



Integrating Online Collaborative Learning in Japanese EFL High School

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The purpose of this study was to investigate Japanese high school students' ($n=40$) perceptions of their learning process in an online international cultural exchange. The study examined the degree of students' perceptual improvement in L2 academic abilities and perceptions toward collaborative writing to prepare an online presentation. Responses to the surveys about the online presentation that included open-ended written questions showed positive perceptions, recognizing improvements in content organization, visual effects, speech style, and word choices or grammar. Other data from a questionnaire based on Coffin's (2020) study, taking into account the self-contribution to teamwork, team collaboration, and communication and problem-solving, revealed that students' perceptions toward collaborative writing were generally positive, while acknowledging the importance of mutual scaffolding. The paper finally suggests L2 teachers in secondary school contexts incorporate online collaborative learning while utilizing synchronous editing tools (e.g., *Google Docs*) to promote learners' collaborative writing process.

本研究の目的は、日本の高校生 ($n=40$) が参加したオンライン国際文化交流プログラムにおける学習プロセスを調査することである。この研究では、高校生英語学習者の第二言語の学術的な能力向上と、プレゼンテーションの準備のために用いた協働ライティングに対する認識度を調査した。オンライン・プレゼンテーションに関する自由記述調査への回答から、内容・構成、視覚効果、スピーチスタイル、語彙・文法の向上を認識したことが読み取れた。Coffin (2020) の研究に基づくアンケート結果からは、自己貢献度、チーム連携、コミュニケーション・問題解決に対して、概ね肯定的であり、相互の足場かけの重要性を認識したことが分かった。最後に、中学・高校の第二言語教師が学習者の共同執筆プロセスを促進するために同期編集ツール (*Google Docs* など) を活用しながら、オンライン共同学習を取り入れることを提案する。

The present Ministry of Education's course of study emphasizes the importance of not only learning a foreign language (i.e., oral communicative competence and literacy skills), but also understanding the culture behind it (MEXT, 2018). More specifically, as presented in MEXT (2018), "(i)n the global society, it is necessary to develop the ability to describe one's own traditional culture to people in other countries while raising awareness of the diversity of cultural values and awareness of being Japanese." (p. 138, translated by the author). However, due to the COVID-19 pandemic, students had limited opportunities for face-to-face interaction with learners or speakers of English to share their cultural values and traditions. Nonetheless, the platform for language learning has expanded, and online conference tools, including *Zoom* and *Skype*, have made it easier to connect with people from foreign countries (Mueller & Walzem, 2020; Otsuki, 2022).

Despite the absence of study abroad programs in my school, many students show a strong motivation to learn communication skills in English and engage with people from other countries. In response to their needs as their teacher, I provided a collaborative lesson via *Zoom* to supplement their English studies. The purpose of the lesson was to offer cultural exchange between Japanese second-year high school students and U.S. university students interested in Japanese culture. The students in my school made presentations to introduce Japanese culture to American students, and my students interacted with each other by answering questions raised by university students.

This action research reports findings from 2nd-year Japanese high school learners of English ($n=40$), specifically about how they perceived their learning process in the online international exchange (i.e., oral presentation and collaborative writing).

L2 Oral Presentations

As highlighted in MEXT's course of study, it is vital to incorporate oral presentations and interactions into English courses, as well as reading, listening, and writing (MEXT, 2018).



These language activities, involving integrated English skills, allow students to address both everyday and social topics with peers or teachers while building the academic abilities essential at tertiary level. Teachers can support this learning process by designing lessons that promote active participation and collaboration in oral presentations or other meaning-focused activities within a supportive learning environment where students foster positive attitudes toward L2 learning and academic skills.

In the literature, several scholars have assessed oral communication skills, such as presentations and group projects, observing how L2 learners collaborate in knowledge building and sharing (e.g., Duff & Kobayashi, 2010; Morita, 2000). Morita (2000) examined the process of integrating non-native graduate students into academic discourse by means of oral academic presentations (OAPs). She found it vital for graduate students to connect academic issues to personal interests and develop the ability to work independently and collaboratively. The interview Morita conducted with non-native graduate students revealed that OAPs necessitate not only subject matter knowledge, but also cultural awareness and the ability to construct knowledge with others. Although non-native speakers encountered psychological, linguistic, and sociocultural challenges, they had to overcome these difficulties using various strategies (e.g., preparing clear, well-organized handouts and making supplemental notes for themselves, see Morita, 2000). Effective OAPs should also involve audience engagement, thought-provoking questions, and adopting an interactive approach (Morita, 2000).

The integration of collaborative learning strategies, mediational tools, and cross-cultural exchanges has also been shown to enhance language skills and cultural understanding for L2 learners in diverse contexts. Duff and Kobayashi (2010) investigated Japanese undergraduate students in Canada who worked together outside of class, using both L1 and L2 (i.e., Japanese and English), to complete oral presentation assignments. Their findings highlighted the collaborative nature of their learning process, with *PowerPoint* as a mediational tool. They also found content and project-based courses helped develop students' practical skills in L2, particularly when making presentations. In addition, Otsuki (2022) organized an online international exchange in a public junior high school, including three online *Zoom* sessions with Norwegian students and 11 English practice sessions. The program, in which Japanese learners of English made presentations about Japan, improved students' perceptions of using English, specifically their willingness to communicate despite individual differences in preferences among students. Similarly, tele-collaboration through online chats between Japanese and Taiwanese university students positively impacted cultural understanding and perceptual improvement in L2 proficiencies (Mueller & Walzem, 2020).

In contrast, Morita (2000) pointed out that oral presentation skills can be interconnected with academic writing abilities. Prior (1998) emphasized the crucial role of textual practices and activities in the process of immersing individuals in specific academic genres. Nevertheless, in many cases, students do not receive enough explicit instruction and sufficient scaffolding to improve their performances (Duff, 2010). Given students' proficiencies and unfamiliarity with writing discourse, scaffolding is necessary for my high school learners, and teachers should help them overcome these difficulties. Collaborative writing is one approach that can address these concerns, as elaborated in the following section.

Collaborative Writing

Collaborative writing is an activity where two or more students act as co-authors, actively participating in the writing processes while co-constructing knowledge (e.g., Li & Zhang, 2023; Storch, 2011, 2013; Watanabe, 2014). Students' engagement in L2 writing with peers can facilitate the writing process and enhance composition skills (Storch, 2013). This collaborative work allows L2 learners to generate ideas and organize their thoughts and expressions more effectively (Storch, 2019). Throughout the writing process, L2 learners can support and guide each other while co-building knowledge to compose their drafts, which an individual cannot attain without peers' assistance (Donato, 1994).

In addition, L2 learners show favorable attitudes towards collaborative writing and its outcomes. As Shehadeh (2011) pointed out, L2 learners regarded collaborative writing as beneficial for developing L2 competence. As also reported in Storch's (2005) and Nixon's (2007) studies, L2 learners perceived their improvement in idea generation and grammatical accuracy through dialogues, where they engaged in problem-solving or knowledge-building. Additionally, Coffin (2020) advocated that both learners and teachers perceive collaborative writing positively, enhancing teamwork, communication, and problem-solving skills. Although all participants were university students or adult learners, these outcomes could offer valuable insights for teachers in various contexts. These findings suggest collaborative writing can help my students promote their L2 learning by co-constructing knowledge with peers (Storch, 2013).

Despite my students having limited opportunities for face-to-face cultural exchanges, using oral presentations via video conferencing tools and collaborative writing preparation would offer valuable learning benefits. Thus far, there is not much research on collaborative presentation, so this action research will provide insights



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into implementing such projects in different teaching contexts. The following are the research questions for this study:

- RQ1: To what extent did students view the online oral presentation as helpful for improving their English academic abilities?
- RQ2: How did students view collaborative writing in preparation for the oral presentation?

Methodology

Research Context

The study was conducted in mandatory 2nd-year English Communication classes at a private high school where I worked as a full-time teacher. The cohort was divided into two based on academic ability, and I was in charge of the more advanced one, which had 150 students aged between 16-17 years. This study specifically focused on the highest academic proficiency class within the second grade, comprising 40 students, determined by internal tests and external mock examination scores. Although their English abilities varied, with 15 students at CEFR B1 English proficiency level and 25 at A2, they seemed generally motivated to improve their English skills based on my observations. The second-year students attended 50-minute classes four times a week, and one of the lessons was team-taught by a native English-speaking teacher from the U.K. For this project, students were divided into five teams (eight students per team). Each team presented their selected topics (i.e., Japanese food, school life, traditional events, arts, pop culture) with five to seven minutes allocated for their presentations.

Materials

Students used *Google Docs* for scripts and *Google Slides* for slide creation, all managed through the *Google Classroom* platform. The group shared the responsibility for composing presentations and slide materials, with a mutual understanding of their roles. Students had the flexibility to collaborate on drafting, organizing presentations, and seeking feedback from instructors both inside and outside the classroom. The advantage of synchronous editing in document and slide software is that it allows real-time updates and edits, regardless of place or time (e.g., Li & Storch, 2017; Zhang et al., 2021). This collaborative writing process is illustrated in Figure 1, where team members collectively drafted their content within shared documents. Students also worked on creating slides

for the presentation and were encouraged to incorporate images on the Internet or from their own smartphones to enhance the comprehensibility or relevance of their presentations.

Figure 1

A Screenshot of the Students' Presentation Draft

Team 3
Traditional Events
Students 5, 8, 16, 28, 30, 36, 38, 39

[Student 5]
Hello! Our team will introduce Japanese traditional events divided into four topics. The first topic is *Oshogatsu*.

<**Oshogatsu**>
[Student 39]
We will introduce the Japanese New Year.
It is called *Oshogatsu* in Japan. There are many people whose work usually stops for three days from January 1st in Japan. We usually spend time with our families, have special meals, and do unique things during that time. I also go to my mother's parents' house every year in *Oshogatsu*, and we will introduce some characteristics to you.

[Student 38]
Osechi ... collects many kinds of Japanese food. They are separated in Jubako. Each of them has a good meaning in our lives.
For example, *Datemaki* is considered a symbol of smartness.
...
Next, what we introduce is Valentine.

<**Valentine**>
[Student 5]
We will then introduce two cultural differences between Valentine's Day in Japan and overseas.

Lesson Procedures for Online Oral Presentation

Students worked on collaborative writing and creating slides in teams according to the schedule of the unit of work (see Appendix A). There were nine preparation lessons, three of which were team-taught, where students received explicit instructions on the compositions and feedback from a native English-speaking teacher. In the tenth lesson, students presented in the computer room where the main instructor connected to the university classroom in the U.S. via *Zoom* (i.e., 20 American university students, two Japanese exchange students, and a senior lecturer of Japanese). More detailed lesson



plans for the tenth lesson are shown in Appendix B. Each team in front of the camera, presented their cultural topics for approximately six minutes, and received feedback and questions from U.S. students. When Japanese students had trouble answering questions, the native English-speaking teacher and I helped them translate into English. This procedure was repeated five times until the end of the session. Following the presentations on the same day, students completed questionnaire forms about the online presentation and collaborative writing, as shown in Appendix C.

Data Analysis

This action research utilized diverse data sources to achieve comprehensive analysis and data triangulation. The data analysis was carried out with emphasis on the student's work for the presentation (i.e., *Google Slides* and *Google Docs*) and a questionnaire given immediately after the online presentation session, which had two parts (i.e., questions focusing on the overall presentation project and questions focusing on collaborative writing).

The items of the online presentation questionnaire included “What did you learn throughout this project?” and space for free comments on this project or expectations for future studies, all of which students answered in Japanese. As for coding for the analysis of students' written reflections, the responses to the open-ended questions in the end-session were inductively categorized as follows. For the question regarding students' learning from this project, I classified their answers into (i) word choices and grammar, (ii) content and organization, (iii) visual effects, and (iv) body language, volume, and pronunciation. The first two categories relate to the compositions of the draft, the third pertains to the quality of the slides, and the fourth encompasses elements of speech style. If students mentioned aspects that fell into multiple categories simultaneously, their responses in each relevant category were counted, up to a maximum of four.

In addition, students' reflections on the collaborative writing process were assessed by adapting the questionnaire in Coffin's (2020) study, where participants rated their agreement with these questions on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree) via *Google Forms*. Higher scores indicated a greater perception of their “self-contribution to teamwork” (Items 1-4), “team collaboration” (Items 5-12), and “self-improvement in communication and problem-solving skills” (Items 13-18). The items related to the “activeness of the learning environment” category from Coffin's study were omitted since they were not pertinent to assessing students' involvement in the collaborative writing process within this action research study. The

complete questionnaire and its results are provided in Appendix C. The questionnaire was provided as a translated version of Coffin's (2020) collaborative writing survey, with the questions related to the writing process presented in Japanese.

Ethical Considerations

Before the implementation of this study, I confirmed authorization from the school to conduct the research. In the classroom, all students were provided with an information worksheet outlining the objectives and procedures of the research. They were clearly informed that their participation was voluntary, they had the option to withdraw at any time, and their responses were only for research purposes, with no impact on their academic grades. It was emphasized that their personal information would be kept confidential. This study met all the ethical standards of school policy.

Questionnaire Responses to the Oral Presentation

The first research question focuses on the influence of L2 academic abilities on my high school students through online oral presentations. Table 1 shows the number of students who reported learning outcomes through this project.

Table 1
Percentage of Reported Learning Outcomes from the Online Presentation Project

	Items		Percentage	
Draft	(i)	Word choices and grammar	12.5 %	(n=5)
	(ii)	Content and organization	42.5 %	(n=17)
Slide	(iii)	Visual effects	52.5 %	(n=21)
Speech Style	(iv)	Body language, volume, pronunciation	40.0 %	(n=16)

More than half of the students in the class (52.5%) reported their learning about slide creation. Following this, 42.5% of students stated their learning related to the content and organization of presentation drafts. A comment on these aspects, originally written in Japanese and translated, showed:

To make it easier to convey my messages, it was crucial to write a draft emphasizing the key points I wanted to say. I also focused on creating simple slides rather than



overly wordy ones. I recognized the importance of selecting fascinating topics and researching them thoroughly, as this would capture the audience's interest. (Student 5)

The third most common aspect was speech style, which required effective incorporation of body language and emphasis on key points (40.0 %), as shown in the statement: "As we discussed, we could adjust the speed of speech, volume, and the slides to create the presentation. We exchanged opinions about individual speech parts with other members, enabling us to deliver better presentations on the day we presented." (Student 3).

Finally, word choices and grammatical aspects were the least mentioned (12.5 %), but when students addressed this category, they highlighted critical aspects of presentations related to Japanese culture. One student reported, "I thought a lot about what kind of English words to use. Especially since the content of my topic was *Obon*, there were many technical terms, and I had to look up a lot of words in order to explain it simply." (Student 8). This part of the script is shown in Figure 2.

Figure 2
A Screenshot of the Obon Part Script

<Obon>
We will show you some information about Obon.
We do a memorial service for our ancestors and dead people with our thanks on August 13th, 14th, 15th, and 16th.
People in Japan have many different ways to do it. We want to introduce three of them.
First, people in Japan set fire on August 13th. This action is called "Mukaebi." "Mukaebi" means fire to welcome their ancestors. In particular, in Chiba, people burn some grass called Makomo. And they burn fire on August 15th or 16th, too. This action is called "Okuribi." "Okuribi" means fire to send.

Second, people dance in the shrine and the temple. This expresses that the dead dance with delight. People call this "Bon Odori."
I think that Bon Odori is famous for Japanese culture.
Third, people make two kinds of ornaments: horses and cows.
We call them "Syoryouma".
They are made of eggplants and cucumbers. Ancestors come riding on them.
Japan has many other cultures of Obon.

Through the analysis of students' comments regarding their future expectations for L2 learning, it became evident that they aimed to enhance their listening skills in addition to speaking, vocabulary, and pronunciation, as these were primarily necessary for their oral presentations. For instance, one student expressed, "I faced difficulties understanding many parts during the Q&A session after each presentation. It made me realize the importance of practicing listening comprehension to understand spoken English at a native speaker's speed." (Student 3). Beyond focusing on their drafts, slides, and speech style in oral presentations, students recognized the necessity of honing their listening skills to perform well at the Q&A sessions.

To sum up, students primarily perceived improvement in slide creation, followed by content organization, speech style, and word choices in the reflections on the presentation project. Students' demand for listening practice highlighted the importance of enhancing receptive skills (i.e., listening to questions from the audience) as well as presenting their topics.

Results of the Survey on Collaborative Writing

RQ2 is concerned with how my students perceived the collaborative writing process for the online presentation. Table 2 shows the means and standard deviations of the collaborative writing survey. As apparent in Table 2, students' perceptions of collaborative writing were positive, more than 4.00 on average out of five for each scale. A one-way ANOVA was conducted, and found that there was no significant difference between the three categories (teamwork, team collaboration, and problem-solving skills), $F(2, 721) = 1.50, p = .22$.

As for self-contribution, this item was the highest of the three categories (4.38), and one student mentioned in the open-ended question, "I am not good at teamwork and have low self-esteem, so I cannot say with confidence that I contributed to the team.... But even so, I did what I had to do." (Student 21). Similarly, students perceived collaborative teamwork positively (4.24), as shown in the students' statements: "As a group leader, I learned what was necessary for the group's successful presentation: checking the progress of each member, setting deadlines and ensuring they could catch up, being open to questions, and supporting when someone was facing problems." (Student 22). Regarding the perceived improvement in communication and problem-solving skills, students positively felt attainment through collaborative writing (4.25), as stated below: "I do not usually state my opinions very much, but it was something I had to do in this project, so I actively participated in discussions and improved my skills to take responsibility and complete my own part." (Student 34).



Table 2
Descriptive Statistics of Questionnaire on Collaborative Writing

Questionnaire Items	M	(SD)
i) Self-contribution to Teamwork	4.38	(0.79)
1. I regularly joined the team meetings.	4.45	(0.75)
2. I regularly voiced my opinions when we had meetings.	4.08	(0.92)
3. I regularly completed my assigned tasks on time (from the team).	4.38	(0.70)
4. I enjoy working in teams.	4.60	(0.79)
ii) Team Collaboration	4.24	(0.83)
5. Overall, members of my team worked well together.	4.43	(0.68)
6. Team members have been on time with task submissions/ due dates.	4.23	(0.83)
7. Team members have always contributed ideas during meetings and discussions.	4.28	(0.82)
8. Team members have exhibited a high level of responsibility when working on team assignments.	4.38	(0.63)
9. All team members have worked an equal amount throughout the semester.	4.08	(1.00)
10. The team has developed a system or strategy to produce an effective product of teamwork.	4.00	(0.82)
11. When there were conflicts with team members, we resolved conflicts on our own first.	4.23	(0.95)
12. We, as a team, have eventually successfully handled conflicts within the team.	4.30	(0.83)
iii) Communication & Problem-Solving Skills	4.25	(0.89)
13. Team working/writing has helped me learn effectively.	4.43	(0.81)
14. After completing this course, I perceive that my discussion and presentation skills have improved.	4.30	(0.79)

Questionnaire Items	M	(SD)
15. I have learned how to work with others from attending this course.	4.28	(0.82)
16. I have learned how to manage conflicts from attending this course.	4.05	(0.93)
17. I have learned how to solve problems by attending this course.	4.08	(1.07)
18. Teamwork and team writing helped me work better and communicate better with others.	4.35	(0.89)

Note. Adapted from Coffin (2020).

To further analyze students' responses, Table 3 displays the distribution of individual students' average scores. Overall, 70% of the students ($n=28$) marked their scores within the range of 4.01 to 5.00, with approximately half of the class ($n=19$) scoring above 4.50 out of five. These high scores reflect the substantial achievement of collaborative writing within this presentation project, as shown in one student's reflection: "(t)hroughout this project, I learned the importance of cooperation with the members...We were able to share information while discussing with team members to write compositions together." (Student 25).

On the other hand, 27.5% of the participants ($n=11$) rated their average scores between 3.01 and 4.00. Some students in this category noted challenges during the preparation process, but emphasized the significance of taking the initiative and proactive roles. As one student's comment exemplifies, "I learned the importance of taking the initiative and proactive roles. In situations where nobody seemed to know what to do, it became clear that stepping up, making decisions, and motivating others was essential to successfully move our project forward." (Student 10).

Only one student fell within the range of 2.01 to 3.00 (2.5%). Interestingly, the score of that student varied among three items: the average scores for self-contribution and team collaboration were 3.25 and 3.13, respectively, while the ones for communication and problem-solving were 2.00. As that student pointed out, "I didn't see any improvement in my skills for talking to people." (Student 4). None of the students rated below 2.00 on average for their reflection on collaborative work.



Table 3
Distributions of Scores for Questionnaire about Collaborative Writing

Total Rate of Scores by Individual Students	Number of Distributions	
4.01~5.00	70.0 %	(n=28)
3.01~4.00	27.5 %	(n=11)
2.01~3.00	2.5 %	(n=1)
~2.00	0.0 %	(n=0)

Moreover, some comments from students mentioned scaffolding during the process of making drafts for the presentation: “I wondered whether I could have accomplished these tasks independently. This experience shifted my mindset from viewing presentations as solitary endeavors to recognizing the enjoyment of collaborative work.” (Student 30). Also, one student mentioned the importance of learning from others, “(i)t was intriguing to see the diverse viewpoints concerning content generation, structural organization, and slide designs, even when we collaborated on the same topic.” (Student 39).

To summarize, my students, in general, positively perceived the work process in collaborative writing from the point of self-dedication, teamwork, and improvement in problem-solving skills. Students also recognized the necessity of mutually providing support to successfully complete their project of presenting Japanese culture to American university students.

Discussion

The current study investigated students’ perceptions of their learning process in preparing for the oral presentation from L2 academic abilities and collaborative writing perspectives. Regarding the first research question (“To what extent did students view the online oral presentation as helpful for improving their English academic abilities?”), participation in the online oral presentation helped students gain the perceptions of enhancing content organization, visual effects, and speech style throughout the project. For the second research question (“How did students view collaborative writing in preparation for the oral presentation?”), students’ perceptions toward the collaborative writing process were generally positive. They also recognized the value of collaborative

scaffolding, where they co-build ideas and opinions from different perspectives to make their drafts more successful as a team.

However, this study has several limitations. Of primary concern is that this action research focused on high school students in one school context. Future research should include students from diverse backgrounds, including those from elementary, junior high schools, or tertiary levels, engaging in collaborative writing and online oral presentations. Moreover, this study only investigated students’ perceptions from the reflection through surveys, and intra-group analysis in each category was not conducted for this paper. Thus, more profound insights might be gained if the study involved an intra-group analysis of the data, analyzed peer feedback (e.g., Ruegg, 2015, 2020), or examined how students edited their multimodal L2 writing parts, worked on the slides, and used audio-visual effects for presentations (e.g., Zhang et al., 2021).

Pedagogical Implications

There are several pedagogical implications for L2 learning and teaching. Firstly, online international exchanges can enhance learners’ opportunities to improve oral presentations in L2, while raising awareness of their own cultural backgrounds and difficulties conveying familiar customs in the target language. Students’ comments highlighted the importance of listening practice, which also necessitates the instructions targeting integrated skills (i.e., developing oral interactive approaches), as suggested by Morita (2000), preparing for the Q&A sessions after presentations or poster presentations. Secondly, synchronous editing (e.g., *Google Docs* and *Google Slides*) can facilitate the collaborative writing process as a mediational tool (Li & Zhang, 2023; Storch, 2013). Similarly, the adaptation of multimodality and observing students’ learning progress plays a vital role in understanding students’ working progress and co-construction of knowledge to assess digital multimodal compositions (Hanfer & Ho, 2020).

To conclude, this action research examined my students’ perceptions of their learning through online presentation sessions for international exchange at a Japanese high school. Oral presentations represent a form of spoken performance. However, the preparation process also encompasses other essential skills, including speaking, writing, and listening, all of which are beneficial for students. The findings from this study can hopefully help other teachers implement lessons for draft and presentation preparation in L2 learning.



Bio Data

Naomi Sugahara is an English teacher at a private high school in Chiba Prefecture. He received a master's degree in TESOL from Kanda University of International Studies in 2024. His interests include professional development strategies in L2 writing instruction and task-based language teaching (TBLT) in EFL secondary school contexts. He is also interested in AI-generated written corrective feedback. <naomisghr@gmail.com >

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Appendix A

Abbreviated Timetable for the Preparation of Online International Exchange

Lesson	Date	Topic
1st	October 25th	TT: Introduction to Development of Presentation Skills, Decide Teams & Topics
3rd	October 27th	Draft
4th	October 31st	Draft (cont.)
5th	November 1st	TT: Practical Tips for Successful Presentation
6th	November 2nd	Making Slides (Individually)
7th	November 7th	Making Slides (Group)
8th	November 8th	Presentation Practice
9th	November 9th	TT: Presentation Rehearsal
10th	November 10th	Presentation (@ the computer room)

Note. TT represents “Team Teaching” with a native English-speaking teacher.

Appendix B

Lesson Plan for International Exchange Program via Zoom

Date

Thursday, November 10th, 2022, 10:45 am-11:35 am (Japan Time) @ PC Room
 Wednesday, November 9th, 2022, 8:45 pm-9:35 pm (U.S. Time)

Purpose

The collaborative lesson aims to provide cultural exchange between Japanese second-year high school students and U.S. university students showing interest in Japanese culture. The students from X High School will make presentations for students at Y University to introduce Japanese culture and interact with each other by answering questions raised by Y students. By doing so, students from X can increase their awareness of their own culture, namely Japanese culture, while developing academic presentation skills in English. In contrast, Y students will enhance their motivation toward learning about the Japanese language as well as cultural studies.

Objectives

X High School students will be able to:

- introduce Japanese culture to U.S. university students online using slides to exemplify the characteristics of the topics with team members.
- interact with the American students by answering their questions after each presentation.

Y university students will be able to:

- gain more understanding of Japanese culture by listening to the presentations that Japanese high school learners of English created.
- enhance their motivation toward learning Japanese and culture by having reciprocal interactions with Japanese high school students in online English sessions with some Japanese use.

Materials

A laptop computer/ iPad, Monitors, *Google Classroom*, *Google Slides/Google Documents*, a presentation clicker, *Zoom*, A Video Camera



Lesson Procedure

Lesson Phase	Teachers & Students' Action	Time
1. Greeting	The teachers at both schools will make a brief introduction as a greeting and explain the following procedures.	(3 min)
2. Group Presentation	<ul style="list-style-type: none"> Students will be divided into five teams, and each team will present its selected topics for approximately six minutes. After each presentation, Japanese high school students will answer the questions that the U.S. students raise (either in Japanese or English) for about three minutes. The teachers will see whether students can smoothly make presentations and answer questions. If there is trouble, such as digital device issues or difficulty communicating with U.S. students in English, teachers will give language or technical support to such students. 	(40 min)
3. Q & A	Students from the U.S. have another opportunity to ask questions about presentations or Japanese culture that students deal with in the session.	(5 min)
4. Closing	Finally, teachers from each school give comments about this project. The instructor from the U.S. university will announce the following program, which will be hosted next semester (around February).	(2 min)

Appendix C

An Example of the Questionnaire Given to Students

Name:

Part 1: Oral Presentation

Please answer the following questions.

1. What did you learn throughout this project?
2. What area(s) of English abilities would you like to improve for your future English studies and why?
3. Anything else?

Part 2: Collaborative Writing

Please read the following statements carefully.

For each statement, choose one of the most appropriate options from 1 to 5.

- 5. very much agree
 - 4. agree
 - 3. neither agree nor disagree
 - 2. disagree
 - 1. not at all
1. I regularly joined the team meetings.
 2. I regularly voiced my opinions when we had meetings.
 3. I regularly completed my assigned tasks on time (from the team).
 4. I enjoy working in teams.
 5. Overall, members of my team worked well together.
 6. Team members have been on time with task submissions/ due dates.
 7. Team members have always contributed ideas during meetings and discussions.
 8. Team members have exhibited a high level of responsibility when working on team assignments.
 9. All team members have worked an equal amount throughout the semester.



10. The team has developed a system or strategy to produce an effective product of teamwork.
11. When there were conflicts with team members, we resolved conflicts on our own first.
12. We, as a team, have eventually successfully handled conflicts within the team.
13. Team working/writing has helped me learn effectively.
14. After completing this course, I perceive that my discussion and presentation skills have improved.
15. I have learned how to work with others from attending this course.
16. I have learned how to manage conflicts from attending this course.
17. I have learned how to solve problems by attending this course.

Note: Adapted from Coffin (2020).



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