Points for behavior: The teacher in the mirror

Richard Silver
Ritsumeikan University

Satoko Ito
Ritsumeikan University

William W. Baber
Kyoto University

This paper reports on ongoing research into the use of point systems for managing classroom behavior in the university level EFL classroom in Japan. Existing research has not centered on the Japanese context, nor has it considered the intensity with which some teachers use point systems while others reject them. Survey data collected from over 170 Japanese and non-Japanese teachers provides information on the extent to which these systems are being applied in the classroom. Ten hypotheses regarding demographic, cultural and other background influences on teacher use of point systems are proposed. In this report, home culture and gender appear to have the greatest impact on use and intensity of use of point systems.

本稿では、日本の大学英語教員170名以上を対象として実施したアンケート調査に基づき、教室内での学習者の態度を管理する上で、どの程度教員が観察された個々の学習者の態度を点数によって体系的に記録しているかを研究した結果の一部を報告する。教員の経歴と得点利用との相関に焦点を絞り分析した今回の研究は、このような体系の利用の有無や程度に、教員の出身文化と性別が若干関与している可能性を示唆する。

Introduction

Classroom management

No handbook of teaching or discussion of classrooms is without a section on classroom management. Implicit in the idea of managing the classroom is the suggestion that not all students behave as the teacher wishes and that this can "disrupt the learning" (Harmer, 2007, p. 153). Additionally, it is commonly stated that effective classroom management maximizes the potential for learning (Richards, 2001). Senior (2006) says that "to function effectively communities must have codes of behavior that are known by everyone and enforced by authority" (p. 206) while Dörnyei and Murphey (2003) extol the virtues of good group dynamics in a class because it affects learning.

Classroom management remains an issue for teachers to grapple with. Richards (2001) in his discussion of classroom management describes it as "the ways in which student behavior, movement, and interaction during a lesson are organized and controlled by a teacher" (p. 170). He also points out that discipline is not a problem in a well-managed class. Classroom management thus seems desirable and possible.

Many suggestions on how to resolve existing conflicts and avoid potential ones have been published. Wadden and McGovern (1991) propose employing explicit guidelines discussed in class while Harmer (2007) suggests the establishment of norms of behavior that are enshrined in a code of conduct, noting that the implementation of the rules should be fair. Ehrman and Dörnyei (1998) suggest a group establishes "a salient 'internal structure'" one element of which includes "rules and standards of behavior for members" (as cited in Dörnyei & Murphey, 2003, p. 13). Hess (2001) concurs in her advice to start any routine or system in the first few classes and that once established they help the students feel safe and secure. Finally, Senior (2006) mentions "systems of rewards and punishments that individual language teachers establish" (p. 206) as good practice in EFL classrooms.

Behavior problems and systems

Few writers on the language classroom go into what kinds of disciplinary problems might be encountered. Wadden and McGovern (1991), considering Japan among other contexts, provide a list of "seven types of negative participation", some of which are common to all educational contexts as well as some specific to the language learning classroom. The seven they list are: "(1) disruptive talking; (2) inaudible response; (3) sleeping in class; (4) tardiness and poor attendance; (5) failure to complete homework; (6) cheating on tests and quizzes; and (7) unwillingness to speak in the target language" (p. 119). All seven were incorporated, with others, into our survey instrument (see Appendix 1, Section 3, Part 5). Notably, Hess (2001) is the only researcher who makes specific reference to a point system and its successful implementation saying, "I have cut down on lateness considerably by developing a point system in which everyone who is in his/her place on time with the proper material out for study is awarded three points" (p. 5). Apparently, this is a point system aimed at a single problem behavior, not one part of a more integrated classroom management system.

Hess (2001) proposes classroom practice for teachers but makes no further comment on the question of applying point systems, and without specific discussion of the Japanese context. In higher education EFL classrooms, qualitative research suggests that teachers do employ systems to manage their classes and monitor their students (Silver, Ito, & Baber, 2009), though the extent and degree to which teachers use points remain unknown. The current study seeks to address this information gap by providing quantitative data on how widely established point systems are in Japanese universities and what factors might influence teachers using them. Establishing this kind of foundation knowledge is a prerequisite for the future evaluation of the benefits or drawbacks of point systems on students and their learning, and it could provide insight into English language teaching in the Japanese higher education system where, previous research implies, many teachers feel student behavior *is* a topic worthy of discussion, in particular because of its relation to a successful learning environment.

Teacher cognition

Theory suggests that a teacher's background may have an impact on their approach to or awareness of classroom management. Garton and Richards (2008) identify teaching as having cycles and so different phases of a teacher's career are likely to reflect different classroom practice, both in regard to teaching students and managing their behavior. Likewise, a teacher's culture or experiences may influence beliefs about teaching and their experience in the classroom will not only be the testing ground for those beliefs but also be affected by them (Borg, 2006).

Though the term "culture" is difficult to define and not a favored term in the field of teacher cognition as reviewed by

Borg (2006), others find it applicable to education. Hall (1976), Hofstede (1986, 2001), Hofstede and Hofstede (2005), as well as Trompenaars and Hampden-Turner (1998) make powerful arguments for culture's impact on behavior and perception of behavior and so in this study the researchers sought first to identify point system users and then investigate whether culture, as indicated by nationality, impacted use or not. However, the limitations of this study preclude differentiation of culture among respondents beyond simply "Japanese" and "non-Japanese".

What is a point system?

A point system, as identified by the researchers in a qualitative pilot study based on interviews (Silver, Ito, & Baber, 2009), is the systematic use of points by teachers to monitor individuals in a class. This definition is broad, reflecting the range of variables that can be found in different systems as suggested by the interviewees. Simply, it was found that teachers used widely varying systems unless a system was institutionally imposed. Indeed, some gave points with a focus on achievement for an entire class and a direct and visible effect on grade ("I'm giving class points either four or two to make up either twenty or forty percent of the total grade", Interview A), and others used points to discourage negative behavior ("You're late, minus one. You're using your cell phone. Simple behaviors are pretty easy", Interview B). Broadly, a point system monitors both good and bad behavior, though it might have a focus on one or the other, as implemented by the user. In most cases detailed to the researchers, point systems had an impact on students' final grades, further underlining the need to investigate the nature of this phenomenon.

In summary, a point system as defined for this paper is one used by teachers to focus on controlling or monitoring up to 10 student behaviors that previous research identified could have an effect on the perceived success of a class, regardless of whether the system was also monitoring positive or negative contributions.

Hypotheses

The current research first sought to confirm empirically the broad presence of point systems users in Japan and thereafter confirm or reject the following hypotheses:

1. The home culture of the teacher has an impact on use or non-use of point systems for classroom management.
2. The gender of the teacher has an impact on use or non-use of point systems for classroom management.
3. The age of the teacher has an impact on use or non-use of point systems for classroom management.
4. The number of years of experience teaching in Japan has an impact on use or non-use of point systems for classroom management.
5. The experience of teaching outside of Japan has an impact on use or non-use of point systems for classroom management.
6. The educational attainment of the teacher has an impact on use or non-use of point systems for classroom management.
7. The type of students taught (English major, non-major) has an impact on use or non-use of point systems for classroom management.
8. The type of students taught (non-major required, elective classes) has an impact on use or non-use of point systems for classroom management.
9. The type of employment of a teacher has an impact on use or non-use of point systems for classroom management.
10. The location of teaching activity in Japan (Kinki compared to all others) has an impact on use or non-use of point systems for classroom management.

Methodology

Survey instrument

The survey instrument (see Appendix 1) was developed using published research in the field of linguistics and original data generated from interviews of university EFL teachers in Japan (Silver, Ito, & Baber, 2009). It consisted of three sections: 1) demographic data of the participants; 2) teachers' attitudes to teacher role; 3) teachers' views on behavior, methods for monitoring classes and informing students of their status, and finally methods for dealing with different behavior in class. There were tick box responses, Likert scale responses, and open comment boxes. Respondents were also encouraged to write comments in the margins where appropriate. In addition, they were free to add their own choices.

Initially, Richards and Lockhart (1996) provided a range of teacher roles reflecting institutional factors and personal views on teaching, while Wadden and McGovern (1991) provided seven student negative behaviors. Other roles, behaviors, and sections of the survey were created by the researchers based on their teaching experience and analysis of the interviews. The interviews also resulted in some modifications and expansion of Richards and Lockhart's roles and some updating of Wadden and McGovern's problem behaviors, the most obvious of which was the inclusion of mobile phone use in class.

The interviews with both Japanese and foreign university English teachers took place between April and June 2009. The interview data showed that teachers were systematic in their approach to their classes and that various types of point systems were in use. The diversity of teaching situations and teachers' interpretation of their roles made the researchers aware of the difficulty of capturing the data in numbers. As a result, the team decided not to define one kind of point system and not to define "poor" behavior, as any attempt to do so might cause participants not to answer.

It can be inferred that a respondent who attempted to control one of the listed behaviors in any way at all, and acknowledged doing so on the survey instrument, considers it to be undesirable if not bad. However, at present, concrete definitions are beyond the scope of this paper. Comments from the survey vindicated the researchers' decision not to try to define "poor behavior", for teachers, as might be expected, have personal sets of expectations they apply to their (different) classes and institutions. While one respondent stated, "For me, poor behavior implies sleeping, using cell phone or not on task" (survey comment), another wrote, "Students work part-time jobs, commute long distances – if we get angry at them for falling asleep in class, then are we teaching them to ignore the needs of the body? Sometimes I let students sleep" (survey comment).

By asking participants about how they keep a record of classes, as well as explicitly about using points to monitor behavior, the researchers hoped to be able to identify point system users and non-users of point systems.

A version of the survey in English and Japanese was piloted with Japanese and foreign EFL teachers at a conference in July 2009. After some minor revisions, a final double sided A3 format was agreed upon. A bilingual English and Japanese version was distributed with a bilingual cover letter from September 2009.

Distribution of the instrument

An aim of the survey was to capture data from the whole of Japan and responses were received from most regions. Rather than asking university administrators to distribute the survey, the researchers asked their contacts at other universities to act as coordinators. If contacts agreed to be coordinators, they were sent an agreed upon number of surveys with cover letter and stamped, addressed envelopes attached so that respondents could return their completed surveys anonymously to the re-

searchers. Coordinators were asked where possible to distribute surveys equally to Japanese and non-Japanese EFL teachers. In addition, responses were received as a result of attending several academic meetings in the Kinki region.

All questionnaires received were numbered sequentially and entered into an Excel spreadsheet in fields corresponding to the item on the instrument. Fields were inserted into the database to capture comments and marginal notes that were not placed in the existing comment fields on the instrument. Data entry was started by a pair of researchers working together, and continued thereafter by a single researcher. Prior to analysis, the other collaborators checked the data input, correcting any errors.

Descriptive statistics/demographic analysis

The study population of 173 university EFL teachers in Japan included teachers with a wide range of experience in a variety of teaching situations in Japan and elsewhere. Just over one-third were Japanese by nationality and about two-thirds of all participants had earned Master's degrees. About one-third (34%) of the study population was female. The study population's years of teaching experience ranged from 1 to 31 with a median of 7 years of experience and average teaching time of 9.3 years. 75% of respondents were teaching in the Kinki region, while 10% and 7% worked in Kanto and Tokai, respectively; no data from Hokkaido or Shikoku arrived. About two-thirds of the study population were in their 30s and 40s but individuals in their 20s, 50s and 60s participated in the study. Further details on the demographic make up of the study population are included in Appendix 2.

As broadly based as these data appear to be, this study does not claim to represent all EFL teachers in Japan. Nevertheless, it does reflect a broad range of experiences and contexts of university EFL teachers in Japan

Findings

Point system users in Japan

Prior to analyzing the data it could only be inferred through anecdotal evidence that teachers used point systems to address behavior in university level teaching across Japan. The data collected for this study confirms that suggestion and sheds light on the proportion of teachers who use point systems and the extent to which they use them.

The numbers of behaviors each teacher in the survey population monitors by points were tallied. In the following analysis, however, points were not counted for three items, "cheating", "absence", and "tardiness", because they were considered more likely to be under institutional rather than teacher control.

Some teachers address behavior without using points whatsoever (non-users) while others monitor only 1-5 behaviors (medium users) with point systems. The survey revealed that teachers who did not monitor behavior with points might still monitor those behaviors by other, less formal, means. Others monitored by points more than half of the behaviors listed, from six to 10 items, and this group was identified as point system users. The breakdown indicates a clear stratification of the study population as seen below in Table 1.

Table 1. Stratification of point system users

Stratum	Study population (%)	Behaviors monitored by points
Non	27.7	0
Medium	40.5	1-5
Users	31.8	6-10

The emergence of a group of teachers that clearly uses point systems in class is a finding of this study. This group of point

system users was further examined for possible correlation with demographic characteristics, such as nationality, age group, country of education, level of education achieved, experience teaching in Japan, and others. (See Appendix 1 to refer to the survey instrument.)

Results and discussion

Table 2. Co-efficient of correlation to point system use

Hypothesis	Entire population	Point system users	Increasing use of point system to:
1	0.256 n=172	0.386 n=47	Home culture (Japanese, non-Japanese)
2	0.218 n=172	0.324 n=46	Gender (female, male)
3	0.018 n=162	0.180 n=45	Age group
4	0.032 n=171	0.021 n=47	Number of years of teaching experience in Japan
5	0.012 n=171	-0.121 n=47	Teaching experience outside of Japan
6	-0.030 n=173	-0.044 n=47	Educational attainment (Bachelor's to Doctorate degrees)
7	0.007 n=173	0.016 n=47	Type of students taught (English major, other majors)
8	0.052 n=173	0.020 n=47	Type of students taught (required, elective)

Hypothesis	Entire population	Point system users	Increasing use of point system to:
9	-0.051 n=173	0.042 n=47	Type of employment (part-time, full-time, tenured)
10	-0.280 n=173	-0.117 n=47	Location of teaching activity in Japan (Kinki, all others)

Weakly confirmed hypotheses 1 and 2

Hypothesis 1

The hypothesis that home culture of the teacher has an impact on use or non-use of point systems for classroom management was weakly confirmed. The correlation calculation based on the entire study population, point system users and non-users, resulted in a score of 0.256, a weak correlation. Among point system users the score of 0.386 indicates a slightly stronger correlation, implying that the non-Japanese users of point systems appear slightly more likely than Japanese point system users to use these systems in greater intensity.

This particular finding suggests that there is some greater willingness or desire or need among non-Japanese teachers to employ point systems more intensively than Japanese teachers. This study's findings do not reveal why this might be the case but at the start of the project the researchers had discussed whether factors such as education and cultural heritage might affect the usage of point systems. Though a generalization, the researchers thought that the differences between Western education (with its focus on discussion and debate) and Asian education (traditionally more teacher-centered) might be reflected in the attitude toward certain behaviors by Japanese and non-Japanese teachers. Using a similar generalization, the lack of

L1 competence in non-Japanese teachers might result in a point system being adopted because of it being considered a clear and fair way of negotiating classroom norms and one that overcomes a linguistic lack of competence. The researchers believe that further analysis of the data, as part of the ongoing research project, could make these ideas less conjectural.

Certainly, future study should attempt to clarify these relationships, if they indeed exist. A measure of cultural distance such as the cultural dimensions proposed by Hofstede and Hofstede (2005) or Trompenaars and Hampden-Turner (1998), or other measures may be instrumental in developing a vector suitable for correlation analysis.

Hypothesis 2

The correlation calculation including the entire study population, point system users and non-users, resulted in a score of 0.218, a weak correlation. The hypothesis that gender of teacher has an impact on use or non-use of point systems for classroom management was weakly confirmed. The score of 0.324 among point system users indicates a weak correlation between this factor and use of point systems. Put otherwise, the male users of point systems are slightly more likely than female point system users to use these systems in greater intensity.

Future study should attempt to clarify this relationship, if it indeed exists. A larger database and multiple variable regression analysis, including cultural origin (Hypothesis 1 above) as well as gender, might shed further light on this relationship.

Hypotheses rejected (3-10)

As a result of the statistical analysis, the hypotheses 3-9 can tentatively be rejected. The range of teaching situations that underpin any teacher's approach to the classroom, and conse-

quent use of a point system, may account for the lack of strong correlations in these hypotheses. In particular, any institutional level deployment of a point system renders attempts to divide users and non-users along the demographic and cultural lines as stated in the hypotheses inconsequential.

The correlation coefficient in Table 2 for hypothesis 10 suggests a weak correlation among teachers in Kinki for use of point systems. This correlation is considerably weaker when examined among point systems users, possibly because of an institutional factor not identified in the survey.

Prior to the investigation, the researchers considered that a lack of experience in teachers might result in a greater use of point systems. The lack of a correlation between experience and point system use might be explained in a variety of ways that were not directly investigated. For example, teachers might choose to prioritize other factors like content over classroom management issues regardless of experience level. Similarly, the varied nature of teacher employment in Japan, where an educator may work for several institutions each semester, might result in varying application of point systems from zero to highly detailed, based on the requirements and perceived needs of a given institution. A related point and one alluded to earlier is the range of institutions that are covered broadly by the term "university" in this survey. As suggested in the interviews and written comments on completed surveys, some are perceived by teachers as having potentially greater behavioral problems than others and therefore requiring more attention to classroom management, but such questions about the beliefs of teachers towards their institutions/students were beyond the scope of this survey.

Written comments on the survey raised questions that this project intends to investigate further. For example, one teacher wrote, "Students often need advice on how to study. Bad behavior/absenteeism is related to motivation and self-efficacy" (survey comment). This comment implies that what a teacher

considers to be the root cause of "bad" behavior will inform how that teacher approaches the issue. In the end, capturing personal experiences/facets of culture in this survey was deemed too difficult at this early stage in the research process, though it could be approached through further interviews.

Finally, and inevitably, the lack of correlation could be explained by the amorphous nature of point systems that defies capture in numerical form, a possibility the researchers were aware of from the start.

As part of the ongoing analysis and expansion of the database, a thorough analysis of the comments written on the surveys and further interviews are planned in the hope that they might shed light on the reasons behind the lack of correlation.

Conclusion

Point systems aimed at controlling behavior, though difficult to describe and rarely mentioned in research on EFL classrooms, are in use in Japanese universities. Analysis of data collected for this study indicates that gender and culture impact use of point systems in the higher education EFL classrooms of Japan. In conclusion, it appears that non-Japanese male teachers are somewhat more likely to choose point systems as a means of classroom management than other teachers.

While this research does not claim its findings can be generalized to the entire population of university teachers in Japan, it does provide a starting point for understanding point systems and their roles in classroom management in Japan's higher education EFL context.

Future research

This study suggests follow-up steps to maximize the benefit Japan's EFL community can derive from the data collected.

The first of these steps is to increase the study population and continue analyzing the data in order to refine the understanding of the hypotheses in this study. Further, given the extent of point systems usage in Japan, it would seem appropriate to broaden the research into this subject to include the beliefs that underpin teacher use of point systems, as well as the beliefs of teachers who reject point systems. Additionally, work should be done on the efficacy of point systems on student learning. These, and similar avenues of investigation, may provide deep insights into higher education EFL in Japan.

Bio data

Richard Silver is a foreign language lecturer at Ritsumeikan University, Japan. He is currently researching teacher beliefs, academic writing and the use of technology in classrooms. <tcresearch@yahoogroups.com> <richinwit@hotmail.com>

Satoko Ito is teaching at Ritsumeikan University, Japan, and is also doing research in literature and cultural studies. Her interest is in teaching in EFL contexts for non-native speakers of English. <tcresearch@yahoogroups.com> <s-ito@fc.ritsumei.ac.jp>

William W. Baber teaches business and English at Kyoto University, Kyoto Japan. He is currently interested in cross-cultural management and cross-cultural education. <tcresearch@yahoogroups.com> <baber@gsm.kyoto-u.ac.jp>

References

Borg, S. (2006). *Teacher cognition and language education*. New York: Continuum.

Dörnyei, Z., & Murphey, T. (Eds.). (2003). *Group dynamics in the language classroom*. Cambridge: Cambridge University Press.

Garton, S., & Richards, K. (Eds.). (2008). *Professional encounters in TESOL.* Basingstoke, UK: Palgrave Macmillan.

Hall, E. (1976). *Beyond culture.* New York: Doubleday.

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow, UK: Pearson Longman.

Hess, N. (2001). *Teaching large multilevel classes.* Cambridge: Cambridge University Press.

Hofstede, G. (1986). Cultural differences in teaching and learning. *International Journal of Intercultural Relations, 10*, 301-320.

Hofstede, G. (2001). *Culture's consequences.* Thousand Oaks: Sage Publications.

Hofstede, G., & Hofstede, J. H. (2005). *Cultures and organizations: Software of the mind.* New York: McGraw-Hill.

Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms.* Cambridge: Cambridge University Press.

Richards, J. (2001). Beyond methods. In C. N. Candlin & N. Mercer (Eds.). *English language teaching in its social context* (pp. 167-179). London: Routledge.

Senior, R. M. (2006). *The experience of language teaching.* Cambridge: Cambridge University Press.

Silver, R., Ito, S., & Baber, W. (2009). A qualitative look at Japanese and native speaker teachers' views on the university EFL classroom. In PAAL (Ed.), *Proceedings of the 14th conference of Pan-Pacific Association of Applied Linguistics* (pp. 447-452). Tokyo: Pan-Pacific Association of Applied Linguistics.

Trompenaars, F., & Hampden-Turner, C. (1998). *Riding the waves of culture: Understanding cultural diversity in global business.* New York: McGraw Hill.

Wadden, P., & McGovern, S. (1991). The quandary of negative class participation. *ELT Journal*, *45*(2), 119-127.

Appendix 1

Survey instrument

This questionnaire is about teacher beliefs in university EFL classrooms.

Your opinions and participation are appreciated!

Section 1

I am currently teaching English in Japan at:

☐University

☐High school

☐Other _____

Region you are teaching in Japan教育に携わっている地域:

☐Hokkaido北海道　　　☐Tohoku東北

☐Kanto関東

☐Hokuriku/ Koshin'etsu北陸・甲信越

☐Tokai東海　　　　　　☐Kinki近畿

☐Chugoku中国　　　　　☐Shikoku四国

☐Kyushu九州　　　　　　☐Okinawa沖縄

Country of your origin 出身国:

☐Australia　　　　☐Canada　　　　☐Japan

☐NZ　　　　　　　☐UK　　　　　　☐US

☐Other: _____

Region or major city you are from出身地域・都市:

_____

Age 年齢: _____

Gender 性別:　　☐Male　　☐Female

Years teaching English as a Foreign Language (EFL) in Japan at university日本の大学での英語教育歴:_____

Years teaching languages OUTSIDE Japan 他国での言語教育歴:
_____　　　　　　Details 詳細: _____

In what country or countries did you substantially complete your university/graduate education?
主に大学・大学院教育を受けた国(multiple choice):
☐Australia　　　☐Canada　　　☐Japan
☐NZ　　　　　☐UK　　　　　☐US
☐Other: _____

Which type best describes your EFL classes? 担当するEFLクラスのタイプ (multiple choice)
☐For English majors
☐For other majors (English as a requisite)
☐Non-requisite
英語英文学専攻向科目
他専攻向必修語学科目　　　　選択科目

Which BEST describes your current position?
☐Part-time 非常勤
☐Full-time non-tenure 常勤(任期制)
☐Tenured 専任

Which describes the type of your main institution? 主な勤務先のタイプ
☐National-funded 国立系
☐Prefecture/City-funded 公立系
☐Private-funded 私立系

Highest degree earned 取得学位:
☐PhD
☐PhD candidate (including thesis write-up stage)
☐MA　　　　　　☐BA

Section 2

1. Please react to the following statements by marking the appropriate box.
それぞれの文に対し、ご自分の受け止め方にいちばん近いものを○で囲んでお答えください。

Statement (日本語はあくまでも補助的なものです)	Disagree strongly 全くそう思わない	Disagree そう思わない	Disagree slightly どちらかといえばそう思わない	Agree partly ある程度そう思う	Agree そう思う	Agree strongly 全くそうだと思う
Students should learn good study habits. 学生はよい学習習慣を学ぶべきである	1	2	3	4	5	6
Students should learn appropriate class behavior. 学生は適切な授業態度を学ぶべきである	1	2	3	4	5	6
Teaching students good study habits is one of my roles as a teacher. 学生によい学習習慣を教えることは職責の一部である	1	2	3	4	5	6
Teaching students appropriate class behavior is one of my roles as a teacher. 適切な授業態度を教えることは職責の一部である	1	2	3	4	5	6
Students should always know how many academic points they have in a course. 学生は常に経過得点を知っているべきである	1	2	3	4	5	6
It is fair for a student to gain academic points for good behavior. よい授業態度を成績に得点として反映するのは公平である	1	2	3	4	5	6
It is fair for a student to lose academic points for poor behavior. 不適切な授業態度を成績に得点として反映するのは公平である	1	2	3	4	5	6

Statement (日本語はあくまでも補助的なものです)	Disagree strongly 全くそう思わない	Disagree そう思わない	Disagree slightly どちらかといえばそう思わない	Agree partly ある程度そう思う	Agree そう思う	Agree strongly 全くそうだと思う
It is useful to tell students that academic points will be awarded for good behavior. よい授業態度が成績に得点として反映されると学生に伝えると効果がある	1	2	3	4	5	6
It is useful to tell students that academic points will be deducted for poor behavior. 不適切な授業態度が成績に得点として反映されると学生に伝えると効果がある	1	2	3	4	5	6

2. How do you track the ongoing progress of each student? Please mark all applicable. 経過成績をどのように記録していますか。該当するものを全て選んでください。

☐Paper media such as score cards or roll books 出席カードや出席簿などの紙媒体

☐Electronic media such as database or spread sheet (MS Access, Oracle, MS Excel, etc.) 電子媒体

☐Other: _____

3. How often do you inform the students of their status? 成績をどれくらいの頻度で学生に知らせますか。

    ☐Irregularly不定期　　☐Each class授業毎

    ☐On line (anytime) オンライン(随時)

    ☐Three times a semester 学期中3回

    ☐Twice a semester学期中2回

    ☐Semester end (for 1 year courses) 学期末(通年制の場合)

    ☐Only final grade最終成績発表のみ

    ☐Other:_____

4. How do you inform the students of their status? Please mark all applicable. 成績をどのようにして学生に知らせますか。該当するものを全て選んでください。

    ☐Confer in class教室内での面談

    ☐Confer out of class教室外での面談

    ☐EmailEメール　　　　☐Websiteウェブサイト利用

    ☐Letter/note (to individuals) 手紙・メモ

    ☐Handout (to all) ハンドアウト

    ☐Through academic office事務室からの発表のみ

    ☐Other:_____

5. How do you usually handle the following student behaviors in the classroom? Please mark ALL applicable. 次の授業態度にどのように対処しますか。「全て」選んでチェック(✓)してください。

MULTIPLE CHOICE 複数選択可	Reflect by points 得点で反映	Systematic notes 記録 （体系的）	Informal/ Mental notes メモ・記憶	Verbal warning in class 口頭注意 （教室内）	Verbal warning out of class 口頭注意 （教室外）	No action 対応 せず	Other その他
Absenteeism 欠席							
Tardiness 遅刻							
Sneaking out of class 無断で退室する							
Unprepared (no homework or text) 準備不足（宿題・忘れ物）							
Sleeping 居眠り							
Inattention 集中力の欠如							
Using mobile phone, gadgets 携帯電話その他機器の使用							
Disruptive talking 私語							
Distracting others 他の学生の注意をそらす行為							
Inaudible response 応答時の声の小ささ							
Unwillingness to participate 消極的な授業参加							
Unwillingness to use target language 英語運用への消極性							
Cheating 不正行為							
Other: (　　　　)							

Thank you for your cooperation!

Appendix 2

Descriptive statistics and demographic analysis

Further details on the demographic make-up of the study population are presented in Tables 2 through 8 below.

Table 2. Gender

Female	34%
Male	64%

Table 3. Age range

20s	5%
30s	36%
40s	33%
50s	14%
60s	5%
No info	7%

Table 4. Location in Japan

Chugoku	1%
Hokkaido	0%
Kanto	7%
Kinki	75%
Kyushu	5%
Okinawa	1%
Shikoku	0%
Tohoku	1%
Tokai	10%

Table 5. Education level

Bachelor's	6%
Master's	65%
PhD Candidate	16%
PhD	13%

Table 6. Nationality

Australia	5%
Canada	11%
Japan	36%
NZ	2%
UK	17%
US	24%
Other	6%
No info	1%

Table 7. Employment

Full time	34%
Part time	43%
Tenured	23%

Table 8. Employer

Private	87%
National	10%
City / Prefectural	3%