Feedback

A Self-Observation Analysis

by

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1. Introduction

The issue of feedback has been and continues to be the subject of a great deal of research in the field of language instruction. It is generally accepted that feedback to learners on their performance in a language lesson is a necessary element of the learning process and as such deserves careful attention from teachers.

In this research project I intend to discover, through self-observation, the nature of the feedback I employ in my classroom. I am interested in discovering the types of feedback I use, the quality and consistency of that feedback, and how that feedback seems to be received by my students.

The scale of the research presented here is limited and so should not be construed to offer any insights on a broad scale. Rather this project is an example of the 'reflective approach' described by Richards and Lockhart:

> Such an approach often starts with the instructors themselves and the actual teaching processes, and seeks to gain a better understanding of these processes by exploring with teachers what they do and why they do it. The result is the construction of an "internal" or "bottom-up" view of teaching. The approach is often teacher initiated and directed because it involves instructors observing themselves, collecting data about their own classrooms and their roles within them, and using that data as a basis for self-evaluation, for change, and hence for professional growth. (1996: ix)

The research presented focuses on one sample lesson, audio-recorded and transcribed for careful analysis, employing a simple tally sheet for quantitative data and offering some brief descriptive notes on the results to add a qualitative element. It is hoped that the quantitative element will reveal what I do, while the qualitative will explain why I do it.

2. Literature review

2.1 Defining feedback

The Longman Dictionary of Language Teaching and Applied Linguistics defines feedback as 'any information that provides information on the result of behavior' (Richards and Schmidt, 2002: 199). Such a broad definition allows for a broad interpretation of the meaning of 'feedback'. In a classroom then, I contend that any action by a teacher that results as a response to a learner action is a form of feedback.

2.2 Issues of feedback

2.2.1 Affective and Cognitive feedback

Vigil and Oller (1976) identify two types of feedback in the transfer of information between "sources and audiences": affective and cognitive. Affective feedback is provided at an emotional level by the audience through actions "such as gestures, tone of voice, and facial expressions" while cognitive feedback is provided through words and discourse to convey the level of understanding of meaning. Communication in the language classroom is negotiated through the use of these two types of feedback (Brown, 2000: 232-233).

2.2.2 Positive and Negative feedback

Feedback can be given to learners in positive or negative ways with positive or negative effects. According to Richards and Lockhart (1996: 188) feedback "may serve not only to let learners know how well they have performed but also to increase motivation and build a supportive classroom climate". Vigil and Oller, cited above, further categorize affective and cognitive feedback as positive, neutral or negative. They warn that negative affective feedback, for example, is likely to

stop a learner's attempts to communicate while the positive variety is likely to encourage communication. Harmer (1998: 63) states that "It is just as important...to praise students for their success as it is to correct them when they fail".

2.3 Types of feedback

2.3.1 Error correction

One type of feedback that has been the subject of a great deal of discussion in the field of language education is error correction, or feedback on form. Richards and Lockhart (1996: 189) cite studies by Nunan (1988) and Chaudron (1988) which suggest that learners place a higher value than teachers on error correction. This causes problems in the classroom because learners have a "consistent expectation" (Holland and Shortall, 2000: 126) that errors should be corrected, while teachers need to make careful decisions about when and what kinds of errors to correct. Speaking activities pose a particular problem in this area since, as Harmer puts it, "Constant interruption from the teacher will destroy the purpose of the speaking activity" (1998: 94).

2.3.2 Feedback on content

Thornbury (1996: 282) points out that content feedback, one of the features of communicative classroom talk, "involves responding to the content of what learners are saying". Responding to content can take many forms including acknowledging correct answers, indicating incorrect answers, praising, expanding or modifying, repeating, summarizing, and criticizing (Richards and Lockhart, 1996: 189).

2.3.3 Back channelling

The Longman Dictionary of Language Teaching & Applied Linguistics, in their

entry on feedback (Richards and Schmidt, 2002: 199) describes "feedback given while someone is speaking" as back channelling. Examples of the behaviour include "comments such as *uh, yeah, really,* smiles, headshakes, and grunts that indicate success or failure in communication." Back channelling fits well with Vigil and Oller's notion of affective feedback, noted above.

The purpose of this research project is to examine the feedback given in a particular classroom situation. I am interested in comparing my feedback to the students with the issues raised above. Do I provide a suitable amount of positive affective and cognitive support in my feedback on content and form? Am I encouraging a supportive classroom atmosphere? What areas could be improved for the benefit of the students?

3. Methodology

3.1 Initial considerations

> Clearly, observing one's own class is difficult, but not impossible, to reconcile with teaching it at the same time...However, in practice, self-observation by teachers is likely to involve video- or audio-recording for later analysis... (McDonough and McDonough, 1997: 105)

I am the only full-time native-speaking teacher at my school so it seemed that the only reasonable means for conducting this research was self-observation, carried out through audio-recording and transcription of the lesson. This was followed by the construction and use of a tally sheet to obtain quantitative data, as well some focused description of certain aspects to yield a qualitative element. Specific categories of behaviour were the focus of the observation and since the categories may appear frequently, in a turn or segment of a turn of speech, notation in real time would have proved difficult, necessitating the recording and transcription (McDonough and McDonough, 1997: 108). Using a real-time 'coding scheme' (McDonough and McDonough, 1997: 105) to observe the interaction in the class was also simply not feasible as it would distract my attention from the primary purpose, teaching the lesson, thus creating a serious enough distortion of the classroom dynamic to render the research invalid.

3.2 Issues of audio-recording for self-observation

3.2.1 Intrusiveness

It has been noted that the introduction of recording devices into a classroom can be 'intrusive' (Swann, 2001: 326-327) and 'distract attention' (McDonough and McDonough, 1997: 110). Swann suggests that the '(i)ntrusiveness can be lessened by keeping the technology simple and unobtrusive' (2001: 327) and so a small, pocket-sized audio-recording device was used. Video-recording was deemed to simply be too intrusive. The students were asked for and granted their permission

for the recording, but to further lessen the distraction I placed the recorder in my shirt pocket rather than on the table in full view. When the students know that they are being recorded their behavior will often change dramatically but I am satisfied through previous experience with these particular students that, after a brief initial period of hesitation and distraction, they quickly settled into established routines of behaviour.

3.2.2 Recording quality

Swann notes that '(a) single cassette recorder is not suitable for recording whole-class discussion' (2001: 327) but it seems that this applies mostly to large classrooms. Since the class being investigated consists of three students and the teacher the quality of the recording in this research was reasonable and only small instances of student speech were lost due to the volume of the student's voice. My familiarity with the students also eliminated any difficulty of 'distinguish(ing) between different voices' (Swann, 2001: 327).

3.2.3 Teacher behaviour

One final issue to consider is the 'distortion from normality' (McDonough and McDonough, 1997: 110) that self-observation may have had on my own behaviour in the classroom. There was a danger that, because I was recording the lesson, I may change the way I interact with the students to make myself appear to be a 'better' teacher than under normal circumstances. To combat this possibility, I purposely made no firm decisions on what type of interaction to observe until after the lesson was recorded and transcribed. This may have helped to eliminate any unnatural behaviour on my part, though the possibility of distortion still exists and should be noted.

3.3 Issues of transcription

3.3.1 Loss of information

In addition to information lost due to recording quality (noted above), important information 'such as intonation and other paralinguistic clues and non-verbal activities' (McDonough and McDonough, 1997: 110) may be overlooked in any transcription. One way to combat this loss is through the use of field notes (suggested by Swann, 2001 and McDonough and McDonough, 1997) which serve to document some features which are not apparent by simply reading the transcript. In the case of this research, formalized field notes were not included on the transcript but some paralinguistic and non-verbal features were retained and described through careful listening and re-listening to the audio-recording while checking the transcript and through recollection of the lesson.

3.3.2 Time consumption

As both Swann (2001) and McDonough and McDonough (1997) note, transcription of recording is a time-consuming process. However, the detail obtained by such transcription allows for a much more careful analysis of interactions in the classroom than a recording alone and is worth doing.

3.4 Tally sheets

3.4.1 Description

In order to collect quantitative data regarding the feedback in the lesson, a simple tally sheet was used. A tally sheet is an exceptionally flexible coding device since the researcher can choose to focus on categories of behavior they wish to investigate while excluding those deemed to be irrelevant to the research. Other instruments, such as FLINT or TALOS, with their timed interval recording procedures, or

SCORE, which is only suitable for recording a narrow range of behaviour, would not serve the purposes of this research (see Holland and Shortall, 2000: 38-50). The major advantage of using a coding system, in this case the tally sheet, for this project is that '(t)hey can be tailor-made for a particular problem' (McDonough and McDonough, 1997: 106). Though Holland and Shortall suggest that tally sheets 'are especially useful for initial, real-time...observation' (2000: 38), real-time observation was not possible for this research. Instead the tally sheet was used to record quantitative data after recording and transcription of the observed lesson, in a type of reverse approach to tally sheets.

3.4.2 Tally sheet problems

The major drawbacks in using a tally sheet or any other kind of coding system which focuses on specific categories of classroom events is that 'they fail to indicate the quality of the interactions' (Holland and Shortall, 2000: 39) and 'interesting events...that are not included on the checklist will not be noted' (McDonough and McDonough, 1997: 106). Regarding the former, it is hoped that providing some description of the interactions will provide sufficient insight into their quality. The second problem is perhaps lessened by the reverse approach to data collection. By gathering the categories for coding from a careful analysis of the lesson transcript, any interesting events relevant to the research are likely to have been noted and included on the tally sheet.

3.5 Focused description

Descriptive notes are included to expand on the results of the tally sheet and it is hoped that, through the inclusion of this qualitative element, a more precise picture of the aspect of interaction under investigation will emerge. It should be noted,

however, that the qualitative element is purely subjective and an objective observer

may present quite a different analysis.

4. The Subjects and Lesson

4.1 Institution

The institution where the observation and research for this project was conducted is located in south-western Japan. The school is geared toward English conversation and so takes its approach from theories of Communicative Language Teaching whereby the students 'learn a language through using it to communicate' (Richards and Rogers, 2001: 172). The majority of adult students come to classes for their own enjoyment without any distinct goals for their learning, with a few exceptions.

4.2 Class

The class selected for this research consists of three Japanese university students (2 males and 1 female) in their first year of post-secondary study who meet for one hour, once a week, on a weekday evening. They had been together as a class for seven weeks at the time this research was undertaken. They all seem to be at a lower-intermediate level of competence, though labeling of levels is a problem in itself and beyond the scope of this research. They have the ability to communicate fairly complicated ideas, but often lack the vocabulary to express themselves. The class size is typical at the school and affords many opportunities for interaction with the students. Slightly different from typical adult conversation classes, this class is focused on developing the students' communicative abilities in all four language skills. Students study grammar, complete written assignments, do focused listening exercises, read newspaper articles, have discussions, and develop their skills through a variety of other activities.

4.3 Class attitude and concerns

The students are highly motivated and all expect to use English in future in their

working lives. They have expressed (through needs analysis surveys conducted in previous lessons) a desire to develop their speaking skills but at this point they are not good at initiating conversation with their teacher or their fellow students or at volunteering answers to questions that are not specifically directed at a particular student. This could be due to the fact that they have not been together very long, so are not yet socially comfortable, but is more likely to result from their experiences in the Japanese secondary education system. Nunan (1999: 233-235) cites the work of Tsui (1996), who, in her investigation of the phenomenon of the reluctant speaker in secondary school classrooms in Hong Kong, concluded that one of the major reasons for student reluctance to speak 'is a cultural factor that functions in a number of Asian cultures inhibiting students from speaking up in front of their peers'. Tsui offers, as an effective strategy to counter this, a 'focus on content rather than form'.

4.4 Lesson content

This particular lesson began, as they usually do, with some informal small talk prompted by my asking, "What's new?". This is a standard beginning to my lessons and the students are usually prepared to offer some personal information. Depending on what kind of responses are offered, the small talk can lead to class discussion on particular topics or the brief teaching of new vocabulary or structures to help the students communicate their ideas. The students generally don't ask each other many questions so I lead the conversation by encouraging the students to expand on what they are saying. The second stage of the lesson was to deal with a worksheet, assigned for homework, asking the students to write their opinions on the topic of "Good Teacher, Bad Teacher" (Wingate, 2000: 12-13). I had hoped

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that the topic would lead to some discussion between students but, as with the small talk, the students spent most of the lesson interacting with me rather than each other. At the end of the lesson, a choice of homework was offered and decided.

5. Results

The tally sheet (Table 1 below) takes the data gleaned from careful analysis of the audio-recording and transcript and organises it into observable categories of behaviour to offer a quantitative result of the frequency of feedback.

Table 1 – Tally sheet to measure feedback

Tally Sheet to Measure Feedback		
Categories	**Tallies**	**Total**
1 Teacher acknowledges a correct or satisfactory answer	//// ///	108
2 Teacher corrects an error (grammar or vocabulary)	//	2
3 Teacher expands or modifies a student's answer	//// //// //// ////	20
4 Teacher repeats a student's answer for emphasis	//// //// //// //// //	22
5 Teacher asks a question to get more information	//// //// //// //// //// //// //// //// //// //// //// ///	58
6 Teacher asks a question to clarify student's meaning	//// //// //// //// //// //// //// //// //// /	46
7 Teacher repeats a student' answer for clarification (questioning tone)	//// //// /	11
8 Teacher prompts student by offering a word or phrase	///	3
9 Teacher offers a back channelling response – positive	//// //// //// //// //// ////	29
10 Teacher offers a back channelling response – negative	/	1
11 Teacher praises	//// ////	9
12 Teacher criticizes	/	1

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6. Discussion of Results

The first category on the tally sheet, acknowledgement of a correct or satisfactory answer, yielded the largest number of tallies (108), which was the expected result. This kind of feedback is perhaps the most basic kind of positive cognitive feedback and liberal use may be helpful in promoting a positive feeling among the students in regard to their own abilities. I am concerned, however, by the large number of acknowledgements which consist of a simple "Okay" or "Mm hm". These may be examples of what Thornbury calls "ritualized responses" (1996: 282) and offer no real feedback to the students at all. One other possible reason for the high total is that, having taught Japanese learners for more than six years, I am accustomed to Japanese idiosyncrasies of pronunciation and speech pattern and, as a result, am able to understand more than the average native English speaker would. The danger here is that when my students have contact with other native speakers, they may not be easily understood. A possible solution may be for me to "understand" less, and offer more in the way of corrective feedback on pronunciation and the like.

Back channelling (Category 9) was mainly done to encourage the students to keep talking, the majority of the 29 positive occurrences coming during the small talk at the beginning of the class. I find this to be a very important feature of conversation with my students and I do it even when the student's message is unclear. It may only be my imagination but it seems that back channelling as a feature of discourse is stronger in Japan than in Canada, my home country. If it is not done the students have a tendency to stop in the middle of their sentence because their perception is that they are not being understood. On many occasions, it is impossible to

interpret what a student is trying to say until they have finished saying it and back channelling is a way of making sure the message gets completed. The one time that negative back channelling (Category 10) was used during this lesson was when the student used a word that did not seem to fit the context of what he was saying. It reflects a genuine confusion on my part. That negative back channelling occurs only once may be more a reflection of a tendency to rely on positive back channelling than anything else. The decline in back channelling during the latter part of the lesson can be attributed to the fact that the students had prepared their answers as part of a homework assignment and so did not show as much hesitation when speaking.

Category 5, 'Teacher asks a question to get more information', which yielded the second highest number of tallies (58), indicates a strong attempt on my part to make the class as communicative as possible. Asking a question to get more information about what someone has said is one of the hallmarks of a good conversation and by asking as many questions as I can I hope to be a model for the development of my students' conversation skills. Showing an interest in what the students say also acts as positive affective feedback, which should encourage them to offer more information and therefore get more practice.

By expanding or modifying a student's answer (Category 3) I endeavour to offer the students (speaker and listeners) more information, a more complete answer, or an alternative way of expressing what they want to say. It is hoped that through this method learners will expand their vocabulary knowledge, but whether or not they

actually acquire the items is questionable and difficult to test. The students did occasionally make notes following the expansion or modification, which is an encouraging sign.

Category 4, repeating a student's answer for emphasis, is a form of feedback given to help the listeners to understand what the speaker said (in case of pronunciation confusion) and to provide positive feedback to the student that the answer they gave was a good one. It also draws the listeners' attention to the answer and stresses its importance. As in the above category, students did occasionally make a note when an answer was repeated.

A relatively high number (46) of questions asked to clarify a student's meaning (Category 6) seems to indicate that the students are having some trouble getting their messages across, but a careful examination of the transcript reveals that most of these questions occurred as means of offering the students a clearer version of what they were saying. The message in their utterances was clear enough to accomplish a communicative result but the means of expression were slightly flawed. It is hoped that by offering this type of feedback the students will acquire a better command of the language without being explicitly corrected. Whether or not the students actually internalize such feedback is a matter for further investigation.

Repeating a student's answer for clarification (Category 7) was mainly used as way to confirm that I had not misheard what the student had said. It some instances it

may indicate that there was a pronunciation problem on the part of the student, in others it may indicate that the volume of their speech was simply too low. In either case, the aim of this type of feedback is to encourage the students to speak more clearly. An alternative to this type of feedback, which may better serve the purpose, might be to simply ask the student to repeat what they have said rather than repeating it for them.

The low number of tallies (3) in Category 8, prompting by offer of a word or phrase, may indicate that I was conscious of letting the students form their own words, without putting words in their mouths. In the first instance the student was trying to explain something not directly related to the content of the lesson and prompting seemed the quickest way to move the lesson forward. On the other two occasions the student was struggling to say the word due to a problem of pronunciation.

The relatively small number of instances (9) of explicit praise ("Good.") tallied in Category 11 could be attributed to the fact that students are young adults and my personal perception is that this age group does not need as much praise as younger students may. It could also be a reflection of personality on my part. The only instance of what could be construed as criticism (Category 12) occurred at the beginning of the lesson in reference to written work from a previous lesson which was handed back to the students. The criticism itself was very mild in pointing out that there were problems in some grammatical areas and some may not judge it as criticism at all.

The biggest cause for concern that revealed itself through the tally sheet was in the area of explicit error correction. A very low total (2) in Category 2 may indicate a serious need for rethinking my error correction strategies. Though the students' utterances were for the most part understandable, they did make mistakes. My main concern for the lesson was to have the students express their opinions and excessive correction may have defeated that purpose, but acceptance of too many errors could lead to what is described by Vigil and Oller (Brown, 2000: 233) as the fossilization of incorrect forms.

7. Conclusions

This research project revealed that, as a teacher, I lean to the positive side in my feedback to my students. The classroom environment is a supportive one, evidenced by an emphasis on what the students have done well. The use of back channelling, asking questions to help students expand on their responses, and acceptance of a variety of answers seem to have the positive effect of encouraging the students to speak more freely. However, while I generally think it is best to be positive in the classroom, too much positive feedback may be a detriment to my students' language development.

The results suggest that I need to be more conscious of the errors my students are making and seek ways to correct them, while maintaining a high level of positive feedback. I hope that they are learning something as a result of the feedback I give, particularly through the use of questions to clarify meaning, but their internalization of corrections and alternative forms of expression is questionable. A focus on explicit correction of errors, through a process of notation of error and later instruction on form, would allow the class to maintain a conversational flow without sacrificing accuracy. An explicit focus on errors will also satisfy the students' expectations that their teacher should correct them.

The use of positive affective feedback is in evidence throughout the lesson, but it is perhaps necessary for me to reduce the amount of positive cognitive feedback, replacing it with a more neutral version. An overwhelming amount of positive cognitive feedback, given even when the message is not completely clear, may do

more harm than good. Instead I plan to attempt to respond in a more neutral fashion, allowing the students a chance to reformulate their utterances to make themselves understood.

This research has revealed to me a great deal of information on what actually happens in my classroom and why I do what I do. These students may also benefit from some explanation of the feedback I give and why I give it. I know the purpose of emphasizing answers and clarifying meaning but the students may not. Revealing some of the processes that occur when I teach, through sharing the results of this research project with them, may help my students to better understand the learning process and what can accomplished through giving and receiving feedback.

Appendix – Lesson Transcript

T: Alright. So, what's new? Oh, actually, here. Let me give you these back first. (hands back writing assignments) Uh, you can look at the comments later, I guess. That's yours. Now, those are mostly pretty good. Um. I noticed one or two errors, mistakes, um, that are pretty common with everybody. So maybe today, or maybe in another lesson, we'll do some, a little bit of grammar. Okay? So, what's new? Yukiko, what about you?

S1: Uh...I...I caught a cold.

T: Mmm hmm. When did you catch your cold?

S1: Uuuuh...I...Friday.

T: Mm hm.

S1: Uh...I...itch my...itch my throat.

T: Mm hm.

S1: And then...I have some...I have some co...cold.

T: Mm hm.

S1: Uh...

T: Your throat was sore? Did you say "itch"?

S1: Yeah.

T: So you can say "My throat was..." (standing up to write on the board) "I had a...(writing)...scratchy...scratchy throat." It's a bit strange, um, when it's your skin, we say "itchy", but when it's your throat, we say "scratchy". I don't know why. It doesn't really make sense. (writes "skin=itchy"). So if you have itchy skin, then you scratch. But we have a scratchy throat. Strange. I never thought about that before. (To S1) Do you see a doctor when you have a cold?

S1: Unh. (shaking head)

T: No? Never?

S1: Uh...I don't like...I don't like medicine.

T: I don't generally like medicine either, but...I seem to...In Japan, I go to the doctor more than I do in Canada. I think in Japan I've been to the doctor...20 times maybe. In the last four years. I've had all kinds of problems. Um...Because of the humidity, I have bad skin problems. Um...I had an ear infection. I had...checked my eyes last week. My back is not good.

S1: (laughs)

T: I'm getting really old. Turning into a grandfather.

S2: In Canada?

T: Mm hm?

S2: There's...uh...Is there insurance?

T: Yeah. Um...Canada has universal health care. So, every person in the country has, it's not free, but it's guaranteed by the government. Um...If you don't earn money, you can go to the doctor. In the United States you need to buy health insurance. And if you don't have insurance, it's very, very expensive. If you have a car accident or something, or if you're traveling, you should have travel insurance. For the United States. Yeah. The United States health care system is all private. But, yeah, Japan and Canada have public health care. In Canada the difference is, um, dental is not.

S2: Oh?

T: That's not public health care. Dental is all private in Canada. So, very expensive. Um, my company, that I worked for in Canada, was the first time they had dental insurance with the company, so before I came to Japan, I had lots of work done on my teeth. And I...I think they pay, I paid ten percent. Maybe. So I paid about two hundred dollars. So it would be about two thousand dollars for...root canal? Do you know root canal?

S2: No.

T: Yeah. So this'll be a dental term for you. (getting up to write on the board) "Root canal." So, in the tooth...(drawing a picture to help explain)...there's kind of a, like a nerve inside. This causes pain. Yeah? And so these are the roots and sometimes the cavity is very bad, and goes all the way down. It's really, really painful and the dentist has to drill really deep into your tooth to fix it. Uh, it's the most painful dental procedure. So. And it's expensive also. (sneezes twice) Pardon me. (To S1) I caught a cold from you already.

S1: Oh! (other students laugh)

T: (laughs)

S1: Bless you.

T: In five minutes. Oh, you know that expression. That's good. You don't say anything in Japan, do you? When someone sneezes? Nobody, you, there's no expression in Japan.

S1: No.

T: No. Cause in, in Canada we always say "Bless you". It's kind of like God, the religious thing. God bless you. So you don't get sick. And in German they say "Geschundheit". (getting up to write) I'm not sure how to spell it. Ge...schund...heit.

Ss: (looks of confusion)

T: (laughs) It's a German word. Geschundheit. Yeah. Geschundheit. Sometimes when you sneeze, somebody might say "Geschundheit!" I think it's the same as "Bless

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you!" in German.　Alright.　Do you take time off from school when you're sick?

S1: Hmm?

T: When you have a cold, do you stay home from school?

S1: Yeah.　Stay home.

T: Mm hm.　How many days did you miss?

S1: Uhhh... How many?

T: Yeah.　Did you stay home on Monday?　Tuesday?

S1: Yeah...mmm...no.　I...I...I...mmm...ah...I...mmm...I...I...I was not ab...absent from school.

T: Oh okay.

S1: Mm.

T: You go to school anyway?

S1: Yes.

T: Usually, when I was in University, any excuse not to go to class.　I stayed home many, many times.

Ss: (laugh)

S1: I have to go there because...uh...if I abs...if I'm absent, I got a bad grade.

T: Mm hm.　Do they check attendance in the big lecture?

S1: Big?

T: Like, if there are 200 students...

S1: Mm.

T: ...do they check?

S1: No.

T: Cause in my University the, when we had a big lecture?　The first class, there were 200 students.

S1: Ah.

T: Second class, one hundred.　Third class, fifty.

Ss: (laugh)

T: You know? And sometimes twenty students.　And then in the middle of the semester, it's like test day.　200 students again!　So... (laugh)　The professors must be very surprised.

Ss: Yeah.　(laughter)

9:00

T: Alright.　What about you, Shunichi?　What's new?

S3: Mmm...On Saturday...I had test about two subjects.

T: Mm hm.

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S3: Con...Control Engineering and...uh...Electronic Circuit Dynamics.

T: Mm hm. Electronic Circuit Dynamics?

S3: Yes.

T: Mm hm. I don't understand any of that.

S3: (laughs)

T: On Saturday?

S3: Mm.

T: Why Saturday?

S3: Uh...The teacher was busy.

T: Oh right. This is the teacher that travels overseas sometimes? Cancels classes?

S3: Mm hm.

T: Were they difficult tests?

S3: Mmm...so-so.

T: Mm hm. They use short answer, multiple choice?

S3: Mmm...uh...Four questions.

T: Mm hm.

S3: Then we have one hour each question.

T: So four hour test?

S3: Two...two hour.

T: Two hour test. Okay. Thirty minutes on each question?

S3: Mmmm...

T: Or four questions each test?

S3: One hour and one hour.

T: Mm hm. And four questions on one test?

S3: Mm hm.

T: Short answer questions then?

S3: Yea...maybe.

T: Do you know the subject before the test?

S3: No.

T: No? It's a surprise?

S1&3: Oh...uh...no...

S3: We...eh...we...

S1: Teacher picks...uh...picks some...uh...topic when we...we have a test.

T: And they tell you the questions?

S1: Yes.

T: Oh, okay.

S1: Ah...

T: So you can prepare your answer?

S1: Ya...no. Question was...uh...we shouldn't know about question.

T: Mm hm. But he tells you the basic topic?

S1: Uh...uh...He tells about...uh...range?...From this to...

T: Right. It'll be within this...

S1: Uh...from page 21 to 28.

T: Right. Uh huh. So you don't have to study the whole textbook. (long pause) Alright. What about you? Yoh?

S2: I will move to new house...

T: Mm hm.

S2: ...in July...

T: Mm hm.

S2:...and August.

T: Just for two months?

S2: Hm?

T: Only two months?

S2: Will move in July.

T: Mm hm.

S2: Maybe.

T: So you'll move?

S2: Move.

T: To a new place? To stay?

S2: Yes.

T: Oh, okay. Why are you moving?

S2: Uh...when I go to University there is steep...steep slope...

T: Mm hm.

S2: ...in Sakuragaoka.

T: Mm hm.

S2: And...the slope is very hard.

T: Mm hm. Do you ride a bicycle?

S2: I...I want to go school by bicycle but the slope is hard for me.

T: Coming home?

S2: No. Go.

T: Oh, going to school.

S2: With bicycle.

S1: Top of hill?   Is there very top of hill?

S2: Uh... mmm... yes.   In top of hill...

T: Right.

S2: My new house is top.

T: Oh, okay.   Very close to the campus?

S2: Mmmm... no.   Uh... relatively far from school.

T: Mm hm.

S2: Because I want to ride bicycle.

T: Oh, okay.   So you did that on purpose?   You said "Please find me an apartment that is five kilometers from the school."?   "So I can ride."

S2: Yes.

T: No my, my house is maybe 300 meters from the London School.   It takes me about ninety seconds to ride home on my bicycle.   Less than two minutes.   So... (laughs)

S1: Very close.

T: It's right beside Nakagori station.

S1: (laughs)

T: I don't get much exercise.   (To S2)   So you found a new apartment already?

S2: Mm... my choice is two apartments.

T: Mm hm.

S2: One is far from school...

T: Yeah.

S2: ... but... uh... the house is very big.   Before.

T: Uh huh.

S2: But near house is... is big room, too.   But there is no air conditioner.

T: Oh, okay.   So you chose the one with air conditioner?

S2: Hm?

T: You chose the apartment with an air conditioner?

S2: Uh... now...

T: Yeah?

S2: Now I'm wondering...

T: Oh, okay.

S2: Which.

T: You're still trying to decide?   Mm hm.   Now, how do you do that?   Do you need, like, your parents' to sign something?

S2: Maybe it is not needed.

T: Mm hm.   Just by yourself is okay?

S2: Yes.

T: Oh, okay. Cause it's sometimes difficult to rent an apartment in Japan, no? You need, like, for me, because I was a foreigner, um, Atsuko, the boss here, had to sign some paper to guarantee, you know, that I don't run away. If I run away, she will pay.

Ss: (laugh)

T: And when my wife and I rented our apartment, her father had to sign. You know, if we run away, her father will pay. (To S2) You don't need any guarantee like that? (writing on the board) Yeah, we call it a "guarantor". (writing) "You need a guarantor." Uh, it comes from this word (writing) "guarantee". It basically means "promise". Uh, so somebody who will promise to pay if you don't pay. I think also, um, even getting a keitai...Like when I got my cellular phone, I had to have a Japanese person sign for me. Because, you know, I might make a big phone bill and then go back to Canada. And then Docomo loses money. (To S2) How big are the apartments? What are the...like, how would you describe it? Like 2DK, or...?

S2: Ah. One...one K.

T: Mm hm. Just one big room?

S2: One...one big room and big bathroom.

T: Mm hm.

S2: And big clo...closet.

T: Oh, okay. Yeah my apartment know is terrible for...The apartment is very big but there are no closets. We have one small closet so my wife's clothing is, like, in a corner of one room with a big clothes rack. My last apartment was really good. We had almost another apartment in closet space. A whole wall was closet space, down the hallway. Alright. So, ummm, let's take a look at this. (removing last week's homework sheets). Good Teacher, Bad Teacher.

S2: I...I left it in school.

T: Okay.

S2: But I...

T: You remembered?

S2: I wrote down, remembering.

T: Alright. Good. Alright. So, um, let's just take a look. Let's just talk about some of your ideas. So, what you had to do was think of some good teachers you know and write down three things that make them good. Yukiko, what did you say for one?

S1: Uh, you should listen some opinion that students say, listening carefully.

T: Okay. Alright. Listen carefully. Does anybody else have the same? Anybody have the same one as that? "Listening carefully to opinions"? Okay. Shunichi, how

about another one?

S3: Make an interesting atmosphere.

T: Okay. Interesting atmosphere. How does somebody make an interesting atmosphere? Can you give an example?

S3: Mmmm...eh...feel up.

T: Okay. So making it kind of fun? Telling jokes and stuff?

S3: Using humour.

T: Using humour. Mm hm. Okay. How 'bout another one? Yoh.

S2: Teacher who can...who can feel students.

T: Okay. Alright. How about another one?

S1: Mmm...uh...it is easy to understand the teacher.

T: Okay. Like their, kind of, instructions are clear and...?

S1: Yes.

T: And what they explain is clear?

S1: Yes.

T: Okay. Alright. What about another one, Shunichi?

S3: Uh...teacher teaches new things about foreign countries...

T: Mm hm.

S3: (inaudible)

T: Okay. Alright. What about another one?

S2: Teacher who study a lot.

T: Okay. So they have a good knowledge of their own subject?

S2: Yes.

T: Okay. Yeah. I think sometimes, University professors? Sometimes in Canada, they have a bad reputation for being lazy. You know, they study their subject in 1960 and they get all the information and then they stop and they don't do more research. So they teach the same lesson for 40 years. With no update. (laughs) Okay. What about another one?

S1: They observant of what students think.

T: Okay. Okay. What about another one, Shunichi?

S3: They have ex...ex...eh? Ah...experience about foreign countries and cultures.

T: Okay. This for, like, a language teacher?

S3: Mm hm.

T: English teachers? So they share their personal experience?

S3: Personal?

T: Yeah. Their own personal experience?

S3: Oh...yes.

T: Mm hm. Alright. What about another one, Yoh?

S2: Teacher who correct students' mistakes.

T: Okay. (writing) Correct their mistakes. Anymore? Any other ideas? Is there anything, um, like does, does the physical mean anything to you? Like does the way the teacher dresses, for example. Does the teacher's clothing have any influence on you, thinking a teacher is good or bad? Does it make a difference? If a teacher wears a suit and tie, or if a teacher wears a T-shirt and shorts? Is there a difference for you?

Ss: (mumbled) No.

T: The outside appearance doesn't matter? Someone can be a good teacher even if they have, like, bad clothes?

Ss: (mumbled) Uh huh...yes...doesn't matter.

T: No? What about, like, a really bad hairstyle? Or really ugly glasses? Or...? Everything's okay?

S1: Mm hm.

T: Mm hm. Do you think that there are any advantages or disadvantages for a teacher to be, like, an attractive person? Think about maybe, back in junior high school or high school. Was there a different reaction to the teacher? Do students prefer young teachers or old teachers? (no response) Which teachers seem popular? In school?

S1: Uh...both.

T: Both? Yeah? 'Cause when I was a, you know, high school student, uh, the younger teachers had more friendly attitudes to the students. And the students felt more equal to them. And sometimes that's good but sometimes that can be bad. Maybe they don't respect the teacher, you know? Uh, and sometimes the older teachers are too old and the students are like young children to them, so they treat them like babies. (pause) Alright. Uuuummm...any other ideas? About good things or bad things? Okay, what about bad teachers? Yoh.

S2: Teachers who can't correct students.

T: Can't correct?

S2: Can't correct.

T: Mm hm. Because they don't know the answer or because they don't know the subject?

S2: Don't know answer. Who is not proud of his knowledge.

T: Okay. Mm hm. (noting) Shunichi, what about you?

S3: Uh...who have an unexciting class.

T: Unexciting class.   Okay. (noting) Okay.

S1: Who have only own think...own thinking.

T: Okay.   They don't listen to the students' opinions at all?

S1: Yes.

T: Mm hm.   The teacher is the boss?   Only my idea is correct?

S1: Yes.

T: You're wrong, you're wrong, you're wrong...I'm right.   I'm the teacher.

S1: (laughs)

T: Teacher is always right.

S1: Mm.

T: Okay.   What about another one, Yoh?

S2: Teacher who don't...ah, teacher who doesn't obtain new knowledge.

T: Okay. (noting) Shunichi, how about another one?

S3: Only teach the textbook.

T: Okay.   Only teach the textbook. (noting) Good.   What about another one, Yukiko?

S1: Uh...uh...Fa...fastidious about grades.

T: Okay.   So they're only concerned about score?

S1: Yes.

T: Mm hm.   (noting) Fastidious about grades.   Do you have a lot of teachers like that?
In high school or junior high school?

S1: Uh...

T: The score is the most important thing?

S1: High school.

T: High school?   Mm hm.   Alright.   Uh, Yoh.   How about another one?

S2: Not be sincere to students.

T: Okay. (noting) Not sincere.

S3: Have no eagerness to teach.

T: Okay.   Good.   Have you had many teachers like that?

S3: Mmmm...(inaudible)...

T: Did you think, like in high school for example, this teacher doesn't want to be a
teacher?

S3: No, but junior high school.

T: Mm hm.   This teacher hates teaching.

S3: Mm.   Yes.

T: Okay.   What about another one?

S1: Uh...(long pause)...uh...Teacher...uh...(inaudible) to unexciting class.

T: Okay. Kind of like slow.

S1: Teaching...

T: The way they speak, or the way they...

S1: Uh...la..la...

T: Kind of lazy teaching?

S1: Ah, lazy.

T: Mm hm. Okay. Anymore, Yoh?

S2: Can't control the class.

T: Good. Mm hm. Did you have teachers like that in school?

S2: In my junior high school.

T: Mm hm.

S2: My teacher was younger woman teacher.

T: Yeah?

S2: She can't...And she couldn't control my class.

T: Some of the students were, like, rude to her or they talk to their friends the whole class or sleep or...?

S2: Yes.

T: What did the teacher do to try to fix the problem? Did she yell at the students or cry in the corner? (laughs)

S2: Uh, maybe she cried.

T: Mm hm.

S2: And then she tried to understand our feelings.

T: Yeah?

S2: She started to exchange information. Information notes.

T: Mm hm.

S2: Exchange notes?

T: Like, individually? To students?

S2: Yes.

T: And did it work? Did it fix the problem? Did it help the class?

S2: I think...her effort...was not...efficient.

T: Mm hm.

S2: But I understand her...

T: Mm hm. Were you a good student?

S2: Yes.

T: Mm hm. Alright. Shunichi, any more?

S3: Uh...no. I have no idea.

T: Okay.   (to S1) Any more?

S1: Unconcerning... he or she doesn't have a consciousness of being a teacher.

T: Okay.   They don't think like a teacher or...?

S1: Mm.

T: Mm hm.   Alright.   Any more?   Any other ideas?   (long pause) Alright.   What about, like, the teacher smells bad?

Ss: (laugh)

T: Have you ever had that problem?   The teacher has really bad breath. Whenever he leans to the desk and breathes, I feel sick.   No?

S1: (laughs) Yes.

T: You've had that?   And does it make him a bad teacher?

S1: Uh... I can't concentrate...

T: Mm hm.

S1: ... about study.

T: Sure.   Sure.   Yeah, well I think there are, there are small things.   Um, you know, the way that a teacher dresses could have an influence on the students.   Maybe, you know, when the students are in university and become adults, the difference is not so much.   But in high school or junior high school, we're very critical of the way people look.   You know.   So if you have a teacher who's very fat, for example, all of the students, you know, secretly call them "Fatty Teacher".   Um, so they lose, kind of, respect for that.   Um.   But I don't think it's fair.   But you can't control the way that a teenager thinks about appearance.   So.   But we've had, I've had many teachers who the students felt that they were weak so we tested them all the time.   You know.   If, like you say, the teacher can't control the class.   The less control, the more the students misbehave.   Uh, we were very bad to some teachers.   You know, some teachers quit teaching.   They like, left the school and never came back, because the class was so bad.   You know, when the teacher leaves the room, we steal their textbooks and throw them out the window.   Or, you know, people kind of spitting in their coffee.   That kind of thing.   Really bad.   Alright.   Now, look at these instructions here.   Um, how to be a good teacher, how to be a bad teacher.   So, let's try to use language like... (standing to write on WB) like this... You must, or you should.   Yeah?   So, for example, um, "To be a good teacher, you must listen to your students." "To be a bad teacher, you must shout at the students all the time."   Okay?   So, what's a good instruction for being a good teacher?   Shunichi, what do you have there?

S3: You must be good at (inaudible).

T: You must be good at talking?   Okay.   Yukiko.

S1: Uh...you must have a correct ethics.

T: Correct ethics. Okay. Can you give an example?

S1: Uh...(long pauses)...uh...eh...We often observe our...uh...teachers...what they do.

T: Oh, okay. So kind of like a, uh, role model?

S1: Eh?

T: Like a leader?

S1: Yes.

T: Okay. So the...If the teacher does bad behavior, the students will copy...

S1: Mm.

T: Or follow?

S1: Mm.

T: Yeah. So you can use...(writing) Teachers are...role models. Yeah? A role model is someone that, uh, a young person can look up to and respect. You know, my teacher does this and I want to be like my teacher. So I do the same thing. Yeah? Uh, there are many people who are role models. Sometimes actors are role models. Singers are role models. You know, if there's a singer who smokes and uses drugs and drinks all the time and a teenager wants to be them, they might follow the bad behavior. Uh, there's a big debate in North America about smoking. You know, in the movies the government of the United States wants there to be no smoking in movies, because young people watch the movies and say "Oh Brad Pitt is so cool. He smokes. I'm going to smoke, then I can be cool." The reason I smoke is because of a TV program when I was a teenager.

Ss: (laugh)

T: Okay? What about another one, Yoh?

S2: Teachers must make effort for education? E...education.

T: Okay. (writing) Must make effort for education. Shunichi?

S3: Must be (inaudible) by useful knowledge.

T: (writing) Useful knowledge. Okay. How about another one?

S1: Must have a little humour.

T: Okay. Sense of humour. (writing) Alright. Another one, Yoh?

S2: Teacher should be (inaudible).

T: Okay. Another one?

S3: Teacher should be, uh, friendly.

T: Okay. (writing) Be...friendly. Okay. Yukiko?

S1: Teacher must have a...a lucid explanation.

T: Lucid explanation? Mm hm. Okay. Another one.

S2: Be, be equal...ah...Must be equal to students.

T: Treat the students as equal?

S2: Uh...teacher is equal to students.

T: Okay. So there's not (gesturing) Teacher...student. Mm. So yeah, you say, "Must treat...treat the students as equal." Mm hm. Okay. What about another one? Any more, Shunichi?

S3: No?

T: No. Okay. Any more?

S1&2: No.

T: Okay, what about instructions to be a bad teacher? (silence) You must hit the students! You must hit your student. Bad teacher.

S1: Eh...no...good.

T: That's good teacher? Hit the students?

S1: Uh...my school...

S2: Old style...

T: Old teachers? Hit the students? Up to what age?

S3: (inaudible)

S1: Even now in my school.

T: What grade? What level? Junior high school? High school?

S1: Uh...high school.

T: Really? And what kind of hitting? Like, smack on the head or...

S1: (showing the spine of a book) This.

T: Yeah?

Ss: (laugh)

T: Where? In the side of your head or something? Smack you with a book? Really?

Ss: (laugh)

T: And was that effective? Did the teachers get respect for that?

S3: Uh... some people didn't like?

T: Yeah? And what if the teachers...technically, that's not allowed, right? In Japan the teachers are not allowed to hit students? Now? Maybe, like twenty years ago or thirty years ago, it was okay. That's part of school. But now, children can complain to their parents, yeah? Um, when I was in Korea, I had a very funny experience at a high school. Um, I was teaching several teachers at the high school and I had to meet them at lunchtime. And at lunchtime, the students are not allowed to go outside the school. But many students go outside to buy snacks and, you know, drinks. So there was the gate. Kind of, like, you know, like this...(illustrating on the WB). There's a

school wall, you know, and here's this gate. There's a really big wall here. I was standing right here and here's the school building. And then, you know, this...Here, was the vice principal? Uh, do you know "principal"? Yeah. Principal is like the president of the school. (writing) We say principal and vice principal. In England they say headmaster. Yeah? And the vice principal usually does discipline. You know, he controls the students. He punishes the students. And often, they're a physical education teacher, also. So he was standing here and the girls would come around the corner with their snacks. Do do do do. Hunh!? And freeze.

Ss: (laugh)

T: Like this. And then slowly walk over to him like this. And he would...he had a book, like a textbook. And he would go Wham! On top of their heads. And then they had to go stand against the wall like this. So there were girls lined up. Maybe twenty girls. All in their uniforms, like this. Some of them were crying. And I was standing right here watching, so they must have been more embarrassed because there's a foreign teacher watching. The girls were very funny. They were like animals. Yeah? Some of them would come up to the corner and they were like a rabbit. They could sense danger.

Ss: (laugh)

T: And so they would turn around and go back the other way.

Ss: (laugh)

T: Some of them would try to climb over the wall. It was a really high stone wall and they're wearing, you know, skirts, school uniforms and they're trying to climb over the wall. It was very funny!

Ss: (laugh)

T: Alright. So, what about some bad teacher instructions? Yoh.

S2: Uh...they...uh...they can't make...it is not (elegant?)...(elegant?)...

T: Mm hm. How do you mean?

S2: Um...for example, um...for example...lies?

T: Mm hm. Oh, okay. So tell the students things that are not true?

S2: Mm, yes.

T: Okay. Make up information?

S2: Mm, yes.

T: Mm hm. Okay. Shunichi, what about another?

S3: Uh...to make...uh...strained mood.

T: Uh huh. Strange mood. Okay.

S3: Uh...strained.

T: Strained! Okay. Kind of tense?

S3: Yes.

T: Mm hm. Okay. What about another one, Yukiko?

S1: Uh... always say a sarcasm... sar... sarcasm.

T: Okay. Must be sarcastic.

S1: Sarcastic.

T: Mm hm. So kind of insult the students?

S1: I am irri... irritated this sarcasm.

T: Mm hm. Okay. What about another one?

S2: That's all.

T: Okay. Any other bad teacher instructions?

S3: Uh... no.

T: Okay. Any more?

S1: Uh... show a marked preference for...

T: Mm hm.

S1: For students who he likes.

T: Good. Okay. So, I'll give you this vocabulary too. (standing to write) Um, do you know the term "teacher's pet"? (writing) Teacher's pet?

S1: No.

T: No? Teacher's pet is the student in the class that the teacher really likes, and the student really likes the teacher. And the student always says things that make the other students angry. You know? Maybe in the class the teacher forgets to give homework. Teacher's pet says, "Excuse me? We didn't get any homework today." And the teacher says, "Oh thank you! Here's homework for everyone." And all the other students are really, really angry. You know? Or they, you know, tell on other students. You know, "Yoh is cheating!" "Teacher, Yoh is cheating!"

Ss: (laugh)

T: That's teacher's pet. So, you might also say the teacher (writing) "plays favourites". Yeah? Meaning they give more attention to some students than other students. Yeah? Oftentimes the very good students sit at the front of the class and the bad students sit in the back, and the teacher sometimes ignores the bad students and only talks to the good students. Um, some teachers like boys better than girls, some teachers like girls better than boys. You know. So they ask more questions to the girls, less to the boys. I find though, sometimes in school, the bad students get the most attention. The good students who are quiet and study well, sometimes the teacher never talks to them, because they're good. In my classes, you know for

teaching elementary school students at the London School, the bad students? I say their names maybe fifty times in one lesson, you know? If Shunichi is the bad student, I say "Shunichi, be quiet! Shunichi, sit down! Shunichi! Shunichi! Shunichi!"

Ss: (laugh)

T: The good students, I never say anything, so...I don't know if that's a preference, but... Okay. Any other bad teacher instructions? (long pause) Alright. So why don't we look now at the bottom part. What are the advantages for students, and disadvantages for students who have good and bad teachers? Do you know the meaning of advantage and disadvantage?

Ss: (nonverbal confirmation)

T: (writing) So let's talk about good teacher. What's the advantage, disadvantage? Yukiko, what's one advantage for students?

S1: For students?

T: Yeah. If you have a good teacher, as a student, what's your advantage?

S1: Uh...eh...trust...(begins to use dictionary)...

T: Okay. Think about that one. Yoh? Do you have another one?

S2: Students can get interested in...in study.

T: Good. Okay. Students become interested in study. (writing) Did you find what you were looking for Yukiko?

S1: Uuuuh...eh? Talk without... an... an... uh... talk without... eh...an...an...

T: (looking at S1's dictionary) Anxiety?

S1: Anxiety.

T: So the students feel more comfortable?

S1: Mmm.

T: Okay. (writing) Students can feel comfortable. Okay. Shunichi, how about another?

S3: (inaudible)

T: Okay. (writing) Students will respect teacher. Okay. Any disadvantages to having a good teacher? Any bad things about having a good teacher? Sometimes with a good teacher, (writing) a good teacher might give too much homework.

Ss: (laugh)

T: Yeah? If the students don't want to study too much but the teacher is good, they might give the students lots of study. Yeah? What else? Any other ideas? What about bad teachers? What's an advantage or a disadvantage of a bad teacher? What's a disadvantage of a bad teacher? If your teacher is bad, what happens to you as a student?

S2: Students will be...uh...will become rude.

T: Okay. Mm hm. (writing) Students may become rude. Mm hm. What about if you have a math teacher who doesn't understand math? What happens to the student?

S1: Bored.

T: Okay. Students become bored. (writing) What about if the teacher, you know, they have no knowledge of their subject? What happens?

S2: The score will be poor.

T: Okay. (writing) Students will get bad grades. Mm hm. Are there any advantages to having a bad teacher? Can you think of anything good? My teacher is very, very lazy. My teacher never prepares for the lessons so...

S2: The lesson is boring...

T: Okay. What about advantage?

S2: Advantage?

T: Yeah. If you're a bad students and you have a bad teacher, maybe an advantage is...(writing) I can talk to my friends. I can read comic books in the classroom. Yeah? I have no homework. Yeah? (writing) Have lots of free time. Alright. Good! Okay, we can stop there. Um, I'm going to give you this, which is a little, kind of, extra information about this, what we just finished doing. (looking) Where have I put it? Ah! Now, this part of a, uh, research project. Uh, some researchers did a lot of study into elementary schools and secondary schools and they found three main reasons that, or three main qualities of a good teacher. And these are the three qualities here. Transparency, prizing their learners, and showing empathy. Alright? Uumm, I won't give you this as homework, but you an read it and if you find any questions or anything that you want to talk about, tell me next week and I can help you with that. Alright? Umm, I'm trying to decide here whether I want you to do some writing homework or some grammar. Do you have a preference?

S1: Hm?

T: Do you have preference for grammar or writing as homework? Writing would be similar to what I gave back to you today. Do you want to do more of that?

S2: Grammar? What is grammar?

T: Grammar would be this. (showing) Something I came up with from your writing. Do you want to do more writing? Or a little bit of grammar?

S2: I want to more writing.

S3: Up to you.

T: (laughs) Okay. Give me the choice. So, here's what I want you to do. The same

length is good, um, as the paper you wrote last time. This time I want you to write about...(writing) A good teacher or a bad teacher you have had. Okay? So give me some details. Okay? You don't have to necessarily tell me the teacher's name, but kind of describe the teacher. Tell me if it was a man, a woman. Young, old. What kind of physical qualities. When did you have them? What, you know, elementary school, junior high school, high school, at university now. Um, what made them good? What made them bad? Give me some, um, examples of good or bad. Uh, for example, if I had a teacher in elementary school, and everyday the teacher said "Ashley, you're stupid! Go sit in the corner." So I felt terrible about myself and...You know? Be specific with your examples. Alright? Any questions? Nothing? Alright. So, have a nice week and I'll see you next time.

S1: Uh...how...how...how many words?

T: Oh. About the same length as the last time. One page is good.

S1: Ah.

T: Don't write a novel, but don't write one sentence.

Ss: (laugh)

T: One hundred pages is no good, one sentence is no good.

Ss: (laugh)

T: See you!

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