

【資料】

Teacher Development at the BECC: The First Phase of Data Collection

Kelly Rose and Erica Sponberg

BECCにおけるティーチャーディベロップメント：第1段階データ収集

Kelly Rose · Erica Sponberg

Abstract

This article outlines the initial steps taken by the authors in creating a teacher development training program at the Bunkyo English Communication Center (BECC). Following the Delphi method the authors developed an extensive survey for their fellow BECC teachers to complete. Areas of key interest were the current teaching philosophies of the BECC teachers and the common practices they employ in the classroom. After administering this survey the authors analyzed the data to generate a second survey which further reflects on the initial research questions. The ultimate aim is to use this data to implement a teacher training program for new hires at the BECC.

Introduction

In 2007, Hiroshima Bunkyo Women's University approached Kanda University of International Studies (KUIS) about creating an English Center based on the KUIS model of English language learning. In the beginning, the building and interior design, teaching and learning philosophies, and all employees came from KUIS. Now, in its fifth year, the Bunkyo English Communication Center (BECC) is developing as its own entity. Teachers outside of the KUIS model have been hired and KUIS instead acts as a consultant when needed.

Formally, institutional knowledge is passed on through the orientation and faculty development processes (Lave & Wenger, 1991). However, because the institution is only in its fifth year and because the majority of experienced employees had a shared knowledge of classroom practices and curriculum aims, the explicit telling of these things were unnecessary. As these experienced teachers moved on in their careers and as KUIS lightens its reigns, new hires of the BECC need to be given more specific information on task-based, autonomous learning, and the aims of a research-based curriculum. Currently this is not being done, therefore we, the authors, have decided to create a teacher training

program for new hires to accommodate such concerns. This article details the first step in this process—a comprehensive survey.

Methodology

This is a qualitative study using a Delphi-like method in which data is gathered using a series of surveys. In the Delphi method initially the surveys are quite broad so as to generate a great amount of data. Then as the results are analyzed, subsequent surveys are employed which aim to create a consensus among the participants upon a particular topic (Linstone & Murray, 1975).

Acting as facilitators, we brainstormed survey questions based on our own experiences both as teachers and as new hires at the BECC. This resulted in a sixty-question survey comprising of ranking and open-ended questions. This first survey was intentionally broad and open-ended in the hopes it would yield the varying opinions and experiences of the diverse BECC staff. We administered this survey to all of the BECC staff currently instructing general English courses (eight participants in total. Although both of the authors also teach general education classes, we did not take the survey) using an online survey/data collection website. Responses were anonymous so as to gain the teachers' true thoughts and practices. We also asked participants to limit their responses to only their general education English classes at the BECC. We then we complied and printed the results. Together we reflected upon the data first reading the survey individually, then discussing each item together. For a detailed look at the initial survey questions please refer to Appendix A.

By looking at our colleagues' pedagogical commonalities and contrasts we then created a second survey. This survey is much more refined and compact than the previous. Whereas the first survey aimed to gather as much data as possible and tried to avoid restricting the participants' opinions, this second survey seeks to measure the participants' teaching philosophies using a Likert ranking scale. Thirty-one questions all follow the phrase, "A BECC teacher should..." and the participants indicate his or her agreement ranging from "strongly disagree," "disagree," "neither agree nor disagree," "agree," or "strongly agree." This second survey will be administered to all of the BECC participants, as well as the BECC director in the near future. Because this second phase of research is ongoing, we cannot publish or comment on its results at the time of publication. Like the first survey we expect to use the gathered data to fuel the final product of a teacher training program.

Results

Overall this first survey yielded a great deal of promising data from the BECC teachers covering many areas. As we looked through the data we found material for our

second survey, and identified information to use in the teacher training program. For example, we noticed that many of the teachers use the same online tools and employ similar motivational strategies. These commonalities may serve the future BECC hires well and so we will be sure to include these findings in the teacher training program.

There were also some questions which might be further explored in future research. For instance, we found that the topic of explicit vocabulary instruction during class time varied among teachers. This leads us to wonder how important vocabulary study is within a task-based language curriculum employed at the BECC. We have noted such areas and we hope to continue this investigation in the future. For a detailed look at the initial survey responses please refer to Appendix B.

Discussion

As stated before, the idea for this research came as a practical solution for what we felt was a legitimate need at the BECC--a one-hour training program for new hires. When beginning the planning process we did not feel that a typical top-down approach would be best for our situation. For example, there are ten BECC instructors teaching general English classes so communication is carried out relatively easily. We carefully considered how to develop the training program incorporating our colleagues' methods and opinions, while asking the least amount of effort of them. Therefore, we chose the methods described in the hopes that the final training program would be a collaborative and authentic incorporation of the BECC teachers' methods.

We feel that this first survey we created, administered and analyzed has provided us with a comprehensive picture of the BECC teachers' pedagogical perspectives. We acknowledge that the initial step of brainstorming our survey questions came entirely from our own beliefs about teaching English at the BECC and our experiences as new hires at the BECC, therefore this first survey is a bit subjective. This is why we chose a methodology such as the Delphi model, which is recommended in areas where, "The problem does not lend itself to precise analytical techniques but can benefit from subjective judgments on a collective basis" (Linstone & Murray, 1975). We further adjusted the model to accommodate our situation and time limitations as well, employing both surveys on an online survey/data collection website.

We strived to make our questions extensive which, although contributed to the length of this survey, shed light as to our colleagues' perspectives. It is due to the length and thoughtfulness required of the survey that some of the participants found this first survey tedious. Participants were allowed to skip questions which did affect our results by further narrowing the responses. While we acknowledge the demands of this survey we contend it was necessary to begin our research so broadly so that we could use this data as a basis for our second survey and other research projects in the future. We are very grateful to our

colleagues for their participation and thoughtful reflection during this entire research project.

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Appendix A-- BECC Survey 1 Questions

1. Participant research waiver.
2. What expectations do you communicate to your students during class? (mark all that apply)
3. How do you communicate those expectations? (mark all that apply)
4. If you have class rules/ guidelines posted in the classroom, how often do you refer to them in class?
5. If you have class rules/ guidelines posted in the classroom, what language are they written in?
6. What materials do you require the students to bring to class?
7. How do you communicate what they need? (mark all that apply)
8. How do you approach the BECC Semester Vocabulary List in your class? (mark all that apply)
9. How much class time do you dedicate for studying the BECC Semester Vocabulary List?
10. How do you assess vocabulary homework? (mark all that apply)
11. How often do you monitor students' non-assessed activities (handouts /tasks)? (mark all that apply)

12. How are non-assessed activities weighted? (mark all that apply)
13. Do you dedicate specific sections of the whiteboard for certain topics/ info?
14. What do you write on your whiteboard? (mark all that apply)
15. What tools do you use in your teaching? (mark all that apply)
16. Which online tools do you use in your teaching? (mark all that apply)
17. What are some motivational strategies you employ in your lessons? (mark all that apply)
18. How far in advance do your students know about class assessments? (presentations, role-plays, other homework assignments not related to SALC, Vocabulary, or testing) (mark all that apply)
19. What are your opinions about using rubrics to assess student tasks? (mark all that apply)
20. How do you communicate your expectations on assessable tasks (role play, presentation)?
21. After completing an assessed task (role-play, presentation) do you provide students with a chance to reflect on their performance?
22. If you responded "yes", which of the following do you do in your classes?
23. How often do you provide such reflection time?
24. How do you check students' comprehension after giving instructions? (mark all that apply)
25. How closely do you follow the lessons? (please select one from the following)
26. Within the lesson, what kind of tasks are you most likely to skip or pass over quickly? (mark all that apply)
27. Do you add your own activities to your lessons?
28. What kinds of tasks do you add?
29. Why do you add these tasks?
30. How often do you make changes (or add tasks) to the standard curriculum? (choose one option)

31. Do you assess these extra tasks?

Task 4: Dictation Student A

Work with partner B.

Read Ben's letter aloud to your partner.

Your partner will write down the information. Then change, your partner will read the second part of the letter to you. Write what she reads.

Try to use English only!

Dear Mr Jones,

Hi, my name is Ben. I am from England. I have been studying French for 5 years. I have two main learning goals this year. **First**, I would like to improve my reading skills because I am a very slow reader. When I read, I look up every word that I don't know in the dictionary. _____

- 32. How would you explain the task above to a low-level English class? (mark all that apply)
- 33. For the above task, please write the language YOU would use when explaining this task.
- 34. For the above task, please write the language you would encourage YOUR STUDENTS to use when completing this task.

Task 3: Match the Vocabulary

- Make a pair.
- Match the words on the left with the Japanese meanings on the right.
- Use the example conversation with your partner.

Example conversation

Hi, Keiko! How do you say be absent in Japanese?

Thank you! / OK!

}

You say やすむ.
OR
I don't know. Let's check the dictionary.

- | | |
|-----------------------|--------------|
| 1. be absent (a) | A) 前期 |
| 2. be late (a) | B) やすむ・欠席する |
| 3. first semester (n) | C) 提出する |
| 4. pronounce (v) | D) 遅れる |
| 5. handout (n) | E) 説明する |
| 6. hand in (v) | F) 講師からのプリント |
| 7. explain (v) | G) 発言する |

35. For the task above, please rank the objectives in order of importance. (1= most important, 3= least important)
36. Is providing students “choices” in class important to you?
37. What are some ways you allow students choices in your classroom? (mark all that apply)
38. When do you allow students to use Japanese in your class? (mark all that apply)
39. How much Japanese do YOU use in your class? (mark all that apply)
40. Do you have any comments about Japanese usage in the classroom (student usage/ teacher usage)?
41. How much emphasis do you place on language needed to complete a task in English (the process language)?
42. If you answer a lot, or some, in the question above, how do you encourage your students to complete the task in English?
43. What does the phrase, “classroom culture at the BECC” mean to you?
44. What would you tell a new hire about teaching general courses at the BECC? (task supported learning, learner training)
45. Do you feel that you have a classroom routine?
46. How do you begin your lessons? What do you do/say?
47. How do you end your lessons? What do you do/say?
48. How do you transition between activities? Do you employ any set phrases or special techniques?
49. How do you get your students' attention after a busy/ noisy activity? (mark all that apply)
50. When do you distribute handouts? (mark all that apply)
51. Think of a moment in your classroom, where there was a disruptive student that you were able to bring back into your classroom atmosphere. What happened? What did you do to turn the situation around?
52. Think of a moment in your classroom where you students easily understood the instructions to an activity. What was the activity and what did you do to make it easy for them to understand?
53. How do you approach the SALC activities with your students in your class/ with your students? (mark all that apply)
54. How do you assess complete SALC activities? (mark all that apply)
55. How do you use the SALC space for your class? (mark all that apply)
56. Which phrases do you use when asking students to work together? (mark all that apply)
57. What other stock phrases have you established with your class? (mark all that apply)
58. How do you deal with a student who is late? (mark all that apply)
59. How do you deal with a student who is sleeping in class? (mark all that apply)
60. How do you deal with a student who is distracting other students? (mark all that apply)
61. Please list any other classroom management strategies you regularly employ in your classes that have not been listed above.

Appendix B-- BECC Survey 1 Questions and Responses

1. Participant research waiver.

2. What expectations do you communicate to your students during class? (mark all that apply)		
	Response Percent	Response Count
Students should come to every class.	42.9%	3
Students should be on time.	71.4%	5
Students should bring all required materials (notebook, file, pens/pencil, handouts, etc).	85.7%	6
Students should not talk when the teacher is speaking.	100%	7
Students may not use cell phones in class unless as a dictionary.	85.7%	6
Students should be active and participate in the lesson.	71.4%	5
Students should communicate in English during classroom activities.	100%	7
Students should keep the classroom clean.	42.9%	3
Students should help each other and the teacher.	28.6%	2
Other	deadline for homework /assessments	

3. How do you communicate those expectations? (mark all that apply)

	Response Percent	Response Count
demonstrations	50%	3
guidelines/ class rules posted in the classroom.	50%	3
in the beginning of the semester handout.	83.3%	5
I praise model behavior.	66.7%	4
I reprimand unsatisfactory behavior.	66.7%	4
Other	1. I talk to individual students if there is a problem. For example I would ask a student using her mobile phone "Are you using a dictionary?" I will say the names of students who are speaking when I am speaking. For example "Shizuka, listening please!" I'm often saying to students "Do your best!" 2. verbal reminders and lots of instruction checking.	

4. If you have class rules/ guidelines posted in the classroom, how often do you refer to them in class?

	Response Percent	Response Count
Every class (100%)	0	0
Most classes (75%)	0	0
Some classes (50%)	20%	1
Rarely (25%)	40%	2
I do not refer to them in class.	40%	2

5. If you have class rules/ guidelines posted in the classroom, what language are they written in?

	Response Percent	Response Count
English	33.3%	1
Japanese	0	0
Both	66.7%	2

6. What materials do you require the students to bring to class?

	Response Percent	Response Count
File/ folder	71.4%	5
Notebook	14.3%	1
Paper, pencils/pens, highlighters	57.1%	5
Other	1. All handouts from teacher. 2. I don't 'require' them to bring anything really. I ask them to bring their handouts, but I don't punish them if they forget.	

7. How do you communicate what they need? (mark all that apply)

	Response Percent	Response Count
Verbally	85.7%	6
Written (teacher-produced)	28.6%	2
BECC orientation handout	57.1%	4
Poster	14.3%	1
Demonstration	14.3%	1

8. How do you approach the BECC Semester Vocabulary List in your class? (mark all that apply)

	Response Percent	Response Count
assessing handouts ("my 250 words" lists)	100%	6
Graded notebooks	0	0

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Flashcards	0	0
Textbook	0	0
Games	33.3%	1
I don't specifically teach the vocabulary word list in class	0	0
Other	5 quizzes each worth 1% (otherwise I fear that students secure the answers from previous cohorts), furthermore, I don't think that filling in the list alone has been a valuable process for them - most of the time they copy from another friend.	

9. How much class time do you dedicate for studying the BEEC Semester Vocabulary List?		
	Response Percent	Response Count
In every class (100%)	0	0
In most classes (75%)	0	0
In some classes (50%)	42.9%	3
Rarely in class (25%)	57.1%	4
Never in class	0	0

10. How do you assess vocabulary homework? (mark all that apply)		
	Response Percent	Response Count
I do not assign a grade. Student's vocabulary test grades will reflect her effort.	71.4%	5
I assign vocabulary quizzes.	14.3%	1
I collect students' homework and give a completion-based grade.	57.1%	5
I collect students' homework and check for accuracy.	42.9%	3
I provide teacher comments.	14.3%	1
Students' work are counted as "participation."	28.6%	2
Other	I check the lists at the end of the semester. I highlight any major errors, but this semester they get 45 points for completion (5 points was for being on time with the original 500 word check)	

11. How often do you monitor students' non-assessed activities (handouts /tasks)? (mark all that apply)		
	Response Percent	Response Count
In every class (100%)	42.9%	3
In most classes (75%)	28.6%	2
In some classes (50%)	0	0

Rarely in class (25%)	28.6%	2
Never in class	0	0
I do not check students' work until the end of the semester.	0	0
I check students' work but not in class.	0	0
Other	Monitor frequently and make comments.	

12. How are non-assessed activities weighted? (mark all that apply)		
	Response Percent	Response Count
It's counted as participation.	71.4%	5
It's counted in activities/ HW grade	14.3%	1
It's not weighted.	14.3%	1

13. Do you dedicate specific sections of the whiteboard for certain topics/ info?		
	Response Percent	Response Count
Yes	57.1%	4
No	42.9%	3

14. What do you write on your whiteboard? (mark all that apply)		
	Response Percent	Response Count
lesson outline/ agenda	85.7%	6
key phrases, vocabulary, grammar, etc.	57.1%	4
free notes	71.4%	5
Other	1. classroom language. 2. Occasionally any key words that come up. 3. REVIEW of vocab, grammar etc. from previous class.	

15. What tools do you use in your teaching? (mark all that apply)		
	Response Percent	Response Count
timer/ stopwatch	100%	6
flashcards	16.7%	1
cards that allow for students to find partners/ groups	66.7%	4
Props	33.3%	2

16. Which online tools do you use in your teaching? (mark all that apply)		
	Response Percent	Response Count
googlemaps	42.9%	3
moodle	57.1%	4
youtube	100%	7
online timer	100%	7
online dictionary	57.1%	4
Other	music	

17. What are some motivational strategies you employ in your lessons? (mark all that apply)		
	Response Percent	Response Count
stickers/ stamps/ tickets	100.0%	5
candy / snacks	20.0%	1
class points	40.0%	2
individual points	20.0%	1
SALC point card campaigns	20.0%	1
extra credit/ participation	0.0%	0
Other	1. I don't believe in giving out food, and especially candy. But I have in the past (not at BECC) done point cards and raffle tickets with prizes. I prefer prizes non-food related. 2. I usually use simple penalties to encourage the class to speak English. 3. Rarely	

18. How far in advance do your students know about class assessments? (presentations, role-plays, other homework assignments not related to SALC, Vocabulary, or testing) (mark all that apply)		
	Response Percent	Response Count
I tell them the day we start the lesson.	42.9%	3
I provide a semester syllabus which explains the due dates.	14.3%	1
I tell students in advance. How far in advance? (please write below)	100%	7
Other	1. At least one week to as much as one month in advance depending on the assignment. (I prefer not to have a printed syllabus with all due dates, as I like to have flexibility to change the schedule. 2. a few weeks 3. Depends. Sometimes a lesson or 2 before, sometimes more for bigger projects.	

4. Usually at the start of the relevant handout - so one or two lessons in advance.
5. I usually give students one or two weeks to complete written homework assignments. For big assessments like SALC activities I try to let them know a month in advance.
6. Sometimes on the day. Sometimes the lesson before.
7. at least 3 weeks.

19. What are your opinions about using rubrics to assess student tasks? (mark all that apply)		
	Response Percent	Response Count
I like using the rubrics provided in the curriculum and feel they are adequate.	50%	3
I like the idea of using rubrics but I customize the provided rubrics for my own needs.	66.7%	4
I don't have any opinion on rubrics.	0	0
I don't like using rubrics.	0	0
I do not use the rubrics provided in the curriculum.	0	0
Other	1. I do not like most of the rubrics in the curriculum, but I don't always have time to make my own/modify them. 2. I sometimes use the rubrics provided, also sometimes customize them, like the idea of having rubrics but feel they need some work. 3. I don't think the students look at these most of the time.	

20. How do you communicate your expectations on assessable tasks (role play, presentation)?		
	Response Percent	Response Count
I give students a written rubric.	71.4%	5
I verbalize my expectations.	100%	7
I demonstrate what an "S" looks like. I give an example.	57.1%	4
Other	1. I project a written rubric. 2. I usually speak and write key words on the board. 3. example (maybe not an S - but something that's a 3/5).	

21. After completing an assessed task (role-play, presentation) do you provide students with a chance to reflect on their performance?		
	Response Percent	Response Count
Yes	83.3%	5
No	16.7%	1

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22. If you responded "yes", which of the following do you do in your classes?		
	Response Percent	Response Count
I give students a self-reflection handout.	83.3%	5
I ask students to think about their performance.	0	0
I have students watch their performance (if videotaped).	50%	3
Other	I clicked "Yes" but it is more like sometimes. I should do more. I think the handouts are effective.	

23. How often do you provide such reflection time?		
	Response Percent	Response Count
I ask students to reflect after every assessable task.	83.3%	5
I ask students to reflect after most assessable tasks.	0	0
I ask students to reflect after some assessable tasks.	60%	3
I ask students to reflect upon a few assessable tasks.	40%	2
I do not ask students to reflect upon assessable tasks.	0	0

24. How do you check students' comprehension after giving instructions? (mark all that apply)		
	Response Percent	Response Count
I ask students to verbally respond. ("ok", "yes", "no", etc)	100%	6
Students demonstrate hand gestures. (thumbs up/down, "ok" sign)	33.3%	2
I ask a student who understands to explain it to the class/ group.	16.7%	1
I do not conduct comprehension checks.	0	0
I asked pointed questions that show students' comprehension.	83.3%	5
Other	1. I ask them what they have to do e.g. What do you do first? What do you do second? 2. I usually say "okay," and then I judge from students faces and body language if they have understood or not. 3. concept check or instruction check questions. lots of them. for example	

25. How closely do you follow the lessons? (please select one from the following)		
	Response Percent	Response Count
I follow the standard lesson.	25%	1
I change minor things like formatting, visuals, or spelling errors.	25%	1
I cut tasks.	25%	1
I add new tasks.	25%	1
Other	1. All of the above, depending on the lesson and the handout. That includes following the standard lesson probably about 50-60% of the time. 2. all of the above. 3. I cut tasks depending on the class. I also supplement the lesson with tasks if I feel it's necessary. I also change minor things from time to time. Hard to choose only one answer from this selection. 4. I cut tasks and add new tasks. I also alter and simplify tasks to make them easier for my students. 5. I follow the lessons pretty closely in general.	

26. Within the lesson, what kind of tasks are you most likely to skip or pass over quickly? (mark all that apply)		
	Response Percent	Response Count
Vocabulary translation	0	0
Listening	0	0
Reading	100%	1
Writing	100%	1
Grammar	0	0
Other	1. I like to assign reading and writing tasks for homework. 2. It usually depends on how much time a task will take and how important it is to understand the rest of the lesson rather than what category it is. 3. My decision to skip a task is usually made depending on the time I have available. 4. I'm not sure I skip over any of these in particular.	

27. Do you add your own activities to your lessons?		
	Response Percent	Response Count
Yes	71.4%	5
No	28.6%	2

28. What kinds of tasks do you add?		
	Response Percent	Response Count
Vocabulary translation	0	0
Listening	0	0
Reading	0	0
Writing	50%	1
Grammar	100%	2
Other	1. Totally depends on the lesson and class, but mostly speaking tasks activities or games. However, I think we should have a few more grammar activities in our lessons that don't use a textbook. 2. pair/group work. 3. games. 4. I add a lot of warmers to my classes, to get students in a fun mood and speaking English. I use a lot of warmers early in semester 1 to get students to remember each other's names. 5. Difficult to say, a combination of the above plus speaking.	

Task 4: Dictation Student A

Work with partner B.
 Read Ben's letter aloud to your partner.
 Your partner will write down the information. Then change, your partner will read the second part of the letter to you. Write what she reads.
 Try to use English only!

Dear Mr. Jones,

Hi, my name is Ben. I am from England. I have been studying French for 5 years. I have two main learning goals this year. First, I would like to improve my reading skills because I am a very slow reader. When I read, I look up every word that I don't know in the dictionary.

29. Why do you add these tasks?		
	Response Percent	Response Count
I finish the lesson/ unit too quickly.	25%	1
Experimentation	25%	1
To better suit my teaching style.	75%	3
To make the task more communicative.	100%	4
Other	To build a positive classroom atmosphere and get students in speaking English from the start of the class.	

32. How would you explain the task above to a low-level English class? (mark all that apply)		
	Response Percent	Response Count
model/ demonstrate	100%	7
verbal explanation	71.4%	5
written explanation	0	0

30. How often do you make changes (or add tasks) to the standard curriculum? (choose one option)		
	Response Percent	Response Count
Every class (100%)	0	0
Most classes (75%)	28.6%	2
Some classes (50%)	42.9%	3
Rarely (25%)	28.6%	2
I do not make changes.	0	0

33. For the above task, please write the language YOU would use when explaining this task.

- One person, speak. Another person, write. Don't show the paper. It is to practice listening. (modeling is key).
- Write what your partner says. Don't worry about spelling. Do your best! (and I would model it with a student).
- Make a pair. Decide who is A? Who is B? (Wait) OK, person A put your hand up. Person A, read the letter. Person B, put your hand up. Listen and write mimic writing on the projector). Then change.
- I would choose an outgoing student to act as my partner in front of the class. Then I would say "One partner is A. One partner is B". I'd say "check your paper" while pointing to where "student A" is written on the handout. Then I'd say "Hands up A" and put my hand up. I'd check that about half the hands go up. Then I'd say "hands up B" and check again that about half the hands go up. I would say "First student A reads" and do an exaggerated mime of reading as student A. I'd then say "And Student B writes" and do an exaggerated mime of writing while standing next to the volunteer. Then I'd say "When you are finished change reader and writer." "Then I would check the class' comprehension by saying "okay" and checking their body language and facial expressions. If necessary I would explain again.

31. Do you assess these extra tasks?		
	Response Percent	Response Count
Yes	42.9%	3
No	57.1%	4

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5. First make sure one is partner A, one B. A :read aloud (I would start saying Dear Ben..) B :Write (I would gesture other student writing) Then change (gesturing with hands)
6. Find a partner. One partner is A one partner is B. Partner A hands up. Partner B hands up. Ok partner A you are reading. Partner B you are listening and writing. IF you need partner A to repeat, what do you say? Partner A are you listening? are you writing? what are you doing? partner B what are you doing? ok. are you working alone? are you speaking? (who?) are you reading? (who?) are you writing? (who?) are you listening? (who?) What do you say if you don't understand? what do you do when you are finished?

34. For the above task, please write the language you would encourage YOUR STUDENTS to use when completing this task.

1. Please repeat that. Could you speak more slowly. Once more, please. How do you spell~?
2. Once more/ Louder please/ Again/ Slower, etc.
3. How do you spell..? One more time, please. More slowly please.
4. I would write on the board

Task 3: Match the Vocabulary

- Make a pair.
- Match the words on the left with the Japanese meanings on the right.
- Use the example conversation with your partner.

Example conversation

1. be absent (a) → A) 前期
 2. be late (a) → B) やすむ・欠席する
 3. first semester (n) → C) 提出する
 4. pronounce (v) → D) 遅れる
 5. handout (n) → E) 説明する
 6. hand in (v) → F) 講師からのプリント
 7. explain (v) → G) 発音する

35. For the task above, please rank the objectives in order of importance. (1= most important, 3= least important)

	1	2	3
Knowing the Japanese/English translation.	42.9% (3)	28.6% (2)	28.6% (2)
Students using phrases like, "How do you say ... in Japanese."	57.1% (4)	42.9% (3)	0% (0)
Making a pair/group in English. Working together.	0% (0)	28.6% (2)	71.4% (5)

36. Is providing students "choices" in class important to you?

	Response Percent	Response Count
Yes	66.7%	4
No	33.3%	2

37. What are some ways you allow students choices in your classroom? (mark all that apply)

	Response Percent	Response Count
When listening to music in class I allow students to request English singers/ songs.	71.4%	5
I ask students how many minutes they need for certain activities.	42.9%	3
I allow students to sit wherever they want.	42.9%	3
I allow students to choose their own partners/ groups.	42.9%	3
I allow students to set some of our class deadlines.	14.3%	1
I allow students to eat or drink in class.	42.9%	3
I provide "free time" where students engage in self-directed activities.	0	0
I do not allow students choices.	0	0
Other	1. I do more of this for GCD classes and GE classes. 2. Students can sit where they want, depending on the class. 3. As far as possible I try to let student choose their own topics. I often negotiate deadlines with students.	

38. When do you allow students to use Japanese in your class? (mark all that apply)

	Response Percent	Response Count
for translation tasks	83.3%	4
in between tasks.	42.9%	3
for explanations of a task to those who don't understand.	85.7%	6
before class starts / after class finishes.	100%	7
none whatsoever.	14.3%	1

39. How much Japanese do YOU use in your class? (mark all that apply)		
	Response Percent	Response Count
If a student speaks Japanese, I will respond in English without requiring the student to restate it in English.	28.6%	2
I give "helper" Japanese words when explaining/monitoring tasks or translation activities.	14.3%	1
I give instructions in Japanese if students don't understand the task.	28.6%	2
I give instructions in Japanese to save time.	14.3%	1
I chat with students in between tasks in Japanese.	0	0
I chat with students in Japanese before/ after class.	0	0
None whatsoever.	42.9%	3

40. Do you have any comments about Japanese usage in the classroom (student usage/ teacher usage)?

- The use is completely different for GE and GCD classes. I never use with GCD. I have used more for FE than SE as well and I think it is totally acceptable if you are capable to explain grammar in Japanese, but prefer to only when talking to Ss individually and to the class as a whole.
- The above applies to my general classes. I don't allow any Japanese in my GCD class (except for things like "How do you say naninani in English?").
- I've read some research showing that judicious use of the L1 in the L2 classroom can be superior to L2 only for student motivation and learning outcomes. I'd say that my goal would be 95% English use in class. For example I will occasionally use the "sandwich technique" in which I say the English word, then the Japanese word and then the English word again for unknown vocabulary. I also encourage students to ask me or their classmates "How do you say _____ in English." I will also use Japanese to explain assessment items if students are obviously confused by a couple of attempts at a simple English explanation. That said, I insist on English only for most communicative tasks. I think question 41 needs to specify what kind of task.
- Students use too much Japanese in my classes, especially where they could use English as I know they know it. I very rarely use Japanese in class. Maybe if I know the word I will say it to lower level students.
- I think teachers should avoid the usage of Japanese with students altogether at any time.

41. How much emphasis do you place on language needed to complete a task in English (the process language)?

	Response Percent	Response Count
a lot (I will make them start the task over if it isn't done in English.)	33.3%	2
some (I encourage students to use as much English as possible during class time.)	66.7%	4
a little (Students may use phrases/vocabulary but most task communication is in Japanese.)	0	0
not at all (as long as students are on task I do not regulate.)	0	0

42. If you answer a lot, or some, in the question above, how do you encourage your students to complete the task in English?

- Again for GE FE and SE, I write out speech bubbles on the board and demonstrate with a student. I always do this so I checked "a lot" but I have never made students start the task over if they use Japanese. I just encourage and stay with them until they do the next one in English.
- I set up "English Only" tasks in the class and give out penalty assignments when necessary.
- Model the language beforehand, monitor during the task and remind students to use English if they are using Japanese.
- I just say 'use English' or when they speak Japanese I'll say 'how do you say that in English?'
- I instruction check: "is Japanese ok?" I review the language that they will use during the task "what do you say if....." before starting so that they are set up to fully complete the task in English. during the task, I remind them "English please" if necessary (although I don't think this is very effective).

43. What does the phrase, "classroom culture at the BECC" mean to you?

- Common practices among teachers at the BECC, but I'm not sure what they all are.
- Task based learning.
- culture inside the parameters of the BECC English classroom between students and the teacher.
- Classroom culture to me means having a positive learning environment in the classroom in which students are not afraid to experiment with the L2. I think this culture can be built by the teacher always having a positive, playful attitude and by often mixing groups and partners in the class.
- Not sure really.
- Performing tasks in English.

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44. What would you tell a new hire about teaching general courses at the BECC? (task supported learning, learner training)

1. About the importance of processing language.
2. Task-supported learning- students studying English focusing on completing tasks as opposed to focusing on isolated areas of language-learning. learner training- building learners' skills to achieve tasks outside the classroom. Teaching students target English through tasks that use recycled language.
3. I'd explain a few lessons and maybe have them do some background reading.
4. Establish rapport first and foremost with your students.
5. Instruction check all the time! if you do a good job, everyone understands what they should be doing. don't expect them to only use Japanese only. They will slip into Japanese when they aren't on task, but give them the tools to use English when they are on task.

5. We are out of time! (gesture at watch). It's time to finish. Don't forget...(homework reminders)
6. Nothing special really. Ok finished, have a nice day/weekend.
7. thank you everyone. is there any homework? see you on _____. clean your desks. name cards here. have a nice day (or something like that).

48. How do you transition between activities? Do you employ any set phrases or special techniques?

1. No... just say, okay, next look at.... Depends on the activity and lesson.
2. Get their attention and explain the next task using the projected handout/powerpoint.
3. ask students if task was hard or easy, ask for questions.
4. I say something like. "Okay everyone go back to your seats. Now look at task 5. In this task..."
5. Now look at task ...
6. No. I try to reduce my teacher talk time as much as possible. I'll say, are you finished? (yes/no) (usually I know that they are), please look at task ...

45. Do you feel that you have a classroom routine?

	Response Percent	Response Count
Yes	100%	7
No	0	0
I don't know.	0	0

49. How do you get your students' attention after a busy/ noisy activity? (mark all that apply)

	Response Percent	Response Count
Clap hands, ring a bell, chime, or timer.	42.9%	3
Shout a transition phrase. ("ok everyone, look here, please")	85.7%	6
Dim/ turn off the lights, turn off music.	14.3%	1
Stand at the front of the room and wait for students to stop talking.	57.1%	4
Make an angry face/ posture.	0	0
Other	"May I have your attention please."	

46. How do you begin your lessons? What do you do/say?

1. Greeting. Explain the daily tasks. Trying to do more "answer a question in English", creating an English only environment for a set time. Question or topic is usually related to the class theme.
2. Good morning/afternoon.
3. Good morning/afternoon. How are you?
4. Greetings (hello, good morning/afternoon), How are you? What's new? How was the weekend?
5. Let's start! How are you? In today's class we are going to...
6. Write agenda, go over it verbally.
7. Say hello to your partner. ask them a random question (where did you buy your shoes? do you like rainy days - I stay away from standard questions like what did you do on the weekend and have them ask their partner something that they probably don't talk about in Japanese) go over today's plan and any upcoming dates. (board) review previous class/week/unit material. (on board) mini-lecture to get them engaged in the topic (sometimes with images or other props) give out handouts start class.

50. When do you distribute handouts? (mark all that apply)

	Response Percent	Response Count
At the beginning of class	33.3%	2
After a warm up.	66.7%	4
After the first task.	0	0
In the class prior.	0	0
I never use the handouts	0	0
Other	All of the above depending (except I never use the handouts).	

47. How do you end your lessons? What do you do/say?

1. That's all for today!
2. Thanks everyone, see you on (Thursday). See you!
3. That's all for today. Thank you very much. See you.
4. Recapping assignments due, have a nice weekend, see you next time, asking students what's due next class.

51. Think of a moment in your classroom, where there was a disruptive student that you were able to bring back into your classroom atmosphere. What happened? What did you do to turn the situation around?

1. Employing that student as a helper.
2. I recruit the help of the other students. I stand in front of the classroom quietly until everyone is silent. If one student is still disruptive, I call her name, everyone looks at her in silence, and she gets back on task.
3. Students talking when I was giving instructions. I asked called the student by name and asked a question. I try to keep the atmosphere light as well.
4. I will sometimes joke with such students. Or sometimes I will give them extra attention to make sure they understand. For example "Emiko, are you okay? Can I help you?"
5. Sorry can't think of anything specific.
6. Asked them by name if they were finished. Instruction checked with them in front of the class. Generally I joke with them in front of the class. I'm not aggressive or disciplinary, I just use their name a lot.

52. Think of a moment in your classroom where you students easily understood the instructions to an activity. What was the activity and what did you do to make it easy for them to understand?

1. Modeling is key.
2. Break the task down into step-by-step, sometimes write steps on the board, check understanding by asking students questions ("What do you do first?")
3. Routine activities, with similar instructions.
4. SE Restaurants lesson- I modeled the activity for the class using students to help me.
5. I think the routine nature of activities makes them easy to understand. There is a lot of repetition in the activity types and students get used to the routing of different activities.
6. Again specifically I find it hard to recall. I would say that modeling with students, or getting stronger students to model, would answer this question though.
7. I think my strength as a teacher is getting students to understand the activities. It's very simple - instruction checking!!!

53. How do you approach the SALC activities with your students in your class/ with your students? (mark all that apply)

	Response Percent	Response Count
I designate class time for SALC activities.	0	0
I allow students to work on SALC activities or go to the SALC when we have extra class time.	42.9%	3

I am available to help students with their SALC activities during classtime.	0	0
I think all SALC work must be done outside of class.	57.1%	4
Other	Doesn't have to be, but I have never been organized enough to book class use in the SALC.	

54. How do you assess complete SALC activities? (mark all that apply)

	Response Percent	Response Count
If all boxes are filled in and questions answered I give full credit.	100%	7
If the activity is 50% done or more, I give full credit.	0	0
If the activity is handed in on time, but only 25% done, I give full credit.	0	0
Other	I never grade content though. I think it's important to give full credit just for doing.	

55. How do you use the SALC space for your class? (mark all that apply)

	Response Percent	Response Count
I assign tasks/ homework that requires students to use the resources in the SALC (including teachers/ learning advisors).	50.0%	3
I use partial class time to go to the SALC.	50.0%	3
I borrow materials to use in my class (video camera, tripod, etc)	50.0%	3
Other	I generally don't assign specific homework for the SALC. The SALC activities are already designed for this and it is a *self* access centre.	

56. Which phrases do you use when asking students to work together? (mark all that apply)

	Response Percent	Response Count
"Find a partner."	100%	7
"Work together."	85.7%	6
"Make a pair."	42.9%	3
Other	1. Make a group. 2. "Let's work together."	

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57. What other stock phrases have you established with your class? (mark all that apply)		
	Response Percent	Response Count
"Look here, please." / "look up front." / "look, look, look."	75%	3
"Hand in..."	75%	3
"Turn in..."	0	0
"Please give me..."	75%	3
Other	1. Listening? ready? Go! 2. Everybody listening? Look at me. Do your best. This task is English only. Let's start. See you next time. Find a partner with the same number./ Make a group with the same number. 3. Tick the boxes, tick ticktick 4. Any instruction checking (I've mentioned earlier in this survey). please look at task __.	

58. How do you deal with a student who is late? (mark all that apply)		
	Response Percent	Response Count
Ignore the behavior.	50%	3
Stop class to call attention to the student's behavior/ issue and correct it.	16.7%	1
Continue class but address the student privately during/ after class.	66.7%	4
Request a student/ teacher meeting to discuss the student's behavior.	0	0
Other	1. Depends on what is happening when they come in. 2. I ask the student why she was late. I tell her to be on time next time.	

59. How do you deal with a student who is sleeping in class? (mark all that apply)		
	Response Percent	Response Count
Ignore the behavior.	50%	2
Stop class to call attention to the student's behavior/ issue and correct it.	25%	1
Continue class but address the student privately during/ after class.	25%	1
Request a student/ teacher meeting to discuss the student's behavior.	0	0

Other	1. I tell them it's okay to stand up and go to the toilet to wake up if they need to. I mark it in my attendance records if it's more than dozing. And I am more understanding with 4th and 5th komas because they are tired. BUT it is not acceptable to sleep in class and I have never done it, but I tell them they will have to leave the classroom if their behavior continues. 2. Wake them up when I am monitoring (I have no problem tapping them on the shoulder/head to wake them up). 3. 0 for daily participation grade. 4. I say 'Are you awake Emiko?' You cannot sleep in a BECC class. This is a BECC rule. Do you want to go to the bathroom and wash your face?
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60. How do you deal with a student who is distracting other students? (mark all that apply)		
	Response Percent	Response Count
Ignore the behavior.	20%	1
Stop class to call attention to the student's behavior/ issue and correct it.	100%	5
Continue class but address the student privately during/ after class.	20%	1
Request a student/ teacher meeting to discuss the student's behavior.	0	0
Other	1. Depends when the behavior is occurring. If it's when I'm trying to explain something, I stop and tell them to be quiet. 2. I say to the student things like "Mariko work with your partner." "Mariko...concentrate! concentrate!" "Yumiko... Be nice! Be nice! This will sometimes make the student laugh, and they also learn a new English word. I will sometimes mime writing and point to the student's paper." 3. Depends on the situation. 4. Seat the student near me and away from her friends. Usually by putting her name card there at the start of class.	

61. Please list any other classroom management strategies you regularly employ in your classes that have not been listed above.		
1. Talking to students individually in Japanese. 2. I like to regularly mix student pairs and groups. I think that students working with a partners and groups who are not their friend build more of a class community.		

—平成24年11月9日 受理—