

**Using Holistic Tokkatsu–Based Training Module in English Lesson
Planning for Developing EFL Pre–Service Teachers' Teaching
Knowledge, Classroom Management and Community of Practice–
Oriented Competences**

Dr./ Haggag Mohamed Haggag

Assistant Professor of Curricula & TEFL Methodology – South Valley University

Abstract:

This study discusses the design and use of Holistic Tokkatsu–based training module in English lesson planning for developing EFL pre–service teachers' teaching knowledge, classroom management and community of practice COP– oriented competences. The study followed the one–group quasi–experimental design with its pre and post testing procedure. It utilized six instruments: (a) Classroom management competences questionnaire, (b) Community of Practice COP competences questionnaire, (c) Training module based on Holistic Tokkatsu activities in EFL lesson planning, (d) Teaching Knowledge Test TKT, (e) Portfolio for classroom management competences assessment EPOSTL, (f) Community of Practice COP test. Participants of the study were a group of (45) Senior EFL students at Hurghada Faculty of Education, South Valley University, Egypt. Following a pre and post testing procedure, the results showed that the module based on holistic Tokkatsu–based activities developed participants' teaching knowledge, classroom management competences as well as their Community of Practice COP oriented pedagogical competences. The study suggests using holistic Tokkatsu–based activities in different EFL programs education due to its holistic nature and establishment of knowledge communities inside

classrooms. The study recommended integrating the COPs in pre-service EFL teacher's programs as a path to their future professional development.

Key words: Holistic Approach – Tokkatsu – COP – Lesson Planning – Class Management

استخدام موديول تدريبي في تخطيط دروس اللغة الإنجليزية قائم علي مدخل التوكاتسو الكلي لتنمية الكفايات المرتبطة بالمعرفة التدريسية و إدارة الصف ومجتمع الممارسة لدي معلمي اللغة الإنجليزية قبل الخدمة

د / حجاج محمد حجاج

أستاذ المناهج وطرق تدريس اللغة الإنجليزية المساعد

كلية التربية بالغرندقة - جامعة جنوب الوادي

مستخلص: تتناول الدراسة الحالية تصميم واستخدام موديول تعليمي قائم علي مدخل أنشطة التوكاتسو الكلية في تخطيط دروس اللغة الإنجليزية لتنمية الكفايات المرتبطة بالمعرفة التدريسية، إدارة الصف ومجتمع الممارسة لدي معلمي اللغة الإنجليزية قبل الخدمة. تتبع الدراسة المنهج شبه التجريبي ذي المجموعة الواحدة بقياسيه القبلي والبعدي. واستخدمت الدراسة ستة أدوات هي: (أ) استمارة كفايات إدارة الصف (ب) استمارة كفايات مجتمع الممارسة (ج) برنامج تدريبي في تخطيط دروس اللغة الإنجليزية قائم علي أنشطة التوكاتسو الكلية (د) اختبار المعرفة التدريسية (هـ) ملف إنجاز لتقييم الكفايات المرتبطة بإدارة الصف (و) اختبار كفايات مجتمع الممارسة. تكونت عينة الدراسة من (45) طالبا وطالبة من الفرقة الرابعة بشعبة اللغة الإنجليزية للتعليم الأساسي، كلية التربية بالغرندقة، جامعة جنوب الوادي، مصر. وبإجراء الاختبارات القبلي والبعدي أظهرت النتائج أن الموديول التدريبي القائم علي أنشطة التوكاتسو الكلية قد نمي المعرفة التدريسية لدي العينة وكذلك كفايات إدارة الصف ومجتمعات الممارسة. وقد أوصت الدراسة باستخدام مدخل أنشطة التوكاتسو الكلية في برامج تدريس اللغة الإنجليزية المختلفة نظرا لطبيعتها الشاملة وتكوينها لمجتمعات المعرفة داخل الفصول. كما أوصت الدراسة بتضمين مفهوم مجتمعات الممارسة في برامج إعداد المعلمين قبل الخدمة كمدخل للتنمية المهنية مستقبلا.

الكلمات المفتاحية : المدخل الكلي؛ التوكاتسو؛ مجتمعات الممارسة؛ تخطيط الدروس؛ إدارة الصف

1. Introduction

The practices of Teaching English as a Foreign Language TEFL are governed by prevailing approaches and frameworks within every educational system. In this view, the Egyptian Japanese Schools EJS is an educational system that integrates the Japanese educational activities known as Tokkatsu with Egyptian curricula. These schools adopt a model called Tokkatsu Plus within an educational frame called (2.0) that was launched in 2014 by the Egyptian Ministry of Education and Technical Education (MOE, 2022). This educational system is part of Egypt's national vision 2020/2030 which supports the philosophy of promoting life skills and holistic student development in an era of technological advancement. To achieve this, Egypt–Japan Educational Partnership EJEP was established between Egypt and Japan in 2016 based in which 35 Egyptian Japanese Schools EJS were established in 2018, followed by 8 in 2019 and up to now 48 in 2021 (MOE, 2022). The aim of this new system of education integrates the Egyptian curricula with the non–academic special activities Tokabetsu Katsudo known as Tokkatsu. The overall aim of these activities is whole student development following a holistic approach. This approach targets the development of both students' heart and mind within the national system of education.

Tokkatsu is short for *Tokubetsu Katsudo* which means special activities in Japanese curriculum. According to Tsuneyoshi (2012), Tokkatsu reflects "the holistic framework of the Japanese curriculum which strives to develop the total child" (p. 8). It is an approach that integrates both the hearts and minds of students in a holistic view

that combines cognition, skills and attitudes. This mode integrates unique practices such as lesson study, cognitive and non-cognitive activities, reflective session, Communities of Practice COP, collaborative activities, cleaning activities. Tokkatsu "originates from a holistic view of child which sees skills and attributes such as interpersonal skills, collaborative management, and emotional maturity as at least as valuable as, and as integrated with traditional intellectual subjects" (p. 13). The overall aim of Tokkatsu is an emotionally stable and socially adjusted child through the integration of both cognitive and non-cognitive sides. At the heart of this holistic approach evolves the concept of Community of Practice COP. Hence, establishing a COP is a key goal for Egyptian Japanese Schools EJS educational system in Egypt.

According to Tsuneyoshi (2012), Tokkatsu includes crucial components such as "seitokai" or student council that aims to provide students with direct experience in discussion and problem-solving together. It also aims to provide the students with what they will need to do to become active creators of a democratic society. Another Tokkatsu practice is the lesson study which has become quite known as a model which emphasizes the bottom-up improvement of teaching and learning. Further, Tsuneyoshi viewed the lesson study practice as "Teachers discuss a common theme which they think should be the focus (e.g., lack of experiences with nature, building relationships across grades, anti-bullying, how to teach a new subject, etc.) and open up their classes for observation and discussion with other teachers" (P.5). In the lesson study, which should not be limited to subjects only, teachers learn from each other

as they discuss their lesson plans for better understanding, and better teaching practices. This can, in turn, pave the way to the emergence the concept of "community" in this holistic teaching approach.

Communities of practice or CoPs refer to "groups of like-minded, interacting people who filter, amplify, invest and provide, convene, build, learn and facilitate to ensure more effective creation and sharing of knowledge in their domain" (Serrat, 2017, p. 745). They define themselves according to their focus, how they function, and what capabilities they produce. There are six key dimensions to a COP: (a) domain, (b) community, (c) practice, (d) motivation, (e) structure, and (f) mandate. The domain is an area of shared inquiry while community refers to the sense of identity. Thirdly, Practice refers to the information used by the community of practice while Motivation refers to the personal interest. Structure integrates both formal and informal relationships while mandate refers to the priority and managerial aspects of an organization". The core of a community of practice is allowing participants (students or teachers) sharing common concerns, problems, interests and fulfilling both individual and group goals and this is the heart of the activities in Tokkatsu based classes. Handling these activities effectively in an English language class requires specific form of lesson planning. Teachers have to be trained and get involved in a COP to transfer this to their classes at their teacher education program and to establish a path for professional development.

Discussing the area of lesson planning as a teacher competence entails clarifying the meaning of competence within

TEFL research. According to Nessipbayeva (2012) "Competency is a term used extensively by different people in different contexts; hence, it is defined in different ways. Teacher education and job performance are two contexts in which this term is used. Competencies are the requirements of a "competency-based" teacher education and include the knowledge, skills and values a teacher-trainee must demonstrate for successful completion of a teacher education program" (P.148). In this view, the term *competence* refers to the skills while *competency* refers to the behavior. In this study, the focus is on the teaching practices. These teaching competences include lesson planning as a key competence to be developed by teachers.

Lesson planning is a key teaching competence which is affected by the educational models followed in class. Planning for an English class in a Tokkatsu based education follows the key elements of planning that includes the key features: (a) learning objectives "outcomes" (b) Type of activities to be included (c) teaching strategies to be followed (d) key headings such as date, class and grade (e) types of assessments. Yet, there are distinctive features for planning a Tokkatsu-based English language class such as identifying themes, enrichment, reflection and expectations, questioning and modeling, differentiation strategies, teacher guide tips, and activities. Teachers are asked to apply various learning styles and think of activities that are transferable to like-like situations. Running these activities requires a well-managed class. According to Wright (2005) if the classroom is poorly managed a well-planned lesson can fail since classroom management is the

center of teachers' daily practice to achieve aims. In this view, lesson planning can be a means for developing EFL teachers' classroom management oriented competences.

Managing a classroom (Marzano, 2003) can be "a critical challenge, especially for novice teachers, but even for experienced ones. It is the first professional activity to be developed; classroom management is assumed as part of teachers' duties and one of their main responsibilities" (p.3). Classroom management in the Japanese education in general and holistic Tokkatsu approach in particular is significant since the overall aim of the educational practices is a disciplined character in various cognitive, affective and psychomotor aspects. Teachers have to plan for the management strategies and build their own strategies as this is crucial for their teaching practice.

Education for life is a key thread in both the Japanese and Egyptian educational systems. In the Japanese educational context, according to Sakui (2007), classroom management is a serious educational and societal problem as in Japan. She further outlined teacher's perceptions about possible causes of management problems to include: increased number of children "class capacity", decline of home quality education, and children psychological and stress problems. Similarly in the Egyptian context, classroom management was reported by different studies such as Ayoub, 2019; Muthusamy, 2015; and Sullivan, 2012 concluding that teachers in overcrowded classrooms spend time on classroom management instead of teaching. They face pressure and stress, and of indifference. Teachers in overcrowded classes tend to ignore the disruption made by the students. Overcrowded classes affect

negatively on teachers' performance as they experience exhaustion and burn out; they are indifferent about their performance in the classrooms due to these challenges. Teachers have to be trained on lesson planning to establish their own management strategies. In the Egyptian educational context, since "Education for life" is the heart of Tokkatsu which goes along with Egypt's vision 2020/2030 that promoted 2.0 new educational system "Education for life". This new vision for both teacher and student competences provoke the question of how to apply this new holistic vision for better teacher education training.

Therefore, the main study aims at proposing and identifying the effectiveness of a training module based on holistic Tokkatsu activities for developing English lesson planning skills as a medium to develop pre-service teachers' classroom management, teaching knowledge, and community of practice oriented competences.

2. Problem of the study

Problem of the study can be stated through both its context and statement:

2.1. Context of the study

Problem of the study can be contextualized from both the gap in literature, piloting and the researcher's experience during practicum supervision. Although there were various studies that dealt with the holistic Tokkatsu approach in its wider context (e.g. Eskasasnanda, 2019; Kusanagi, 2019; Nanbu, 2012; Tsuneyoshi, 2012), there were fewer studies that applied the approach in pre-service education settings in Egypt. Studies by (Abo Al-Ghait, 2017; Aboufotouh, 2022; Beshay, 2022; Mankarious, 2018; Nagy & Shaaln,

2018) examined the use of the holistic approach and special activities (Tokkatsu) in class context rather than teacher education contexts. The main study fills in the gap by using the training program based on special activities Tokkatsu in pre-service teacher education. Classroom management and community of practice have also been discussed in various studies that did not use lesson planning competence as a means to develop these variables (see Kawamura, 2000; Kortuk, 2011; Mostafa, 2021; Sakui, 2004; Terasks, 2007; Wakazono, 2001).

Thus, there is a gap in the studies that link lesson planning, which is part of teachers' didactic knowledge, as a medium to achieve the goals of holistic activities in developing classroom management and COP-oriented competences. During his practicum supervision in Hurghada Faculty of Education, the researcher observed that the students face didactic difficulties during their practicum in the Egyptian Japanese Schools EJS in Red Sea governorate. A semi-structured interview was designed to a group of students (10) to verify the teaching problems they encounter in their practicum. The participants reported that they lack the key teaching knowledge related to lesson planning, class management and joining professional groups about teaching). These difficulties are due to the new system of holistic teaching and special activities in EJS schools. Pre-service teachers are not trained in their Methodology classes on planning, teaching and assessing using Holistic Tokkatsu approach. They lack essential class management competences that can help them manage their classes effectively. Participants also reported that there are few experienced teachers with Tokkatsu in Egypt due to its

Japanese context which transferred to Egypt with EJS system. They are in need for a community of practice for teaching to transfer the concept to the students and the wider the community.

2.2. Statement of the problem

Pre-service EFL teachers lack essential teaching competences that include lesson planning, classroom management and community of practice related competences. They need a holistic training module that develops their lesson planning skills as a medium to develop their class management, teaching knowledge, and COP oriented competences.

3. Objectives of the study

The study aimed to verify the following:

- 3.1. Adopting the holistic Tokkatsu activities in designing a training module in English lesson planning for pre-service teachers.
- 3.1. Identifying the effect of the proposed module on participants' teaching knowledge competences.
- 3.2. Identifying the effect of the proposed module on participants' classroom management competences.
- 3.3. Identifying the effect of the proposed module on participants' COP oriented competences.

4. Significance of the study

- 4.1. Designing and implementing a training module based on Tokkatsu for pre-service EFL teachers that can be used for developing their lesson planning teaching competences.

- 4.2. Presenting a framework for using Tokkatsu activities in lesson planning in a pre-service level within 2.0 and Egypt's national vision.
- 4.3. Introducing the concept of community of practice through a practical training module with relevance to lesson planning as a teaching competence.
- 4.4. Providing a framework for linking lesson planning with competences such as COP and management strategies within the holistic approach.
- 4.5. Presenting a framework for Egyptian Japanese Schools EJS to integrate COP with teaching competences within (2.0) educational system.

5. Questions of the study

- 5.1. What are the lesson planning competences that are needed for pre-service EFL teachers in the light of the holistic Tokkatsu approach?
- 5.2. What are the classroom management competences that are needed for pre-service EFL teachers in the light of the holistic Tokkatsu approach?
- 5.3. What are the communities of practice oriented competences that are needed in for pre-service EFL teachers in the light of the holistic Tokkatsu approach?
- 5.4. What is the effect of the training module based Holistic Tokkatsu approach in lesson planning on developing participants' teaching knowledge competences?
- 5.5. What is the effect of the training module based Holistic Tokkatsu approach in lesson planning on developing participants' classroom management oriented competences?

5.6. What is the effect of the training module based Holistic Tokkatsu approach in lesson planning on developing participants' COP oriented competences?

6. Hypotheses of the study

6.1. There would be statistically significant differences between participants' mean scores in the pre-post testing of teaching knowledge-oriented competences favoring the post testing.

6.2. There would be statistically significant differences between participants' mean scores in the pre-post testing of classroom management-oriented competences favoring the post testing.

6.3. There would be statistically significant differences between participants' mean scores in the pre-post testing of community of practices-oriented competences favoring the post testing.

7. Design and procedure

The study followed the one-group quasi-experimental design with its pre and post testing procedure followed by quantitative data analysis. It also utilized the qualitative data analysis for the portfolio of the participants to verify their teaching knowledge-oriented competences development. Participants were a group of senior pre-service English language teachers at Hurghada Faculty of education (N.45) who were randomly selected. The experiment was limited to the selected group in South Valley University, Hurghada Faculty of Education, Red Sea Governorate.

8. Instrumentation

The study utilized the following six instruments and materials:

8.1. Classroom management competences questionnaire. (By the researcher)

- 8.2. Community of Practice COP questionnaire. (By the researcher)
- 8.3. Training module based on Holistic approach that aims at developing teaching knowledge, class management, and community of practice oriented competences. (By the researcher)
- 8.4. Teaching Knowledge Test "TKT". (Designed by the British Council, 2022, free online version)
- 8.5. Portfolio for classroom management competences assessment "EPOSTL". (Designed by Newby, et al., 2007, free online version)
- 8.6. Community of Practice COP competences test. (By the researcher)

9. Literature review

The main study discusses three main variables: the first is the Japanese Special Activities "Tokkatsu" holistic model, while the second is classroom management, and the third is the Communities of Practice COP oriented competences. Literature related to the holistic approach in the Egyptian context (e.g. Aboufotouh, 2020; Beshay, 2022; Mankarious, 2018; Nagy & Shaaln, 2018) focused on how to apply the model with its ground framework with no or little consideration to the Egyptian cultural frame. This frame includes EFL teacher education preparation programs, their teacher professional communities and their teaching competences. These considerations form the gap in literature and affect their pursuit to establish effective communities of practice and help their students to build them

Character building and shaping the character of the citizen through authentic application of non-cognitive activities next to cognitive activities is the heart of the holistic activities approach. In this view, Tsuneyoshi (2012) expresses the view that the Japanese

Tokkatsu model is a holistic model of child learning derived from the Japanese period called Tokubetsu Katsudo dating back to 1947 till its use in elementary to secondary education in 1977. This model integrates both cognitive academic activities aligned with non-academic or "non-cognitive" education.

Applying Tokkatsu in the Egyptian educational context has been a subject of research in different studies. For example, El Bahnasawy (2018) summed up the following points to apply Tokkatsu for deep learning outcomes. (1) The meaning of improving the spatial activities is deepening the behavior of the child towards life. (2) Creating better relationship with the child. (3) Special activities as an excellent tool to build social works class. (4) Establishing a school that manages to experience "happiness" through social works activities. (5) The development of sense of confidence and live in the community. (7) Heart care and build the foundations for the upgraded academic achievements. (8) Teachers should encourage children to enjoy confidence and courage. Similarly, Kusanagi (2019) mentioned that these activities are needed for social and personal innovation and character building. The effective application of Tokkatsu should consider the target culture as well as the mother tongue culture.

Within the holistic approach, creating a positive learning climate which is well planned and well-managed relies on structuring a community based on whole child education through the use of cognitive and non-cognitive activities. Planning a lesson and establishing a class management plan should rely on this holistic vision. This vision is described by Nanbu (2012) in recommendation

of spatial activities stating that “Japanese schools are structured as communities based on whole child education, and the development of the whole child through special activities, is seen to provide a necessary basis for scholastic achievement. Special activities are the pillars of the Japanese model of schooling.” (p.4) In this view, Tsuneyoshi (2020) views schools as managed spaces and that students are not totally “autonomous” under this model.

The holistic approach with its special activities was mainly used in the studies related to the Egyptian Japanese Schools (EJS). The Egyptian Japanese Schools project is an achievement for Egypt’s’ vision 2020/2030 under the supervision of the Egyptian Ministry of Education with a presidential vision to cooperate with the Japanese (JICA) agency and the Egyptian Centre for Curriculum and instructional Materials Development department (CCIMD) starting with 35 schools at the academic year 2018/2019, till 48 at the year 2021/2022 and growing for more (Ministry of Education, 2022).

In their studies in an Egyptian context, Beshay, 2022; Mankarious, 2018; Nagy & Shaaln, 2018 examined the use of Tokkatsu activities in the Egyptian Japanese Schools in class contexts. Although these studies implemented the ground framework of Tokkatsu in both teacher training and class practice but they could not describe specifically how to link Tokkatsu to develop COPs, management issues or develop teacher competences compared to the main study. The need to create programs and training modules for teacher education in areas such as lesson planning and management competences was highlighted by Nagy & Shaaln, 2018

study that was implemented in an in-service setting compared to the main study.

Classroom management is an essential teaching competence practiced by pre-service teachers and continues to be a frequent practice during their teaching. According to Wright (2005), it is a key component in every teacher's practice and every daily experience. Classroom management practice starts early during teacher's education programs, mainly from the demo lessons supervised by mentors and professors in university programs. In his study, Korkut (2017) examined classroom management in pre-service teachers' teaching practice of demo lessons in comparison to actual lessons by in-service English teachers. The point-by-point comparison through both quantitative and qualitative analyses for (16) lessons, four in-service teachers and 8 pre-service teachers showed differences in management strategies followed. Demo lessons showed to be less authentic teaching situation for pre-service teachers. Similarly, to track these differences, another study by Kiely and Askham (2012) showed the differences in the aims of demo lessons' functions. The first is to provide a frame for testing and learning theories while the second is providing chances for guided or intuitive practices. There are differences between class management strategies in both pre and in-service teacher education.

Classroom management in EFL context in Japan has been discussed in different researches (e.g. Kawamura, 2000; Sakui, 2007; Terasaka, 2017; Wakazono, 2001). For instance, Sakui (2007) investigated classroom management in Japanese EFL classrooms to report the difficulties that arise in Japanese EFL

classrooms and the strategies they follow to deal with these class problems. The study highlighted classroom management as a serious educational and social problem in Japan. The study sampled (30) Japanese teachers that were members of a self-study group, which is common among Japanese teachers, and were apt to structured interviews. Results of the study showed that teachers followed balanced communicative language teaching and classroom management; spatial arrangement of classrooms as part of class management; defining both students and teachers roles; teachers have different perceptions about management problems not just due to communicative teaching practices.

In the Egyptian context, Classroom Management (CM) remains a challenge to novice and pre-service teachers. Abo Al-Ghait (2007) expressed the view that CM includes maintaining positive communication, behavior control and creating positive classroom climate through both verbal and nonverbal communication. This integration of communication is a challenge for novice teachers in large overcrowded classes in Egypt. Classroom management challenges were discussed through studies that attempted to integrate different approaches for managing EFL classes. For instance, a study by Aboufotouh (2020) used problem based learning for developing classroom management skills among EFL student teachers. Participants of the study were (30) senior students from the English department at the Faculty of Education who were randomly selected in a two-group design. Results showed developments in participants' use of CM strategies after the application of the program based on PBL. It can be inferred that using authentic strategies,

materials, and methods may enhance teachers' teaching competences such as classroom management and establish a community for their practice.

The concept of Community of Practice COP was early introduced by Lave and Wenger (1991) and then emerged as an EFL professional practice among students and teachers in both in-service and pre-service levels. Tanabe (2003) viewed the term "practice" a customary behavior or activity that is socially organized. In this view, a study by Yildirim (2008) aimed at establishing a COP among a group of primary school teachers to enhance their perceptions and knowledge of teaching English to young learners (TEYL). A group of female teachers with an experience that ranged from 3–6 years participated in the experiment. The study aimed to investigate their perceptions about COPs. Results of the interviews showed that the participants described the process of constructing new meanings from their experience, which frequently coincided with employing new activities, materials or methods of teaching. In similar pre-service context, COP was used in a digital platform using social media website (Face book) for developing writing (Abdallah, 2013). Within the Egyptian context of pre-service EFL teacher education, a Community of Practice (CoP) design facilitated by Facebook was used to integrate some new forms of online writing. Based on some preliminary empirical results triangulated with literature review, a preliminary design framework was proposed to guide this study. The study investigated some interventional tasks such as the possibility of integrating some new forms of online writing while participants were working as a community, both face to face and online. Participants

were 70 pre-service teachers from a total number of 109 3rd-year EFL student teachers at Assiut University College of Education (AUCOE) who, based on a screening interview, were identified as possessing the basic required electronic skills. Tasks were administered both face to face and online (mainly through Facebook), posts and comments, which were qualitatively analyzed. Results showed the value of establishing COPs for pre-service teachers in developing their skills.

Summing up, creating a well disciplined class is at the heart of the special activities approach with its holistic aims. This can happen through good lesson plans that integrate both cognitive and non-cognitive activities designed by the teachers who should be members of professional communities to help their students in turn- realize that they are part of a wider disciplined community who is disciplined. Thus, the main study utilized the holistic approach in a module that develops pre-service teachers' teaching knowledge, classroom management, and COP oriented competences as the following results show.

10. Results and Discussion

The results obtained from the study included both quantitative results (from the Teaching Knowledge Test TKT and COP test" and qualitative results from EPOSTL descriptors. The following section describes the results obtained from SPSS analysis of participants' scores through comparing their means as the following table shows:

Table (1) Descriptive Statistics of Pre and Post Scores

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Pre_TKT	45	12	43	25.04	6.708
Post_TKT	45	32	65	46.13	7.588

Pre_COP	45	6	19	12.82	3.263
Post_COP	45	13	24	17.69	2.644
Pre_Manage	45	14	34	22.84	4.871
Post_Manage	45	18	36	25.91	4.199
Valid N (listwise)	45				

Table (1) shows the distribution of participants, number (45), mean scores, standard deviation, and the type of assessment that was run over three variables (teaching knowledge, classroom management, and COP). The table shows that the mean scores of the participants were higher in the post testing (46.13, 17.69 and 25.91) compared to the pre testing (25.04, 12.82 and 22.84). The differences in mean scores were analyzed in light of the hypotheses of the study.

10.1. First Hypothesis

H.1. There would be statistically significant mean differences between participants' mean scores in the pre–post testing of teaching knowledge oriented competences favoring the post testing.

To verify the hypothesis, the following paired sample statistics was run to compare between the results of the participants in the pre and post testing of their teaching knowledge.

Table (2) Paired Samples Statistics

Variables		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_TKT	25.04	45	6.708	1.000
	Post_TKT	46.13	45	7.588	1.131

Table 2 shows the mean scores of the participants (pre 25.04 compared to post 46.13) in the pre and post testing of teaching knowledge. The following table verifies the significance of differences through the comparison of the mean scores.

Table (3) Paired differences

Pair 1	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre_TKT – Post_TKT	21.089	9.770	1.456	-24.024	-18.154	-14.480	44	.000

Table 3 shows that the result accepts the alternative hypothesis and rejects the null hypothesis. There are statistically significant mean differences (sig .000) in the pre and post testing of the teaching knowledge of the participants.

10.2. Second Hypothesis

H.2. There would be statistically significant mean differences between participants' mean scores in the pre-post testing of classroom management oriented competences favoring the post testing.

Table (4) below shows a pre and post testing comparison for participants' results scores in the classroom management.

Table (4) Paired Samples Statistics

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Pre_Manage	22.84	45	4.871	.726
Post_Manage	25.91	45	4.199	.626

The table shows the differences in participants' mean scores (pre 22.84 and post 25.91) favoring the post testing. Paired– Samples Test statistical running shows the hypothesis test results as in the following Table (5) which indicates the degree of significance.

Table (5) Paired differences

Pair 1	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre_Manage – Post_Manage	-3.067	3.208	.478	-4.030	-2.103	-6.413	44	.000

Table 5 shows that the result accepts the alternative hypothesis and rejects the null hypothesis. Therefore, it can be concluded that there are statistically significant mean differences between the participants' scores in the pre and post testing of classroom management competences favoring the post testing. Results also confirm that using the holistic approach–based program could develop the participants' classroom management oriented competences.

10.3 Third Hypothesis

H.3. There would be statistically significant mean differences between participants' mean scores in the pre–post testing of community of practices oriented competences favoring the post testing.

The following table shows the means of the participants (pre. 12.82 / post. 17.69) in the pre and post testing of communities of practice.

Table (6) Paired Sample Test

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Pre_COP	12.82	45	3.263	.486

Post_COP	17.69	45	2.644	.394
----------	-------	----	-------	------

Table (6) shows the difference in participants' means in the two tests favoring the post test, the following table (7) shows the degree of significance of this difference in participants' means.

Table (7) Paired differences

Pair 1	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre_COP - Post_COP	-4.867	4.026	.600	-6.076	-3.657	-8.109	44	.000

Table (7) shows the significance (.000) of the differences in teachers' means. This means that there are significant mean differences between the scores of the participants in the pre-post testing of community of practices related competences favoring the post testing. Therefore, the obtained results from the three tests of teaching knowledge, classroom management and community of practice indicate significant differences between the pre and post testing. This difference is in favor of the post testing, which means that the participants achieved a development in the three areas of teaching knowledge competences, classroom management skills and community of practice competence. Consequently, this development in participants' competence and performance confirm the effectiveness of the training module.

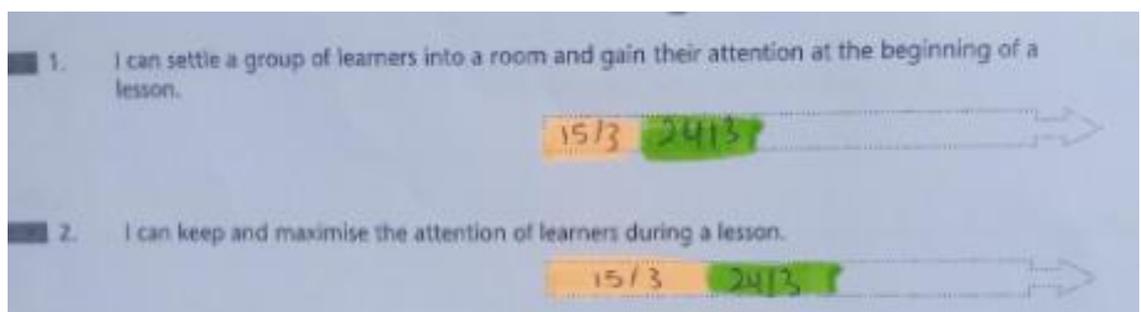
Qualitative results:

As for the qualitative results, the study utilized European Portfolio of Student Teachers of Languages EPOSTL as a tool for

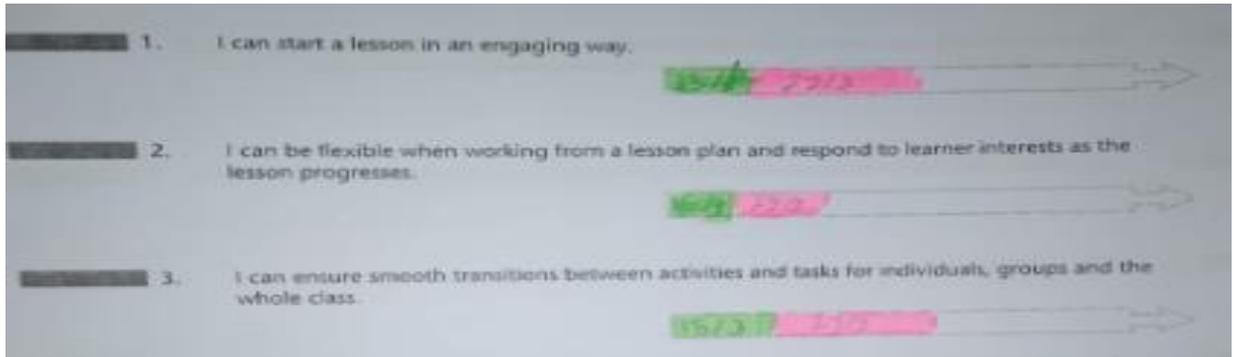
self-reflection by the participants. The portfolio was used as a tool to track participants' views about their classroom management as well as their teaching competences. According to Newby (2012, p.3) EPOSTL is a document "which would contribute to the harmonization of teacher education in Europe. The EPOSTL is a portfolio intended for students undergoing their initial teacher education which encourages them to reflect on the didactic knowledge and skills necessary to teach languages".

The portfolio utilizes 195 "I can descriptors" of didactic competences, which teachers strive to attain. Participants had to use the portfolio for self-reflection on their didactic progress and competence development through following each descriptor which is accompanied by a bar to visualize and chart participant competence. Participants were asked to color in the bar according to their own assessment. This self-reflection approach took place at different stages of the experiment.

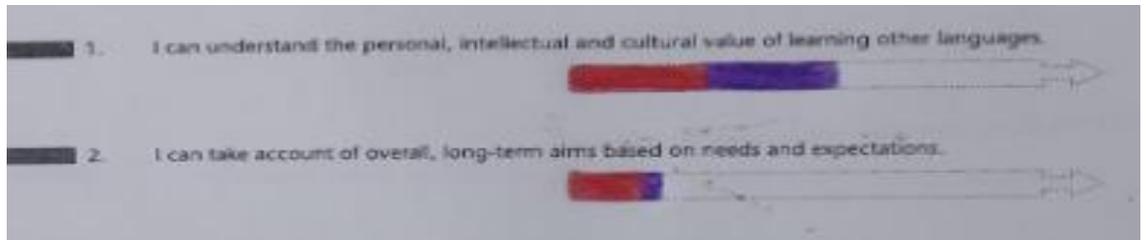
The following excerpt shows the tracking of "interaction with learners" as part of planning for classroom management oriented competences in the European Portfolio of Student Teachers of Languages EPOSTL:



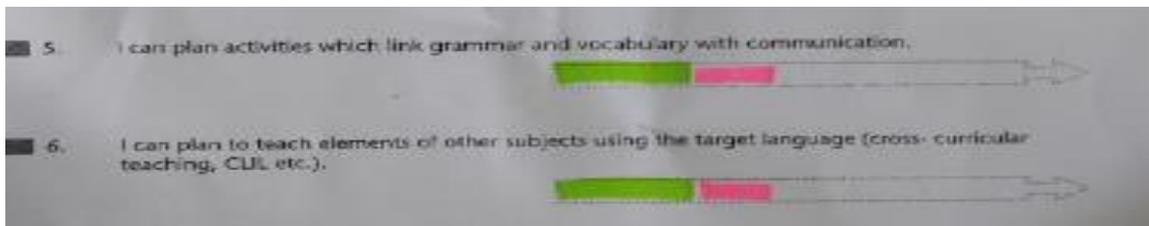
Similarly, the following excerpt for a participant exemplifies this tracking in "using lesson plans" descriptors:



Another example from a participant portfolio who responded to achieving "Aims and Needs" competence showed the following development:



In "lesson content" competences descriptors, the following example shows how a participant tracked his competence development:



The obtained qualitative results from (45) EPOSTL portfolios showed developments in participants' competences and didactic areas related to classroom management and teaching knowledge due to the training module. This development – as showed in the tracked descriptors– covered the areas of EPOSTL that included conducting lessons and classroom management. The portfolio use showed the development of participants' competences that are related to managing their classes and conducting their lesson effectively. Apart from the development achieved, participants could track their progress and report the amount of development in their skills.

11. Discussion

Results obtained from the application of this training program– based on Holistic approach covered three main competences (teaching knowledge– classroom management– community of practice). These variables were included in lesson planning framework at a pre–service setting. Both the quantitative and qualitative results obtained from the tests and the portfolio of participants indicated the positive impact of using the module based on holistic Tokkatsu approach in developing the pre–service teachers' competences. Discussing these results within the framework of the study will include the three variables of the study as follows.

First, literature related to using the Holistic approach and special activities "Tokkatsu" for developing EFL teaching knowledge competences. Although the holistic approach was used in teacher training contexts, there are few studies that utilized the approach in pre–service contexts at the Arab and Egyptian TEFL contexts. The main study differs in its design with a study by Mostafa (2021)

although they both gained results from qualitative results but the main study used it differently. The main study utilized a European portfolio over Egyptian participants to verify the value of reflection in developing teaching competences. While the study's participants utilized portfolios, Mostafa's study utilized inductive analysis of the reports submitted by the trainees. Both the studies highlighted the value of the holistic approach in developing teachers' practices. The value of holistic approach obtained stressed by the obtained results of the main study agree with other Japanese studies (e.g. Takayanagi, 2007 and Tsuneyoshi, 2020).

Second, the relation between the obtained results from this study and literature related to classroom management. Lesson planning was used as a means to develop classroom management by (Kortuk, 2017) and this agrees with the results of this study. Although both the studies promote the use of lesson planning as a means to develop pre-service teachers' competences but the main study is different in the integration of planning with other teaching areas such as COP and teaching knowledge. The results also agree with a study by Sakui (2007) which investigated classroom management in Japanese EFL classrooms. Both the main study and Sakui's highlight the importance of class management as an area of research. This also agrees with similar studies (e.g. Sakui, 2004 and MacConnell, 2000).

Third, literature related to communities of practice and the results of the main study. The study utilized Tokkatsu activities with its holistic approach (Tsunyoshi, 2012); it utilized its collaborative-based activities to develop the research variables within the Egyptian

course book. This agrees with what Tsunyoshi stated "Tokkatsu model is constantly reviewed through collaborative teacher learning; this also means that if a different society adopts the model, the specifics will differ since the identified needs of the children are different" (p.6). The obtained results agree with the key concepts of Tokkatsu model as discussed by Tsunyoshi as it highlights the following: (a) learning by doing (b) child-initiated activities (c) self-motivated, inner-motivated action (d) cooperative learning (e) integration (f) collaborative problem solving out of the classroom (g) Egalitarianism (h) education for life.

The main study agrees with Haneda (1997) view of COP as a "situated activity and as an integral and inseparable aspect of engaging in the practices of a community" (p.31). The activities of the program could develop participants' competences about COP through the shift from individual learning practices to shared practices which are in the heart of COPs. Although both studies were implemented in pre-service education contexts, they differ in using lesson planning as a medium for competence development while Haneda's utilized student conferences for concepts formulation and identification. Both studies agree on Lave and Wenger's notion (1991) of community of practice.

The study concludes the following principles about implementing Tokkatsu within the above setting:

- There is a need for establishing self-study groups among EFL teachers similar to Japanese educational system.
- Tokkatsu-based classroom management system has no place for punishment acts.

- Nature of the academic subjects with its life based activities guide the practices inside classrooms.
- Leadership tactics in the activities guide the academic practices shown in lesson plans.
- Reward strategies are whole-class based not in an individual merit.
- Leadership is in a role switching basis and students have to learn how to be leaders as well as members of a group or community of practice.
- Behavior modification is the core of management procedures in Tokkatsu.
- There are follow-up strategies to be followed in cases of behavior modification.
- Single-aim cards track the change that happens in child behavior as part of planning for behavior management in Tokkatsu based classes.

12. Conclusion & Implication

Following a one-group quasi-experimental design, the study utilized the holistic Tokkatsu special activities in lesson planning as a framework for developing pre-service English language teachers' teaching knowledge, classroom management and community of practice competences. The study highlights the use of reflection as a tool for developing self-assessment practices in pre-service teaching context. The study concludes that using Tokkatsu special activities can develop pre-service teachers' competences of teaching knowledge, classroom management, and community of practice. Results of study can be used in initial

teacher education context, teacher training, professional development training, teachers' academies, Faculties of Education and Egyptian Japanese Schools EJS unit as well as a framework for the practices in EFL classes at the Egyptian Japanese Schools. Further research is recommended to investigate the effect of culture in the practices of Tokkatsu such as the lesson study and class council.

13. References

Abdallah, S. (2013). A Community of Practice facilitated by Facebook for integrating new online EFL writing forms into

- Assiut University College of Education. *Journal of New Valley Faculty of Education*, 12(1), Assiut University, pp.581–650.
- Abolfotouh, M. (2020). Utilizing problem based learning for developing classroom management skills among EFL student teachers. *Journal of Faculty of Education*, Benha University, No 122, Vol. (4).
- Abu Al-Ghait, R. (2014). The Effectiveness of a Proposed Program in Electronic Assessment on Developing EFL Teaching Skills for Student Teachers at Faculties of Education. *Ph.D. Dissertation*, Faculty of Education, Mansoura University
- Ayoub, G. (2019). Teachers' experiences in overcrowded classrooms in Egyptian public schools. *Master's Thesis*, the American University in Cairo. AUC Knowledge Fountain.
- Egyptian Ministry of Education, (2022). The Egyptian Japanese Schools. Retrieved: <https://moe.gov.eg/ar/what-s-on/news/egyptian-japanese-schools1/>
- El Bahnasawy, F. (2018). Taking an advantage of the model of an integrated building personal TOKKATSU and its application in Japanese education in music education activities. *AMESEA Journal*. DOI: 10.21608/AMESEA.2018.75993
- Eskasasnanda, D. (2019). Implementation of Tokkatsu to Improve Face-to-Face Interaction between Students. *Advances in Social Science, Education and Humanities Research*, volume 404.
- Haneda, M. (1997). Second Language Learning in a 'Community of Practice': A Case Study of Adult Japanese Learners. *Canadian Modern Language Review/ La Revue canadienne*

des langues vivantes 54(1):11–27. DOI:
10.3138/cmlr.54.1.11

- Kawamura, S. (2000). *Gakkyuu hokai yobou, kaifuku manual* [Classroom collapse prevention and recovery manual]. Tokyo: Tosho Bunka.
- Kiely, R., & Askham, J. (2012). Furnished Imagination: The impact of preservice teacher training on early career work in TESOL. *TESOL Quarterly*, 46(3), 496–518. <https://doi.org/10.1002/tesq.39>
- Korkut, P. (2017). Classroom management in pre–service teachers' teaching practice demo lessons: A comparison to actual lessons by in–service English teachers. *Journal of Education and Training Studies*. DOI:10.11114/JETS.V5I4.2164
- Kusanagi, K. (2019). Education for Sustainable Development and the Implementation of “TOKKATSU” in Indonesia. International conference on social studies and environmental issues, *Advances in social sciences, Education and Humanities Research*, Vol.404
- Lave, J. & Wenger, E. (1991). *Situated learning: legitimate peripheral participation*. Cambridge, UK: Cambridge University Press
- MacConnell, L. (2000). *Importing diversity: Inside Japan's JET program*. Berkeley, CA: University of California Press.
- Mankarious, F. (2018). Tokkatsu activities in the Egyptian Japanese schools. *First international conference of Faculty of childhood education*, Assuit University.
- Marzano, R. (2003). *What works in schools*. Alexandria, VA: Association for Supervision & Curriculum Development

- Ministry of Education MOE. (2021). Egyptian Japanese Schools EJS. Retrieved: <https://moe.gov.eg/ar/what-s-on/news/egyptian-japanese-schools1>.
- Mostafa, Y. (2021). EJEP as a professional training program for Tokkatsu- learning from teachers' practices towards Egypt vision 2030. *Second world conference on teaching and education*, Vienn, Austria.
- Muthusamy, N. (2015). Teachers' Experiences with Overcrowded Classrooms in a Mainstream School. *Doctoral dissertation*, University of KwaZulu-Natal
- Nanbu, K. (2012). *The world of TOKKATSU: A guidebook for teachers*. Retrieved: https://www.p.utokyo.ac.jp/~tsunelab/Tokkatsu/cms/wpcontent/uploads/2016/03/the_world_of_Tokkatsu.pdf
- Nessipbayeva, O. (2012). The Competencies of the Modern Teacher. *Bulgarian Comparative Education Society*, Paper presented at the Annual Meeting of the Bulgarian Comparative Education Society, Kyustendil, Bulgaria.
- Newby, D. (2012). *Insights into the European Portfolio for Student Teachers of Languages (EPOSTL)*. ECML, Council of Europe
- Sakui, K. (2004). Wearing two pairs of shoes: Language teaching in Japan. *ELT Journal*, 58 (2), 155-163
- Sakui, K. (2007). Classroom management in Japanese EFL classrooms. *JALT Journal*, Vol.29, No.1, May.
- Serrat, O. (2017). Surveying communities of practice. DOI: 10.1007/978-981-10-0983-9_82

- Shaalan, E. & Nagy, F. (2018). Training needs of EJS teachers in Tokkatsu according to their views. *Fayoum university journal of educational and psychological sciences*, Vol. 71, No. (4)
- Sullivan, C. (2012). *A Case Study of the Impact of Class Size on Teacher Efficacy*. North Carolina State University.
- Takayanagi, M. (2017). The history and the educational meaning of special activities. *Biwako Seikei Sports University Bulletin of Research*, 14, 159–170
- Tanabe, S. (2003). *Anthropology of the way of life: What is the practice?* [In Japanese], Tokyo: Kodansha Gendai Shinsho
- Terasaka, A. (2017). Classroom management strategies in Japanese elementary school. *Paper presented at United States Study of Education in Japan*. National Institute of Education, Washington D.C.
- Tsuneyoshi, R. (ed.) (2012). *The world of Tokkatsu*. With the assistance of Tamaru, M. Retrieved: <http://www.p.u.-tokyo.ac.jp/tsunelab/Tokkatsu/>.
- Tsuneyoshi, R.; Sugita, H.; Kusanagi, K. and Takahashi, F. (2020). Tokkatsu the Japanese Educational Model of Holistic Education. *World Scientific*
- Wakazono, K. (2001). Gakkyuu keiei ga konnan na joukyou wo gutaiteki ni haaku suru [Understanding specific conditions of classroom management difficulty]. In T. Matsubara (Ed.), *Resources of school psychology for teachers* (pp. 38–45). Tokyo: Kyouiku Kaihatsu Kenkyuusho
- Wright, T. (2005). *Classroom Management in Language Education*. New York: Palgrave Macmillan. Retrieved: <https://doi.org/10.1057/9780230514188>