 for item 5 “If I was in a hurry to finish a long assignment I would like to use an app to help” and 3.856 for item 8, “Teachers should teach students how to use AI translation and writing apps.” It is logical that these responses would be related. But there

is an apparent contradiction in that the responses show a higher agreement with the idea that teachers should teach students how to use apps than with the idea that teachers should allow the use of apps (item 9). Presumably students have their own reasoning process whereby they reconcile these ideas. It is possible that a teacher might demo an app and then tell students not to use it. It would be fascinating to find out more about this but at the same time, it remains a potentially sensitive issue as long as those who use AI are at risk of being accused of cheating. Students seem to believe that AI will be of importance in the workplace of the future but at the same time they do not believe that they will be relying on using it all the time. Rather than taking the results at face value perhaps there are levels of *Honne* (“What one really thinks”) and *Tatemae* (“Official position”) which show up in the discrepancies between the answers (Translations from *Tangorin*). There may also be a certain amount of cognitive dissonance occurring. Students did not think that signing an honesty pledge would make their peers less likely to use AI (question 10). However, they did think that teachers are able to detect the use of AI (question 13). This may related to several incidents in which faculty confronted students for using generative AI during spring semester 2023. Such cases have been resolved quietly. The penalty is that students receive zero for an assignment which has been done with generative AI, but they are not publicly “outed” nor expelled, as they might have been a few years ago.

The situation is developing quickly as the capabilities of AI are growing and its use is becoming normalized. In February 2023, a faculty development session was held online in Japanese by the Learning Evaluation and Education Development Council of Kansai International Council, with sessions on “Business Utilization of generative AI such as chat GPT” and “Educational use of AI such as chat GPT”. In March 2023, Google announced that generative AI and AI editing support will be available within Google Workspaces. (Google, March 15, 2023). Evidence of the increasing uptake of AI tools for language education can be found in papers such as O’Hashi & Alm (2023). The issue merits further investigation and collaboration between faculty to share effective practices and ensure that students are learning and being evaluated fairly. The survey results indicate a need for guidelines on what constitutes a fair use of AI tools and how to reference such use. It was surprising for me that students felt no inhibitions about saying that they disagree that “A good student does not use AI for writing.” In the future, the university may need to work on a policy on the use of AI assisted work and create a place for teaching both guidelines and know-how, within the curriculum and diploma policy.

## Conclusion

The survey provided a snapshot of students' attitudes and beliefs regarding the use of AI translation. The results suggest that students do not feel the use of AI translation to be unethical and they desire instruction in how they should use it. They believe they will need to be able to use English without AI in the future. This gained stronger agreement than the idea that successful people will have to use AI in the future. There were some places where the responses appeared contradictory. These areas are worthy of further exploration. It would be interesting to interview students to find out more about the apparent contradictions in their answers. Moreover, as tools increase in accuracy and availability, evaluation practices will need to change and rely less on unsupervised writing. There are various options, including supervised writing, integrated skills assessments featuring a combination of writing and speaking, and longitudinal documentation of the development of writing through portfolios.

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## Appendix: Questionnaire

### Survey Questions アンケート質問 (案)

Please think about the question and choose the answer according to how strongly you agree or disagree. 以下の質問に対して、1 から 5 で回答してください。

Note 注: Disagree そう思わない=1 Agree strongly 強く思う=5

1. In the future AI will be able to write and translate as well as humans.  
将来は AI (人工知能) が人間と同じように文章を書いたり翻訳したりできるだろう。
2. It will not be necessary to learn to write in English if AI can write for us.  
AI が代わりにしてくれるので、英語で文章を書けるよう学ぶ必要はない。
3. It is OK to use apps such as google translate when doing homework or essays.  
宿題やレポート作成を行う場合に Google 翻訳のようなアプリを使用しても良い。
4. A good student does not use technology to write.  
良い学生は課題をする際にテクノロジーを利用しない。
5. If I was in a hurry to finish a long assignment I would like to use an app to help.  
長い課題を急いで仕上げないといけない場合は、補助としてアプリを使用した。
6. In the future successful people will be the ones who can use AI.  
将来は、AI を利用できる人たちが成功する。
7. Many people would like to use apps such as Chat GPT to write part of their assignment, if they can do it without a penalty.  
減点などの罰が無いのであれば、多くの人が ChatGPT のようなアプリを課題の部分的な作成のために使用したい。
8. Teachers should teach students how to use AI translation and writing apps.  
教員はどのように AI 翻訳や文章作成アプリを使用するか学生に教えるべきである。



9. Teachers should allow the use of AI translation and writing apps.

教員は AI 翻訳や文章作成アプリの使用を許可すべきである。

10. If students had to sign a paper promising they did not use AI, this would be an effective way to stop them using AI.

学生に AI を使用しないことを約束する紙に署名をさせることは、学生に AI を使わせない効果的な方法である。

11. In the future it will be important for me to be able to write English without AI.

将来は、AI を使わずに英語で文章を書けることは自分にとって重要である。

12. In the future companies want workers who can use AI for translation and writing English.

将来は、企業は翻訳や英語での文章作成のために AI を使える人材を求めるだろう。

13. The teacher would not notice if a student handed in an essay containing a paragraph written by AI.

AI を使用して作成した段落が含まれているレポートを学生が提出しても、教員は気づかない。

**Appendix B**

Comparison of Survey Responses of Freshmen versus Third Year Students (0=disagree, 5=agree)

Survey question	Average answer of freshmen	Average answer of third years
1. In the future AI will be able to write and translate as well as humans.	4.357	4.161
2. It will not be necessary to learn to write in English if AI can write for us. 2.246	1.964	1.677
3. It is OK to use apps such as google translate when doing homework or essays	3.393	3.258
4. A good student does not use technology to write	1.821	1.855
5. If I was in a hurry to finish a long assignment I would like to use an app to help	4.036	3.79
6. In the future successful people will be the ones who can use AI	3.897	3.79
7. Many people would like to use apps such as Chat GPT to write part of their assignment, if they can do it without a penalty.	3.89	3.790
8. . Teachers should teach students how to use AI translation and writing apps.	3.93	3.822
9. Teachers should allow the use of AI translation and writing apps.	3.43	3.27
10. If students had to sign a paper promising they did not use AI, this would be an effective way to stop them using AI	2.246	2.286
11. In the future it will be important for me to be able to write English without AI.	4.286	4.333
12. In the future companies want workers who can use AI for translation and writing English.	3.571	3.54
13. The teacher would not notice if a student handed in an essay containing a paragraph written by AI.	2.5	2.032