

# **What Is TEFL Expertise?**

## **-Factors That Ensure Students' Active Participation in the English Classroom**

A Thesis

Submitted to the Faculty of the Department of English Language Education  
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In Partial Fulfillment of the Requirement of the Degree  
Master of Education

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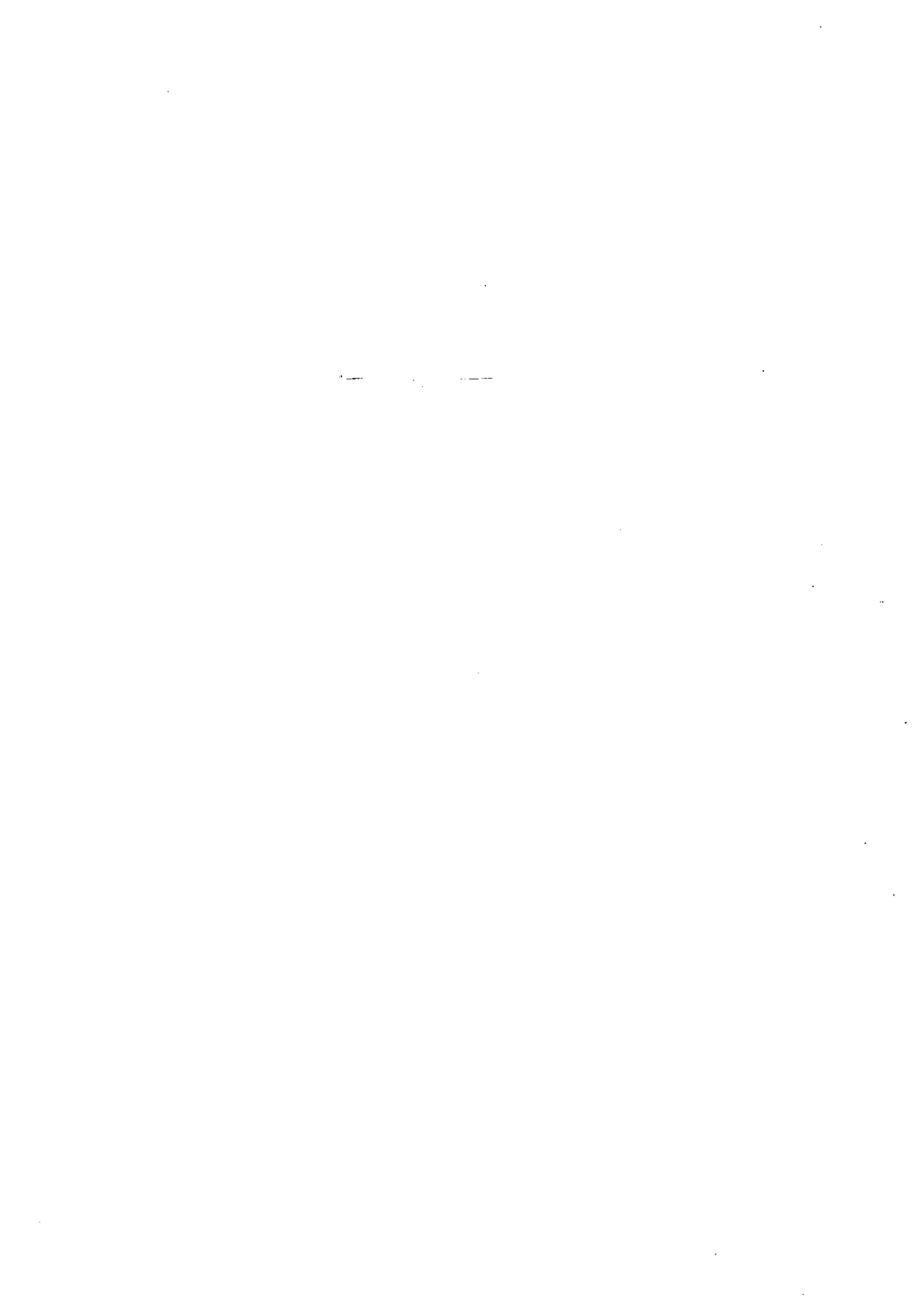
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### **《修士論文》**

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## ◇論文要旨

本論文は、中学校・高等学校の英語科の授業において、生徒が生き生きとした表情で意欲的に学習活動に取り組むようになるには、教師の果たす役割の何が大きく作用しているのかということ明らかにしようとするものである。

国内外の先行研究では、一般論として教師が重視しなければならない事項が述べられてきている。しかし、実際に上記のような授業を達成できている教師の授業で、それらの事項が本当に作用しているのかということを検証した例は見られない。また、これまでの研究は、言語を習得させるための効果的な導入方法や練習方法などに比重が置かれ、実際に学習する生徒の心理的側面に焦点を当てたものではないことが多かった。

そこで、学習者の心理について述べた先行研究で示されている事項と百名を越える英語科教師の授業を参観してきた筆者の経験から、授業の成否に強く関わっている可能性のある5つの要素（以下の①～⑤）を特に設定し、複数の授業の「名人」（上記のような生徒の姿を非常に高いレベルで実現できている教師）と広く認められている教師とそれ以外の教師の授業を比較することで、これらの要素が両者を分ける大きな要因となっているのかどうかを検証することにした。

- ① 活動やタスクの数とそのバラエティ
- ② インターアクションの数（量）
- ③ 行動を起こさせる指示や留意点を伝える発言の数
- ④ 教材提示と活動演出の工夫
- ⑤ 教師と生徒との間の約束事の数とその浸透度

さらに、授業を実施した教師にインタビューを敢行し、その授業を支えている教師の授業観・生徒観などの中にも重要な要因がないかどうかを探ることにした。

調査の結果、主に先行研究より設定した①～④の4要素が実際の「名人」の授業においても実行されていることが証明された。また、筆者の経験からまったく新しい視点で設定した⑤の要素についても「名人」とそれ以外の教師を分ける大きな要因になっていることが明らかになった。さらに、特に「名人」に対するインタビューから、生徒を生き生きとした表情で意欲的に学習活動に取り組ませるために教師が心得ておかなければならない技術とそれを支える授業観・生徒観を明らかにすることができた。ただし、授業というあまりにも多くの要素が複合的にからみ合ってきたものを研究の対象にしたので、調査対象となった要素の個々がどのように「名人」の授業に作用しているのかということまでは明らかにできなかった。また、「名人」の比較対象となる教師を設定せざるをえなかったことが、研究を進める上での大きな問題点として残された。

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KOINUMA, Noriaki

### **Preface**

The work of teachers is just like that of soldiers fighting in the front line surrounded by an overwhelming number of enemies. Teachers have to fight against their students all by themselves once they go onto their own battle field, that is, the classroom. Although they never try to kill or hurt their students, they have to win a victory in psychological warfare. Each teacher should give his/her students the satisfaction that they have learned something new and important. When they see their students satisfied with their class, they can also feel fulfilled as a teacher.

However, it is not very easy for teachers to get this sense of fulfillment even if they fight with so-called "ideal weapons" or good teaching methods. In the history of TEFL in Japan, many methods have been adopted by English teachers in an effort to achieve this fulfillment. But none of them has been proved to be as effective as expected. Teachers went into their classrooms with one of those ideal methods thinking that they could fight well. But many of them returned to their base feeling unsatisfied or defeated. Some of them would then try to fight with another weapon only to find that they were losing again.

There exist some English teachers who are very successful in fighting in their English classes. In those English teachers' classes, students are studying with a satisfied look and performing very actively; speaking out both in chorus and as individuals, raising their hands many times to respond to their teachers' demands, and acting quickly and eagerly. The students look no more like their enemies but allies. The most important thing is the fact that the students show their satisfied feelings not only during the class but also after the class, in which they tend to express their true feelings toward the class they have just taken. These teachers have succeeded in providing their students with psychological fulfillment.

We now have to consider why those teachers have been successful in making their students active. Many English teachers who have observed those successful teachers' classes would attribute it to their personal characters and give up all hope of being successful. Having had a close acquaintance with one successful English teacher and seen many classes of his, however, the researcher has reached a totally different answer. He is very confident of the answer because he has also been becoming a much better English teacher since he started carrying out the methods the successful teacher had used and had placed great importance on.

Then the researcher has decided to make clear and generalize the factors that enable the teaching of successful English classes.

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## 1. Introduction

### 1.1 Factors of Successful Classes

A class is made up of three elements; teacher, students and teaching materials. Each of them has an important role in making either a good class or a poor class. But it is generally said that the most important element is that of the teacher because the other two can work well only when the teacher controls them well. From this point of view, discussing the teacher's role is the primary issue to consider among the factors that lead to a successful class.

Teachers then have to study for themselves to make a good class. Mukoyama(1994) emphasizes that teachers, regardless of what subject they teach, need to have the following three elements to make a good class:

- strong eagerness to be a good teacher
- ability to realize a good class
- strong will to continue attempting to reach a higher goal

Mukoyama is an elementary school teacher, a supervisor and a critic, and he is one of the well-known teachers in Japan who have been pursuing the answer to what a good teacher should be like. He also has written tens of books concerning this topic for teachers who want to be a good teacher. In those books, Mukoyama emphasizes technical aspects of education even though the above elements seem to emphasize emotional ones. He also holds a lot of seminars for teachers and lectures that every teacher can be a really professional teacher if he/she masters certain educational techniques that he has developed.

### 1.2 Definition of Good English Teachers

We now need to consider what a 'good' English teacher is. What is he/she like? The researcher has asked many teachers this question for many years. He then has had many different answers rather than only a big realistic one because every teacher has a different image of what a 'good' teacher is. All the teachers, however, admit that a 'good' English class can improve students' ability of English. They also accept that students act positively and learn independently in a class that they think is 'good.' The researcher has seen more than one hundred English teachers' classes and found that many of them can be called 'good,' judging from the teachers' common understanding. But he thinks that only a few of them really are 'good' because, in many of the other classes, students do not look like they are enjoying learning English but seem to be reluctant to study English even though they are acting well.

The researcher then focuses on the following point to distinguish 'good' English classes from the others:

Students are working positively and independently with a lively expression.

The reason why he has placed great importance on this point is that he has found that successful

teachers would attach importance to the psychological aspect of the students in those 'good' classes. Needless to quote words of any specialists in this field, one can learn something well if one studies it willingly, whereas one may not if one doesn't. This means that students are expected to participate in class positively to learn a subject well. Observers, and the teacher himself, can tell whether the students are acting positively from the bottom of their heart or not, by watching what the students express; facial expressions, sudden and unexpected utterances, speed in responding to the teacher's directions, physiological signs like yawning, etc. The researcher then summarizes striking points about 'good' English classes:

- Students are looking at the teacher's face while they are listening to the teacher.
- Students respond quickly to the teacher's directions.
- Students are smiling while they are carrying out activities.
- Students are trying to achieve the highest goal they can.
- Students show an expression of fulfillment after activities and class.

These are the points that distinguish good classes from the others in the current study. If all or most of them are shown in a class, the teacher is considered to be a *highly expert teacher of English (HETE)*.

### 1.3 Significance of Analyzing Classes

As mentioned before, it is very important for teachers to study the dynamics of actual classes analytically. The first thing that they can do is to analyze their own classes. It is easy to do so if they have videotaped the classes. Some of the points to be checked are as follows:

- Do I speak the target language correctly?
- Do I use a variety of expressions when I speak the target language?
- Do I ask questions appropriately?
- Do I give directions clearly so that students can understand what to do?
- Do I react to students' responses well to help the class go smoothly?
- Do I help students well when they carry out individual/pair/group activities?

The researcher analyzed some of his classes by writing down all the words spoken there, so called *teacher talk*, and found out that he tended to use some specific expressions repeatedly. For example, in one of the classes he said "OK." two hundred times within fifty minutes, and he felt 'annoyed' listening to it himself. Since then, he has always been careful not to use those expressions too much. This is a good example of how teachers can improve their teaching by watching their own classes objectively.

Understanding the importance of class analysis, however, teachers will not be able to analyze their own classes appropriately if they have never seen other teachers' classes. Those teachers have no ways or no clues as to how to judge their classes objectively. The only thing that they can do is to compare their classes with the classes they took before as a student. But this is an inadequate way to judge whether a class is 'good' or not because of the difference between the viewpoint of a teacher and that of a student. On the other hand, teachers who have a lot of experience in watching other



teachers' classes have an advantage in getting ways and clues on how to judge their own classes. They have also learned from the observed teachers many, or at least some, techniques to make their classes better. They may have already developed much better classes than they used to have by the time they try to examine what they do in their classes. In this way watching and analyzing other teachers' classes is one of the best ways to improve one's own class as much as possible. .

In this study, therefore, it should be the primary goal to study the dynamic sequence of actual classes of English taught as a foreign language at junior high school(age 13-15) and senior high school(age 16-18) in Japan. The plan is to present some techniques and significant points that can be generalized for teachers working at those schools.

## **1.4 Structure of the Thesis**

The plan of this thesis is as follows. Section 2 describes the summary of some former studies which are helpful in dealing with the matters in this study. In Section 3 the research design is presented. The results obtained in the observation of actual classes are reported, and suggestions for developing better English class are discussed in Section 4. Finally, Section 5 offers a brief discussion for further studies in this field.

## **2. Review**

### **2.1 Problems of Teaching Methods**

Since the early years of the twentieth century, many teaching methods of English as a foreign language have been introduced to Japan, such as *the Oral Method* by H. E. Palmer and *the Oral Approach* by C. C. Fries. Many scholars and teachers have tried to verify these methods in order to adapt them to the real situation of teaching English in Japan. In spite of their efforts, they did not solve the problems of the weakest points of these methods; they were too concerned with the content of practices and/or activities. In an actual class, however, the mental state of the students and the relationship between teacher and students affect the composition of a class much more than the teaching method used by the teacher. Jakobovits(1970) reports that 'motivation' is the biggest factor that ensures a successful English class, and Titone(1973) explains the importance of developing a good relationship between teacher and students. In other words, even if a teacher adopts a good teaching method, he/she can not teach English effectively without considering the mental state of the students, especially that of the mentally unstable teenage years. Moreover, this is not only limited to the one class, but also may affect students' motivation in trying to learn English independently throughout their life.

Therefore this section deals with some former studies focusing on mental or emotional factors that could affect the formation of a good English class.

### **2.2 Studies on Psychological Aspect**

#### **2.2.1 Hamachek**

Hamachek(1977) provides some useful examples of the kind of educational implications that

follow from taking a humanistic approach:

- Every learning experience should be seen within the context of helping learners to develop a sense of personal identity and relating that to realistic future goals, i.e. learning should be personalized as far as possible.
- In order to become self-actualizing, learners should be helped and encouraged to make choices for themselves in what and how they learn.
- It is important for teachers to empathize with their learners by getting to know them as individuals and seeking to understand the ways in which they make sense of the world, rather than always seeking to impose their own viewpoints.

He emphasizes that the most important thing in class is personalization. He tells us that even teachers dealing with many students have to consider the fact that learning is processed individually.

### **2.2.2 Williams & Burden**

Williams & Burden(1997) considered this matter from a psychological point of view. They discussed the value of humanism in language learning and summarized the points in the discussion noting humanism had a number of messages for the language teacher:

- create a sense of belonging;
- make the subject relevant to the learner;
- involve the whole person;
- encourage a knowledge of self;
- develop personal identity;
- encourage self-esteem;
- involve the feelings and emotions;
- minimize criticism;
- encourage creativity;
- develop a knowledge of the process of learning;
- encourage self-initiation;
- allow for choice;
- encourage self-evaluation;

The researcher believes that all of the above elements are what teachers must keep in mind. If they pay no or little attention to those elements, their students will become emotionally apart from them. A teacher is a teacher before an English teacher. It is important for teachers to realize that teaching English is just one of the ways to educate students in becoming an adult.

### **2.2.3 Rosenshine & Furst**

Rosenshine(1971) and Rosenshine & Furst(1973) identified nine key factors contributing to effective teaching:

- ① clarity of presentation
- ② teacher enthusiasm

- ③ variety of activities during lessons
- ④ achievement-oriented behavior in classrooms
- ⑤ opportunity to learn criterion materials
- ⑥ acknowledgement and stimulation of student ideas
- ⑦ (lack of) criticism
- ⑧ use of structuring comments at the beginning and during lessons
- ⑨ guiding of student answers

The researcher thinks that the above elements are considered to be true or adequate from a front-line teacher's point of view. But each of them is still too vague to make an image of real situations in a good English class.

#### 2.2.4 Brown & McIntyre

Brown & McIntyre(1992) studied this topic from a more psychological viewpoint and identified ten categories as representing elements of good teaching:

- ① creating a relaxed and enjoyable atmosphere in the classroom
- ② retaining control in the classroom
- ③ presenting work in an interesting and motivating way
- ④ proving conditions so pupils understand the work
- ⑤ making clear what pupils are to do and achieve
- ⑥ judging what can be expected of a pupil
- ⑦ helping pupils with difficulties
- ⑧ encouraging pupils to raise their expectations of themselves
- ⑨ developing personal, mature relationships with pupils
- ⑩ demonstrating personal talents or knowledge

They reported a study of the opinions of seventy-five 12- to 13-year-old students in a comprehensive school as to what made a good teacher. Although this report is based on data taken from students in the United Kingdom, these elements can be seen in classes observed for the current study. If all or most of them are found in the HETEs classes, they may be transformed into guidelines that can be applied universally.

#### 2.2.5 Matsuhata

Matsuhata(1989) points out the importance of interaction between teacher and students in class and he insists that an English class can be judged to be a good one or not by analyzing the interaction in the class. It sounds like he emphasizes only the technical aspect of teaching English, but instead he stresses arousing students' mind. He pays special attention to the cycle of interaction; initiation – response – follow-up. The feature of each element is to be summarized as follows:

- Initiation is a sign or stimulus that sparks the minds of students.
- Response is an answer or reaction that helps students develop their thought.
- Follow-up is feedback or addition that enriches students' minds or knowledge.

Matsuhata says that the better an English class gets, the more positive cycles of interaction should exist in the class. The quantity and quality of interaction in a class will then reflect how well the teacher has constructed the class.

### **2.3 Aims of This Study**

Most of the items presented and discussed in 3.2 will be considered to be acceptable by many English teachers. Each of them is what teachers must do when they teach in class, and many of them have already been proved to be true by some 'good' English teachers.

In spite of the important elements indicated in those former studies, there are few analytic studies that report the effect of the elements in actual English classes. There are some books and articles that report the factors of good English classes analyzed by the HETEs themselves and a report in which some teachers analyzed the qualifications of a HETE (Toyama Shin-eiken, 1997). But these are so subjective or so personal that it is difficult to generalize the factors and qualifications for the benefit of other teachers.

Therefore the following chapters of the thesis are devoted to analyzing classes of several HETEs and non-HETEs and trying to find the common factors that ensure the success of the HETEs' classes.

## **3. Methods**

### **3.1 Methods**

#### **3.1.1 Analysis of Classes**

As mentioned in 2.2, the former studies have suggested many conditions or factors that help teachers produce a good English class. Some of them answer what the researcher plans to pursue, that is, the factors that make students active.

Considering them and the materials obtained by watching other teachers' classes, the researcher plans to analyze several English classes of HETEs and non-HETEs from the following viewpoints to investigate the differences between the two:

#### **(1) Variety of Activities and Tasks**

To make an effective English class with a good atmosphere, teachers should prepare a variety of activities and tasks so that students can feel satisfied during the class. Otherwise, they will lose attention and start to think of, or even do, something else. The number and kinds of activities and tasks will then be counted.

#### **(2) Number of Interactions**

As Matsuhata pointed out, the number of interactions between teacher and students greatly affects the liveliness of a class. The interactions can be seen not only in already planned activities but also in impromptu oral exchanges. Two types of interaction cycles, initiation – response, initiation – response – follow-up, will then be counted.

#### **(3) Clearness of Directions**

Good teachers are good at making their students understand what they are expected to do. They

give directions clearly and timely before they have their students start activities. On the other hand, poor teachers tend not to give clear explanations or directions before they start activities. The students then can not achieve the desired goals because of a lack of understanding of what to do. It will then be checked whether the teachers give logical, clear directions at the right time.

#### **(4) Device of Materials and Activities**

Students want to have fun during lessons. If teachers can satisfy their expectations, students will participate in the class willingly. One of the ways to realize this is to provide students with some preliminary materials that encourage them to get interested in the target materials. Another is to carry out activities with dramatic elements which make students get much more involved in them. On the other hand, with no special effects, students may find an activity less interesting than its potential. Some of the effects that make activities dramatic are background music, rhythmic sound, photographs, movies, and other aids. It will then be examined what kinds of effects the teachers implement.

#### **(5) Agreements between Teacher and Students**

In order to have an effective class students are supposed to respond and act very quickly and appropriately. But there is not enough time to explain to them what to do every time. Students then must be trained so as to act as their teacher wants. It is called "agreement" between teacher and students, and this is really important to make classes as effective and fruitful as possible. Research will then be done to find out what agreements the teachers already have with their students.

### **3.1.2 Interview with HETEs**

It is often claimed that it is not enough for teachers only to watch good teachers' classes if they really want to know how they can be a good teacher. It is also said that it is important to know good teachers' philosophy, thought, ideas, efforts, and other invisible matters devoted to the process of forming the classes. The researcher agrees to this claim because he has found that the form of the classes of his colleague teacher, one of the HETEs introduced in the current research, is influenced by his deep philosophy of education and life. It is assumed that other HETEs also have the same kind of invisible matters that non-HETEs do not notice or do not regard as important.

The HETEs chosen for the study are then expected to explain the following points:

- purpose of activities
- effect or device to arouse students' interest
- purpose of agreements
- attitude toward students
- others that are attached importance to

With the matters invisible in the observation but found through the interview, a further investigation is done to seek the hidden factors that ensure the success of the HETEs' classes.

## **3.2 Subjects**

### **3.2.1 Aspect of Language Proficiency Focused on in Class**

It is important to choose English classes that focus on the same aspect of language proficiency, that is, *speaking, listening, writing or reading*, in order to secure the validity of the data. If the field to be emphasized is different, the goals of activities and the style of students' participation will also be different and it will be meaningless to compare these classes. In this study the emphasized teaching field is limited to *speaking*. The reason why speaking is emphasized here is that the main purpose of the study is to see students' active participation in class. Speaking is the very field that makes it the most remarkable. In these types of classes it is easy for teachers to set up activities in which students can act positively and therefore it will be easy to investigate the teachers' ability to manage the activities.

### 3.2.2 Teachers

Teachers who are to have their classes investigated and to be interviewed are as follows:

- HETEs · · · · 3 junior high school teachers
- non-HETEs · · · · 1 junior high and 2 senior high school teachers

More than ten prospective HETEs, *highly expert teachers of English*, were found, but there finally turned out to be three junior high school teachers who met the two conditions; being regarded as a real HETE by many other English teachers and approving of being interviewed. Fortunately, these teachers had been the best three both in other teachers' and the researcher's mind. They understood the purpose of the study, and they willingly showed their classes and were interviewed.

On the other hand, selecting non-HETEs was difficult because even the researcher felt it inappropriate. Considering non-HETEs as average teachers, however, he could finally find three teachers; one junior high school teacher and two senior high school teacher. It is repeatedly confirmed that the word 'non-HETE' used in this study never means a 'bad' or 'poor' teacher but it describes a teacher who is trying to reach, but has not yet reached, the level of the HETEs. The purpose of the study was kept secret from those teachers. The data obtained in the observation and interview is used fragmentarily so that no one, including the teachers themselves, can identify whose data was used.

## 4. Results and Discussion

### 4.1 Analysis of Classes

#### 4.1.1 Number of Activities and Tasks

Table 1 shows the number of activities and concrete tasks in the activities.

**Table 1. Number of Activities and Concrete Tasks in Activities**

| Items to Be Observed   | Number of Appearance |     |     |      |               |     |     |      |
|------------------------|----------------------|-----|-----|------|---------------|-----|-----|------|
|                        | The HETEs            |     |     |      | The Non-HETEs |     |     |      |
|                        | A                    | B   | C   | Ave. | D             | E   | F   | Ave. |
| (1) Activities         | 5                    | 7   | 8   | 6.7  | 6             | 5   | 6   | 5.7  |
| (2) Tasks              | 18                   | 20  | 26  | 21.3 | 14            | 15  | 16  | 15.0 |
| (3) Tasks per Activity | 3.6                  | 2.9 | 3.3 | 3.3  | 2.3           | 3.0 | 2.7 | 2.6  |

- The HETEs set up more activities than the non-HETEs. Although it is not indicated in the table, the HETEs tended to set up communicative activities at the beginning and/or the end of class, whereas the non-HETEs seldom did.
- The HETEs set up a variety of concrete tasks in each activity, whereas the non-HETEs tended to give the same kind of tasks repeatedly.

#### 4.1.2 Number of Interactions

Table 2 indicates the number of interactions in the observed classes. (See next page.)

**Table 2. Number of Interactions**

| Items to Be Observed                  |            | Number of Appearance |    |    |      |               |    |    |      |
|---------------------------------------|------------|----------------------|----|----|------|---------------|----|----|------|
|                                       |            | The HETEs            |    |    |      | The Non-HETEs |    |    |      |
|                                       |            | A                    | B  | C  | Ave. | D             | E  | F  | Ave. |
| (1) Initiation-Response               | Chorus     | 26                   | 22 | 18 | 22.0 | 5             | 10 | 12 | 9.0  |
|                                       | Individual | 7                    | 10 | 10 | 9.0  | 2             | 6  | 5  | 4.3  |
| (2) Initiation-Response<br>-Follow up | Chorus     | 7                    | 8  | 3  | 6.0  | 2             | 4  | 5  | 3.7  |
|                                       | Individual | 6                    | 16 | 28 | 16.7 | 0             | 7  | 11 | 6.0  |

- For all cases in the above table, more interactions were observed in the HETEs' classes than in the non-HETEs'.

- In the HETEs' classes, students made "response" to every "initiation" by the teachers, whereas, in the non-HETEs', students often did not respond and the teachers did not do as the HETE did; for example, ask questions in different ways so that students can answer easily or encourage them to try to answer again.
- Students in the HETEs' classes, including beginners in learning English(the first graders in junior high school), have been trained to respond with two or more sentences in the target language rather than with simple words or phrases.

#### 4.1.3 Clearness of Directions

Table 3 shows the frequency in which the teachers explained the purposes and rules of activities and that in which they stated the directions of actions in the activities.

**Table 3. Clearness of Directions**

| Items to Be Observed |   | Frequency of Appearance |    |    |      |               |   |    |      |
|----------------------|---|-------------------------|----|----|------|---------------|---|----|------|
|                      |   | The HETEs               |    |    |      | The Non-HETEs |   |    |      |
|                      |   | A                       | B  | C  | Ave. | D             | E | F  | Ave. |
| (1)                  | Explanation of the Purposes of Activities       | 4                       | 2  | 2  | 2.7  | 2             | 1 | 0  | 1.0  |
| (2)                  | Explanation of the Ways and Rules of Activities | 13                      | 11 | 14 | 12.7 | 13            | 8 | 12 | 11.0 |
| (3)                  | Additional Explanation of the Ways and Rules    | 14                      | 7  | 3  | 8.0  | 2             | 3 | 0  | 1.7  |
| (4)                  | Directions                                      |                         |    |    |      |               |   |    |      |
|                      | To Start Activities                             | 15                      | 20 | 12 | 15.7 | 6             | 7 | 3  | 5.3  |
|                      | To Change Roles                                 | 2                       | 5  | 2  | 3.0  | 0             | 2 | 0  | 0.7  |
|                      | To Stop Activities                              | 10                      | 12 | 7  | 9.7  | 5             | 5 | 3  | 4.3  |

- ◎ : seen in all activities      ○ : seen in many activities  
 △ : seen in some activities    - : seen in no activities

- The HETEs mostly explained or referred to the purposes and rules of activities but the non-HETEs tended to start activities with no or little explanation of them.
- The HETEs repeatedly stated some important points to impress upon the students even when students were already carrying out the activities, though it was not certain that the students were paying attention to the teachers. The non-HETEs did not show this tendency, but they sometimes started explaining what they had forgotten to tell the students when they saw some trouble or difficulties during the activities.
- The HETEs showed the tendency of giving clear directions for all of ①, ② and ③. This tendency was not found in the non-HETEs' classes. They did not state either the time or the



rounds of practices and activities. There is a strong possibility that this caused a situation in which the students did not notice the activities' goals that they were supposed to reach and some of them even started to play with other students.

#### 4.1.4 Device of Materials and Activities

Table 4 shows the number of devices that made the target materials and activities impressive to students.

**Table 4. Device of Materials and Activities**

| Items to Be Observed  | Number of Appearance |    |   |      |               |   |   |      |
|---|----------------------|----|---|------|---------------|---|---|------|
|   | The HETEs            |    |   |      | The Non-HETEs |   |   |      |
|   | A                    | B  | C | Ave. | D             | E | F | Ave. |
| (1) Presentation of Preliminary Materials                       | 3                    | 3  | 0 | 2.0  | 0             | 0 | 0 | 0.0  |
| (2) Presentation of Preliminary Activities                      | 3                    | 2  | 0 | 1.7  | 0             | 0 | 0 | 0.0  |
| (3) Use of Audio-Visual Aids at the Presentation of Materials   | 4                    | 5  | 0 | 3.0  | 2             | 0 | 0 | 0.7  |
| (4) Use of Audio-Visual Aids for Dramatic Effects in Activities | 5                    | 11 | 1 | 5.7  | 0             | 0 | 0 | 0.0  |

- The HETEs tended to use some preliminary materials before introducing the target ones, whereas the non-HETEs tended to directly start introducing the target materials.
- The HETEs mostly held some preliminary activities that would encourage students to get interested in the target activities, whereas the non-HETEs went into the target activities directly.
- The HETEs mostly use one or more audio-visual aids in order to help students understand the target materials. The aids used here are tape recorders, CD players, MD players and slide projectors. It also shows, on the other hand, that the non-HETEs seldom or never used audio-visual aids to present the materials.
- Compared with the non-HETEs, the HETEs placed greater importance on devising the use of dramatic effects for activities in order to make students feel comfortable and relaxed, or excited, so that students could carry out the activities positively. The effects used by the HETEs are background music, background noise and rhythmic sound. The devices with which these effects were created are tape recorders, CD players, MD players and synthesizers.

#### **4.1.5 Agreements between Teacher and Students**

Table 5-1 and 5-2 indicate the agreements that the teachers and their students had made and the degree of their appearance. The items shown in the table are either the one found in one of the observed classes or the one found in two or more of them.(See the next page.)

- The results shown in the tables indicate clearly that the HETEs made much more agreements with their students than the non-HETEs, who tended to explain what to do for each activity. This difference suggests that it is very important for teachers to make their students understand the tasks that they are expected to do and carry them out without any special directions or explanation so that the teachers can produce good classes and keep them.
- The HETEs tended to state some of the agreements even though the students seemed to be accustomed to acting as they were expected. The agreements are considered to have been stated to reinforce students' consciousness of keeping to them.

#### **4.2. Matters Obtained from Interview**

##### **4.2.1 Difference between the HETEs and non-HETEs**

The teachers who had their classes observed by the researcher were also interviewed about the classes and the elements that formed them.

The HETEs were very talkative and cooperative to the researcher's questions, whereas the non-HETEs seemed to be a little reluctant. The difference of their attitude is considered to be due to the difference of their confidence both in what they do and in their abilities to do it. Compared with the HETEs, who answered quickly and smoothly all the questions asked, the non-HETEs often needed longer time to start answering or sometimes did not know what to say. This tendency suggests a strong possibility that the HETEs are always conscious of what they are doing, what they should do, and why they should do it while the non-HETEs are not. In other words, it will be necessary for a teacher who wants to be a HETE to be able to explain clearly what to do and the reasons to do it.

##### **4.2.2 Matters That the HETEs Emphasize**

###### **(1) Consideration of Students' Mentality**

Among all the answers in the interviews with the HETEs, a large part of them turned out to be spent on considering students' mentality in learning English. This proves that the former researchers who placed great importance on the study of learners' mental aspects were right in their viewpoint toward understanding the factors that would enable good instruction of English. Moreover, all the words of these HETEs' are worth listening to because they were told from their deep consideration of the mental aspect of human beings. An attempt is then done to summarize the important points concerning the consideration of students' mentality. And below each sentence of the summary, some of the actual statements of the HETEs are listed.

**Table 5-1 Agreements between Teacher and Students (1): Item 1-18**

| Items to Be Observed  | Degree of Appearance |   |   |               |   |   |
|---|----------------------|---|---|---------------|---|---|
|   | The HETEs            |   |   | The Non-HETEs |   |   |
|   | A                    | B | C | D             | E | F |
| (1) Greet in chorus   | ⊙                    | ⊙ | ⊙ | ○             | - | - |
| (2) Answer in chorus to the role call of the teacher          |                      | ⊙ |   |               |   |   |
| (3) Listen carefully to speakers                              | ⊙                    | ⊙ | ⊙ | △             | ⊙ | ⊙ |
| (4) Point the place being read with a finger while listening  | ⊙                    |   | ⊙ |               |   | - |
| (5) Nod for indicating the understanding of what is heard     | ○                    | ○ |   |               |   |   |
| (6) Take notes of the key words of what is heard              | ⊙                    | ⊙ |   |               | - | ○ |
| (7) Hold the textbooks when they read                         |                      | ⊙ | ⊙ | -             | - |   |
| (8) Mark key words and phrases in comprehensive reading       | ⊙                    |   | ⊙ |               | - | ○ |
| (9) Practice reading in pair independently                    | ⊙                    | ⊙ |   |               |   |   |
| (10) Practice reading individually                            |                      |   | ⊙ | ○             |   | ⊙ |
| (11) Try to answer in two or more sentences                   | ⊙                    | ⊙ | ○ | -             | ⊙ | ○ |
| (12) Speak with their own words                               | ⊙                    | ⊙ | ⊙ |               | ⊙ | ⊙ |
| (13) Speak with gestures                                      | ⊙                    |   | ⊙ |               | - | - |
| (14) Add reasons to their own opinions                        | ⊙                    | ⊙ |   |               | ○ | ○ |
| (15) Speak with appropriate words according to their position | ○                    | ○ | ○ |               | ○ | ○ |
| (16) Ask questions in English                                 |                      | ⊙ | ⊙ |               | ○ |   |
| (17) Speak with looking at partner's eyes                     | ⊙                    | ○ | ⊙ | △             | ○ | - |
| (18) Say a word of gratitude after activities or actions      |                      | ⊙ | ⊙ | -             | - | - |

⊙ : seemed to be instructed by the teacher and were carried out well by the students

○ : seemed to be instructed by the teacher but were carried out partly by the students

△ : seemed to be instructed by the teacher but were not carried out at all by the students

- : seemed not to be instructed by the teacher

none : might have been instructed by the teacher but were not seen in this class.

**Table 5-2 Agreements between Teacher and Students (2): Item 19-36**

| Items to Be Observed  | Degree of Appearance |   |   |               |   |   |
|---|----------------------|---|---|---------------|---|---|
|   | The HETEs            |   |   | The Non-HETEs |   |   |
|   | A                    | B | C | D             | E | F |
| (19) Speak without looking at notes or scripts                  | ⊙                    | ○ | ⊙ |               | ○ |   |
| (20) Raise hands to express a will of performing                |                      | ⊙ | ⊙ | △             | △ | — |
| (21) Stand up when speaking                                     | ⊙                    | ⊙ | ⊙ |               | ○ | — |
| (22) Speak from their own position                              | ⊙                    | ⊙ | ⊙ |               | ⊙ | ○ |
| (23) Respond to every question or direction the teacher gives   | ⊙                    | ⊙ | ⊙ | △             | ○ | ○ |
| (24) Move quickly with teacher's directions                     | ⊙                    | ⊙ | ⊙ | △             | ⊙ |   |
| (25) Respond in a good time                                     | ⊙                    | ⊙ | ⊙ | △             | ○ | ○ |
| (26) Behave according to the rules and manners of the class     | ⊙                    | ⊙ | ⊙ | △             | ⊙ | ⊙ |
| (27) Act or move according to the music or rhythm given         | ⊙                    | ⊙ |   |               |   |   |
| (28) Move to face the partner before they start pair activities | ⊙                    | ⊙ | ⊙ | —             | ⊙ |   |
| (29) Move to face the teacher after they finish pair activities |                      | ⊙ | ⊙ | —             | ○ |   |
| (30) Decide what to do in pair activities with the partner      | ⊙                    | ⊙ | ⊙ |               | ⊙ |   |
| (31) Say a word when they do something                          |                      | ⊙ | ⊙ | ○             | — |   |
| (32) Applaud classmates' performances                           | ⊙                    | ⊙ | ⊙ | △             | ○ | ⊙ |
| (33) Know the ways and viewpoints of mutual evaluation          |                      |   | ⊙ |               |   |   |
| (34) Come to show a performance after class                     |                      |   | ⊙ |               |   |   |
| (35) Practice in pair independently before or after class       | ⊙                    |   |   |               |   |   |
| (36) Put textbooks and other stuffs on the right position       |                      | ⊙ | ⊙ |               | — | — |

⊙ : seemed to be instructed by the teacher and were carried out well by the students

○ : seemed to be instructed by the teacher but were carried out partly by the students

△ : seemed to be instructed by the teacher but were not carried out at all by the students

— : seemed not to be instructed by the teacher

none : might have been instructed by the teacher but were not seen in this class.

① **Students devote themselves to what they really like to do. It is important to produce activities that students really want to do from those that teachers want their students to do.**

<Teacher A>

- Present good materials that can move students.
  - Students want to be moved by something.
- Make students "hungry" for information on the topic being talked about.
  - It is not good to give them everything at first.
- Give students chances to decide what to do by themselves.
  - Students will be more responsible for their behavior.

<Teacher B & C>

- Give students chances to express themselves.
  - Students will act positively.

② **Students want to be accepted and loved by their teacher and classmates. It is essential for teachers to love their students.**

<Teacher A>

- Speak warmly, receive students in a gentle way, present laughter, and never scold students for their mistakes.
  - Students will open their mind and speak out.

<Teacher B>

- Expect the progress of students in learning English and never make light of their ability.
  - Students will try to meet the expectations.

<Teacher C>

- Praise students in front of their classmates and teach them how to praise each other.
  - Students will feel comfortable studying with the classmates and will continue to study for a higher goal.

③ **Students are positive when they are confident that they can do something successfully. It is important for teachers to encourage their students to feel confident about what they are expected to do.**

<Teacher A>

- Have students set up their own goals, show concrete examples so that students can image what to do and how to do it, and give them as many chances and as much time to practice as possible.
  - Students will be confident that they will carry out the activity successfully.

<Teacher B>

- Train students as hard as possible until they come to feel that they have developed an ability that they never had.

→ Students will believe in their potential and will perform in activities better than before.

<Teacher C>

· Give students fair chances to express themselves and evaluate their efforts fairly.

→ Students will feel satisfied to see their progress and to know that they are accepted by the teacher.

## **(2) Important Points in Planning Classes**

Although the most emphasized issue was the consideration of students' mentality, another large part of the discussion was spent on the topic of making an effort to plan good classes. The HETEs pointed out that it is important for teachers to devise teaching materials and ways to deal with them. Furthermore, they specified that teachers should carefully plan their classes considering the state of the students they teach. With some of the statements by the HETEs, the important points that they indicated are summarized as follows:

### **① Materials and activities should be designed according to the actual conditions of students.**

<Teacher A>

· Elaborate the content of the class until the gap between the actual conditions of the students and the goal of the materials to be taught becomes minimum.

<Teacher B>

· Be flexible enough to modify the content of activities and the way to carry them out according to the response of students. It is more important to modify the content of the class according to the actual condition of the students than to carry it all out as planned.

### **② Activities should be designed based on a mid-term or long-term syllabus.**

<Teacher A>

· Help students find that it is interesting to study for a high goal. Do not make them think that doing game-like activities is better than just studying.

<Teacher B>

· Have a concrete goal which students are expected to achieve and give them small steps that they can clear in order to reach the goal.

### **③ Classes should have a variety of activities and a good balance of them so that students can improve various abilities.**

<Teacher A>

· Incorporate chances of both "skill getting" and "skill using" and consider a balance of them. The key words for forming a class are "connect," "share," and "balance."

<Teacher B>

· Set up a variety of tasks in each activity so that students can act differently.

- ④ **The process of students' learning should be visible to and monitored by the teacher and the students themselves so that the quality of their learning will become high.**

**<Teacher A>**

- Give students concrete active tasks even in passive activities like reading and listening in order to make them activities which they will carry out positively.

**<Teacher B>**

- Give students external stimuli like recording their performances in activities so that they will perform more positively. Then, let the students read, listen to, or see the performances so that they can evaluate their own performances and consider the next task to do.

**<Teacher C>**

- Give students visible tasks to make monitoring of the process of their learning easier.

- ⑤ **Agreements that are necessary in class should be made in the introductory period and kept all the time not only for helping classes run smoothly but also for keeping a good relationship between teacher and students.**

**<Teacher A>**

- Establish a system that enables students to have a good mood toward helping each other.
- Encourage students to have self-responsibility that leads them to be independent.

**<Teacher B>**

- Make students understand that classes are what both they and their teacher are supposed to establish.
- Teach moral before and through teaching English. If students are found to be not following the rules or manners they should keep, they should be instructed to keep them.

**<Teacher C>**

- Explain to students how important it is for them to keep the agreements even though they seem to be something that they are forced to do.

## **5. Conclusion**

In the preceding chapter it was pointed out that classes which had students' active participation were managed by teachers with superior teaching techniques that were based on their logical thinking and in-depth consideration toward the students' mentality and the relationship between teacher and students.

As for the five points which this study attempted to illustrate by observing actual classes, four of them, which had been indicated in previous studies, were proved to be factors that enabled the success of the HETEs' classes. Moreover, the remaining one, "number of agreements," which had never been pointed out in previous studies, was found to be another big factor. This factor should be focused on more by other researchers who make a study of teaching and learning in certain circumstances in which a large number, for example, thirty or more, of students have to be controlled

in class.

The summary of the interviews with the teachers also gave us many important matters that teachers should consider when they actually plan and manage classes. This information can be used as very strong suggestions to both teachers in active service and students who are planning to be a teacher. This type of study, that has seldom been seen, should be done by other researchers, too.

In spite of these positive results, this study still leaves two debatable points unsettled. One is the validity of generalizing the results obtained in this study. The results are trustworthy for a case study, however it can not be concluded that they would be reproducible with all teachers because of the insufficient number of subjects. Further studies with a larger number of subjects should be done. The other debatable point concerns the ethical issues of the study. The study needed subjects who were reluctant to cooperate with it and who might not have liked to know their concluded positions as shown in the report. Although it was not the researcher's intention to make them feel uncomfortable, the non-HETEs may feel badly criticized to see how they have been treated in the report. Therefore, further discussion is needed for the collecting, indicating and feedback of these kinds of data.

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