

# A TEACHER'S DIARY AS A VALID TOOL FOR RESEARCHING STUDENT MOTIVATION

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## **LT/06/01**

*Are diaries useful as a research tool?* To investigate this question, devise a framework for keeping a diary on the strategies you use for (choose one):

- a) motivating your students *or*
- b) explaining grammar *or*
- c) correcting errors

Having kept a diary for at least a two-week period, report and discuss any difficulties you experienced and assess the value of this technique as a research tool. You may include extracts from your diary as an appendix if you wish, but the bulk of your assignment should consist of your report and evaluation of the process.

# Table of Contents

## **1. Introduction**

- 1.1 Purpose
- 1.2 Terminology
- 1.3 Categories of learners in this study

## **2. Literature Review**

- 2.1 Purposes for keeping a teaching diary
- 2.2 Positive aspects of diary keeping and diary studies
- 2.3 Negative aspects of diary keeping and diary studies
- 2.4 Defining motivation
- 2.5 Some motivational theories and models explained
- 2.6 Extrinsic and intrinsic motivation
  - 2.6.1 Enhancing and sustaining intrinsic motivation from extrinsic sources

## **3. Procedure**

- 3.1 The first diary
- 3.2 The second diary

## **4. Discussion**

- 4.1 Discoveries about motivation in the author's diary
  - 4.1.1 Researching motivation vs. researching general behavior
  - 4.1.2 Known motivational theories observed in the diary entries
  - 4.1.3 Point of Disruption
  - 4.1.4 Hierarchy of Game Motivation

4.2 Discoveries about keeping a diary

4.2.1 Easy to use versus easy to create

4.3 Author's diary leading to subjects of interest for future study

**5. Conclusion**

**6. Appendices**

**Appendix 1**

**Appendix 2**

**7. References**

# 1. Introduction

## 1.1 Purpose

The author of this paper intends to show that the good outweighs the bad when deciding whether to keep a teaching diary for specific purposes. The focus of the diary kept was motivation in the classroom, and to this end the diary was a positive step in examining the author's own strategies of motivating students.

## 1.2 Terminology

The word “diary” is used interchangeably throughout this paper with the word “journal.”

## 1.3 Categories of learners in this study

The students in this study are Japanese learners of English as a foreign language, aged five to adult. Classes are listed by level, Level 1 being a class of preschool students, and Levels 2 through 5 being elementary school age. JH1 and JH2 are junior high school classes, and “HS” denotes a high school class. There is one writing course (labeled as such), and adult courses are labeled accordingly (eg. Adult Low Intermediate/ Adult Advanced Beginner/ etc.).

For privacy, teenage students and below have been assigned letters (eg. Student A) and adults have letters with a Mr. or Ms. denoting sex as well (eg. Ms. R).

# 2. Literature Review

## 2.1 Purposes for keeping a teaching diary

According to Richards and Lockhart (1996, p.7), there are two purposes for keeping a teaching journal. The first is to record ideas and events so as to reflect on them later. This supports the author's memory and can inspire new ideas for use in future lessons.

The second purpose is that “the process of writing itself helps trigger insights about teaching. Writing in this sense serves as a discovery process” (Richards and Lockhart, 1996, p.7).

## **2.2 Positive aspects of diary keeping and diary studies**

“Indeed, the theme of change over time and the sense of writing about a process is one that resonates directly with the use of diaries in educational research” (McDonough and McDonough, 1997, p.121). “...the process of reflection is itself an instrument of change” (Thornbury, 1991, p.146).

As a diary is necessarily a study of change over time, those interested in conducting motivational research based on Dornyei's Process Model of L2 Motivation can properly study the temporal dimension of motivation. Dornyei explains that motivation fluctuates in time. Most learners involved with something which requires sustained motivation, such as studying a language, “... experience a regular fluctuation of their enthusiasm/commitment...” and also that “... the temporal axis of a motivational theory relevant to such sustained activities should be featured” (Dornyei and Otto, 1998, p.45-46).

## **2.3 Negative aspects of diary keeping and diary studies**

Diaries are time-consuming. Without a focus, they could meander through all sorts of thought processes. Also without focus or a set format, it could be difficult for a researcher to make practical immediate use of the resulting data.

Having a diary without a focus is not necessarily negative, though. It can be a path to finding what is important to research, then from there researching that item. McDonough and McDonough (1997, p.125) explain this as a “data-first” way of researching, where the research data is collected

previous to forming research questions.

Another negative aspect of diary keeping is that the research is not necessarily valid in every classroom. For example, although the Hierarchy of Game Motivation claimed to be the case in the author's diary (Appendix 2, Entry 7), there is no proof without further study that it would apply across the board in other teachers' classrooms.

But this is also not altogether bad. It creates a starting point for research. And of course, the knowledge being directly pertinent to the author's classes is necessarily useful to him.

There is a barrier between what was REAL in the classroom, and what has been recorded. This is due to a time lapse between the class and the writing of the diary (the memory factor), and also the psycho dynamics involved (eg. Who is going to be reading it? Would we write the same for the general public as we would write for our own personal notes?) (McDonough and McDonough, 1997, p.124).

## **2.4 Defining motivation**

According to Dornyei (1998, p.64), "... motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised, and (successfully or unsuccessfully) acted out." (Italics removed by author.) Dornyei (2001, p.7) also states that motivation is in charge of: "... the choice of a particular action; the effort expended on it and the persistence with it."

The reasons behind such a force are not easily categorized. This is due to the complexities of human behavior (Dornyei, 1998, p.44). Dornyei (2001, p.10-11) lists several motivational theories:

Expectancy-value theory, achievement motivation theory, self-efficacy theory, attribution theory, self-worth theory, goal setting theory, goal orientation theory, self-determination theory, social motivation theory and theory of planned behaviour. These and many more have been proposed to explain how motivation functions. Following is an overview to some motivation theories relevant to this study. (See section 4.1.2 to see these explained within the context of the diary entries.)

## **2.5 Some motivational theories and models explained**

**Achievement motivation** is said to be “determined by conflicting approach and avoidance tendencies” (Atkinson and Raynor, 1974, cited in Dornyei, 2001, p.10). According to this theory, students can be influenced in a positive way in relation to a student's perception of how well they can do, the value they place on fulfilling a task, and how much they want to achieve. A student could be influenced negatively if they think they may fail, or they fear or want to avoid failure.

**Self-determination theory** explains motivation in terms of intrinsic (learning for the fun of learning, or other inner dimensions driving the student to learn), and extrinsic (outside forces causing the student to act, such as to achieve high grades or get a better job) (Deci and Ryan (1985) and Vallerand (1997) cited in Dornyei (2001), p.11).

The **Attention, Relevance, Confidence, Satisfaction (ARCS)** motivation model “classifies the major motivational concepts and theories into four categories depending on whether their primary area of influence is on gaining learner attention, establishing the relevance of the instruction to learner goals and learning styles, building confidence with regard to realistic expectations and personal responsibility for outcomes and making the instruction satisfying by managing learners’ intrinsic and extrinsic outcomes” (Keller and Suzuki, 2004, p.230).

**Learner Orientation** is a way of classifying the reasons why learners study English. Learners who study because they want to do well in school or get a better job have an instrumental orientation, and those with social or cultural interests as their primary goal have an integrative orientation (Brown, 2000, p.163).

## **2.6 Extrinsic and intrinsic motivation**

Harmer (2001, p.51) describes the cause of extrinsic motivation as “any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel.”

Harmer continues, “Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.” (2001, p.51)

Brown (2000, p.165) states “Our ultimate quest in this language teaching business is, of course, to see to it that our pedagogical tools can harness the power of intrinsically motivated learners who are striving for excellence, autonomy, and self-actualization.” Therefore, teachers need to provide enough opportunities of extrinsic motivation for their students to become autonomous learners.

### **2.6.1 Enhancing and sustaining intrinsic motivation from extrinsic sources**

According to Harmer (2001, p.53-54), there is a trio of important ways teachers can build a student's motivation. These are things done by the teacher, so by definition are extrinsic forces, but they are strong paths to leading the student to become more intrinsically motivated.

The first is drawing upon the student's desire to fulfill both short-term and long-term goals. One

way to satisfy a short-term goal is by clearly showing the student what is expected of them from class to class, and showing at the end of the class that they have accomplished what was set out as the goal. Results of short-term goals are much more easily seen than those of long-term goals, and could be quite motivating as the students can see them being achieved from class to class.

The second way of building student motivation (Harmer, 2001, p.53) is creating a pleasant learning environment for the students. This can be done through the use of music while the students are entering class, and putting lively posters on the walls. Harmer also suggests that the teacher's enthusiasm and rapport with the students is also crucial for sustained motivation.

Third, students must be given interesting classes (Harmer, 2001, p.53-54). Dornyei (2001) offers many ways to make lessons stimulating throughout his book, one of which is relating the lesson theme to what the students see in their everyday lives (Dornyei, 2001, p.66).

However, even if a student is convincingly intrinsically motivated, and has the ability to use English, their performance in class could still be poor. Keller (1999, p.12) gives reasons why this could be the case:

- “they are not given clear instructions as to what the learning task is,
- “they do not know what kind of test will be given,
- “they do not have enough time to master skills,
- “they are not given opportunities to practice...”

These are obviously important factors to consider when teaching and planning lessons. They fall into a category called, “learning design and management” (Keller, 1999, p.12).

## 3. Procedure

### 3.1 The first diary

The first diary kept by the author for motivation (see Appendix 1), according to Holly (1984) (cited in McDonough and McDonough, 1997, p.122) could be considered more of a log book than a subjective diary. It was a list of facts, with categories where information was placed. The categories were as follows: Time, Names, Level, Motivational Item, Reason for Motivation, Report on How Well It Worked.

Not only were the categories specific, the format in which the author worked restricted him from venturing beyond these categories. The structure of the grid would not permit writing at length about any class, because it would fall outside of the format.

Every class was recorded each day for a two-week period. This gave a good overall image of the author's motivational strategies, but only a small amount was recorded for each class due to time and memory constraints.

The diary was first kept in a notebook by hand. When time permitted, some notes were taken during class or just after class, but the majority was written later, before leaving school for the evening. The categories were filled in methodically, block by block. On the weekend, the information was typed into the computer database. Later, names of the students were removed for privacy, as this diary was to be made public.

As the notes had to be written as quickly as possible to avoid memory decay of details, notes for the diary had to be written by hand. Although it would've saved time to skip this procedure and type directly into the database, important details within each class period may have been lost. Hand-written notes took a minimal amount of time, whereas entering the information into the computer

and working with issues of formatting took many hours.

Data entry for this diary was time-consuming, but the result was a database which is easy to use by researchers outside of the author's school. Information is given about the types of students in classes, along with their English ability levels.

### **3.2 The second diary**

The second diary kept (see Appendix 2), was much more subjective. It was free of the grid format, and allowed for additional thought about the methods employed for attempts to create and observe student motivation. The reference headings employed were merely: Entry #, Time, and Day. Rather than recording a little about each class, the author focused on only two classes each day, and thought extensively about them.

This process was similar to the first, in that handwritten notes were kept first, then later they were entered into the computer. However, the notes were entered into the computer much more easily, as the task was to only type the information, without the use of a database.

The ease of data entry, and concentrating on only two classes per day, provided more time for reflecting on the classes. However, it came at the cost of clarity for future study. The author has personal work schedules and files on record to cross-reference the classes with the diary entries. Those researchers hoping to use the information from these diaries without these files wouldn't be able to identify the class type easily. One would need to read the entirety of the entries to find information about the type of learners to which they refer.

## 4. Discussion

### 4.1 Discoveries about motivation in the author's diary

#### 4.1.1 Researching motivation vs. researching general behavior

Although the adherence to the task of recording motivational issues in the classroom was in the forefront of the author's mind, he found it difficult to separate it from speaking about behavior in general. In the first diary (Appendix 1), the final category of "Report on How Well It Worked" was originally meant to be a recording of the motivational item being successful or not. However, the author concedes that it was also used to report behavior difficulties (eg. "This didn't work so well. Student D ended up with only 6 points. He screamed when point removed, & didn't deter his bhvr."), and whether they were successful with an activity rather than if the item was actually useful in motivating them (eg. "They could identify the colors and did well coloring the page with set time limits.") (both entries taken from Appendix 1, 11 April).

Instances of recording behavior problems rather than items intended to motivate can also be seen in Appendix 2. From Entry 17, "First, when trying to (re)teach him "His favorite food is \_\_\_\_\_," I wrote everything on the board to make it as visual as possible, showing how close in form it is to "My favorite food is \_\_\_\_\_." He got bored with this quickly and started walking around the classroom. To scold him lightly, I gave him a count of 5 to sit down, and when he still didn't sit down I removed a point from the board."

Behavior difficulties may be due to boredom, but also may be caused by over-stimulation. Keller (1999) states, "... in the case of attention, people might be demotivated because they are bored and not paying attention to the task, or because they are so over-stimulated by the job opportunity or requirements that they are trying to pay attention to too many things at once." In this sense, PoD (Appendix 1, 4 April Entry) could be viewed as having a relationship to over-stimulation.

#### **4.1.2 Known motivational theories observed in the diary entries**

Looking at Student D in the 4 April Entry from Appendix 1, his behavior can be viewed in terms of achievement motivation theory (Atkinson and Raynor, 1974, cited in Dornyei, 2001, p.10). From the author's perspective, Student D is a weak student in English, and so he misbehaves and tries to stop the regular class procedures for fear of not being able to produce the English asked of him by the teacher.

In terms of the ARCS Motivational Model (Keller and Suzuki, 2004, p.230), gaining learner attention was practiced through various ways in the diary author's classes for children, many of which spill into the category of "relevance." There are different English games each lesson, and real pictures of famous sports stars (Ichiro Suzuki, a Japanese baseball player in the United States, and Mao Asada, a famous Japanese figure skater) for them to talk about in English. In a high school student lesson, there was a colorful pizza menu used from the United States (Appendix 2, Entry 4).

Regarding relevance in the adult lessons, there was always discussion about the lives of the students. If children brought in their own objects (for example, dinosaurs in the 16 April Entry of Appendix 1, and baseball mitts in Entry 5 of Appendix 2), they were used as part of the lesson.

One way to instill confidence is to show students what is expected of them and show them how they are evaluated. From the diary entries, it can be seen that this strategy is lacking in the author's classes.

Satisfaction in Keller's (1999, p.14) terms, "... means that students receive recognition and evidence of success that support their intrinsic feelings of satisfaction and they believe that they have been treated fairly."

It has been the author's experience that Keller's ideas of equity and fairness in the classroom may be important, but young children also have a drive to win at games. Appendix 2, Entry 17, it was written, "The difficulty with playing a game one-on-one with a young student is not only that the student must win the game to get satisfaction, but also that the student has to be shielded from the fact that the teacher is allowing them to win." Also, it is hypothesized that, "In a class with more than one student, the teacher has to try their best to balance the points so no one is a loser."

Due to the nature of English conversation schools in Japan, the author's students are split quite markedly in regards to learner orientation (Brown, 2000, p.163). Those students of high school age and below have an instrumental orientation, with exception of the preschool children. It seems the preschool children are excited to speak with a person from outside of Japan, and the elementary, junior high and high school students want to do their best to excel in school. The adult students lean heavily towards having an integrative orientation. Although one student wants to learn English to help his business, the other adult students are studying to gain cultural insight, and to have greater ease when traveling and meeting people in English speaking countries.

#### **4.1.3 Point of Disruption**

The term "Point of Disruption" (PoD) was created from the ideas generated during the first diary study. PoD can be termed as the moment the activity crosses the line from being motivating to being disruptive. Appendix 1, 4 April Entry states: "Student D is weak in English, so he misbehaves. He is the class clown, getting attention. He CAN do things well in English when he concentrates. The game in this lesson is an example of what I term going over the **point of disruption**, or PoD. The excitement level exceeded its usefulness."

The game referred to was a pronoun game. They were to throw a sticky ball onto a grid (duplicated below) drawn on the white board, and then say the terms decided by the throw.

LIKE/LIKES	bananas	pears	apples
I			
He			
She		X	

In this example, the student has thrown the sticky ball into the “She” and “pears” box. The student would then say, “She likes pears.” Students are in two teams, “X” and “O.” If team X throws on an empty box and says the sentence correctly, they can write an X on that box. If incorrectly, it stays a blank. The goal is for the team to get three Xs or Os in a row, like tic-tac-toe.

The comments under “Report on How Well It Worked” for this game was, “Disaster. More screaming and throwing than speaking or listening. Maybe they need less excitement.” (Appendix 1, 4 April Entry).

Another instance of PoD can be found in The 10 April Entry of Appendix 1. This was a color-touch game, where a color is announced and the students try to find that color in the room, touch it, and say the name of the color. There was only one student in that class. The “Report on How Well It Worked” states, “He was a bit rough, jumping around, but that was the nature of the game. Stopped early (PoD).” The game was exciting. It motivated him to speak English and to identify colors, but it had a limit to its usefulness. He started to get out of control. If the game continued for a longer period of time he may have hurt himself or damaged teaching materials.

#### **4.1.4 Hierarchy of Game Motivation**

In Appendix 2, Entry 7 it was found that the order of importance, from most to least important, for young learners in the author's classes is:

1. How they can do well and score points in the game
2. The physical rules of the game, such as how many times to roll the dice, where they need to stand, how much time they have to complete their turn, etc.
3. How they can rank better than the other students
4. What English they need before they are allowed to take their turn
5. How the students can cheat or prevent others from cheating

This was realized after reflecting on behavior and excitement levels of young students. Number five was found to apply only in a few classes.

#### **4.2 Discoveries about keeping a diary**

In the diary entries, the author was concerned about the issues raised by McDonough and McDonough (1997, p.124) regarding how much to reveal about students and the author himself to the general public. There was the constant thought of student privacy, and a refocusing on the goal of recording motivational items. If the diary were written solely for his own benefit, the author would have been more candid, and would have recorded other useful things which fall outside the scope of this paper.

In Appendix 2, the author gave insight into why a student does something, based on previous knowledge of the student. For example in Entry 1 it was written, "One of the kids is very critical of himself and never accepts a stamp. Before I've tried to explain that he did well and should be rewarded. But that ended up being a fight. After that, I no longer make it an issue. I always ask permission to put a stamp in their books. If they say ok, then I give it to them. If they say no, then I don't."

This is useful for others who may want to know why the student doesn't get a stamp for completing an exercise, but to the author seemed to be unnecessary information. This information is however useful to record for long-term memory, and for future teachers who may take over the author's students. If the student continues to study, it will be interesting to see how his behavior evolves.

#### **4.2.1 Easy to use versus easy to create**

The question needs to be addressed when using a diary as a research tool: Who will use the data, the teacher or the researcher?

On one hand, the researcher could use Appendix 1-type entries with ease, as all of the information has been categorized and labeled, including type of student and level of learner. The structure of Appendix 2, though giving an abundance of research material, is much more taxing for the researcher, as information has not been placed into categories.

On the other hand, the teacher would struggle trying to place his/her information into the correct boxes of Appendix 1, and trying to abbreviate the entries to fit the database (thereby possibly causing deletion of some useful researchable information). The teacher would prefer using Appendix 2, where entries can be written free-form, and all of his/her thoughts can flow easily.

When the researcher and the teacher are the same person, a fusion of the two diary forms would be most useful. A free-form diary style could be used, but one which gives a brief description about the class at the onset of each entry, for quick reference.

### **4.3 Author's diary leading to subjects of interest for future study**

There are many categories left open for exploration based on the diary entries collected here. For example, is the Hierarchy of Game Motivation (Appendix 2, Entry 7) transferable to the classrooms of other teachers? Is this a phenomenon unique to the author's classes, or limited to classrooms in Japan, or is it something which can be seen in children's classes throughout the world?

How and when will the behaviors of the students change, and can changes be accounted for by current motivational theories? Can the Point of Disruption (PoD) (Appendix 1, 4 April Entry) be confirmed by teachers in other EFL classrooms? How can PoD be controlled? Can disruption be fostered to cross PoD to the realm of useful motivation?

## **5. Conclusion**

Teaching diaries are useful as a research tool. They are a medium where the teacher thinks critically about how he/she teaches. Problems can be analyzed, and good ideas can be solidified.

Both Appendix 1 and Appendix 2 diaries were successful for conducting research about motivational strategies. It was found that Appendix 1 is more useful for researchers because it has clear headings, and information can easily be found within the grid. Appendix 2 appeals to teachers, because there is freedom to write at length on a variety of subjects in and around the topic of motivation. A fusion of these two styles is best for the teacher-researcher, and will be used by the author to record future classes.

Strategies used to motivate children in the diaries can be seen as different from those used for adults. The records of motivation in children's classes center on talk about games, songs, and behavior. Most of the activities are used to gain attention, or prolong their use of the target

structure.

Adult motivational strategies in contrast included words of support, realia, and creating lessons and materials which directly reflect the interests of the students. With the obstacle of behavior removed, it was much easier to focus on creating student-centered lessons.

Although the information collected in these teaching diaries cannot be used to make generalizations about students or classrooms in other places, they are useful to the writer. They are an introspective study into what works and what doesn't in the author's classroom situation. They are extremely useful for planning future activities, and in thinking critically about motivation in every class. To that end, the teaching diaries will continue to be a useful tool for developing not only methods to motivate students, but also to watch progress of both the teacher and the learner. Also, they are a starting point for research on a broader scale, to see if the findings (such as PoD and Hierarchy of Game Motivation) apply to other teachers' classrooms.

## 6. Appendices

### Appendix 1

## Student Motivational Journal

4-Apr-07

Time	Names	Level	Motivational Item	Reason for Motivation	Report on How Well It Worked
2:45~3:45	(Mr. S)	Adult Low Int.	No Show		
4:30~5:20	Student A	Let's Begin	Introducing themselves	They can do this with confidence.	They did this well. It is part of the routine, and they expect it, and do it energetically.
			Describing Ichiro and Mao	These are real pictures of people they know.	Excited about the pics, but wanted to speak L1 or ONLY names. Saying their own full names was big hit.
	Student B		"I like/don't like..." run & touch game	GAME	They enjoyed the game, though made constant mistakes with "s."
			Point system	Points give incentive to try.	This was used in beginning, but not during the rest of class. I use it every week, so not exciting. Tie score.
			Sticker	End of class reward. (Every child of every class gets one.)	Every class they get a sticker for the school name book. #1 in points chooses first. This class, they went together.
5:30~6:20	Student C	Let's Go 2	Introducing themselves	They can do this with confidence.	No trouble. Strong, and was good for confidence.
	Student D		Points (empty threat)	Stop behavior problems. Also good for stopping L1 use.	Because of point system, had to promise an exciting game. When they met criteria, they got game.
			Student E	Pronoun grid, sticky ball game	GAME
	Describing Ichiro and Mao			These are real pictures of people they know.	They did not concentrate. Student D in his own world, screaming and speaking Japanese.
	(Student F)			Stamp in workbook	Gives feeling of completion/achievement.
	Absent		Sticker	End of class reward. (Every child of every class gets one.)	They lined up and asked for stickers well.
<p>Summary: Student D is weak in English, so he misbehaves. He is the class clown, getting attention. He CAN do things well in English when he concentrates. The game in this lesson is an example of what I term going over the <b>point of disruption</b>, or POD. The excitement level exceeded its usefulness.</p>					
6:30~7:20	Student G	Let's Go 1	Introducing themselves	They can do this with confidence.	No trouble. Strong, and was good for confidence.
			Describing Ichiro and Mao	These are real pictures of people they know.	They are brother and sister, so they weren't impressed by saying the other's full name. They did it well, though.
			Easter Story	Something they know.	This was review from last week. They were happy to fill in the missing words (where a picture of the item was).
	Student H		"I like/don't like..." run & touch game	GAME	They did well, and were careful with grammar. They were happy to use imagination and talk about food.
			Point system	Points give incentive to try.	This class, brother and sister, are very competitive. They really try harder for points.
			Sticker	End of class reward. (Every child of every class gets one.)	Student H won, but Student G was fine waiting his turn.
7:30~8:20	Student I	No Book (pre-school)	Days of the week toss	GAME	No trouble. Just passed around ball, repeating the teacher... "Sunday" "Sunday" "Sunday" "Monday" etc.
			Weather Karuta	GAME	They know weather pretty well now and were excited.
	Student J		Easter Story	Something they know.	Last week they started getting restless, as they deemed the story too long. Stopped in middle. This week fine.
			Alphabet March	Music/GAME/movement	They did great. Trouble with alph. recognition, but all in all, they were great with directions and TPR actions!
	Student K		Point system	Points give incentive to try.	Student J needs points to follow directions. He knows points will be taken away when speaks L1 or disobeys.
			Sticker	End of class reward. (Every child of every class gets one.)	They had no trouble during sticker time with lining up.
8:30~9:20	Student L (Student M) (Student N)	Harvest Season Writing Study	Imagination outlines	Using the same pattern as in the essay, tell about someone you respect.	Talked about her father, and Marie Curie. Also, she made one about my future, and I made one about hers. This made the class relevant to her life.

April 5<sup>th</sup> was a holiday at our school.

6-Apr-07					
Time	Names	Level	Motivational Item	Reason for Motivation	Report on How Well It Worked
4:40~5:20	(Mr. H)	Adult Intrmed	No Show		
5:30~6:20	Student W	Let's Go 2	Writing their own names	Everyone can see how well they do on the whiteboard.	They did this well. It is part of the routine, and they expect it, and do it energetically.
			Describing Ichiro and Mao	These are real pictures of people they know.	No trouble. They did this well.
			Stamp in workbook	Gives feeling of completion/ achievement.	Wkbk activity was ok. Girls worked independently, while I worked with Student Y. Used communication helper.
	Student X		Point system	Points give incentive to try.	Girls won, Student Y lost, but all ok because I lost, too.
Student Y	Sticker	End of class reward. (Every child of every class gets one.)	Girls chose stickers together first, then Student Y. No trouble.		
	Pronoun grid, sticky ball	GAME (I paired with Ryo.)	Great fun and use of t/l. No trouble. Lots of practice. Game have incentive to try to make no mistakes.		
	Listen and Repeat	Fun with pronunciation. They enjoy copying my speech.	They exaggerate the inflections a bit. We all laugh, but so far it hasn't become a big distraction.		
7:00~7:30	Student AB	Let's Go 6	Describing Mao Asada	This is a real picture of a person he knows.	Also asked questions about me and described me to his (imaginary) friend. Did transformation drill well.
			Personal experience in Okinawa	He uses the t/l (senses like "tastes") to tell his recent trip.	Interesting to both of us, therefore semi-successful. This took a lot of time though, and he wasn't able to use it well. We will need to work a lot more in next class.
7:40~8:30	Student AC	Springboard 1	Describing Mao	Time limit gave them motivation to think quickly.	They laughed and did well. Made some mistakes, but they were able to correct themselves for the most part.
			Describing me to a friend	They ask questions about me, fill up the board, do trx drill	This also worked well with a time limit.
	Student AD		Listening to the CD	Take a listening quiz on greetings.	They loved the voices on the CD. They asked to hear the examples a few times so they could get them right.
			Explaining "companion"	I related the term to role playing games.	They could understand easily, and left the class on a good note, with a feeling of accomplishment for all.

9-Apr-07					
Time	Names	Level	Motivational Item	Reason for Motivation	Report on How Well It Worked
5:10~6:00	Student AE	Let's Go 2	Point system	Incentive- want to win	It worked fairly well. They knew that points come off when there is behavior disruption or they use L1.
			Go Fish Game	Game that uses the target language.	They were motivated, but they weren't focused on the language. They were communicating in English, though.
	Student AF		Hand slaps for good answers	Physical contact/ universally understood positive feedback.	They loved it. But then they want more and more, and they get a bit violent.
			Sticker	End of class reward. (Every child of every class gets one.)	No trouble. They got their stickers at the same time.
6:10~7:00	Student AG	Let's Go 1	Color Touch Game	Game	They liked the game. A urinated on the floor. We moved on, I cleaned, we were singing to CD when she came back
	Student AH		CD singing	This class likes to sing.	This helped shift us from bad situation to good. Changed atmosphere in class after incident. Also related to colors.
	Student AI		Coloring	Appropriate for study of target. Target knowledge motivator.	Worked very well. AI is a relatively new student. She is not a strong speaker yet, but knows colors, and was excited
7:40~8:30	Student AJ	Go For It	Hangman	Game	Not so good. 1 student knew the spellings, the other didn't and didn't want to guess letters- I gave a time limit, but still no guess, so had to add a limb and ask the other who knew the answer already to "guess" a letter.
	Student AK		Introduce yourselves	They can present info with stuff they know. (confidence builder)	They did very well. However, this is more like routine now, rather than a motivator.

10-Apr-07					
Time	Names	Level	Motivational Item	Reason for Motivation	Report on How Well It Worked
4:00~4:50	Student AL Student AT (stopped)	Let's Begin	Point system	Incentive~ want to do well	It worked well. Since it was just her and I, I didn't need to worry about point balance, so she got a lot of points.
			chiro and Mao	Real pics	We were able to talk about them, and add extra stuff using more targets, no trouble. AT holds her back.
			"I like ___"/"I don't like ___"	Game	She likes this game. She can use her imagination with any English noun vocabulary she can think of.
			Color touch game	Game	Again, a lot of screaming. Reached POD, so changed activities. (Colors is the theme in Let's Begin this week, too)
5:00~5:50* Due to mgr ov erbooking mgr took class @ 5:40 letter tracing	Student AM Student AN	Let's Go 1	Color Touch Game	Game	They weren't as aggressive as other classes. They did this with no trouble, and I didn't need to change activities fast.
			CD singing	Song	They sang quietly, but they did well pointing at the items in the book relating to the song.
			Coloring	Appropriate for study of target. Target knowledge motiv ator.	They could identify the colors and did well coloring the page with set time limits.
5:40~6:20	Mr. H (make-up from last Friday)	Adult Intrmed	Asked him about his day.	This motiv ated him to take over.	He was fine speaking the entire time about his day and the stock market.
			Asked him info which he said he'd tell me this class.	He forgot about it, though written in his notebook.	This was meant to motiv ate him. He sometimes has stuff he wants to be reminded of in next class, but if I don't ask him, he won't automatically offer the info. On this occasion I made it a point to ask him, but he didn't have the info.
6:20~6:50	Student AO	Let's Go 3	Talked about school	Ev eryday talk.	This motiv ates, because it makes English real and useful. She answers questions about her friends, etc, tho still has trouble forming questions to ask about me.
			Pronoun stickyball	grammar throwing game	Had fun. She likes throwing stuff. She did perfect with this grammar, maybe it was too easy for her.
7:00~7:50	Student AP Student AQ Student AR (AS) absent	Let's Go 6	Asked them about the new school year	Regular talk.	They had some trouble coming up with language, but they all were eager to talk about school.
			chiro and Mao	Real pics	They know these people, so it was easy to come up with information about them.
8:00~8:50	Ms. T Ms. M Ms. J	Adult Adv Beg	Talked about their days.	Personalization of lesson	They had a lot to say. This shaped the lesson structure.
			Explanation	Fun with facial expressions, etc.	Explained "burning with curiosity" with an example of Ms. J leaving her diary on the table, she went out & we r curious.

11-Apr-07					
Time	Names	Level	Motivational Item	Reason for Motivation	Report on How Well It Worked
2:45~3:45	(Mr. S)	Adult Intrmed	No Show		
4:30~5:20	Student B (Student A) absent	Let's Begin	Point system	Incentive~ want to do well	It worked well. Since it was just Student B and I, I didn't need to worry about point balance, so she got a lot of points.
			chiro and Mao	Real pics	We could slow things down to his level, and concentrate more on the basic targets.
			"I like ___"/"I don't like ___"	Game	He likes this game.
			Color touch game	Game	He was a bit rough, jumping around, but that was the nature of the game. Stopped early (POD).
5:30~6:20	Student C Student D Student E Student F	Let's Go 2	Point system	Incentive~ want to win	This didn't work so well. Student D ended up with only 6points. He screamed when point removed, & didn't deter his bhvr.
			Go Fish Game	Game that uses the target language.	They did well with language, and could use correct language (with prompts from whiteboard).
			Sticker	End of class reward. (Every child of ev ery class gets one.)	No trouble. Gave Student D a reminder that it is an English Only classroom before he got his sticker.
6:30~7:20	Student G Student H	Let's Go 1	Color Touch Game	Game	Student G spent a lot of time on the floor. Had to change activities (POD).
			CD singing	Song	They sang loudly. They did well with this.
			Coloring	Appropriate for study of target. Target knowledge motiv ator.	They could identify the colors and did well coloring the page with set time limits.

**11-Apr-07 (Continued)**

Time	Names	Level	Motivational Item	Reason for Motivation	Report on How Well It Worked
7:30~8:20	Student K	No Book  (pre-school)	Days of the week toss	GAME	No trouble. Just passed around ball, repeating the teacher..."Sunday" "Sunday" "Sunday" "Monday" etc.
	(Student J) absent		Introductions	Confidence	She did well, and we worked on this a lot (just Student K & I).
	(Student I) absent		Color touch game	GAME	She enjoyed going around the room, touching colors.
			Alphabet March	Music/GAME/movement	She did better with alphabet than last week. But she was a bit de-motivated. She said in Japanese, "This again?"
			Point system	Points give incentive to try.	Student K only, so lots of points, and she was very excited.
8:30~9:20	Student N Student M (Student L)	Harvest Season Writing Study	Question about "top class"	Some Japanese words are taken from English, but the meaning is changed. Interesting	They were motivated to learn more, as I gave examples of changed meanings between English and Japanese words. This case happened to be SAME meaning, but there was trouble with the context in which it was used.

**12-Apr-07**

Time	Names	Level	Motivational Item	Reason for Motivation	Report on How Well It Worked	
3:00~3:50	(Ms. K)	Adult Flse Beg	No Show			
5:00~5:50	Student O	Let's Go 1	Point system	Incentive~ want to do well	There was good motivation, and new people (trial students), so we didn't use this too much.	
	Student P		chiro and Mao	Real pics	We could slow things down to his level, and concentrate more on the basic targets.	
	Student AA -trial		Students O and P as teachers	Everyone wants to be the teacher.	They spoke louder than usual, and weren't afraid to do it.	
	Student Q -trial		All as teachers say actions	TPR and being teacher.		This was fault on my part. All students in turn sat in my chair and called actions for others to do. Student Q couldn't, got upset and cried in teacher's chair. guided him to his seat, gave TPR directions for everyone to join, and it picked up.
	Student Z -trial					
6:00~6:50	Student R	Let's Go 2	Point system	Incentive~ want to win	Works well. It controls S's behavior and T's use of L1. T:"Was that Japanese?" Student T: "No, that was English!"	
	Student S		Go Fish Game	Game that uses the target language.	They did well with language and had fun.	
	Student T		Sticker			No trouble. They all did well this class period.
7:00~7:50	Student U	Let's Go 6	Asked him about school.	Regular talk.	He wanted to talk about his day more than usual. He did well, with some corrections (which he listened & repeated)	
	(V) absent		New Zealand talk	Personalization of t/I (senses)	He was excited to talk about how he used his senses in New Zealand...what he touched, saw, smelled, etc.	
8:00~8:50	Ms. R	Adult Adv Beg	Talked about their days.	Personalization of lesson	They had a lot to say. This shaped the lesson structure.	
	Ms. S		Explanation	Fun with facial expressions, etc.	Explained "burning with curiosity" with example of Ms. S leaving her diary on the table, she went out & we r curious.	
			Names	Could pick English names for each other, and describe.	They had a lot of fun with imagination, describing alternate personalities. They also built their ability to describe friends.	

13-Apr-07					
Time	Names	Level	Motivational Item	Reason for Motivation	Report on How Well It Worked
4:40~5:20	Mr.H	Adult Intrmed	Superstition talk	Interest	He said he didn't know any. I explained a couple, then he went into detail about the history of each superstition. I guess he did know some. Happy he gave output.
5:30~6:20	Student W	Let's Go 2	Point system	Incentive~ want to win	Not exciting, not lack of excitement.
	Student X		Go Fish Game	Game that uses the target language.	They did well with language, and could use correct language (with prompts from whiteboard).
	Student Y		Sticker	End of class reward. (Every child of every class gets one.)	No trouble.
	Student Z -trial		chiro & Mao	Real people they know	They did well.
	Student AA -trial		Students W, X, Y teach	They could be teacher to trial students.	They were very careful about pronunciation. They used teamwork to help the new students.
7:00~7:30	Student AB	Let's Go 6	Personal experience in Okinawa	He uses the t/l (senses like 'tastes') to tell his recent trip.	He did a lot better than last class. Gave him examples, so he could use it easier, and he was happier, too.
7:40~8:30	Student AC	Springboard 1	Describing Mao	Time limit gave them motivation to think quickly.	They laughed and did well. Made some mistakes, but they were able to correct themselves for the most part.
	Student AD		Names	Could pick English names for each other, and describe.	They had a lot of fun with imagination, describing alternate Personalities

16-Apr-07					
Time	Names	Level	Motivational Item	Reason for Motivation	Report on How Well It Worked
5:10~6:00	Student AE	Let's Go 2	Dinosaur Introductions	They brought toy dinosaurs to the lesson, so we used them	Worked GREAT! They were using intro t/l and excited to do it!
			Go Fish Game	Game They knew this from last week.	They did better than last week, since I wrote the structures on the whiteboard.
	Student AF		Easy points card game answers	Got them to use the new t/l, while getting many points	They were motivated, and used t/l. (I thought this was a boring game, but they were excited nonetheless.)
	Writing practice stamp		Reward for good writing study	I let them use the ink themselves. They had no trouble.	
6:10~7:00	Student AG	Let's Go 1	target lang. w/ realia	Using their own items	They were able to say, "This is a red book," etc. Could use target, tho seemed to drag on too long.
	Student AH		CD singing	A review of the color song.	First point and sing, then singing only with books closed. This class always enjoys singing.
	Student AI		Write/color/get stamp	Coloring makes them happy. Tied into lesson ideas well.	They did this well. Got a stamp to feel more accomplished.
7:40~8:30	Student AJ	Go For It	Questions about school	Relates to personal lives.	The questions I asked were above their English ability, but I explained more and more until they understood. They were happy I think, to be treated more adult-like. We talked about emailing friends on cell-phones, etc.
	Student AK		Listening example	Hearing more "natural" language.	They learned what "cool" is, and how to use it. AJ said his cell phone is cool. Student AK said hers is not cool, etc.

**17-Apr-07**

<b>Time</b>	<b>Names</b>	<b>Level</b>	<b>Motivational Item</b>	<b>Reason for Motivation</b>	<b>Report on How Well It Worked</b>
4:00~4:50	Student AL	Let's Begin	Mickey Mouse	Used for introductions~ puppet	Worked great. It was fun for her to personalize the puppet.
			Mickey Mouse	Picked attributes for Mickey	She could express herself through touching realia/posters. SHE picked, so she was excited to learn the English words.
			Alphabet mix	Game	This was rather boring~ just putting the 1st half of the alphabet in order.
			Phonics	Easy and fun	She could repeat the phonics alphabet easily. She had fun doing it, and happy to show me she could do it.
5:00~5:50	Student AM	Let's Go 1	Mickey Mouse	Same as above	Same as above
	Student AN		CD singing	Song	They sang louder today than last week. We did the song without the distraction of the book.
	Phonics		Fun for their mouths	This was Student AM's first introduction to the world of phonics. Student AN helped demonstrate. Very fun.	
6:20~6:50	Student AO	Let's Go 3	Talked about her sweatshirt	Everyday talk.	Her sweatshirt said "Idaho State University." We talked about the meaning of the words, and where Idaho is. Also, "Idaho" sounds like "I don't know." She enjoyed it.
			"Do you want some?"	Game	She had fun, once she understood the rules.
7:00~7:50	(Student AP) absent	Let's Go 6	Family introductions	They talked about real people.	They did well.
	Student AQ		Pig origami	Using imagination	They had a GREAT time, making up a crazy description of a pig's life.
	Student AR Student AS		McDonald's	Use senses words to describe	They could share in experiences they all had. Worked well.
8:00~8:50	Ms. T Ms. J (Ms. M) Absnt	Adult Adv Beg	Names	Could pick English names for each other, and describe.	They had a lot of fun with imagination, describing alternate Personalities. They also built their ability to describe friends.

18-Apr-07					
Time	Names	Level	Motivational Item	Reason for Motivation	Report on How Well It Worked
2:45~3:45	Mr. S	Adult Intrmed	asked about his day	Personalization of material	He took it from there. He wanted to tell stories today. Didn't correct every mistake, just main points we already studied.
4:30~5:20	Student A	Let's Begin	Color touch game	Game	Again, a bit rough. Stopped game early.
	Student B		Mickey Mouse	Something they can relate to.	They were happy to use their imaginations. They had some trouble deciding on the perfect scenarios for Mickey, tho.
5:30~6:20	Student C	Let's Go 2	Point system	Incentive~ want to win	Student D very loud today. Took points away again and it didn't work. Need to try a different way to motivate class.
	Student D		Go Fish Game	Game	They did better than last week, since I wrote the structures on the whiteboard.
	Student E		Easy points card game answers	Got them to use the new t/l, while getting many points	They were very loud, but used t/l. Maybe were loud to make up for lack of interest in boring rules.
	Student F		Writing practice stamp	Reward for good writing study	Here is where Student D tries hardest to keep up with the class, but can't. I helped him with answers. He got stamp.
6:30~7:20	Student G	Let's Go 1	Mickey Mouse	Something they can relate to.	They were happy to use their imaginations. They had some trouble deciding on the perfect scenarios for Mickey, tho.
	Student H		Phonics	Fun for their mouths	They liked the phonics stuff. Very fun.
7:30~8:20	Student I	No Book (preschool)	Days of the week toss	GAME	They did well.
	Student J		introductions	Confidence	This is Student I's favorite part. Student J gets too excited (or embarrassed?) to be the star, and usually fools around.
	Student K		Color touch game	GAME	They got a bit wild, but then changed activities (POD)
	Student K		TPR actions	say/do actions and learn commands	They get wound up a bit with this, but it works for short periods, and they learn the vocab and remember it.
8:30~9:20	Student L	Harvest Season Writing Study	Point system	Points give incentive to try.	No big worry or excitement over points today.
	Student M Student N		Questioning	They asked, I answered.	I'm never exactly sure what Student L is getting at with his questions. He gives me different feedback than he gives the manager. He is owner of our school, and I want us to pursue/expand writing class, but not sure of HIS goal.

19-Apr-07					
Time	Names	Level	Motivational Item	Reason for Motivation	Report on How Well It Worked
3:00~3:50	Ms. K	Adult Flse Beg	Describing Tatsuro Yamagata	This is her favorite singer.	Worked well. She was excited. She made many of the same mistakes, but she eventually could correct herself.
			Small talk: weather	Relaxing, easy material	She used to always say, "It is difficult" in Japanese after her lesson. Today, she didn't. Also, 1st lesson since Feb!
5:00~5:50	Student O	Let's Go 1	Point system	Incentive~ want to do well	We used points more than last lesson. Worked ok.
	Student P		Mickey Mouse	Puppet~ for intro practice	They were happy to do it, but had difficulty in choosing. Idea: Make a grab bag for choosing?
	Student Q (new)		Ayana & Hiroya as teachers	Everyone wants to be the teacher.	They spoke louder than usual, and weren't afraid to do it. This was good. Student Q was happy to follow.
	Student Q		Phonics	Fun for their mouths	They joked around and enjoyed phonics.
6:00~6:50	Student R	Let's Go 2	Point system	Incentive~ want to win	Student T always responds well to points. However, Student S is hard on himself, and wants to erase his own points.
	Student S		Go Fish Game	Game	They did better than last week, since I wrote the structures out. Student R got frustrated, and corrected others.
	Student T		Easy points card game answers	Got them to use the new t/l, while getting many points	They used the t/l, but Student T (rightfully) said that it wasn't much of a game.
	Student T		Writing practice stamp	Reward for good writing study	Student S never accepts a stamp in his workbook, since the very first class. I helped Student S, R helped Student T.
7:00~7:50	Student U	Let's Go 6	Talked about Mc Donald's.	Talking about a real place.	He did well with sense description. He used his imagination, too.
	(V) absnt		Talked about weekend	Personalization of lesson	He could talk about meeting his friends.
8:00~8:50	Ms. R Ms. S	Adult Adv Beg	Mc Donald's.	Personalization of lesson, using questions to find info.	I wrote question forms on the board, but they just said "cute" or "beautiful family", and didn't ask so many questions.

## Appendix 2

Entry 1

6~6:50pm

May 17, 2007

One motivational strategy used in this class was doing a drawing game. I gave this same assignment to other classes doing the same lesson, and it was exciting for them. However, the other classes didn't follow my instructions exactly, so I couldn't judge how well they were listening to the target structure provided.

So, for this class, I added a rule. I told them they have to listen carefully, and if they draw the right number of furniture/appliances, and in the correct room (bathroom, living room, kitchen, bedroom), they will get points for each thing done right, and a point taken away for any mistake made.

Now that I think about it, it probably isn't so good to take points away. However, for this class the incentives and disincentives worked. They knew when they deserved points, and they had no trouble understanding when I took points away.

With the next group doing the same lesson tomorrow, maybe I'll try the same thing with taking points away and adding points. It worked for this class.

In their book, there is a picture of a girl putting furniture into a doll house. One boy made a comment that this girl was a giant and that the house was real. I very much wanted to play with this idea. In my head I was thinking to pretend I was a giant, picking up (small) chairs and tables. I acted it out in class, but the children didn't really understand what I was doing. I basically looked like a fool, and this wasn't motivational at all. After I realized it, I stopped and got back to the lesson.

After doing their workbook exercise, I put stamps on their pages. One of the kids is very critical of himself and never accepts a stamp. Before I've tried to explain that he did well and should be rewarded. But that ended up being a fight. After that, I no longer make it an issue. I always ask permission to put a stamp in their books. If they say ok, then I give it to them. If they say no, then I don't.

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Entry 2

8~8:50pm

Same day

Usually there are two people in this adult class, but today only one attended.

In the word-cloud warm-up, I asked her to tell me words about France. She started giving me interesting words not really related to France, then we figured out that (even though I wrote “France” in a circle in the middle of the whiteboard) she thought I said “friends.”

We laughed about this, and I explained that this is great for expanding her imagination. We tried to take the words she gave, and relate them to French people. Since she is largely self-motivated, she was eager to take on this challenge.

Using the word “meet,” she was able to connect it by saying, “I want meet France person.” This was successful as a schema building activity.

After that, we started talking about her homestay plans for this coming July in Canada. (She is quitting soon to prepare for the trip and visit people she knows around Japan before she leaves.) She used the question, “Should I sandals or ...?” pointing to her shoes. (I didn't know what kind of shoes she was wearing, but after looking on the Internet, I discovered they were mules. I will print out some different types of women's shoes and show her next class.)

We used the “Should I” question for today's study. I thought it would be a good idea, since she was already starting to use it herself, and seemed to only need a little nudge in the right direction. Also, to make it more interesting for her, I pulled out a magazine (People) I had just been sent from home to practice questions with, such as, “Should I buy the car or the truck?” and “Should I date this woman or that one?” It was difficult for her (she said so), so I promised to make a print for next week with many examples of the same type. Unfortunately, what I deemed as motivation (the magazine examples) ended up confusing things and made the points less clear. She got focused on what the answers should be, and would hesitate to ask or answer the questions.

At the end of the lesson, the owner of the franchise school, my manager, the student, and I stayed a bit longer and talked using a mixture of L1 and L2. She was wondering how to say for many situations, “How do I...” for her homestay. I offered the phrase, “I don't understand, but I really want to try.” I think this could help her a lot. It will get people to help her, and it reflects her willingness to take challenges.

The candid conversation we had in both languages was motivating, in that it helped her understand that our whole school is thinking of ways to support her learning process before she goes on her

three month trip to Canada (her first trip abroad).

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Entry 3

5:40~6:30pm

May 18, 2007

As per my notes about Entry 1, with this next class I tried to do the game with the same add-a-point/take-a-point rules. With this class though, a new problem emerged: It took the students a long time to understand the rules. In our school, the teacher is not allowed to use Japanese, so all game rules are explained in English, with gestures, and by demonstration. Unfortunately in this case, it became more of a stumbling block than a benefit to the students.

Games are meant to be a way to increase motivation in the English classroom, and promote quick use of the target language. I realize now that my explanation was too long, and could've been more effective through demonstration. Another way to get into the game faster would've been to use NO point rules with this class. These kids are fairly motivated, and don't really need to win to enjoy games.

At the end of the lesson, I noticed that the two new kids in the class of 5 had less points than the others. I usually have students line up in order of who has the most points, and the winner gets their attendance sticker first. But I didn't want the new students to be last, because it may have discouraged them. So I had them all line up along the front of the classroom, and had them pick their stickers at the same time. This worked well.

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Entry 4

7:40~8:30pm

Same day

Today we talked about food, which matches the unit in the textbook. But rather than following the textbook's plan of talking about health and counting calories of different foods, I made it more applicable to them. We talked about the process of calling to order a pizza. To add to the motivation of the lesson, I had them use a colorful pizza menu from America.

This proved motivating, but they were interested in reading the descriptions of the different kinds of pizza. I wanted to have them focus on the basics of a phone call to a pizza parlor, but their interests conflicted with mine. My feeling was that the class was going very slowly, but their perception may have been very different (as they were happy to read about the pizza types).

I tried to move them on to the conversation part of the lesson, and once I got them there, we didn't have enough time to get everything finished.

Near the end of the lesson, I decided we will practice this next week, and then had an open conversation about desserts. It was a fun conversation, and they were happy to talk about it with whatever English they could piece together. That's the kind of conversation which I feel is useful and real, and wish there would be more of it.

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Entry 5

5:10~6:00pm

May 21, 2007

They both came into the room wearing their baseball mitts. I worked off of this by having them toss a very soft ball back and forth, saying a day of the week with each throw. This was easy for one boy, but the other is younger and needed the practice. Both were motivated to do the exercise because they could use what they brought into class (and they could throw a ball around).

They, as per usual, started asking for a game within the first 10 minutes of the lesson. I told them there will be games later, but they insisted on knowing the details. I was able to make a review game based on the previous lesson's game, and this quenched their thirst for games for the moment. They were able to listen and accurately draw items in the correct rooms. I used no point system for this game, and they were fine.

Later in the lesson, we applied the new target language (next to, in front of, behind), and mixed it with plurals (which we studied in a previous lesson). These changes were made, then the same drawing game was used. This was successfully motivating, as they could begin the game easily (they were familiar with the rules), and the learning curve was appropriate (with support from me when they asked for it).

We played another game to solidify the target language, and keep their motivation. We played a memory/sequencing game using the vocabulary of the lesson. They had to remember not only the vocabulary, but also where it was, and the target language used. (Ex. "There is a sofa next to the refrigerator. There is a refrigerator behind the sink." Etc.) When I began this game with them, I was prepared to make it easier and use only the vocabulary items, but they were both able to use the target language well in the game to my surprise. This was motivating for me!

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Entry 6

6:10~7:00pm

Same day

One boy was disruptive throughout the lesson today. He is usually very good, but today he was making noises and fooling around, and also he was speaking in a way that was hard to listen to. I used the point system to motivate him to settle down. I gave him a count of five to sit down and be quiet, and warned I'd take points away if he didn't follow the instructions. I'm usually not so stern with this class~ they are usually well-behaved. But this time he was disrupting the other students who were making an honest attempt to learn. I took off a few of his points for behavior, which quieted him for a short while, and motivated the other students to try hard, too.

With one student, we have an ongoing joke. A few lessons back I went around the room asking questions. Without realizing it, the same girl had to answer some kind of question about the word, "book." "What's this?" (pointing to a book). Later, a different picture, but the same vocabulary. Later in the same lesson, "What's this?" "It's a notebook." There was a lot of school supplies vocabulary and many pictures, but the same student had the same kind of item each time. Since then, we joke around and I call her "Book Girl." In today's lesson, I gave her the "How many books are there?" question. We all laughed, and she answered the question.

We played a game using a suction-cup throwing star and a point grid. The grid had positive and negative numbers on it. They had to work out an answer in their workbook, then write it down and say it, then they could take their turn and throw the star. The boy was very good at this game, but with his behavior I didn't want the girls to feel discouraged. At the end of the game, he had 490 points, one girl had 100, and the last had 40 points. The game points were tallied as only being 3 "true" points for the winner of the game, 2 points for second place, and 1 point for last place. They were fine with my point system, and it made the boy's behavior trouble very obvious to him. Although he won the game, his behavior caused him to have less points than the others at the end of class, and had to take his attendance sticker last.

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Entry 7

5:00~5:50

May 22, 2007

We began with tossing a ball around, saying the days of the week, then the months of the year. This got their bodies and mouths moving and put smiles on their faces.

We reviewed vocabulary/ singular/ plural with a quick identification game. This was very motivating for the girl (who was very quick to answer), and for the boy (who won rocks, paper, scissors nearly every time when there was a tie). It also accomplished it's mission of reviewing last lesson.

I did my best to keep the air conditioner on when it got too warm and shut it off when it got too chilly. This is a constant battle, and I have to remind myself to do it for the students. (If it were only me, I wouldn't run the air much at all until mid-summer~ but I want to keep the students comfortable.)

We sang a song. They knew the melody from a Japanese version, so they were able to concentrate on the English words because they didn't have to think about the music. This worked very well. It tied into the lesson of counting (“One little, two little, three little rulers...” was the song, and “How many pencils are there?” “Five pencils.” was the target).

We played the grid game, but they had a lot of difficulty with using the suction cup throwing star. We changed to using a suction cup ball, instead, and they were able to use it well. I think I was more excited about them using the throwing star than they were, anyway. They were more concerned with points.

In speaking of motivation and games, I think there is a hierarchy of importance to the young students:

1. How can I do well and get points?
2. What physical rules do I have to follow? (Where do I need to stand/ How many times do I roll the dice/ etc.)
3. How can I beat the other students?
4. What English do I have to perform before I take my turn?
5. How can I cheat/ prevent others from cheating?

Of course, number 5 doesn't apply to all classes, but I've noticed numbers 1 to 4 in most children's classes I've taught to be the relevant order of importance.

This class normally has three adult students, but tonight only one was available to take class, and she was 20 minutes late. This is not a question of motivation, it is only that their work schedules sometimes prohibit them from coming on time, or at all.

Since there was only one student, I could center the lesson about things more relevant to her life. We started with a word-association exercise about her motorbike, and developed it into a conversation about motorbikes in general. We had some free conversation about her day, her co-workers, etc. I occasionally corrected her on the board, but I wanted her to talk freely and be inspired by her own ability to use English in conversation.

I gave her a worksheet I had promised the class last week. As always, I made it with colorful pictures related to the vocabulary on the worksheet. However, the worksheet I made was commented on by my manager as being too wordy. I agree, and will revise it before giving it to the next set of adult students.

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Entry 9

5:30~6:20

May 23, 2007

The boys were speaking Japanese from the moment they entered the classroom. I tried to control this with the point system, but again as in previous classes, it caused the kids to scream when I removed points, then they continued to do the things I told them not to do.

With that said, the main troublemaker did very well with the target structure today (prepositions). He understood well, and was motivated when I gave a short physical quiz (“Put the book behind your back. Put it in front of you. Put it under your chair.”). He did the exercise easily, and even helped his classmates (though this was done in Japanese, and rather rudely).

This class likes to joke around. During the grid game, the boy with the poor behavior (a baseball player) threw the sticky ball at the board, but instead it got stuck to the pencil sharpener. We all took time to laugh, and I asked him jokingly, “Do you play baseball?” Laughter is a motivating factor in this class.

Due to taking care of behavior problems (I had the troublemaker stand facing the wall until it was his turn in the game), we had no time for the second game I had planned.

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Entry 10

6:30~7:20

Same day

This is a brother-sister class, where the sister is older. This is the toughest class to motivate. They always come in with low energy and quiet voices.

At the beginning of class, I had them stand up and we threw a ball around and said the days of the week and the months of the year. They both tried to throw the ball as hard as they could at each other, but they were laughing and speaking English, so I didn't stop them.

We reviewed the plural/singular vocabulary with a card game. They knew the answers, but they took a VERY long time to answer the questions. To make it more exciting, I tried to be animated and lively, but they made it a game with themselves to see who could be the slowest and quietest in answering the questions. I don't know why they think this is fun. It certainly drives me crazy (and that may be their intention, to try to get a reaction out of me). After painstakingly going through this for a couple minutes, I told them I will add points if they speak loudly, and remove points if I can't hear them. This worked through to the end of the review session.

In my thinking, review is motivational in itself, in that the students already know what is coming, and they can apply their knowledge in a way familiar to them. In the case of this class, they need a lot of changes quickly to change the atmosphere of the class. Review (even with a game) is not motivation for them like it is in other classes I've taught.

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Entry 11

6:00~6:50

May 24, 2007

This class enjoyed the sticky ball game very much. Maybe too much. They were allowed to throw the ball in any way they wanted~ and whipping it at the board as hard as they could was the choice for the boys. The girl threw the ball underhand. This increased motivation, but created a physical problem: Throwing the ball became dangerous. Unfortunately I didn't think of this until it was too late. One of the boys threw the ball as hard as he could, but didn't think to aim before he did it. It hit the other boy in the face. It looked painful, but the target just laughed. I made the boy who threw it apologize, then we ended the game and did a writing activity. The girl in the class was relieved.

It is hard to balance the energy in this class. The girl prefers organization, and strict textbook

learning. The boys prefer throwing games and other external motivation.

A behavior problem is also forming. One of the boys is pushing the boundaries of the classroom rules. He sneaks into the room before the lesson starts and hides under the table. He takes my book and says it's his (though he does so in English). He lies down on the floor, throws cards, etc. The more I write here, the more I realize that this is a problem. The girl in class tells him to follow the teacher's instructions. I give him a countdown from 5 in order to straighten himself out before deducting points, and he usually sits back in his chair before the count is up. But this is maybe giving him too much leeway. He knows the 5 second rule, and he abuses it, thinking he can get away with murder in those first 4 seconds. I'll need to think of another way to handle him.

A teacher I talk to about classes who lives in my area has the soccer system. He gives yellow cards for bad behavior, then a red card means that child gets double the homework. We don't give homework in my school (it's against policy), but I could send them out of the room on a red card.

To get back on track, what did I do in this class that was motivating for the students? I guess I considered the game as the main motivational focal point. The game was not very motivating for the girl in class, though, so I really think this lesson was a disaster. As far as learning goes, I think they are able to produce the target structure accurately because of having to think about it and use it before taking their turn, but the other factors involved in the classroom gave the girl stress, hurt one of the boys, and gave the other boy too much freedom to do as he pleased.

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Entry 12

8:00~8:50

Same day

Both students came to this class tonight. This is the last class for one of the students, as she will be doing a home-stay in Canada soon.

We reviewed the ideas shared in the last class with the worksheet promised last week. The woman who wasn't here last week caught on quickly to the explanation. I meant to revise this worksheet to make it look less wordy, but I put it off and never got to it. I think the extra examples were appropriate for this class, though. Despite the look of it, it was useful to see more uses of the same language to solidify its meaning.

Also, I gave them a color printout with pictures and names of women's shoes. I was surprised that they knew all of these words, as they had been stolen from English and transplanted into Japanese

vocabulary.

We discussed “motorbikes” as today's word-linking exercise. They were motivated to talk about this subject because they both own motorbikes. After we had a stock of sentences about motorbikes, I had them repeat the sentences after me. They had created the material, and now they could repeat a native speaker to mimic real conversation. My belief is that anything real can be motivating, as long as it follows the level of the students.

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Entry 13

5:30~6:20

May 25, 2007

The two new students in class try hard, but they have a lot of gaps in their knowledge of English in general compared with the other three, whom have been studying at our school for at least the past two years.

To keep spirits high, and keep things moving, I paired each new student with an old student (one of the old students wasn't here today, so it was a perfect match of one to one). They were told to practice speaking the answers together, the new students following the old in cases where they were having difficulty producing the language themselves. The veterans also pointed in their books to help the new students follow along easily. This teamwork exercise worked well.

I want the new students to get some feel for autonomy though, so in some cases I had them speak separately. However, I don't think my correction of them when they made mistakes was seen as helpful. From their faces I read that they found my correcting them as something unwanted. Did they feel I was upset with them? I don't know. It was only correction to help them understand the answers and help them learn the information (prepositions). I didn't only correct the new students, I corrected pronunciation and other mistakes that the old students made, too. I guess the new students are still feeling out the class and trying to figure out what to do. Maybe they are still a bit nervous, and I should give them more pairwork to help them ease into it. They don't have too much time to relax, though. I need to push them to learn at least some of the material before Parents' Week hits in mid-July.

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Entry 14

7:40~8:30

Same day

We continued with the theme of food. We used a listening task (the CD that goes with the textbook

exercises), and this was motivating for them. They had to listen to the native speakers have a conversation about food, then they had to circle the appropriate answers in their textbook. They both got perfect scores. (Often, they listen and have difficulty in answering the questions, but this one was rather simple, so they could answer easily and had a sense of accomplishment.)

After that, we used the conversation box in the text to hold a conversation about favorites (restaurants/ food/ drinks/ etc). They were happy to apply their own experiences to the lesson. This is real to them. It relates to their lives. It's real communication, because we genuinely want to know this information about each other. We want to know which fast food restaurants each other goes to, etc. That made the lesson exciting (judging from the expression in their voices).

At the end of the lesson, we talked about each other's plans for the weekend. This was also real conversation, but not as motivating, because there was no surprise. I ask this question every week at the end of class. I should try to vary that more. I'll have to think of other things to ask for the end of their lesson.

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Entry 15

5:10~6:00

May 28, 2007

The brothers worked hard today. The younger one lost concentration in the middle of the lesson, as he got preoccupied with the whiteboard magnets. A bit discouraging that he would find a magnet more exciting than his English lesson.

They were motivated with the animal preposition game (I gave them small plastic zoo animals and a box, and they had to tell each other directions on how to place the animals in relation to the box). Actually, I think the interest was in the different plastic animals. It was their first time to see them.

The next motivational item was an eraser game. There are only two erasers on the table, but when I say "Go," all three of us try to grab an eraser. This worked well on getting them to repeat after me, the conversation in their books carefully before each try at the game.

Next was the use of their writing books. Their attention remained high, as they wrote some of the words and target phrases from the previous couple lessons. I provided help with spelling, and helped the younger one figure out the letters to print on the lines. I think their motivation from the games carried over to their writing assignment (for once).

Their workbooks provide material related to the lessons in their student books. However, their parent's have also requested some small writing assignments be done in class as well. I'm still thinking on how best to accommodate their parents, while keeping student interest.

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Entry 16

6:10~7:00

Same day

I'm trying to make this class speak a bit louder, as a tactic for Parents' Week (coming in July). The boy can speak loudly, but I want a louder speaking voice to show confidence from the girls. They can speak the English being taught, so I want their parents to hear them clearly and sound confident. So, I made them all sit at the far end of the table, and asked them to speak up so I could hear them.

This got them to speak a bit louder, and they were happy to do it, but the boy got very, very loud. I'm not sure how to adjust volume levels well yet. When they speak louder, I think they feel more excited, but I don't want to cross the PoD.

I carried out the same eraser game as in the previous class. It was exciting, and they were doing well not only with the game, but with the repeating of conversational items. They were working hard on pronunciation, without even realizing it. This was successful motivation.

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Entry 17

5:00~5:50

May 29, 2007

Today the girl was absent, so I could practice a lot with the boy all the things he seems to be behind on. The trick was to keep him focused on the task at hand.

First, when trying to (re)teach him "His favorite food is \_\_\_\_\_," I wrote everything on the board to make it as visual as possible, showing how close in form it is to "My favorite food is \_\_\_\_." He got bored with this quickly and started walking around the classroom. To scold him lightly, I gave him a count of 5 to sit down, and when he still didn't sit down I removed a point from the board. This worked. I tried to be as animated as possible, and used a Mickey Mouse puppet to keep his attention. By the end he was able to produce the structure, but there are no guarantees that he will remember it in his next lesson, after a week of no English.

The next activity was reviewing shapes. We used a color shape book and the eraser game for this. He really liked the eraser game, but he broke the eraser. After that, we used one of the eraser bits to play the game.

The difficulty with playing a game one-on-one with a young student is not only that the student must win the game to get satisfaction, but also that the student has to be shielded from the fact that the teacher is allowing them to win.

In a class with more than one student, the teacher has to try their best to balance the points so no one is a loser. In my case, I simply don't play the games in these classes, so the students rack up the points, and I end up with the least points at the end of the lesson. This has worked well for me more than a year.

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Entry 18

8:00~8:50

Same day

Two of the three women attended this class. We used a format I tend to follow often, with a short free discussion about our days, then a word-association activity, followed by making simple sentences from that, then onto repeating my pronunciation/expression of those sentences. After that is the meat of the lesson, the main target with examples and situations where they can use it.

Structure in itself can be motivating. They know what is coming next, so they can feel comfortable, and the subtle changing stuff around them can be seen as bigger and more meaningful. Also, for change to be noticed as such, and treated as something special, there needs to be some form to change from. Change is a 'broken' stable structure. The structure must be stable for at least a short time to create pattern before anything can be considered as a difference.

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Entry 19

5:30~6:20

May 30, 2007

Before class, I had a discussion with my manager about how to handle the boys' behavior. It was recommended that once they get out of control, to send one or both of the boys out the door, and they can sit outside until they agree to behave again. Fortunately, today their behavior was more balanced. I simply used a "three strikes and you're out" approach, and no one got more than two strikes.

We used the small animals and the orientation box again, with the eraser game from the previous classes this week. They did well, produced the target language (so they could get points), and in general had a good lesson. My deeming it a good lesson is only relative to the context of this class. I'm not sure that they actually learned or will retain any English today, but their going through the

motions properly in itself made the lesson seem successful.

They requested an extra game near the end of class. I created one that employed prepositions of placement (today's target structure). They were to predict where a ball will land in relation to another student, then throw the ball and try to get it in the right place. The first turn of each student went by without a hitch. I helped them if they had any trouble with the language, then they were excited to throw the ball. The second turn was a free-for-all, just throwing the ball around, speaking Japanese, and doing what they pleased. Class time was finished, so I couldn't throw them out at this point, but I had them sit down and explained that they must calm down before they could leave class.

When children have so much energy, do they need motivational devices? How can their behavior problems be turned into motivation? How can I discourage them from bad behavior and encourage them to explore the wonders of learning?

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Entry 20

6:30~7:20

Same day

This brother and sister have been a bit of a nightmare lately, as no matter what I do they TRY not to be excited. Today was different. At first, I had them sit at the far end of the table~ a ploy I've been trying all week with the quiet classes to get them to speak louder. This worked really well, to my pleasant surprise. They were louder and had energy, and tried hard for about 5 minutes of questions and answers.

We moved onto a short game for points, just card vocabulary identification. The boy was winning, and everyone was happy. But the boy then asked if we will be playing the Typhoon Game today, a game we play every so often. When I said that we have other games to play today, he got quiet, and would no longer participate. His sister was starting to win, so I stopped the game and collected the cards without tallying points. I had them sit closer to me again, and tried a different game for motivation and review, the eraser game.

Little by little, the boy perked up again. After a while, both students were at full-steam and were happy to be playing a game (a.k.a. studying English).

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