A Study on Portfolios in Upper Secondary EFL Education:
To What Extent Can Portfolios Promote Students' Autonomous Learning?

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CONTENTS

CHAPTER 1   INTRODUCTION

In many Japanese upper secondary schools, teachers have to conduct traditional teacher-centered, knowledge-oriented instructions and discrete, result-oriented assessments because the educational environment in which they work places too much value on the university entrance examination rather than on a holistic learning experience.   Due to such an unavoidable circumstance, many teachers have had to stop playing the essential and responsible roles of needs assessor, educational counselor (Barlett and Balter, 1985), information-gatherer, facilitator, and provider of feedback (Scarcella and Oxford, 1992).   In addition, such instruction and assessment has not encouraged students to assume a maximum amount of responsibility for their own learning.   Many students do not care about what they learn and how they learn, and they study without any goals in the classroom.   Many students do not recognize their own learner characteristics and strategies, and therefore are not in control of their learning.   As a result, they miss opportunities for reflection and improvement, and thus fail to become independent, autonomous learners.   Crafton (1991 in Porter & Cleland 1995) states that students can gain a new perspective on learning when they have a chance to reflect on language experiences, which in turn creates a greater awareness of and respect for the learning strategies they are developing.   Thus, teachers have to gather information concerning students for needs assessment and educational counseling, give feedback in order to provide them the opportunities for reflection, and facilitate them in taking responsibility for and improving their own learning.

In recent years, educational reformers, both researchers and practitioners, have recognized portfolios as a favorite innovation to solve the above-stated problems.

According to their accounts, portfolios help teachers to gather rich descriptive information concerning their students and to conduct instructional and assessment practices that are holistic, student-centered, process-oriented, integrated, and multidimensional. Portfolios provide frameworks for instruction and their content becomes the dynamic curriculum of the classroom.(Gotlieb 1995) In addition, portfolios serve to engage students in learning content, help students learn the skills of reflection and self evaluation, document student learning in areas that do not lend themselves to traditional assessment (Danielson and Abruntyn 1997), and to provide evidence of their progress toward meeting their goals. Ultimately, portfolios allow both teachers and students to assume responsibility for their own teaching and learning. However, instituting a portfolio program takes a very long time, anywhere from 3 to 5 years along the CRADLE continuum (Gotlieb 1995). Such a long program is not suitable for actual implementation in Japanese upper secondary EFL classrooms where programs are conducted within one academic year. In addition, where it is their ability to reflect on what they have learned, to consolidate content, or to feel a sense of accomplishment, students may find it difficult to sustain a consistent level of learning throughout the program's duration. Likewise, teachers may have difficulty both in monitoring the improvements of students as well as in maintaining student familiarity with classroom goals. When student's goals are set in the distance, they may be at a loss as to how they can reach those goals. In fact, Mineishi (2002) implies that the program is in need of clearly stated primary goals. Teachers must redesign the portfolio program for actual implementation in Japanese upper secondary schools.

Learning strategies are the specific actions that students undertake in order to increase their proficiency. Strategies may have to do with the learning process in

general.　Learning strategies are directed constantly toward the main goal, communicative competence, and contribute to allow learners to become more self-directed, and expand the role of the teachers.(Oxford 1990)　Cohen(1998) states that learning strategy training gives students tools in self-diagnosing, becoming aware of what helps them to learn more efficiently, developing a broad range of problem-solving skills, and experimenting with familiar and unfamiliar learning strategies.　With portfolios incorporated into learning strategies, teachers can monitor the improvement of student learning more concretely in shorter cycles, and students can come to reflect on their learning more easily and naturally.

As stated above, I should stress that portfolios enhance student metacognitive ability in relation to self- assessment and reflection. Portfolios also socialize their individual learning by facilitating communication with the people involved in their studies, such as teachers, peers, and family.　Furthermore, portfolios activate the student's inactive factors (in particular affective domain) by offering rich description about their learning.　Porter and Cleland (1995) appreciate portfolios as a learning strategy, not merely as an alternative to traditional assessment, and enlighten the potential of portfolios to become vehicles for reflection in which learners examine where they have been, where they are now, how they got there, and where they need to go next.　I will make a program that appreciates the portfolio itself as an embedded, indirect learning strategy and which incorporates the direct strategies of Oxford (1990). Thus, I will incorporate learning strategies into a portfolio program and conduct combination strategy training in this dissertation.

This study, as an empirical case study, aims to examine how strategically a portfolio program works on students' learning improvement.　I will study systematically and practically students learning in order to promote the

process-oriented, learner-centered instruction needed in contemporary Japanese education.   As a result, this study will have more meaning to teachers in other educational subjects, as well as to the EFL teachers.

Finally, I will introduce the chapters in this dissertation.   In Chapter 2, I review the literatures of portfolios, learning strategies, learner autonomy and characteristics, and teacher roles.   In Chapter 3, I summarize the purpose of this dissertation. Chapter 4 provides the results of a pilot study.   Chapter 5 outlines the methodology of the dissertation.   Chapter 6 is about the result and discussion of the main study, which acts as the main part of the dissertation.   Chapter 7 summarizes the findings and gives some implications for the effective use of portfolios in the EFL classroom in Japan.

CHAPTER 2   LITERATURE REVIEW

This chapter aims to outline what portfolios and learning strategies are, how they are useful and effective in EFL education, learners' autonomy and characteristics, and teachers' roles.

2.1   Portfolio

In this section I have outlined the historical background and definitions of portfolios, characteristics of portfolios, and types of portfolios.

2.1.1   Historical Background of Portfolios

The term portfolio originally referred to a chronologically or thematically arranged collection of an artist's work, which could be used to attract prospective clients or patrons.   In the educational field, however, the term is employed to designate a purposeful collection of work that provides information about an individual's efforts, progress, or achievement in a given area.   When used in teacher education the portfolio is known as a teaching portfolio.

Portfolios began to appear in the classroom as recently as the early 1990's. They are currently used to support a variety of activities, ranging from both students and teachers setting their educational goals to both teachers and administrators assessing curriculum needs.   They are mainly developed in the U.S. as systematic reflective descriptions for teacher trainees.

In the English language learning domain, O'Malley and Pierce (1996) have noted that the importance of portfolios has recently come into focus and that through their style of concurrent instruction and assessment portfolios bolster both teachers'

and students' learning abilities.

In Japan, the term portfolios and its basic ideas are extremely new, especially in educational areas. Therefore, from a total educational view there are only a few examples for implementing portfolios. Among these some have begun to be used recently for the subjects "Sougoutekinagakusyuunojikan (General studies)" mainly in elementary schools recently. In EFL education, there are only a few examples of portfolio use, but these are from college students only. Therefore, there are almost no implementations of portfolios in secondary schools, especially upper secondary schools.

2.1.2   Definition of Portfolios

As stated in 2.2.1, the concept of portfolio is relatively new in the context of education. Therefore, there are many definitions provided by educators with some degree of confusion because the concept covers a wide range of educational areas. The followings are representative definition.

Table2.1.2   Definitions of Portfolios

Arter (1990)	A portfolio is a purposeful collection of student work that tells the story of a student's efforts, progress, or achievement. It must include student participation in the selection of portfolio content, criteria for selection, criteria for judging merit, and evidence of student self-reflection.
Vavrus (1990)	A portfolio is more than just a container full of stuff. It's a systematic and organized collection of evidence used by the teacher and student to monitor growth of the student's knowledge, skills, and attitudes in a specific subject area.

Johns (1992)	Used as an assessment framework, portfolios are systematic collections by students and teachers that serve as the basis to examine 'effort, improvement, processes, and achievement as well as to meet the accountability demands usually achieved by more formal testing procedures.
National Education Association (In the U.S,1993)	A portfolio is a record of learning that focuses on the student's work and her/his reflection on that work. Material is collected through a collaborative effort between the student and staff members and is indicative of progress toward the essential outcomes.
Kingmore (1993)	A portfolio must be much more than just some 'stuff students produce and teachers save. Product portfolios involve a systematic collection of student materials consistently used by most or all teachers and students across curriculum content areas and across the school district to validate growth and abilities.

I will quote the ideas common to each definition and define them as an "integrated portfolio", which is "a systematic collection of documents made by and concerned with students." This is because portfolios can have many purposes like in as will be shown 2.1.4.

2.1.3 Characteristics of Portfolios

A portfolio is a learning as well as assessment tool. When applied to language learners, its characteristics are: the learner is involved in deciding what to include in the portfolio; the learner may revise material in the portfolio after feedback from the teacher or others; the learner is required to assess or reflect on the work in the portfolio, thus becoming aware of personal development; there is evidence of mastery of

knowledge; it may include various forms of work, such as written work, audio recording, video recording, etc.

A portfolio provides teachers with a clear strategy for achievement of important objectives. Therefore, portfolio process is also important. Gottlieb's CRADLE Approach (1995) involves the following process: Collecting; Reflecting; Assessing; Documenting; Linking; Evaluating. Though this illustration makes us sure that the portfolio process is very significant, this process can not be applied in EFL education in Japan because of the difference of educational background. That is why we must adopt and adapt this idea to our practice, which means we must make a plan to employ portfolios under consideration on portfolio process from a program level.

Portfolios (Danielson and Abrutyn 1997) can (1)engage students in learning content (2)help students learn the skills of reflection and self-evaluation (3)document student learning in areas that do not lend themselves to traditional assessment (4) facilitate communication with parents

This illustration is based on US educational background, but there should be, in my view, much potential for application into Japanese education. Mineishi (2002) explained the characteristics that portfolios can contribute for teachers to facilitate process-oriented assessment and for students themselves to analyze and reflect their learning objectively and improve their meta-cognitive abilities. He implies portfolios should be applied as an assessment tool with clear criteria for task-based learning like "Sougoutekinagakusyuunojikan (General studies)" in Japanese classrooms, but also pointed that the application for the classes improving students' basic competence has many arguments because of its many complicated factors. In fact, it has been a problem in the U.S. that the teachers' actually using portfolios as systematic assessment are not guided so much. That is to say, portfolios for assessment purpose

have not been argued and researched enough yet.   In terms of that, portfolios can still be used effectively for smaller environments such as classrooms because if they are forced in wide school area, they can lower the value of student's own reflections and assessment on themselves. (Case 1994)   There can be cases in which teachers do not want to accept portfolios as they are.   In any case, it is necessary that practitioners should consider the ideas and practical use of portfolios carefully.

I am sure that portfolios can be applied for classrooms in Japan, even for task-based learning because there have been many success in educational areas in the U.S. and because they have been used widely and contributed to a variety of subjects in the U.S.   For example, recent schools of thought on the U.S. education are that students are not eager to study, that the assessment still focuses on the results, and that teachers mainly directed most of the classroom activities.   As I, a senior high school teacher, have witnessed that the present educational situation of Japan matches with that of the U.S.

2.1.4   Types of Portfolios

As stated above, portfolios have only been developed and implemented recently, therefore, concepts on them are full of variety. They can be classified into some types in terms of their purposes.

Table2.1.4   Types of Portfolios

Paulson et al(1990)	Showcase	A collection of the limited final works with no reference to the students learning process for teachers, parents, and administrators.

	Collection	A collection of students' works naturally including their learning process and results.
	Assessment	A collection of students' works and both students' and teachers' assessments reflected on learning objectives
Gotlieb(1995)	Collection	a collection of student work
	Reflection	the centerpieces are ones reported by students, such as his/her perceptions, interpretations, and strategies utilized in acquiring knowledge. To enhance students' metacognitive and affective awareness in learning.
	Assessment	an alternative assessment tool
	Documentation	It can be a legal document
	Linkages	As a legal document, they can provide with the information on connections among human resources or organizational structures
	Evaluation	A value is assigned to the whole portfolio as a means of summative evaluation at the conception of a theme cycle or at the end of an academic year.

As stated above, there are many definitions or classifications by researchers. The idea in common is that all types of portfolios have related to students' learning process.

2.2.   Learning Strategies

In this section I have outlined the definitions of learning strategies, characteristics of learning strategies, and learning strategy training.

2.2.1　Definition of Learning Strategies

A language learning strategy is any action that language learners perform in order to increase their target language proficiency.　It may be focused on a specific task, for example, the learning of an item of vocabulary or the memorization of a grammatical rule.　Alternatively it may have to do with the language learning process in general. For example, learners may decide to organize their vocabulary notes in a particular way, or to evaluate themselves at regular intervals in order to identify aspects of their proficiency that need special attention.　Although learning strategies may begin as conscious actions, with frequent use they can become part of the learner's automatic learning behavior.

"Learning strategies" is not a term used by all researchers concerned because of its variety of detailed factors.　Therefore learning strategies have also been referred to as techniques, skills, tricks, tactics, or behaviors and classified variously.　In recent years, the term "learning strategies" has been employed more widely, though, SLA researchers have not agreed on the definitions of them.　Accordingly, they are defined in various ways as indicated in Table 2.2.1.

Table2.2.1　Definitions of Learning Strategies

Oxford (1990)	Behaviors, techniques, or actions used by students, often consciously, to enhance their learning.
O'Malley and Chamot (1990)	The special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.
Wenden (1991)	Mental steps or operations that learners use to learn a new language and regulate their efforts to do so.

Nunan (2000)	The mental processes which learners employ to learn and use the target language.
Richards and Schmidt (2002)	The ways in which learners attempt to work out the meaning and uses of words, grammatical rules, and of their aspects of the language they are learning.

As with the classification of leaning strategies, there are many ways represented by Oxford(1990), O'Malley & Chamot(1990), and Wenden(1991). In Oxford's classification, learning strategies are categorized into six groups such as memory, cognitive, compensation, metacognitive, affective and social strategies. I will cite this definition and classification because it is easy enough for both students and teachers to understand its factors in spite of its systematic details.

2.2.2 Characteristics of Learning Strategies

The word "strategy" in initial language learning is sometimes used to refer to how children process language, which implies neither intention nor awareness. On the other hand, a strategy in foreign language learning is usually intentional and carried out with the goal of learning. Therefore, it is obvious that strategies in second language learning have a wider range of people, from children to adults, who use them practically and consciously rather than the strategy in initial language learning.

As stated in the definition in Table 2.2.1, a number of broad categories of learning strategies have been identified, such as metacognitive, social, resource management strategies, and so forth.

Oxford's (1990) features of language learning strategies are the following:(1) contribute to the main goal, communicative competence;(2)allow learners to become more self-directed;(3)expand the role of teachers;(4)are problem-oriented;(5)are

specific actions taken by the learner;(6)involve many aspects of the learner, not just the cognitive;(7)support learning both directly and indirectly;(8)are not always observable; (9)are often conscious;(10)can be taught;(11)are flexible;(12)are influenced by a variety of factors.

Learning strategies may be applied to simple tasks such as learning a list of new words, or more complex tasks involving language compensation and production. With this in mind, I designed a series of lessons introducing strategies systematically and using them directly and indirectly as strategy training whilst considering the Oxford's features.

2.2.3   Learning Strategy Training

Strategy training is training in the use of learning strategies in order to improve a learners' effectiveness.   A number of approaches to strategy training are used, including explicit or direct training, where learners are given information about the value and purpose of particular strategies, taught how to use them, and how to monitor their own use of the strategies; embedded strategy training, where the strategies to be taught are not taught explicitly but are embedded in the regular content of an academic subject area, such as reading; combination strategy training, where explicit strategy training is followed by embedded training.

It is clear that the introduction and implementation of learning strategies can benefit EFL students in Japan.   That is to say, the learning strategy training appears to be the best way forward.   Oxford (1990) stated that learning strategy training should involve not only intellectual-related strategies but also affective and social strategies, based on the learners' individual learning styles, current strategy use, and specific goals.   Cohen (1998) suggests that learning strategies should provide learners with the

following seven tools: self-diagnosis of strengths and weaknesses; awareness of what helps them to learn the target language most efficiently; development of a broad range of problem-solving skills; experimentation with familiar and unfamiliar learning strategies; appropriate decision-making on how to approach a language task; monitoring and self-evaluation of performance, and ability to transfer successful strategies to new learning contexts.

There are some instances in which researchers have implemented systematic learning strategy training for university students and adults, but there are only a few instances in which learning strategy training has been implemented for upper secondary students in Japan.

2.3.   Autonomy and Characteristics of Learners

In this section I have outlined principles behind learners' autonomy and characteristics: motivation, anxiety, self-esteem, tolerance of ambiguity, risk-taking ability, cooperation, and learning styles.

2.3.1   Learner Autonomy

In language teaching, the main principle is that learners should be encouraged to assume a maximum amount of responsibility for what they learn and how they learn it. This will be reflected in approaches to needs analysis, content selection, and choice of teaching materials and learning methods.

The aspects of learner autonomy is illustrated by Sinclair(2000) as follows: Autonomy is a construct of capacity, it involves a willingness of learners to take responsibility, and is not necessary innate.   Complete autonomy is an idealistic goal, there are varying degrees of autonomy.   The degrees of autonomy have unstable

variables; autonomy is not simply a matter of placing learners in situations where they have to be independent; developing autonomy requires conscious awareness of the learning process, i.e., conscious reflection and decision making. Promoting autonomy is not simply a matter of teaching strategies; autonomy can take place both inside and outside the classroom; autonomy has a social as well as an individual dimension; the promotion of learner autonomy has a political as well as psychological dimension; autonomy is interpreted differently by different cultures.

Due to the unstable variables of learner autonomy, teachers should keep paying attention to the variance of it and also students should be aware of it because of its effect on their learning process. To be aware of these variables helps promote autonomy because it does not depend only on teaching. It relates to their metacognitive ability. Autonomy also has psychological and individual dimensions. Therefore, we teachers need to approach it in such dimensions. We teachers should consider autonomy in our own culture especially classroom culture.

To evaluate autonomous EFL learning, teachers must keep a close watch on the students' learning process. A portfolio exhibits students' efforts, progress and achievements over a set of time, and includes a description of its purpose, goals, and criteria for selection and assessment. Moreover, it can include the student's own reflection and evaluation of both selected work and the process of studying learning. Furthermore, peer evaluation and teacher comments/observations can be added in response to the process. It can provide plenty of opportunities for students to reflect upon their learning process. Portfolios involved with language learning strategies need to be flexible and practical to be affective because of the features and variaties of autonomy and its strategies

2.3.2   Characteristics of Learners

2.3.2.1   Motivation

Most researchers on the topic of motivation have not defined it clearly because its impact on language learning has not been completely understood.   But undeniable importance is pointed out by many researchers and it has been studied thoroughly. Here I will quote the definition of motivation by Crookes and Schmidt (1989 in Scarcella & Oxford 1992).

> Motivation has both external, behavioral characteristics and an internal, attitudinal structure. Three behavioral features of motivation are: decision, persistence, and activity level.   The learner decides to choose, pay attention to, and engage in one activity but not others; persists over an extended time and returns to the activity after any interruptions; and maintains a high activity level. The internal structure of motivation is just as important and includes these four attitudinal factors: interest, relevance, expectancy, and outcomes.   1.Interest in the subject or process, based on existing attitudes, experience, and background knowledge on the part of the learner; 2.Relevance, which involves the perception that personal needs such as achievement, affiliation with other people, and power are being met; 3.Expectancy of success or failure; and 4.Outcomes, that is, the extrinsic or intrinsic rewards felt by learner.   If any of these factors – behavioral or attitudinal – is missing or negative, overall motivation of the learner is weakened.

This definition indicates that teachers should pay attention to the student's behavior and attitude with methods such as logs and portfolios to observe students consistently.

Motivation is an important factor that strongly influences the degree to which learners take advantage of opportunities to use the language.(Gardner 1985 in Scarcella & Oxford 1992)   Besides, motivation is affected directly by whether language instruction is relevant to the learning style preferences of students(Scarcella and Oxford 1992).   The study(Oxford and Nyikos 1989 in Scarcella & Oxford 1992) shows that motivation is the most powerful influence on how and when students use

language learning strategies. Throughout this project I can carefully observed the motivation level of the students.

2.3.2.2   Anxiety

Anxiety, defined as "a state of apprehension, a vague fear"(Scovel 1978 in Scarcella & Oxford 1992) is related to motivation and attitudes in language learning. In a situation with high levels of apprehension or fear, motivation will plummet and attitude will drift towards the negative.   As a result, this leads to poorer performance and create a downward spiral in student's learning.

Anxiety has two patterns: situational or state anxiety and trait anxiety. The former arises in response to a particular situation or event and the latter exists in a person as a permanent characteristics.   Where teacher-centered instruction is carried out, the teacher ourselves should diagnose beforehand, and take care to reduce students anxiety in order to help them learn effectively.

Anxiety is likely to be considered a harmful, negative connotation, but a positive form, called facilitating anxiety, can help to keep students alert and on their toes(Scovel 1978, Brown 1987 in Scarcella & Oxford 1992), especially for simple learning tasks(Horwitz 1990 in Scarcella & Oxford 1992).   When planning this program, I observed these anxieties according to the situations which arouse with from simple and complex tasks.

2.3.2.3   Self-Esteem

Self-esteem is important.   It is defined as a self-judgment of worth or value, based on feeling of efficacy – a sense of interacting effectively with one's own environment (White 1959 in Scarcella & Oxford 1992).   Self-esteem influences

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motivation and attitudes, and vice versa. It can be a trait or a state just like anxiety. Global self-esteem starts to arise around mental age of eight. It is based on two factors: self-perceptions of competence in various broad areas and a personal assessment of the importance of each of these areas. (Scarcella & Oxford 1992)

The teacher should help students feel generally comfortable about themselves by helping them succeed in all the broad areas that are important in the students' lives. Especially in a communicative situation, teachers must pay attention to this factor because it can hinder students' ability to communicate and prevent them from expressing themselves fully in the classroom.

Teachers can help students develop higher self-esteem by training them to set reasonable goals in the first place and assess their own progress toward these goals realistically and positively (Scarcella and Oxford 1992). This presents a major problem in that students are often unrealistic in what they believe they can and should accomplish in a given period of time, which affects their self-esteem. Therefore, teachers should give appropriate advice for students to set realistic goals and in order to maintain higher levels of self-esteem.

2.3.2.4   Tolerance of Ambiguity

Tolerance of ambiguity, namely the acceptance of confusing situations, is a personal characteristic that relates to self-esteem. Though excessive levels of self-esteem can prevent efficient learning, low self-esteem often makes students feel intolerant of ambiguity and thus insecure. Moderate tolerance of ambiguity is probably the most desirable condition for language learners. (Scarcella and Oxford 1992) Many researchers show that students with moderate level of tolerance of confusion are likely to persist longer in language learning than the students with

inherent ambiguities.   At any rate, this is yet another factor that can help or hinder the facilitation of the students' learning.

2.3.2.5   Risk-Taking Ability

The risk-taking ability of students is reduced by fear of frequent ambiguity. Moderate and intelligent risk-taking, however, is sometimes essential in the language classroom.   Risk-taking can be strategic such as guessing meanings, and dictates whether students will 'have a go' at a question when they are unsure of the answer.

Students restricted by fear of failure are unwilling to take even moderate risks and so take minimal risks in order to ensure that they are not vulnerable, so that they can avoid any chinks in their self-protective armor.   To prevent students from such situations, language teachers can aid students in determining when it is safe and necessary to take a risk by teaching compensation strategies to take the risks in appropriate ways.

2.3.2.6 Cooperation

Another significant aspect of language learning is cooperation, which can have advantages and disadvantages.   Cooperating with other students is crucial, whereas competition can often block progress.   Students do well to learn to cooperate with teachers, fellow students, and native speakers of the language who are not connected to the classroom environment.

Many researchers have recognized that cooperative learning groups foster a sense of positive interdependence and mutual support. (Scarcella & Oxford 1992). Many studies outside the language field have demonstrated the benefits of cooperation in the classroom: higher self-esteem; increased confidence and enjoyment; use of

high-level cognitive strategies; decreased prejudice; and increased altruism and mutual concern. In the language area, classroom cooperation has the following additional advantages: stronger motivation, increased satisfaction for teachers and students, more language practice, more feedback about language errors, and greater use of varied language functions.

Within the ESL classrooms using cooperative learning, learners can get immediate feedback from a native speaker. But in the EFL classroom, cooperative learning is mainly considered to be learning with non-native speakers with a range of ability levels. In both cases, some students are likely to depend on higher-level students. Teachers need to be aware of these factors of cooperative learning in order to successfully implement group work.

2.3.2.7 Learning Styles

Language learning styles related to features described so far are the general approaches students use to learn a new language, which are the same styles they employ in learning many other subjects and solving various problems.

Scarcella and Oxford (1992) discussed four central dimensions of the language learning style: analytic-global aspect; sensory preferences; intuition-sensory/sequential learning, and the orientation toward closure or openness.

Analytic-global is one very important dimension of language learning styles, which contrasts focusing on the details with focusing on the main idea or big picture. From my observations, I feel that students in the Japanese EFL classroom are likely to become detail-oriented ones because of the influence of the traditional teacher-centered method, which is based on grammar-translation. In any case, in the language classroom, it is incredibly important to pay attention to the concept of different

learning styles because students will react differently in classroom depending on their style.

Sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable. These are visual, auditory, and hands-on preferences. Visual students prefer to read and obtain a great deal of visual stimulation, but will struggle with lectures, speeches, and oral directions without any visual backups. In contrast, auditory learners feel comfortable without visual input and therefore can enjoy lectures, conversations, and oral directions, but have difficulty in writing or understanding written instruction. Activities such as role-playing will make them more active in the classroom. Hands-on students, which is also explained as students with a combination of kinesthetic or movement-oriented and tactile or touch oriented , like lots of movement and enjoy working with tangible objects, collages, and flash cards, but sitting at desks for long period is not ideal and they prefer to have frequent breaks and move around the room.

Recently, new a course of study by MEXT (2000: the Japanese Ministry of Education, Culture, Sports, Science and Technology), has put emphasis on the development for English listening and speaking abilities in Japanese lower secondary EFL education. As a result, students who have an oral or kinesthetic learning style may well have the tendency to have these abilities developed more thoroughly despite their abilities of grammar knowledge potentially becoming affected. To address these learning styles, teachers should alternate teaching method to enable the students to adapt their preferences, which are directly related to a role of teacher. If teachers are aware of the sensory preferences of their students, they could teach English more effectively without giving students excessive pressure on their learning. This is related to applying learning strategies in terms of the affective domain. Portfolios can

play a very effective role in recording information involved in the learning process, allowing teachers to recognized individual learning styles and also allowing students to find their preferences by themselves.

Intuitive, random learning, and sensory/sequential learning are other key aspects that can affects the learning process. Intuitive students can think in abstract, large-scaled, non-sequential(random) ways and therefore they can distill the main principles of how the new language works and thus can conceive the underlying methodology that supports it. The opposite of such learners are the sensory/sequential students, who are concerned with concrete facts that need to be presented in a step-by-step, organized fashion with their affection. Concrete, step-by-step learning is mundane for the former type of learners, so they would rather take daring intellectual leaps. The latter, on the other hand, prefers such learning and does not think abstract principles and underlying language systems important. They just want to do the task at hand and then move on to the next activity. As a result, they are also frequently slow and steady learners who learn at their own pace. Teachers who can identify the learning styles and features of their students are able to reflect on their approaches to teaching them and adapt their planning and teaching methods accordingly.

The orientation towards closure or openness is also an important aspect which is expressed as the level to which the person needs to reach decisions or clarity of thoughts. This dimension is closely related to tolerance of ambiguity and is probably associated with flexibility in learning styles. Students oriented towards closure have a strong need for clarity in all aspects of language learning. They want lesson directions and grammar rules to be spelled out and are unable to cope with much slack in the system. Students who want rapid closure are often serious, hardworking

learners who have developed useful metacognitive skills such as planning, organizing, and self-evaluating. They like control in their lives and in their learning. Students who have less of an orientation towards closure are sometimes known as "open" learners. They take language learning far less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed and judged. They frequently do not care for the deadline and are more concerned with having a good time in the language classroom and soaking up what learning they can through osmosis rather than hard effort. Though these types of learners appear to have only detriments, they are said to be able to do better in developing fluency and keep themselves open to new information. It depends on the learning situation. Highly structured and traditional classroom settings will prevent them from learning English effectively.

Closure-oriented and open learners provide a good balance for each other in the language classroom. The former are the task-driven learners, and the latter know how to have fun whilst learning. Teachers should consciously create groups consisting of both types of learners to have them benefit from cooperative collaboration with each other. In my view, to do so effectively teachers should record and keep information after the cooperative task. From that perspective, portfolios should be effective tools to get both students and teachers to reflect upon their learning and instruction within a group setting.

In my opinion, it is difficult to change these styles independently or through external force. However, if teachers or students, from a professional or learner's view, feel the need to change them, it would be very supportive to obtain the knowledge for change such as strategies, and abilities to shift styles where necessary through programs realistic, objectives, and appropriate tasks. Oppositely teachers can get the chance to stop for students changing their styles in vain.

2.4   Teacher Roles

In this section I have outlined the role of the teacher, and its characteristics.

The teachers' role in language classrooms has been widely discussed all over the world, including Japan.   To promote students' responsibilities on learning, the teacher's role in Japan has also been reflected upon.

In a study of an Australian model, Barlett and Balter(1985) found teacher assistance was required in the following areas:(1)Needs assessment skills; (2)Course guidelines; (3)Bilingual help in negotiating the curriculum; (4)Continuity in the program; (5)Educational counseling; (6)Conflict resolution; (7)Teacher role specifications.

Scarcella and Oxford (1992) referred to the role of language teachers as follows: (1)Information-gatherer; (2)Decision-maker; (3)Motivator; (4)Facilitator; (5)Provider of large quantities of authentic English input and opportunities to use this input; (6)Counselor and friend; (7)Provider of feedback; (8)Promoter of a multicultural perspective

Richards(1996) has described the language teacher's role as follows: (1)Needs analyst, (2)Curriculum developer, (3)Materials developer, (4)Counselor, (5)Mentor, (6)Team member, (7)Researcher, (8)Professional.

I relate more to Richard's definition because of its well-organized reference to the teacher roles, also suggest the new roles for learning-centered instructions in addition to old ones rather than deny the effectiveness of traditional ideas.

CHAPTER 3   PURPOSE

Although studies have illustrated many advantages concerning student's own learning as a result of portfolio programs, almost no studies have attempted to investigate the underlying attributes of the student's learning processes through the programs; that is, specific development of students learning characteristics. The recognition the students have about their own learning may contribute to the development of their ability to learn holistically, as well as improve their academic achievement.   Thus, the purpose of this study was to strategically examine how strategically a portfolio program can help improve student's independent learning.   The research questions of this study are;

"To What Extent Can Portfolio Promote Students' Autonomous Learning?"

1   How can portfolios enhance the participants' metacognitive ability to promote autonomous learning?

2   How can portfolios socialize the participants' individual learning to improve their interdependence for autonomous learning?

CHAPTER 4 PILOT STUDY: CHARACTERISTICS OF LEARNERS IN AN EFL CLASSROOM FROM THE VIEWPOINT OF LEARNING STRATEGIES

4.1 Purpose

This research was motivated by the necessity to analyze learners' characteristics and attitude toward English learning in a Japanese senior high school and apply the implications for further study.   The specific purpose of this study is to identify the students' present use and recognition for language learning strategies. The research questions are:

"What are the characteristics of the students in the school?"

1   What strategies are used in English classrooms?

2   What strategies do the students think are useful for their learning?

4.2 Method

4.2.1 Participants

The participants of this study were 150 students, including 37 second (22 girls and 15boys) and 32 third (20 girls and 12 boys) graders of an English course and also 41 (20 girls and 21 boys) second and 40 (28 girls and 12 boys) third graders of a General course in a public senior high school in Aomori Prefecture in Japan.

About one-third of the English course students wanted to get a job and the rest of them continue to higher education, such as specialty schools, colleges and universities after graduation.   In contrast, almost all of the students in the General course wanted to enter university after graduation.

4.2.2 Materials

The instrument employed for the data collection was the Strategy Inventory for Language Learning (SILL), version 7.0 (Oxford, 1990). It was accompanied by a questionnaire which included some questions about the strategies and the student's thoughts on learning English. The original SILL templates translated into Japanese ahead of time for use. (Appendix I)

The SILL version 7.0 is a self-evaluating questionnaire for other language speakers learning English to help them understand better how they learn a new language and how they become better learners. It consists of 50 statements based on language strategies requiring an answer five choices numbered 1 to 5, ranging from "Never or almost never true of me" to "Always or almost always true of me".

Oxford (1990) categorized the 50 strategies into six categories as followings: memory (also called" Mnemonic"), cognitive, compensation, metacognitive, affective, and social strategy groups. The former three categories are defined as "direct strategies" and the latter three as "indirect strategies."

Memory strategies help learners link a new item with previously gained knowledge. These devices are useful for memorizing information systematically in various ways. Cognitive strategies help learners make and strengthen associations between new and already-gained information and facilitate the mental restructuring of information. Compensation strategies for speaking and writing help learners make up for missing knowledge when using English in oral or written communication, just as the strategy of guessing from the context while listening and reading compensates for a knowledge gap. Metacognitive strategies help learners manage themselves as learners, the general learning process and specific learning tasks. Affective strategies include identifying one's feelings (e.g. anxiety, anger, and fulfillment) and becoming

aware of the learning circumstances or tasks that evoke them. Social strategies facilitate learning with others and can help learners understand the culture of the language they are learning.

4.2.3 Procedure

In June 2006, the participants were administered the questionnaires. The purpose of this study was explained to participants and they were given instruction in Japanese how to complete the questionnaires. It was also explained to them that there would be neither correct nor wrong answers, that they would answer according to their use and recognition of strategies at that time, and that they would answer immediately after every question was read aloud. It took approximately 40 minutes to finish administrating the questionnaires in order to ensure the participants did not misunderstand the contents.

4.3 Results

4.3.1 Learning Strategy Frequencies

Table 4.3.1 shows mean scores of total and each categories of learning strategies. The total average mean scores was 2.59 on indicating medium use. Four out of the six categories' mean scores were also within the medium range from 2.5 to 3.4. Those categories were Compensation (M=2.90: highest), Cognitive (M=2.79), Social (M=2.71), and Metacognitive (M=2.59). The mean scores of the other two categories were within the lower range from 1.5 to 2.4. Memory strategies' mean score was 2.24 and Affective strategies' was the lowest at 2.18.

Table 4.3.1   Students' Use of Learning Strategies

Strategies	Mean	Max	Min	SD
Memory	2.24	4.6	1.0	.56
Cognitive	2.79	4.3	1.0	.61
Compensation	2.90	5.0	1.0	.68
Metacognitive	2.59	5.0	1.0	.76
Affective	2.18	4.0	1.0	.60
Social	2.71	5.0	1.0	.76
Total average	2.59	4.4	1.0	.50

(n=150)

N.B. The max and min figures refer to maximums and minimums for section scores.

Three strategies out of 50 have comparative higher mean scores (over 3.5) and two have low ones (below 1.4).   Higher scores strategies were achieved in No.10 "I say or write new English words several times." (M=3.6) in Cognitive Strategies, No.29"If I can't think of an English word, I use a word or phrase that means the same thing."(M=3.6) in Compensation Strategies, and No.45"If I do not understand something in English, I ask the other person to slow down or say it again."(M=3.9: highest) in Social Strategies.   Lower scores were No.7"I physically act out new English words. " (M=1.4) in Memory Strategies and No. 43"I write down my feelings in a language learning diary." (M=1.1) in Affective Strategies.

4.3.2   The Recognition of Useful Learning Strategies

As shown in the following table, students in the school recognized Cognitive strategies as the most important, in contrast they recognized affective strategies as the

least important.   About half of the students found cognitive strategies important (47.9%), while only one student out of 142 chose Affective strategies as important (0.7%).   Other strategies were ranked: Metacognitive strategies (17.6%), Social (14.8%), Memory (10.6%), Compensation (8.5%).

Table4.3.2. Students' Recognition of Useful Strategies among SILL Categories

Strategies	Number(=n)	Percentage (%)	Rank
Memory	15	10.6	4
Cognitive	68	47.9	1
Compensation	12	8.5	5
Metacognitive	25	17.6	2
Affective	1	0.7	6
Social	21	14.8	3

N.B. The participants were told to choose one category only.   （n＝142）

4.4   Discussion

First of all, we can see how frequent the students in the school utilized learning strategies from the results from Table 4.3.1.   The mean score of the use of language learning strategies was 2.59 on a scale of 1 to 5 within the range that Oxford defined as a 'medium' use.(from 2.5 to 3.4)

The figure indicates that the participants actually used learning strategies on average for English learning in their daily life.   However, the score was the lowest on the middle range.   Then looking into each category, two categories out of six were on the lower range from 1.5 to 2.4.   Memory and affective strategies were not being used effectively for their language learning.   These figures imply that language learning

strategies were not used frequently, indicating the potential for students to learn English more effectively and that teachers need to have students recognize their situation and the usage of language learning strategies.

Secondly, the high frequency of compensation strategies shows the students are likely to be struggling in their language learning. This is because compensation strategies are based on problems with communication. The strategies are used only when there is an inability in communication or reading. The problem stems from their lack of English abilities. In fact, their average of the time learning English is 2.13 hours per week. They do not have enough spare time to study English, and this figure is not enough for them to continue with English after graduation. Most of them cannot solve learning problems for English by themselves and are not autonomous learners with when it comes to such learning problems.

In Table 4.3.2 the students did not considered compensation strategies as useful, however Table 4.3.1 identifies compensation strategies as the most used. The unconscious preference of Compensation strategies hinders the development of other learning strategies. This also means that they need to identify their present learning situation before they can develop other learning strategies.

Third, the low score of memory strategies is also relevant to the shortage of the students' learning time. Memory strategies need to have a comparatively long time in use to be effective. Therefore, non-motivated students find it much harder and less likely to retain the useful information.

Fourth, the Affective strategies' score is the lowest because the students are unaware of how to use them or how effective they are. In my observation, a lot of students were confused by the questions being administered in this category. It seemed that they cannot link those questions with their learning. The lowest figure of

Table 4.3.2 provides evidence of this. Even in a wider educational context, this argument can often be presented. The Japanese educational system has been based on the teacher-centered, knowledge-oriented class for a long time, using cognitive strategies, and this system strongly affects the students' way in which they learn English. The highest figures in Table 4.3.1 and 4.3.2 emphasized this. In other words affective strategies will be one of the key points that will allow the students in this school to learn English much more effectively and to allow the teachers to have their instruction more acceptable and effective.

Finally, it is interesting to consider that the students' actual use of learning strategies does not coincide with the recognition to their usefulness. I referred all the strategies except Metacognitive and Social strategies. Here I will elaborate on these two strategies. These two strategies have the second and third highest percentiles on Table 4.3.2 and do not have any special characteristics on their use frequencies. This indicates that they will be effective for learning English because they are now being used routinely and recognized as useful by the students. The use and devices within these strategies are very easy for the students to adopt when studying English in the classroom. Teachers have to facilitate students' learning and develop autonomous learning with suitable devices, such as strategy training and portfolios.

The data from the reports on their impression regarding this study indicates that many students found themselves unconscious of their own learning styles, including strategies, preferences, and motivation. Simply applying SILL questions allows the students to begin to recognize different styles of learning and reflect upon their learning. If teachers and learning devices enable the students to become conscious about their learning in the classroom or program, how effectively could students learn English by themselves?

4.5   Conclusion and Implications from the Pilot Study

This study examined the tendencies to use language learning strategies and the recognition of the importance on them by upper secondary school students.   The findings and implications from the results are as follows:

1   What strategies are used in English classrooms?

It is apparent that Compensation strategies are used the most within the English classrooms, followed by Cognitive and Social strategies.   Affective and memory strategies were used the least.

2   What strategies do the students think are useful for their learning?

Cognitive strategies are regarded as the most important strategies by approximately half of the participants.   Metacognitive and social strategies were chosen by one-sixth of the participants.   One-tenth participants thought of Compensation and Memory strategies as the most important strategies.   Only one participant out of 142 chose affective strategies as the most important

"What are the characteristics of the school?"

As a whole, a range of the language learning strategies are not used enough to learn English effectively because of traditional teaching and learning methods.   There is a mismatch between the students' actual use and recognition on the important of learning strategies.   It may cause a friction and act as a barrier between effective instruction and successful learning.

The students also do not also recognize their own learning styles sufficiently. Some are not completely unconscious about their learning; however, some are not

motivated highly enough to study English in spite of their objectives for after graduation.

The overall findings lead us to the conclusion that each school has their own set of individual characteristics in language learning, and many students have problems with their English learning whilst some are completely unmotivated. Learning strategies are not introduced to them sufficiently to enable them to resolve their own problems. Some are totally unconscious about their learning style and are unaware of their own problems. This is why they require more time to learn English and to become responsible for their own learning.

As they learn English over time, some of them can retain some learning strategies in natural. Although only a little strategy training has been carried out in Japanese language classrooms, students know and use some actually. However, the classes in Japan still are teacher-centered and knowledge-oriented. This is the very implication that we teachers must change our classes and even our own teaching method. We need to change our roles as teachers and also have the students' ways of learning become more sophisticated.

Given the potential of language learning strategy training and the metacognitive device, they should be able to reflect on how they learn and how they should learn, and try to experiment new ways which suit their own styles. Therefore they will have responsibility for their own language learning and be better-motivated. How to reflect on their studies is very important and the language learning strategies provide exact skills to help solve their learning problems and focus on their studies. To recognize and to have them face their own problems individually is essential for both students and teachers. Naturally, there are some broader implications for further research considering the findings in this study.

(1) How should teachers and students collect educational information?

Data collection must be both quantitative and qualitative. Quantitative data gathered from authorized questionnaires can sometimes be too objective. Quantitative data is often specific and accurate and can highlight the students' weaknesses and strengths.   Teachers and students can analyze learning styles objectively on the basis of this information, recognizing and developing the ideas from a metacognitive perspective.

SILL's, learning strategies survey is a very official and convenient tool for both teachers and students to get to recognize the use of strategies objectively.   The data gathered from it is very quantitative.   The methods needed to diagnose students and to provide feedback are embedded in SILL.   If it is administered periodically, the data can be used as a process-based assessment throughout the entire curriculum.   In addition, the learning strategies are not only the standards but also specific skills for solving learning problems.   It is an optimal tool for teachers to facilitate the students' learning objectively and for the students to improve their metacognitive ability in their own learning.

Qualitative data is mainly gathered from teachers' observation.   The data can serve to eliminate any abnormalities gained from the results of quantitative data. Quantitative data sometimes damps students' motivation to study because the data is too final - pass or fail / good grade or bad grade.   The data has the potential to disappoint the students.   In this case, qualitative data can highlight their strengths, and help to motivate the individual.   In other cases, students can be satisfied easily with the subjective data only when they compared themselves with the others.   Therefore, data collection and analyzing should be based on the present of both data.

For most teachers, it is very difficult to observe their students and collect

quantitative data in a single class.　It is easier, therefore, to collect the data continuously over a long period of time. If the collection is carried out under such a condition, the data should be good enough to reflect both learning processes and results effectively.　If time-constraints make it impossible to collect and handle the data, gathering data using forms like free-writing questionnaires is a convenient way.

In any case, descriptive and more detailed data is more practical, acceptable for students, and gains more validity.　To focus on the levels of the classroom, smaller groups, and even individuals, it is also necessary to collect more specific information and analyze it in depth.

(2) How should teachers and students communicate this information?

Data interpretation should be on balanced with sets of both data.　There is a risk to analyze the information from one way objectively because the data is too direct for the students.　This good/bad type of data may hurt the students' feelings and lower their motivation towards their language learning.　To prevent such a situation, teachers have to take into account what is not presented in the numbers on the data, such as students' traits, abilities, attitude, and so on.　That is why the balance between subjective and objective is needed for assessment for both teachers and students.　This is why communication between the two is essential.　Students have the right to enjoy learning English with confidence, and comfortable learning environment to eliminate fear of risk-taking under the instruction of teachers.　These emotions of enjoyment and fear are directly related with the affective domain in their learning.

A well-balanced set of data is desirable.　It is very important to consider the quality of information to convey.　Teachers are likely to be too subjective or objective when analyzing the data from their students.　Teachers are likely to believe in their

own observations because of their experiences.   Conversely, they are likely to interpret the data too objectively.   Such a one-sided interpretation has the possibility to influence on the students' learning attitude and styles, which could lead to both positive and negative ramifications.   There must be different interpretations, a kind of debate, between teachers and students.   To refrain from meaningless discussion or confrontation, the information must be provided on a well-balanced set of information.

(3) When should teachers and students exchange reflective information with each other?

Data exchange must be done periodically. The information must be exchanged regularly.   This can accelerate the development of students' process-based learning rather than result (knowledge)-based learning.   From the information, they can reflect their current status, such as their abilities and goals, on their educational situation periodically.   This should work well on their metacognitive domain and motivational levels and also provide the teachers with a chance to change their teaching style.

(4)   What should be included in written and oral communication between teachers and students in and around English class?

A lot of information from students was gained that I would have never recognized without this study with SILL and other questions.   The information can be very useful and meaningful for us teachers to diagnose our students, organize the programs of study and conduct our instructions directly accordingly.   In contrast, the information can also be very useful for the students to reflect upon their learning and improve or even change their learning styles.   Therefore, teachers need to have opportunities to access the student's information and feedback on it.

As for general feedback such as class or courses behavior and attitudes, teachers often tell the students this directly in class because it is very pedagogical and not private feedback. However some, especially unmotivated or immature learners, may not accept this feedback easily as it can hurt their self-esteem and embarrass them in front of their peers. Therefore, it can be more productive if teachers utilize their feedback individually.

As for individual feedback, teachers should not be direct with the student as described above. In addition, the diversity and complexity requires plenty of time to discuss with the students. It is less likely for teachers to make this available to provide the students with sufficient information orally. It is very difficult for them to have time to discuss it individually. The time is limited for both teachers and students because of the time-constraints of the Japanese educational system. Therefore teachers should always pay attention to prepare and provide opportunities to discuss the feedback not sporadically but regularly, and then the devices such as logs and portfolios will be effective in exchanging individual and private information. To reflect properly on the learning of students and instruction of teachers closely, teachers should check the record of student's learning description sufficiently and create and maintain their own teaching logs, which can be developed into teaching portfolios.

If both teachers and students reflect their teaching and learning styles using the well-balanced way not as a one-off but in the long term, the classes should be more enjoyable, pedagogical, and student-centered. All the information provided as a result should be useful and helpful for those people connected with education. Especially the information provided by teachers is invaluable for the students as well as the information noticed by the students themselves. Teachers need to facilitate the transition of the students from dependent learners to reflective, autonomous ones.

CHAPTER 5   METHODOLOGY

This paper reports on a portfolio program, focusing on student responses to the instructions along with learning strategy training.   The portfolio program has a cycle, shown in Figure 5.   It has four phases: Preparation; Implementation; Assessment; Modification. Preparation has two sub-categories: Preliminary Investigation; Specific design.   Implementation's four sub-categories are Basic Activity, Free Assignment, Cooperative Activity, and Term-ending Activity.   Assessment is subcategorized into two: Instructor's Reflection; Proficiency Test.   After above-mentioned three phases comes Modification.

Figure 5   The Cycle of This Portfolio Program
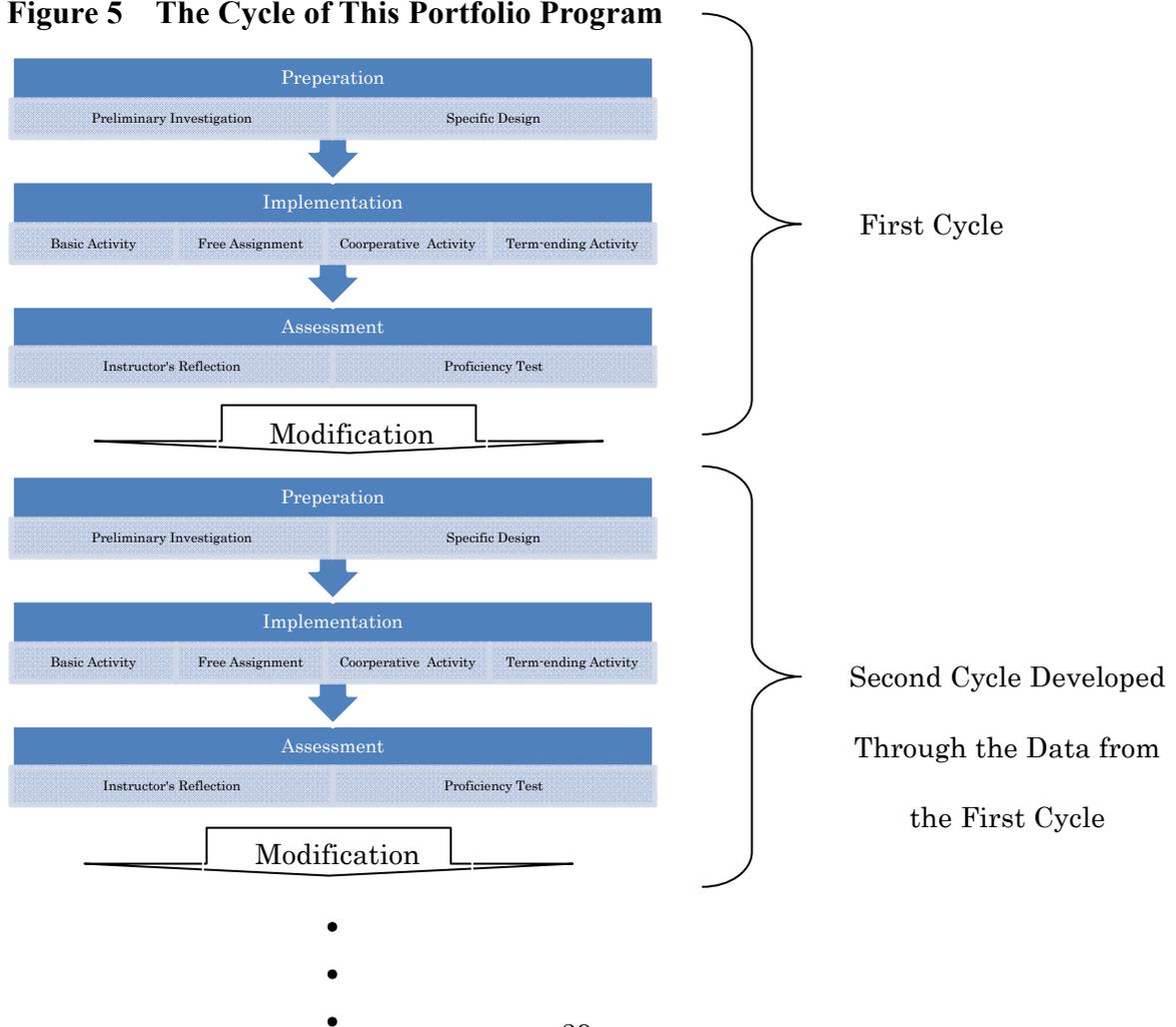
5.1 Participants and Settings

The portfolio program was conducted at a Japanese public high school in Aomori Prefecture. There were thirty nine participants in this study, with various levels of ability and motivation towards learning English. The participants were all the third-year students in an English course. Half of the participants would like to continue to higher education after graduation, whilst others would like to enter full-time employment.

The participants were taught English in groups of approximately twenty students, labeled Group A and Group B. In April, I divided them into two groups by use of the student number: odd or even. Therefore, the two groups were not divided by their English proficiency. In the program, they were occasionally taught together as a whole class.

The students had taken neither systematic learning strategy lessons nor ones through a portfolio program. Therefore, they all had received different experiences on learning strategies and had not experienced lessons with portfolios prior to this study, which would influence their perception. Since I was interested in their perception in order to make a portfolio program, only the preliminary survey for student perception was considered appropriate.

English Comprehension, English Expression, Intra-cultural Understanding, Computer-LL Practice, and Lifetime English were required subjects for the third-year students in the English course. However, the portfolio program was conducted only in Lifetime English twice a week.   The length of class was 50 minutes.

In the initial lesson, the program outline was explained to the students and permission and cooperation was requested so that we could work together as partners.

5.2 Problem Identification

Most students in Japan have never been educated in continuous strategy training programs or with learning portfolios. Therefore, students could not develop their independent learning skills. In other words, most students were not autonomous learners who could control their learning, reflect on it, and improve it. Japanese teachers also do not facilitate their students' autonomous learning enough. The problem is that communication between teachers and students has declined, which influences the effectiveness of the students learning ability.

Portfolios give teachers and students many chances to communicate with each other. Teachers can give individual and appropriate feedback to their students and students can improve their learning by using the detailed information from portfolios and teachers' feedback. However, general program including the use of portfolios takes a long time to implement. In upper secondary schools, Japanese teachers in service are too busy to have time to give students plenty of individual feedback. This is one of the reasons why portfolios have not been developed in Japanese upper secondary schools.

With portfolios, students are able to have more chances to be reflective about their own learning, convey their problems about their learning to their teachers, peers and parents, and get a variety of effective feedback from many perspectives, which means they can socialize their learning.

In order to improve their learning, they should first recognize their metacognitive abilities. Initially, they should know where they are in relation to their final goal to be good learners. Secondly, they should set their appropriate objectives on their own or through communication with others. Thirdly, they should identify problems concerning with difficulties in their own learning and reflect upon on them.

Finally, they need to recognize, develop and adapt their learning styles.

5.3   Preliminary Investigation for Specific Design

Following portfolio programs studied so far, I initially investigated participants, their ideas about portfolio use, and their use of learning strategies. And then, I designed a portfolio program suitable for actual implementation in Japanese upper secondary school EFL classrooms.   At last I reflected on the program using the information gathered from the data of observation, participants' data, and so on.

5.3.1   Present Data on Participants

I administered a questionnaire in order to get information about the participants. I asked participants four questions: (1) Do you have any certification to prove your English proficiency? ; (2) How many hours a week do you study English out of school? ; (3) What is your objective for learning English?; (4)What do you think is the best way to measure your English abilities? (Appendix II)

(1) Do you have any certification to prove your English proficiency?

As a result, all students have STEP Test certification.   Some students have more than one certification.   The STEP Test is one good way to certify the abilities of students in the school.   Students in the school also recognize it to do so.   This is why I use Pre-2nd STEP data for the proficiency test in this program.

The Step Test is an English test conducted by the Society for Testing English Proficiency (STEP).   It is a criterion-referenced test with seven grades from 5 to 1 that examinees either pass or fail.   It is a four-skill test, assessing a combination of receptive and productive skills.   STEP Grades from 3 to 1 consists of two stages: first

stages with reading and listening tests; second stages for a speaking test. Only those who pass the first stage with reading and listening can progress to the second stage. Applicants who pass the both tests can receive certification. It is conducted three times a year.

In its 2003 strategic initiative "Japanese with English Abilities," MEXT(the Japanese Ministry of Education, Culture, Sports, Science and Technology) designated STEP Test Grade 2 and Pre-2 as benchmarks for high school graduates. Therefore, English teachers in secondary schools in Japan often use STEP Test to measure students' progress. I can surely say that the STEP Test is the most familiar test for students to measure their English proficiency.

Table 5.3.1.1   The Participants' Data of STEP Grade

Grade	N=P	Percentile	Percentage
Pre-2nd	11	11	26.2
Pre-2nd , 1st	1	12	8.3
3rd	17	29	58.6
3rd ‧ 1st	4	33	12.1
4th	6	39	15.4
5th	3	42	7.1
Nothing	0	42	0

(n=42)

(2) How many hours a week do you study English out of school?

Most of the students, 23 students, answered that they had almost no hours to study English at home. Only two students answered that they studied from three to five hours a week, 12 did from one to three. Even though participants are in an English course, they had almost no time to study English out of school.   They were likely to

depend on the classes at school.   In other words, they were not autonomous learner then.

(3) What is your objective for learning English?

There are various reasons as to why the students studied English, such as career, studying abroad, traveling, and so on.   It was hard for the students to link their objectives for learning English to their English abilities.   Some want to live abroad, some want to enter university, whilst others are happy to graduate or get good marks. It is safe to say that most students have their own objectives, but many of them cannot recognize them as achievable.   Teachers should have their students identify their objectives and arrange a list of achievable target, in chronological order.

(4) What do you think is the best way to measure your English abilities?

Following table shows the participants' responses to the question of' What do you think is the best way to measure your English abilities?'

5.3.1.2   The Participants' Responses to the Question

Types of Assessment	N	Percentile	Percent	Rank
Term Test	23	23	53.5	1
To ask Teachers	9	32	21.0	2
School Grade	4	36	9.3	3
STEP	4	40	9.3	3
To ask Others	2	42	4.7	5
Self-Assessment	1	43	2.3	6

(n=43)

Half of the students see the term tests as the best way to measure their English abilities.   They think of the term tests as the only way available for their abilities in

English abilities to be demonstrated and estimated.   The problem is that many students tend to assess themselves solely, sometimes strictly, by the results of the term tests.   Even though they can communicate with others in English well, they think that they will not be assessed well.   This proves that there is a bias. Result-oriented assessment is emphasized too much, even among students.   That is why I want to emphasize the process-oriented assessment.   Nunes(2004) showed the similar context in Portugal in a thesis, which say that such misconception is probably the result of a long tradition in education that focuses on results and products.   This assists my idea of the reason why I emphasize the learning process and process-oriented assessment. I would like to have the participants recognize the importance of their learning process and to become autonomous learners through a portfolio program.

5.3.2   Learner's View of Portfolios

Students have never used portfolios because portfolios are a kind of new approaches.   Therefore, I administered a questionnaire to gather data on portfolio use in order for the students to learn English through this program more effectively.   I asked students two questions about portfolio use (See Appendix II): (1) When you use the learning portfolio like this, what items do you think are needed to develop more effectively? ; (2) How should portfolios be used?

(1) When you use a learning portfolio like this, what items do you think are needed to
    develop more effectively?

Eight items were answered by students: participants' day objective; what they've learned; textbook information; questions; what they couldn't understand; comments from teachers; comments from friends; reflection.   Though the implementation of

portfolios has been introduced in many schools, portfolios have not been employed in many schools in Japan yet. This means that there are very few instances of portfolio implementation for students in Japan, in particular Japanese EFL education. Even though I have read many oversea books on portfolios, I could not imagine the format of a portfolio, which includes content items. Therefore, I asked the students what items are needed for their own portfolios. In my opinion, the informed content and items from the students' answers will lead the students to accept their first experience of portfolios more easily. That is why I incorporated all the items from the students' answer into the portfolio. I made a format of portfolios for basic activities, which include students' number, and the lesson date. In this way, I could get precious information from the students and modify the format which I had thought out.

Table 5.3.2.1　The Participants' Responses to Question 1

Items	N	Percentage	Items	N	Percentage
Participant's Daily learning Objective	10	27.0	New Information Learned	3	8.1
Lesson Content Understood	7	18.9	Comments from teachers	3	8.1
Textbook information	6	16.2	Comments from friends	3	8.1
Questions	4	10.8	Reflection	1	2.7

(n=37)

(2) How should portfolios be used?　(How often should it be handed in? / How should it be used?)

Following table shows the participants' responses to the question of' How should portfolios be used?'

Table 5.3.2.2   The Participants' Responses to Question 2

Frequency of Use	N	Percentile	Percentage	Rank
Every lesson	13	13	44.8	1
Monthly	8	21	27.6	2
Weekly	6	27	20.7	3
Every term	1	28	3.4	4
Every test	1	29	3.4	4

(n=29)

The main answers are shown in Table 5.3.2.2.   Other answers out of the table are that portfolios should be filed, that students themselves supervised their own portfolios, and that they should be shown to others and so on.   These minor answers were incorporated into actual implementation.

It was surprising that many of the students want to hand in their portfolios after every lesson.   However, I also feel some possibilities that many students have little confidence to control their English learning on their own.   It is safe to say that students depend greatly on the feedback from teachers.

5.3.3   SILL(Strategy Inventory for Language Learning)

Learning strategies are actual processes to learn English well and are always described concretely.   Therefore, they are easy for students to understand.   In addition, strategies are directly concerned with dealing with the learning problems of the students.   With the strategies conducted in lessons, students could tell whether they could make it or not, and then students will be facilitated to solve their learning problem with the strategies they use.   In order for students to set their objectives and to be reflective on their learning comparatively with ease, I incorporated learning

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strategies into my lessons through the portfolio program. Before the actual implementation, I gathered the data through SILL so as to get to know their use of learning strategies and focus on some strategies used actively and targeted for the program.

Table 5.3.3   The Participants' Use of Learning Strategies

Strategies	Mean	Max	Min	SD
Memory	1.9	3.4	1.0	0.49
Cognitive	2.7	4.1	1.6	0.63
Compensation	3.0	4.3	1.2	0.76
Metacognitive	2.6	4.4	1.4	0.70
Affective	2.7	4.0	1.2	0.64
Social	3.2	5.0	2.2	0.65
Combined Use of Strategies	2.6	3.8	1.6	0.48

(n=37)

As shown in Table 5.3.3, five out of six categories were within the medium range from 2.5 to 3.4.   Social strategies are used the most; conversely memory strategies the least.   Only memory strategies belong to the lower range.

This also shows that many of the students like communication, but they do not like to spend much time to memorize words and phrases and do not know how they can do so.   In my opinion, it is hard for the students to work autonomously over time and there are also many higher ability students in this class, which can imply some of them will not develop new ways in which to learn English.   Therefore, they should be taught a wide range of learning strategies.

5.3.4   Usefulness in Specific Learning Strategies

Following table shows the Participants' view of the usefulness of specific learning strategies.

Table 5.3.4   The Participants' View of the Usefulness of Specific Learning Strategies

Useful Strategies	N (%)	Useful Strategies	N (%)
Memory	1(2.8%)	Metacognitive	7(19.4%)
Cognitive	14(38.9%)	Affective	1(2.8%)
Compensation	4(11.1%)	Social	9(25.0%)

(n=36)

As indicated in Table 5.3.4, the students thought cognitive strategies as the most useful ones, followed by social strategies.   On the contrary, it was surprising that only 5.6 percent thought memory strategies and affective strategies as the most useful ones. This showed that many of them thought that memory strategies and affective strategies are not so important for their English learning.

5.3.5   Specific Designs

I designed a portfolio program specifically along with the data gathered from participants.   The target strategies and features of portfolios are reflected in the program.

My specific designs are as follows: (1) Students can make their own portfolios. It could prompt them to record their learning and encourage them to reflect on their own learning.   (2)Set a target strategy, every class explicitly or implicitly. It would get students to be familiar with learning strategies.   Not to mention, it can also make students more likely to feel satisfied with what they have learned in class. (3)Conduct pair work and group work occasionally.   Cooperative learning would

help students learn better.   In fact, it is one category of strategies embedded in this program implicitly. (4)Apply peer/group reflection on the students' learning. Reflection and feedback in various ways, from people involved, would help students to reflect better and to become autonomous learners.

5.4   Materials

In order for my students to become conscious of their learning more strategically, I adopted learning strategy training, whose model was developed by Oxford(1990). I had instructions combining explicit and implicit strategy training.   I taught the memory strategies explicitly and meta-cognitive strategy implicitly.

The students use five out of six strategy categories well, with memory strategies being sixth.   They do not recognize memory strategy as an important one.   In addition to this, cognitive strategies are used well and thought of as the most important.   Therefore, they will be keys to improving the student's English learning. I decided to teach memory and cognitive strategies explicitly in lessons.

Based on the data analysis mentioned above, I designed a specific portfolio program.   From the data, I decided to teach memory strategies directly in this portfolio program and cognitive ones directly in the next program.   Throughout the portfolio program, the student's abilities were observed in terms of metacognitive and affective domain.   This approach was used to have the students learn English with social strategies.

5.4.1   Procedures

The program was carried out in the first semester: from the beginning of April to the middle of July.   There were two Lifetime English lessons a week and 20 carried

out in total.   The English course students were divided into two groups and each group takes a listening class and a strategy training class a week in turn. Therefore, each group took about ten classes with portfolios in this program.   A strategy training class was instructed for the participants.   In the first class, the students were instructed in Japanese about the way to conduct portfolios.

CHAPTER 6   RESULTS AND DISCUSSION

Chapter 6 provides an overview of the portfolio program carried out over the period of three months with the class of 39 third-grade students in a Japanese upper secondary school.   It argues that by using portfolios in EFL education, the teacher can not only diagnose the student's characteristics, but also become aware of the student development of meta-cognition and cooperation in English learning, thus facilitating the students to be more autonomous learners of English.

This chapter consists of result and discussion about the data from Implementation and Assessment. The Implementation is sub-categorized into four sections; basic activity; free assignment; cooperative activity; term-ending activity. The Assessment has three subcategories: Instructor's Feedback; Instructor's Reflection; Proficiency Test.

6.1   Implementation

This part reports on student reflections, categorizing them into four characteristics, and the teacher's feedback to them.   It subsequently draws upon arguments that suggest how the student reflections can help the teacher make informed decisions and choices in the actual implementation, and also how they contributed to a greater student involvement in the portfolio programs.

6.1.1   Basic Activity

First the students wrote the date, their names, and school number on the portfolio sheet. (See Appendix IV)   Then, before setting out the strategy training for each lesson, the lesson objectives were shown to the students and the contents of the

lessons were explained.   Students were then asked to write their own objectives for the lessons.

While they worked in the lesson, they were asked to write working contents in the sheet.   Thus, they recorded what they did in the lesson in the portfolio sheet. After finishing their work, they were supposed to write the lesson reflection in English or in Japanese.   They then handed in the portfolio sheet to the teacher after each lesson.

6.1.1.1   Setting the Objectives

Students are supposed not just to be in class but to actively participate in it. However, through a certain period such as a year, it is difficult for students to concentrate on the lessons and for teachers to keep track on all their students all the time, which means there are possibilities for all the students to give up their activity easily in lessons anytime.   How can teachers prevent this?   Is it enough to simply make the lessons more interesting?   Teachers should find the ways to make students responsible for their own learning.

Nunes(2004) stated that portfolios provide a chance for students to think about who they are, what strengths and weakness they have, designed for the sole purpose of inclusion in portfolios.

I, of course, support this idea that students should include themselves for their own purpose in the portfolio.   However, I do not think that many students write their own objectives specific to their learning properly.   Teachers should give their students some cues, hints, and even ideas, indicating more concrete targets such as period, termly, and certifications and so on.   With proper advice or feedback given by teachers and a plenty of time in order to think of concrete plans, students should be

able to set their achievable objectives suitable to their abilities, and use their portfolios to keep a track on their positive learning development.   I am sure that portfolios can promote their meta-cognition in terms of setting objectives.

6.1.1.2   Objectives for English Learning

In April, I had my students write objectives for their English learning.   During the first class in the portfolio program, many students wrote very vague objectives for their English learning.   Some students wrote big general objectives, some wrote the nearest achievable ones.   The followings are examples of students' entries:

Ayaka (female):17th April

    I want to speak English well.   I hope to listening a lot of English.   I talk usually Ben & Julia (who are ALT : Assistants of English Teaching).

Taira(male):19th April

    I want to understand SVOC.   STEP GRADE 2!
    (SVOC means a word order: Subject-Verb-Object-Complement)

These objectives are very comparable.   Ayaka's objective was vague, in contrast, Tai's one is very concrete.   I gave them feedback like this:

    Ayaka, you want to speak English well.   Think of how you should do concretely. How about speaking to Ben or Julia at least once a day?

    Your objectives are very clear.   I'll teach you SVOC soon.   Please come later!   If you master SVOC and other types of word order, it can help pass the STEP for the 2nd Grade. (To Tai)

Concrete and appropriate objectives will always help to motivate the students to achieve them. However, there are some cases that though students know they should set the concrete objective, they could not do that.   In such a case, the teacher should give specific feedback to the students, concerning setting 'their individual' objectives.

Sometimes I could not understand what they really thought of just only from the descriptions student had written. I realized that they were not so sensitive about their objectives themselves, whether they are learning for short time or long term. In addition, the students have possibilities to miss out on their satisfaction for their achievement in their learning, which meant their objectives are not likely to be effective for their autonomous learning.

6.1.1.3 Objectives for Each Lesson

In my observation for setting the objectives each lesson, the students really had problems setting their own objectives. Some students cannot find what should be their own objectives for the lesson at all. Some students said, "I don't know what I should write (Hime)," "It's difficult to write my lesson objectives!(Hiroyuki)", "I have run out of ideas for setting objectives."

Some wrote the following: "Just enjoy!(Moe)"; "Won't sleep(Yuuki);""Never give up!(Seiya)" The objectives are not so bad for the students who are not motivated highly, but not positive ones in academic sense.

Some wrote the objectives specifically, for example;

Mayumi(female)7th April
    To get know two ways to memorize words & phrases.

Miyu(female)14th May
    To memorize five new words.

Obviously these are not too tough objectives. However, the students could identify targets which they could achieve or not, which on its own can help develop their metacognitive abilities.

Even though some wrote the very same words as their objectives, what they each

really want to say may be different.   It depends on the conditions under which the students are.   The teacher should keep an eye on where the students are academically and consider whether their comments have the same meaning or not.

There is also a point when the teacher must intervene, that is, the teacher should get the students to set the 'appropriate' objectives through their own feedbacks.   In order to do this, teachers should get to know their students well, using methods such as interviews.   However, interviewing each student takes quite a long time.   Portfolios enable teachers to get to know the students well without interviewing and provide a chance to give the students well-considered and individual feedback.

Sometimes, the student wrote good objectives in a certain lesson, but in the next lesson they wrote abstract objectives again.   To keep them from doing this, teachers should explain what they teach and get the students to have some imagination of the task in the lesson.   A good plan and achievable objectives lead the students to challenge what they should do in a concrete way.   It makes them more autonomous. Some researchers state that the objective in shorter term can contribute to develop metacognitive ability better than in long term.

In addition to strategy training instruction, portfolios can help students set short-term, appropriate, concrete objectives, which indicates they can apply them for the general use.

6.1.1.4   Recording the Lesson Contents

In Japan, most students keep what they learn in the lesson in their notebooks, but from my observation, many cannot use the content kept in the notebooks for their learning effectively.   Therefore, the sheet was created to include space in which students could record the lesson contents.

Many students wrote the contents in detail. Some students sometimes drew pictures relating to the learning contents, thus allowing me to notice the students artistic senses which can be assessed. In this particular instance, students could express what they learned not only in the sentences but also in the picture, thus showing me their strengths other than in English competence.

6.1.1.5 Writing Reflection

The students were assigned to write their reflections on their working portfolios which they kept. For the first three lessons, the students recorded their reflections during the last five minutes in class. However, since the writing time was short, they did not write their reflections enough to show what they really thought of their learning in the lesson at all. Therefore, my students were allowed to hand it in by the next day in order to lengthen the writing time.

Students should know themselves more by the promotion of their meta-cognitive abilities. Nunes(2004) pointed that teachers considered all reflective descriptions to be important since they provide an opportunity for students to know themselves better, their strengths and weaknesses and, consequently monitor their future actions and performances. However, even if teachers think of all the descriptions as important, he/she cannot give the students effective feedback quickly. There are many theses that portfolios promote active communication. Besides, student metacognitive abilities should be promoted by the portfolio use. Portfolios could contribute to promote the learner's metacognitive development.

From my observation, through this entire portfolio program, there were no students who fell asleep in the lessons. With the inclusion of portfolios they should be able to learn English in a positive manner.

Students should know where they are, in respect to their English learning.   In order to get to know their learning habit or style, it is very effective to indicate the new viewpoints in terms of characteristics of learners such as motivation, tolerance of ambiguities and so on, thus being able to promote their metacognitive abilities. Students will play an active role in the diagnosis of their weakness and strength.(Nunes 2004)   Of course, teachers can guess the student's context from their educational experiences and give the students feedback, which sometimes are not related to the student own feedback then.   First, it is necessary for students to notice their own learning context and culture by themselves, and second, for teachers to assist the students if they are at a loss of direction in their learning.

Meg(female):23rd April

I could not achieve my objective today.   When I was a lower secondary school student I used some ways to memorize words and phrases, which you instructed today, but I do not use the ways anymore.   Now I feel like trying to use them again. (my translation)

After she entered upper secondary school, Meg had to face quite different English lessons compared to lower secondary school.   She had to catch up with more academic content in lessons and unconsciously stopped using some methods she had developed to learn English as a result.   She found them effective again and tried to use them again.   My feedback was as follows:

Meg, never mind!   You can try your objective again in the next lesson. If you can recall the effective ways, start to use them soon. (my translation)

In fact, though teachers should pay attention to 'all' the students all the time, this cannot be possible in the class which has many students.   However, portfolios can make it possible for teachers to do so even if under such conditions.   Teachers are

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informed well and can make an 'informed' lesson responding to student needs.

If teachers have the students set their objective first in the lesson, and work around these, teachers can get to know the student's condition easily, and give them effective feedback as soon as possible. This first step is very important for both teachers and students.

Nunes(2004) states that the portfolio can be a useful tool for the promotion of active participation of students. Besides, if teachers keep track on the student's learning with portfolios and get to know student's styles and abilities including metacognitive ones, from the data, not experiences, the teacher can help to facilitate the students to set concrete, appropriate objectives smoothly and participate in the lesson actively. In the long run, portfolios promote not only on-going interaction between teachers and students but help to share a strong sense of responsibility for English learning.

Portfolios can facilitate the participant's self-assessment. To assess themselves can seem very hard for participants. In particular, it was hard for some students to find good points of their learning on their own.

> Ayaka (female):28th May
> I can find easily many bad points of my learning. On the contrary, I cannot find my good points. In order to find my good points I try to work hard.

> To Ayaka
> It is a little difficult to find good points by ourselves. Ask your friends show you their portfolios and find good points in them. It is easy. And think of your portfolio as someone else's and find your good points. You can find your own good points more easily. Keep working like this, and your good points will increase naturally.

Showing others a portfolio is easy, which can give the owner many chances to receive positive feedbacks by their peers. Looking at other portfolios can also help

develop that individual's metacognitive abilities.   Portfolios can help to socialize the participant's learning, facilitate to assess their learning process in short term, and develop one's metacognitive abilities.

6.1.2   Free Assignment

The students were allowed to hand in what they had learnt freely.   This free assignment simply indicated the students own levels of motivation, and identified the students eager to learn.   Students studied English for their term-test, STEP Test, or for their future dream.   One student wanted me to read her opinion about world problems in English.

In the data in 5.3.1, almost all the students did not study English at home. However, many students handed in this free assignment.   In fact, they are supposed to get better marks in the term test because they are seniors in the school.   It is a fact that more students spend more time studying English at home.   I got to know that even if the portfolio documents they wrote were not related to the learning process and nothing to do with the results of term test, some students wanted teachers to recognize the work as evidence that they had made the effort.

The students had a working portfolio and they could file what they learned at any time.   If they utilize the portfolio effectively on their own, students can always get a chance to notice their own strengths or weaknesses.

Some students handed in the sheet that they studied as the free assignment for the evaluation portfolio.   It showed that they could have pride of and responsibility for their own learning.   This activity made it possible to facilitate students to study out of school.

Saki, who produced the most free assignment work in the class, wrote this as her

final reflection in her evaluation portfolio.

> During this program, I got to like English better.   Though I am not good at English, I came to like it best.   The more I knew English, the more interest I had.   I came to use English words soon after I consulted it in my dictionary.   The work in this program was so hard, but thanks to that I could feel satisfied with my learning.   I love this program because I could show what I was thinking as it was directly through English. … To write good reflection moved me to do my best in the lesson. …I wish I could have started this program earlier. (June 21, 2007)

It is not the intention of this program to argue whether an earlier portfolio program would be more effective or not.   However, the student's reflection suggested that teachers should think to introduce a similar program to younger students.

It was a new finding for me that writing reflection can encourage students to do well.   This is relevant for portfolios in getting the students involved in their learning.

6.1.3   Cooperative Activity

Group work was implemented in order to create display portfolios based on their reflection.(see Appendix IV)   One learning group consisted of five students.   First, in the group the members decided their main role: leader; sub-leader; main presenter; secretary, and so on.   They were then asked to spend time in order to reflect upon how they thought of their learning during the first term.   They then shared their working portfolios with each other and discussed these arguments: good points of others work in the group; reflective points; new ideas; any other thing.   They then were asked to make posters and create a presentation.   In the presentation, they were asked to assess the other's presentations and to write what they thought in the peer assessment entry. Here are the examples they presented:

Good Points (my translation)

> To memorize words, Sayaka utilized example sentences. (SLOTH:group name)
> One member consulted with other's opinion. (J.C.T)

Every member could set objectives and achieve them. (KAZUAKI)

All the members participated in the lesson actively. (EACY)

Try not to use Japanese.   Easy to see. (DRAGON-DEBU)

Good use of space.   Picturesque. (Tamu,K)

Easy objectives, but achievable. (ATAIRA)

It shows own character. Clear objectives.   Easy to read because of it is written in neat letters. (BBC)

That you compared your learning with others' gave me a new perspective. Great!

You wrote the learning contents concretely, which should develop your learning.

Your free assignments are easy to see, characteristic, and neat.   I can see you made efforts in reviewing from them.

You presented your comments many times. (Herbivores)

What the students picked up got the other groups to find new perspectives concerning good ways in which to describe their portfolios as well as a good way to learn English.   However, the students wrote their good points in various ways.   In addition to the student's findings, the teacher should announce or emphasize some of the points along with the program.   In any case, students can see the views of others and find their own strengths which may not be found just only by self-assessment.   In addition to this, even if some students had no assessable points, the others managed to assess them well.   The assessment can be untrue or inauthentic, but it must facilitate the students like the former to become positive and responsible for their learning.

Here is one problem whether the students can actually distinguish which is really good or effective for their learning or not.   For the students with less metacognitive development, they in fact can find the positive traits but can misunderstand they are all good and effective for their learning development.   Such misunderstanding can disturb the student's learning after then.   Teachers should pay attention to student's reactions to such subtle information through portfolio and ensure the feedback is appropriate to their learning styles and characteristics.

Reflective points (my translation)

> Be more active, Kaori. You should write more neatly, Miki. Your reflection is childish,
> Meg. You could not achieve your objectives many times. (Tamu,K)
> We cannot understand what our teacher says in English.
> Some do not reflect seriously. (EACY)
> Write your objectives and reflection more concretely, Shoko.
> How about writing your reflection with gradual use of English, Airi?
> Correct your mistakes soon after you find them, Saki.
> Present your opinion more times, Minami.(BBC)

These peer reflections are really to the point. The students could convey what they noticed in their learning to peers. They could give their peers feedback in which the individual or teacher may have not found. They could give feedback from a new perspective and help deepen their peers' own reflections. This can facilitate the students to take charge of their learning because they are given effective feedback and have to give their peers feedback in turn.

Some teacher assessment or feedback will sometimes be too harsh for students to accept. Sometimes the teacher thinks the feedback expression is too much and therefore is not able to give appropriate feedback. Of course, teachers should pay attention to the expressions they use and adjust the feedback so it is acceptable to the students, but sometimes the adjustment will not work well. In such cases, peer assessment can work well because the assessment from fellow students is likely to be more acceptable to the students than that from teachers. Even if peers use strict expressions to others, there will be no problem. Socializing the students learning appears very hard, but it can be very meaningful in terms that the students can get a chance to be assessed 'authentically' from peers.

New Ideas(my translation)

> Write summary understandable to others.

Have more consciousness of using new words and memorizing them.(J.C.T)

We need to write more concrete objectives.(KAZUAKI)

Follow good person.(DRAGON-DEBU)

Take more English in our activities: conversation; reflection. (SHUBIDUBA)

Let's make friends with English.　Let's write our reflection in English.(BBC)

Any other thing concerning this program(my translation)

Increase the times to present our ideas in lessons. (J.C.T)

We'll do our best.(EACY)

We think that we have no time in every lesson.　So we can't write impression. (DRAGON-DEBU)

We want to like English better. (SHUBIDUBA)

The students showed the information concerning portfolio contents, style, space, which could remind me of important factors I forgot.　In addition to this, they also gave the teacher new perspectives.　I started thinking of what should be changed to develop the program.　With such informed contents from students, teachers can develop the program to facilitate their metacognitive awareness more, which must deepen teacher's competence to give informed and proper feedback to the students.

In the self and peer assessment entry, there are many descriptions that made me start to feel the student metacognitive awareness or development.　Such reflections are followings:

Meg(female)18th June

Most groups can show their own characteristics in their presentation.　Our group members have strong characteristics.　Though I was disappointed that we could not do well on our presentation, I was very happy to learn English with these members.(my translation)

I discovered that Meg found her group's presentation was not good but she was satisfied with the group members' contribution.

Meg, I will make a chance for you to have presentation again.   Try to make it better with the same members.(my translation)

This cooperative activity not only facilitated peers or group observation but also promoted their metacognitive ability simply because the students receive the new perspectives from their peers.   After the students were exposed to a lot of information from new perspectives, they could identify what they could have done for better learning at that time.   Emphasis must be given on retaining the student's awareness of new perspectives of their work in order to successfully self-evaluate.   In other words, the teacher should continue monitoring the student's responses until the students can actually utilize what they found effective.

Their display portfolios were exhibited on the walls in the classroom.   They were also shown to other teachers and the student's parents.   This type of portfolio can get people outside of the program involved.   Portfolios can help to socialize the student's learning both inside of classroom, with peers and teachers, and outside of the classroom, with friends and family.

The student's enthusiasm for cooperative learning was very surprising.   Their comments removed my misconception that the students in this generation do not want to work collaboratively and that the students do not like to give presentation in front of others.   Even the students who are serious and did not smile during their presentation wrote positive comments about the cooperative activity.   Portfolios can help eliminate teacher's misconception of student's abilities and encourage teachers to have higher-expectations of their students.

6.1.4　Term-Ending Activity

　　　The students were asked to make their display and evaluation portfolios at the end of term.　　These portfolios consisted of the front cover, point sheet, final reflection sheet, five entries, self and peer reflection sheet for group work, and the back cover. The final reflection sheet had six main contents:(1)Evaluation Portfolio Theme; (2)Responses for Entry Selection; (3)Final reflection; (4)Development in their Learning; (5)Setting Personal Challenges, and (6)Participant's Requests for the Program.　　Each student chose five fine entries on independently.

(1)Evaluation Portfolio Theme

　　　The students were asked to think of the theme for their evaluation portfolios. This indicated me what they thought of this program or their own learning in a few words.　　The expressions below imply that a change of perspective occurred within participants.

　　　Hanayo(female):　English different from what I thought of

　　　Reika(female):　　From "I think English so-so" to "I like English very much."

　　　Moe(female):　Look! I am No.1.

　　　Shoko(female): Just enjoy.　Try anything without thinking of good results.

(2)Responses for Entry Selection

　　　Some participants had trouble in completing this part.　　This activity seemed very new to them.　　In fact, some students could not explain fully why they chose their entries.　　However, when accounting for their entries selection, the students were forced to consider their involvement in the portfolio program and take responsibility for their learning.

(3)Final Reflection

Final reflections from some participants were very suggestive.   They told their own stories including the development of their learning processes and the level of achievement of their goals.

Akari(female)   I did not waste any time in this program.   I did my best lesson by lesson to achieve my objectives.   At first, I felt uneasy because of the new experience.   After a few lessons, I was able to enjoy them.   I found that 'thinking' is important.   I have succeeded in conveying what I thought to others gradually. (my translation)

This particular student is very smart but shy, and was reluctant to volunteer an answer in front of her peers in lessons before the program started.   As a result of this program, she discovered that speaking in public was one of her weaknesses.   Specific feedback was given many times to gradually address this weakness, encouraging her to gradually speak more and more in public.   Now she is comfortable speaking out loud.

Hanayo(female)
This program was new to me.   I enjoyed it very much.   However, I am a little disappointed that there were not so many times when we could communicate in English freely.   After this program finished, my perspective of English has changed for the better. (my translation)

This student pointed out that there was not always the opportunity to speak English class.   This was often due to time constraints or contents dealt with during the lessons being too difficult for English communication.

Many students pointed out the program were new to them and fun.   This implies that portfolios would be accepted by other students in Japanese schools.

(4)Development in their Learning

To realize what abilities had been developed, students once again were asked to reflect on their portfolios. They thought of their learning again and wrote more specifically what had changed.

Miku(female)

Through making this evaluation portfolio I could express myself more than ever. However, it was a little hard for me to express myself in English or with pictures. I will make use of these experiences for interviews or for writing small thesis to enter the higher education. I want to be able to impress myself upon others.(my translation)

This shows that Miku had recognized the importance of the portfolio program and its value outside of the classroom.

(5)Setting Personal Challenges

This section highlighted tasks that the participants found important for their future learning. The participants could identify and develop their metacognitive abilities directly from their own comments. This allows teachers to confirm whether the challenges are relevant or appropriate.

Hanayo(female)   From now on, I will speak more in English without thinking about perfect English too much. I will be more active and get accustomed with English more. To do so, I will make more presentations.(my translation)

This student was overly concerned with whether her English was perfect, and missed many chances to present her good ideas as a result. I sometimes gave her feedback that she should worry if her English was not perfect. From her final comment, I could confirm my feedback was effective. She also identified and considered other weaknesses by herself.

In addition, portfolios sometimes close the gap between what students want and

what is being taught.   Here is an example.

Moe(female)   I try to speak English fluently.   When I am asked, I reply quickly.

This particular participant had always a cheerful disposition and presented her comments many times. Therefore, I did not provide any feedback concerning her presentation.   However, I found it interesting from her comment that she wanted to speak English fluently.   Disappointingly, I thought that she was satisfied with her ability to speak English and she thought that by answering quickly she would appear more fluent.   These misconceptions had not been previously recognized or identified by me and her.   The feedback from teachers is often not the same as what the student wants.   To prevent from misunderstanding or miscommunication, collecting a sufficient amount of information over a certain period is important.   This can help teachers identify the student's learning processes.   In most cases, feedback depends on the teacher's perspectives.   Portfolios can provide many opportunities to assess an individual, therefore preventing the misreading of objective data and subsequently the provision of an ineffective feedback.

(6)Participant's Requests for the Program

From information provided by the participants' perspectives, I could sometimes identify what was important or not in the program.   Some of the requests were not unable to be implemented; however, all of the suggestions were helpful in developing lessons and the portfolio program.   Suggestions for improvement can help teachers to communicate with participants meaningfully and make specific tasks for subsequent lessons.

Moe(female) I want to do lessons.   I have some interests in teaching.   Is it a crazy idea?

These end-of-project tasks can enable the students to think and reflect deeply about their learning. Students can now reflect on their learning from perspective that has been widened through activities in the program. This can help them create more sophisticated plan in order to help their autonomous learning in the new term.

This portfolio program was designated by me through information on preliminary investigation; however it has been developed by us, a teacher and students. This implies to get participants more involved in the subsequent portfolio program developed and informed through communication.

6.2   Assessment

6.2.1   Instructor's Feedback

Writing feedback for 39 student portfolios every class was a large task. It took quite a long time to return the portfolios to each student. The potential problem was that too much time between handing in and returning the portfolios could disrupt the smooth communication between teacher and student.

Writing the reflection in the target language creates important benefits for both students and teachers and adopts a more informed practice. (Nunes2004) The students were asked to write their reflections in English. This enable the student to become more familiar with the English language and to recognize their English beyond their portfolios, and promote their natural English writing.

It was evident that some participants could not write their reflection well enough in English because of their English abilities and that some would not reflect fully because they thought writing English was more important than reflecting. For the former type of students, the following feedback was given:

Kazuaki (male):13th April

Catch up for now.

To Kazuaki

… Start with easy words.

Yuuki (male): 14th May 14

Today I could catch up with my friends.

To Yuuki

It is important for you to recognize your present situation first.

For the latter type of students, the following feedback was given:

Hime(female): 14th May

English is very fun !! I love English.   I want to speak English more and more.   I want to find how to memorize words.   I want to active more and more.   Next class, I'll remark a lot of English.   Really…I'm a shy person.

To Hime

Hime, good!   However, you wrote the same thing last time.   Please reflect more deeply. What was good?   What should you do next lesson?   Could you achieve your objective?

In this case, although Hime wrote her reflection in English, she was still limited by her writing competence, she did not write it.   It is a problem that many students had.   Therefore, despite the research of Nunes(2004) advising otherwise, the students were allowed to use both languages, English and Japanese.   After this, many students like Hime started writing their reflections using both Japanese and English more fully. As a result of this, they gradually were able to write their reflection in English more deeply.   Teachers should consider which language should be used first according to the student's ability and learning condition.

Portfolios can indicate teachers how the student's learning process has changed and also which students have not adapted or developed.   This implies that the use of

portfolios should be used more openly by others and that the information on them should be exposed to others in order to socialize their learning and be provided informed, good feedback.

6.2.2. Characteristics of Learners from their Reflection

Portfolios can show teachers how the students learn English, the opinions of it, and their reflections on their learning. In addition, portfolios provide teachers opportunities to recognize the nature of students' characteristics. Knowledge on students specific characteristics can encourage smooth and fruitful communication between teacher and student, developing into appropriate feedback. Some characteristics are discussed here.

6.2.2.1 Motivation

As previously mentioned in Chapter 2.3.2, motivation is directly connected with how and why the student studies English. Portfolios show teachers how students have been motivated for their English learning in terms of decision-making, self-study, and so on. The teacher begins to recognize the students of motivation, which can relate to behaviors in class.

The data in the preliminary investigation proved that most of them did not study English at home. Nevertheless, the data of portfolios showed they studied English harder than before: many did free assignment at home; they had specific objectives from their final reflection; they persevered with difficult activities again and so on.

Portfolios allowed the participants to become involved in their learning and helped to facilitate autonomous learning. It is clear that teachers can monitor the student progress in terms of motivation with portfolios.

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6.2.2.2   Anxiety

Sometimes anxiety can work well on an individual learning; this was discussed in Chapter 3.3.2.   Portfolios allowed the participants to identify their anxiety regardless of whether it is good or not.   Looking at others' portfolios increased anxiety.   Many students said"My portfolio is not good enough, others are excellent. I will try hard."   Many participants found others work better and they were anxious to improve their work as a result.   In this program, this worked well and I witnessed positive effects of anxiety.   This indicates that portfolios can facilitate the participants to develop their metacognitive abilities in terms of learners' characteristics.

6.2.2.3   Self-Esteem / Tolerance of Ambiguity

Those who have higher levels of English ability want to write English.   These types of students usually have strong self-esteem.   In this program, I could observe the students with high levels of self-esteem wrote their reflections in English well, but not as deep as if it had been written in Japanese.   In considering and not hurting the participants' self-esteem, it can be very hard for the teacher to give them proper feedback.   That portfolios can improve participants' metacognitive ability for self-esteem is a very important factor for good learning practice, which can solve afore-mentioned problem.

Scovel(1978) states that anxiety is defined as " a state of apprehension, a vague fear."   As it is, non-motivated students can easily 'switch off' from a lesson when there is a 'vague' explanation or task.   In my observation some students were not likely to try hard the lesson task when they could not understand what they should do in the lesson from the English explanation.   These students have low tolerance for ambiguity.

However, students such as these wrote their reflection well throughout this program.   One of the students rewrote their portfolio entries for the final evaluation portfolio.   She could not tolerate any ambiguity in her learning.   She always took notes neatly in any lesson.   Even if she missed listening to the teachers' explanation, she asked the teacher to repeat information.   However, she could rewrite her reflection again making good use of this characteristic.

Another student always wrote the longest reflection in each column in class. She worked slowly in class, but she took a lot of time to reflect her learning.   This indicates that portfolios can be adaptable to the participants' individual characteristics of learning.   Portfolios can help such learners develop their metacognitive ability.

6.2.2.4   Risk-Taking Ability

Many participants initially appeared not to take any risks for their learning. They had no idea that they should develop their learning.   Some even thought new ideas and strategies for learning were bad and ignored them.   This was a very new thing for them.   First, many students could not work out what they should do. However, they soon caught up with the new, learning ways.   They began to enjoy it. They started to feel their English competence growing, even among those who were not good at English.   In my opinion, Japanese learners of English do not have enough risk-taking ability.   However, if they become more accustomed risk-taking, they will be more likely to react positively and develop their English competence.   Portfolios can show clearly and periodically whether the participants took risks for their learning or not directly and constantly.   Even if they failed when risk-taking, it could help them find the reasons why they failed.   Portfolios, therefore, can promote learners' risk-taking ability.

Underneath conditions, student's perspectives for learning are changing. Teachers can sometimes feel uncomfortable that students who usually do well are not doing so well. In such a case, the teacher should read the students' portfolio carefully. In some cases, the teacher should encourage the student, in other cases the teacher should reflect upon the lesson and alter it next time. Here, it is important for teachers to distinguish 'temporary dips' from 'characteristic trait.' Portfolios can help teachers identify which, by using the detailed and sequential data.

When a portfolio returns to the student, it is enriched by new perspectives, new information, new insights, advice and support.(Nunes 2004) This reference closely relates to the teachers role. The teacher should be needs analyst, mentor, counselor, information gatherer, adviser and supporter. Teachers should always develop their ability to give good and effective feedback to the students. In addition to this, for students to accept easily teachers should conceive communication as one of the most important factors. Portfolios are valuable tool which enable teachers to do so.

6.2.3 Proficiency Test

Data analyses were performed. I made use of the data of STEP Pre-2nd Grade and constructed two tests for the students before the implementation of this program. This was because most of the students have experienced this type of test form and therefore was the most familiar test to measure their English abilities. One of the tests was administered in April ahead of the portfolio implementation. The other was done in July after the portfolio program had ended. 38 students took the tests since one student was absent from school in each test administered. 37 students took both tests and two students took one test. Therefore, in order to compare their achievement fairly, I used the data from the 37 students who took both tests. The

findings are as follows:

Table6.2.3   The Participants' Data of Proficiency Test

Description	Mean	Max	Min	SD
April 2007	21.0	38	10	6.74
July 2007	23.1	40	10	7.74

(n=37)

First of all, we can see how different the students' range of the scores were for the tests from 6.2.3.   The mean scores were 21.0 in April and 23.1 in July.   The figure in July was higher than the one in April by 2.1 points.   This indicates that the mean score was raised through this portfolio program.

Secondly, 23 students, who make up 62.2% of the class, gained higher scores in July.   11 students, 37.8% of the class, achieved higher scores than that in April by more than five points.   This means that nearly one-third of the students in the class raised their scores significantly.   On the contrary, 11 students, 29.7% of the class, got lower scores in July.   Of those only five students, 13.5% of the class, achieved lower scores than that in April by more than five points.   This means that approximately one-tenth of the students in the class dropped significantly lower scores after the program.

Obviously these figures are not concrete evidence that the students' English competence got better or worse.   However, it is a fact that as a whole more students achieved higher scores at the end of the program, rather than lower scores.

This data should be analyzed alongside the data from the student's portfolios.   I picked out six students whose scores made the biggest jumps, both up and down, and compared the data of the proficiency test with that of their portfolios and tried to find the underlying answer to 'What made the difference between an improvement in test

score and a decline?'

Shuhei (male, 16 point improvement: from 12 to 28)

Compared with the context in the second grade, I think I could come to like English. The lessons in this program are interesting and easy to understand. I am able to like English much better than ever.(my translation)

Hime (female, 13 point improvement: from 26 to 39)

First, I did not know what this program was like and I was at a loss of what I should do. The more I experienced the lessons, the more actively I could participate in the lesson. It was good for me. Though it was tough and difficult to write my idea and objectives in English first, I could learn to write them gradually. I came to feel more familiar with English. I enjoyed the group presentation very much. Every group was wonderful. I have got to know my classmates are great. Great English course! (my translation)

Reika (femail,12 point improvement: from 15 to 27)

There were many themes in the lessons, which made them fun for me. Since a lot of English words were taught in the lessons, the lessons were very hard for me, as I didn't know many English words. Next term, I want to be positive and get familiar with many English words by myself. (my translation)

Nayu(femail,11 point improvement: from 14 to 25)

I think that these lessons are interesting and special. I knew how to study in various ways. I thought that the harder the lessons become, the more I can grow. This term was very busy. (my translation)

Airi (female, 9 point decline: from 27 to 18)

The different contents of the lessons were fun for me. To collect (reward) stickers, I increased my quantity of reflection and wrote it specifically, which I think brought me many stickers. I love this program because it was fun. (my translation)

Kazuaki (male, 7 point decline: from 17 to 10)

It was good to achieve my objectives. I could enjoy participating in the lessons. (my translation)

From reflections in participants' evaluation portfolios on the program

From this, I could reach some conclusions: (1) The students who had success on the test felt the program hard, but kept participating in the lessons actively. ; (2) They enjoyed the lessons and identify their English competence to some extent. ; (3) Some of them could refer to their next objectives by themselves; (4) They could recognize their learning styles or characteristics on their own, in particular their weaknesses, and changed, overcame or tried to solve them.; (5) Unsuccessful students on the test put too much emphasis on writing reflection and not on participation in lessons; (6) Some of them wrote their reflection without fully thinking, which meant they could not reflect upon their learning sufficiently.

There are, of course, some exceptions to these findings and I could not find a specific answer to the question. In order to answer the question, I need more time to further analyze the students in terms of their characteristics, career path, affective factors and so on. However, I could say here that the communication between teachers and students providing portfolios can help the students approach and solve future learning problems independently.

Portfolios can suggest a key to develop the students learning. With portfolios, students are able to always have opportunities to reflect on and develop their English learning whenever they read them. Besides, a good teacher should be able to tell whether the students have made an effort or not, not only from the results of tests but from the progress that students made within the portfolios. Portfolios can help both teachers and students to communicate effectively, eliminating the misunderstanding between them. Portfolios provide both teachers and students with a quantity of effective data and help facilitate good learning and teaching practice.

CHAPTER 7　CONCLUSION

This chapter will summarize the findings and results from Chapter 6.　In analyzing the results, the answers to the original research questions are discussed.

This chapter expresses what the present portfolio program has shown to me and what I view to be necessary in order to develop a successful portfolio program in the EFL classroom in Japan.

7.1　Summary of Findings

1　How can portfolios promote the participants' metacognitive abilities for autonomous learning?

I found that portfolios could enhance the participants' metacognitive ability in every activity through this program. By retaining the portfolios and filing entries daily, the participants were always provided with opportunities to reflect and develop their learning.　This meant that they could check their process of learning.　In addition, they were given informed feedback by the teacher.　The feedback helped the participants widen their perspectives for learning and reflect their learning in an objective and specific way.　Through these activities, the participants found what should be changed, how they should develop their learning with responsibility for their own learning.

However, a few participants did not take to this program well.　They wrote short and light reflections.　Another problem is to keep them writing enough to reflect deeply.　Some of them displayed the attitude where they potentially would stop reflecting their learning after the program had finished.　It is not easy for students to take real responsibility for their learning. It requires time and patience on behalf of

both the students and teachers.

This program had another positive effect: many students utilized the skills they gained from this program. In fact, 36 participants passed their examinations for higher education or employment. They worked incredibly for preparing for the tests on their own.

In addition, the students persisted through all the activities all throughout the program even though many participants noticed this program was new and thought it hard. To continuously write comments and provide the students with daily feedback was incredibly time consuming. However, I am sure that this program was meaningful for participants and they benefit it from this experience.

2   How can portfolios socialize the participants' individual learning to improve their interdependence for autonomous learning?

Portfolios helped to socialize the students' individual learning. This was shown in many activities, in particular the cooperative activities. Many participants had not been conscious of their learning at first, which was proven in the pilot study and preliminary investigation. They found it difficult to recognize their own weaknesses and strengths of their own learning. They started to exchange their learning strategies through activities in this program. The more developed their metacognitive ability was, the more naturally they could identify other's weaknesses and strengths, which was facilitated through the feedback. Once they knew the way to socialize their learning, it influenced their learning, leading towards autonomous learning.

Activities for socializing learning get the participants more involved and enable them to take roles in a group. Many students thought the cooperation important and did their best. Those who could not get involved and reflect upon their learning well

could take responsibility through the cooperative activities.

There were some groups that could not express their reflections well. Before socializing their learning, these students should develop their metacognitive ability and reflect upon their own learning sufficiently.

"To What Extent Can Portfolio Promote Students' Autonomous Learning?"

Through the above-mentioned arguments and the answers of research sub questions, it is clear that portfolios can help learners to develop their meta-cognitive ability and socialize their learning to some extent. As a result of this, learners can be more responsible for their learning, which, in turn, helps learners be more autonomous. In addition, along with these findings, portfolios can allow facilitation learners to gain many advantages for effective and pedagogical development, even in other subjects.

7.2 Implications for the Further Research

In order to develop portfolio programs in the EFL classroom, I would like to add some implications drawn from this research.

(1)Methodological Implications

I altered many items in the portfolios, in particular the sheet format. However, there were some modification that did not work well. Ideally, teachers should implement well-informed program of preliminary studies on the participants. However, the data from them can sometimes be imbalanced. Initially, teacher should begin with well-balanced program with strong policy and then adjust the implementation whilst collecting the relevant information from students and developed it accordingly.

It is necessary for teachers to collaborate through the portfolio program. It was tremendous job for me. Sometimes, I had no time to return the students' portfolios within allocated time frame. In Japan most upper secondary school classes have around forty students. If such classes used portfolios, it would take teachers enormous amount of time to write feedback. It is hopeful that some teachers will implement portfolios collaboratively. This could also help teachers to give well-balanced and objective feedback.

The learning time was short. I implemented each lesson in fifty minutes. In fact I ran out of time in most lessons. With more time, I could explain in detailed the learning content and get my students to set relevant objectives, which should get them more involved in the lesson.

(2)Pedagogical Implications

Most students could recognize their learning strengths and weaknesses, which implies their basic development of meta-cognitive skills. However, only a few students could actually change their learning styles on their own. In fact, portfolios could facilitate their metacognitive ability, but portfolios alone could not change students' learning styles. If the information in portfolios was analyzed by learners more in depth, they could work better. To facilitate this, teachers should set more specific criterion for self-assessment and have students reflect upon their learning more closely.

I could construct good relationships with my students through this portfolio program. Many students helped me arrange the entries and evaluate their work, which is primarily consisting of attaching seals on to the portfolio entries. We could have smooth communication about the contents of the program and about comments

from students.　For me, this was a precious time as I do not normally have the time or opportunities to discuss my lesson or their own learning culture.

　　　I also felt that the students really came to think of where they were in relation to their learning, and what they should do after this program was implemented.　The students started to decide their future course and took active steps to achieve their goals.　Some took the test for getting a job and some for entering higher education school.　Actually, 37 students out of 39 succeeded in passing their examinations or being accepted as full-time employees.　The results were the best in the history of the school's English course.　Activities in this portfolio program proved a lot of hard work; however the students overcame it by themselves and on occasion with my help, sometimes with my help.　I was very happy that they did a good job in the program and I strongly believe that to some extent the portfolios had some positive effects on their future.

(3)Action Research and Teaching Portfolios

　　　Assessment in a portfolio program goes both ways: The teachers' feedback develops students' learning whereas students' feedback develops the teachers' future teaching.　Feedback and new perspectives were regularly provided by the students involved regularly.　In spite of whether the student comments in the portfolios is to relevant or not, they are still useful reflections for teachers.　I could develop my ideas and this program as a result of their comments.　I can say that this connects directly an action research.　With a teaching portfolio, information from two perspectives, both student and teachers, can be interwoven to develop the better communication, effective instruction and a more individualized set of learning objectives.

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APPENDIX I

Strategy Inventory for Language Learning
7.0   R. Oxford

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A

B

Strategy Inventory for Language Learning (SILL)

Version for Speakers of Other Languages Learning English

Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL)
(c) R. Oxford, 1989

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. You will find statements about learning English. Please read each statement. On the separate Worksheet, write the response (1, 2, 3, 4, or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Put your answers on the separate Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

(Version 7.0 [EFL/ESL] © R. L. Oxford, 1989)

EXAMPLE

1.   Never or almost never true of me
2.   Usually not true of me
3.   Somewhat true of me
4.   Usually true of me
5.   Always or almost always true of me

Read the item, and choose a response (1 through 5 as above), and write it in the space after the item.

I actively seek out opportunities to talk with native speakers of English. _____

You have just completed the example item. Answer the rest of the items on the Worksheet.

Strategy Inventory for Language Learning

Version 7.0 (ESL/EFL)

(c) R. Oxford, 1989

1.   Never or almost never true of me

2.   Usually not true of me

3.   Somewhat true of me

4.   Usually true of me

5.   Always or almost always true of me

(Write answers on Worksheet)

Part A

1.   I think of relationships between what I already know and new things I learn in English.

2.   I use new English words in a sentence so I can remember them.

3.   I connect the sound of a new English word and an image or picture of the word to help me remember the word.

4.   I remember a new English word by making a mental picture of a situation in which the word might be used.

5.   I use rhymes to remember new English words.

6.   I use flashcards to remember new English words.

7.   I physically act out new English words.

8.   I review English lessons often.

9.   I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.

11. I try to talk like native English speakers.

12. I practice the sounds of English.

13. I use the English words I know in different ways.

14. I start conversations in English.

15. I watch English language TV shows spoken in English or go to movies spoken in English.

16. I read for pleasure in English.

17. I write notes, messages, letters, or reports in English.

18. I first skim an English passage (read over the passage quickly) then go back and read carefully.

1. Never or almost never true of me

2. Usually not true of me

3. Somewhat true of me

4. Usually true of me

5. Always or almost always true of me

(Write answers on Worksheet)

19. I look for words in my own language that are similar to new words in English.

20. I try to find patterns in English.

21. I find the meaning of an English word by dividing it into parts that I understand.

22. I try not to translate word-for-word.

23. I make summaries of information that I hear or read in English.

Part C

24. To understand unfamiliar English words, I make guesses.

25. When I can't think of a word during a conversation in English, I use gestures.

26. I make up new words if I do not know the right ones in English.

27. I read English without looking up every new word.

28. I try to guess what the other person will say next in English.

29. If I can't think of an English word, I use a word or phrase that means the same thing.

Part D

30. I try to find as many ways as I can to use my English.

31. I notice my English mistakes and use that information to help me do better.

32. I pay attention when someone is speaking English.

33. I try to find out how to be a better learner of English.

34. I plan my schedule so I will have enough time to study English.

35. I look for people I can talk to in English.

36. I look for opportunities to read as much as possible in English.

37. I have clear goals for improving my English skills.

38. I think about my progress in learning English.

1. Never or almost never true of me

2. Usually not true of me

3. Somewhat true of me

4. Usually true of me

5. Always or almost always true of me

(Write answers on Worksheet)

Part E

39. I try to relax whenever I feel afraid of using English.

40. I encourage myself to speak English even when I am afraid of making a mistake.

41. I give myself a reward or treat when I do well in English.

42. I notice if I am tense or nervous when I am studying or using English.

43. I write down my feelings in a language learning diary.

44. I talk to someone else about how I feel when I am learning English.

Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again.

46. I ask English speakers to correct me when I talk.

47. I practice English with other students.

48. I ask for help from English speakers.

49. I ask questions in English.

50. I try to learn about the culture of English speakers.

APPENDIX II

Inventory for Designing Portfolio Program

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TOEIC400

D

E

F

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G

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H

APPENDIX III

Proficiency Test I

(1) A: What is the date of your (   ) for Australia, Annie?
B: I'm leaving on Friday, the 21st of July.
1 memory   2 departure   3 movement   4 purpose

(2) The Netherlands is a very (   ) country. It has no mountains and very few hills.
1 extra   2 rapid   3 brief   4 flat

(3) I had to look for my keys for more than 30 minutes before I (   ) found them on the desk.
1 eventually   2 slowly   3 surely   4 hardly

(4) A: Thank you very much for driving me to the airport, Mr. Henderson.
B: Don't mention it. It was a (   ) to help.
1 pleasure   2 choice   3 freedom   4 prize

(5) To be able to play a musical instrument, you must have a good sense of (   ).
1 reality   2 rhythm   3 smell   4 distance

(6) Kate (   ) some coffee into a cup and handed it to her brother.
1 lifted   2 poured   3 shared   4 picked

(7) A: Would you like a cup of tea, Mary?
B: Yes, with milk, please. Don't (   ) any sugar because I'm on a diet.
1 come   2 take   3 taste   4 add

(8) The local government finally decided to start building the museum. They said that (   ) would begin next month.
1 construction   2 translation
3 lecture   4 structure

(9) A: Have you done much (   ) for tomorrow's exam, George?
B: No, I haven't, but I was planning to do some tonight.
1 attitude   2 collection   3 preparation   4 function

(10) This morning, the train was so crowded that I couldn't (   ) out the newspaper to read.
1 attract   2 spread   3 divide   4 pack

(11) My dad will pick me (   ) after Jane's party because it will probably rain tonight.
1 off   2 out   3 up   4 away

(12) Akira's father was sent by his company to work in Singapore, leaving his family (   ) in Japan.
1 behind   2 after   3 beside   4 upon

(13) A: Excuse me. Can I try (   ) this pair of shoes?
B: Yes, of course.
1 for   2 in   3 over   4 on

(14) A: Do you like playing soccer, Fred?
B: Yes. (   ) baseball, it's my favorite sport.
1 Along with   2 According to
3 Far from   4 Due to

(15) Yesterday was the school Sports Day, so (   ) having lessons, all the students played volleyball.
1 in front of   2 instead of   3 because of   4 in case of

(16) A: How long do you usually sleep?
B: (   ) average, I sleep about seven hours a night.
1 With   2 From   3 On   4 At

(17) On my birthday, my friends gave me a beautiful (   ) of flowers.
1 piece   2 bunch   3 volume   4 crowd

(18) Mark (   ) up with a great idea for his art project. His teacher was very pleased with it.
1 came   2 held   3 took   4 made

(19) A: You haven't done your homework, have you, Charles?
B: As a matter of (   ), I finished it three days ago, Ms. Miles.
1 opinion   2 trust   3 point   4 fact

(20) Please (   ) free to call us if you have any questions about the computer you bought.
1 feel   2 set   3 put   4 step

(21) A: It was very kind (   ) you to help me, Mrs. White. Thank you very much.
B: Don't mention it, Sally.
1 to   2 for   3 with   4 of

(22) Louise has two pet dogs. One is white, and (   ) is brown. She gives them food every day.
1 the other   2 others   3 other   4 another

(23) The students could not help (   ) at the performance of our drama club.
1 laugh   2 laughing   3 is laughing   4 laughed

(24) Carol is seen (   ) the leader of the class because she's so smart and popular.
1 by   2 for   3 as   4 in

(25) Takeshi and Hiroko (   ) at Frank's house since last weekend. They will go back to Japan tomorrow.
1 will be staying   2 stay
3 have been staying   4 stayed

(26) A: Hurry up, John, or you'll miss the bus!
B: I'm not ready yet, Mom.
A: (   )
B: I went to bed late last night. I had lots of homework.

1 Did you eat your breakfast?
2 Do you have any plans tonight?
3 Why didn't you get up earlier?
4 Why didn't you study at all?

(27) A: Hello, Andrew. (　　)
B: Sure, Pam. What is it?
A: Can you tell me when Nancy's flight from London arrives?
B: At 2:45 this afternoon.

1 Do you have your plane tickets?
2 May I ask you something?
3 Can you tell me the time?
4 Would you like to go to London?

(28) A: Allen, will you do me a favor?
B: What is it?
A: Would you look after my cat next weekend?
B: (　　) I'm going to Okinawa with my family next weekend.

1 Sure, I'll help you when I'm back.
2 Sure, leave the cat at my house.
3 I'd like to help, but I can't.
4 I'd love to go, but I have to work.

(29) A: I'd like to send this package to London, please.
B: Let's see. Would you like to send it by air or by sea?
A: (　　)
B: Fine. It'll take about three weeks.

1 I'd like to send it by sea.
2 It's too heavy for me to carry.
3 I won't be able to go there myself.
4 I don't like flying very much.

(30) A: You play the piano beautifully, Aya.
B: Thank you. I love playing the piano.
A: (　　)
B: Almost every day. I want to teach music someday.

1 What kind of music do you like?
2 What do you want to be?
3 How long do you practice in a day?
4 How often do you practice?

Last week, Kelly thought about joining a sports club because she wanted to do some exercise and swim. Although there is a club very close to her house, Kelly decided to join a different one because (31).

(31) 1 the closer　　2 have　　　　3 club
4 a swimming pool 5 didn't

Yesterday, Catherine went to visit her friend Ken in the hospital. He (32) a school skiing trip and now has to stay in bed for more than a month. Ken seemed to be getting better, but said that he was bored because he couldn't move very much. The next time Catherine visits him, she will (33).

(32) 1 both　　　2 legs　　3 of his　　4 during
5 broke

(33) 1 to cheer　　2 magazines　3 him up　　4 take
5 some

Recently, (34) changed greatly. In the past, most people would eat meat, potatoes, and two other kinds of vegetables for dinner. Nowadays, a lot of (35). Although Italian pasta dishes are the most popular, many people also enjoy Indian curries and Chinese food.

(34) 1 eat in　　　　2 the kinds of　　3 England have
4 that people　5 food

(35) 1 to eat food　　2 people　　　3 from other
4 prefer　　　　5 countries

The World's Longest Fence

Sheep are an important part of life in the Australian countryside. Sheep farmers, however, have a problem. There is a wild Australian dog called the dingo, which kills and eats sheep. Farmers have (36) thousands of sheep in this way over the years. In order to solve this problem, the Dingo Barrier Fence was built.

Fences were originally built in Australia to keep rabbits out of farms. The (37) for the fences was first suggested at the end of the nineteenth century, and shortly after that they started to be built in various parts of the country. Later, people decided to make them higher to (38) dingoes and other wild dogs from attacking sheep. These fences were linked together to create the Dingo Barrier Fence, now the longest fence in the world. It runs through the states of South Australia, New South Wales, and Queensland for a distance of over 5,000 kilometers.

The fence has been successful; it has (39) the number of sheep killed by dingoes. But sometimes the fence gets damaged by animals or covered by sand. Then the dingoes can cross over and hunt for sheep. As a result, each state government does its best to keep the fence repaired. They also hire hunters to kill wild dogs. (40) their efforts, the world's longest fence is kept in good condition, and sheep in southeast Australia are now safe.

(36) 1 sold　　　2 lost　　　　3 stolen　　　4 caught
(37) 1 idea　　　2 goal　　　　3 view　　　　4 guess
(38) 1 save　　　2 see　　　　3 help　　　　4 stop
(39) 1 reduced　2 received　　3 offered　　4 counted
(40) 1 Without　2 In spite of　3 Thanks to　4 In addition to

[A]

The Dirty Sole Society

Paul Lucas can often be seen walking barefoot around the city of Mountain View, California. People are sometimes surprised to see him walking without any shoes or socks, but Lucas doesn't mind at all. He likes to walk barefoot, and so do the 640 other members of the Dirty Sole* Society, the club that Lucas started. Lucas got the idea for the name of the club from the movie Dead Poets Society, in which a teacher encourages his students to live life freely. Now Lucas encourages others to live freely, too—free of shoes.

According to Lucas, the barefoot life has many advantages. The most important is simply that it feels good. He also says that walking barefoot allows you to experience the world directly by touching it with your feet. In addition, the feet do not smell as much because they stay dry, making it hard for bacteria* to grow. And, of course, walking barefoot keeps your feet in good shape, so it's actually healthier than wearing shoes.

Some storeowners think bare feet are unclean, so they don't let shoeless customers come into their stores. But Lucas says that it is not against the law to go barefoot in stores or restaurants. The rules against bare feet are made by the storeowners themselves, who seem to be worried more about appearance than about health.

While it is true that the soles of the feet become dirty, the habit of walking barefoot is both enjoyable and healthy. There are some dangers, though. Members of the Dirty Sole Society should always remember to be careful of broken glass and sticky chewing gum.

(41) Paul Lucas

1 started the Dead Poets Society.
2 encourages people to walk without shoes.
3 doesn't walk barefoot in front of people.
4 doesn't want students to live freely.

(42) What is NOT true about walking barefoot?

1 It makes your feet smell worse.
2 It helps your feet stay healthy.
3 It limits the growth of bacteria.
4 It keeps your feet dry.

(43) Lucas says that

1 going barefoot in stores is unhealthy.
2 many storeowners also go barefoot.
3 there are no laws against going barefoot in stores.
4 storeowners are only worried about customers' health.

(44) Dirty Sole Society members must

1 make the soles of their feet dirty.
2 be careful of broken glass.
3 buy sticky chewing gum.
4 stop walking barefoot.

(45) Which of the following statements is true?

1 Storeowners have made rules against wearing shoes and socks.
2 Most of the people in Mountain View, California, enjoy walking barefoot.
3 Lucas got the idea for the name of his society from his teacher.
4 Lucas says that walking barefoot lets people experience the world directly.

[B]

A Carnation for Mother

Mother's Day first became an official holiday in 1914 in the United States. The person who started Mother's Day was a woman named Anna Jarvis. Jarvis's mother had spent her life helping families without fathers. After her mother died in 1905, Jarvis felt that she should have done more to show her mother how much she respected her. So in 1907, Jarvis held a memorial service* for her mother. She brought carnations, her mother's favorite flower, to the service. She deeply felt that many people didn't respect their mothers enough while they were still alive.

Jarvis decided to start a campaign for a national Mother's Day because she wanted people to show their respect for their mothers on this day. She wrote thousands of letters to politicians and other important people. Finally, in 1914, President Woodrow Wilson announced that Mother's Day would be a national holiday.

Because of Jarvis's example, it became a tradition in the United States to give carnations on Mother's Day. Jarvis was shocked, however, when she saw some people selling things to make money at a Mother's Day festival in 1923. Jarvis realized that Mother's Day was becoming a commercial* event. She spent the rest of her life trying to make sure it kept its original meaning.

Jarvis herself never got married and did not become a mother. But in her old age, people from all over the world sent her cards and flowers every year on the holiday she started. Mother's Day is now celebrated in various ways in more than 40 countries throughout the world.

*memorial service: 亡くなった人をしのぶ集会や礼拝
*commercial: 営利目的の，お金もうけのための

(46) Anna Jarvis

1 started Mother's Day in the United States.
2 spent her life helping families without fathers.
3 held a memorial service for her mother in 1905.
4 was not respected while she was alive.

(47) What did Jarvis want people to do on Mother's Day?

1 Write letters to important people.
2 Show respect for their mothers.
3 Start a campaign for a new holiday.
4 Send flowers to the president.

(48) What happened in 1923?

1 Jarvis decided to stop celebrating Mother's Day.
2 Jarvis asked some people to sell things at a festival.
3 Jarvis realized Mother's Day was losing its original meaning.
4 Jarvis made some money at a festival.

(49) In her old age, Jarvis

1 finally married and became a mother.
2 celebrated Mother's Day in various ways.
3 visited more than 40 countries throughout the world.
4 received many cards and flowers on Mother's Day.

(50) Which of the following statements about Jarvis is true?

1 She wanted Mother's Day to become a commercial event.
2 She wanted people to stop making money from Mother's Day.
3 She received money from President Woodrow Wilson.
4 She gave carnations to her mother because it was a tradition.

Proficiency Test II

1 次の(1)から(25)までの（　）に入れるのに最も適切なものを1, 2, 3, 4の中から一つ選び，その番号を解答用紙の所定欄にマークしなさい。

(1) A: Have you made a (　) about what you want for your birthday?
B: Yes, I would like a new bicycle, please.
1 decision　　2 try　　　　3 sense　　　4 promise

(2) A: I hope to see the North Star tonight.
B: Oh, that shouldn't be too hard since it's one of the (　) stars in the sky.
1 furthest　　2 brightest　　3 smartest　　4 lightest

(3) After we heard the terrible news, there was a long (　) before anybody spoke again.
1 silence　　2 noise　　3 sample　　4 cause

(4) A: How long have you known Taro?
B: Thirteen years. In fact, we grew up together. So our (　) is very strong.
1 condition　　　　　2 friendship
3 membership　　　　4 situation

(5) George's mother told him that it would (　) rain later, so he took an umbrella with him to school.
1 especially　　2 hardly　　3 probably　　4 accidentally

(6) Although my dad tried for a long time, he couldn't (　) the new video player to the TV last night.
1 receive　　2 print　　3 understand　　4 connect

(7) A: How did the party go last night, Phillip?
B: Well, I got a number of (　) from my neighbors because the music was too loud.
1 discussions　　2 complaints　　3 expressions　　4 introductions

(8) A: Do you want to come shopping with me?
B: Sorry, but I have to stay home because I'm (　) a call from a friend in the United States.
1 trading　　2 surprising　　3 expecting　　4 counting

(9) Even though Bill didn't want to go to school this morning, his mother (　) him to go.
1 forced　　2 overcame　　3 refused　　4 saved

(10) A: What did you think about Lisa's performance last night?
B: I was very (　). I didn't know she was such a good pianist.
1 fixed　　2 impressed　　3 produced　　4 developed

(11) Tim can't go out with us because last week he spent a large (　) of money on an expensive jacket.
1 crowd　　2 number　　3 figure　　4 amount

(12) A: In Tokyo, what time does it start to (　) dark?
B: In January, it's usually around 4:30.
1 put　　2 set　　3 get　　4 stay

(13) A: Brian, what did you do during the vacation?
B: Nothing special. I played tennis, went swimming, watched TV, and so (　).
1 on　　2 far　　3 out　　4 too

(14) John (　) his living as a guitarist, so instead of working at an office, he practices at home during the day.
1 has　　2 keeps　　3 makes　　4 takes

(15) A: What did you do yesterday, Natalie?
B: I had a test this morning, so I studied all day (　).
1 round　　2 last　　3 alike　　4 long

(16) A: What did you and Alex argue (　)?
B: He was angry because I forgot to meet him on Saturday.
1 of　　2 with　　3 about　　4 in

(17) A: Do you have anything to add (　) what I have said?
B: No, I think you said it all.
1 in　　2 to　　3 with　　4 on

(18) A: Don't forget that it's Karen's birthday tomorrow.
B: I won't. I can't meet her, so (　) I want to give her a call.
1 at least　　2 for short　　3 in turn　　4 so far

(19) A: Are you OK, Matt? You look really pale.
B: I was fine until a minute ago, but all (　) a sudden, I feel really sick.
1 in　　2 at　　3 by　　4 of

(20) A: Oh, I've (　) out of paper. Do you have some I can use?
B: Yes, here you are.
1 run　　2 made　　3 gone　　4 put

(21) A: How was the movie last night?
B: Very (　). I really enjoyed it. You should see it!
1 excite　　2 excites　　3 excited　　4 exciting

(22) Sandra tried to buy some bananas from the supermarket, but they didn't have (　) left.
1 any　　2 little　　3 few　　4 some

(23) A: These paintings are really beautiful. Where did you get them?
B: They (　) to me by a friend of mine.
1 gave　　2 were giving　　3 were given　　4 will give

(24) A: Amy, you'd better (　) now if you want to catch the last train.
B: OK. See you tomorrow.
1 leave　　2 leaving　　3 to leave　　4 to be left

(25) A: Steve, do you know anything about the author of this book?
B: No, I've never heard (　) him.
1 of　　2 at　　3 on　　4 by

(26) A: Hi, John. Come in and sit down.
B: Thank you. (　　)
A: No, I don't. But my wife doesn't like it.
B: Oh, I see. I won't smoke tonight, then.

1 Do you know these cigarettes?
2 Do you have any matches?
3 Do you smoke cigarettes?
4 Do you mind if I smoke?

(27) A: I'd like two tickets to Newcastle today.
B: What time would you like to leave?
A: Mmm, around noon. Also, I'd like nonsmoking please.
B: All right. (　　)

1 You can go tomorrow.
2 Please wait for a moment.
3 Thank you for your help.
4 I'll get you a cigarette.

(28) A: Hello. This is Bob. Is Linda in?
B: I'm sorry. She's at school today. (　　)
A: Yes, please. Could you tell her to call me back?
B: OK. I'll tell her to do that.

1 Would you like to leave a message?
2 May I ask you a question?
3 Should I call you back?
4 Do you know where she is?

(29) A: Allen, it's raining outside.
B: Really? Do you think the baseball game will be
A: I don't think so. But (　　)
B: Good idea. I will.

1 what can we do before the game?
2 where did we see the last game?
3 why don't you call the stadium?
4 when is the game going to start?

(30) A: Rick, are you going to take a taxi to the station?
B: Yes. (　　) The bus will take too long.
A: I'll take you there in my car if you like.
B: Oh, thanks. I'll go get my bag.

1 I want to go there by bus.
2 I have to be there in 20 minutes.
3 I don't want you to come with me.
4 You don't have to go to the station.

Last week, Mary's mother bought a pet dog. M:
"Henry" after one of her favorite movie stars. The dog has white spots on its back. Mary thinks it is very cul Mary has already taught it to sit down when she says, "Si

(31) 1 young　　　2 although　　　3 the dog　　　4 v
5 is still

Yesterday was Jenny's first day in her new job. She is (32). At first she was nervous about meeting new people and learning how to use the computers. But (33), and Jenny enjoyed her first day at work.

(32) 1 working in　　2 a secretary　　3 a large　　4 company
5 as

(33) 1 her　　　　　2 friendly to　　3 very　　4 was
5 everybody

Cricket is a traditional British game. Like baseball, (34). Cricket is still often played in English towns and villages. People get together to play cricket in their free time. After the game, players join each other for a drink at the local pub. Cricket is (35) together.

(34) 1 is　　　　　2 and balls　　3 it　　　4 with bats
5 played

(35) 1 way　　　　2 bring　　3 one　　4 to
5 the village community

Not Just Pets

Most people know about guide dogs, which help people who have trouble seeing. Recently, however, dogs that help people with other kinds of difficulties are also beginning to receive more (36).

One group of people in America has been training such dogs since 1975. This is the Canine Companions for Independence, or CCI. CCI opened a school where dogs are taught how to (37) people who use wheelchairs, have hearing difficulties, or suffer from other kinds of problems. For about six months, the dogs are trained to do many things, such as turning on lights or opening refrigerators.

It costs lots of money to train one dog, but the school is not supported by the government and depends completely on donations.* The dogs cannot be trained for the first year of their lives. Until they are (38) enough to be trained, they are looked after by volunteer families. These families give the dogs a lot of love. They also (39) dogs to many different places to teach them how to remain calm and quiet in all situations.

The school does more than teach the dogs how to help their owners. It also teaches the owners how to look after the dogs correctly. CCI's program is a very good one. However, there are still not enough dogs to meet everyone's needs. CCI says there are as many as 400 people waiting to (40) dogs from them.

*donation: 寄付

(36) 1 practice　　2 concentration　3 attention　　4 expression
(37) 1 assist　　　2 arrange　　　3 include　　　4 employ
(38) 1 kind　　　　2 old　　　　3 busy　　　4 pretty
(39) 1 take　　　　2 give　　　3 raise　　　4 lift
(40) 1 send　　　　2 bring　　　3 exchange　　4 get

[A]
Pedersen's Journey

Helge Pedersen, who is from Norway, spent 1973 as an exchange student at a high school in Los Angeles. While he was there, he met many other exchange students from different countries around the world. He became interested in what their countries were like and decided that he would like to visit them all someday. A few years later, he bought a motorcycle and began to realize his dream.

Pedersen's first try was not very successful. He started in the north of Africa. The first part of his journey was through the Sahara Desert. Although this was dangerous, he was able to get through. The next part was across the country of Sudan. Sudan was in the middle of a civil war,* but this did not stop Pedersen. It was when he reached the next country, Somalia, that his journey came to an end. The police caught him and kept him until he could prove that he was not a spy.

In spite of these difficulties, he did not give up his idea of riding around the world. He soon set out again. This time he started in South America. He rode through jungles and through cities, along beaches and down small country roads. He camped outside every night for 10 years, carrying his luggage with him on his motorcycle.

Pedersen finally completed his great journey in 1991, having traveled through 77 different countries. Originally, he had planned to go back to Norway after the journey, but actually he is still traveling. It seems that, for Pedersen, his home is not an ordinary house but the whole world.

*civil war: 内戦

(41) Why did Helge Pedersen decide to make a journey around the world?

    1 He was an exchange student in Norway.
    2 He wanted to study at high schools in many countries.
    3 He became interested in foreign motorcycles.
    4 He met many exchange students in Los Angeles.

(42) On Pedersen's first try,

    1 he started in Somalia.
    2 he was caught by the police.
    3 he took part in a civil war in Sudan.
    4 he was injured in the Sahara Desert.

(43) Although Pedersen had a lot of difficulties on his first try,

    1 he did not change his plan to visit Norway.
    2 he did not give up the idea of traveling.
    3 he set out again without his motorcycle.
    4 he spent 10 years in the north of Africa.

(44) At first, what did Pedersen plan to do after his great journey?

    1 Go back home to Norway.
    2 Return to South America to live.
    3 Travel through all 77 countries again.
    4 Build an ordinary house for himself.

(45) Which of the following statements about Pedersen is true?

    1 He started his long trip in Los Angeles.
    2 He was able to realize his dream in just a few years.
    3 He completed his great journey on his second try.
    4 He continued his travels by selling his motorcycle.

[B]
The Elgin Marbles

The British Museum in London was founded in 1753. It has a huge collection of works of art from all over the world. The collection covers 2 million years of human history. Many people, however, come to the British Museum just to see the Elgin Marbles, a group of Greek sculptures.* The sculptures are made of beautiful white stone and are 2,400 years old.

The sculptures were named after Lord Elgin, who found them in Greece about 200 years ago. Lord Elgin was a British diplomat* in Turkey and, at that time, Turkey controlled Greece. Elgin loved ancient Greek art and wanted to introduce it to people in Britain, so the Turkish government allowed him to take the sculptures back to London.

It took several years for all the sculptures to arrive in Britain by ship. However, there was one accident. A ship carrying some of the sculptures sank on its way to Britain in 1804. Fortunately, all of the sculptures were saved, and in 1816 the British Museum paid 35,000 pounds for the whole collection.

The Marbles can still be seen at the British Museum today, but the Greek government has asked the British government to return them. One reason for this is because they were cleaned in the 1930s. According to some people, the cleaning damaged the white stone. The Greek government also says that the Marbles were not given but taken. But the British have refused, saying Britain has looked after the Marbles for a long time. It is difficult to say which country is right, and this problem will take time and understanding to solve.

*sculpture: 彫刻
*diplomat: 外交官

(46) The British Museum

    1 is 2,400 years old.
    2 was built by Lord Elgin.
    3 has many works of art.
    4 has 2 million sculptures.

(47) The Elgin Marbles were

    1 taken from London.
    2 brought from Greece.
    3 made about 200 years ago.
    4 named after a Turkish man.

(48) What happened to some of the Elgin Marbles in 1804?

    1 They disappeared forever.
    2 They sank in an accident.
    3 They were returned to Greece.
    4 They were broken on the ship.

(49) What does the Greek government say?
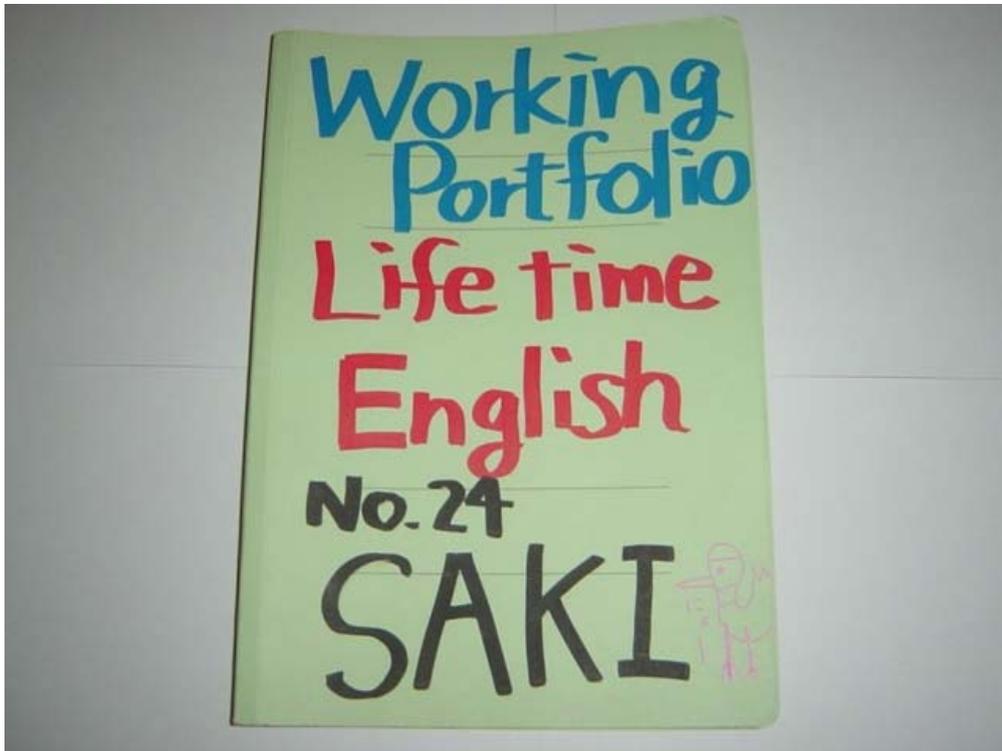
    1 The Marbles were not given to Lord Elgin.
    2 The Marbles have never been damaged.
    3 It is difficult to tell which country is right.
    4 They have looked after the Marbles for a long time.

(50) Which of the following statements is true?

    1 The Elgin Marbles have never been cleaned.
    2 The Elgin Marbles are never shown to the public.
    3 Lord Elgin paid 35,000 pounds to the Turkish government.
    4 Lord Elgin loved the art of ancient Greece.

APPENDIX IV

Working Portfolio

Display Portfolio

Initial Portfolio Entry

Date	26/4/2007	No.	2523	Name.	Akari Miura

Lesson Objective	To know some ways to mamorize words and phrases (2)

My Objectives	think 永,25

Word grouping 1. part of speech (品詞)

2. family, kinds (種類)

(food) curry, apple, rice, salad, meat, lemon. spaghetti, strawberry,

(flower) cherry, tulip, pansy, dandelion,
a lily of the valley, sunflower, cosmos, rose.

(sport) softball, baseball, golf, Japanese archery
volleyball, soccer, rhythmic, football, track and field
sumo, judo, kendo, basketball, tennis, badminton
swimming, table tennis,

Your Impression of Today's Lesson

今日は、たくさん考えて授業することができた。種類別で
単語を調べた時、知らない単語もたくさん出てきて、
勉強になった。group化すると新たな興味が湧いたりします。
前の知らなかったスキマを埋めることで
さらに上のランク(グループ)を覚えたことになるのです。
目標は達成できたかな。

Portfolio Entry for Self- or Peer Assessment (front page)

Date	14.6.2007	No.	3523	Name.	Akari Miura

Lesson Objective	・To present our reflections ・To assess ourselves and peers

My Objectives	わかりやすく説明する。 他のグループの良さを見つける!! G.C

Topic 1	Presentation
Topic 2	Self-Assessment
Topic 3	Peer-Assessment

Work	自分達の発表とその過程に関して

1 みんなで協力できたか　　　　　4

評価の具体的理由　　　　　　　　　　　　　G.C

人数が少なくて考えるのが大変だったけど、短い
時間で頑張った。飾りも協力して作ることができた。

2 ポスター作成で工夫ができたか　　4

評価の具体的理由　　　　　　　　　　　　　G.C

友紀が字のレタリングを考えて工夫して書いてくれた。
なるべく見やすくわかりやすいように短くまとめて書いてみた。

3 わかりやすく伝えることができたか　　4

評価の具体的理由

短くまとめていたから、それぞれの良い点・悪い点
をわかりやすく伝えられたと思う。

4 他に工夫した点

他に工夫した点はあまりなかったかも…笑　G.C
もう少し文章や飾りを増やせば良かったかなと
他のグループの人達のを見て思った！

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Portfolio Entry for Self- or Peer Assessment (back page)

WORK2　他のグループの発表とその過程に関して

グループ名
Herbivores

1 ポスターの分かりやすさ　5
2 発表の分かりやすさ　5

評価の具体的理由
ポスターがカラフルで見やすかった。それぞれの説明も細かくまとめられていて良かったと思う!!

グループ名
ATAIRA

1 ポスターの分かりやすさ　5
2 発表の分かりやすさ　5

評価の具体的理由
G.C
全部英文で書かれていてビックリした。発表も英語で訳まで言ってくれて、すごく伝わってきて良かった ☺

グループ名
KAZUAKI

1 ポスターの分かりやすさ　5
2 発表の分かりやすさ　5

評価の具体的理由
ポスターも発表もわかりやすくまとめられていて良かった!!
グループの皆の良い所・ダメだった所がたくさん聞けた。
G.C.

グループ名
BBC

1 ポスターの分かりやすさ　5
2 発表の分かりやすさ　5

評価の具体的理由
G.C　　　G.C.
黒板の上につるすポスターかわいかった! 発表も皆が楽しく聞けるような感じでおもしろかった。字がキレイで見やすかった。

Reflection
たった50分で、5グループのPresentationが聞けて G.C
楽しかった ☺ ポスター作りの時間も少ししかなかったのに
たくさん工夫をしていて皆すごいと思った。目標の他のグループの良さを見つける!! はすぐ達成できた ☆☆ ちょっとの時間 V.G.C
でグループの良さやダメなところ、New ideaを知ることはちょっと
大変なんじゃないかと思ってたけど、その心配は今日の発表
で無くなりました!! ☺ V.G.C
皆の前で何かを発表するのは少し恥ずかしい所もあったけど
自分の考えた・書いたことを言葉にして言うだけで相手に簡単に伝わるんだなぁ
と思った。

（左側 赤字コメント）
Akariは
コミュニケーション
の資質を見出せた
のではないで
しょうか。発表の
大切もですね。

今回のプロジェクト
みんなのおかげで
上手く行って楽しかったです。
持ちあり川って
これからも
一緒に頑張
りましょう。

気持ちが

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APPENDIX V

Proficiency Test Result

Name	First (April)	Second(July)	Distribution	Up/down
Nayu	14	25	11	↑
Reika	15	27	12	↑
Shoko	22	18	-4	↓
Saeko	33	39	6	↑
Eri	13	20	7	↑
Hime	26	39	13	↑
Minami	35	34	-1	↓
Erina	22	19	-3	↓
Sayaka	24	24	0	↓
Reina	10	18	8	↑
Mayumi	13	23	10	↑
Naoko	36	39	3	↑
Anri	21	22	1	↑
Chiharu	17	16	-1	↓
Moe	22	23	1	↑
Hanayo	21	14	-7	↓
Sayaka.C	21	29	8	↑
Yuki	29	33	4	↑
Kaori.N	19	21	2	↑
Airi	27	18	-9	↓
Megu	20	24	4	↑

Name	First (April)	Second(July)	Distribution	Up/down
Akari	23	17	-6	↓
Saki	16	23	7	↑
Chiaki	17	14	-3	↓
Miku	23	26	3	↑
Miyu	15	20	5	↑
Ayaka	23	21	-2	↓
Teruri	38	40	2	↑
Hiroyuki	23	26	3	↑
Taira	20	24	4	↑
Kazuaki	17	10	-7	↓
Seiya	20	16	-4	↓
Daisuke	17	13	-4	↓
Shuhei	12	28	16	↑
Kota	20	15	-5	↓
Yuuki	13	15	2	↑
Wataru	15	19	4	↑
Miki		26	26	↑
Shota	26		-26	↓