

Comparative Culture

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Translating “by Ear”: Eric Selland and Yoshioka’s *Kusudama*

Gregory Dunne



Brush painting from the notebooks of Eric Selland

This interview was conducted in Shimokitazawa, Tokyo in February 2022.

Dunne: Isobar press recently reprinted your translation of the Japanese modernist poet Minoru Yoshioka’s book of poems *Kusudama*, which you originally published with Shoshi Yamada (Tokyo) in 1983. That is 40 years!

Clearly, you have been at work with translation for a major portion of your life. When did you first begin to study Japanese and what was your motivation for study?

Selland: I began studying Japanese at age 14 when I attended a beginner’s class on Saturday mornings at the Fresno Buddhist temple, originally built in 1910 by Japanese immigrants. At first, I was compelled to study Chinese because of my fascination with Chinese characters. I developed this fascination looking at my mother’s Chinese language text book. She was doing

an MA in Chinese history at the time and there was a language requirement. Perhaps I should mention here that the family had a lot of exposure to Asian cultures due to my mother's involvements, first as a volunteer in the sister city organization, and later during her graduate studies. We had Burmese refugees at our home in the 1960s as well as dinners where we had guests from all of the east Asian cultures. And my father designed and made a Japanese garden. We had statues of the Buddha and my mother's favorite, Quan Yin (the Bodhisattva Kannon) in the house, as well as a Burmese harp and various other Asian art and artifacts, plus some really beautiful books on Japanese gardens.

So, I began because of an interest in kanji and Japanese culture and arts in general. I also began reading on Zen philosophy and haiku from around age 15. My mother gave me a copy of Alan Watts' book, *The Way of Zen*, so that's how I started with that interest. This was all made possible, of course, by the Japan boom and the boom in Asian philosophies in the 1960s and 70s.

Dunne: In addition to being a translator of Japanese poetry, you are also a poet in your own right. Did these two vocations arrive at the same time, or did one precede the other?

Selland: I'd say they both arrived around the same time. I had already been exposed to poetry while in high school. I went to readings by Philip Levine and other Fresno poets, and then was exposed to a broader range of postwar poetry including Robert Creeley, Gary Snyder, etc. through an anthology called *Naked Poetry* edited by Levine, which included all of the major voices of the time with a focus on free verse. But my own writing really took off in college when I took a poetry workshop led by Michael Palmer, who introduced me to contemporary experimental writing, as well as Jazz and abstract expressionist painting. In my Japanese classes, I was exposed to modern poets such as Hagiwara Sakutarō and Nakahara Chuya, and my first reaction on reading poetry in Japanese that I liked was to translate it. It was something I was compelled to do in the same way that one might be compelled to actually sing, or perform on an instrument, the music that one loves. So, poetry came along with jazz, abstract expressionist painting, and translation.

I also discovered the poetry of Yoshioka Minoru during my last semester at San Francisco State. I would take regular trips to Kinokuniya in the San Francisco Japan Center complex, and I ran across Hiroaki Sato's translation. It seemed like exactly the kind of thing I was getting interested in via Michael Palmer's poetry workshop (by the way, Palmer really encouraged me in doing translations of Japanese poetry). I wanted to try translating myself, so I bought a Yoshioka selected [poems] in the Japanese original at Kinokuniya around the same time.

Dunne: How has translating Japanese poetry affected your own development as a poet, your sense of poetry and poetics?

Selland The presence of a second language in my daily life as spoken with my wife and the people around me, as well as in the daily practice of translation both as a working professional

and as a poet translating poetry, has been so ubiquitous since I first lived in Japan during the 1980s and even during the years I was living in the States, that it can be difficult to put my finger on what it is exactly that one could call influence on my poetry and poetics. My poetics as it has developed, as it became by the time I matured as a poet, is of course a poetics of translation, profoundly so, I would say. But in the beginning, like many young poets, there were certain poets I read and was influenced by, all in the English language, and I carried around the sound and rhythm of these poetic voices inside me. So there, at the beginning (we used the old Donald Alan anthology, *The New American Poetry*, in the Palmer workshop), and I have memories of chatting with George Oppen at readings in San Francisco, and then hearing him read from his last collection, *Primitive*, when it was published. This was before I returned to Japan to find work and in hopes of meeting and translating Yoshioka Minoru. Oppen's voice, the breath, the pauses and hesitations, have been a very strong rhythm working on my subconscious. But I had Michael Palmer's rhythm also, more of a nonstop flow, a quiet murmur or rumbling in the background. My old friend Steven Forth, who was the first to publish my translation of Yoshioka's *Kusudama* in 1990, says that my prose poetry has a Japanese rhythm. Again, that flow, something like the sound of flowing water, the sound of a brook in the distance. And something that I came to feel very strongly early on, after taking a workshop from a British actor on how to read poetry out loud in which he insisted that we should forget the text, change things or ad-lib during the reading etc. etc., was that for me, poetry is on the page. Not that I ignore sound (I don't at all), but the poetry is an inscription on the page. It has a certain look, a shape, a form on the page and the printed page is the thing. This was brought home to me all the more strongly when translating Yoshioka and reading certain thinkers on language and writing. For Yoshioka, the poem has to be on the page and it has to appear in a certain way. He never did readings. Poetry was in writing – the written character. And I think this affected me also. Perhaps the relationship to language and the word one develops through learning and writing kanji, dealing with Japanese calligraphy and so on, has also been a big influence on me. There has been a concern with the materiality of language in my writing, which of course is very much a part of the tradition of Modernism in English as well, but exposure to Japanese perhaps made that all the more essential to me. Right now, all my writing is in hand, using fountain pens and Japanese brush, in the notebook – a kind of notebook art, journaling, or poet's notebook. So, it is now even more profoundly on the page, almost a kind of visual art. But even before that I used a kind of translation process in producing poetry, since much of it came from reading and quoting, then rearranging language on the page. Like translation, one reads, attempts to come to an understanding, an interpretation, and then rewrites or reforms the material in one's own language.

Something very key in my poetic methodology that comes from my experience as a translator, and which was an important part of the use of appropriated language and piecing fragments of found language together like a puzzle in order to create a poem, is the knowledge that meaning comes from context. Without context you don't know what it means. You can't translate. Change the context and you change the meaning.

Dunne: You began to lean into Yoshioka while you were still a student studying with Michael Palmer in the United States. I'm curious to know what it was that had you becoming interested

in this particular poet, who is said to be one of the more difficult post war period poets to read and one of the most highly praised? What attracted you?

Selland I first became interested in Yoshioka's work via the translations of Hiroaki Sato because I found something in common with Michael Palmer's poetry. He had just published *Without Music*, and I was attracted to his approach to an experimental form which retained the lyric beauty of the language as well as the connection to Modernism. I was attracted to Yoshioka's intricacy, the strange beauty of his first collection, *Still Life*, which I think could be described as being like a surrealist painting by de Chirico. I sensed this profound silence at the base of the poems and reading them gave me a feeling of calm, almost a kind of meditative state. I get into the same state of mind listening to the solo piano pieces of Arnold Schoenberg. Dissonant, yet somehow calming. There's a strangeness to Yoshioka's work which at the same time takes the reader to a different world. I don't think I experienced Yoshioka as being any more difficult than reading other poets in Japanese, or perhaps reading anything in that language. In either case, reading and translating required a lot of time and concentration. I suppose it's the question of how rewarded you feel after having invested the time. I always felt rewarded having translated something by Yoshioka.

Dunne: Did you ever meet Yoshioka? Could you comment on that? How did you meet him? Was he helpful to you in any way with the translation work?

I managed to meet Yoshioka about a year after my return to Japan at age 24 to 'seek my fortune' as they say. We met regularly at the Top Café in Shibuya, and I met many other poets and haikuists through him, including a group of younger poets such as Kido Shuri, who Forrest Gander has translated. I had some difficulty finding him at first, because attempts to contact him via a Japanese academic who had translated some of his work just brought me up against a brick wall. Finally, I asked Shiraishi Kazuko after one of her readings with American Jazz musicians complete with the tight sequined mini-skirt she was famous for wearing well beyond middle-age. She was extremely helpful and gladly gave me his number. She was very encouraging about translating him. Yoshioka was a big supporter of hers when she started out and she was also a major admirer of his poetry. Yoshioka was very energetic despite his age, and interested in new things. A lot of young people gathered around him. He didn't sit on his laurels and he did not demand to be worshipped as the great sensei – I realized soon that he hung out with younger poets because they were interesting to him. He was always soaking up new information. He was fascinated by the poetry of Charles Olson who he knew only through the single poem that had been translated into Japanese as of that point in time – "The Kingfishers". In fact, he was so interested in gleaning information from me along with the other young people that I think I spent less time in questioning him about his work than the other way around. He did answer some questions about *Kusudama*, but all in all, he wasn't one to explain his work or to think that much about poetics. It was all in the doing of it. But through Yoshioka I came into contact with all of the important poets at the time, as well as Butoh people and small press publishers who were important to contemporary and experimental poetry.

Dunne: You mentioned in your Introduction to this volume that Yoshioka didn't like to "read" his poetry before an audience. Could you talk about that a little? Did you ever see him read? What was that like? I gather that the meetings in the Top Cafe were informal events, did the meetings ever involve his reading his poetry out loud to you?

Selland: Right. Yoshioka refused to do readings. For one thing, poetry readings were not very common during the postwar era when Yoshioka was active. Public readings and performance were associated more with the projects of barely a handful of poets, most notably Shiraishi Kazuko and Yoshimasu Gozo. It wasn't until the 1990s that readings took on some popularity. But that said, Yoshioka did have specific reasons to avoid doing so. His poems were meant for the page, to be seen. How they looked on the page, the choice of kanji and so on were all important to him. He first became interested in writing poetry after seeing poems by Kitasono Katue, which he found had a kind of physical or geometric beauty. In other words, it was the materiality of Kitasono's poetic language that attracted him. Then, when he began writing again after the war, he was inspired by Rilke's book length essay on the sculptor, Rodin. Yoshioka wanted to become a sculptor himself when he was younger. So you can see now the importance of materiality, shape and so on to him. Many critics pointed out the similarity of Yoshioka's work to sculpture. He was also very fascinated by painting, including the paintings of Francis Bacon.

Dunne: What about Takamura Kōtarō (1883-1956), the sculptor – he studied painting and sculpture in Paris and later became a poet as well as a sculptor – was there any connection between these two poets?

Selland: Not really. First of all, in terms of poetry, Yoshioka was directly influenced by Modernist and experimental work – first the Modernist (non-seasonal) haiku of Tomisawa Kakio, and then the surrealist inspired work then being done by Kitasono Katue and Sagawa Chika. It was actually Kitasono where he sensed something sculpturesque – something he referred to as a kind of "geometric beauty". He seemed to intuit something very tangible or three-dimensional from the work.

Dunne: You've mentioned that his first book *Still Life*, published in 1955, was the first of his books that you encountered. In considering *Kusudama*, could you comment on how his work changed or evolved over time?

Selland: During the few years, previous to *Kusudama*, Yoshioka began developing ways of incorporating fragments of quoted text into his poems. Until then, his work tended to be stream of consciousness – his process was to lay down on the tatami mats and write down whatever spontaneously came into his head. Yoshioka was not one to reflect a lot on his poetics or to write about it, so we don't have a lot to go on to explain what was behind the shift to the type of writing found in *Kusudama*. I think we can only assume that his work got to a certain point where he found the need to do something new and different. Perhaps he felt he had come to the end of the possibilities of what he could get out of his previous approach to writing. I do remember a statement in writing somewhere about wanting to borrow the

voices of others – in other words, bringing multiple voices into the poem. And the form of *Kusudama*, how the lines move across the page rather than keeping a fixed left margin, and the extremely long lines, may have come from his fascination with the poetry of Charles Olson. *Kusudama* is also much more “constructed” than his earlier poetry.

Dunne: You mention in the Introduction, that *Kusudama* is considered his magnum opus. Why so? What makes the book stand out as a singular achievement?

Selland: It's the apex of his career in the sense of hitting peak performance in producing a poetry that is subtle and beautiful both in sound and image, as well as having a depth and dimension of meaning, and texture if that makes sense. It is also probably the most difficult work out of all of his output, which was already difficult as it is. At the same time Yoshioka breaks through to his own homespun Japanese post-modernism after having spent years putting the finishing touches on Japanese Modernism, which was interrupted by the events of the 1930s and 40s. Kiwao Nomura and Kido Shuri wrote on Japan's postwar poetry in the late 1990s and describe Yoshioka's work as being an important transformative stage providing a bridge between periods in Japanese poetry. For Nomura and Kido, Yoshioka is one of the three most important poets of the postwar period. After Yoshioka and the official end of the postwar period with the death of Emperor Hirohito, the lid just blows off of Japanese poetry. Yoshioka's work made a whole new range of things possible for younger poets maturing in the early 90s.

Dunne: You have mentioned how his early poetry gave you “a feeling of calm, almost a kind of meditative state,” what about this later work, *Kusudama*? Here is a poetry that is sonically and visually rich, a poetry that has a fractured and surreal sweep to it. What challenges does it pose for readers? What pleasures offer?

Selland: Initially I was simply mesmerized by the physical beauty of the book and his use of kanji. It was so difficult for me to read at that point in my career (I was just starting out as a translator) that it was only after carefully “decoding” the first few lines that I could then hear the sound of the language in my inner ear and was deeply moved by the sound and the rhythm. What it reminded me of was my experience in college of reading the classics in the original. There's a certain grandeur, if you will, coming from the rhythm and use of vowel echoing or assonance. Of course, when translating, the first thing you lose is the sound (as well as the visual effect of the kanji of course), but I did my best to come up with something close to it. I think I've said this before in presentations, but I really believe in translating “by ear” – you have to both hear the music of the original language and at the same time hear the music in the target language, in this case of course English. For this I'm really thankful for my early training in reading and attempting to imitate the projective verse of the Black Mountain school (Olson, Duncan, Creeley, etc.) In studying Japanese, we spend so much time trying to understand the complexities of that language (while having to prove ourselves over and over again to show the Japanese that a gaijin actually can learn and understand the language) that it's easy to forget that when translating, we also have to pay attention to the subtleties of our own language.

Dunne: *Kusudama* seems to have a mythic quality about it, as if Yoshioka were invested in creating his own mythical world, a sacred world. We see frequent mention of spirits in the book. We also encounter references to family members: the speaker's father, mother, younger sister, and brother. Can you shed any light on what Yoshioka might be up to here in evoking the both spiritual realm and the lives of his own family members, many of them deceased?

Selland: What I find interesting about that process of myth-making is that Yoshioka makes the very worldly Shitamachi of his youth into something exalted. He never spoke or wrote all that much detail about his family, but in a sense, included in that would be the student boarders they took in. They lived in what's called a *nagaya*, a kind of tenement, where there wouldn't have been much privacy. And Yoshioka notes that there were no books in the house. He was introduced to poetry by one of the student boarders, starting with tanka and then haiku. Interestingly enough this was the Modernist haiku of Tomisawa Kakio, who introduced non-seasonal haiku, and it was this reading that first inspired Yoshioka to become a poet. As I mentioned, I don't know any of the specifics about Yoshioka's siblings, but he was the youngest, so you can imagine what it may have been like looking up to all these older siblings. In a way, perhaps they were like gods and goddesses to him. Both of his parents died (of natural causes) while he was away serving in the military in Manchuria. I don't know whether his older siblings survived the fire-bombing of the Shitamachi area of March 10, 1945, but that whole world of his youth went up in smoke in one night and he had nothing to return to after the war. When Tokyo was rebuilt and some of the neighborhoods re-zoned, his former neighborhood disappeared. The place name no longer exists. So, the disappearance of his past was total. This too could be part of the process you're asking about. Interestingly enough, Yoshioka did not produce the same kind of large family that he grew up in. He and his wife, Yoko, had no children. And instead of settling down in the area he grew up in, he lived for much of his adult life in the Nakameguro area. He would walk from there to Shibuya where he would meet and talk with the young poets at the Top Café.

Dunne: Yoshioka was a close friend of the founder of Butoh dance, Tatsumi Hijikata, and he published a memoir about their friendship, do you see any similarities in their artistic sensibilities or concerns?

Selland: I've heard a recording of Hijikata and Yoshioka in conversation, and the first thing one notices is that Hijikata does most of the talking. He was a charismatic personality. Yoshioka was fascinated with Hijikata's Butoh because of the physicality as well as, of course, the intensity of the technical skill required. I think we can easily place Yoshioka in that generation of postwar artists who had a concern with the body, sensual reality, and eroticism, something that was a response to the extreme deprivation of the war years¹. There

¹ Yoshioka was also a big fan of the “traditional” Japanese strip show. There was a strip club around the corner from the Top Café where he would drop by on the way home. This is of course part of the *Kasutori Jidai* experience – the early postwar years where everything that had been suppressed blew up. But it may also be a part of his experience of growing up near Asakusa with its burlesque shows during the prewar years and the

was a fascination with the physical, with sexuality and sensuality, and with a certain rawness. You can find it in Yoshioka's early work as well, but it usually passes current-day western readers by². For instance, the egg which appears often in Yoshioka's poetry of that time is considered to be a symbol of the feminine and to contain a certain erotic meaning. There was something that fascinated Yoshioka about this twisting of the human form into odd shapes in such a way that questions the traditional concept of beauty. For much the same reason he was fascinated with the paintings of Francis Bacon. Elsewhere I have described it like this: "Poetic meaning in Yoshioka functions in much the same way as the paintings of Francis Bacon – it is only through the distortion of normative reality that we are capable of reaching its underlying truth."

Dunne: I understand that you are now compiling an anthology of Japanese poetry. Could you speak to your approach at editing and translating such a volume? Will the anthology include modern and contemporary poets? How might this volume differ from earlier anthologies?

Selland: The aim of the anthology is to represent Japan's 20th century tradition of Modernist and experimental poetry. It's first of all an attempt to put right the assumption amongst most American poets that Japanese poetry means primarily or only haiku and Zen (and as you know, not even haiku is associated with Zen in particular in Japan). In other words, it's an attempt to impart the history of 20th century Japanese poetry as one that was driven very much by new ideas and experimentation – and not simply imitation. Though our intent is to undermine the conventional canon, we do not necessarily propose a new one. It's more like a "de-canonization," a questioning of the idea of an official canon, and of the major vs. minor mindset which is still pretty prevalent in Japan. Another major effort was to include as many women as possible – not only the poets but the translators. Japanese literary translation has had a reputation for being very white and very male, so we do our best to make changes here. One of our problems when we were first working on the book was that it was difficult finding women poets doing experimental poetry during the Modernist (prewar) period. My first assumption was that it was simply more common for women to write tanka, but when we researched more deeply with the help of the footnotes and other marginal material in studies such as John Solt's biography of Kitasono Katue, we found names of women associated with Sagawa Chika (translated by Sawako Nakayasu), so I visited the Museum of Contemporary Japanese Poetry (Nihon Shiika Bungakukan) in Iwate Prefecture and dug up work by these women. I should note here that these women are completely unknown even in Japan except by a handful of scholars of women's poetry and some "fans". So, this is something very special and unusual about the anthology in addition to giving Futurists such as Kambara Tai (also a major painter) and Hirato Renkichi their rightful place in Japan's literary history. We continue in this vein into postwar, including not only poets that are well known, such as Yoshimasu Gozo and Shiraishi Kazuko, but also the lesser-known poets such as those

popular aesthetic of *eroguro nansensu* (see *Erotic Grotesque Nonsense: The Mass Culture of Japanese Modern Times*, by Miriam Silverberg, University of California Press, 2006).

² The experience of reading the original Japanese can be quite different. Yoshioka's imagery, coupled with the physicality of the written character itself, can elicit an extremely visceral reaction to the poetry on the part of a native speaker. In this sense, his poetry is intensely physical as in Butoh.

associated with Kitasono's VOU group. The VOU group was ignored mostly for political reasons. This is also a group of poets you won't generally see in publications in the U.S. There have been major improvements in the market for poetry in translation in the U.S. during the years we were working on this book, so you actually can find some of these poets on the shelves now, but in the past, it was nearly impossible to get a single volume published devoted to a single Japanese poet. Happily, that's gradually changing.

Dunne: This sounds like a new and exciting – needed – contribution to Japanese poetry in translation. How many poets will it feature? How many different translators? Who will publish the book and when would you expect it to be published?

Selland: There are a total of 51 poets with works spanning from around 1916 to the 1990s, and 30 translators including the editors, myself and Sawako Nakayasu. The book will be published by New Directions sometime in the near future.

Dunne: You are a poet, as well as a translator. Before we finish, could you tell us about your own poetry? When did your books begin to be published? Can you describe the poetry at all, how has it evolved over the years? What are you working on presently?

Selland: I have a lot of unpublished work. Probably can't compete with Cid Corman, but in any case, my first book was with TELS (Tokyo English Literature Society) in 1985, entitled *Preface*, then I spent ten years working on a long poem, *Transparencies*, which was never in print, though it was on a website for a long time.

When I started working on this long poem in 1985, I was married to my first wife, and when I finished in 1995, we were divorced! It was done entirely in seven-syllable lines(!) My first publisher didn't want to do that one because he felt there was too much juvenilia remaining in parts, so my next book, *The Condition of Music*, came in 2000. I wrote another book in the same form (what is sometimes called a hybrid form) that was completed soon after, but it took 15 years to publish.

I wrote three books in that form, though in a sense you could also count *Object States* as part of that, a sort of sequel to the others. I have also occasionally done some haiku and tanka on the side in more recent years. The hybrid form I mentioned is what I began doing in the late 90s: the term hybrid (which really hasn't caught on, though you see it from time to time) refers to works which are a mix of genres, though I don't think this really completely describes what's going on in those works. *The Condition of Music*, *Arc Tangent*, and *Beethoven's Dream* all use prose poem stanzas mixed with shorter 'poetic' lines.

Occasionally you can see a relationship to the *kubun* form (prose followed by a haiku). I also made use of appropriation (a kind of quotation and collage similar to Yoshioka's approach in *Kusudama*). But the point is that it's a mix of things, not sticking to one clear form or any limited number of themes. It sometimes sounds like narrative, but there's not a clear narrative line. Many of the prose stanzas are dream narratives. Narratives of my own dreams and memories. So even to say that appropriation or quotation is central to the process in a sense

misses the point. It's a kind of writing that includes 'everything'. I've also heard it called a 'notebook work' by George Albon (a highly respected local poet in San Francisco who often produces works along these lines). This is because, like a notebook or journal, it contains whatever one is thinking about in whatever form strikes the poet as interesting at the time all in the same work.

All said, I have five books and two chapbooks. After *The Condition of Music* came *Arc Tangent*, then *Beethoven's Dream*, and *Object States*. In between, I did chapbooks - *Inventions* and *Still Lifes*. I guess the irony of it all (or maybe not so?) is that in order to get all my work published I had to come back to Japan to live in 2012 – around the time that Paul Rossiter established his small press, Isobar Press. Poets survive by being a member of a particular poetic community, and though I made connections in the U.S. that I still have, obviously Japan was home. I had just been away for a long time.



Brush painting from the notebooks of Eric Selland

from Paul Klee's Table, 1959-1980**Paul Klee's Table**

Things familiar to the lonely heart
 At one time all unravel the solid shape of light
 And enter a dark house where no one lives
 Creating vibrant images
 In the arrogant shadows of metal
 And quietly gather there
 At the far end of the modest interior
 Forks grow like withered grass
 And glasses forever parted from lips
 Hang suspended in air
 Bitter wine flows
 Sausage skins and a fish now nothing but bones sink
 In a town of water lacking a commanding view
 A sheer cliff made of leftover cloth
 A cat looks furtively up
 And with a weight which carries the dark rays of light
 An empty bottle stands
 Having taken up residence alone on the table
 Anyone would feel lonely standing there
 It naturally develops a slender neck
 But no-one is invited, so
 The umbrellas are left closed and dripping
 In the corner of the doorway from morning till night
 And the chairs are drawn near to the table
 Plates and various receptacles are gathered there
 Amongst them some that have been devoured in vain
 But even more sad are the plates which never become dirty
 All piled up on the shelf
 They lay there at night with no echoes beneath the butter
 The soothing feast is nearing its end
 And from inside a jar of salt
 Its belly swollen like a mother
 A voice emerges
 There is no response so it returns from whence it came
 A table where no-one ever appears to wipe up
 Just now the white walls surrounding it
 On four sides
 Fall silent
 As if they had swallowed the sea

Lilac Garden

The color purple is the gift of night
 So that all music can easily sink
 Little by little as they bubble up

The stars are extinguished from the garden
 This is the time when the lilacs bloom all around
 The stone statue whispers
 Both jealousy and love
 Model an abstract boredom
 With a torn ear hanging down
 The beautiful wife is lured
 From the shadows
 A wet bird runs through her heart
 Wearing the waistband of adultery
 She hangs on the arm of an orange man
 Pure love abounds
 An angle that can be taken only once
 The woman is supported by the weight of an olive branch
 The tear in the undergarment of joyous sin
 When the troublesome silk foot gets involved
 The bearded man who owns this mansion
 Suddenly rushes out bellowing
 The running dogs the cats protecting the lamp
 The bearded man expands the great circle of lust
 At the center of the collapse of flowers
 Lies my beloved the woman in the green kimono
 While listening to the awakening voices of
 The flowers other than the lilacs which have nearly bloomed
 A male servant does the toy monkey dance
 And a maid does the toy snake dance
 Don't hold a match
 Amongst the overgrown lilacs
 Don't make the nightingale sing
 The ocean breeze which enchant's the light of the mansion's candles
 Is altogether invited in
 The fullness of the breasts of a woman who feigns love
 Wearing the wife's gown with its many beautiful folds
 Are carved in stone
 And the echoes of the autumn sea become fainter
 In the sky over the garden now absent of people
 The nightingale sings too much
 Other kinds of flowers reveal their scent
 The yellow moon rising madly
 Is an offering to the approaching morning

from Poems for a Mysterious Time (1976)

Solid Objects

Even in the afternoon of midsummer
 They remain gentlemen
 They do not pace inside the room
 Dressed in frock coats
 They stand erect
 When the next door is opened
 There will be an avalanche of dead rats
 Make no mistake that's how it is today
 They leave by a separate door
 A fat gentleman
 With a butterfly mustache
 Turns the handle of the gramophone
 In order to make the hot summer hotter
 It makes a squeaking noise
 Now you must remember!
 Broken nails / the sound of childbirth
 Because they are gentlemen
 They remove their formal slacks
 And repeatedly cast nets from the bay window
 From the dark depths of the nets
 That slowly spread
 The future of an error
 Sticking out both its breasts
 The crimson cracks in the cross
 Stopped in their tracks
 They hold gramophones in their arms
 Flowers made of brass
 Consultation meditation
 Without speaking without moving
 Will their intentions call in the next wave?
 Toward a world without communication
 On the table
 A fossilized bird flies around a fossilized apple
 A fossilized mirror reflects a soft loaf of freshly baked bread
 Does a fossilized arrow pierce the soft neck of a child?
 A time like this passes
 Their filthy eyes
 The muddy lion they keep as a pet
 Their filthy books
 What is this plasticity?
 The carpet path burns in the furnace of summer
 Dripping with sweat
 Their hearts remain cold
 As they paint one large canvas
 They draw a curved line the way the bride wants it
 An arrow runs along the surface

And the burning color of orange
From the flowing center
Vertically and horizontally
They reveal the secret voice of joy
Make the flesh of inner vision shine!
Autumn of the spirit of the inner ear
Floating in the lake beyond
The rainy morning of the Korean morning glory comes
Because they are gentlemen
Dressed in their frock coats
In order to exist
In a collective fantasy
They hold up sweet goldfish bowls

From Spindle Form (1959-62)**Diarrhea**

I have diarrhea it's not what I wished for nor do I have any means of resistance under cover of night in which historical transition and the work of the individual are superimposed I have diarrhea a crimson flower and water in an underground vault that vomits phlegm coloring the twilight sky is this a phenomenon only I experience today again I do the same and yesterday as well now that I think about it in a memory from long ago as I peered inside the inner chamber of a winter melon with blue skin diarrhea is our daily habit the newly washed toilets of the world are all gathered together my diarrhea begins to swallow up my spirit and reaches the hearts of many people causing food for starving people to rot from that moment a group of young and old men and women lie down their quiet voices the movement of their pathetic hands and feet the love of excretion that proves they are alive everyone is in the position of driftwood I am located somewhere higher up immediately covered in ash in order to eat a masochistic meal most likely horses and dogs would never experience I have humorously metaphysical diarrhea though powerless it shows that I am alive where pain leads to I see a tower rising in the space at the end of a battle of lightening when the flow of martyrdom's blood echoing in my mortal body rises I have diarrhea on sloping land that is cultivated below the stones and pebbles of the endless spring from where water is drawn the bowels of opportunity of my inner turmoil are eternally severed I am forgotten I forget people and things because it is a friendship that began with a chance meeting in a temporary structure coming out of a hypnotic state bending over the ugliness of modernity with cold diarrhea the extraordinary darkness of recovery changes dimension at its center contact with natural light is repeated in the garden of the 20th century I become a healthy man as a member of a collective I begin by eating a pear here a new relationship / a new dialogue begins

Supporting Content-Based Instruction through Content and Language Integrated Learning Methodology

Craig Yamamoto

Abstract

As the number of International Liberal Arts program students taking content-based courses in the L2 is increasing, it is vital that an efficient and productive environment is created. Content-based course objectives focus on expanding students' knowledge of the content while fostering communicative opportunities in the target language. Initially, the following study investigated activities and tasks given in one CBI introductory course to the tourism industry and their effectiveness in preparing students for advanced-level CBI. However, this study quickly determined that at this stage of language development a CLIL methodology was more appropriate for these participants (N=12). The restructuring of the methodology shows that students in a first-year introductory course did not possess the necessary language skills for them to effectively utilize the information and activities to their advantage. Although it is a very small sample-size, this study demonstrates how identifying the needs of the students and making a methodological adjustment from CBI to CLIL increased students' motivation and confidence to communicate on the subject matter.

国際教養プログラムの学生が L2 でコンテンツ・ベースの授業を受ける機会が増えていたため、効率的で生産的な環境を作ることが不可欠です。コンテンツ・ベースのコースでは、目標言語でのコミュニケーション機会を育みながら、学生のコンテンツに関する知識を広げることに重点が置かれます。当初、以下の研究では、ある CBI 入門コースで行われた観光産業に関するアクティビティとタスク、および上級レベルの CBI に備えるためのそれらの効果について調査しました。しかし、この研究では、言語発達のこの段階では、CLIL の方法論がこれらの参加者 (N=16) にとってより適切であるとすぐに判断しました。この方法論の再構築は、1 年生の入門コースの学生が、情報や活動を効果的に活用するために必要な言語スキルを持ち合わせていなかったことを示しています。サンプル数は非常に少ないですが、この研究は、学生のニーズを特定し、CBI から CLIL へと方法論を調整することで、いかに学生のやる気と教科に関するコミュニケーションへの自信を高めたかを実証しています。

Keywords: assessment, CLIL, curriculum development, methodology

Introduction

As the world becomes increasingly globalized, international liberal arts programs have become more and more popular. In Japan, some of these programs have also decided to develop a curriculum where English is the medium of instruction (EMI). In these institutions, it is vital that students focus heavily on improving their practical and academic English ability to be ready to cope with the difficulties of entering advanced level content-based instruction (CBI) courses. However, there are also other situations where Content and Language Integrated Learning (CLIL) are stressed. In their research, Brown and Bradford “view EMI as not an umbrella term but rather as an approach to teaching in English distinct from CLIL and CBI” (2016, p. 330). The distinction between CLIL versus CBI lies in the primary focus of the curriculum. CLIL is based on the 4Cs: content; communication; cognition; and culture (Coyle et al., 2010), while CBI is “an approach to language teaching in which content, texts, activities, and tasks drawn from subject-matter topics are used to provide learners with authentic language input and engage learners in authentic language use” (p. 332).

The outcomes of this study emerged from the Introduction to the Tourism Industry course at one private university in Japan. In this institution, CBI is the mode of instruction for introductory courses as a way for students to be better equipped to handle courses in the third and fourth years of their post-secondary education. This was the first time this course was offered, so I had concerns as to the level of difficulty and student interest. This project initially was to explore what steps were taken throughout the course in order to successfully facilitate a comfortable and motivating environment, through the use of students’ summaries. However, rather than demonstrating a comfortable and motivating environment, the research demonstrated how students benefited when the methodology of the course was redesigned from CBI to CLIL. Therefore, through this study, I will attempt to give insight into the benefits of a CLIL based curriculum design for introductory level courses in a direct method system.

In the Context of Content-Based Instruction

With an increase of International Liberal Arts programs in Japan and the rising popularity of CBI, it is important to investigate what that content is and how lower-division second language (L2) learners will be able to cope with it. Therefore, in this study, an *adjunct approach* was taken when designing this course. This signifies that the course is not only content-based but includes an EFL component (Davies, 2003; Chekol et al, 2023). In this case the instructor of the content-based course is an EFL/ESL instructor.

According to Peachey, (n.d.), the subject matter should be the focus of the course with students using the target language as a means of increasing their content knowledge, which corresponds more naturally with the way we learn our first language. Studying language through meaningful content is a way for students to gain interest in the subject matter, motivating them to apply their acquired language skills in a more natural learning environment and move away from *planned speech*. Planned speech is language that is

prepared in advance of activities such as debates, dramas, speeches or presentations; and in the classroom reading, listening and grammar assessments can also fall into this category (Luoma, 2004; Kurniawati & Astika, 2011).

Developing the Methodology

This course was developed as a new option to the currently available courses in the School of International Liberal Arts of one private college in Japan. The purpose for its addition was to offer an option to students interested in pursuing a career in the travel and tourism industry. This option would give general insight into the industry through active learning which included a project-based learning component. In order to ensure that a new introductory course would be level- and content-appropriate, using student summaries was included as one method to further develop the course.

Foundation of the Curriculum

The CEFR is “the result of a need for a common international framework for language learning...and help learners, teachers, course designers, examining bodies and educational administrators to situate their own efforts within a wider frame of reference.” (Cambridge English, 2011, p. 5) Given its status as the industry-standard framework, the CEFR was chosen as the foundation for the design of this CBI course, with the learning goal set at a B1 level upon completion (Council of Europe, 2001; Wu, 2014). The reasoning is that it is equivalent to a TOEIC proficiency level of 550 (ETS, n.d.), and the specific institutional requirement to advance to upper-division courses is a minimum TOEIC proficiency level of 500. In conjunction with the determined CEFR band, the New General Service List (NGSL) Core Daily Vocabulary list was viewed as an optimal resource for adapting current reading material to the most commonly used words (Browne et al, n.d.).

Implicit Learning in the Curriculum

An important element of this course was the assessment of students’ summaries, which served as an indicator of their engagement with the content. Such assessments are closely linked to implicit learning in L2 contexts, as they provide evidence of deeper comprehension of instructional input (Field, 2005). Gray (1960, as cited in Taylor, 2013), proposed an alternative perspective on reading comprehension identifying “four distinct activities: *word perception, comprehension, reaction to what is read, and assimilation of what is read.*” In his model, comprehension refers to both literal and implied meaning whereas assimilation involves relating new information to prior knowledge. Accordingly, students in this were encouraged to process the material in ways that connected it to their individual experiences and understanding. In this way, summary writing functioned not only as a measure of comprehension but as a means of fostering implicit learning by requiring students to integrate new knowledge with their existing cognitive frameworks.

Methodological Shift from CBI to CLIL

The following introduces the process of transitioning from CBI to CLIL used for this particular introductory class. Moreover, it will look at the development of the methodology and the effects of the transition from CBI to CLIL in this study.

Participants

The participants (N=12) for this study were from the School of International Liberal Arts in one private college in Japan. The course chosen for this project was an elective first-year 30-lesson introduction to the tourism industry course. All participants in this study gave consent allowing their information to be included in this project. It is also noted that four other participants' information was not included due to them not submitting the proper consent. There were 11 first-year students and one third-year student involved in the study. The language objective for this course was set at a CEFR B-1, independent user or Threshold Level, which is best understood by the "ability to maintain interaction and get across what you want to, in a range of contexts" and "the ability to cope flexibly with problems in every day life." (Council of Europe, 2001, p. 34) It is important to note that there were no prerequisites for enrollment. Hence, some participants fell below or over the proficiency goal.

Course Materials and Development

The majority of in-class materials were adapted from the textbook, *Introduction to Hospitality Management* (Walker, 2016) while the project-based learning activity was designed completely by the instructor. Due to the fact that the adapted reading material came from a post-secondary textbook written for native English speakers, much of the writing needed to be simplified and restructured to fit the parameters of an introductory course for an L2 content-based curriculum for students attempting to reach a B1 CEFR level. The only other resources used were occasional readings from News For You (n.d.), which is a weekly online newspaper of current events for EFL/ESL purposes with featured articles and teaching resources, including its own list of vocabulary words for each article.

As expressed by Cuseo, the content would: "(a) supply students with a broad base of knowledge so they would be well informed in a variety of subjects and (b) equip them with a flexible set of thinking skills for thinking deeply and critically" (2016, p. 3) about the tourism industry (2016, p.3). Such content focused on: transportations' historical impact on tourism and its evolution with regard to the industry; tourism in the 21st century; promoters of tourism; and the social and cultural impact of the industry, including the Sustainable Development Goals (SDGs) (United Nations, n.d.). The final unit of the course was a fieldwork project developed to have groups incorporate what they learned throughout the course to design a promotional video, brochure, or pamphlet to present to potential travelers visiting the local area.

To help abridge the reading to a more appropriate level of English, each reading was run through an online vocabulary profile database Lextutor.ca (Cobb, n.d.) to identify the reading

ease level defined by the NGSL Core Daily Vocabulary List (Browne et al, n.d.). This profiler identified difficult words and grammar that could create comprehension issues for students. The goal was set at approximately 80-85% of all non-industry centered vocabulary falling within the most common 1000 words, and an additional 15-20% being listed in the second most common 1000. With this information, the words and grammar identified were revised and the process was continued again until the goal was met. The remaining vocabulary words were industry focused vocabulary designated by their inclusion in the list of vocabulary in the Basic Tourism English Exam (Yamaguchi et al, 2013).

Initial CBI Activities

In the early stages, each new unit handout started with a short introductory activity to the topic followed by the reading section as a way to identify more accurately what each student knew prior to entering the class. The main portion of each unit consisted of going through the readings and having group discussions on the content, while intermittently having class discussions with the instructor giving more insight into the reading, including real-world experiences supporting the content and relating it to everyone on a more personal level. All students were instructed to skim the reading to highlight words and information they did not understand. Once skimming the material was completed, students would read independently and later join in group discussions to clarify their understanding of the content. The purpose of such discussions was to help students connect the reading to more relatable situations activating their cognitive skills and furthering the ability to express themselves through the unit summaries. Students with a higher level of English ability were instructed to only write in English whenever writing notes on their handouts or in their notebooks. Other students were encouraged to do the same but were not limited to only English. To allow for more constructive discussions in English, comprehension questions accompanying each reading section were included. Furthermore, the comprehension questions were a way for students to better summarize the content.

The last portion of each unit activity was a homework assignment instructing everyone to write a summary of what they learned (see Appendix B). The summary-writing task was designed to foster implicit learning, encouraging students to demonstrate comprehension through the integration and reorganization of information rather than through surface-level reproduction. One important part of the instructions was for students to use their own words. In order to properly integrate what they learned from their language courses to content-based coursework, the initial summaries were limited to one academically formatted paragraph, which included using examples from life experiences or other external sources. By the midpoint in the semester the summaries were extended to five-paragraph essays corresponding with the Academic Writing 2 compulsory course concurrently taken by 11 of the participants and previously by the lone third-year student in the course. Initial assessment of student summaries focused primarily on the content of the writing with secondary emphasis on use of language. The result demonstrated students' lack of productive language skills to do more than regurgitate information from their readings.

Transition to CLIL

After completing the first unit it was clear there needed to be additional language activities for students to begin using the pertinent vocabulary, improve the quality of the group discussions and facilitate more critically developed summaries about the content.

Vocabulary Component. To influence students to improve their independent learning skills, lists of vocabulary for each reading were created with new instructions requiring everyone to 1) work together to write Japanese translations; 2) write definitions or synonyms in English for each word; and then 3) choose five of their vocabulary words to make sentences with (see Appendix B). It should be noted that students were also encouraged to choose words that they found more difficult than others when deciding what words to use in these homework activities for each unit. An additional part of the homework was to put their sentences through a grammar check process such as on MS WORD or OS Pages or visit the university Academic Support Center for assistance in checking their sentences for accuracy. The number of vocabulary words was limited to roughly 15-20 new words for each handout, but it was mostly dependent on the length and number of reading sections involved in each unit. For example, if there was only one reading component the vocabulary was reduced to a list of approximately ten words.

Revisiting the Summary. As previously introduced, each unit ended with a summary question that had to be formatted in an academic style, which all students were novices in doing. This meant a portion of the course was also teaching the class how to format the summaries properly and reminding students to apply the skills they acquired through language courses to all introductory courses.

First, students were reminded of writing procedures of an academic-style paragraph and essay, including how to formulate each component. Through this explanation, it was also apparent that the notes taken by students were merely focused on comprehensive vocabulary. None of the participants took notes on the practical information shared by the instructor resulting in seemingly no connection made with personal experiences or additional studies (see Appendix C). The instructor explained again with examples of what notes students should be taking and how to use their notes from discussions and engage their cognitive skills. These examples also included how students should be attempting to incorporate the target vocabulary in all of their writing to help increase their usage of new words, develop a better understanding and improve their ability to use the new words accurately. By guiding students to summarize and relate information from the readings with their personal experiences, they were not only practicing explicit skills like organization and paraphrasing, but also engaging in implicit learning. Through repeated exposure and practice, students unconsciously developed a deeper sense of how language structures convey meaning and how ideas are interconnected, even without direct grammar instruction. Although this was a working process and all instruction was done verbally, students still showed an amount of improvement through the content of their writing as highlighted in Appendix D.

Culmination of CLIL

The course ended with a final fieldwork project where groups were required to clearly connect the content of the lessons to create a promotional video, brochure, or pamphlet of the local area. Through these projects it was imperative that students be able to demonstrate the ability to put the information from the course content into practical use. They would also need to make a presentation of their fieldwork project explaining the reasoning for the various information they provided and how it was connected to what they learned during the semester. If at all possible, students were also asked to give a more cognitive perspective of their project and its importance.

As the assignment was originally developed to have a CBI focus, it was difficult to redevelop it in the middle of the semester. Therefore, the assessment criteria were adjusted to fit a CLIL methodology focused on a CLIL approach. This meant a stronger emphasis on language skills including vocabulary, usage, and accuracy of their speech; and less focus on cognitive perspective, though it was not ignored.

Findings

In the beginning, it was clear that most students were not accustomed to taking notes and were quite reliant on their personal devices, primarily smartphones, as a method of translating the material to understand. Therefore, the activities created a slower and less communicative environment than originally predicted. Through the addition of vocabulary activities and active guidance from the instructor students began to communicate, take notes, and ask questions to clarify meaning. The result showed the reliance on personal devices was greatly reduced. Furthermore, this process helped to facilitate more productive group discussions to complete the vocabulary activities which was revealed in their ability to use more of the pertinent vocabulary in the unit summaries.

When working through the reading activities, the initial tendency was to read the information sentence by sentence and decipher the meaning of each word and grammar structure rather than comprehend the overall meaning. Naturally, they also quickly would revert back to their smartphones and stopped communicating in the L2. With the added guidance through the process of discussing the reading, along with the aforementioned additional language component, groups began to communicate more efficiently about what they read and began asking each other questions to confirm their comprehension of the material. The comprehension questions helped students to have a more holistic understanding of the content. Through this activity, and with a stronger framework of key vocabulary added, the instructor was able to give input into the important points of the reading and added more practical information regarding the focus of the reading through his professional experience in the industry.

The summary for each unit was given as a homework assignment where students were required to write an academically formatted paragraph, which later increased to a 5-paragraph essay, incorporating what they learned from the content and discussions in their groups and

following the curriculum structure of their English language courses. Initially, students were simply writing a reproduction of the readings from the unit. They were also writing strictly from their past knowledge of English without incorporating any content-specific vocabulary apart from loosely paraphrasing the reading components of the unit. Therefore, it is unclear if they gained knowledge from the activities and discussions. This required intervention, which included suggestions and examples of how to show engagement of their critical thinking and the proper formatting of an academical document.

Following the intervention, student responses were focused more on how they specifically connected what they learn with examples of personal experiences and relating them to future ideas or plans that were a product of their knowledge of the topic. From an instructional perspective, due to the improved structure of the summary writing, inaccuracies with vocabulary usage and reading comprehension were also more easily identified. For example, at one point, most students had a difficult time distinguishing between airline consolidators and tour wholesalers as shown by the fact that they described the positions to be the same, although they are described as being different in the reading and through the instructor's explanation.

As this was the first time this course had been taught, it was important to get feedback from students, even more so since there was a shift in the methodology of the course. Consequently, students were given an end-of-semester questionnaire to give their opinion about the various activities throughout the course which furnished positive results as shown in Appendix E. Table 1 shows that regardless of the English level of the participants, the responses from the questionnaire found the vocabulary activities overall to be quite useful component to them. 55.5% of all responses resulted in a "Very useful" response with another 41.7% resulting in a "Useful" answer. This left only one response or 2.8% resulting in a "Somewhat useful" answer, which can still be observed as a positive response to the activities. There were no responses that could be viewed as negative.

Table 1
Results of Usefulness of Vocabulary Activities

How useful did you find the activities? (1=not useful~6=very useful) [Highlighting unknown vocabulary words]						
	Very useful	Useful	Somewhat useful	A little useful	Not very useful	Not useful
Highlighting Unknown Vocabulary	11	1	0	0	0	0
Writing the Japanese meaning and definitions/synonyms	3	9	0	0	0	0
Making sentence with unknown vocabulary words	6	5	1	0	0	0

With regard to the reading component, students were nearly as satisfied with the usefulness of the activities as shown in Table 2. Overall results showed that 47.2% of responses regarding reading activities, which included writing summaries as an overlapping component, found them "Very useful". Concurrently, another 47.2% of all results found the activities to be "Useful" to students, with one response, or 2.8% seeing the activities as

“Somewhat useful”. It is noted that one response found answering the comprehension questions as only “A little useful”.

Table 2

How useful did you find the activities? (1=not useful~6=very useful)						
	Very useful	Useful	Somewhat useful	A little useful	Not very useful	Not useful
Doing the fieldwork project	9	3	0	0	0	0
Making a group presentation	6	6	0	0	0	0

Results of Usefulness of Reading Activities

The most impressive response came with regard to the fieldwork research and oral presentation, which students tend to show apprehension about and reluctance to do. It must also be noted that although the COVID-19 pandemic was still a concern around the world and all classes had recently returned to face-to-face instruction, cases spiked at the end of the semester forcing all group presentations to suddenly be redesigned and held remotely. Regardless, as displayed in Table 3, students were overwhelmingly positive about both activities where 75% of response for doing the fieldwork project were “Very useful” and the other 25% responded with “Useful”. Moreover, regarding the making of a group presentation 50% of all responses were “Very useful”, while the other 50% responded with “Useful”.

Table 3

Results of Usefulness of Fieldwork Research and Presentation

How useful did you find the activities? (1=not useful~6=very useful) [Highlighting unknown vocabulary words]						
	Very useful	Useful	Somewhat useful	A little useful	Not very useful	Not useful
Discussing the reading in groups	7	5	0	0	0	0
Answering the comprehension questions	5	6	0	1	0	0
Writing summaries of what I learned	5	6	1	0	0	0

Regarding the overall value of the course activities and content, Table 4 shows that students were again quite positive in their responses. According to student opinions 36.9% of all responses stated the various activities helped them improve “Very much” in the specific areas. Another 44% of all responses said “Yes” to the helpfulness of the curriculum and activities, while 16.7% said they improved “Somewhat”. This meant that only 2.3% of all responses were negative as only twice students commented they improved “Very little”.

Table 4
Results of Students' Impression of Improvement

This course helped me improve my... (1=not at all~6=very much)						
	Very much	Yes	Somewhat	Very little	Not much	Not at all
Vocabulary	6	4	2	0	0	0
Reading Comprehension	3	5	4	0	0	0
Writing	3	7	2	0	0	0
Listening	1	9	1	1	0	0
Speaking	5	4	2	1	0	0
Fieldwork Research	7	3	2	0	0	0
Understanding of the Tourism Industry	6	5	1	0	0	0

Discussion

As previously noted, an intervention session was necessary to clarify the procedures of the various activities and objectives including the summary writing assignments. Without the intervention, it is likely that students would not have a clear understanding of the activities nor their purpose. Moreover, it would be questionable if students could realistically meet the objectives of the course. It was apparent through comments on the questionnaire that students were very positive in their reflections regarding the vocabulary activities and their usefulness as well as in their final comments about the course: “I was very interested this course because there are many things that I did’t (sic) know”; “I was very fun! I want to utilize what I learned this class. Thank you :)”; “After taking this class, my view of the town changed”; and “I took the course because I was a little interested in tourism, and it was very interesting to learn about it from various perspectives”.

In the summary writing activities, inaccuracies with the actual use of specialized words were apparent in some cases. Therefore, it can be concluded that students' personal feelings were not necessarily an accurate measurement of their ability to use the vocabulary, but it did build more confidence in students' willingness to incorporate the new words. Though this may seem like a meaningless point, it may suggest that the amount of new and unfamiliar vocabulary was too great for this class.

Referencing one comment, “I thought this course was difficult a little (sic) for me to understand,” it is clear that there were some instances where the content was too difficult. Such concerns in conjunction with the misunderstanding of content matter may suggest that not only was the amount of new vocabulary too great, but the complexity of the grammar also exceeded the average level of the students. Moreover, the difficulties of the grammar and vocabulary would mean that reading comprehension of the content may have been affected causing the pace of the class to slow as well as a reduction in productivity of individuals, not to mention lower scores on assessments.

The fieldwork project was clearly the most popular unit of the course, which partially could be explained by the obvious enthusiasm for stepping outside of the confinements of the classroom. Student summaries of the project revealed that students were better equipped and more motivated to communicate than at the beginning of the course. It could be construed that this motivation came from the opportunity to give their projects a personal touch as most students went beyond the required limitations and spent extra time and money investigating the local area and giving their personal opinions about specific places to visit, things to do, and food to try. They also showed better accuracy when writing about the content matter and were able to show their ability to access their critical thinking and practical language skills through their presentations.

When comparing the type of communication skills and language necessary to complete the tasks, it is easy to see that the amount of productive language being used in the fieldwork unit increased greatly compared to the in-class activities. This suggests that increasing the amount of productive language opportunities would benefit this course and improve the students' motivation to increase the amount of specialized vocabulary they use. This is also an important feature in a program that requires more advanced productive skills in upper-division courses and for graduation purposes.

Conclusion

Throughout this study it was clear that adjustments to this course curriculum were necessary. Without the assessment of student summaries and intervention, redevelopment of the content would not have been possible. Having the ability to gain insight into a curriculum inadvertently from students' perspective can be a useful tool to develop a more useful, interesting, and motivating course. Keeping to the constructs of transitioning from language courses to CBI courses may not be as effective as a transition from language courses to CLIL for advancement to CBI course curriculum in the future.

The various adjustments made to the course materials by creating vocabulary activities, simplifying the grammar used throughout the readings, and language support from the teacher showed it improved the comprehension of the content and was appreciated by students. Additionally, the results of activities focused on productive skills such as mini-presentations or added fieldwork-type assignments suggested that students' ability to retain knowledge and specialized vocabulary would be increased. Lastly, to reduce the time intervening due to misinterpretation of how to complete the activities, this particular course showed the importance of its restructuring to suit CLIL methodology. Through such adjustments, it is believed that better knowledge of the content and improved language ability on the subject matter will give students the tools they are missing to increase their L2 productive skills and better prepare them for CBI courses in the future.

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Appendix A

Example of One Paragraph and 5-Paragraph Essay Summaries Activities

SUMMARY

What did you learn from reading *Tourism in the 21st Century*? Write a short academic-style paragraph about the reading in your own words.

Remember to:

- start with a topic sentence
- include 3+ supporting sentences
- Include 2 examples
- Add a concluding sentence

SUMMARY

What did you learn from reading the News For You Online article, *Ecotourism*, and *Sustainable Tourism*? Write a five paragraph essay about the readings.

Remember to:

- Begin with an introduction paragraph (the last sentence should be your thesis statement)
- include 3 supporting paragraphs
- Include examples each paragraph
- Add a concluding paragraph restating the thesis statement and supporting points, including your final opinion.

Appendix B

Example of Added Vocabulary Exercises

VOCABULARY

A. Complete the vocabulary chart. Use your own words for the definitions/synonyms. NEVER use words you do not understand.

Vocabulary	Japanese	Definition/synonym
1. foreign exchange (adj)		
2. investing (gerund)		
3. including (prep)		
4. tax (n)		
5. developing country (n)		

B. Study the vocabulary list. Choose five different words from the list. Make five sentences. Check your sentences from Part B. Use MS WORD or iOS Pages. Do not erase any mistakes. Correct with a **RED PEN.**

Ex. tourism largest in The large industry on Hawaii is tourism.
tourism The largest industry in Hawaii is tourism.

1. _____
2. _____
3. _____
4. _____
5. _____

C. Rewrite your sentences below.

1. _____
2. _____
3. _____
4. _____
5. _____

Appendix C

Initial Summary Writing Sample

Tourism is the world's industry play a leading role in hospitality companies. Therefore, the United Nations has given the World Tourism Organization the role of promoting the development of tourism. It has an aim to assist economic growth. According to UNWTO, the definition, tourism is the actions of people moving and staying in unusual state, having some purposes. Then, WTTC decides the tourism industries own several features, full-time industry, GDP 9%, a lot of workers, and growth of tax revenues. All thing considered, it's necessary for the world's pioneers to increase employment in service industries for growth.

Appendix D

Revisited Summary Writing Sample

(Introductory) Eco-tourism is getting more and more attention from the public, and various organization such as TIES are promoting the expansion of ecotourism because ecotourism has a meaningful impact on our lifestyles, economy, and natural setting.

SUMMARY

What did you learn from reading the News For You Online article, *Ecotourism, and Sustainable Tourism?* Write a five paragraph essay about the readings.

Remember to:

- Begin with an introduction paragraph (the last sentence should be your thesis statement)
- include 3 supporting paragraphs
- Include examples each paragraph
- Add a concluding paragraph restating the thesis statement and supporting points, including your final opinion.

20/20

Ecotourism is the sustainable and eco-friendly tourism.

Actually, International Ecotourism Society (TIES) defined as tourism that protects the environment and enhances the well-being of the people living in the area. Tourists can learn various cultures and settings of the natural environment such as deserts, a lot of wild life, and coral reefs. By visiting those places, they are able to gain new knowledges based on ecotourism.

Ecotourism has positive effects on the local people because intercultural comprehension and esteem of sociocultural traditions have improved. Then, tourists use their money in countries, Sweden, Greece, etc. In short, these countries will be richer and people's lives will be better.

There are constant changes concerning eco-tourism. For example, Africa has been developing a lot in the last few years. Salaries are getting special attention. The adventurous activities that have never been done before will boost and excite people. Plus, they realize the beauty and grandeur of nature by acting in eco-friendly areas.

All things considered, Ecotourism is based on personal values and brings various benefits to tourists, environment, and local people through their tourism such as experiencing nature, environmental conditions and rich nature, understanding local cultures, and bringing money to the area for consumption.

Nice job. You made a very nice effort to connect your paragraphs to your thesis statement. If you include your supporting point in your thesis statement, it will connect them better. Good job.

6 of 6 Adapted from: Walker, J. (2017). *Introduction to Hospitality Management* (5th ed.)

Appendix E

End-of-term questionnaire

Research Survey for Introduction to the Tourism Industry

How useful did you find the activities? (1=not useful~6=very useful) *
 Mark only one oval per row.

	Not at all useful	Not very useful	A little useful	Somewhat useful	Useful	Very useful
Highlighting unknown vocabulary words	<input type="radio"/>					
Writing the Japanese meaning and definitions/synonyms	<input type="radio"/>					
Making sentences with unknown vocabulary words	<input type="radio"/>					
Discussing the reading in groups	<input type="radio"/>					
Answering the comprehension questions	<input type="radio"/>					
Writing summaries of what I learned	<input type="radio"/>					
Doing the fieldwork project	<input type="radio"/>					
Making a group presentation	<input type="radio"/>					
Quizzes	<input type="radio"/>					

This course helped me improve my... *
 Mark only one oval per row.

	Not at all	Not much	Very little	Somewhat	Yes	Very much
Vocabulary	<input type="radio"/>					
Reading Comprehension	<input type="radio"/>					
Writing	<input type="radio"/>					
Listening	<input type="radio"/>					
Speaking	<input type="radio"/>					
Fieldwork research	<input type="radio"/>					
Understanding of the tourism industry	<input type="radio"/>					

What is your opinion after taking this course? *

Positive and negative comments and suggestions are okay, too.

Pitfalls of Praise

Futoshi Kobayashi

Abstract

Following the self-esteem movement, parents, teachers, coaches, and other adults have attempted to praise children to build their self-confidence. Although they assume the effectiveness of praise and use it frequently with children and other learners, it is not always effective in bringing about various positive outcomes because there are some pitfalls to praise. This paper reviews empirical research on two major pitfalls of praise: ability praise and inaccurate praise, and concludes from the viewpoints of past sages.

Keywords: ability praise; process praise; inflated praise; inaccurate praise; self-esteem

As a matter of common sense, parents, teachers, coaches, and other adults know that rewards generally have better consequences for learners' motivation and academic performance than punishments. In fact, empirical studies of both animals and humans have consistently shown that rewarding enhanced achievement produces better results than penalizing failure (Kahneman, 2011). Praise is a type of verbal reward. Furthermore, a review of more than 800 meta-analyses on academic achievement found that feedback to learners is the tenth most important factor ($d = 0.74$) among the 138 important factors (Hattie, 2008). Deci et al. (1999) reported that positive feedback increased both intrinsic motivation ($d = 0.33$) and task interest in the learner ($d = 0.31$) in their meta-analysis. Praise is a form of positive feedback. However, praise is not always effective in increasing learners' motivation and academic performance because some crucial variables influence its effectiveness (Henderlong & Lepper, 2002). In this paper, I review empirical research that addresses two major pitfalls of praise: ability praise and inaccurate praise, and then conclude with a historical perspective.

Ability Praise

Dweck (2006) theorized that different types of praise from parents, teachers, coaches, and other adults can shape learners' mindsets. Mindsets refer to "beliefs about the capacity to grow one's abilities" (Haimovitz & Dweck, 2017, p. 1849). When an adult praises a child for his or her success, there are two main types of praise. One is to praise a child's ability (i.e., intelligence, smartness). Such a message can instill the fixed mindset into the learner's mind and create less motivation and poor performance after experiencing setbacks because the fixed mindset assumes that human ability is fixed and cannot be changed by effort. The other is to praise the child's process of action (i.e., using effective learning strategies and exerting sufficient effort). Such a message can inculcate the growth mindset in the learner and create more motivation and better performance after experiencing failures because the growth mindset assumes that human abilities are malleable and can be improved through the effortful use of effective solution strategies.

Empirical research to date has generally supported this theory. Psychological experiments have already found that praise for ability (i.e., intelligence, smartness) is not effective, but praise for process (i.e., hard work with effective strategies) is effective for

American preschoolers (Cimpian et al., 2007), American elementary school students (Mueller & Dweck, 1998), American university students (Haimovitz & Corpus, 2011), and Iranian university students (Zarrinabadi & Rahimi, 2022) to increase achievement motivation. In addition to testing the effects of ability praise and process praise, Kamins and Dweck (1999) also tested the effects of ability criticism and process criticism. When preschoolers failed and received ability criticism, they had lower self-evaluations and lower evaluations of their own products, feelings, and endurance than their counterparts with process criticism. Similarly, when preschoolers succeeded and received ability praise and then experienced failure, they had lower self-evaluations and lower evaluations of their own products, feelings, and endurance than their counterparts with process praise. Thus, ability-based feedback, whether positive or negative, had more negative consequences than process-based feedback. Another study of American preschoolers who received inconsistent praise (e.g., ability praise followed by process praise) reported different effects on their evaluation of themselves and their endurance of the task. When they received only one process praise out of all four praises, their self-evaluation was higher than that of those who received all four ability praises. Thus, receiving a smidgen of process praise (i.e., 25%) preserved their self-evaluations after experiencing failures. However, they needed to receive at least three process praises out of all four praises to increase their persistence after experiencing failures. Thereupon, receiving even a small amount of ability praise (i.e., 25%) made it easier for them to give up the task (Zentall & Morris, 2010).

As the theory predicts, children tend to form their mindsets based on the type of praise they receive from their parents. In a study of American elementary school children, mothers' usage of ability praise, not process praise, was a significant predictive factor of what kind of mindset they had. The more mothers used ability praise, the more children held a fixed mindset and avoided challenging school work six months later (Pomerantz & Kempner, 2013). Moreover, a home observation study in the United States reported that parents' use of process praise on their children when they were one to three years old was a significant predictor of their growth mindset at the ages of seven to eight, whereas parents' use of ability praise did not have any relationship with their fixed mindset (Gunderson et al., 2013). Further investigation of the same group of children revealed that parents' use of process praise on their children when they were one to three years old was a significant predictor of their mathematics and reading comprehension achievement when they were fourth graders (Gunderson et al., 2018).

Furthermore, different types of mindsets produce varied academic outcomes. American seventh graders with a growth mindset instead of a fixed mindset improved their mathematical performances over two years during their junior high school days (Blackwell et al., 2007). In addition, American seventh-grade female students who were trained to have a growth mindset had superior mathematical achievement test scores than those who did not receive such training. Similarly, racial minority and low-income students in the United States who received such training outperformed their reading achievement test scores compared with their counterparts (Good et al., 2003). Dweck and Yeager (2019) reported that a study of

American ninth graders from a nationally representative sample found that the correlation coefficient of their grade point average and fixed mindset was $-.22$ ($p < .001$).

Not only did empirical studies support the claim of superiority of process praise over ability praise, but they also deepened our understanding of no praise. Chinese preschoolers who received praise for ability (i.e., intelligence, smartness) cheated more than those who received process praise or no praise. Interestingly, process praise is no better than no praise (Zhao et al., 2017). Another study also found that praise for process was no better than no feedback for both British elementary and university students after experiencing failures and concluded that praise for ability had particularly negative effects on how the participants estimated their own performance and feelings about mathematical tests and their willingness to take another mathematical test (Skipper & Douglas, 2012). Although the theory did not hypothesize the effectiveness of no praise, empirical studies actually found it.

In addition, other empirical studies shed new light on (a) the relationship between ability praise and a learner's self-esteem and (b) the beliefs about the relationship between effort and ability. The self-esteem movement claims that if we increase the self-esteem of children, they will flourish. However, no evidence indicates that an increase in one's self-esteem leads to better academic achievement based on a review of empirical research (Baumeister et al., 2003). However, many parents still believe in the validity of the self-esteem movement's claim and praise their children to boost their self-esteem (Haimovitz & Dweck, 2017). Compared with children with high self-esteem, adults are more likely to give ability praise than process praise to children with low self-esteem in the hope of increasing their self-esteem. In fact, a study of Dutch parents reported that parents gave almost equal amounts of ability and process praise to children with low self-esteem, whereas they gave more than twice as much process praise as ability praise to children with high self-esteem. However, giving ability praise to children with low self-esteem actually backfires. Dutch children with low self-esteem felt more shame than children with high self-esteem after experiencing failure when they received ability praise (Brummelman, Thomaes, Overbeek et al., 2014).

As the theory spread to the general public, an increasing number of parents, teachers, coaches, and other adults misunderstood that process praise solely meant praising the effort (Amemiya & Wang, 2018). Moreover, effort praise does not always bring the desired effects. For example, Lam et al. (2008) pointed out that different types of beliefs about the relationship between effort and ability are crucial to understanding the effectiveness of effort praise for learners. One is that learners believe that the more effort they put in, the more they can increase their ability (i.e., the positive view of the relationship between effort and ability). The other is that the learner believes that the less ability he or she has, the more effort is necessary to succeed (i.e., the inverse view of the relationship between effort and ability). They experimentally demonstrated that effort praise increased the intrinsic motivation of the Chinese seventh graders who held such a positive view compared with those who held an inverse view. Interestingly, cross-cultural research on Japanese and North American university students reported mirror-image results (Heine et al., 2001). After the failures, the

Japanese worked harder on the tasks than their North American counterparts because they held a more positive view of effort and ability. For the Japanese, failure meant that they did not exert enough effort this time, and they believed that hard work would bring them success the next time. Consistent with these studies, Amemiya and Wang (2018) elucidated that effort praise may be ineffective for junior and senior high school students in improving both their intrinsic motivation and academic performance because these adolescents have an inverted view of the relationship between effort and ability. Therefore, we adults should use process praise (i.e., praise for using effective learning strategies and exerting sufficient effort) instead of simple effort praise.

Nonetheless, the theory is not always in accordance with the results of existing research. Empirical studies indicate that ability praise has better consequences than process praise (Koestner et al., 1987; Miller, 1975; Schunk, 1983), and other studies report mixed results (Koestner et al., 1989; Weaver et al., 2004). However, these studies lack an important experimental manipulation: the failure experience of the participants, as Kamins and Dweck (1999) and Lam et al. (2008) have already mentioned. According to the theory, receiving ability praise creates an ability-based attribution in the participants' minds, and they are supposed to decrease their motivation after experiencing failures because their failures are assumed to be caused by their low ability that cannot be improved. Thus, these studies are inappropriate for evaluating the validity of the theory.

Nonetheless, an empirical study reported results inconsistent with the theory's claims. A study of American children reported that only elementary school girls increased their intrinsic motivation by receiving process praise and decreased it by receiving ability praise, although such a phenomenon did not appear in elementary school boys or preschoolers (Corpus & Lepper, 2007). This study is noteworthy because the experiment included participants' failure experiences. Therefore, it is recommended that a meta-analysis of the empirical studies be conducted in the future to test the validity of the theory.

In summary, existing empirical research generally supports Dr. Dweck's theory (2006) and deepens our understanding of the distinct effects of different types of praise. Thus, we should use process praise instead of ability praise to achieve various positive outcomes for learners.

Inaccurate Praise

As in the case of ability praise above, adults tend to give inflated praise to children in hopes of boosting their self-esteem. A study of Dutch adults found that they were approximately twice as likely to give inflated praise to children with low self-esteem (33%) as to children with high self-esteem (18%). Giving inflated praise means that parents, teachers, coaches, and other adults overvalue learners' achievements and give overly positive praise. Nevertheless, inflated praise backfires on children with low self-esteem. Although inflated praise increased the challenge-seeking behavior of high-self-esteem children, it decreased the challenge-seeking behavior of low-self-esteem children in the Dutch samples.

(Brummelman, Thomaes, de Castro et al., 2014). Another study of Dutch samples found that inflated praise was a significant predictive factor for lowering children's self-esteem. In addition, inflated praise increased narcissism in Dutch children with high self-esteem (Brummelman et al., 2017). Moreover, Schoneveld and Brummelman (2023) experimentally demonstrated that Dutch teachers were more likely to give inflated praise to students from low socioeconomic status (SES) than those from high SES when they made identical achievements, but Dutch elementary school children assumed that the students who received inflated praise were less intelligent. This means that teachers are more likely to give inflated praise to low-SES students than their high-SES counterparts with good intentions, but it ironically strengthens a detrimental preconception (i.e., less intelligent) of low-SES individuals.

In general, parental overvaluation of their children creates inflated praise, which has more negative consequences. Research has shown that Dutch children who were overvalued by their parents were not more intelligent based on their intelligence quotient (IQ) scores and did not perform mathematical exercises better than other children (Brummelman et al., 2015). A study of Italian elementary school children reported that parental overvaluation of their children had no relationship with their self-esteem. Moreover, the children's narcissistic traits were mediated by their fathers' overvaluation but not by their mothers' (Coppola et al., 2020). Further research may be necessary to explain the mediational differences between fathers and mothers.

Previous research on the accuracy of feedback given to adults, university students, and high school students provides insight into how to address the problems associated with inaccurate praise for children. A study of American bank workers reported that employees' perceived accuracy of feedback was one of the most strongly associated factors with their performance (Kinicki et al., 2004). Kim et al. (2010) demonstrated that American university students who received inaccurate feedback were more likely to engage in self-handicapping behaviors and have worse task and academic performance than those who received accurate feedback. Kim et al. (2010) also demonstrated that Chinese high school students who received inaccurate feedback were more likely to have diminished life satisfaction than those who received accurate feedback, indicating that the negative consequences of inaccurate feedback could appear in a different culture. Correspondingly, accurate feedback led to better outcomes than inaccurate feedback in these samples.

Rather than inflated praise, accurate praise has better consequences for children, just as it does for adults, university students, and high school students. A study of Dutch elementary school students examined how children changed their exploration of a new task after receiving inflated praise, accurate praise, or no praise. The results indicated that accurate praise, rather than inflated praise, could increase exploration of a new task in children with low self-esteem more than in those in the no praise condition (Brummelman et al., 2022). Another study of Korean elementary school students found that if the parents' praises were overvalued or undervalued compared to their children's real accomplishments, their children were more likely to have poorer academic performance and be more depressed than if they

received an accurate evaluation (Lee et al., 2017). Even though existing empirical research generally suggests positive consequences of accurate praise for children, there are not many, and we need more research in the future. Consequently, as in the case of ability praise above, a meta-analysis of this issue should be conducted in the future.

In a nutshell, extant empirical research usually indicates that inaccurate evaluations of children's achievements and inaccurate levels of praise toward their children have negative consequences, whereas accurate evaluations of children's achievements and appropriate levels of praise have positive consequences.

Conclusion

Thus far, I have reviewed empirical research articles to examine the consequences of two major pitfalls of praise: ability praise and inaccurate praise. In agreement with other researchers (Brummelman et al., 2016; Corpus & Good, 2020), I would like to recommend to parents, teachers, coaches, and other adults, based on current scientific research, that we should avoid ability praise and inaccurate praise and use process praise and accurate praise instead. Nevertheless, these recommendations are not new. Dr. Haim Ginott, a prominent educator in the United States from the 1950s to the 1970s, pointed out approximately 60 years ago that parents should praise children's process of success (rather than their abilities) clearly and accurately, so that such precise statements would create a positive self-image in children, thereby increasing their self-esteem and molding good character. "The single most important rule is that praise deal only with the child's efforts and accomplishments, not with his character and personality" (Ginott, 1965, p. 39). "Praise has two parts: our words and the child's inferences. Our words should state clearly that we appreciate the child's efforts, work, achievement, help, consideration, or creation. Our words should be so framed that the child will almost inevitably draw from them a realistic conclusion about his personality" (Ginott, 1965, p. 42). "Realistic positive statements repeated inwardly by the child determine to a large extent his good opinion of himself and of the world around him" (Ginott, 1965, p. 43).

Truth is irrelevant to time and space. Truth can be grasped by sages through their observations or by researchers through their empirical research. It is intriguing to witness the truth, which was foreseen by the sages long ago, being reconfirmed by the new empirical research of our time.

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大学のクリティカル・シンキング・テストの基礎的分析とクリティカル・シンキング能力に対する海外研修経験の及ぼす可能性

Fundamental Analysis of University Critical Thinking Test and Potential Influence of Study abroad on Critical Thinking Skills

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概要

宮崎国際大学国際教養学部は、ディプロマ・ポリシーの一つに「クリティカル・シンキング（批判的・分析的思考法）をベースにした高度な思考（比較、分析、総合、評価）能力を身につけている」を掲げている。その達成度を評価するために、毎年3年次の秋学期に本学で独自に開発した英語によるクリティカル・シンキング・テスト（CTT）を実施し、学生のCT能力を測定している。CTTは英語作成された筆記テストであるため、その結果は学生の英語力や学業成績などと関連する可能はあるが、その相関性はこれまで検証されてこなかった。また、本学国際教養学部では、海外研修が必修化され、2年次秋学期に実施されているが、海外研修による語学力の向上についてはTOEIC試験により確認している一方で、海外研修のCT能力に対する効果については検証されていない。本稿では、独自開発したCTTの基礎的な分析結果を示すとともに、CT能力に対する海外研修の及ぼす可能性を調査した結果を報告する。研究の結果、CTT、GPA、TOEICの間には正の相関関係が認められた。そして、海外研修を経験した学生と経験していない学生を2群に分け、分析した結果、海外研修を経験した学生はTOEICの点数が低いにも関わらず、CTTの結果の正答率は経験していない学生とほぼ同じであった。よって、海外研修による異文化での経験を通じて、英語力を超えるCT能力が習得できた可能性が示唆される。

キーワード：クリティカル・シンキング、海外研修、英語力、成績評価、第二言語

Abstract

The School of International Liberal Arts (SILA) at Miyazaki International University has established a diploma policy aimed at fostering advanced thinking skills, including comparison, analysis, synthesis, and evaluation, grounded in critical thinking. Many courses within SILA are designed with the explicit objective of developing critical thinking (CT) abilities. Additionally, SILA conducts a 16-week study abroad program at partner universities during the fall semester of the second year. This program aims to provide cross-cultural experiences and enhance language skills, which potentially contribute to the development of CT skills. However, evaluating the achievement of CT skills poses greater challenges compared to assessing specialized knowledge or language proficiency. To measure CT achievement, the university administers the independently developed Critical Thinking Test (CTT). Although the CTT is developed in English, the majority of test-takers are Japanese students learning English as a second language, raising questions about the test's

effectiveness in measuring CT abilities. Consequently, research was required to investigate the effectiveness of the CTT and the impact of the study abroad program on the development of CT skills. Due to the COVID-19 pandemic, study abroad was suspended for two years (2020-2021) and replaced with domestic training conducted online with partner universities abroad. This situation enabled a comparative analysis of the CT skills between those who experienced study abroad and those who had not.

This paper presents the results of a fundamental analysis of the independently developed CTT and reports findings on the potential impact of study abroad on CT abilities. The subjects of this study, with a total number of 275 students, were classified into two groups to analyze the effects of study abroad over a four-year period from 2020 to 2023, including the COVID-19 pandemic. To conduct the analysis from the perspective of students' English proficiency and academic performance, TOEIC was used as an indicator of English proficiency, and GPA was used as an indicator of academic performance at the university. First, to verify the difficulty level of the questions, a frequency distribution of the number of correct answers for all CTT test-takers was created. The number of correct answers ranged from 3 to 21 out of a total of 23 questions, with the frequency distribution exhibiting a typical normal distribution centered around the mean, indicating that the difficulty level is appropriate for assessing CT abilities. Second, our analysis revealed a positive correlation between CTT scores, GPA, and TOEIC scores. Furthermore, when dividing students into two groups—those who had experienced study abroad and those who had not—the analysis showed that despite lower TOEIC scores, students who had experienced study abroad achieved nearly the same correct answer rate on the CTT as those who had not. These findings suggest that through diverse cultural experiences during study abroad, students may have developed CT abilities that surpass their English proficiency.

1. はじめに

本学国際教養学部は 1994 年の開校以来、アクティブ・ラーニングを取り入れた英語によるリベラルアーツ教育を行っている。海外研修を必修化し、日英両語における高度なコミュニケーション能力と CT 能力の育成などを教育目標に掲げている。これまで、その教育実践は様々な形で検証されてきた。国際教養学部の授業で実践されているアクティブ・ラーニングの効果に関する学生の認識や効果的なアクティブ・ラーニング手法の研究が報告された (Ozeki & Yasuda 2019)。また、海外研修の効果として、海外研修前後の TOEIC 試験の比較から海外研修によって語学力が向上することを確認している。さらに、コンピテンシーアクションに対する海外研修の効果についても BEVI テスト (<https://jp.thebevi.com/>) で検証している。しかし、クリティカル・シンキング (CT) 能力に対する海外研修の効果検証は今まで実施されていない。

CT 能力は、情報をそのまま受け入れるのではなく、多様な角度から検討し、論理的・客観的に理解する思考法である。今日の価値観の多様化や急速な社会環境の変化の中で、CT の重要性が増している (楠見・道田 2015)。CT 能力についての先行研究として、野口は「批評的思考態度および国際的志向性についてのアンケートを大学の英語受講者に対して行い、批評的思考態度は英語力の違いとは関連がない可能性」を示唆している (野口 2022)。CT 能力の育成については、宮尾は、「諸外国では高等教育を開始するまでに、CT 能力を身につけることが求められており、日本においても十分な英語習熟度に達していない学生でも CT を身に付け始めることが可能であること」を報告している (宮尾 2021)。また、松本は、「異文化対処能力や CT 能力は、実際

の英語力よりも、海外経験、英語が好きかどうか、異文化への興味、外国人とコミュニケーションをしたいかどうかとより深く関わっていること」を報告している（松本 2012）。これらの先行研究では、CT 能力の育成には英語習熟度よりも異文化対処力が効果的であることを示唆している。

2. クリティカル・シンキング・テスト（CTT）

本学は 2014 から 2019 年度までの 6 年間において、文部科学省「大学教育再生加速プログラム（テーマ I：アクティブ・ラーニングとテーマ II：学修成果の可視化の複合型）」に採択され、各種の教学マネジメント事業を実施した（大関 2018）。その事業の中で、本学独自の英語のクリティカル・シンキング・テスト（CTT）の開発を行い、問題作成に数年間、試行錯誤を繰り返し、CTT を完成させた。CTT は多くの学生が英語を第二言語として学習している本学国際教養学部の学生用に作成され、①関連情報の見極め、②情報の信頼性の評価、③手法と攻略法、④分類的思考法、⑤見通しを持った思考法、⑥適用と評価、⑦推論の 7 つの要素で構成されている（宮崎国際大学 2019）。それぞれの CT 要素の達成度を評価する問題が各要素当たり 3~4 問作成され、CTT は全部で 23 問により構成されている。一例として、表1 には要素④に関連する問題を示す。

表1. CTTの問題例

Instructions: In each question, please select the best answer (a, b, c, or d) and mark on Google forms

Question 1. According to scientists, a fruit has seeds. A fruit develops from part of a plant's flower called an ovary. By comparison, a vegetable does not develop from a flower. A vegetable is a plant's root, stem, or leaf. According to scientists, is an eggplant a fruit or vegetable?

- a) An eggplant is a vegetable because you must cook it before you eat it.
- b) An eggplant is a fruit because it develops from a flower's ovary.
- c) An eggplant is a vegetable because its seeds are small enough to eat.
- d) An eggplant is a fruit because it grows above the ground.

CTT の実施は、問題用紙を教室で配布し、受験者は表1 の問題例にあるように 4 つの選択肢から答を 1 つ選んで Google Forms で解答する方法で行っている。試験時間は 45 分間とし、毎年秋学期に国際教養学部 3 年生を対象に実施している。同じ CTT を毎年使用しているので、試験終了後、問題用紙はすべて回収して、試験問題が漏洩しないようにしている。採点の集計はエクセルで行い、CTT 報告書として、結果を本学ホームページ（https://www.miu.ac.jp/about/disclosure/mathematics_management/）で公表している。

3. 研究の目的

本学国際教養学部は、ディプロマ・ポリシーの 1 つに「クリティカル・シンキング（批判的・分析的思考法）をベースにした高度な思考（比較、分析、総合、評価）能力を身につけている」を掲げ、いくつかの授業科目が CT 能力の育成を教育目標にしている。しかし、CT の達成度評価は専門知識や言語力などの評価と比べて難しく、CT の達成度を測定するために、本学では独自に開発した CTT を実施している。CTT は英語で開発された一方で、CTT を受験する多くは第二言語として英語を学習している日本人学生であるので、学生の CT 能力をどれほど測定しているかは不明である。また、本学国際教養学部では、異文化体験と語学力育成を目的に、2 年次秋学期に海外提携校で 16 週間の海外研修を行っている（宮崎国際大学 海外研修制度）。しかし、2020

～2021 年度の 2 年間はコロナ禍のために渡航しての海外研修が実施できず、海外の提携校とのオンラインによる国内研修に置き換えられた。その後、2022 年度からは通常の海外研修を再開している。いままでに、英語教育（服部 2018、田中 2016）や初年次教育（楠見・田中・平山 2012）と CT 能力との関係についての報告されている。しかし、本学国際教養学部のように、第二言語としての英語学習者を対象とした場合の英語での CTT に関する研究や、海外研修と CT 能力との関係性についての報告例は極めて少ない。今回、コロナ禍により、海外研修を経験した学生とそうでない学生の比較が可能となり、CT 能力の育成に対する海外研修の影響を調査することが可能となった。そこで、本稿では下記の 3 点に対する研究を実施することを目的とした。

- ① CTT の各問の難易度などの問レベルでの分析を実施する。
- ② 英語で開発した CTT に対して、学生の英語力や学業成績の観点からの分析を行う。
- ③ 海外研修を経験した学生と海外研修を経験していない学生を比較し、海外研修が学生の CT 能力の育成に影響があるかを検証する。

4. 研究方法

本研究の調査対象は、コロナ禍の期間を含む 2020～2023 年度（CT 受験年度）の 4 年間とし、海外研修の効果を分析するため、2 つのグループに分類した。海外研修を経験した群を A 群、海外研修を経験していない群を B 群とした（表 2）。A 群は、コロナ禍前後の年度（2019 年度および 2022 年度）に海外研修を経験した学生をグループであり、2020 年度 61 名・2023 年度 28 名の合計 89 名である。B 群は、コロナ禍により海外研修が実施されず、海外研修の経験していない 2021 年度 86 名・2022 年度 76 名、並びに海外研修を未経験の 2020 年度 10 名・2022 年度 14 名の合計 186 名である。

表 2. A 群と B 群への分類と学生数

群	海外研修の有無	年度				
		2020	2021	2022	2023	総計
A群	海外研修を経験	61	0	0	28	89
B群	海外研修は未経験	10	86	76	14	186
総計		71	86	76	42	275

学生の英語力や学業成績の観点からの分析を実施するため、英語力の指標として TOEIC、並びに、大学での学業成績の指標として GPA を利用した。なお、各データについては、海外研修終了後の大学 2 年次終了後以降（海外研修を経験していない学生も同時期）の TOEIC の最高点を利用し、3 年次後期終了後の GPA（1 年前期から 3 年後期までの通算の GPA）を利用した。

5. 結果と考察

① CT テストの各問レベルでの分析結果

全体的な統計値として、4 年間の CTT 受験者 275 人の平均正答数は 11.5 問、標準偏差 3.7 問、平均正答率は 50.1% (=11.52/23) であった。問題の難易度を検証するために、CTT 受験者全員の正答数の度数分布（図 1）を作成した。正答数は 3 問から 21 問の間に分布し、度数分布は、平均値付近で最大値となる典型的な正規分布を示している。このことから、CT 能力判定には適正な難易度であると判断できる。

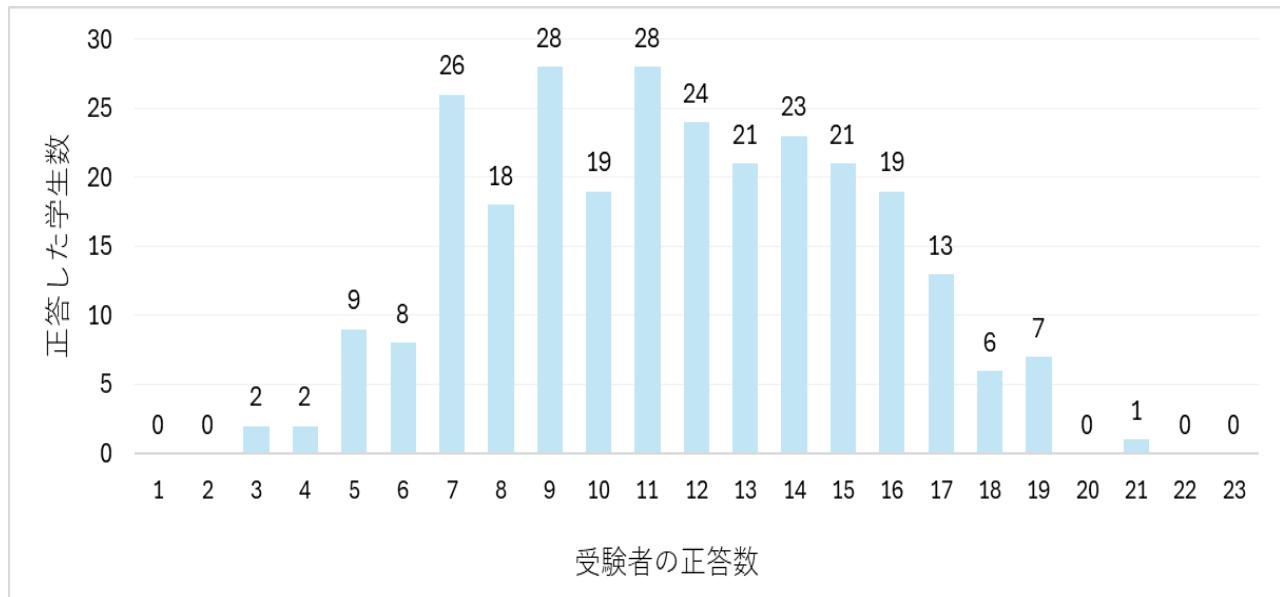


図 1. 2020-2023 年度の CTT 受験者 275 人の正答数の度数分布

続いて、各問に対する正答率を式 1 で計算し、各問における CTT の正答率を表 3 に示す。

$$\text{正答率} = 100 \times \frac{\text{各問の正答数}}{\text{受験者数}} \quad (\text{単位 \%}) \quad - \quad (\text{式 1})$$

表 3. 各問における CTT の正答率 (受験者数 275)

問	Q01	Q02	Q03	Q04	Q05	Q06	Q07	Q08	Q09	Q10	Q11	Q12
正答数	177	176	189	91	113	119	116	171	159	91	163	228
正答率	64.4%	64.0%	68.7%	33.1%	41.1%	43.3%	42.2%	62.2%	57.8%	33.1%	59.3%	82.9%
問	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	平均
正答数	189	118	185	96	113	180	85	109	119	95	86	137.7
正答率	68.7%	42.9%	67.3%	34.9%	41.1%	65.5%	30.9%	39.6%	43.3%	34.5%	31.3%	50.1%

続いて、表 3 のリストに基づいて、各問の正答率の度数分布を求め、図 2 に示す。正答率が 50%～60% の問題が極端に少なく (2 問)、正答率が 35～45% (13 問) の問題が多いので、難易度がアンバランスになっている可能性がある。正答率が 35% 未満の CTT 問題 (4 番、10 番、19 番、23 番など) の難易度を調整することで、正答率の分布がバランスのよい正規分布に少しあは近づくと思われる。

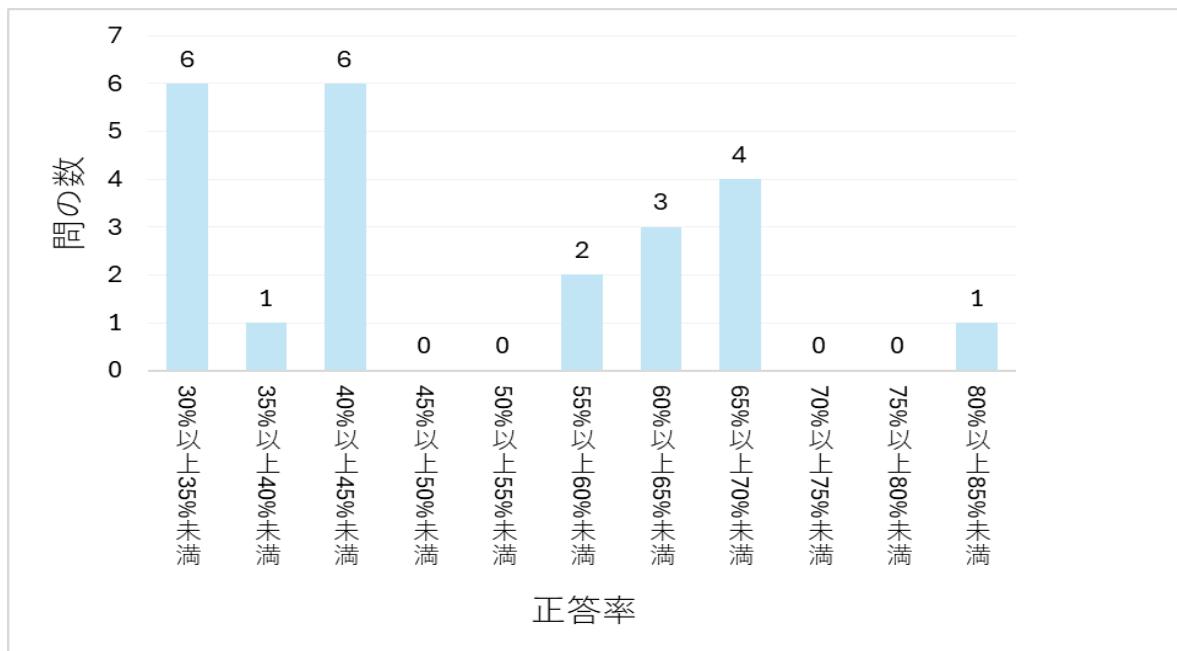


図 2. CTT 各問の正答率 (%) の度数分布

② CTT に対する基礎的分析結果

CTT に関する基礎的統計量を表 4 示す。CTT の得点の平均値に関しては、各年度でほとんど差異がなかった。TOEIC の点数では、2021 年度及び 2022 年度と比較し、2020 年度及び 2023 年度の平均得点が低い傾向であった。GPA の平均値については、2020 年度が最も高い 2.99 であった一方で、2022 年度の平均値は 2.79 と最も低かった。

表 4. 各年度における基礎統計値

年度	学生数	平均点 (標準偏差)		
		CTT	TOEIC	GPA
2020	71	11.6 (3.9)	593.6 (100.8)	2.99 (0.60)
2021	86	11.5 (4.0)	648.7 (119.9)	2.88 (0.62)
2022	76	11.3 (3.4)	643.4 (112.1)	2.79 (0.75)
2023	42	11.8 (3.7)	616.0 (123.3)	2.83 (0.69)

次に、各項目の関連性を見る相関係数を表 5 に示す。まず、CTT の得点に関しては、TOEIC と GPA との間に統計的有意な中程度の正の相関関係が認められた。CTT は筆記試験であるので、普段の大学での学業成績の指標の一つである GPA ($r = .42$)、また、英語の試験であるので TOEIC との相関性 ($r = .39$) があるのは納得のいくところである。そして、本学国際教養学部では、多くの授業が英語で実施されているので、TOEIC と GPA の間にも統計的有意な中程度の正の相関関係 ($r = .49$) が認められた。

表 5. CTT、TOEIC、GPA の相関関係 (Pearson の相関係数)

項目	相関係数	
	CTT	TOEIC
CTT	-	-
TOEIC	0.39***	-
GPA	0.42***	0.49***

***p<.001

③ 海外研修の CT 能力に対する効果

海外研修が及ぼす CT 能力に対する効果の検証は、海外研修ありの群 (A 群) となしの群 (B 群) を比較することで行った。表 6 に、各群の CTT、TOEIC、GPA の平均値を示す。t 検定の結果、TOEIC の平均値において統計的有意な群間差が認められた ($p < .001$) が、CTT 及び GPA における統計的有意な群間差は認められなかった。

表 6. 各群における CTT、TOEIC、GPA の平均値

海外研修経験	N	平均点 (標準偏差)		
		CTT	TOEIC***	GPA
A群：あり	89	11.6 (3.7)	589.6 (98.0)	2.90 (0.64)
B群：なし	186	11.5 (3.8)	646.4 (646.4)	2.87 (0.68)

***p<.001

1 つ目のデータの傾向としては、GPA の平均値はほぼ同じ値であり、群間での学生の成績水準の同等性を保証することができている。2 つ目の傾向は、TOEIC の点数に大きな差異が存在するにも関わらず、CTT の平均値はほぼ同じ値であるということである。よって、TOEIC は CTT とも GPA とも相関性が認められた一方で、海外研修経験有無の群間比較では、海外研修ありの A 群は、TOEIC の点数が低いにも関わらず、GPA 及び CTT の平均値は B 群よりも大きい結果を示した。

続いて、CTT の各問に対する海外研修の影響を調べるため、A 群 B 群ごとの各問の正答率の平均値及びその差を計算した結果を表 7 に示す。全問における正答率の平均値は A 群では 50.4%、B 群では 49.9% であった。更に、表 7 内の右のグラフにおいては、各問における正答率の群間差をマイナスとプラスの値に色分けて示した。A 群の方が B 群の平均値よりも高くなった問の数は 12 問で、B 群が高くなった場合の問の数は 11 問であった。各問におけるカイ二乗検定の結果、統計的有意差は検出されなかった。

表 7. 2020 年度から 2023 年度を通じた全体の CTT の正答率 (%)

問	CT要素	正答率			正解率の差のグラフ
		A群	B群	差(A群-B群)	
Q01	④	66.3%	63.4%	2.9%	
Q02	⑤	60.7%	65.6%	-4.9%	
Q03	①	73.0%	66.7%	6.4%	
Q04	②	30.3%	34.4%	-4.1%	
Q05	③	44.9%	39.2%	5.7%	
Q06	②	49.4%	40.3%	9.1%	
Q07	⑤	36.0%	45.2%	-9.2%	
Q08	⑦	66.3%	60.2%	6.1%	
Q09	②	59.6%	57.0%	2.6%	
Q10	⑦	31.5%	33.9%	-2.4%	
Q11	⑤	64.0%	57.0%	7.1%	
Q12	⑥	82.0%	83.3%	-1.3%	
Q13	③	67.4%	69.4%	-1.9%	
Q14	③	48.3%	40.3%	8.0%	
Q15	④	64.0%	68.8%	-4.8%	
Q16	④	31.5%	36.6%	-5.1%	
Q17	⑦	43.8%	39.8%	4.0%	
Q18	①	64.0%	66.1%	-2.1%	
Q19	①	36.0%	28.5%	7.5%	
Q20	②	36.0%	41.4%	-5.4%	
Q21	⑥	42.7%	43.5%	-0.9%	
Q22	⑤	34.8%	34.4%	0.4%	
Q23	⑥	27.0%	33.3%	-6.4%	
全平均		50.4%	49.9%	0.5%	

※各問の正答率における群間比較での統計的有意差なし

最後に、表 7 に示す CT 要素①～⑦ごとに、正答率及び正答率の差を分類して集計し、その結果を表 8 に示す。7 つの CT 要素の内 4 つの CT 要素で A 群の正答率が B 群を上回ったが、Wilcoxon 順位和検定により各 CT 要素における平均値の群間差を検討した結果、全ての CT 要素において A 群と B 群の間に統計的有意差が認められなかった。

表 8. 2020 年度から 2023 年度を通じた全体の CTT の正答率 (%)

CT要素	A群		B群		正解率の差 (A群-B群)	正解率の差のグラフ
	平均値 (正解率)		平均値 (正解率)			
①	1.73	(57.7%)	1.61	(53.8%)	3.9%	
②	1.75	(43.8%)	1.73	(43.3%)	0.5%	
③	1.61	(53.6%)	1.49	(49.6%)	3.9%	
④	1.62	(53.9%)	1.69	(56.3%)	-2.3%	
⑤	1.96	(48.9%)	2.02	(50.5%)	-1.7%	
⑥	1.52	(50.6%)	1.60	(53.4%)	-2.8%	
⑦	1.42	(47.2%)	1.34	(44.6%)	2.6%	
全平均	1.66	(50.4%)	1.64	(49.9%)	0.5%	

※各要素の平均値における群間比較での統計的有意差なし

6. 結論

海外研修の未体験は学生の意志によるものではなく、コロナ禍と言う不可抗力によるものである。そのために、海外研修経験の有無の観点から分析を行うことができた。海外研修を経験した群と経験していない群の GPA はほぼ同値であり統計的有意差のないことから、潜在的な学力は同等の二つのグループに分けて分析することができた。本研究では、アンケートなどの主観的な調査ではなく、GPA、TOEIC、CTT の正答率という客観的な数値データによって検証し、CT 能力の育成に対する海外研修の効果について調査することができた。英語で実施する CCT ではあるが、海外研修を経験した学生は、CCT と正の相関関係が示された TOEIC の点数が統計的有意に低いにも関わらず、海外研修を経験していない学生と比べて、GPA や CTT の結果がほぼ同値であった。よって、海外研修で得た経験により、TOEIC のような試験で示す英語力だけでなく、異文化体験を通じた CT 能力育成の可能性を示すことができた。

今まで、CT 能力の効果的な育成方法について、英語教育、初年次教育、リテラシー教育などの様々な観点で検討してきた。その中で、今回、海外研修が CT 能力の育成に効果的である可能性を示せたことは、CT 能力の育成の指針となることが期待される。本学学生の海外研修体験談 (<https://www.miu.ac.jp/course/international/overseas/>) によると、「多くの価値観や異なる視座に触れたこと、異文化に触れる機会、様々な人とコミュニケーションの経験、地元のイベント等での現地の人との交流、ホストファミリーとの交流、海外の生活で感じるホームシックやカルチャーショック」の体験を報告している。異文化においては日本にいるよりも、必要な情報を積極的に集めて、情報の信頼性を考えて、自身で判断し行動することが求められ、海外研修での異文化体験・コミュニケーション等の体験は CT 能力の育成に効果的である可能性が本研究から示唆される。前述したように、学生アンケートによる調査によって、異文化対処能力と CT 能力の関係は明らかにされ、「CT 能力は、実際の英語力よりも、海外経験、異文化への興味、外国人とコミュニケーションをしたいかどうかとより深く関わっている」ということが報告（松本 2012）されており、本研究により客観的なテストにより同様の結果を示すことができた。

最後に、本研究の限界を述べる。まず、調査対象が特定の時期の学生に限られているため、結果の一般化には注意が必要である。CTT が英語で実施されているため、学生の英語力が結果に影響する可能性がある。さらに、海外研修の内容や質が一様でないため、結果にばらつきが生じる可能性も考えられる。そして、CTT は独自開発しているため、その客観的な検証が不十分な面もあるので、正確に CT 能力を測定しているかについての検証は今後も引き続き必要である。これらの点を考慮し、今後の研究ではより大規模なサンプルや CTT と他の CT 能力を測るテストとの比較などが求められるが、本研究結果より、CT 能力育成に対する海外研修の影響の可能性を示すことができた。

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Assessment for Learning with Teacher Trainees in the Academic Speaking Class: A Case-Study

Ellen Head

Abstract

This article focuses on the implementation of assessment for learning and related issues in a speaking class for pre-service trainee teachers through a case-study of materials generated during the course. The students were studying in their second year of a teacher license course at a small university in rural Japan. Portfolio assessment was selected as a way of demonstrating holistic assessment and focusing on progress rather than proficiency. Analysis of their portfolios provides a rich picture of issues in education as seen by future teaching professionals. Tensions between aspiration and attainment were revealed, along with anxieties about the teaching profession and strong motivation to improve themselves and help their future students. The second overarching theme was of coming to understand diverse perspectives. Students' portfolios reveal that while the tasks were effective in stimulating students' speaking and reflection, the implementation of self-evaluation could be improved by more explicit focus on portfolio creation and introduction of CEFR-style instruments such as "can do" statements from the start of the course.

Assessment for learning

During the 1990s, educational culture in the USA and Europe saw a movement towards assessment for learning (Black, Harrison et al, 2004; Broadfoot, 1999). Assessment for learning means regarding the assessment as part of the learning process, and, in the day-to-day school context, prioritising developmental assessment over objective, norm-referenced proficiency testing carried out by external institutions. The Council of Europe Framework and Language Portfolio and particularly the European Language Portfolio represented a highly influential movement towards this kind of assessment (Council of Europe, 2025). As David Little claims "The CEFR offers to bring curriculum, pedagogy and assessment into a closer relation than has traditionally been the case, challenging us to re-think one from the perspective of the other two" (Little, 2009). Methods such as self-assessment checklists, portfolios and projects support assessment for learning, while reliance on pen-and-paper quizzes has been criticized as an inadequate measure of students' multifaceted learning (Black, 2015). However, assessment for learning has been slower to take root in Japan. Japanese educationalists have noted the historic obsession with objective tests such as the university entrance exams (Watanabe, 2010). On the other hand, efforts have been made at educational reform particularly since MEXT published its "Action Plan to Create Japanese with English Abilities" (MEXT 2002) calling for a movement towards more practical English teaching.

More than twenty years on, much has been achieved, particularly in the area of adapting the CEFR for Japan and creating the CEFR-J (MEXT, 2012), a Japanese version of the framework, including descriptors for various skills and subskills at six levels. Aspects

such as “can do” statements and task-based learning have become integrated into junior and senior high school textbooks for English learning, thanks to the efforts of figures such as Yoshida Kensaku, in communicating policy to ordinary teachers (Yoshida, 2002). Moreover, the benefits of assessment for learning have been realized by teacher educators in Japan (JACET, 2014). A large survey of teacher competencies was carried out among elementary and secondary teachers, aimed at checking the relevance of the competency descriptors to the Japanese context (Kurihara & Hisamura, 2017), resulting in the creation of the JPOSTL (Japanese Portfolio for Student Teachers of Languages) which is currently used in pre-service teacher training within some institutions and research groups (JACET, 2014; Takagi, 2015). Although the JPOSTL is not used at my university, students work with a competency-based framework and create portfolios during their teaching practice in third and fourth year.

Portfolio assessment has particular benefits in the context of teacher education. It allows trainees to reflect on their own skill development as language users and teaching practitioners but also encourages them to reflect on the nature of assessment itself. Using portfolios in this way is well-established in Europe, as shown by the publication of the EPOSTL (European Portfolio for Student Teachers of Languages) in 2007. Numerous studies, such as Velikova (2013) and Naka (2025) describe the implementation of portfolio assessment in detail and offer evidence of the benefits. Moreover, as teacher educators come to appreciate the challenges and opportunities presented by AI, portfolios provide a means of documenting the step-by-step development of an individual’s work, verifying that it has not been created by AI, or, where AI use is allowed, ensuring the documentation of the student’s meaningful work and interaction with AI (Khasawneh, Aladini & Assi, 2025). In my case, experiencing portfolio assessment during my teacher training resulted in a radical re-shaping of how I viewed language learning and teaching. I gained an understanding of how to relate criteria to a particular performance, and a conceptual understanding that all evaluation relies on generalizing from particular instances. Thanks to my experience of project work as a student at school and university, this was a relatively easy shift for me to make. This is not always the case. The following was written by one of the teacher-educators in Velikova’s (2013) study of portfolio implementation in Bulgaria, but may have some resonance in today’s Japan:

Unfortunately, most of the educational practices implemented in our higher education institutions do not encourage reflection or self-assessment of students’ knowledge and performance. The formalised system of external assessment, usually by an outer authority in the field, be it a methodologist or a mentor, is felt to undermine the value of self-assessment as prerequisite for personal development and growth. Self- and peer-assessment are generally viewed as subjective and unreliable by the students themselves. They are more likely to either play down their achievements or go on the defensive. Getting used to working with the portfolio as a non-threatening self-help tool will provide the initial scaffolding to step on and further their personal and professional growth. (Velikova, 2013, p. 203).

After moving to Japan, I joined the JALT CEFR and Language Portfolio Special Interest Group (SIG), which helped me to develop self-evaluation methods involving “can do” lists for teacher trainees (Head, 2010). I also found a strong connection with the Learner Development SIG, whose members were encouraging the use of language learning autobiographies, portfolios and individualized language learning projects. However, it

seemed that the idea of portfolio assessment was unfamiliar to students whenever I came to try implementing it in class.

This paper focuses on the portfolios created by seven second-year teacher trainees during their class in academic speaking at a small university in Japan. Through examining the portfolios, I aim to identify themes of interest or concern to students and find ways to improve the training in future iterations of the course.

Researching the “Academic Speaking for Instruction” Course

The trainees appeared to be highly motivated and serious about becoming teachers. However when I conducted the class I started to notice after a few weeks that the class seemed to rely on two or three students who did not mind speaking out in front of others. The two who spoke out most were not the students with the highest test scores. Rather, they seemed more friendly, willing to joke and move their bodies around the classroom, than their classmates. I devised some interventions aimed at shaking up the students’ assumptions about the assessment process and about classroom roles. I decided to make use of a CEFR-informed approach by including a language biography as an initial task and a paper-based portfolio, inspired by the ELP dossier, as a closing task. I decided that grading them on vocabulary quizzes and written reflection would be unfair because of the wide difference in level. Portfolio assessment was the ideal solution. Materials such as students’ language learning biographies and portfolios can provide insights into their needs, which are useful when designing future iterations of a course. With this in mind, I asked students for their permission to use their portfolios for my case study research. I was interested in whether the course succeeded in broadening students’ understanding of academic issues such as curriculum and assessment. Thus, the following research questions became the focus as I reviewed the different kinds of data about the course.

1. What themes emerge from the students’ portfolios?
2. Do similar themes emerge from the other evidence gathered on the course, such as teacher’s vlogs, student responses on google form questionnaires and discussion worksheets created by the students?
3. What changes to the course in future iterations would help students to build their confidence more effectively?

The methodology adopted in this paper is an exploratory case study, constructed from records of the course as mentioned above. A further perspective was given by interviewing the student assistant who helped to teach during the final third of the course. After the portfolios were read, I made a tick-chart to see how many pages each student had included, what kind of content they included and which points they mentioned in their overall reflection. This can be seen in Appendix A.

Silverman (2022, p. 448-9) recommends simple counting and low inference descriptors as a way to make sense of qualitative data. Therefore, the analysis was deliberately very simple. I went through the students’ portfolio reflections, typing up all the comments relating to their experience in class, and noting themes which were repeated by several students. The first theme to emerge was “self-criticism, anxiety about speaking.” Another theme was “changing views/accepting diversity of views.” Examining the discussion

worksheets created by students, led to the addition of the theme “concern about students and life as a teacher.” A further read through convinced me that the portfolios showed an awareness of their own learning process, which was added as a theme. Quotations were added to the chart to offer what Silverman calls a “flavour” of the data. (Appendix A).

Participants and Ethical Status of the Study

The class consisted of seven female and four male Japanese students aged 19 to 20, with English proficiency ranging from lower intermediate to expert level (TOEIC 350 to 750+). Regarding the ethical status of the research project, the project was judged to fall into the category “Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies” (US Department of Education, 2025), which does not require specific clearance by the institutional research committee. The university committee on research integrity was consulted during the process of preparing this article. In addition, students were asked for permission to quote from their reflections and other data, face-to-face and again by email in March 2025. Only the seven students who responded positively and promptly to the email were included in the study. The email stated that the participation would have no impact on the students’ grade and they would be able to withdraw their participation if they wanted to do so. It was confirmed with students again in July 2025. Names were changed on the chart to preserve anonymity.

Aims and Activities of the Class

The aim of the class was broadly to improve their speaking skills, but selecting activities and tasks required ingenuity because the students' abilities varied from C1 to A2 in level. The activities which were used were, short lectures/videos, discussion worksheets on educational issues, role plays on educational issues, and discussion worksheets made by students. The first module was “The ideal curriculum: what subjects should be compulsory, and why? This was followed by “What constitutes fair evaluation?” and “Neurodiversity and accommodations.” The materials included pptx presentations with pictures designed to stimulate discussion, worksheets for guided discussion and role plays which explored the situation from particular points of view. Finally, students made their own discussion worksheets on issues of their choice. The data to be analysed included students' short reflections, recordings of the role plays, and my own video notes made shortly after the classes. As mentioned, a graduate student joined the class as a teaching assistant. The reason for this was to broaden the knowledge base of the group and expand the potential for near-peer role-modelling. The assistant was already a qualified teacher. She offered insights into pedagogy in the western, liberal arts model as well as an intercultural perspective drawn from her education in an international environment and work in an international school.

Flow chart of the course

Time	Class activity
Week 1 to 2	Students interview each other about their language learning histories and write language learning histories
Week 3 to 5	Teacher input session about curriculum with invitation to discuss elective subjects. What subjects should be compulsory? Role play activity: parent with home room teacher and English teacher. Child has too much English homework.
Week 6 to 8	Teacher input session about assessment, with invitation to discuss assessment and fairness. Role play activity 2: three English teachers have to decide the weighting of assessment elements like speaking test, vocab test and so on.
Week 9	Teacher input session about assessment (continued) Watching video of Mical, movie about a boy with dyslexia. Teacher Assistant joins the class as they discuss assessment issues.
Week 10	Follow up watching video of Mical again. Distribute a new assignment to create their own discussion worksheet on the education issue of their choice. Example given (but not worked through in class) about uniform rules. Students start to work on making their worksheets.
Week 11	Students continue making the worksheets and make a schedule to present.
Week 12 to 15 + exam week	Students lead discussions using worksheets which they made.

Implementing Portfolio Assessment

The task of making portfolios in the TC class was intended to be a learning experience, falling in the realm of formative assessment rather than objective assessment. Figure 1 shows two slides which were used to introduce the idea of portfolios, containing discussion questions and a description of my own experience of assessment as a trainee teacher.

Figure 1*Extract from slides about assessment*

What kind of assessment have you experienced up to now? <ul style="list-style-type: none"> • Do you know (or can you imagine) what the following mean? • Continuous assessment; formative assessment; summative assessment; peer assessment; self-evaluation; • Which ones are common in JHS? SHS? University? Why? • What does an assessment package need, in order to be fair? • Is fairness the most important thing? 	What kind of assessment is popular on a teaching practicum overseas? <ul style="list-style-type: none"> • In Ellen's teacher training course, the PGCE at London Institute of Education, everything was decided by continuous assessment and portfolio. • We had to produce two written projects, portfolios from school teaching practice (lesson plans and reflections on lessons), and essays on curriculum and philosophy of education, teaching materials for a four week course about literature.
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<ul style="list-style-type: none"> • From a teacher's point of view, what kind of assessments are easiest to do? • What kind of assessments give useful feedback? 	<p>We had to perform observed lessons – about 10 times – and make a listening test. The education culture of the UK was reflected in that course.</p>
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Students were surprised that I had gained a teaching license without taking any exams. In week 12, I handed out the portfolio cover sheet, which included a proforma to be used for a table of contents. I also showed students examples of paper-based portfolios made by students in my sociology class, which were similar in form to what they would produce. I gave a detailed explanation, explaining that the items should be in the same order as the table of contents and the portfolio should include a reflection explaining why these pages were selected. The criteria highlighted evidence of students' reflection, thoughtful participation, note-taking and ability to select and organize their learning materials. These criteria could be fulfilled without a high level of language proficiency. The student whose portfolio contained many grammatical errors but was well-organised, with a neatly written table of contents and a thoughtful reflection, would score higher than one whose English was correct but who included pages randomly with a perfunctory reflection. Since all the students were going overseas two days after the end of term, they were given the option to submit their work digitally as scans or photos of handwritten work, and three did so.

What themes emerge from the students' portfolios?

Looking at the chart (Appendix A), we can see that most of the students understood the concept of the portfolio. Their choice of issues for the discussion worksheet suggested that they were well-informed about contemporary educational issues. The reflections showed some insights into their own learning process. Since the majority of students included the handout "What subjects should be compulsory in the curriculum?" and "Assessment issues", it seems that students may have included material which they had studied earlier in the course, for the sake of convenience. After re-reading all the portfolios again, and typing out salient quotations, the following themes could be seen: (1) discovering the diversity of opinion within the group. (2) Lack of confidence in one's own speaking. (3) Concern and caring about one's future students and life as a teacher. (4) Awareness of one's own learning and attempts to analyse one's own learning process. Each theme will now be discussed in more detail.

(1) *Diversity of Opinions*

The most common comment in all the portfolios and reflection documents was that students were surprised to learn that their classmates had different opinions from their own. This was noticeable in the feedback in sessions after the class was joined by a student teaching assistant who made a great contribution. But it was also true for discussions and role plays done with demographically similar classmates.

When asked if there were any compulsory subjects that could be changed into non-compulsory, I was surprised to hear the opinion that there were no such subject.

I found a lot of opinions what I cannot imagine by my friends.

When we talked in the group about some of the negative experiences I have had I was able to share the experiences and the thought I gained from them with the help of my friends.

(2) *Lack of confidence in one's own speaking*

All of the students expressed self-criticism of their English, even those who were fluent.

First, I realized I'm not good at impromptu speaking. For example, in my language learning history class I have to speak in pairs but I could not make grammatically correct speech.

I have always worried about my English-speaking skill since enrolling at MIU.

I think I don't have speaking opportunities in English, when I entry Miyazaki International University, I didn't have as many opportunities to speak, because if I conversation with my group or presentation, I could not speak English.

One person had insights into the fluctuation of their emotions during the class.

I got anxious feeling like I had to share my opinion fast. Because of that I lost track of the grammar and ended up speaking only in [single] words.

They also criticized each other. "I supposed that my classmate should focus on grammar more carefully, tho they greatly contributed to our discussion." Although unique in the reflections shared with me, it shows how students probably think and talk amongst themselves.

(3) *Concern and caring about one's future students and life as a teacher.*

The selection of topics such as teacher stress and the hiring ratio for newly qualified teachers (which is actually increasing due to a shortage of candidates) showed the students' real, practical interest in becoming teachers. They also reflected on how they would use what they were studying, in their future life as a teacher.

I watched a movie about dyslexia. I thought I have to think deeply about this topic. I thought if I didn't know about this topic (as a teacher) I could cause big problem.

I want to be able to explain with various ways of saying for students [so they] can have a better discussion.

This problem [teacher hiring ratio] is very important for us because we will be teachers.

(4) *Awareness of one's own learning and attempts to analyse one's own learning process.*

Students' portfolio reflections revealed their attempts to analyse their own learning process.

Their reflections tended to balance one good point with one bad point of their performance. Two students mentioned "proactive" speaking as a goal. One issue of concern to me was the use of translation. Although acknowledging that English should be used for communication, the student explained that they were thinking in Japanese: "My goal regarding English skill is to decline the time taken to translate Japanese into English in my brain before saying whatever I want in English." He did not seem to be able to imagine that he would ever speak without translating. It seemed that students were still in the process of learning about language acquisition and therefore their understanding of the role of translation was not challenged. On the other hand, another student reported that using role play had helped him to speak:

I understand in the brain to speak English. However, I often use Japanese, because I don't know much words. I thought this class fixed about topic and I received script [for the role plays] so I can discuss in English with my group.

When creating their own discussion worksheets, students sometimes used very difficult language generated by AI translation of academic Japanese, such as "teacher hiring ratio". They did not use the suggested alternative phrases which I offered ("teacher shortage"). They seemed to feel that it was closer to what they meant by using the AI Japanese.

Discussion

It was noteworthy that over half the students chose to discuss weighty education policy issues, revealing their interest in academic management (eg. the move to employ more subject specialist teachers in elementary schools, the teacher shortage) and social justice and welfare (gender diversity, school lunch, linguistic minorities, digital inequality) rather than general-interest issues such as school uniform. I started out sceptical about the extent to which students were really thinking critically, especially when I saw vague phrases such as "I must think more deeply about this topic." However, on looking at the context, the phrase "think deeply" was associated with words which gave more detail about how their thinking changed. In their final reflections, students were able to analyse their experience in detail. For example, when asked to identify what was interesting or memorable, several students mentioned talking with the student teaching assistant (SA):

The most interesting part of the 15 classes was the discussion about the evaluation, that we did with the SA. She said that we evaluate not only the written test but also presentations. I have never received such an evaluation method until I enter university, so it was interesting.

The most memorable group discussion... The SA. joined us and we asked about foreign curriculums...my thoughts even changed on some points.

What I remember is that there is no answer in our life. Both of you (Teacher and SA) told me that anything [regarding the suitable lesson plan and classroom management] has been changing depending on the feature of students.

Developing Understanding of Assessment

Assessment issues, were chosen by 7 out of 10 members for inclusion in their portfolio. One person chose exam stress as the focus of her discussion worksheet. "In my experience, it was a large stress to study for the entrance exam." She was very critical of the entrance exam, highlighting the mismatch between the current test and the life goals of students "...Paper test is important but I think that schools should evaluate not only academic skills. I think schools should add presentation test. The topic is for example, why do you want to enter our university?" She wrote about the need for relevance. "If the student wants to be an English teacher, is maths important? I was not able to understand why I have to study maths hard because I want to be an English teacher."

Research question (2) Do similar themes emerge from the other kinds of evidence gathered on the course?

The final questionnaire to the whole class had included items asking when students had felt most engaged, what had surprised them and what questions or suggestions they had.

Although these questions were answered more briefly than the portfolios, the responses (seen in Appendix B) reflect students' engagement with education-related issues and with each other.

Regarding the use of portfolio assessment, at the end of the course I sent a questionnaire, to the seven students in the study. In response to the statement, "Portfolio assessment is fair", four said "fair" and two said, "maybe", giving the reasons:

Because we can express what we learn in this course in our own way and we can devise a variety of creative solutions. We will be happy if teachers evaluate them.

...The instructor is not able to observe everything each student do. [So] Creating a portfolio makes it possible to understand students' understanding, progress, and how the engaged in the activities, which is very useful for evaluating.

But one student suggested the focus should be more on speaking:

I wanted more speaking time, so each student speak about some topic.

This comment implies that evaluation should be tied to spoken performance rather than to the written evidence gathered in the portfolio. This was a sensible point, though I had chosen to de-emphasize performance due to the mixed abilities in the group.

In my interview with my student assistant three weeks after the course, she noted students' lack of confidence in their speaking, which had also been a focus on my personal private vlogs:

When it was going for the whole class, I think students were not willing to raise [their hands] and talk more, [they] get a bit shy and going behind. So I think that was the best thing for me, having small group conversations, talking more and giving ideas, sharing opinions.

I think I even also noticed that they have some kind of forces happening in between the conversation. Like breaking of words or missing out words, maybe some diction are not coming out.

I asked for her suggestions about how to help them:

I think really the visuals helped them to think more. The visual, the movie made them to talk more. But assignments, I don't remember who was the voice, but I think the video helped them more...

And then they need enough comfort with each other. I think we need to provide a good atmosphere in the classroom so they can talk about what they feel. Because I think some teachers might be strict. So I think that will go well if we are okay and if you're comfortable for them, I think the students will have the ability to talk more and discuss with us.

We need to talk more even though it must be wrong or silly. But still they are talking and giving their opinions. So we need to be all ears for them. It's a good teacher, I would say.

The theme of diversity of opinions also came up with reference to the student-made discussion worksheets:

It was so new for me and I was so impressed with them in that topics and their discussion points. It was too deep and they tried the best. That's fascinating.

Research question (3) What changes to the course in future iterations would help students to build their confidence more effectively?

The portfolio should be explained on the first day of the course and students should be made to realize that everything they do could potentially contribute to it. Using check lists such as the “can do” lists in the JPOSTL would also help the trainees to make realistic self-evaluations and short-term goals. More explicit focus on the CEFR-informed approach, would help students to make connections with the studies they undertake in their classes on pedagogy. Referring to CEFR-J and JPOSTL would provide resources for students to compare the English and Japanese versions and offer a compass for their future development. Peer critique of each other’s written reflection would give students a chance to practice giving and receiving feedback, and to clarify their understanding of the required format.

Conclusion

Portfolios provided students with a chance to look back over their learning, to self-evaluate their progress, and to select what they had done well. However, better integration of the portfolio creation with other class activities was needed. In addition, in future iterations of the course it would be helpful to be more sensitive to the issues of sequencing the courses within the degree and work on strengthening students’ understanding of the links between theory and practice.

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Appendix A

Table Showing Contents of Students' Portfolios (which topic worksheets were included, sample sentences from reflections)

Student	How many pages in portfolio?	Sample sentence from reflections: (overview of what they learned)	Referred to discussion about assessment	Referred to discussion about compulsory subjects	Referred to discussion about dyslexia	Which of the student-led discussions did they refer to? Did they include other work in portfolio?	Sample sentence from reflections: (self-critical)
Asa	6	<i>My goal is to speak proactively] at least two times in a class.</i>	Y	N	Y	Stress of entrance exam (own worksheet) Discussion worksheet about lack of critical thinking in homework	<i>I was able to speak my opinion actively. However, I was not able to use good grammar.</i>
Tomo	9	<i>After I can work on many things to brush up my English skills, having strong motivation.</i>		Y		Specialist teachers in elementary school (own worksheet) Written reflection on others' worksheets: Gender diversity Stress of entrance exams Smartphone use School lunch issues Photos of peer-teaching	<i>English is for living in diverse environment, not just for university. My goal is to decline the time... to translate into Japanese...</i>
Jin	6	<i>I thought this class fixed about topic and I received script so I can discussion in English with my group.</i>	Y	Y		Gender diversity (own worksheet) Role play about parent-student teacher meeting (role card only)	<i>Discussion leader worksheet is difficult for me because I don't understand how to proceed discussion.</i>
Ina	5	<i>I felt that the academic speaking class was the one in which I was most able to speak proactively.</i>			Y	Negative points of digital education, digital inequality (own worksheet) Gender diversity School uniform	<i>We talked in the group about some of the negative experiences I have had I was able to share ...</i>
Kiku	6	<i>It was a great experience to lead the discussion and I had fun during</i>	Y	Y		Stress on teachers	<i>Being able to see a transcript of our recordings made me aware of my</i>

		<i>the activity. However..</i>					<i>pronunciation and made me pay closer attention to it.</i>
Masa	9	<i>[In prepared discussion] I was able to organise my opinions in advance and present them well.</i>	Y	Y	Y	Minority language problem for children of immigrants (JSL) Vocab quiz Written reflection – “My idea about what should be compulsory”	<i>First, I realised I am not good at impromptu speaking.</i>
Yuna	6	<i>The most interesting part of the 15 classes was the discussion about evaluation ...</i>	Y	Y		Written reflection on “Difference of evaluation method by country” School lunch problems (her own topic)	<i>When I made a discussion, I couldn't do it well. I want to be able to do it with examples.</i>

Appendix B

Results from End-of-Class Questionnaire

When did you feel most engaged?

I was engaged when everyone's opinion is different. Each person has each opinion, so I was interested in listening everyone's comments.

When I was discussing in my group (when we were doing a discussion that is kind of a debate when our opinions differed.)

When I get new information about education and student like dyslexia, game or board game and sharing ideas

To know problem of educations.

It was very impressive to see MICAL [movie about a dyslexic child].

I feel most engaged when I heard other person's or group's opinions.

I feel most engaged the time to share our opinion.

Discussed topics made by us.

What about the class surprised you the most?

I was very surprised by the way my mother taught MICAL. I think all of them are fun things to learn.

I found friend's opinion that I cannot imagine.

I was surprised that competitive ratio of math teacher is decreasing. I did not know about that, I surprised.

I was surprised to get excited with conversion my group member.

What questions do you have? Feel free to write your suggestions here.

I suppose you should impose assignments that will be used in next class. This is because it is waste of time that we read any articles to discuss in the lesson. Also I would like you to prepare for academic articles using in discussion time.

I felt really comfortable in class where I can speak English without fearing from being corrected.

Effective use of ChatGPT for analyzing descriptive opinions in course evaluations

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Abstract

In institutional research (IR), questionnaires are an effective method of surveying students' opinions and behavior. Generally, questionnaire responses are given by Likert Scale, multiple-choice answer, or written answer. Compared to score rating and multiple-choice responses, written responses are not easy to analyze. Therefore, an effective analysis method of written answers is required. Recently, a generative AI, a form of artificial intelligence that can generate various contents, has been developed. Therefore, we examined the application of ChatGPT to analyzing written opinions in course evaluations by students. The results showed that when there are a large number of opinions, it was necessary to manually organize the student opinions in advance, because there is a limit to the number of words of opinions that can be analyzed using the free version of ChatGPT-3.5. In addition, the results of analysis by sentences differed each time, and it was necessary to add conditions to the “prompt”. Therefore, in order to obtain stable results, the written opinions were analyzed into bullet points. Feedback to the university was provided by editing the bullet points manually or using ChatGPT. It is expected that this analysis method using ChatGPT will lead to improved quality of IR.

Keywords

IR analysis, Prior classification, ChatGPT-3.5, Bullet points, Documenting

Introduction

In institutional research (IR) the researcher collects various academic information and analyzes and evaluates it by quantifying and visualizing the data to utilize the evaluation results for educational management, research, student support, and other purposes. IR plays an important role in modern universities. A questionnaire is a research method that collects data by asking students to respond to stylized questions, and is often used in IR to understand opinions and actions of students (Hashimoto & Shiraishi, 2019). The general methods of responding to questionnaires are score rating, multiple choice answers, and written responses. Although it is relatively easy to compile and analyze responses using score rating and multiple choice, analyzing written responses is not as easy. Thus, effective analysis methods are required (Nishiyama, 2020).

Recently, generative artificial intelligence (AI) has been developed that generates content such as text, images, audio, music, and videos. The use of generative AI is also an important issue in the field of education. It has begun to be considered in every field of school education: elementary education (Hashimoto, 2023), high school education (Kondo, Tamada, & Matsuda, 2023), and university education (Osaka University, Educational learning support department, 2023). On the other hand, there are few cases where generative AI has been used to analyze course evaluation surveys (Taniguchi, 2013; Anma, 2016).

One type of generative AI, Chat Generative Pre-trained Transformer (ChatGPT) is an interactive web service using AI that has been trained to generate sentences. ChatGPT was released in Japan on November 30, 2022. It allows users to quickly create documents by

responding according to instructions, summarizing texts, creating reports, and translating documents under specified conditions. It also supports instructions in Japanese and English for the generated sentences.

Miyazaki International University (MIU) published the policy on MIU's response to generative AI on its website (<https://www.miu.ac.jp/news/archives/> 11395/) on May 8, 2023. The policy is as follows: "We will share information about generative AI, especially conversational AI, with faculty and students, promote its effective use, collaborate on new educational methods and new evaluation methods with AI, and then develop human resources who can play an active role in society." In line with this policy, this IR focuses on new evaluation methods.

This paper focuses on using ChatGPT to analyze descriptive opinions in course evaluations, which is one of the important IR activities.

Method

Analysis of written opinions using ChatGPT-3.5

If student opinions were published in this report, there would be a risk that students could be identified, which would violate personal information protection. For this reason, the written opinions from the course evaluations could not be included here. Therefore, in this paper, we used model opinions to develop an analysis method. As a model opinion, we used the descriptive opinions on "prospects for a prosperous aging society" from the: "Middle-aged and elderly generation survey" conducted by Hachioji city on August 2010 (Hachioji Urban Policy Research Institute. 2016) and published online. **Table 1** shows the 14 model opinions (570 words) of the survey that we translated from Japanese into English. The original opinions in Japanese are shown in **Appendix A** at the end of this paper.

Table 1. Model opinions from questionnaire of "Middle-aged and elderly generation survey" conducted by Hachioji city

- I'm not very happy. I feel lonely.
- In the current situation, elderly people feel a sense of guilt.
- The amount of money being deducted from my husband's small pension has increased, and he has an illness, so I am full of anxiety about what our future holds.
- As we live in an aging society, physical breakdowns occur all over the body, and medical and hospital fees become a big burden, so I would like the government to consider exemptions from medical care for the elderly.
- Taking care of cohabiting parents is hard work, so I don't want my children to have to do it. I want to work long term so I don't have to rely financially on my children and be able to take care of myself. I don't want to live very long.
- It's very unfortunate that there is no sense of security politically in recent years. I feel anxious about the future. A society cannot be called a secure aging society unless young people and children can live with hope and goals.
- If we are healthy even after turning 70 and have a job, I believe it will give us a sense of purpose in life.
- Now that the average life expectancy is increasing, I want to live in a society where people can continue to work (as full-time employees at a company) until they are about 70 years

old and participate in society. I believe that people can only maintain their mental, physical, and intellectual energy by participating in society.

- I want the government to implement policies that enable people to live a healthy and cultured minimum standard of living, as guaranteed by the Constitution. I also want policies that give the elderly a reason to live, and policies for the elderly that make them feel that there is value in living in society. There are many elderly people who would be able to contribute to society enthusiastically if they were given jobs.
- I would like to see more lectures, performances, music, sports, etc. held in public facilities or the nearest community center so that elderly people can live happy, lively lives without being confined to their homes!
- I am 68 years old. I am one of the elderly. There are many people who live their lives blaming society, but I think that is different. I think that if I change my way of thinking a little, I can live every day happily. I think it is sad that people blame others or society for everything. I think that taking care of grandchildren is also a fun way to live. I am the happiest I've ever been.
- It's a good thing that we are living that long. However, I am also quite worried about the safety of my life in the future.
- Looking around at people of the same generation, there are fewer people who can move around freely and with peace of mind because they live alone, have difficulty going out, or have to care for their spouses. In addition, many people live in nuclear families and their children do not live nearby. Elderly people who live close to each other and are able to move around should be considerate of each other. Kind words and a little consideration seem to make the elderly feel at ease.
- I'm still in my 50s, so I don't know.

In order to examine an effective method to aggregate similar opinions and perform concise analysis, we analyzed model opinions of **Table 1** using ChatGPT. We examined Methods 1 through 6 (**Table 2**). Analysis by ChatGPT is interactive, where we ask ChatGPT a question, it answers, and then we ask more questions. We began by entering instructions into the prompts on the homepage (<https://chat.openai.com>), as shown in **Figure 1**. For an example of Method 1, the input for the prompt is "The following sentences are opinions on the survey regarding prospects for a more prosperous aging society. Please summarize using keywords." Next, all model opinions in **Table 1** are listed into the prompt. Sometimes a single instruction to ChatGPT did not yield the intended analysis as instructed. When analyzing bullet points, one bullet point may contain multiple analyzes and several conversations were required.

Table 2. Methods to analyze descriptive opinions of Table 1 using ChatGPT

Method	Instructions to prompt ^{a)}	No ^{b)}
1 Keyword analysis	<#1>. Please summarize by seven keywords. <#2>.	12
2 Analysis in sentences including keywords of Method 1	<#1>. Please summarize in sentences including the keywords of Method 1. ^{c)} <#2>.	77
3 Analysis in 7 bullet points	<#1>. Please summarize in 7 bullet points. <#2>.	140
4 Analysis in 5 bullet points	<#1>. Please summarize in 5 bullet points. <#2>.	92
5 Analysis in sentences without words limit	<#1>. Please summarize in sentences without words limit. <#2>.	38
6 Analysis in sentences of 100 words or less	<#1>. Please summarize in a sentence of 100 words or less. <#2>.	49

a) <#1>= The following sentences are opinions on the survey regarding prospects for a more prosperous aging society. <#2> = List opinions of Table 1.

b) No = The number of words generated in the analysis result.

c) Actual key words derived by Method 1 are *loneliness, financial anxiety, medical burden, self-reliance, political insecurity, purpose in life, and social isolation*

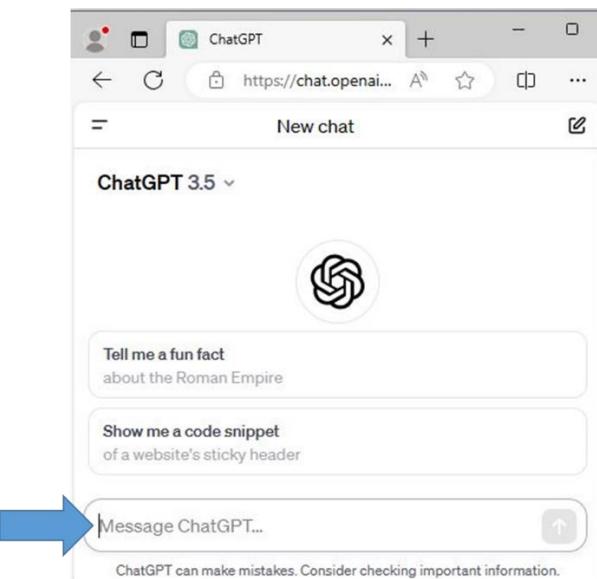


Figure 1. Entering instructions into the ChatGPT-3.5 prompt.

Results and Discussion

Comparison of Methods 1 to 6

The model opinions of **Table 1** were analyzed in Japanese by methods 1 to 6. A comparison of analysis results of these Methods shows as follows:

- 1) In Method 1, simple keyword analysis, the generated keywords were *loneliness, financial anxiety, medical burden, self-reliance, political insecurity, purpose in life, and social isolation*. However, it was unclear whether the keyword was used to express a favorable opinion or to criticize it. Text mining, which extracts useful information from text data, has been used in the course evaluation surveys (Ogi, 2015), but it has not been possible to determine whether opinions containing keywords are favorable or critical. By referring to a guidebook such as *Introduction to Prompt Engineering* (Shoda. 2023), it seems possible to overcome this drawback by instructing ChatGPT to summarize the keywords of positive opinions.

- 2) In Method 2, we used ChatGPT-3.5 to summarize the sentences containing the keywords obtained from Method 1. However, the sentences were difficult to decipher.
- 3) In the analysis of bullet points (Method 3), the model opinions were summarized into 7 bullet points where the number of generated words was 140 words. There was some duplication of similar content. In Method 4, the content was summarized into five bullet points (92 words), covering the entire content. By comparing Method 3 and Method 4, we can check whether any data has been missed. In the case of 14 model opinions, the appropriate number of bullet points was five, less than half the original number of opinions. Deciding how many bullets to include in a list will likely require trial and error.
- 4) In the bullet point analysis (Method 3, Method 4), the results were almost constant regardless of how many times the same instruction was given to ChatGPT. However, in the analysis by sentences (Method 5, Method 6), the result changed every time the input was made. The results were varied and unstable. It seems necessary to add conditions to the prompt. This is characteristics of ChatGPT-3.5 analysis.
- 5) In the case of Method 6, in which the model opinion was summarized in a sentence with a limit of 100 words, it was considered that the analysis result was insufficient.
- 6) Judging from the above results, we selected five bullet points (Method 4) as a method for analyzing the descriptive survey. The actual results of the analysis in Japanese using Method 4 are shown in **Appendix B**, and five bullet points translated into English are shown in **Table 3**.

Table 3. Analysis results of model opinions through Method 4

- Many elderly individuals express feelings of loneliness and unhappiness.
- There is a prevalent sense of financial anxiety among retirees, exacerbated by increasing medical costs and deductions from pensions.
- There is a desire for the government to implement policies that reduce medical care burdens and ensure a minimum standard of living.
- Concerns exist about the societal and political security for both current and future generations.
- There is a wish for a society where elderly individuals can continue to work, finding purpose and maintaining their mental and physical well-being. (92 words generated)

Course evaluations of MIU

MIU conducts course evaluation surveys twice a year. The survey consists of 18 questions to be answered on a 1-4 Likert Scale rating and three questions to be answered in free description. The course evaluations were conducted online using a learning management system (LMS, Universal Passport). Student responses stored in the LMS were tabulated using Excel.

Questions 1 to 18, which are answered with a rating, are converted into numerical values such as average values and provided as feedback to the university and faculty. Opinions in response to the question "Question 19: Please write down what you liked about this class (free description)" and "Question 20: Please describe any aspect of this course that you did not like, or think should be improved (free description)" are fed back to each class instructor via LMS,

but IR has not been conducted until now. Moreover, the opinions in response to "Question 21: If you have any opinions or requests regarding the classroom, facilities, and equipment used for this course, please write them here (free description)," are shared at Managers Meeting and are used to make improvements.

Table 4. Responses to course evaluations from first year students ^{a)}

Total number of students enrolled in all classes	Number of responses	Number of written opinions	Response rate ^{b)}
1238	987	335	27%

a) Answers from first-year students in the spring semester of 2023.

Number of written opinions

b) Response rate = $\frac{\text{Number of written opinions}}{\text{Total number of first year students enrolled in all classes}}$

The number of responses from first-year students to the 2023 spring semester course evaluation was 987, indicating a high response rate of 80% toward total number of first year students enrolled in all classes (=987/1238, **Table 4**). The number of written opinions of Question 19 was 335 (17366 characters). The ratio of the number of written opinions was 27% of the number of first year students enrolled in all classes (=335/1238) (Miyazaki International University. 2023). This is important information for academic management which requires deep analysis.

Application of ChatGPT for analyzing written opinions in course evaluations

Therefore, based on the analysis results using the model opinions mentioned above, the written opinions of the course evaluations were analyzed using ChatGPT-3.5. A technical issue with ChatGPT-3.5 is that there is a character limit of 2,500 words (<https://excelcamp.jp/ai-bot/media/howto/18884/>). In this case, if we entered more than about 5,300 characters into the prompt at once, we could no longer get an answer. Therefore, we manually categorized the 335 opinions from the course evaluations into the following categories: How teachers interact with students, Group learning, Presentations, English education, Career education, Computer training, Piano/music, and Physical education. Although we were not able to implement it this time, it seems possible to automate classification by devising prompts in ChatGPT.

Table 5. Analysis results by Method 4 for students' opinions about the category "How teachers interact with students" in course evaluation

- Students had many opportunities to research on their own and collaborate with friends, and a wealth of practical activities were incorporated.
- Students were able to ask questions about anything they did not understand at any time, and questions to the group and the teacher were actively accepted.
- My teacher encouraged me to speak, and I was able to acquire the ability to speak without worrying about making mistakes. The teacher's comments increased my desire to learn.
- There were many discussions in class, and the exchange of opinions deepened understanding and taught the importance of respecting the opinions of others.
- The teacher valued what each student had to say, gave careful guidance and communicated with students, and the learning environment was comfortable and easy to ask questions. (131 words generated)

Analysis of each category was conducted according to Method 4 using ChatGPT-3.5. Among them, there are 24 opinions (1323 characters) about "How teachers interact with students", which is shown as an example. Analyzing this manually would require a significant amount of effort. The instructions to ChatGPT are "The following sentences are students' opinions on the course evaluations. Please summarize in five bullet points how faculty members interact with students in a way that is favorable to students." After this instruction, 24 student opinions in Japanese and English are listed into the prompt. Although students' opinions are not shown here, the analysis results of Method 4 (5 bullet points) are shown in **Table 5**. The results in Japanese are shown in **Appendix C**. **Table 5** shows how teachers treat students in a way that is favorable to students.

Thus, ChatGPT has better text analysis and document creation functions than other analysis methods, and can easily analyze descriptive survey. By entering all student opinions in the prompt, the scope of the analysis was limited and no data was added from other sources. Additionally, student opinions written in both Japanese and English were reflected in the results.

Conclusion

Figure 2 shows a flowchart of the present analysis of written opinions in the course evaluations using ChatGPT. As ChatGPT limits the amount of information which can be sent at one time, it is necessary to organize opinions manually before use (Step 1). Furthermore, the results vary each time especially in a text-based analysis. It is apparent that an effective way to have ChatGPT analyze information is in bullet points (Step 2). However, the feedback from the course evaluation survey results are intended to lead to improvements in classes. Since the readers find reading sentences easier than bullet points, it is necessary to convert the results into sentences rather than bullet points (Step 3). Although ChatGPT can be used to convert into sentences, **Table 6** shows an example of manually converting the bullet points in Method 4 into sentences. Also, the results in Japanese are shown in **Appendix D**. The analysis results can be used as materials for the FD training session.

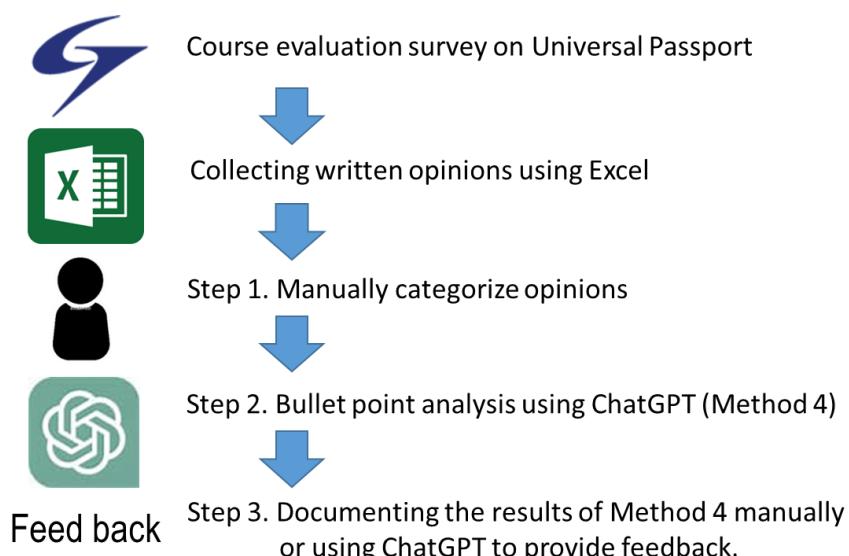


Figure 2. Flowchart for analyzing written opinions in class evaluations using ChatGPT.

Table 6. Documenting bullet points shown in Table 5

Students are particularly pleased with the way teachers treat students, who feel comfortable asking questions about things they don't understand at any time and are actively encouraged to ask questions to groups and teachers. In addition, the teacher's encouragement of speaking allowed the students to acquire the ability to speak without worrying about making mistakes, which increased their motivation to learn. Students deepened their understanding through class discussions and exchanging opinions, and learned the importance of respecting the opinions of others. Thus, students feel positive about a learning environment where teachers value each student's opinions, provide careful guidance, and communicate with students. (102 words)

The information handled in Academic IR is not a wide range of unspecified off-campus information collected on the web, but a narrow range of specific on-campus information. However, analyzing written answers is difficult due to diverse opinions or similar opinions that are aggregated in random order. ChatGPT can instantly summarize opinions, leading to a reduction in labor, and analyze them effectively. It is expected that this analysis method using ChatGPT will lead to improved quality of descriptive survey analysis in IR.

Finally, we discuss the relationship between personal information and ChatGPT. Our university's course evaluations are conducted without going through research ethics review. When publishing the survey analysis results, only the average score of the four-level evaluation items is made public. Regarding the descriptive format, only the university's improvement plans are made public, whereas the analysis results of student opinions are not. The results of the descriptive survey are analyzed without names and student ID numbers. However, as characteristics of students could be seen in the opinions, it may violate personal information protection regulations. Utilizing the analysis results requires manual inspection to ensure that there is no information that can identify individuals. Publication of the analysis results of descriptive surveys is limited to on-campus FD workshop materials, etc., and it seems difficult to disclose them outside the university. In addition, we will need to look at future social trends regarding how to deal with the accumulation of student opinions on ChatGPT system through the use of ChatGPT itself.

Footnote: This research was conducted as part of class “Advanced Studies in Information Processing” at the Graduate School of International Liberal Arts at MIU.

*Students of the 2024 1st year of Graduate School of International Liberal Arts at MIU.

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Appendix A. Model opinions (Table 1 has been translated into English.)

<ul style="list-style-type: none"> ・あまり幸せではない。淋しく思う。 ・現状では高齢者は負い目を感じる。 ・少ない夫の年金より天引きの金額が増し、一病も持ち、これから的生活がどうなっていくか先々の不安がいっぱいです。 ・長寿社会になって、体のあちらこちら故障がでてきて、医療費・入院費などが大変なので、高齢者医療の免除など、考慮して下さい。 ・同居している親の世話は大変なので、自分の子どもにはさせたくない。子どもに経済的に頼らないためにも長く働いて、自分の面倒は自分でみられるようにしたい。あまり長生きしたいと思わない。 ・政治上の安心感がないことが、近年、非常に残念。未来に対する不安がある。若者・子ども達が希望・目標をもって生きられる社会でないと、安心した高齢化社会とはいえない。 ・70歳を過ぎても健康であれば、職業をもって働ける場があれば、生き甲斐になると思います。 ・平均寿命が伸びている現在、70歳位まで仕事（会社での正社員）ができ、社会に参画できる社会になって欲しい。人は社会に加わってこそ気力や体力や知力が保たれると思います。 <p>憲法で保障されている、健康で文化的な最低限度の生活ができるような政策をとってもらいたいと同時に、年寄りに生きる張りを与えるような政策と社会の中で生きていることに価値があるように思える老人対策をとってほしい。働く場が与えられれば、元気に社会貢献できる老人はたくさんいま</p>	<ul style="list-style-type: none"> ・高齢になんでも家にこもらず、楽しく生き生きと毎日が暮らせる公共の施設や、「講座・公演」や音楽・スポーツなど最寄りの市民センターとかで数多く行って欲しいと思う！ ・私は 68 歳です。高齢者の一人です。社会のせいにして生きている方がいっぱいおりますが、私は違うと思います。自分自身、考え方を少し変えると、毎日が楽しく生きられると思う。何でも他人のせい ・社会のせいと思っている人達は悲しいと思う。孫の面倒をみるのも楽しい生き方だと思う。私は今が一番幸せです。 ・私たちがそれだけ長生きしている証拠で、結構なことです。が、将来、生活の安全上のことでの、かなり不安も感じています。 ・まわりの同世代を見渡すと一人暮らし、外出不自由、配偶者の介護と、安心して自由に動ける人が少なくなっていますので、核家族で子ども達も近くに住んでいません。お互いに近くに住んでいるお年寄り同士でも、動ける人が気配りを心がけたいものです。あたたかい言葉、ちょっとの心遣いが老人をホッとさせるようです。 ・まだ 50 代ということもあり、わかりません。
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す。

注)「八王子市中高年世代アンケート調査（平成 22 年 8 月実施）」における「豊かな高齢社会への展望」についての記述意見（八王子市都市政策研究所 2016）からの引用

Appendix B. Method 4 analysis of model opinions, which was translated into English in Table 3.

- 多くの高齢者は孤独感や不幸福感を感じている。
- 退職者の間では経済的な不安感が蔓延しており、医療費の増加や年金控除によってさらなる悪化を懸念している。
- 政府には、医療費の負担を軽減し、最低限の生活水準を確保する政策を実施することを望んでいる。
- 現在および将来の世代の社会的および政治的安全保障について懸念を持っている。
- 高齢者は仕事を続け、生きがいを見つけ、心身の健康を維持できる社会が望んでいる。（生成文字数 198 字）

Appendix C. Method 4 analysis of written opinions in course evaluation, which was translated into English in Table 5.

- 学生は自分で調べたり、友達と協力して活動する機会が多く、実践的な活動が豊富に組み込まれていた
- 学生はいつでも分からぬことを質問しやすく、グループや先生への質問が積極的に受け入れられていた
- 先生が発言を奨励し、誤りを気にせずに話す力が身についた。先生の発言が学習意欲を高めた
- 授業でのディスカッションが多く、意見交換によって理解が深まり、他人の意見を尊重する大切さが学ばれた
- 先生が一人一人の発言を大事にし、丁寧な指導や学生とのコミュニケーションがあり、学習環境が質問しやすく、居心地が良かった（生成文字数 248 字）

Appendix D. Documenting bullet points of Appendix C, which was translated into English in Table 6.

学生が特に好意的に感じている「教員の学生への接し方」は、学生はいつでも分からぬことを質問しやすく、グループや先生への質問が積極的に受け入れられることである。また、先生が発言を奨励してくれ、誤りを気にせずに話す力が身につき、学習意欲を高めた。授業でのディスカッションや意見交換によって理解が深まり、他人の意見を尊重する大切さを学んだ。このように、先生が一人一人の発言を大事にし、丁寧な指導や学生とのコミュニケーションがある学習環境を好意的に感じている。（226字）

授業評価アンケート記述意見の解析のための ChatGPT の効果的活用

概

要：教学IRにおいて、アンケートは学生等の意見や行動等を把握するための有効な調査方法である。アンケート回答方法は、評点・選択肢・記述式の回答が一般的であるが、評点や選択肢での回答の集計・分析作業に比べて、記述式回答の分析は容易ではなく、効果的な分析方法が求められている。最近、AI（人工知能）を活用して、種々のコンテンツを生成することができる生成系AIが開発された。そこで、ChatGPT

を活用した授業評価アンケートの記述意見の分析方法を検討した。その結果、無償版ChatGPT-3.5では分析できる意見の字数に制限があり、意見数が多い場合は人手による学生意見の事前整理が必要であった。また、文章による分析は分析のたびに結果が異なり、ChatGPTのプロンプト（指示文）に、条件を加えるなどの工夫が必要であった。そこで、安定した結果を得るために、意見を箇条書きで分

析した。その箇条書きを文書化して大学にフィードバックする手法をとった。ChatGPTを用いた分析手法は、IRの質の向上につながることが期待される。

グローバルな英語教員養成カリキュラムの構築：教育に特化した科目編成と海外教育実習の実施

Globalization of English Teachers' Training Curriculum: Instruction-focused Subjects and Overseas Teaching Practicum

早瀬博範 HAYASE, Hironori

Abstract

The aim of this essay is to explore how an English curriculum for an English teachers' training course at a university can be reformed with a view to cultivating future English teachers with a high level of English proficiency and global perspectives. Miyazaki International University (MIU) has been reforming its English teachers' training curriculum with the following three principles:

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

All the subjects for the English Education course are conducted only in English by native-level speakers of English who are specialists in TESOL, and their content should be instruction-oriented and useful for English teachers. As for the overseas teaching practicum, we will start a one-month overseas teachers' training program in the U.S.A. in 2025, based on its prototype pilot program done in 2024 with the cooperation of Slippery Rock University, PA. This program will be done as one of the required subjects and includes doing demonstration classes at a high school, attending lectures on English education and cross-cultural communication, doing demonstration classes in Japanese, and making relationships with American students.

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・実施・検証することである。

宮崎国際大学の英語教育コースでは、カリキュラムのグローバル化を進めており、次の3点を改革の柱としている。

- (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 Curriculum for English Teachers)
- (3)アメリカでの海外教育実習を必修として組み込む。(Overseas Teaching Practicum)

これからの英語教員に求められる資質と能力を考えた場合、大学の教職課程でそのためのしっかりした土台と経験を育成することが重要であり、上記3点におけるカリキュラム改革は不可欠であると考える。

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行っているユニークな環境であるため、他の大学よりは、かなり実現可能な状況がある。4年前に、学部全体に4コース制を導入し、その際、「英語教育コース」を設置し、「教科に関する科目」の多くの科目を英語で実施するようにしたが、英語科教育法は日本語で行われており、未だ100%ではなかった。（2）に関しては、単に英語学とか文学の専門の内容を提供するだけではなく、常に教職という視点を意識し、教員養成に相応しい専門的内容になるよう、授業内容、そして科目名の変更を進めている。（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ⁱ、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。昨年度パイロット事業として、10日間のプログラムを計画し、アメリカで実施したので、その成果と検証を踏まえ、2024年度に正式な必修科目として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する。本稿では、昨年度の実施の検証と、本格実施の本年度のプログラムを紹介する。

英語教員の資質と能力を向上させることが、日本の英語教育の向上のため重要な課題である。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鍵となる。

II. 英語教員養成課程で育成すべき能力

既に、早瀬(2023)で提案したように、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グローバルな視野をもった人材であることが求められる。

(1) 高度な英語力

文部科学省(2002)が発表した「『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、英語教員の有るべき英語力が「英検準1級、TOEFL550点、TOEIC730点」と具体的な数値で提示された。この英語力は英語教員としては最低ラインだ思われるが、現在（2023年度調査）、このレベルに達している教員は、中学校で48.8%、高校で80.7%であるⁱⁱ。筆者のこれまでの経験でも、このレベルを達成している学生はほぼ全員が教員採用試験に合格している。そのためには、英検準1級、TOEIC730点以上の取得を、大学生のうちに達成させるようなカリキュラムにしておく必要があるⁱⁱⁱ。

本学では、学部卒業に必要なTOEICのスコアを500点としているが、それに加え、教職課程の学生が教育実習に参加するための条件として、TOEIC600点を課している。実習は3年次生後期なので、受け入れ校の決定を考えると、遅くとも3年生の前期開始前までは、TOEIC600点以上を取得していないければならない。そのため、学生たちには、一年生の時から、できるだけ早いうちに600点をクリアすること、それが達成できたら、次は準1級やTOEIC 730の取得を目標にするように指導している。

(2) 英語での指導力

高等学校の授業が 2013 年度から、それを受け、中学校では、2021 年度から「授業は英語で行うことを基本とする」として実施されている。「教室をコミュニケーションの場」とするためのこの手段は、現状（令和 5 年度英語教育実地調査）では、中学校では、75% 以上英語で授業をしている割合は 16.1%、50% 以上使用しているのは 59.0% にとどまり、高校では、本来最も英語の使用が期待される「英語コミュニケーション I」でも、75% 以上使用は 13.8%、50% 以上の使用は 41.7% にとどまっている。日本の学校現場でのオール・イングリッシュの是非は本稿では論じないが^{iv}、コミュニケーション能力の育成を教育の目標として達成するためには、インテラクティブなスタイルの授業を英語で展開できる指導能力は不可欠である。

このような指導力はどうして養うことができるのだろうか。通常は、指導法を理論的に学ぶことに加えて、模擬授業などの実践的な訓練が行われている。さらに、実際に中学校や高等学校での授業を訪問視察することも大事である。いいモデルがあると、実際に先生がどのような問い合わせをし、どのように生徒とコミュニケーションを取ればいいか、また、どのような英語が適切かなど、具体的に理解しやすいはずである。

本学では、幸いにすでに 4 年間のほとんど授業を英語で行っており、英語教育コースでは、そのほとんどが第二外国語を専門とする英語のネイティブ・スピーカーの教員が授業担当している。ネイティブの教員が実際に行う授業を学生として 4 年間受講できるという機会は、指導力を身につけるのにふさわし英語での授業モデルを日常的に体験できる貴重な機会となる。

さらに、英語学や英語文学もなどの教科専門科目は、教員に必要な知識に特化した視点で行うことが重要である。「中・高等学校教員養成課程外国語（英語）カリキュラム」（文部科学省、2017）の中でも、「英語科に関する専門的事項」として「英語コミュニケーション」「英語学」「英語文学」「異文化理解」の 4 分野のいずれの「目標」にも、「中学校及び高等学校における授業に資する学問的知見を身につける」ことが明確に述べられている。文学部の英語学や英語文学の授業内容とは違った講義が、教職課程の専門科目には必要であると考える。単なる言語学や文学の知識だけでなく、それが中学校や高校の授業でどう生かされるかを指導する必要ある。これによって、指導力の養成をさらに強化できるはずである。

(3) グローバルな視野

英語教育の目的の重要な役割とし、異文化理解がある。英語教員は、単に英語が流暢に喋るだけでは不十分で、英語を教えることで、生徒たちの異文化への理解を深め、グローバルな視野を育成することが求められる。教職課程の英語カリキュラムには、「異文化理解」という分野があるが、異文化を理解するためには、単に知識として理解するだけでは不十分で、少しでもいいので、異文化を体験しておくことが重要である。異文化体験のない人が、異文化をどうして教えるのだろうか。その重要性は分かっていても、教職課程の学生は、授業や実習、さらには教員採用試験対策講座など、スケジュールがタイトで、自主的に海外へ行くなどという時間を見つけるのが難しい。なんとか時間割を工夫して、海外での異文化体験の研修を養成課程のカリキュラムの中に組み入れる必要がある。

大学の英語教員養成の段階で、上記の 3 つの能力を育成するためのカリキュラムの改善が

必要である。そこで、本学の英語教育コースでは、それを達成するために、以下の3つ観点からカリキュラの改革を進めている。

- (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)アメリカでの海外教育実習を必修として組み込む。(Overseas Teaching Practicum)

この3つの改革を推し進めることで、今後の英語教員志望者に不可欠な資質と能力が育成できるはずである。

- (1)に関しては、本学は4年間の授業をほとんど全て英語で行っているので、すでに課題はほぼクリアされている。ネイティブのしかも第2言語習得や英語教育を専門としている先生方の授業を受講をしているので、英語で行われる授業モデルを4年間常に体験することになる。英語での授業の進め方、問い合わせ方、褒め方や指導の仕方など、英語で実践的に学ぶことができる。この環境は将来英語教員になるものにとっては理想的である。
- (2)に関しては3年前から英語教育に特化させた科目作りを始めており、その視点をはつきり示すために、授業科目名に反映させている。例えば「英語学」の分野では、文法指導に役立つような英語学や、生徒の発音指導に役立つような音韻論であるべきで、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指導法を教えている。「英語文学」の分野においても、文学教材をいかに楽しいものとして教えられるようになるための指導実践が大事である。その改変を授業科目名で示す作業をはじめ、今年度、さらにその数を増やした。

以下の表が英語教員免許状取得に必要な教科専門の授業科目一覧であるが、ブロック体で示したものが、英語教育の視点を取り入れた専門科目である。筆者が一名が日本人として入っているが、他は全て第二外国語教育を専門とする英語ネイティブ教員である。

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	Linguistics for English Learning
	英語発音指導のための音韻学	Phonology for English Pronunciation Instruction
	英語学1	English Linguistics 1
	英語学2	English Linguistics 2
	言語評価	Language Assessment
	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	Literary Studies for English Learning
	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
	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
	指導のためのスピーキング	Academic Speaking for Instruction
	指導のためのライティング	Academic Writing for Instruction
	教職英語	TC English
異文化理解	英語学習者のための異文化理解	Cross-Cultural Understanding for English Learners
	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

3年前から始めた授業名、および授業内容の変革は、各教員からは「英語教師に必要な専門知識を教えるということに焦点を絞ることができ、授業がやりやすくなった」とか、「専門的な内容がいかに授業実践に役立つかを理解させることで、知識取得にも意欲が感じられるようになった」というコメントをもらっている。また、学生からは「抽象的な専門知識が、中高で授業を行う際にいかに重要であるかがわかり、理解がしやすい」とか「専門的な内容でも、実践を通して教えられるので、授業での活動が多くなり、アクティブに学ぶことができる」と評価も高い。今後も英語教育に特化した授業編成を進めていきたい。

III.海外教育実習の実施

本学では、2024年度から英語教育コースの2年次生に対して、アメリカでの1ヶ月の教育実習体験をコースの必須単位（6単位）としてスタートさせた。その目的は以下の通りである

- 1) 効果的な指導ができる高度な英語力の育成
- 2) 異文化理解と体験

この海外での教育実習は、第2章で掲げた3つの目標を同時に達成するための最も強力な実践の場となる。

1) 効果的な指導ができる高度な英語力の育成

具体的にアメリカの高校で「教育実習」を行うためには、高い英語力、特にスピーキング能力とリスニング能力が必要となる。日本語は通用しない、英語のネイティブであ

る高校生を相手に、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を与えることができる。

さらに突然訪問した初めて会う生徒たちを相手に、彼らの興味を引き、活動をさせ、授業の目的を達成するためには、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環境での模擬授業である。しかしこれを乗り越えることができれば、大きな自信につながることは間違いない。

2) 異文化理解と体験

ほとんどの学生が海外旅行自体初めてなので、出発前に定期的に学生を集め、旅行の準備から、海外での生活の仕方や心構えから指導し、ホームステイの方法やホストファミリーとの過ごし方、アメリカ文化やアメリカ人とのコミュニケーションの取り方などの指導をした。ただこれらは知識でしかないので、あとは学生一人ひとりが自ら異文化と接触して、自らの体験から異文化との対応を学ぶ必要がある。頭で考えた異文化とそれを体験することの間には大きな隔たりがある。自ら異文化の中に身をおくことで、会得するしかない。この経験が、とりわけ多文化の中にいない日本の若者たちには今後とても重要である。特に、今後活躍する人材を育てる教育者には必要な体験である。

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

ただ、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まだ難しく、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や実習を受け入れてくれる高校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ベ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⁴。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。

2024度の本格実施に先駆け、昨年度（2023年度）の12日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にした。ウログラムの計画は以下の通りである。

- 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、ランゲージ・パートナーとの交流など。

- 4) 宿泊：ホームステイ
- 5) 参加人数：7名

研修の内容について、具体的に説明をしておきたい。

1) 高校での模擬授業

模擬授業とはいって、アメリカの小中高校で免許状を持っていない、しかも外国人が授業をすること自体が高いハードルであった。この点は、研修の拠点大学であるスリパリロック大学の全面的協力と、Yukako Ishimaru 准教授の強力な支援のお陰と、ユニオン高校の先生方のご理解とご支援で実現まで漕ぎ着けた。

3人1チームでの45分間の「日本文化紹介」に関する模擬授業であるが、日本にいる時から準備をさせ、パワーポイントも、必要な小道具（折り紙、お菓子など）も持参させた。学生たちには、以下の4点を留意事項として授業実践を行いうように指示しておいた。

- 1) クリアーな英語で、大きな声で話す。
- 2) 生徒たちが興味ある問い合わせを工夫しインタークティブを心がける。
- 3) 指示は簡潔で明確に行う。
- 4) 目標である日本文化を理解させる。

2) 大学での講義

スリパリロック大学の言語学部の教員による講義を特別に組んでもらった。言語学から、異文化理解、言語と文化などのテーマで講義をしていただいた。専門用語など難しい点もあったが、どれもインタークティブな授業だったので、楽しく学べていた。

3) 大学での日本語の模擬授業

Yukako Ishimaru 准教授が担当している日本語の授業で助手をしたり、日本語指導の模擬授業をプログラムに組み込んでもらった。第二言語の指導という面では、学ぶ点が多々あり、また日本語教えることの難しさと楽しさを体験できたようであった。また、アメリカの大学生が熱心に日本語を学ぶ姿を見られたのも日本人として嬉しかったと感想を述べていた。

4) ランゲージ・パートナー

この制度は、スリパリロック大学の独自のもので、日本人学生一名に対して、アメリカの学生2名をあらかじめ決めてもらっている。短期間の滞在者がアメリカ人の友達をすぐに作るのは難しいだろうという配慮で、とても良い制度である。この制度よって、学生たちは、アメリカに到着したその日から、二人のアメリカ人学生が、友達としていろんな点でサポートをしてくれる。一緒に食事をしたり、わからぬことを聞いたり、買い物なども一緒に行ったり、週末は一緒に出かけたりしてくれる。またアメリカの大学生がどのようなキャンパスライフを過ごしているか、どのようなことの興味を持ち、どのような考えを持っているかなど知ることができた。同世代同士で交流もでき、同時に日常的な英語での会話も鍛えられる素晴らしい機会となっている。

パイロット的に実施するということで、参加学生を本来の2年生だけでなく、希望者としたために、3人の4年生が参加した。この3名は、3年次に宮崎県内の中学校で3週間の実習を体験し、英語の中高の教員免許状を取得していた（内2人は、現在は中学校と高等学校の現職の教員になっている）。この7名の学生たちはアメリカに行くのも、ましてやアメリカの高等学校へ足を踏み入れるのも初めてで、授業の前にはかなり緊張していたが、授業後は「しんどかったけど、アメリカの高校生の前で授業ができ、大きな自信になった」とほとんどの学生がやり遂げたという達成感を味わっていた。3人の4年生は「日本での3週間の実習とは比べものにならないほど緊張したが、その分大きな自信となった」と感想を述べていた。

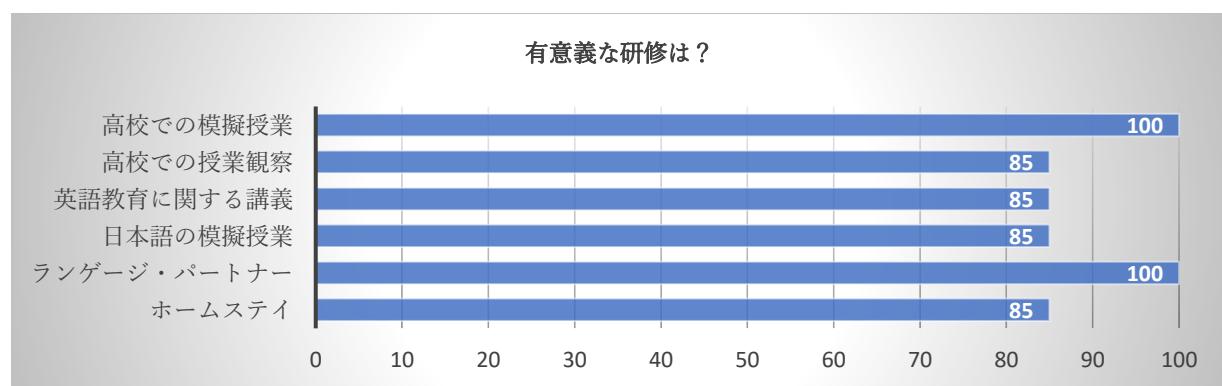
以下は参加学生7名全員からのアンケート結果（回収率100%）である。

1. この研修は、全体的にみて、どの程度有意義でしたか。

この質問に対しては、7名全員が「大変有意義だった」を回答した。パイロット的ではあるが、主要な活動は行っている。全員が満足をしてくれたので、研修の意義は十分あると確認できた。

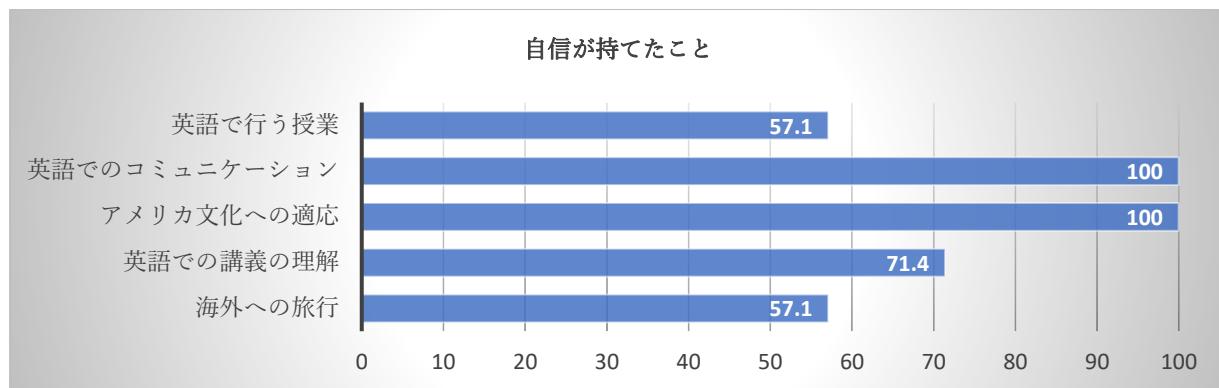
2. 研修の中で、どの活動が有意義でしたか。（複数回答）

このプログラムのメインイベントである、アメリカの高等学校での模擬授業、および授業観察が全員が有意義だったと答えている。ランゲージ・パートナー制は、大変好評だったことがわかる。



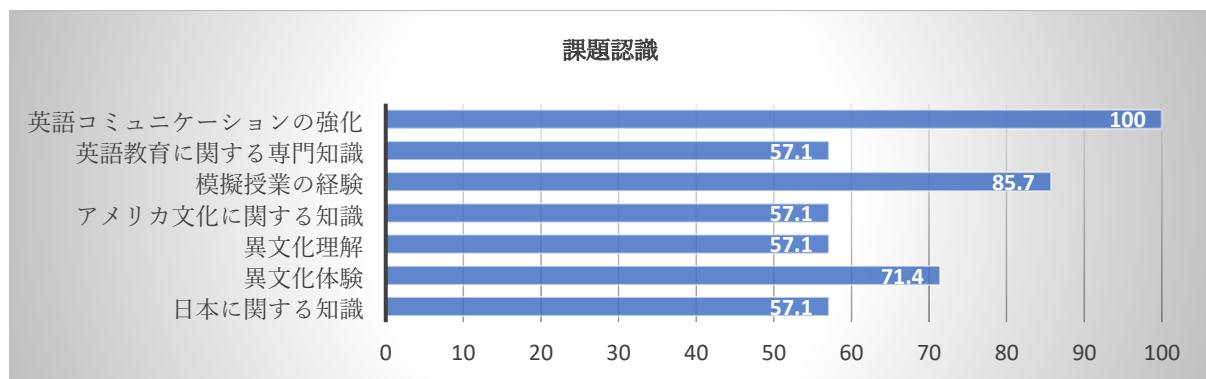
3. この研修を終えて自信がついたことは何ですか。（複数回答）

英語でのコミュニケーションに対する自信や、アメリカ文化への適応がスムーズであったのは実際に彼らのアメリカでの日常の活動を見ていると納得できる。本学の学生は4年間を英語のネイティブ教員を含む多くの外国人教員から日常的に英語で授業受けているために、他大学の日本人学生とは最初から異なっていることに気付かされた。英語での模擬授業に対しては半分以上の学生が自信を持てないと答えている。これは十分理解できる数字であり、むしろそこにこの研修が意味がある。全く日本語が通用せず、自分の英語能力だけが頼りの中での研修は、かなりタフな状況であったことが理解される。しかし、このような状況を経験することで、英語力、特に指導の英語力が試され強化されるはずである。



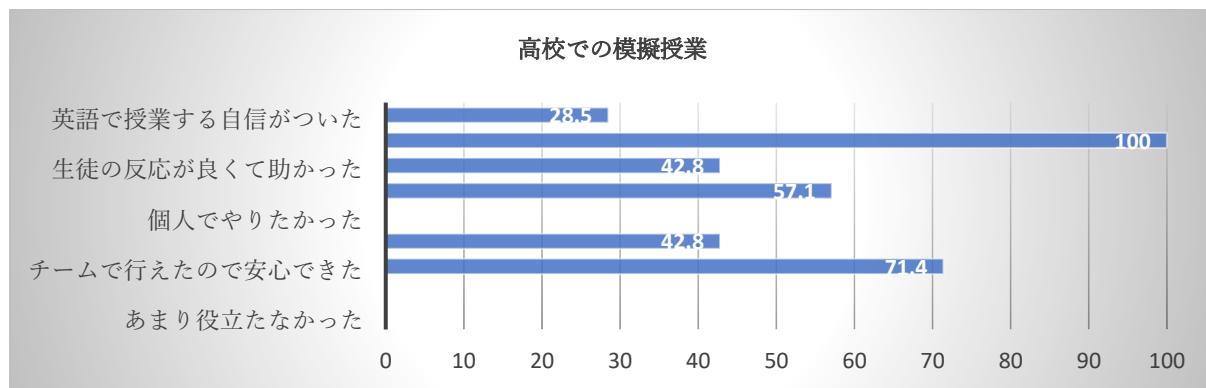
4. この研修を通して、今後、何が自分の課題だと思いましたか。（複数回答）

10日程度の研修を終えて、自らの課題が認識できたはずである。これが帰国後のモチベーションにつながる。これこそ、短期間でも留学の成果と言える。筆者の経験でも、研修に参加した学生の研修後の日本での英語への取り組み方はもちろん、その他の学習や生き方に関してもプラスの効果が出ている。学生たちにとっては、短期間でも海外での研修は大きな刺激となり、今後の成長に良い影響をもたらすのである。



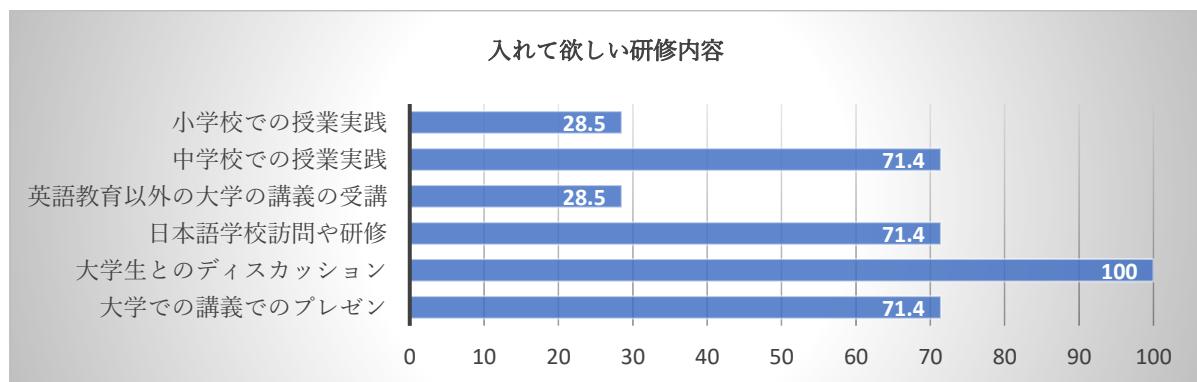
5. 高等学校での模擬授業はどうでしたか。（複数回答）

大変タフな環境に放り込まれたが、「良い経験」になったと全員が答えていた。中には数名であるが、「英語で授業をする自信」につながった学生もあり、成果としては十分である。タフな環境でもなんとか授業が成立し、生徒とのコミュニケーションも取れたと実感できたと思われる。チームでやらせたのも良かったのかもしれない。「もっとやりたかった」という学生が半数以上いたので、今後のプログラムではもっと授業の機会を増やす必要があるだろう。初回の試みとしては、良い反応を得たので、今後準備をしっかりさせ、一回目の反省を踏まえて、2回目ができるようなスケジュールにすることで、もっと成果の出せる研修内容になると思われる。



6. 他にどのような活動があつたら良いと思いますか。(複数回答)

ランゲージ・パートナー制度が好評のようで、もっと同年代の大学生との交流の場を設ける必要があるだろう。また、なかなか難しいが、模擬授業ができる学校種を増やせればもっと有意義な研修内容になるだろう。アメリカに住む日本人児童生徒がどのような勉強をしているかに関しても異文化理解の観点から興味深い訪問になると期待できるので、今後のプログラム作成の際に考慮したい。



以上がアンケート結果である。10日間程度のパイロット的な研修であったが、十分手応えを感じることができた。この結果を踏まえ、本格実施に向けてスリパリロック大学と協議を重ねることとした。

V. アメリカでの実習にむけて

1. アメリカでの英語教育実習

パイロットとして実施した昨年度の研修を踏まえ、2024度はそれを1ヶ月の研修として実施することにした。必修単位の授業科目としての本格的な実施である。スリパリロック大学との話し合いで、以下のようなプログラムを作成した。

- 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：2025年2月9日から3月9日の約1ヶ月
- 3) 実習内容：前回の内容を全て折り込んで、時間と内容を充実させた。例えは、メインである、高校での模擬授業の授業観察や準備の時間を長くしたり、模擬授業の回数を増やしたりしている。日本語の授業に関しても同様に回数と時間を増やし、余裕を持って授業に臨めるようにした。さらに大学での英語教育関連の講義数も増やしてもらったりした。そして、今回は現地の日本語学校への訪問も組み入れた。
- 4) 宿泊：学生寮及びホームステイ

5)参加人数：11名

Day	Date	Morning	Afternoon	Evening	Others
1 Sun	2/9	Arrival			
2 Mon	2/10	Orientation	Teaching Languages & Cultures (P)		
3 Tue	2/11		Japanese Language Class 2pm-4:45pm (O)	TESOL class 6pm-8:30pm (O/P)	Writing Center
4 Wed	2/12			Japanese Culture Class 5pm-7:30pm (O/P)	Writing Center
5 Thu	2/13		Japanese Language Class 2pm-4:45pm (O)	Japanese Club (P)	Writing Center
6 Fri	2/14	Free			Writing Center
7 Sat	2/15	Free			
8 Sun	2/16	Japanese School (O)			
9 Mon	2/17	Union High School (O)	Planning for Union H.S. Teaching (P)		Writing Center
10 Tue	2/18	H.S. 15 min. Demo (P)	Japanese Language Class 2pm-4:45pm (O)	TESOL class 6pm-8:30pm (O/P)	Writing Center
11 Wed	2/19		Planning for Japanese Classes (P)	Japanese Culture Class 5pm-7:30pm (O/P)	Writing Center
12 Thu	2/20	H.S. Full Demo (P)	Japanese Language Class 2pm-4:45pm (O)	Japanese Club (P)	Writing Center
13 Fri	2/21	Free			Writing Center
14 Sat	2/22	Free			
15 Sun	2/23	Japanese School (O)			
16 Mon	2/24	Union High School (T)/ Reflection (P)			Writing Center
17 Tue	2/25	Jpn Teaching Demo (P)	Japanese Language Class 2pm-4:45pm (T)/ Review (P)	TESOL class 6pm-8:30pm (O/P)	Writing Center
18 Wed	2/26		Jpn Teaching Demo (P)	Japanese Culture Class 5pm-7:30pm (O/P)	Writing Center
19 Thu	2/27		Japanese Language Class 2pm-4:45pm (T)/ Review (P)	Japanese Club (P)	Writing Center
20 Fri	2/28	Free			Writing Center
21 Sat	3/1	Free			
22 Sun	3/2	Japanese School (O)			
23 Mon	3/3	Union High School (T)/ Reflection (P)			Writing Center
24 Tue	3/4		Japanese Language Class 2pm-4:45pm (T)/ Review (P)	TESOL class 6pm-8:30pm (O/P)	Writing Center
25 Wed	3/5			Japanese Culture Class 5pm-7:30pm (O/P)	Writing Center
26 Thu	3/6		Japanese Language Class 2pm-4:45pm (T)/ Review (P)	Japanese Club (P)	Writing Center
27 Fri	3/7	Free	Presentation/Closing Ceremony		Writing Center
28 Sat	3/8	Departure			

2. 事前指導

2月の出発に向けて、後期の授業の一つとして前年の10月から毎週一回の授業として15回、事前指導を行った。これも研修単位6単位の一部である。事前指導では、以下のことをおこなった。

- 1) 旅行の準備
海外旅行自体が初めての学生がほとんどなので、パスポートの取得、ESTAの取得、海外旅行保険の加入など旅行に必要な準備をさせた。
- 2) 実践を想定した実践英語会話
筆者編集の *Power Listening, Power Listening* というテキストを使って基本的な会話の強化を毎週行った。さらに、例えば「初対面お人に会った時」「授業の後、隣のアメリカ人に宿題を確認するとき」など、実際に学生が遭遇すると思われる場面での会話の進め方などの実践的訓練も行なった。
- 3) 模擬授業のための訓練
英語でインターラクティブな授業をするための教室英語の訓練や、日本文化を英語で説明する訓練、授業の進め方、どのような授業内容にするかの意見交換などもおこなった。

3. 事後指導

帰国後、参加学生には、TOEIC(L/R)の試験を受験してもらう。彼らは出発前に同じくTOEICの試験を受験しているので、英語力の変化を見ることができる。1ヶ月程度のアメリカ研修でどの程度の変化があるかを検証する。

さらに、アメリカでの研修に関して、同じ英語教育コースの一年生、3年生、4年生合同の発表会を行う予定である。一人10分程度のスライドを使った英語での発表後、5分程度の質疑応答を行う。学生には1ヶ月間、毎日の活動記録としてジャーナルを記録させているので、それも含めて、フィードバックを行う。一年生には、実習の大まかな内容がわかり、実際にどのようなことを行うのか、何が学べるのか、どのような準備をすべきかなどわかり、具体的な事前指導の一部となるだろう。研修に参加した学生たちの意見から出される良い点、改善点に関する意見も取り上げ、来年度のプログラム作りに反映させたい。

VI. 終わりに

大学の教員養成の質を高め、優れた英語教師を養成・輩出することが、日本の英語教育の質を向上させる重要な鍵となるという考え方から、本学において養成カリキュラムのグローバル化を始めた。主に3つの観点である。それは、1)英語による授業で、2)しかも、英語教育にできる限り特化した内容とし、3)その訓練の場として、アメリカでの海外教育実習の必修化である。本稿では、その3点について具体的な取り組みを紹介した。中でも中心となる、海外教育実習に関しては、2023年度にパイロット的に行った10日間の研修の成果を踏まえ、2024度から1か月の英語コース必修単位として計画・実施した。本稿執筆中は、学生は未だ研修中であるため、学生の帰国後直ちに行なう予定である。z初の試みなので、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より充実した内容にしていきたい。

注)

ⁱ 岩手大学教育学部がタイの中学校で2週間の教育実習を行なっているが、「自主参加」である。詳細は山崎(2010)を参照。

ⁱⁱ 文部科学省が掲げている目標値は、中学校 50%、高等学校 70%である。

ⁱⁱⁱ 田嶋(2024)も「英語教員志望学者が大学在学中に目指すべき英語力は、英検準1級あるいは、TOEIC800点以上で、これを目指した指導が必要である事が分かる。英語教員志望者に対し、大学での英語向上のための英語教育が課題と言える」(29)と述べている。また、天久(2023)も教育実習生を指導している教員から「具体的な板書計画に基づき、英語文法指導が重視されている傾向にあることがわかる。英語指導全般においては、英語を発話する上の流暢さが求められるが、中学英語指導においては、アウトプットする英語の内容を相手に理解してもらう上の正確性が特に重要である」(5)と述べ、最終的に「大学4年間において教師として求められる英語運用能力の体得を目指すべきである」(2)と述べている。

^{iv} このテーマに関しては、早瀬(2014)、森・井之上(2024)を参照。

^v 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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