

資料3 神奈川県主催の研修参加者のご協力に基づき作成したリストです

Results of a Survey on Teachers' Motivational/De-motivational Practices

Motivational	De-motivational
<p>[Teaching Expertise]</p> <ul style="list-style-type: none"> ● Accepting all students' ideas ● Teacher looks like they are enjoying teaching and studying their subject ● Explaining characters/plot before reading a story ● Teacher is well-prepared ● Making jokes ● Teacher reveals things about their private life ● Teacher talks about their successes ● Oral introductions ● Teacher speaks lots of English (Small talk) ● Using stories that students are interested in (i.e., a story about dreams.) ● Speaking loudly <p>[Environment]</p> <ul style="list-style-type: none"> ● Exchange (emails/letters) with students in foreign high schools ● Foreign teacher participation in class ● Speaking in English 100% of class ● Using the Internet ● Speeches from exchange students <p>[Writing/Speaking]</p> <ul style="list-style-type: none"> ● Creative writing ● Writing about famous foreign people ● Making personal homepages in English ● Writing letters ● Letting students give their opinion ● Giving students real opportunities to use/speak English ● Debates <p>[Audio/Visual]</p> <ul style="list-style-type: none"> ● Listening to music ● Singing Songs/(Jazz) Chants ● Listening to radio programs ● Showing movies ● Putting stickers on the blackboard ● Watching music videos ● Using props /Using pictures <p>[Autonomy / Games / Student Performances / Scaffolding]</p> <ul style="list-style-type: none"> ● Teaching students how to learn English on their own ● Letting students choose materials to study ● Coupons/Stamps (for answering questions, volunteering) ● Contests ● Tests/Frequent quizzes ● Reading marathon ● Games (gestures, Scrabble, word chain, good person/bad person, bingo, katakana English card game) ● "Guess who?" games ● Using time limits effectively ● Doing plays ● Publishing student work (e.g. making handouts and booklets of students' opinions and writings) ● Short (1 - 3 minute) speech ● Show and tell ● Scaffolding / Giving hints <p>[Practical English]</p> <ul style="list-style-type: none"> ● Learning travel English for trips abroad ● Using materials outside of the textbook (but maybe related to the goals of the textbook lesson) 	<p>[Lack of teaching expertise]</p> <ul style="list-style-type: none"> ● Not smiling ● Teacher isn't motivated to teach or to learn the subject ● Teacher speaks in monotonous or seems bored with textbook ● Uncharismatic teachers ● Skipping materials by accident ● Lecture-dominated class ● Teacher-centered class ● Teacher talks too much (not enough student participation) ● Too much time spent explaining things ● Vague instructions ● Afraid of foreign ALT ● Over-reliance on textbooks ● Criticizing students' attitude ● Publicly correcting students ● Scolding (e.g. for using their cell phones) ● After lunch time is a low time for students ● Lack of teacher preparation ● Not remembering students' name (or mixing them up) ● Not using students' names enough <p>[Environment]</p> <ul style="list-style-type: none"> ● Large class size ● Unfriendly atmosphere (students don't feel comfortable to speak up) <p>[Boring Activities]</p> <ul style="list-style-type: none"> ● Chorus reading (if it's done poorly) ● Pair work that is repetitive ● Playing audio tapes/CDs of the textbook lesson ● Repetition/ routine ● Too much memorization ● Using unrealistic dialogues <p>[Too Difficult Content/Materials]</p> <ul style="list-style-type: none"> ● Pace of class too fast ● Directing questions that are too difficult or too easy to individual students ● Giving too many/too difficult exercises ● Handouts have too much writing on them ● Overly difficult tests ● Overly difficult textbooks ● Teacher speaks too quickly ● Teacher writes too much on the blackboard ● Too many handouts (given the task) <p>[Grammar-translation / no scaffolding / no feedback / etc.]</p> <ul style="list-style-type: none"> ● Focusing on knowledge (vs. communication?) ● Heavy English-Japanese translation focus ● Heavy grammar focus ● Making students do work on their own ● Making students perform alone in front of their classmates ● Not giving enough warning before a test ● Lack of evaluation ● No rewards (e.g. giving nothing to the winners of BINGO games) ● Unclear objectives