Explorations in Teacher Education

JALT Teacher Education SIG Newsletter

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Contents

And Now a Word from...The Editor

Hello and welcome to the Winter edition of Explorations in Teacher Education (Volume 17, Issue 1), the newsletter of the Teacher Education Special Interest Group (TE SIG) of the Japan Association of Language Teachers (JALT).

Well, first off, I'd like to wish you a happy new year. It seems to be quite awhile since I've written one of these. Which means of course, that it has been quite awhile. Which means of course, that apologies are in order for the late appearance of this newsletter. Indeed, by the time you are reading this it will no longer be winter! However, as it was winter when I started work on this issue and it was still winter when I had almost finished it, I'm going to stick with "winter" in the title. For quite some time after the conference I did not know what the current situation was because I couldn't find anyone who had attended the SIG AGM! Obviously, I didn't attend myself, which I'll be the first to admit is a bit poor for a continuing committee member. However, I really had no choice as I had to work on the day of the AGM. Eventually, I found out that Michael Crawford, after a couple of years as treasurer, stepped down, as did Paul Beaufait after, I think, three years as membership chair. Thanks to those two for all their efforts. Now, Tim Knowles is treasurer and Jan Visscher is the membership chair. Colin Graham remains as Coordinator.

As this year's JALT National Conference has a strong teacher development theme the SIG will be making a significant contribution to funding two of the key speakers. Over the last year or so there have been calls to change the name of the SIG to *Teacher Development* so as to more closely reflect the interests of most of the membership. This is being discussed on the group's Yahoo list, so if you would like to contribute your thoughts, sign up to the list.

Recently, I have received some emails from members complaining that they have not received copies of the newsletter. I should like to point out that this is primarily an electonic newsletter. However, it is provided in pdf format for easy printing. Some people prefer to read paper documents though, so if you would like to receive a paper copy just let me know and I'll start sending them to you. Usually, when there is a new issue available the membership chair sends an email to the membership including a link to the new newsletter. The newsletter becomes available to the general public later, through the website.

Hope you enjoy the issue.
Simon Lees, Editor

Developing Student Responsibility

Ben Backwell

As a teacher I often hear about the importance of making classroom activities fun. There is no doubt we want our students, and equally ourselves, to enjoy each lesson and feel good about coming to our English classes. The point of this article is to examine another element of motivation, one that is sometimes overlooked in the rush for fun. That is the value of students being responsible for their own learning. This paper will focus on how I have promoted student responsibility in my English communication classes, how it can be measured and the importance of it.

As teachers we can be called "managers of learning" (Larson Freeman JALT conference 92). Our job is to create opportunities for students to use and develop their language abilities. These activities can be designed for maximum enjoyment and yet not all students may seize the opportunity to develop their language skills. As the saying goes "You can lead a horse to water but you cannot make it drink." So how can we further encourage our students to participate more actively and positively in our classes?
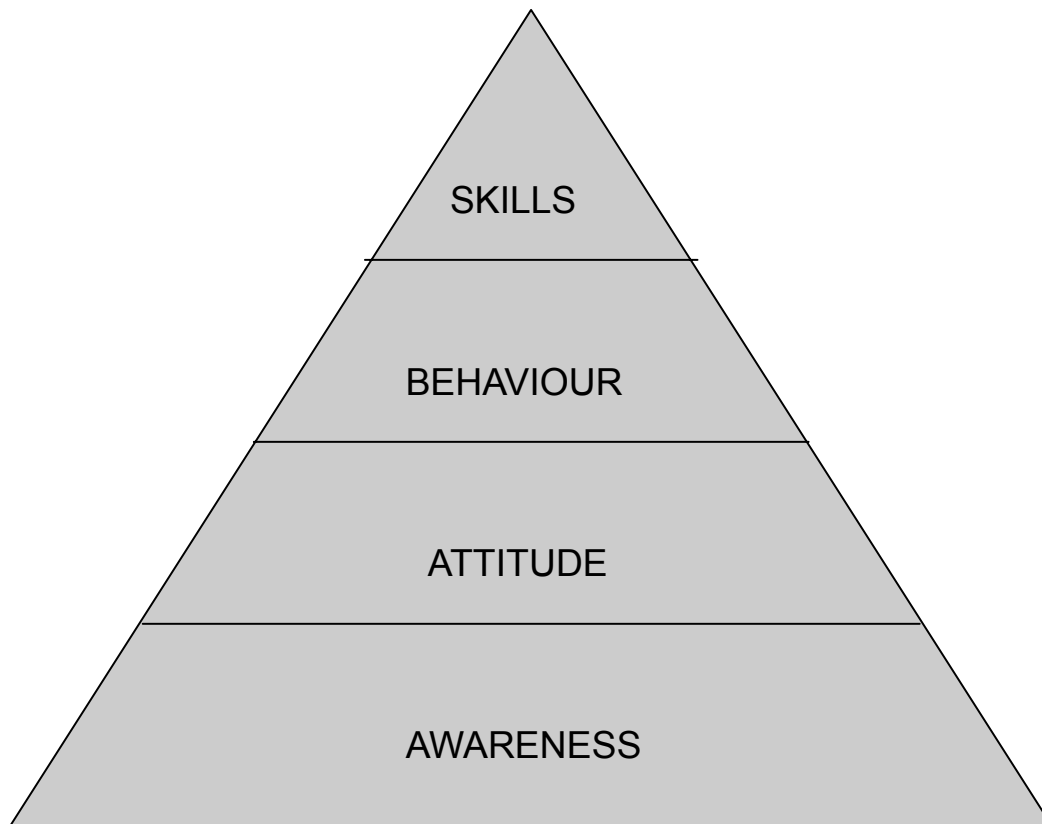
(The Skills Development Triangle, taken from Mateer's "learning communities and learners as experts", JALT presentation 2008)

As the above triangle shows, the basis of skills development is awareness. We need our students to first be aware of how to improve and the active role they must take in this process.

In my first lesson with a new class we embark upon responsibility awareness raising. I ask the students to write down all the ingredients necessary to make a delicious hamburger. Students make a list such as: warm toasted bun, 100% beef patty, fresh lettuce, fresh tomato, ketchup sauce, slice of cheese, etc. By the end of the exercise there is a mouth watering burger description. I then ask them to list the ingredients necessary to make a great student. After some thought the list often boils down to something like this: The student:

1. comes to class on time

2. turns off her phone

3. uses English when she can

4. brings all the necessary materials

5. asks a question when she doesn't understand

6. does the homework

7. concentrates on the task

As students become aware that there is a list of criteria for their perfect hamburger so they consciously wake up to the fact that there exists a set of criteria for being a great student. Next, I take this student-generated list and turn it into a handout which every student receives in the second lesson (see appendix). This form, known as the Participation Self Evaluation List (P.S.E. List) becomes a crucial part of the student's final grade. It is taken out at the end of every lesson and the students check off with a pen whether or not they achieved the criteria. The P.S.E List is handed into me on the final day of class. It is worth 50% of the grade as it represents the effort each individual put into the course (as opposed to the attainment which the student demonstrates during the test). The list hammers home the message that the process of learning is as important as the result. Since I got this idea from Brad Deacon's presentation at the Kita Kyushu JALT Conference 2006 (see Backwell, Emori JALT Review 2006) it has become an integral part of my teaching.

Let me explain a bit more. Every community has rules, whether they are explicitly or implicitly stated. In my learning communities the students brainstorm the list and agree upon the criteria. In other words, they define ways to measure their quality as students compared to

the P.S.E List. Students often have low self-expectations due to the unclear or unstated expectations of the teacher. We have all encountered students who hope to pass the course by simply coming to class. They follow the Woody Allen mantra that "showing up is 80% of life." I agree that showing up is a great start but the P.S.E List clearly states the behaviours necessary for students to progress beyond that level, not only in terms of intra-personal and language development but also with regards to interpersonal skills in a communicative environment. This student-generated list is a powerful tool in raising student awareness and creating a momentum towards a more self-reliant student.

Having said this, the list has no value unless the students fill it in honestly. If a student checks to indicate that she spoke only English to her partner, but in fact you heard them using Japanese then make sure she corrects her self-assessment. I do this from the start of term and do not allow a single indiscretion to go unnoticed. We need to set the tone from the start of the course and be consistent. I therefore circulate while students are filling in the form at the end of class and glance over their paper.

Students are encouraged not only to evaluate their classroom participation in terms of behaviour, but specifically in terms of language use. Laying out my expectations in the first lesson, I explain that this class is an English first environment. This means that whenever possible classmates are expected to speak English to one another and me. When they cannot express themselves in English it is okay to use Japanese. I work however, to reduce this scenario through the following techniques.

Language Goal Setting
To promote an English first environment at the start of each class I write on the top right area of the board:

target English   %   English spoken   %

At the beginning of class students take down these phrases at the top of their paper and write down their target goal of how much English they intend to use in class e.g. target English 80%

At the end of class each learner then estimates how much English they actually spoke e.g. English spoken 70%

I believe that the best learning takes place when we have goals. These goals provide a meaning to our learning which enhances motivation to learn. At the mid semester test I ask each student if their goals and results are realistic and suitable. Although it is more motivating

if students usually reach their goals it does not matter if the learners do not always attain their targets, as the fundamental point is having a goal in the first place.

Communication Strategies

My aim is to keep students in English as much as possible during the lesson. To do this we must be aware of moments in the class when it is tempting for students to lapse into their mother tongue. One classic moment when students often revert to Japanese is when there is a communication break down and they do not understand something important. With this in mind I hand out a list of important phrases in the first lesson that help to navigate through misunderstandings in English. These include:

Please speak more slowly

Please speak louder

What does   mean?

Please repeat what you just said.

Rather than look at this list and then put it away never to be seen again, we first read the list, check the meaning and practice it. I ask students some simple questions but very quietly or too quickly e.g. What is your name?   or Howoldareya?

The student must use the correct phrase from the list and I repeat the question more clearly to which they give their answer. These strategies are then practiced in pairs. Student B talks for one minute about their hobbies but forces Student A (the listener) to use 3 of the clarification phrases as in my example. The students then swap roles and student B gets the opportunity to use the clarification phrases. At the start of every class, when taking role, I also throw in some simple questions but in a manner that makes the use of clarification phrases necessary. I do the same in mid semester and end of semester tests e.g. "Hi Satomi, Whatisyourstudentnumber? Satomi is expected to use the clarification strategies we have practiced in the first lesson and every week since then.

One principle at work here is: Be consistent – teach as you test and test as you teach. Of course the other main point is: In an English first classroom, make sure students are aware of the appropriate skills to keep them in English. Thus they develop a resilient attitude towards communicating in English, enabling them to remain in the foreign language even in

unexpected and unrehearsed scenarios.

Spelling Game

Another example of promoting student responsibility and proactivity for their own learning is when the student asks for help spelling an English word. The typical consensus in this scenario is that the teacher is the expert and the student is the novice. Yet, I believe we can interact with our students so that they develop a sense of expertise without the teacher. For example, if the student asks "How do you spell?" , instead of going to the board and writing the word itself, write out the number of letters as blanks and get the student to fill it in by asking for the first letter. If she says "M" write both Ms e.g. m- - - - - -m

Other students will see this spelling game and, if the student involved can't guess, encourage other classmates to answer. They will, and usually they'll shout out the letters. In the highly unlikely event that no one responds, give them a hint by writing in another letter or two, and get them to guess again.

This is a small, fun technique but the message is powerful: The teacher is not going to do for you what you can do for yourself. I came across this technique on my graduate school course while studying a methodology called The Silent Way. Silent Way encourages students to take risks in their learning through simple tasks such as guessing spelling rather than being handed the answer on a plate by the teacher. In Silent Way the role of the teacher is not to provide answers but to be a guide for the student so that she can come to her own conclusions. We teachers do this by scaffolding the challenge so that it is set at the student's level. In this spelling game example the teacher shows the student the number of letters necessary for the word without giving those letters. The student then has a structure in which to work. It is this framework which provides security for the learner to make guesses. It may take an extra minute to perform this exercise but the quality of that minute is gold compared to dishing out the answer for them. It is gold because of the critical thinking that occurs in the student's mind and the trust the teacher shows the student - an experience some students may not have had before.

To summarize, teachers can raise student awareness of their own responsibility in the learning process. Teachers create an environment where students can set clear, achievable goals and teachers need to monitor that their self-evaluation is honest. The teacher regularly reviews these behaviours and skills in both weekly lessons and tests. The teacher helps students see that learning and becoming fluent in a foreign language takes time and effort on the student's part. It is the learner's responsibility to identify the most effective ways to learn.

In this manner, students find purpose and meaning not only in reaching their goals, but in the process itself. They come to rely more on themselves rather than on the teacher as a source of knowledge. As a result, students feel more in charge of their learning. When these practices are combined with materials which focus on the student herself e.g. self introduction, family, part-time jobs, hobbies etc., students feel themselves to be not only experts and responsible for the process but also the content, for no one knows their hobbies better than themselves. I suggest making the student the source of the content and the process. In this manner, intrinsic motivation is hugely increased and the individual learner becomes a major stakeholder in the learning process and the content.

The feedback I got from students on these practices was very positive. Many students said it helped them to concentrate to have a goal for the class or that they felt they had accomplished something tangible which sometimes they did not feel from other classes. One student wrote "When my mum asked me what I did in class last week I said I spoke English 75% of the time." Many students were also pleased that these goals were not imposed by the teacher. Almost all students said they had not been exposed to such practices before, so it was not surprising that a few students did not think these techniques to be helpful. "The goals I set were too easy or too hard. I cannot find how to decide a useful goal."
"It makes me tired to think about the P.S.E List every class. The teacher should do these things."
It therefore appears student responsibility may not be for everyone.

I have gathered these techniques over the last couple of years as I bumble and stumble along in my teaching. Although I incorporate these practices at the start, middle and end of every class and in tests, I sense I am only seeing the tip of the iceberg. This paper is simply a list of my teaching philosophy and techniques so far. It would be wonderful to hear any more techniques or related principles on student responsibility that you may have.

In a world of growing turbulence such as the inevitability of Peak Oil, climate change, national population decline and economic uncertainty, one of the greatest gifts we can give our students is the respect of treating them like adults. These challenges are real and sooner rather than later they will have to make much bigger decisions than the ones they face in my classroom. I hope these techniques are a wake up call for what lies ahead as well as being a new angle on the ways to motivate the people in our classrooms.

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Classroom Participation (date)																
I arrived on time.																
I brought all the class materials.																
I spoke in English to my partner.																
I completed and brought my homework.																
I turned off my phone and put it in my bag.																
Total																

Participation Self-Evaluation List

Name   -   .

Student #

        Class   .

5 = Wonderful!!!   3 - 4 = Below average   1 - 2   = Why are you here?

Teaching English in English

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Introduction

On December 22, 2008 the Ministry of Education, Culture, Sports, Science and Technology announced proposed curriculum changes that would be implemented from the 2013 school year. These included a plan for high school English classes to be conducted primarily in English, although ministry officials said that difficult aspects of instruction, such as grammar, could be taught in Japanese.

Just one month before this announcement, I gave the following short lecture at Toyama University of International Studies (TUINS) Attached High School (富山国際大学付属高等学校) to visiting Japanese teachers of English (JTEs), mostly from high schools and including a group of education master's degree students from a local university, after they had observed English classes taught by teachers of the host high school as part of a day for open classroom observations for its SELHi program. TUINS HS has completed five years as a designated Super English Language High School (SELHi). The commitment and effort by all the teachers and students have been outstanding, along with full support from the school administrators. Their hard-earned achievements are visible to any observers and the success of the program will continue to advance. I have been a member of the SELHi advisory committee for TUINS HS since the program started in 2004. (See "SELHi progress, problems and prescriptions" in *Explorations in Teacher Education,* 14 [1], pp. 5-12.)

The visiting JTEs, of course, observed the TUINS HS teachers conducting their lessons in English and were duly impressed with their effective use of English in the classroom. The classes included not only those of the International Course, with students having higher English language proficiency, but also the "Frontier" classes, following the general school curriculum, with students having lower levels of English language proficiency and being generally less academically oriented.

Following is the text of my lecture on teaching English in English, the content of which is now even more relevant for all JTEs in light of the recent announcement by the Ministry of Education.

Teaching English in English

It is important to understand that the effectiveness of the TUINS HS teachers in teaching English in English has been achieved through very hard effort and their focus on developing specific skills for delivering their lessons in English. These are acquired skills. They do not manifest themselves simply because the teachers have a high level of English language fluency. So, in this lecture I will speak about (1) the rationale for teaching English in English, (2) the nature of the skills needed to teach English in English, (3) some ways of acquiring and developing those skills, and (4) the context in which such English language teaching takes place.

The rationale is simply and emphatically that learners of English need English language input in the classroom. This common sense notion has been supported by countless empirical studies and in theories that underpin communicative instructional methodologies. Teaching English in English results in better language learning. This is self-evident.

For more than 100 years the *yakudoku* style of instruction through the medium of Japanese has failed miserably. In 2002 the Ministry of Education acknowledged the inadequate English language skills of most Japanese people in its policy statement that introduced the SELHi program as part of its "strategic plan to cultivate 'Japanese with English abilities'" by "drastically improving the English education of Japanese people."

Yet, the necessity of teaching English in English goes much deeper. Our understanding of English as an international language implies the ownership of the language is in the hands of non-native speakers as well as native speakers. This means that control of the use of the English language is in the hands of Japanese themselves. It is essential that Japanese students see and hear their Japanese teachers of English as models of successful language learners. Japanese teachers are potentially the greatest resource and motivators for their students, who need to see and hear their teachers using English with them and to be provided with opportunities and support to use English themselves.

Furthermore, only when JTEs themselves make the effort and take the risk to use English in their classroom instruction can they have the moral authority to expect and elicit from their students the use of English. Only when JTEs can show their own comfort and security using English can they make a comfortable and secure environment in the classroom for their students to use English. Only when JTEs themselves have acquired the tolerance to accept not being able to express themselves in English as fully as they would like to, can they pass on to the students in their classrooms this critical element of language learning. JTEs

demonstrated confidence in using English in front of their students inspires their students' faith in their teachers who then in turn are strengthened even more to feel freedom and assurance to do what they want to do to make their lessons more communicative and meaningful, more interesting and more effective.

Since the SELHi program started at TUINS HS in 2004, the TUINS HS JTEs have demonstrated the courage to challenge themselves by throwing off the old, ineffective ways of teaching English in Japanese. As a member of the advisory committee and a frequent observer of their classes, I am very proud of them and what they have achieved, which surely was evident in the observations of their classes.

They came to understand long ago that merely speaking English in the classroom does not equate with the skillful use of English to teach English effectively in the classroom. As for the nature of those skills, teachers need to speak in English very clearly with an appropriate volume of their voice and good enunciation, which means saying every part of every word as clearly as possible. Especially with low proficiency students, teachers need to speak with a simple, limited vocabulary and syntax, and in a linear manner, that is, in a straight line, from point A to B to C, without diversions or interruptions in what they say. Points need to be expressed concisely and precisely. The content must be cognitively simple, to fit students' level of comprehension. Teachers must speak in carefully measured phrases, followed by pauses, and employ a judicious amount of repetition. They must speak with a suitable pace and rhythm. Lastly, they must have tolerance that they may still not be understood fully by all students. These characteristics are acquired skills that are developed from training, practice, and experience.

Teaching English in English is for JTEs. It is not for ALTs. Almost all ALTs are untrained, unqualified, inexperienced, and ineffective as classroom teachers. They do not have the expertise to teach a class of Japanese English language learners merely because they are native speakers. JTEs must not surrender to them their responsibility to teach their students in English. As I just pointed out, it is imperative that Japanese teachers of English be the principal instructors of Japanese students.

As one way to develop the skills to teach in English, JTEs need to rehearse what they will say in class. They need to be exceedingly well prepared with well-structured lessons. In rehearsing, they need to practice out loud what they will say in class, not to memorize what they will say, but to be so well rehearsed that in class the words will come out in the way I have described. Perhaps at first they could even write out what they will say. From time to

time teachers should be observed and critiqued by fellow teachers who have built up trust and confidence in each other to do so. In fact, I believe that one of the great outcomes of the SELHi program is the open classrooms, and the collaboration and constructive critiquing among teachers. They can also video record their class lessons from time to time and critique their performance. After 35 years of classroom teaching, I still always rehearse, or review in my mind at least, what I will say in the classroom. I feel rewarded when again and again over the years I have been told by students that I am easy for them to understand.

As for the context of teaching effectively in English, I refer to the 5M's: mission, methods, materials, management of the classroom, and motivation.

Teachers, first of all, must have a clear conception of their mission. They need to know and understand clearly and concretely what they want students to achieve. Instructional goals and objectives must be understood and accepted by both teachers and students.

Teachers need to establish a good, working instructional methodology. For almost all practicing classroom teachers this is an eclectic style that incorporates a variety of elements fashioned to fit the individual teacher and his/her particular classes of students. Now we are talking about the foundation element of teaching in English. The TUINS HS SELHi program also includes project-based learning and basic classroom methods such as student-centered, interactive work done in pairs and small groups.

From this foundation, the teacher must be skilled at making suitable lesson materials that fit and serve that methodology. It is not enough even simply to use a good textbook. In teaching English as a foreign language in Japan, it is especially important that lessons be made meaningful in students' lives.

In addition, classroom management is vital for teachers to be able to achieve their instructional goals and objectives, and to carry out their lessons with their methods and materials. Classroom management involves not only matters of discipline that may need to be addressed with students but also, much more essentially, the relationship between teacher and students. In fact, it includes everything that happens in the classroom and the entire instructional process.

While teachers may establish their mission, devise good instructional methods and materials, and effect good classroom management, attending to all these "M's" is hard work day after day, and week after week. Furthermore, teaching is loaded with frustrations, disappointments,

and failings, especially for teachers just starting their practice and even for veterans entering new instructional territories, for example, with communicative language teaching in English. Thus, the fifth "m" needed to sustain the teacher through all this is motivation, the "fire in the belly" that is the driving force and the accepted responsibility to do what you need to do.

It is very important for JTEs at middle schools and high schools to see that students like their own can understand, actively participate in, enjoy, and benefit from communicative-based lessons that are delivered in English. The lessons presented by the TUINS HS teachers should have provided that opportunity for the visiting teachers. In this lecture, I hope I have been able to put a frame around their work, and so provide a little deeper understanding of what is involved in teaching English in English. The task now has been set for you.

Postscript: The issue of grammar instruction
In the question/answer session that followed the short lecture, I was asked (unsurprisingly) about the matter of teaching grammar in English. Following are some of the points I made in response. I limit it to these at this time, as a fuller treatment of this aspect of instruction would need considerably more space.

I pointed out that it is a stretch at least, if not an illusion, for JTEs to think that merely because they speak in Japanese, their students really understand their explanation of grammar points. In fact, the evidence from my experience of 24 years teaching their charges after they graduate from high school, at college and university level, is that most students, in fact, understand little about English grammar and certainly do not exercise much control of its usage. I stated that while some explanation of grammar points, in Japanese or English, surely is desirable and necessary, clearly it is not sufficient for students in order to gain enough understanding and control for recognition and application. Instruction for grammar points requires imaginative ways for students to use the language repeatedly in meaningful contexts. I have discussed this point with TUINS HS teachers giving concrete lesson ideas for specific grammar points. They are learning more and more how to develop such lessons and to implement them in their classrooms by teaching English in English.

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Goals, Success, and Motivation in the Second Language Classroom

J. Paul Marlowe

Purpose

Students in my classes are motivated to study English for a variety of reasons. With my research, my goal is to identify student motivational goals and how each of these goals affects their perception or belief concerning successful communication in learning English as a foreign language. Once this is established, my next goal is to understand how I can teach more effectively to help students achieve what they believe to be successful communication in English. This research was shared with other colleagues as a presentation at the school's annual teacher development meeting in October 2006.

Research Question

How do different motivational goals between students affect their beliefs about successful learning and my approach to teaching?

Sub questions

• What reasons do students study English in a non-English-speaking region?

• What do students believe is successful communication in English?

• What is the relationship between motivation and students' ideas of success?

• Taking my personal goals as a teacher into account, how can I adjust to the motivational needs of students?

• Once individual student goals have been identified, how can I encourage students to achieve their goals independently outside the classroom?

Background

Motivation

Definitions of motivation vary, usually depending on the theoretical perspective of a given researcher. Generally, motivation in the second language classroom stands apart from general classroom motivation in part because of the long-term commitment it takes to reach a level of fluency. Research on motivation in the second language classroom generally begins with the dichotomy developed by Robert Gardner and William Lambert. The model developed by Gardner and Lambert divides language learners into two motivational

categories: integrative and instrumental motivation. Integrative describes language learners who have a high level of interest in the culture and community of the target language and attempt to integrate into that community. Instrumental motivation is used to describe learners who have immediate or practical goals for the use of the language such as a job or an examination (Lightbown & Spada pg. 56). However, this model has been consistently criticized by researchers for its simplicity.

The integrative/instrumental model fails to consider learners who study a second language for both of these factors, neither of these factors, or a combination of several factors. Continued research in this field, particularly by Zoltán Dörnyei, has expanded Gardner and Lambert's original model to include factors such as aptitude, personality, intelligence, anxiety, and learner beliefs.

Learner beliefs

The issue of learner beliefs is essential for teachers to acknowledge because "learners' belief systems influence how they conceptualize learning and the way they interpret learning within the classroom context" (Richards & Lockhart pg. 58). Essentially, learner's beliefs affect their approach and behavior toward learning within the classroom. Furthermore, there has been a lot of evidence to suggest that "learner beliefs can be strong mediating factors in their experience in the classroom. This can be challenging for language teachers as there may be inconsistencies between learners' beliefs and the instructional approach used by teachers.

Adult learners, in particular, were cited as having "strong beliefs and opinions about how their instruction should be delivered" based mostly upon their learning experiences from the past (Lightbown & Spada pg. 59). Learner beliefs can be divided into several categories including beliefs about English, speakers of English, language skills, teaching, language learning, classroom behavior, self, and goals.

Learner goals/success

While there are several studies devoted to motivation and to a lesser extent, learner beliefs, there is very little available research in regard to learners' beliefs about goals and success in the second language classroom. Perhaps there is an underlying assumption that every student has "fluency" invariably as their set goal without any definition of what fluency means or how the definition of fluency may vary among students. Language learning can be a very personal activity in which every learner has a different idea of success in a second language. Some learners simply want to be able to ask for directions while travelling, while some learners need to achieve a top score on an examination in order to qualify for a job with an

international company. The former student may want to focus on pronunciation while the latter student may want to have a complete understanding of English grammar and mechanics.

Method/Data Collection

This study analyzed seven students among members of two classes of the same level who study English for a variety of reasons. The students are between the ages of 19 and 75 and range in professions from full time university students to business owners to housewives. The students were compared by group/class. One class is taught in the evening while the other is taught in the morning. Therefore, each class will be referenced according to these times. The main reason for this group distinction is that it will be easier to tailor teaching strategies to a group or class rather than to individual students. Surveys were administered to both groups in both English and Japanese to assure full understanding of every question. Students were also given the option to respond in Japanese, to be later translated into English. This allowed students to answer freely without fear of making mistakes in English and articulate their thoughts with maximum clarity. The following methods were used to collect information about each student:

◦ Survey of motivational goals/ideas of success
◦ Perceptual learning style preference questionnaire
◦ Student questionnaire (take-home)
◦ Video
◦ Lesson Reports

Survey of motivational goals/ideas of success:

This survey attempted to identify reasons why these students study English and which qualities they believe a successful English speaker should hold.

Perceptual learning style preference questionnaire:

This questionnaire attempted to identify ways in which students feel they learn best or ways students prefer to learn. Students were organized according to their learning preference strength. The categories were visual, auditory, kinesthetic/tactile, group, and individual. This survey was adapted from Jack C. Richard's *Reflective Teaching in Second Language Classrooms*.

Student questionnaire

This take-home questionnaire allowed students to elaborate on reasons for studying English

and learner preferences including information on past styles of learning.

Video

This information was used to observe student interaction/behavior. One class lasting 100 minutes with each group was taped. Each video was later analyzed with the attempt to find and understand any connections between stated motivational goals & learner preferences and how students respond to different teaching methods/activities.

Lesson Reports

Lesson reports for the entire academic year (April 2005 – March 2006) were obtained and analyzed to find any differences in teaching instruction/style that have already occurred and to try to understand these differences based upon students' stated motivational goals and learner preferences.

The process of analysis was divided into the following steps:

Step 1: Compare student motivation with the following questions:
   What are the different reasons students in my class want to learn English?

Step 2: Compare students' goals and ideas of success with the following question:
   What are the different goals students hope to achieve?

Step 3: Compare student weaknesses with the following questions:
   What do students believe are their weaknesses? How does this compare with my perception of each student's weakness?

Step 4: Compare student learning preferences with the following questions:
   What kind of learners are my students? What teaching methods would be best for these students based on learner preferences?

Step 5: Analyze video using the following questions:
   How do I teach to each group? For example, how much time do I spend teaching each group grammar? Communication?
   How does each student respond to grammar/communication activities?
   How does this response relate to stated motivational goals and ideas of success?

Data Analysis Results

Motivation

All of my students who submitted surveys indicated motivational goals that are *integrative*. None of my students have any immediate practical goals. A variety of goals were selected with travel being identified by the most students. Between the two classes, it appears the members of the evening class are most interested in using their skills to interact with the international community while the morning students' answers reflect more personal fulfilment or enjoyment. For example, students in the evening class stated that

"I hope I can talk with foreigners when I visit a foreign country or foreigners visit Japan"

"I like travelling abroad and I want to be able to communicate overseas"

Meanwhile, some students in the morning class gave reasons such as:

"Because studying English is fun"

"Because I like studying English and to keep my brain active"

Success/Goal

In this category, there was a striking difference between each group of students. The morning students all chose "ability to think independently in English" as their idea of success in studying English. Meanwhile, the evening students all selected communicative reasons revolving around the ability to speak and communicate with other speakers of English. Morning students said things like:

"I think a successful language learner is a man who speaks like a bilingual and has his/her own opinion or thoughts to express them"

"The person who can speak his or her opinion distinctly"

Whereas evening students said things like:

"Even if the person does not know a lot of vocabulary, they can live abroad with their English ability"

"I want to keep talking with foreigners so smooth"

"I want to be able to interact with foreigners and talk about culture…"

Weakness

Students indicated a variety of weaknesses including listening, pronunciation, grammar, vocabulary, and reading. To my surprise, many of them were able to identify their weaknesses correctly according to the perception of previous observations. Only one student identified a weakness as the same thing that they would like to improve the most about their English. All other students indicated a preference to improve speaking skills.

Learner Preferences

Using a questionnaire measuring learner preferences indicated that most of my students scored high as kinesthetic/tactile learners, or students who learn by doing. This was surprising because the typical perception of Japanese learners is that of students who study and memorize books. The evening students scored high on a variety of learning styles while the morning students scored high on only one learning style. All students indicated learner preferences that are more hands on.

Here are the results counting all preferences that scored 35 or higher on a scale of 50 (highest scores indicated in order):

Evening Students

Student 1: Kinesthetic/Auditory/Tactile/Individual

Student 2: Group/Tactile/Kinesthetic

Student 3: Kinesthetic/Group/Auditory/Tactile

Student 4: Tactile/Kinesthetic/Auditory/Group

Morning Students

Student 1: Kinesthetic

Student 2: Kinesthetic

Student 3: (Data Unavailable)

Video Analysis

Upon review of each class, I discovered slight variations in the teaching approach between the two groups. With the evening students, there was more interactive communication with group brainstorming, pair work, and discussion. Time spent teaching the target grammar language was less and instead there was more oral practice.

The approach to teaching the morning students involved more reviewing, explaining, and controlled practice. Here is the breakdown of the activities for each class:

Evening Class

Grammar: 25 minutes

Communicative: 35 minutes

Free Conversation: 30 minutes

Other: 10 minutes

Morning Class

Grammar: 40 minutes

Communicative: 20 minutes

Free Conversation: 20 minutes

Other: 20 minutes

Lesson Reports

The lesson reports for the academic year indicate a slower pace of progress for the morning students including a lot of extended practice and review activities. Consequently, there was more time for speaking and conversation in the evening class. Also, more planned activities were accomplished in the evening class whereas many activities were either unfinished or left over for the following class, in the case of the morning class.

Conclusions

The data collected in the study indicates a strong correlation between motivational goals, learner preferences, and ideas of successful language acquisition. Although all of the students' motivation for studying English can be classified as integrative, the morning students in the study indicated more personal or intrinsic reasons for studying. Meanwhile, the evening group shared a motivation of communicating with the international community through English, frequently citing travel as their motivational goal. This relates directly to each group's idea of success in learning English.

The morning students identified success as being able to express thoughts and opinions but did not associate a purpose with this ability. Do they want to debate in English? Exchange views with foreigners? Talk about world issues with other foreigners? It appears this idea of success is a self-serving accomplishment or a goal for the sake of a goal. On the other hand, the evening students' ideas of success are much more interactive with the goal being to either communicate with foreigners in Japan or while travelling abroad.

Furthermore, motivation and ideas of success correlate with learning preference and learning style. The morning students scored high only in the kinesthetic category, indicating a narrower and less interactive learning preference. Meanwhile, all the evening students scored high in multiple categories, with several students indicating a group preference. The evening students' capability to learn in multiple ways could have a positive impact on their ability to master the many skills involved in language communication. Further research is required to explore this idea.

Although the morning students have demonstrated strong grammar skills, they tend to be weaker in their communication skills. The morning students have higher language accuracy and lower fluency. The evening students have higher fluency skills and lower accuracy, but these students offered clues to indicate that they are aware of this weakness but nonetheless prefer communicative activities. The morning students did not offer any indication that they are aware of their low fluency levels and seem to prefer grammar and controlled exercises.

The video analysis revealed that in many ways there is already an unconscious attempt to meet the needs of each group. Each class offered the opportunity for students to focus on different aspects of language education. However, it is important to make students realize that they need to work on their weaknesses in order to bring their total language ability to a new level.

There are several approaches that can be utilized to achieve this goal. The first step is to adjust the amount of time spent on teaching concepts. Instruction time can be divided to address the weaknesses of each group and attempt to round out all of the skills necessary to create second language fluency. Another idea is to give students different in-class tasks based upon their individual weaknesses. This would give students the opportunity to address their weakness with the assistance and guidance of the instructor. This could be further supplemented with individualized homework and at home practice techniques.

Lastly, each lesson could draw upon a variety of teaching activities designed to stimulate multiple intelligences among all students. Music, movies, and critical thinking activities could be used to increase the fluency skills of the morning students. The evening students could benefit from more vocabulary and controlled practice of target grammar structures.

Ideally, it would be interesting to mix the two groups to bring about awareness of each person's strengths and weaknesses in relation to other language learners with different motivational goals and ideas of success. Although other factors such as age, gender, and occupation could have significantly contributed to each student's motivational goal and idea of success, the hope of this is study is not to understand the cause of these beliefs but instead to understand how to teach effectively to a variety within any given second language classroom.

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Section 1 Motivation
英語を学ぶ理由、動機

Directions: Please circle no more than five reasons why you study English. Next, rank your selections from 1 to 5 with 1 being the most important reason and five being the least important reason.

下記の中からあなたが英語を学習する理由を５つ選んで、それぞれを１番（もっとも重要）から５番目まで順位をつけてください。この他にあなた自身が思いつく理由があればそれも書いてください。

I study English for fun
楽しみのために英語を勉強している。

I study English to communicate with Native speakers
ネイティブと話せるようになるために英語を勉強している。

 I study English for my job/career
仕事のために英語を勉強している。

I study English for travel
旅行の際に使えるように英語を勉強している。

I study English for a challenge
挑戦するために英語を勉強している。

I study English as a hobby
趣味で英語を勉強している。

I study English to improve my test score (TOEIC, TOEFL, etc.).
英語のテスト、例えば TOEIC や TOEFL の点数を上げるために英語を勉強している。

I study English to communicate with people from other countries
他の国々の人たちと話せるようになりたいから英語を勉強している。

I study English because I am good at it

英語が得意だから勉強している。

I study English so I can enjoy entertainment in English (movies, books, music).

映画、本、音楽などエンターテイメントを英語で楽しみたいから勉強している。

I study English because it is necessary to be successful in today's world

今日の世界で成功するために英語が必要だから勉強している。

I study English because it is enriching

人生を豊かにするために英語を勉強している。

I study English to come to the YMCA

YMCA に来るために英語を勉強している。

I study English to meet with friends

友人たちに会うために英語を勉強している。

I study English to maintain my English level/ability

自分の英語力を落とさないために勉強している。

Section 2 Success
成功

A successful English speaker is someone who…

英語の成功者は

1. makes few grammatical mistakes

文法をほとんど間違わない。

2. can speak without accent

母国語のアクセントなく話せる。

3. is understood by Native speakers

ネイティブに通じる英語を話せる。

4. can make friends with Native speakers

ネイティブの友達が作れる。

5. gets a high score on an English test (TOEIC, TOEFL, etc.)

TOEIC や TOEFL などの英語のテストでいい点数をとれる。

6. can watch movies without Japanese subtitles

字幕なして英語の映画を理解できる。

7. initiates conversations with Native speakers

ネイティブに自分から話しかけることができる。

8. doesn't directly translate Japanese/English to English/Japanese

頭の中で日本語・英語から英語・日本語に訳さない。

9. knows a lot of idioms and expressions in English

沢山の英語の言い回しや表現の仕方を知っている。

10. can read English books and newspapers

英語の本や新聞が読める。

11. isn't afraid to make mistakes when using English

英語を使っている時に間違えを恐れない。

Interview Questions

Please answer the following questions as completely and honestly as you can.

下記の質問に出来るだけ完全にそして正直に答えてください。

1. When did you first study English?

初めて英語を学んだのはいつですか？

2. Why did you decide to study English at the YMCA?

なぜ YMCA で英語の勉強をすることにしたのですか？

3. Why do you study English now?

なぜ今英語を勉強されてるのですか？

4. What was your attitude toward learning English when you first began?

初めて英語を勉強したとき、どう思い、どう勉強に取り組みましたか？

5. What is your attitude toward learning English now?

初めての時に比べ、今のあなたの英語学習に対しての姿勢はどうですか？

6. What teaching method(s) were used when you first learned English?

初めて英語を学んだとき、どのような学習方法が使われてましたか？（教師の教え方）

7. What teaching methods do you prefer?

どのような学習方法をあなた好みますか？

8. What ways do you learn English best?

どのような学習方法があなたには一番効果がありますか？

9. What are your strengths in English?

あなたの英語の強い分野は何ですか？

10. What are your weaknesses?

あなたの英語の弱点は何ですか？

11. What would you like to improve about your English the most?

一番伸ばしたい分野は何ですか？

12. What is the best way for you to make this improvement?

どうしたら英語が上達すると思いますか？

13. What do you enjoy most about learning English?

英語を学習してて一番楽しいことは何ですか？

14. What do you enjoy the least about learning English?

英語を学習してて一番大変なことは何ですか？

15. According to you, what makes a successful language learner?

あなた自身が思う成功している言語習得者（英語の上手な人）というのはどんな人ですか？

16. What level do you want to achieve with English? Why?

あなたはどんな英語レベルに達したいですか？それはなぜですか？

17. Think about someone you know who you think is "successful" in English (can't be a Native speaker). What do you think makes them successful at learning English?

あなたが知っている人のなかで（ネイティブ以外で）英語が上手だと思うひとを心に思い浮かべてください。あなたはなぜその人の英語が上手だと思いますか

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Stimulating Professional Development series – teacher educators are often quite professionally isolated. Write up about your teacher education activities, and the institutions that you work in. See previous issues for examples. Up to 3500 words.

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Conference Reviews or Conference Reports – did you attend an interesting conference? Share your thoughts with the TE SIG members. Up to 2500 words.

Book Reviews – have you recently read an interesting book related to teaching, teacher education, language acquisition, or education? Up to 2000 words.

Font: Arial 11 point, single spaced, one line between paragraphs, SINGLE space between sentences.

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