

Is my listening class successful?

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Figure 1

Keywords

Reflective practice, classroom management, classroom dynamics

Abstract

In this paper the researcher sought to gain a greater understanding of how students in his first-year listening class felt about the class. More specifically, he wanted to determine (1) how accurate his notion of the class being a “success” was and (2) how students felt about particular aspects of his pedagogy and classroom management that he considers to be critical to the maintenance of positive learning environment but hitherto had no real evidence that the students felt the same way. While a questionnaire of students ultimately demonstrated that students were on the whole reasonably satisfied with the class, it also revealed aspects of the classroom experience that required attention, both immediate and considered. Finally, this investigation produced avenues for additional, more focused research.

1. Introduction.

At the time of writing I am three and a half years into my contract with Toyo Gakuen. That is nearly three quarters of what is hopefully a full five years in my role as a *tokubetsu kōshi* here. Looking towards my final academic year and a half here (barring any unforeseen developments), not to mention my career as a teacher after that, I have unconsciously found myself reflecting on how I have changed as a teacher since joining Toyo Gakuen in April 2014. This piece of research, while limited to one of the ten classes that I was allotted in the spring academic semester, is the end result of an effort to convert those unconscious thoughts into a rigorous reflective analysis of one of my Spring semester classes.

For the 2017 academic year Spring semester I had a first year listening class first thing every Monday morning. With the course now completed, my gut feeling is that this course was a success. Student attendance was robust, most students followed my instructions without the need for prodding, and we consistently achieved high scores in the end-of-unit listening comprehension tests. Statistical data support two of these three measures of success. Average attendance for each class was 97%, with only two students failing due to insufficient attendance. Fourteen of the thirty students obtained a B+ or higher, with one student obtaining an A+. Of the remaining sixteen students, nine obtained a B, five students obtained a C+ or C and two received Fs (due to lack of attendance rather than test assessment scores). I enjoyed the class and believe that the students also enjoyed the class. I believe that, if asked, a majority of the students would say that they feel that their listening comprehension skills improved over the duration of the course.

What is more, I believe the course was a success *despite* a number of factors. Firstly, the class was a large one with 30 students on the class roll and an average attendance rate of 27 students per class. Secondly, our assigned classroom for the class was a CALL room (see figure 1), which meant that there were significant physical barriers, in the form of a bank of computers on my desk and a sea of computer monitors, between the students and myself. With other courses where I use a CALL room I have often felt that these environmental factors interfered with my ability to encourage students to be engaged and focused on the tasks at hand. Finally, and this is perhaps a consequence of the first two factors, I made a rather limited effort to develop a rapport with the students- by the end of the course I had not remembered the names of most of the students and knew little of their lives outside of the classroom.

So this brings me to the rationale behind this research- no matter the yardstick, I believe the course was successful. However, was it really? Is the way I feel consistent with the way the students feel?

In my years of teaching I have come to consider it a given that there is usually a gap between the way the teacher feels about a class and the way the students feel about the same class. What is more, this gap is often exacerbated when the teacher is a native English speaker who does not share the same culture as that of his or her students.

The purpose of this piece of research is to:

- (1) understand how true my unsubstantiated conclusion that the class was a success really is through the analysis of data related to:
 - a) student impressions of their classmates;
 - b) student impressions of materials and learning tools;
 - c) student impressions of how their English competences have changed as a result of the class;
 - d) student impressions of this researcher's personality, motivation and attitude toward teaching;
 - e) student opinions on specific aspects of this researcher's teaching methodology;
 - f) student opinions on specific aspects of this researcher's classroom management style; and,

- (2) uncover to what extent certain aspects of my "classroom self" and classroom management style impacted on students. Of particular concern to this researcher are
 - a) whether students detected any bias in my treatment of female students and whether this negatively impacts on the class.
 - b) how students felt about my insistence that students who are late approach me first to apologize and tell me why they are late before sitting down (students should know how to do this as "classroom language" for such situations is introduced in the first class and written on the back of their name cards).
 - c) how students felt about my insistence that students should not sit in the back row of classroom seats.

Ultimately, it is hoped that this research will afford me the opportunity to implement changes to my teaching methodology in the upcoming autumn semester course which resumes without any changes in the student roll or textbook from September 2017. Finally, this researcher anticipates that this investigation will allow for further avenues of research through a "deep-dive" into specific, isolated issues that became apparent as a result of this research.

2. What is reflective teaching?

Above all, there is one quality that makes a good teacher -the ability to reflect on what, why and how we do things and to adapt and develop our classroom practices. This researcher, in his years as a teacher at the university level, subscribes to the notion that reflection is the key to successful learning not only for learners but also for teachers. Fulfillment in teaching requires that we always challenge and develop our own classroom practices through regular reflection and review. In a professional setting, reflection needs to be deliberate, purposeful, and structured.

Moon states that “Reflection is a form of mental processing that we use to fulfill a purpose or to achieve some anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding and, possibly, emotions that we already possess” (2005; p.1).

An uncredited model of competence, suggests that reflection enables a progression through the following stages of professional competence:

1. *unconscious incompetence* – a situation in which we are unaware of what we can or cannot do, know or do not know;
2. *conscious incompetence* – where we become aware of our developmental needs and start to do something about them;
3. *conscious competence* – where we are making use of our new skills and knowledge, but consciously observing and monitoring ourselves and, finally;
4. *unconscious competence* – a state where our newly developed skills have become naturalized. It is important at this stage of the reflection process that we return to the beginning and monitor what our “new” “*unconscious incompetences*” are so that “second nature” does not metastasize into complacency.

This piece of research builds on the notions of “reflection in action” and “reflection on action” as espoused by Schön (1983). However, in this case, the reflection on action, that is, reflecting, analyzing and evaluating my teaching upon completion of the course, takes place at the end of the spring semester. The reflection in action-the monitoring and evaluation of the impact of any changes I have made in real time-will take place in the subsequent autumn semester course which is a facsimile of the first both in terms of the course content and student roll.

3. The Students, the Learning Materials and the Course

For the 2017 academic year Spring semester this researcher was responsible for delivering a listening comprehension course to first-year university students based on the prescribed textbook, *Developing Tactics for Listening* (Oxford, 2010). The course was compulsory for all first-year students and is part of a suite of first-year compulsory English language courses covering the four main English language competencies. The course rolls over without any change in format or the student roll in the autumn semester. Apart from a small proviso from EEDC (the English Education Development Center) that 15% of assessment be based on a “stamp card” based learner autonomy program, assessment is entirely up to each teacher. The EEDC also requires that six specified units out of the textbook’s twenty-four units are covered in each 14 week semester. The themes covered in the Spring semester were weekends, restaurants, mishaps, jobs, invitations and campus life.

The students belong to the Humanities faculty and the 240 students of this faculty are divided into eight *kiso* or “foundation” classes based on their scores in a level 4 G-TELP^{TM(1)} (General Test of English Language Proficiency) test that is administered during matriculation in order to divide the students into classes of similar level. The same test is administered at the end of the academic year in order to assess changes in student scores across classes. The students in this class, 22 females and 8 males, achieved the highest scores in this test. In the multiple choice survey completed by 24 students in the first class of the autumn semester, 10/24 students indicated that they had enjoyed studying English in high school, 9/24 felt that they have regular opportunities to use English outside of university and 20/24 stated that they expect English to play some kind of role in their professional or personal lives after university. These responses support this researcher’s impression of the class as a relatively motivated group of learners who expect English to play some kind of role in their lives.

STAGE	DETAILS
1. Review/introduction of vocabulary	<ul style="list-style-type: none"> • Using Quizlet app on monitors, text book word list • Students review using Quizlet app on their smartphones • Gravity game used for reinforcement, stimulation • Done at beginning and end of each lesson <p>Pedagogic Rationale: vocabulary a key part of language comprehension, repetition necessary for longer-term retention. Gravity game provides physical, competitive stimulation. Male members of class seem to enjoy.</p>
2. Listening Activity 1- short conversation	<ul style="list-style-type: none"> • 1x listening-complete multi-choice questions • 2x listening-listen while reading audio transcript • Analysis of language-students have opportunity to ask teacher questions about vocabulary, meaning. Highlighting of potentially useful language on transcript. <p>Pedagogic Rationale: listening while reading transcript a critical part of the learning process. Students can see the orthographic form of the spoken English-(1) helps cement connection between sound and meaning of the word, (2) forms the basis for student understanding of global meaning, and (3) allows students to isolate pieces of language and ask questions.</p>
3. Listening Activity 2- short conversation	<ul style="list-style-type: none"> • 1x listening-complete multi-choice questions • 2x listening-listen while reading audio transcript • Analysis of language-students have opportunity to ask teacher questions about vocabulary, meaning. Highlighting of potentially useful language on transcript <p>Pedagogic Rationale: same as above</p>
4. Listening Activity 3- monologue	<ul style="list-style-type: none"> • 1x listening-complete multi-choice questions • 2x listening-listen while reading audio transcript • Analysis of language-students have opportunity to ask teacher questions about vocabulary, meaning. Highlighting of potentially useful language on transcript <p>Pedagogic Rationale: same as above</p>
5. Listening Activity 3- conversation gap fill	<ul style="list-style-type: none"> • 1x listening with textbook closed, students sitting, students discuss • 2x listening with textbook closed, students standing • 1x listening with text book open, gap fill at end of audio • 2x listening with text book open, gap fill during audio • Role play based on conversation, students standing and relying on transcript to varying degrees. <p>Pedagogic Rationale: students speculate and compare their global understandings of the conversation then confirm through listening. Finally, listen for specific language. Role play a productive activity facilitating understanding of grammatical and idiomatic language as well as being stimulating.</p>
6. End of unit quiz	<ul style="list-style-type: none"> • 2x listening, 2x multi-choice tasks (total:10 points)

Figure 2

The learning materials for the course consisted of the textbook, a printout of the textbook's audio scripts and the "Quizlet"TM word card software for the learning of vocabulary. The textbook was the second level in the three level series *Tactics for Listening* series and, according to the publishers, "is intended for pre-intermediate students who have studied English previously but need further practice in understanding everyday conversational language". Each unit contains five listening activities. The first three listenings have the students listening to either short

conversations or short monologues and feature two sets of multi-choice tasks per listening-the first task relates to global listening comprehension and the second to listening for more specific information. The final two listening activities deal with pronunciation and a gap fill dictation respectively. The textbook features a vocabulary list, with words listed by unit, at the back of the book. The website version of *Quizlet* was used in class and the smartphone application was downloaded by all students in the first class of the course to facilitate the study of vocabulary both in and out-of-class.

Evaluation for the course, as in previous years, was set at 10% for each of the six end-of-unit listening quizzes, 25% for a receptive vocabulary test in the final class and 15% for stamp card related autonomous work.

Each unit was covered in a lockstep, systematic fashion. Indeed, this aspect of the class, whether students found the classes *too* repetitive, is one area of concern for this researcher. The process for each unit is described in figure 2 above. As can be seen in the description, repetition is baked into each stage's listening activity. The only difference between the listening tasks are whether students are reading the transcript while listening or whether they are sitting or standing.

4. Collection of Data

The very nature of this research required a questionnaire that was comprehensive, both in terms of volume and range of information collected. Nevertheless, the researcher was cognizant of how a long, involved questionnaire might lead to students being more motivated by haste than accuracy and simply racing through the questionnaire. Indeed, Brookfield states that "Of all the pedagogic tasks teachers face, getting inside students' heads is one of the trickiest. It is also the most crucial" (1995; p.92). With that in mind, when I distributed the questionnaire in the first class of the autumn semester, I sought to generate responses that accurately reflected students' feelings through the following measures:

- 1) The questionnaire was distributed at the beginning of class when students were not yet fatigued nor overly concerned with how many minutes of class time remained;
- 2) All questions were multi-choice with the questions and answers all provided in Japanese;
- 3) The questionnaire's 35 questions were divided into seven sections (the six sections mentioned earlier relating to student perceptions of the class plus one related to basic student (anonymous) information) with a uniform number of five questions per section. Each section's question numbers restarted at 1;

- 4) Students had 15 minutes to fill in the questionnaire and all responses were anonymous.

From the students' perspective, the structuring of the questions into separate sections, with the numbering for each section beginning at 1, hopefully mitigated the monolithic aspect of the questionnaire. From the researcher's point of view, this structuring was a natural result of wanting to generate a comprehensive analysis of both specific aspects of the class as well as students' overall impressions of the class.

Original questions were translated into Japanese by a native Japanese speaker with experience as a teacher of English and a familiarity with issues related to classroom management and dynamics. The questionnaire employed two types of multiple-choice questions. Firstly, a five point Likert scale was employed for responses where the researcher sought to elicit either a level of disagreement or agreement with a statement or an intensity of response to a given question. Secondly, simple "yes" "no" questions were employed where the researcher sought to obtain a definitive response from the students where they had no ability to hedge or obfuscate their responses.

Finally, as mentioned above, students were not required to provide any written responses even though such information would no doubt have contributed to the quality and depth of this research. This compromise was made with the expectation that (1) excluding the need for such responses would help to reduce student fatigue and therefore improve the accuracy of responses and (2) written responses would most likely be sought in subsequent more specific follow-up research.

5. Analysis of results

Student responses to the Likert scale five-point questions were categorized into three types of response-negative ("not at all", "not really") non-committal ("I guess so", "neither yes nor no") or positive ("Yes", "Absolutely") type responses. Data that the researcher considers especially salient is presented in graphic form. The questionnaire, in both its English and Japanese formats can be found in appendices A and B. Raw data from the questionnaire can be found in appendix D

5.1 Students' overall impression of the class

5/24 students provided positive responses about how they felt about the beginning of a new semester against 8/24 providing negative responses. In terms of the class itself, figure 3 below shows that 12/24 students liked the class. Of the remaining 12 responses, only 4 were negative. Student impressions of their classmates were also largely positive with 18/24 considering the words "friendly", "helpful" and "co-operative" as being applicable in describing student-student relations.

Additionally, 19/24 students felt that males and females got on well in the class and 17/24 felt that most learners' English levels were similar.

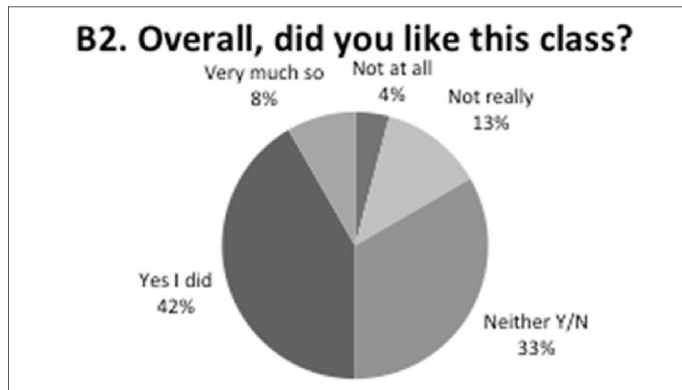


Figure 3

5.2 Students' Impressions of the Materials

Students showed a high degree of satisfaction with the textbook and *Quizlet*. 16/24 felt that the level of the textbook was neither too difficult nor too easy, 17/24 students felt that the language presented in the textbook is natural and relevant, and 18/24 indicated that they were satisfied with the vocabulary lists presented at the back of the textbook.

In terms of *Quizlet*, 21/24 students considered the software as being a good way to improve vocabulary. Despite this, as can be seen in figure 4, 12/24 students stated that they never use *Quizlet* outside of class and 11/24 use it occasionally. Ideally, this researcher would like students to be more engaged in out-of-class vocabulary learning as an extensive receptive vocabulary is a critical part of listening comprehension. Some countermeasures are clearly needed here.

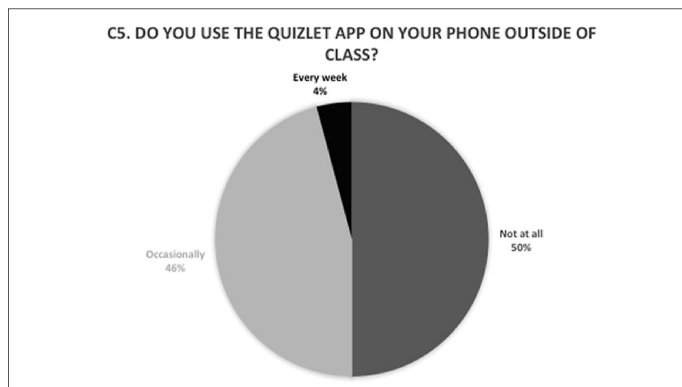


Figure 4

5.3 Student Impressions of how their English Competences have changed as a result of this class

As can be seen in figure 5, responses were somewhat less positive than anticipated with only 10/24 students stating that they felt more comfortable listening to English even if they could not understand the complete message and 8/24 students responding that overall they felt that their listening had improved. 4 students and 3 students respectively provided negative responses to these two questions. In more specific questions related to changes in students' vocabularies, 13/24 students felt that their receptive vocabulary had increased and 14/25 said that their productive vocabulary had increased. Given that this is a listening class the focus is more on receptive than productive vocabulary and I had expected there to be a much larger number of students saying that their receptive vocabulary had improved more than their productive vocabulary. Understanding whether students understand the distinction between the two types of vocabularies or whether my use of Quizlet facilitates in pushing vocabulary items from receptive into productive looms as a fruitful Quizlet area for further research.

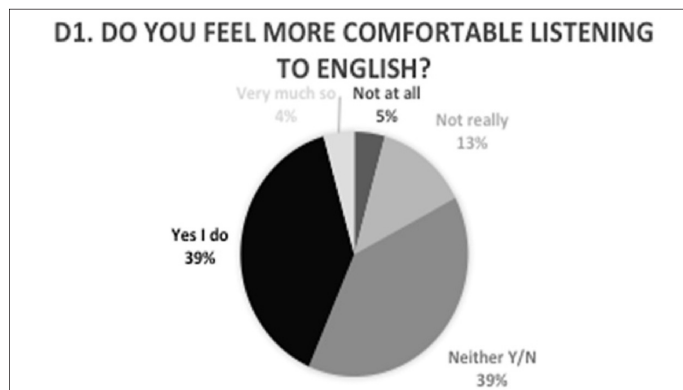


Figure 5

5.4 Student Impressions of this Researcher's Personality, Motivation and Attitude toward Teaching

In response to three somewhat deliberately abstract questions, 17/24 students indicated that they considered this researcher/teacher as having a "good personality", 18/24 indicated that they thought the teacher was a "natural teacher" and 21/24 stated that they thought the teacher enjoys teaching. A fourth less ambiguous question, about whether the teacher actively seeks to improve students' listening comprehension skills, indicated that 19/24 believe this to be the case. These results offers evidence that my personality, competence as a teacher, and satisfaction that I get from doing my job seem to transfer more-or-less intact across to the students. What is more, this is despite the banks of computers between the students and myself and despite my not having made a

concerted effort to establish strong personal connections with the students.

In terms of whether I am unreasonably kinder to female students as compared to male students, 13/24 students indicated “yes” and 11/24 “no”. This is a rather inconclusive result and clearly requires further investigation based on written responses from students. 54%, as evident in figure 6, suggests that this is an issue that requires regular reflection, self- monitoring and review rather than immediate remedying.

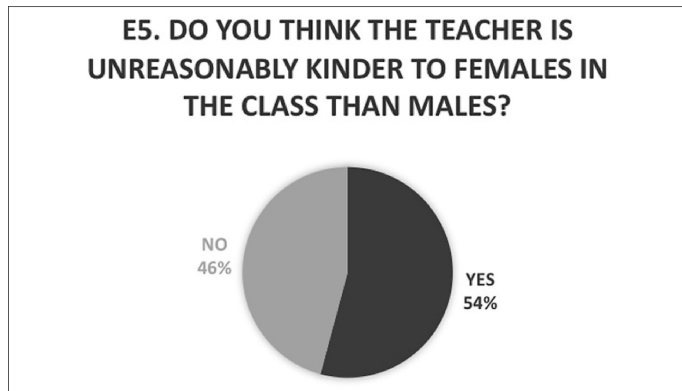


Figure 6

5.5 Student Opinions on Specific Aspects of this Researcher's Teaching Methodology

20/24 students felt that I use the textbook effectively and the same number of students liked my use of Quizlet for the gravity game at the beginning and conclusion of lessons. 16/24 students did not believe that the lessons are “overly repetitive and lack stimulation” and 20/24 students did not believe that I use too much Japanese in class. These final two results are especially gratifying as it is the first time that I have ever received confirmation from any group of listening students that, on the whole, (1) they accept the formulaic, repetitive style of lesson that I deliberately employ and (2) that they do not find my use of Japanese to translate words and expressions over to Japanese to be a distraction. This is a relief as I consider these two aspects of my class as being critical to improving students' listening comprehension and understanding of the more vernacular language that occurs in the textbook listenings.

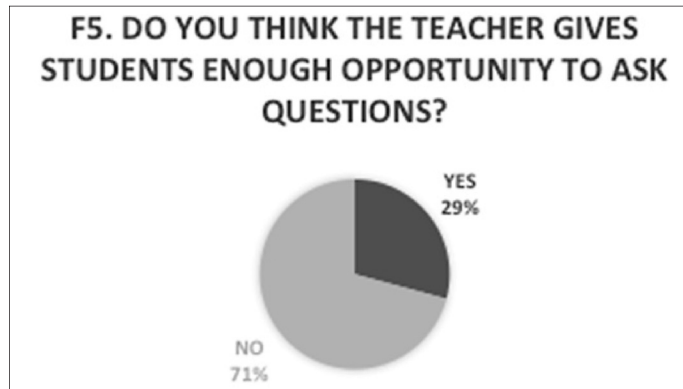


Figure 7

However, as can be seen in figure 7 above, one aspect of my teaching that needs immediate attention is the amount of time I give students to ask questions during the analysis of language stage of each listening task. 17/24 students indicated that they felt that I do not give enough opportunity for questions. This is an unexpected result as when I gave students the floor by asking, “does anyone have any questions” I was more often than not met with silence. In reflection, I believe that as a result of this “wall of silence” it is highly likely that (1) the amount of time I gave students to ask questions gradually got shorter and (2) I reached the point where I was simply going through the motions of allowing students an opportunity to ask questions. It is also likely that students picked up on this, and, knowing that the window for questions would soon close, decided not to speak up even if they had a genuine question.

5.6 Student Opinions on Specific Aspects of this Researcher’s Classroom Management Style

In this section I looked at several isolated aspects of my classroom management style. Each of these facets of classroom management are considered by the teacher to impact on the establishment of the best possible environment for learning as well as showing courtesy for the teacher and other class members.

12/24 students said that, in the case where a student is late, it is appropriate for that student to apologize and explain why they are late to the teacher before sitting down. Only 6/24 students indicated a negative responses to this requirement so it would seem that on the whole this requirement is not considered as draconian as this researcher feared. What was surprising, however, was that 17/24 students indicated that they believed there would be benefits from the teacher assigning seating rather than students sitting where they liked (see figure 8). Until now the only seating stipulation I have imposed on any university class is that students should not sit in the

back row. However, this result gives me cause to reconsider my notions that assigning seating is unnecessarily time consuming and likely to be received negatively by the students. This is clearly an area that needs further exploration. Also related to the theme of class seating, 18/24 students indicated that they could not understand the teacher's rationale for moving students who have sat in the back row to the front. This result appears to contradict students' apparent receptivity to assigned seating. Perhaps this is due to students not understanding how remote students sitting in the back rows appear to the teacher. It may also be likely, given that I always find students sitting in the back row when I enter the classroom, that their Japanese teachers make no demands regarding not sitting in the back row.

The final two questions in this section looked at the cumulative effect of how the above aspects of my classroom management impact on students' perceptions of the class. 14/24 students stated that they find the class's "atmosphere" or "mood" to be "foreign" or "un-Japanese". This result would seem to back up my earlier speculation that their Japanese teachers do not make as stringent demands on the students related to lateness and seating. Nevertheless, what is unclear is whether this perception of "foreignness" is a good or bad thing for the students. The final result, that 13/24 students are satisfied with the teacher's management of this class, while not necessarily conclusive, would seem to point to the fact that it is not necessarily a bad thing.

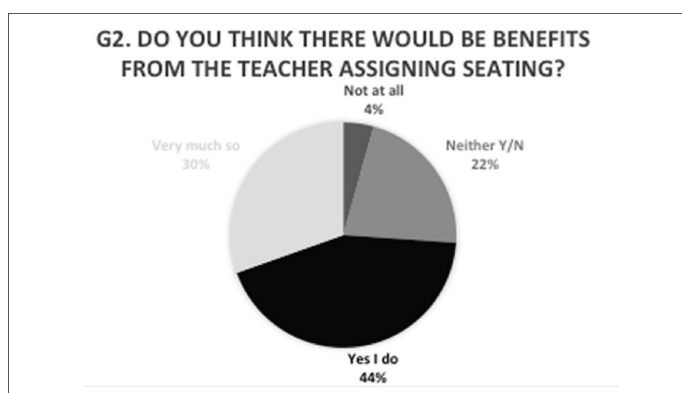


Figure 8

6. Conclusion

Data obtained in the student questionnaire allowed me to obtain students' impressions on six aspects of my class and provide a response to the two parts of this investigation-whether (1) I can call the class "a success" and (2) whether students find issues with the three aspects of my classroom management style.

In terms of the first question, the results related to student-student relations indicated that it was a reasonably harmonious class with no major issues existing between students. In terms of materials and learning tools, most students approved of the textbook and *Quizlet* but student out-of-class utilization of *Quizlet* was revealed to be poor. In terms of student impressions of language improvement, there was an overall perception of improvement but it was of a less significant degree than hoped for by this researcher. In terms of student impressions of this researcher's "classroom self", there appeared to be little or no gap between how I see myself in front of the students and how they see me in front of them. In terms of student opinions on the specific aspects of this researcher's teaching methodology, a majority of students approved of each evaluated aspect *except* the amount of time allotted for questions at the end of the analysis of language sections. Finally, in terms of student opinions on specific aspects of this researcher's classroom management style, most students agreed with the researcher's approach to student lateness but also indicated that they felt the assigning of seating by the teacher might generate benefits. Overall, a majority of students indicated that the class had a "foreign" feel to it. However, further investigation is required to determine whether this was construed by students as being a positive or a negative. In addressing the first research question, as to whether the course was a success, it is not unreasonable to say that this investigation offers evidence in support of this proposition. However, what has also become clear is that such a sweeping, generalized statement is probably quite facile and not really of any help to anybody. It does nothing more than appeal to this researcher's own conceits and need for recognition. What is much more important are the insights into students' perceptions of the class that give this researcher the opportunity to make changes to my classroom management style and deliver a better course.

As for the three specific areas of concern for this researcher, the results are as follows:

- gender bias did not appear to a critical issue for students, either male or female;
- students are on the whole comfortable with this researcher's requirement that students who are late apologize and tell me why they are late before sitting down;
- a majority of students could not understand this researcher's rationale for moving students who have sat in the back row to the front row.

The first two results offer reassurance to this researcher. However, he realizes that these two aspects of his classroom management style are intrinsically linked to his personality and therefore require sustained self-awareness and self-monitoring. The third result comes across as something of an anomaly given that 17/24 students indicated that they believed there would be benefits from the teacher assigning seating. Rather than further research I think I simply need to more clearly convey

to students how I feel the large number of students combined with the sea of computers impacts on my ability to engage students and keep them on task. I might also try to explain to the students my belief that students who sit in the front rows tend to perform better academically than students who sit at the back.

7. Changes to Implement Immediately, Changes to Consider and Further Pathways for Investigation

As a result of this investigation I will make the following immediate changes from the first week of the Autumn course:

1. When I give students an opportunity to ask questions during the analysis of language section of each listening activity, I will (1) give the students a slightly longer period of time to discuss with their partner, (2) ask each of the four blocks of students, rather than the whole class, if they have any questions, and (3) self-monitor that the amount of time I provide does not gradually decrease as the course progresses. Finally, in advance of asking the students, I will highlight the pieces of language within the audio transcripts that I believe are difficult or of interest to the students and then, after question time has finished, show the students the highlighted language in context on their individual monitors. I will then give the students time to highlight these pieces of language in their own transcripts.
2. Provide the students with another *Quizlet* based word list in addition to the current word list based on the textbook vocabulary. I am inclined to feel that the students find this textbook word list to be too limited in terms of the number of words and the degree of difficulty of the words. As a result, the additional word list based on the TOEIC test and is one that I currently use in my TOEIC study skills class. Student understanding of this word list, in the form of receptive vocabulary, will be added to the assessment for the course, at 10% of their final grade. Finally, student out-of-class use of *Quizlet* will be evaluated in a short, an end of semester questionnaire.

As a result of this investigation I will consider how to best implement the assigning of student seating with a view to implementation at the beginning of the 2018 academic year. I will look into the research on classroom seating and seek my colleagues' and supervisors' opinions on their understandings of the relative costs and benefits of assigned seating.

Finally, in terms of new pathways for investigation, I want to look at students' understandings

of the difference between receptive and productive vocabularies and then form an assessment that accurately seeks to determine changes in both vocabularies throughout a course. I want to “stress-test” my belief that my use of *Quizlet* in class leads to additions to student’s productive vocabularies even though such effects, while welcomed, are not required for a listening class. This may have flow-on effects to classes I have that focus on speaking where productive vocabulary is essential. Another aspect of classroom management that I am interested in but which this investigation did not touch upon is how teacher use of the classroom space, body language and vocal intonation can impact on students and influence their classroom learning experience.

Footnote

- (1) The GTEC test is a pen-and-paper test that assesses with three sections assessing grammar, listening and reading & vocabulary. It is provided by G-TELP Japan and consists of four levels with level four being the easiest and classified as “Basic English in Simple Conversation”.

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Appendix A. Questionnaire (English version)

THANK YOU for answering these 35 QUESTIONS!

➤ A. ABOUT YOU

- 1) Are you female or male?
- 2) Did you enjoy studying English at High School?
- 3) Have you ever studied English outside of the Japanese school system? E.g., cram school
- 4) Do you have opportunities to speak or listen to English outside of this listening class?
- 5) Do you expect English to play a significant role in your life after university?

➤ B. ABOUT THIS CLASS

- 1) Today is the first full week of Autumn semester. How do you feel?
- 2) Overall, do you like this class?
- 3) Would you use the words “friendly”, “helpful” and “co-operative” to describe most or all of the members of this class?
- 4) Overall, do you think the males and females get on well in this class?
- 5) Overall, do you think the English level of most of the members of this class is similar?

➤ C. ABOUT THE MATERIALS

- 1) This class is a listening class and the textbook is a listening focused textbook. Do you think the textbook’s level is appropriate for this class?
- 2) Do you think the vocabulary in the vocabulary lists are at an appropriate level?
- 3) Do you think the language presented in the textbook is natural and relevant to you?
- 4) Do you think “Quizlet” is a good way to improve your vocabulary?
- 5) Do you use the Quizlet app on your phone outside of class?

➤ D. ABOUT THE IMPACT OF THIS CLASS ON YOUR ENGLISH

- 1) Do you feel more comfortable listening to English, even if you cannot understand the complete message?
- 2) Do you think your listening ability has improved?
- 3) Do you think your passive vocabulary has increased?
- 4) Do you think your active vocabulary has increased?
- 5) Do you remember any situations where you used any English that you learned in this class in a real life communicative situation?

➤ E. THE TEACHER’S CHARACTER

- 1) Do you think the teacher has a good personality?
- 2) Do you think the teacher is a natural teacher?
- 3) Do you think teacher enjoys teaching?
- 4) Do you think the teacher actively seeks to improve your English listening skills?
- 5) Do you think the teacher is unreasonably kinder to females in the class than males?

➤ F. THE TEACHER'S TEACHING STYLE

- 1) Do you think the teacher uses the book effectively?
- 2) Do you agree with the way the teacher uses Quizlet as a game at the beginning of lessons?
- 3) All lessons follow the same approach for each listening activity. Do you think the lessons are overly repetitive and lack stimulation?
- 4) Do you think the teacher uses Japanese too much?
- 5) Do you think the teacher gives students enough opportunity to ask questions?

➤ G. TEACHER CLASS MANAGEMENT

- 1) If a student is late the teacher makes sure that they come to the front the class to explain why he/she was late. Do you think this is necessary?
- 2) The teacher does not assign seats. Do you think there would be benefits from the teacher assigning seating?
- 3) The teacher always moves students who are sitting in the back rows to the front row? Can you understand his rationale for this?
- 4) Does the "atmosphere" of this class feel "foreign" or "un-Japanese"?
- 5) Overall, are you satisfied with the way the teacher manages this class?

Appendix B. Questionnaire (Japanese version)

A. あなた自身について

- 1) あなたは女性ですか男性ですか？
- 2) あなたは高校で英語を楽しんで学べましたか？
- 3) あなたは今までに学校の授業以外で英語を勉強したことがありますか？(塾等…)
- 4) このリスニングクラス以外で英語を話したり聞いたりする機会がありますか？
- 5) 大学卒業後、英語を活用したいと思っていますか？

B. このクラスについて

- 1) 今日から休暇明けの新学期が始まりますが、どんな気分ですか？
- 2) 全体的に、このクラスが好きですか？
- 3) このクラスの大半、またはみんなが友好的、有益、協力的だと言えますか？
- 4) 全体的に見て、男女はうまくやれていると思いますか？
- 5) 全体的に見て、英語のレベルはほぼ皆同じくらいだと思いますか？

C. 教材について

- 1) このクラスはリスニングクラスで、テキストもそれに特化しています。テキストの水準はこのクラスに相当であると思いますか？
- 2) 単語リストの単語は適切なレベルだと思いますか？
- 3) テキスト中の言葉は自然で、あなたに馴染みがあると思いますか？
- 4) “Quizlet”は語彙力を伸ばすのにいい方法だと思いますか？
- 5) クラス以外で Quizlet のアプリを携帯で使いますか？

D. このクラスがあなたの英語に与える影響について

- 1) すべての内容が理解できなくても、英語を聞くことは心地いいですか？
- 2) あなたのリスニング能力は上達したと思いますか？
- 3) 語彙は増えたと思いますか？
- 4) 活用できる単語は増えましたか？
- 5) 実際のお喋り等の場面で、授業で学んだ英語を使った記憶がありますか？

E. 教師の人柄について

- 1) 先生はいい人だと思いますか？
- 2) 先生は先生然先生然としていますか？
- 3) 先生は指導を楽しんでいますか？
- 4) 先生は熱心にあなたの英語のリスニング能力を伸ばそうとしていますか？
- 5) 先生は意味なく男子生徒よりも女子生徒に親切ですか？

F. 教師の指導法について

- 1) 先生はテキストを有効活用していますか？
- 2) 先生が授業の始めのゲームとして Quizlet を使うことに賛成ですか？
- 3) 毎回同じ方法でリスニングが行われますが、それは反復的でつまらないですか？
- 4) 先生は授業中日本語を使いすぎると思いますか？
- 5) 先生はあなた達に発言の機会を十分に与えていますか？

G. 教師の授業方針について

- 1) 生徒が遅刻した場合、必ずクラスの前でその理由を問いただします。それは然るべきだと思えますか？
- 2) 先生は席決めをしていません。それには利点があると思えますか？
- 3) 先生はいつも後列に着席している生徒を前列に座らせます。そうする根拠がわかりますか？
- 4) このクラスの雰囲気に“外国”っぽさや“非日本的”っぽさを感じますか？
- 5) 全体的に見て、先生の指導法に満足していますか？

Appendix C. Questionnaire Response Form (Japanese version)

● A. ABOUT YOU

1	女性			男性	
2	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
3	ある			ない	
4	全くない	時々		ある	よくある
5	そう思う			そう思わない	

● B. ABOUT THIS CLASS

1	良くない	あまり良くない	普通	ちょっと嬉しい	嬉しい
2	嫌い	あまり好きではない	どちらとも言えない	好き	とても好き
3	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
4	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
5	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う

● C. ABOUT THE MATERIALS

1	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
2	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
3	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
4	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
5	全く使わない	時々使う	使う	毎週使う	毎日使う

● D. ABOUT THE IMPACT OF THIS CLASS ON YOUR ENGLISH

1	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
2	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
3	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
4	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
5	全くない			ある	

● E. THE TEACHER'S CHARACTER

1	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
2	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
3	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
4	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
5	そう思わない			そう思う	

● F. THE TEACHER'S TEACHING STYLE

1	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
2	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
3	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
4	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
5	そう思わない			そう思う	

● G. TEACHER CLASS MANAGEMENT

1	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
2	全くそう思わない	そうでもない	どちらとも言えない	そう思う	とてもそう思う
3	全くわからない			わかる	
4	全く感じない			そう感じる	
5	満足していない			満足している	

Appendix D. Data from Questionnaire

1. Are you male or female?

MALE	7
FEMALE	17
TOTAL	24

2. Did you enjoy studying English at High School?

	Not at all	Not really	either Y/N	Yes I did	ry much so
MALES	0	4	2	1	0
FEMALES	0	3	5	5	4
TOTAL (24)	0	7	7	6	4

3. Have you ever studied English outside of the Japanese school system? E.g. Cram school?

	YES	NO
MALES	6	1
FEMALES	15	2
TOTAL (24)	21	3

4. Do you have the opportunities to speak or listen to English outside of this listening class?

	Not at all	Occasionally	Regularly	Frequently
MALES	1	4	1	1
FEMALES	2	8	5	2
TOTAL (24)	3	12	6	3

5. Do you expect English to play a significant role in your life after university?

	YES	NO
MALES	6	1
FEMALES	14	3
TOTAL (24)	20	4

B1. Today is the first full week of the autumn semester. How do you feel?

	Not good at all	Not so good	As usual	A little excited	Excited
MALES	1	1	4	1	0
FEMALES	4	2	7	2	2
TOTAL (24)	5	3	11	3	2

B2. Overall, do you like this class?

	Not at all	Not really	either Y/N	Yes I did	ry much so
MALES	0	2	4	1	0
FEMALES	1	1	4	9	2
TOTAL (24)	1	3	8	10	2

B3. Would you use the words "friendly", "helpful" and "co-operative" to describe most or all of the members of this c

	Not at all	Not really	I guess so	Yes	absolutely
MALES	0	0	1	5	1
FEMALES	1	0	4	11	1
TOTAL (24)	1	0	5	16	2

B4. Overall, do you think the males and females get on well in this class?

	Not at all	Not really	either Y/N	Yes I did	ry much so
MALES	0	0	1	5	1
FEMALES	1	0	3	13	0
TOTAL (24)	1	0	4	18	1

B5. Overall, do you think the English level of most of the members of this class is similar?

	Not at all	Not really	I guess so	Yes	absolutely
MALES	0	2	3	1	1
FEMALES	2	3	6	6	0
TOTAL (24)	2	5	9	7	1

C1. This class is a listening class and the textbook is a listening focused textbook. Do you think the textbook's level is :

	Not at all	Not really	either Y/n	Yes I did	ry much so
MALES	0	0	3	4	0
FEMALES	1	1	3	11	1
TOTAL (24)	1	1	6	15	1

C2. Do you think the vocabulary in the vocabulary lists are at an appropriate level?

	Not at all	Not really	either Y/n	Yes I did	ry much so
MALES	0	0	2	4	1
FEMALES	1	0	3	12	1
TOTAL (24)	1	0	5	16	2

C3. Do you think the language presented in the textbook is natural and relevant to you?

	Not at all	Not really	either Y/n	Yes I did	ry much so
MALES	0	0	1	2	4
FEMALES	1	1	4	11	0
TOTAL (24)	1	1	5	13	4

C4. Do you think "Quizlet" is a good way to improve your vocabulary?

	Not at all	Not really	either Y/n	Yes I did	ry much so
MALES	0	0	1	3	3
FEMALES	1	0	1	14	1
TOTAL (24)	1	0	2	17	4

C5. Do you use the Quizlet app on your phone outside of class?

	Not at all	Occasionally	Regularly	Every week	Every day
MALES	4	3	0	0	0
FEMALES	8	8	0	1	0
TOTAL (24)	12	11	0	1	0

D1. Do you feel more comfortable listening to English, even if you cannot understand the complete message?

	Not at all	Not really	either Y/n	Yes I do	ry much so
MALES	0	2	4	1	0
FEMALES	1	1	5	8	1
TOTAL (24)	1	3	9	9	1

D2. Do you think your listening ability has improved?

	Not at all	Not really	either Y/n	Yes I do	ry much so
MALES	0	1	4	2	0
FEMALES	0	2	8	6	0
TOTAL (24)	0	3	12	8	0

D3. Do you think your passive vocabulary has increased?

	Not at all	Not really	either Y/n	Yes I do	ry much so
MALES	0	1	2	3	1
FEMALES	0	1	6	9	0
TOTAL (24)	0	2	8	12	1

D4. Do you think your active vocabulary has increased?

	Not at all	Not really	either Y/n	Yes I do	ry much so
MALES	0	0	2	3	2
FEMALES	0	2	4	10	0
TOTAL (24)	0	2	6	13	2

D5. Do you remember any situations where you used any English that you learned in this clas:

	YES	NO	
MALES	6	1	7
FEMALES	9	7	16
TOTAL (24)	15	8	

E1. Do you think the teacher has a good personality?

	Not at all	Not really	either Y/n	Yes I do	ry much so
MALES	0	0	2	3	2
FEMALES	0	1	4	9	3
TOTAL (24)	0	1	6	12	5

E2. Do you think the teacher is a natural teacher?

	Not at all	Not really	either Y/n	Yes I do	ry much so
MALES	0	0	1	4	2
FEMALES	0	1	4	11	1
TOTAL (24)	0	1	5	15	3

E3. Do you think the teacher enjoys teaching?

	Not at all	Not really	either Y/n	Yes I do	ry much so
MALES	0	0	0	4	3
FEMALES	0	0	3	12	2
TOTAL (24)	0	0	3	16	5

E5. Do you think the teacher is unreasonably kinder to females in the class than males

	YES	NO
MALES	4	3
FEMALES	9	8
TOTAL (24)	13	11

E4. Do you think the teacher actively seeks to improve your English listening skills?

	Not at all	Not really	either Y/n	Yes I do	ry much so
MALES	1	0	0	6	0
FEMALES	0	0	4	10	3
TOTAL (24)	1	0	4	16	3

F1. Do you think the teacher uses the book effectively?

	Not at all	Not really	either Y/n	Yes I do	ry much so
MALES	0	0	0	6	1
FEMALES	0	0	4	11	2
TOTAL (24)	0	0	4	17	3

F2. Do you agree with the way the teacher uses Quizlet as a game at the beginning of lessons?

	Not at all	Not really	either Y/n	Yes I do	ry much so
MALES	0	0	0	5	2
FEMALES	1	1	2	9	4
TOTAL (24)	0	0	4	16	4

F3. All lessons follow the same approach for each listening activity. Do you think the lessons are overly repetitive and

	Not at all	Not really	either Y/n	Yes I do	ry much so
MALES	0	4	1	1	1
FEMALES	5	7	4	1	0
TOTAL (24)	5	11	5	2	1

F4. Do you think the teacher uses Japanese too much?

	Not at all	Not really	either Y/n	Yes I do	ry much so
MALES	3	3	1	0	0
FEMALES	4	10	3	0	0
TOTAL (24)	7	13	4	0	0

F5. Do you think the teacher gives students enough opportunity to ask questions?

	YES	NO	
MALES	1	6	7
FEMALES	6	11	17
TOTAL (24)	7	17	

G1. If a student is late the teacher makes sure that they come to the front the class to explain why he/she was late.

	Not at all	Not really	either Y/n	Yes I do	ry much so
MALES	0	1	0	3	3
FEMALES	1	4	6	5	0
TOTAL (24)	1	5	6	9	3

G2. The teacher does not assign seats. Do you think there would be benefits from the teacher assigning seating?

	Not at all	Not really	either Y/n	Yes I do	ry much so
MALES	0	0	2	1	4
FEMALES	1	0	3	9	3
TOTAL (24)	1	0	5	10	7

G3. The teacher always moves students who are sitting in the back rows to the front row?

Do you think this is necessary?

	YES	NO
MALES	2	5
FEMALES	3	13
TOTAL (24)	5	18

G4. Does the "atmosphere" of this class feel "foreign" or "un-Japanese"?

	YES	NO
MALES	4	3
FEMALES	10	6
TOTAL (24)	14	9

G5. Overall, are you satisfied with the way the teacher manages this clas

	YES, I AM	NO, I'M NOT
MALES	7	0
FEMALES	6	10
TOTAL (24)	13	10