Developing an e-portfolio reflecting the concept of mediation for university students

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Nearly 20 years have passed since the publication of CEFR (Council of Europe [CoE] 2001) and society has become more globalized with the development of information technology. At the same time, it has become more complex with many international issues needing to be solved. Reflecting on changes in society, the CEFR Companion Volume (CEFR/CV) was published in 2018, in which the concept of mediation is emphasized (CoE 2018). At the conference marking the launch of CEFR/CV, North (2018) explained mediation as a social and cultural process of creating conditions for communication and cooperation, which involves facing and hopefully defusing any delicate situations and tensions that may arise. In this increasingly globalized society, being able to play an active role as a mediator using English will be important. In Japan, the CEFR has been widely used in English education, including the new Courses of Study of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) for junior high schools (MEXT 2017) and high schools (MEXT 2018). However, the concept of mediation emphasized in CEFR/CV has not been well recognized yet. Incorporating the concept of mediation is meaningful in English education in Japan for English learners to use English as a tool for global communication. In this paper, I will present the process of developing an e-portfolio based upon a learning management system (LMS) to promote students' use of English as a tool for global communication integrating mediation Can Do descriptors from the CEFR/CV.

Keywords: CEFR, CEFR/CV, mediation, e-portfolio, English as a tool for global communication

1 Introduction

Based on the CEFR (CoE 2001) and self-regulated learning (Zimmerman 2002), I developed a portfolio to help Japanese university students to use English as a tool for global communication (Saito 2017). In the process of the development, the European Language Portfolio (ELP) was also used as a reference. The ELP is defined as a document in which those who are learning or have learned one or more languages can record and reflect on their language learning and intercultural experiences (CoE 2001). The ELP has three components: a language passport summarizing linguistic achievements; a language biography that sets language learning targets, monitors progress, and reflects on language learning; a dossier that stores work in progress (Little et al. 2011). Saito (2017) included a language biography for goal-setting and self-assessment and a dossier to store learning documents. It was developed for first-year students of an English class at a private university in Japan, in 2015. Since then, the development of technology has advanced. In this digitized global society, acquiring Information and Communication Technology (ICT) literacy is crucial as one of the 21st Century skills (Griffin and Care, 2015). According to the summary of the results of the Programme for International Student Assessment (National Institute for Educational Policy Research 2019), at the age of 15, the time for Japanese students to use digital devices at schools is limited compared to students in other OECD countries. The department of a private university that I work for has introduced the policy of: Bring Your Own Device (BYOD); however, many students cannot use PCs well when they enter the department as freshmen. The previous portfolio (Saito 2017) was a paper-based portfolio. A new portfolio is being developed as an LMS-based e-portfolio so that more

opportunities for students to use PCs in English classrooms and at home may be created. Another important skill and learning outcome is that English learners are also expected to learn how to play the role of mediator using English. Because globalization has rapidly advanced, it has also brought about an unprecedented number of global issues that need to be solved. In this global society, the role of English as a tool for communication and as a tool to mediate to solve international problems is growing.

The outline of this paper is the following: first, the background to developing the e-portfolio reflecting mediation Can Do descriptors from the CEFR/CV for intermediate level university students is presented. Second, the process of adapting mediation Can Do descriptors to an English class with a designated ELT textbook is explained. Third, the process of developing an LMS-based e-portfolio and examples of the adapted Can Do descriptors on the LMS, Manaba, are presented. Forth, one example of a PowerPoint slide with the adapted Can Do descriptors for one lesson is presented. Also, classroom activities for students on how to apply these adapted descriptors are shared. Fifth, I shall discuss whether students understood the meanings of the adapted Can Do descriptors based on questionnaire survey data collected from students. Finally, I aim to make conclusions and draw implications based on drafting the LMS e-portfolio using the adapted mediation descriptors.

2 Background to developing the e-portfolio reflecting mediation of the CEFR/CV

The e-portfolio has been developed for the Integrated English Class for first-year students majoring in Global Informatics of a private university in Japan. Their English level is about 650 on the TOEIC Listening & Reading (L&R) Test. According to the Institute for International Business Communication (hereafter IIBC), a score of 650 on the TOEIC L & R Test has been benchmarked to level B1 of the CEFR (IIBC). The textbook used in the class is *Life 4* with topics from National Geographic published by Cengage, and it is aimed at B1+. It is also designed for cultivating students' critical thinking skills. Topics in the textbook, such as the issue of globalization, are educational and interesting and they are expected to promote these skills.

The textbook itself includes original Can Do descriptors after every unit; however, many of them are not related to critical thinking skills but to grammar. The topics in the textbook may be used for students to discuss actively and critically with fellow students. Thus, it is assumed that these mediation descriptors, such as summarizing a group discussion to others, can be integrated to promote deeper discussions. It is meaningful to incorporate the concept of mediation and develop an e-portfolio with mediation Can Do descriptors in order for university students to recognize and acquire skills for mediation, which can be helpful for them to work globally in the future.

3 Adapting mediation Can Do descriptors to an English class

Since the average student's English level is B1 and the textbook is aimed at B1+, I decided to use mediation Can Do descriptors for B1 and B2. However, those in the CEFR/CV (CoE 2018) are too long and complicated for students to understand. The following is one example of a B2 Can Do descriptor of overall mediation:

> Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way he/she expresses things. (CoE 2018: 105)

As shown above, the descriptor is 32 words long. It can be understood by teachers who use it; however, it may be difficult for students to comprehend its meaning and use it and to understand their own goals and evaluate their learning. In the research by Pavlovskaya and Lankina (2019) to integrate the assessment of mediation competence into oral assessment in the context of CLIL, shortened mediation Can Do descriptors were used. Applying this to my context, they would need to be adapted for students to understand and set their own goals and evaluate their learning. Therefore, I decided to adapt mediation

Can Do descriptors for students in the Integrated English class to be able to more likely understand them. On the other hand, the adapted mediation Can Do descriptors also need to be aligned with the textbook contents. The following explains the process of how the mediation Can Do descriptors were aligned to the students' English level in the class and the textbook contents.

1. List B1 and B2 mediation Can Do descriptors from overall mediation (CoE 2018: 105), facilitating collaborative interaction with peers (CoE 2018: 209), collaborating to construct meaning (CoE 2018: 211), relaying specific information in speech (CoE 2018: 190, 191), and processing text in speech (CoE 2018: 197) from CEFR/CV (CoE 2018)

2. Adapt them to the students' English level so that they can understand and use them to identify their own goals and evaluate their learning

3. Analyze the textbook contents to see how the adapted mediation Can Do descriptors can be integrated into each unit.

Table 1 is an example of the process 1, 2, and 3 above, and they show Can Do descriptors from overall mediation for B1 and the adapted Can Do descriptors with units where these adapted descriptors are to be used. Table 2 is an example for B2.

Table 1. *Original mediation Can Do from B1 and adapted mediation Can Do*

Original mediation Can Do from overall mediation (B1) CEFR/CV (CoE 2018: 105)	**Adapted mediation Can Do**
• Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	• Can collaborate with classmates, showing interests by asking and answering simple questions (Unit 2a and 2b). • Can ask whether people agree or disagree and propose alternative approaches (Unit 2e and 2f).
• Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions.	• Can convey the main points made in a longer text (Unit 2c and 2d).
• Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience, their views.	• Can introduce people from different backgrounds (Unit 2e).
• Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.	• Can convey information given in clear, well-structured informational texts (Unit1c).

Table 2. *Original mediation Can Do from B2 and adapted mediation Can Do*

Original mediation Can Do from overall mediation (B2) CEFR/CV (CoE 2018: 105)	Adapted mediation Can Do
• Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way he/she expresses things.	• Can establish a supportive environment for sharing ideas (Unit 2a and 2b). • Can facilitate discussion of various issues (Unit 3a and 3b). • Can show appreciation of different perspectives and encourage people to explore issues (Unit 3c and 3d).
• Can build upon other's ideas, making suggestions for ways forward. Can convey the main content of well-structured but long and propositionally complex texts on subjects within his/her fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers.	• Can convey the main content of well-structured texts and clarify the opinions and purposes of speakers (Unit 3c and 3d).
• Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	• Can work collaboratively with other students creating a positive atmosphere by giving support and asking questions (Unit 4c and 4d).
• Can convey detailed information and arguments reliably, e.g., the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest.	• Can convey significant point(s) contained in well-structured texts (Unit 4a and 4b).

For example, as shown in Table 1 and Table 2, in general, mediation Can Do descriptors are long, and one Can Do descriptor includes several goals. Therefore, I divided one descriptor into several Can Do descriptors or made one descriptor shorter for students to better understand them. In parentheses in the right column in Table 1, the unit in which each adapted Can Do descriptor is to be used is listed. For example, the descriptor of *Can establish a supportive environment for sharing ideas* is to be integrated into Unit 2, in which students are to learn about performances. In 2a of the unit, they learn how the development of technology has changed the way we listen to music, and in 2b of the unit, they are to ask and answer questions related to performances around the world. To create a supportive environment for sharing ideas, I introduce backchanneling expressions and follow up questions to the students. More details about the contents from Unit 1 to Unit 4 for the spring semester, the original Can Do from the textbook, the adapted mediation Can Do descriptors, and activities for the adapted mediation Can Do descriptors are shown in Appendix. In the next section, I present how I have been developing an LMS-based e-portfolio with the adapted mediation Can Do descriptors.

4 Developing an LMS-based e-portfolio and its use in the class

The portfolio with the adapted Can Do descriptors is for students to use on the LMS called Manaba. Manaba is a convenient and useful LMS because teachers can make a mini-test and a questionnaire survey, assign a report and a project, and give a grade. For example, teachers set assignments such as making a report on Manaba and students can submit their assignments on it. Manaba is a widely used LMS in universities in Japan. For this class, I use the LMS to upload PowerPoint slides before each lesson and assign students mini-tests, individual reports, and individual and group projects. My students use it to prepare for each lesson, work on assignments, and review their studies and to work cooperatively with other students in preparing for a presentation. Thus, it is assumed that integrating an e-portfolio on the commonly used LMS is more effective and useful than a paper-based portfolio for them to identify their learning goals and to observe and evaluate their learning as well as to get accustomed to using PCs.

Yet, the LMS-based e-portfolio has been designed using the shape of a questionnaire as this is an available tool. Figure 1 shows an example of the e-portfolio for lessons 8 and 9. The unit number, the topic of the unit, and the topic title are shown on the top. The Can Do descriptors are differentiated as Can Do descriptors from the textbook (unbolded) and the adapted mediation Can Do descriptors (bolded). Students can evaluate their learning by checking the descriptors. There are three choices for answering: *I Can Do it*, *I Can Do it to some degree*, and *I cannot do it now*. At the bottom is some space where students write self-reflection comments after each lesson. At the end of the semester, they are to check the descriptors and write reflections for all classes.

Figure 1. A part of the e-portfolio with the adapted Mediation Can Do descriptors on the LMS (Manaba).

5 Adapted Can Do descriptors and their use in the classroom

For this project, as mentioned before, for every lesson the Can Do descriptors were provided on PowerPoint slides and shared at the beginning of the lesson so that students can identify their learning goals for that lesson. Figure 2 shows the first PowerPoint slide for lesson 8, where students study Unit 3. As shown, the Can Do descriptors in Figure 2 are the same as the Can Do descriptors in the example of the e-portfolio in Figure 1.

In this lesson, students read a passage related to the wreck of the Titanic followed by a prompt "Do you think the remains of the Titanic should be left on the seabed, or should they be put in a museum?". One of the adapted mediation Can Do descriptors is *I can facilitate discussion of various issues*. In order to facilitate students' discussions, useful expressions are introduced such as "What's your opinion about the question?", "Do you agree or disagree with the statement?", "Why do you agree with it?", "Why do you disagree with it?", "How about you, (student' name)?" and then let them practice the expressions. In each group, they decide a facilitator, who helps other students to express their opinions. In addition to the prompt, I add three more discussion questions related to the passage so that every student in a group of three or four can be a facilitator in turn. Another adapted mediation Can Do descriptor is *I can give a summary of the group's view(s) in a new group*. To help students report a summary of the discussion, useful expressions are given such as "I would like to share a summary of our group's views.", "In our group, one student agreed with the statement and the other three students disagreed with it", and "They agreed with it because …". After practicing the students are assigned to new groups, and each student in the new group would summarize the previous group's views.
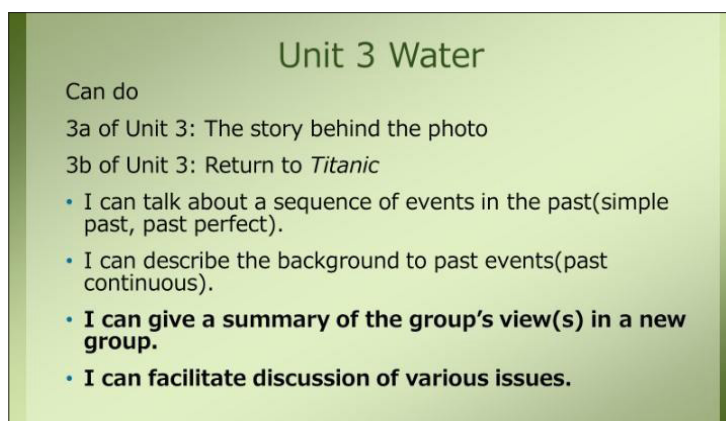

Figure 2. One example of PowerPoint slides with the adapted Can Do descriptors .

This is one example of how activities are planned to support students acquire skills described in the adapted mediation Can Do descriptors.

6 Student reactions to the adapted mediation Can Do descriptors

The original plan was to have students use the LMS e-portfolio and the provided Can do descriptors for unit 1 to unit 4 in the spring semester in 2020. However, some contents of the lessons could not be covered by the sudden change to online lessons due to the spread of Covid-19. Thus, instead of having them use the LMS e-portfolio after every lesson, I had students evaluate their learning with a shortened list of Can Do descriptors covering Unit 1 to Unit 3 at the end of the semester as mentioned above (see Section 4). One of the objectives was to evaluate whether they were able to do what were described in the Can Do descriptors. The other objective was to evaluate whether there were mediation Can Do descriptors which were difficult to understand. At the end of the questionnaire, the following questions in Japanese were added: (i) *Are there any of the Can Do descriptors that are difficult to understand?* and (ii) *If there were difficult ones, please write the number of the Can Do descriptor and give reasons why they were difficult*.

All of the 20 students enrolled in the class answered the questionnaire and one student answered question (i) with *Yes*. The first Can Do descriptor of mediation was *Can ask group members to give the reason(s) for their view.* To this first descriptor, the student wrote the comment: "As the first question in the questionnaire, it (the descriptor) was too abrupt, so I was a little confused. I think it's better to have it (the descriptor) later."

Although I introduced the Can Do descriptor on a PowerPoint slide at the beginning of the lesson, seeing it after a while at the end of the semester might have made the student think the descriptor was too abruptly introduced. The student's comment suggests that students need to be familiarized with Can Do descriptors so that they can understand their learning goals. Therefore, using and showing the adapted Can Do descriptors several times for different lessons to the students is important to have students make sure of their learning goals. Mediation competency can be cultivated over time through repeated opportunities to engage in such activities.

There was no comment about other adapted Can Do descriptors in terms of difficulty in understanding their meaning. Also, all of them evaluated their learning with the adapted Can Do descriptors. As for the detailed results of the questionnaire, they will be shared in a future publication. The process of developing the LMS-based e-portfolio indicates that by adapting original mediation Can Do descriptors from CEFR/CV (CoE 2018) to a current teaching context, they can be used for students to evaluate their learning.

7 Conclusions and implications

English has been and will be used as a tool for communication and mediation in this global society. It is assumed that university students need to prepare for using English to play a role as mediators in their future careers. Introducing and incorporating the concept of mediation can be done by adapting mediation Can Do descriptors in an EFL context with a designated ELT textbook. As shown here, this had been combined with an LMS-based e-portfolio. The portfolio can be helpful for students to understand and set their goals and evaluate their learning. For the continuing process, to reflect the cyclical phase of self-regulated learning, setting the phase of the students' monitoring their own learning will be important; thus, a part of the dossier where students can create a record of their learning process is expected to be added to the e-portfolio. The project of drafting the LMS-based e-portfolio introduced in this paper is only a single case for one English class at a university in Japan; however, it could be widely applied to different teaching contexts using a different LMS and adapting mediation Can Do descriptors to various contexts.

Incorporating the concept of mediation emphasized in the CEFR/CV will be important in this increasingly globalized society where many issues need to be solved internationally. However, it has not been reflected in language policy in Japan yet. Though it is possible to reflect on the concept of mediation at an individual level, as reported in this paper, it may be essential to consider how the concept of mediation can be incorporated in English education in Japan.

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9 Biography

Yukie Saito is an associate professor at the Faculty of Global Informatics of Chuo University. She obtained an MA from the Teachers College of Columbia University. Her research areas are the CEFR and its application in English education in Japan, and teacher cognition and classroom practice.

Appendix

Lesson plans in the spring semester with adapted mediation Can Do descriptors

Name of the Course: Integrated English Ⅰ			
Semester: Spring semester			
Numbers of classes: 14 classes including the introduction of the course in the first class and a final exam in the last class.			
Required textbook: Life 4 (Cengage Publication)			
Levels of students: the average TOEIC score is about 650			
Number of students: 20			
14 lessons in Spring Semester	Content of the lesson	Original Can Do from the textbook, Life 4	Added Can Do from adapted mediation descriptors

Lesson1	Introduction of the course	Explanation of the course, the textbook, a portfolio with Can Do, online assignments, evaluation, a group presentation, and a final exam	
Lesson2	Unit1: Culture and Identity 1a of Unit1: How we see other cultures 1b of Unit1: Culture and color	I can ask and answer questions about things that are always and generally true, and routines (simple present). I can ask and answer questions about things happening now (present continuous). I can talk about professions and states: thoughts and mental process, etc. (stative verbs). I can use different questions forms: direct and indirect question.	I can ask a group member to give the reason(s) for their views. I can collaborate with classmates, showing interests by asking and answering simple questions. Activities: The topic of 1 a is related to stereotype images. I would like to make them discuss why people have stereotype images and how we Can Do not to have stereotype images which may lead to biases. • Introduce how to express their opinions and supporting reasons. • Introduce how to ask and answer questions showing interests in other students' opinions.
Lesson3	Unit1: Culture and Identity 1c of Unit1: A world together 1d of Unit 1: First impressions	I can introduce myself in formal and informal situations. I can open and close a conversation. I can ask for and give personal information.	I can consider two different sides of an issue, giving arguments for and against, and propose a solution. I can present my ideas in a group and ask questions for other students' opinions. I can convey information given in clear, well-structured informational texts. Activities: The topic of a passage of 1 c is related to globalization. I would like to make them discuss what globalization is, whether they are for or against globalization, and how we can maximize advantages of globalization and minimize disadvantages of globalization. • Introduce how they can agree or disagree with other people's opinions.
Lesson4	Unit1: Culture and Identity 1e of Unit1: About us 1f of Unit 1: Faces of India		I can summarize the main points made in clear, well-structured spoken and written texts on subjects that are familiar or of personal interest. I can summarize the main points made during a conversation on a subject of personal or current interest. Activities: 1 e is related to reading and writing a business profile. I will make them read the profile and summarize the main points of the profile. In 1f, students will watch a video related to a photographer of National Geographic. He is talking about his ambition to become a photographer and his visit in India as a photographer. I will have them summarize the contents of the video. • Introduce how they can scan the profile and make the summary. • Introduce how they can take a note to while watching a video in order to summarize the contents of the video.

Lesson5	Unit2: Performing 2a of Unit2: Music today 2b of Unit2: Learning to dance	I can describe different types of music. I can talk about things that happened in a time period up to or including the present (present perfect). I can use the correct tense when talking about things that have happened in the past tense (present perfect and simple tense).	I can establish a supportive environment for sharing ideas. I can collaborate with classmates, showing interests by asking and answering simple questions. Activities: 2 a is a passage related to how the development of technology has changed the way we listen to music. I will make them discuss what have been affected by the development of technology positively and negatively. 2b is dancing. I will make them ask and answer questions related to performances including dancing and use follow up questions to be active listeners. • Introduce backchannel expressions to be active listeners. • Introduce follow up questions to be active listeners.
Lesson6	Unit2: Performing 2c of Unit2: Living statues 2d of Unit2: What's playing?	I can talk about performers and performances. I can give my opinion about art events. I can ask for and give information about arts events.	I can convey the main points made in longer texts. I can help organize the discussion in a group by reporting what others have said and summarizing different points of view. Activities: 2c is a passage with 5 paragraphs. Have them do jigsaw reading and make a summary of one paragraph and put them summaries of five paragraphs together and make a summary of the long text. Have them discuss what performance, expedition, event, or concert that tourists in Japan shouldn't miss experiencing in a group and report the results of the discussion in a new group. • Introduce how they can scan the longer text and make a summary. • Introduce how to report and summarize the discussion results.
Lesson7	Unit2: Performing 2e of Unit2: A portrait of an artist 2f of Unit2: Taiko master		I can summarize a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details. I can ask whether people agree or disagree and propose alternative approaches. I can introduce people from different backgrounds. Activities: In 2e, students are to read a portrait of an artist. After reading it, they will make a summary of the portrait and write a review of an artist whose work they like. After writing it, they will have another student read it and ask some questions about the review. 2f is a video about a taiko master who moved to the U.S and has been passing on taiko performing to Americans there. I will have them discuss whether traditional performing should be kept or not. • Introduce how they can scan the portrait and make a summary.

Lesson8	Unit3: Water 3a of Unit 3: The story behind the photo 3b of Unit 3: Return to Titanic	I can talk about a sequence of events in the past (simple past, past perfect). I can describe the background to past events (past continuous).	I can give a summary of the group's view(s) in a new group. I can facilitate discussion of various issues. Activities: 3 b is a passage related to Titanic. I will make them discuss the meaning of the passage's conclusion "The story of Titanic is not about the ship- it's about the people" and Titanic's future about whether it should be kept on the ocean floor or not. • Introduce the expressions to be used for giving a summary of the discussion. • Introduce the expressions to be used for facilitating discussion.
Lesson9	Unit3: Water 3c of Unit 3: Love and death in the sea 3d of Unit 3: No way! 3e of Unit3: What a weekend!	I can talk about water sports and activities. I can use adverbs to describe experiences.	I can convey the main content of well-structured texts and clarify the opinions and purposes of speakers. I can show appreciation of different perspectives and encourage people to explore issues. Activities: 3 c is a relatively long passage about a person who was almost killed in the ocean. I will have them discuss the main content of the passage and the person's opinion based on the experience. After reading the passage, they will talk about their experience they had where they learned a lesson. While they listen to other students' stories, they show appreciation and interests by expressing comments on the stories. • Introduce how they can skim for finding a writer's conclusion in a passage. • Introduce how to express comments on other students' stories.
Lesson10	4 a of Unit4: Will a robot take your job 4 b of Unit4: What's next?	I can show different degrees of certainty about predictions (may, might, could). I can make predictions about future events (predictions with will). I can ask and answer questions about future plans and arrangements (going to, present continuous). I can talk about stages in education and job training.	I can convey significant point(s) contained in well-structured texts. Activities: 4a is a passage about the future in which robots may take people's jobs in the future. I will have them find, convey, and discuss significant points including possible future of driverless cars. • Introduce how a topic sentence and a concluding sentence can be helpful to understand significant points in a passage.

Lesson11	4 c of Unit4: A better life? 4 d of Unit4: Would you mind…?	I can describe different jobs, job requirements, and conditions. I can make and respond to requests.	I can work collaboratively with other students creating a positive atmosphere by giving support, asking questions, and compare options. I can work towards a common goal in a group by asking and answering straightforward questions. Activities: They will read a passage about one person's experience of the fast- changing life in China. I will have them discuss and make a suggestion about how university students in Japan can have a better life in terms of the place they go to school, the place they live, the careers they choose, and their family.
Lesson12	4 e of Unit4: I'm enclosing my resume 4 f of Unit4: Everest tourism changed Sherpa lives		I can relay the main points contained in formal correspondence and / or reports on general subjects and on subjects I'm interested in. I can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution. Activities: 4 f is a video about Sherpas' life which has been changed by tourism. After watching the video, they will read Part 1 or Part 2 of the video script of 2 parts, find the main points, and pass them with students who worked on a different part. After the activity, they will discuss how modern tourism has affected people's life positively and negatively and propose solutions to minimize the negative sides.
Lesson13	Review 1~4 Group presentation		I can collaborate on a shared task by making suggestions and proposals of different approaches. I can act as a rapporteur in a group discussion, noting ideas and decisions, discussing these with the group. Activities: They will make a group presentation about effects of globalization in many perspectives such as culture, arts, technology, education, work, and the environment. To prepare for the group presentation, they are expected to work cooperatively with other members and act as a rapporteur. • Introduce how to make a presentation effectively.
Lesson14	Final Exam	Final exam and self-evaluation of the course with the portfolio with Can Do. Ask students to do a questionnaire survey about the course, their self-evaluation, and the portfolio.	