English Teacher Reflective Thinking
Based on Student Feedback

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Abstract

The present qualitative study aims to construct a conceptual model of English teachers’ reflective thinking stimulated by student feedback. Seven senior high and one junior high school teachers participated in this research to improve their English classes. The tool called “Questionnaire for Creating Comfortable English Classes” (QCCEC) was created (1) to elicit student feedback about English classes and (2) to facilitate teacher reflective thinking based on the student feedback. In order to analyze the teachers’ written data obtained by email interview and finally propose a conceptual model of English teacher reflection, Modified Grounded Theory Approach (M-GTA) developed by Kinoshita (2003, 2007) was employed, using Structure-Construction Qualitative Research Method (SCQRM) (Saijo, 2007, 2008) as the theoretical framework for this study. The reflective thinking model generated suggests that examining student feedback would derive three categories: (1) deeper understanding of students, (2) deeper understanding of their teaching, and (3) teacher motivation for change and growth, all of which might lead to teacher professional development.

1. Introduction

The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) (2010) reported that 5458 public teachers took a medical leave of absence because of psychiatric problems in 2009. It is also pointed out that many teachers have suffered from ‘burnout,’ lowering teachers’ sense of competence and self-esteem toward their profession (Arai, 2009). English teachers are not an exception: they seem to spend much more time on heavy duties other than English instruction.

Something should be urgently done to empower English teachers. Without high self-esteem, it would be hard for English teachers to become intrinsically motivated and pursue their professional development. However, relatively few systematic tools and little support are available to empower English teachers to improve their own teaching.

Although prefecture or government mandated seminars and one-time workshops conducted by outside ‘experts’ in a top-down approach to the dissemination of knowledge to improve their
practice are available in Japan, its real impact is limited because English teachers may find that some of the ideas presented are often practically far different from the reality of their classrooms (e.g., Farrell, 2007). Research also suggest that while self-inquiry particularly based on student feedback ranks as one of the highest among English teachers’ sources of change, top-down seminars conducted by state or prefecture rank rather low (Okazaki, 2009; Richards, Gallo, & Renandya, 2001). Because much can be learned about teaching through self-inquiry rather than drawing solely on experts’ opinions or theories, opportunities and tools for English teachers to promote their own professional growth would be highly desirable.

In the early 1980s, reflective teaching received much interest in the education research community. This interest in reflective teaching also contributed to the empowerment of teachers and helped to counteract a resurgence of teacher burnout in the teaching profession (Farrell, 2007). Furthermore, reflective teaching (practice) is now increasingly recognized as playing an important role in teacher professional development. However, very few studies investigate the effects of reflective teaching on professional development for English teachers in Japan, since it has not been common as a means of promoting professional development.

Therefore, the tool called “Questionnaire for Creating Comfortable English Classes” (QCCEC) created aims to derive teacher reflection from student feedback and hence to promote teacher professional growth by understanding their classroom (e.g., Allwright, 2003, 2006). The purpose of this study, thus, is to investigate if the QCCEC tool would help English teachers understand and reflect on their classrooms, and then their understanding and reflection might lead to teacher growth. This paper will illuminate what Japanese EFL teachers reflect after examining student feedback about their English classes.

2. Purpose

This study aims at investigating how student feedback obtained through the questionnaire could enhance English teacher reflections on their classes. The reflection dealt with in this study is not one a teacher could undertake while instruction is taking place, but one the teacher would conduct after about two months or ten months of teaching. The research questions are shown below.

1. Does the QCCEC tool contribute to deriving teacher reflection?
2. If so, what reflections would English teachers undertake on their classes based on the student feedback derived by the tool?
3. Do reflections lead to teacher motivation for change and growth?

The main purpose of this study is to construct a conceptual model (hypothesis) which explains what sorts of reflections teachers may undertake and, the relationship between teachers’ reflections and their professional development.

In this paper, English teacher professional development is defined as a process of “continual,
intellectual, experiential, and attitudinal growth” (Lange, 1990, p. 250). The terms, teacher professional growth or development, and reflection or reflective thinking will be used interchangeably throughout this paper.

3. Literature Review

In a review of the literature on reflective teaching, there is much variance in the definition. In the 1930s, John Dewy defined the term reflection as “active, persistent and careful consideration of any belief or supposed form of knowledge” (as cited in Richards and Ho, 1998). Schön (1983, 1987) clearly argues that reflection is inextricably bound up with action. Rather than attempting to apply scientific theories and concepts to practical situations, he holds that professionals should learn to frame and reframe the often complex and ambiguous problems they are facing, test out various interpretations, then modify their actions as a result (Hatton & Smith, 1995). Therefore, reflection is considered to be a key concept in teacher development. “Briefly reflection involves teachers in thinking about their work, understanding what they and their learners do, and considering ways of improving the quality of teaching and learning” (A'Dahhab, 2009).

In general, there are three types of reflections a teacher could undertake. The first reflection, reflection-in-action (Shön, 1983, 1987) occurs while teaching. Reflection-in-action is concerned about thinking about what teachers are doing in the classroom while teaching (Farrell, 2007). The second type of reflection is called reflection-on-action. It takes place some considerable time after the teaching decisions and events being reflected upon. Reflection-on-action deals with thinking back on what teachers have done to discover how the teachers’ knowing-in-action may have contributed to an unexpected action (Farrell, 1998, 2007). The third type of reflection is called reflection-for-action or reflection-to-action. It is proactive in nature, preparing for the future by using knowledge from what happened during class and what they reflected on after class (Farrell, 2007). This study mainly focuses on the second and third types, since the teachers are prompted to reflect on their classes based on student feedback about two months or ten months teaching.

Lee (2005) presents three levels of reflection as the criteria to assess the depth of reflective thinking as follows:

• Recall level (R1): one describes what teachers experienced, interprets the situation based on recalling their experiences without looking for alternative explanations, and attempts to imitate the ways that they have observed or were taught.

• Rationalization level (R2): one looks for relationships between pieces of their experiences, interprets the situation with rationale, searches for “why it was,” and generalizes their experiences or comes up with guiding principles.

• Reflectivity level (R3): one approaches their experiences with the intention of changing / improving in the future, analyzes their experiences from various perspectives, and is able to see
the influence of their cooperating teachers on their students’ values/behavior/achievement.

Research on teacher education in the 80s and 90s has shifted its paradigm from the traditional skill-based orientation, ‘teacher training’ to a more cognitive analysis, ‘teacher development’ (Hatta, 1996; Kobayashi, 2008). Therefore, more research attention is given to teachers’ thought process: what teachers themselves think and know and how they “make sense of or interpret classroom scenes” (Carter and Doyle, 1987, p.148). Teachers are exposed to various kinds of scenes and stimuli through their daily interaction with the students in the classroom and are engaged in a purposeful reconstruction of the knowledge offered (Barnes, 1992). Barnes (1992) also argues that if the new ideas or experiences challenges the learner’s existing frame, then that frame will need to be revised, thus accommodating the unfamiliar. In other words, if a teacher (learner) receives the new ideas or experiences through their daily interaction with the students, their existing frame will need to be revised, thus accommodating the unfamiliar. Therefore, teachers’ knowledge and experiences are constructed through repeated daily contact with the students. While experiencing unfamiliar ideas, teachers can expand their ‘frames,’ or ‘schemata’ (Hatta, 1996). This process might result in teacher professional development and growth.

“Reflective language teaching is a bottom-up approach to teacher professional development that is based on the belief that experienced and novice language teachers can improve their understanding of their own teaching by consciously and systematically reflecting on their teaching experiences” (Farrell, 2007, p. 9). Despite the many benefits associated with reflection, however, reflective practice has been not a common professional behavior among Japanese English teachers. Also, few opportunities for very busy English teachers have been given to undertake conscious and systematic reflection. In order to enable English teachers to undertake “reflection-on-action” or “reflection-for-action” based on student perspectives or feedback, the tool for promoting teacher reflective thinking is necessary for Japanese English teachers. This study will examine whether the QCCEC tool can successfully trigger teachers’ conscious and systematic reflections.

4. Method

4.1 Procedure

The procedure of this study will be undertaken as follows. Eight English teachers participated in this study and completed the study from October of 2010 to June of 2011.
1. Each teacher administered the questionnaire (QCCEC) to their students in English classes and then sent the questionnaire sheet to the author by email.
2. The author input data from the questionnaire into Excel and calculated the mean percent, standard deviation and frequency of each scale point (1)-(5) on each question item and sent the results back to each teacher by email.
3. Each teacher was requested to answer the open-ended questions on the results sent by the
author. They sent their written responses to the author by email.

4. The author asked follow-up questions, if necessary, to explore their responses in more detail.

4.2 Participants

All participants are full-time public school English teachers. Table 1 provides a summary of the professional background of all eight participants. One works in junior high school and the rest of them in high schools. Four teachers (E, F, G, H) began to teach English as new teachers at their present school.

Table 1

<table>
<thead>
<tr>
<th>Participant</th>
<th>Gender</th>
<th>Teaching years of experience</th>
<th>Type of school</th>
<th>Number of students and class administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>F</td>
<td>20</td>
<td>Senior High</td>
<td>14 (1)</td>
</tr>
<tr>
<td>B</td>
<td>F</td>
<td>16</td>
<td>Senior High</td>
<td>22 (1)</td>
</tr>
<tr>
<td>C</td>
<td>M</td>
<td>11</td>
<td>Senior High</td>
<td>80 (2)</td>
</tr>
<tr>
<td>D</td>
<td>F</td>
<td>5</td>
<td>Senior High</td>
<td>78 (3)</td>
</tr>
<tr>
<td>E</td>
<td>M</td>
<td>4</td>
<td>Senior High</td>
<td>59 (3)</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>3</td>
<td>Senior High</td>
<td>36 (1)</td>
</tr>
<tr>
<td>G</td>
<td>M</td>
<td>1</td>
<td>Senior High</td>
<td>182 (6)</td>
</tr>
<tr>
<td>H</td>
<td>M</td>
<td>3</td>
<td>Junior High</td>
<td>123 (4)</td>
</tr>
</tbody>
</table>

( ) = the number of class where the questionnaire was administered

4.3.1 Questionnaire for students

The material used in the study is a questionnaire designed to find some ways to “make English classes more comfortable for students and teachers” (Allwright, 2003). Students were requested to contribute to improving their classes as a member of their class by answering the questionnaire earnestly and honestly. For the sake of teachers, however, it is a tool designed to gain students’ feedback on their classes. Student feedback may be one of the best sources of teacher change (Okazaki, 2009; Richards, Gallo, & Renandya, 2001). The purpose of the questionnaire is not to analyze student feedback for research but for teachers to better understand students’ feelings and attitudes about English classes and then to reflect on their classes, and finally to improve their teaching.

The QCCEC tool was created based partially on a questionnaire developed by Kawamura (1999). This tool consists of 15 questions in total: eleven multiple-choice and four open-ended questions (see Appendix A). In the multiple-choice question items, students are asked to rate each question on a 5-point Likert-type scale, namely, I strongly think so (5), I think so (4), I don’t know
(3). I don't think so (2). I don't think so at all (1). Each multiple-choice question aims to gather the following information: Q1. enjoyment of junior high school (elementary) English class, Q2. overall satisfaction in English class, Q3. enjoyment of the present English class, Q4. sense of comfort in class, Q5. teacher's friendliness, Q6. degree of collaboration among students, Q7. positive commitment to learning English, Q8. degree of difficulty in understanding the content of English lessons Q9. appropriateness of English class level, Q10. learning strategy, Q11. satisfaction in developing English ability.

The four open-ended questions are designed to gather information on classes: Q12. students' concern, difficulty or anxiety, Q13. students' favorite activities or tasks they would like to continue, Q14. suggestions for improvement, Q15. students' future plans to use English.

4.3.2 Open-ended questions for English teachers

After the author analyzed data gained from the questionnaire for students, the results and the open-ended questions were sent to each teacher via e-mail attachment. The questions were designed to enable teachers to express what they are thinking and feeling. The four questions are as follows:

1. What did you notice or discover based on students' answers (feedback) from the questionnaire?
2. Please describe what are expected or unexpected results obtained from the questionnaire.
3. Please elaborate on students who rated several question items as (1) or (2), which indicates low evaluation.
4. What would you like to do based on the results?
5. Please give comments on the implementation of the questionnaire, if any.

After receiving their questionnaire responses, the author asked follow-up questions in order to better understand the responses to the questionnaires or seek more detailed explanations. The data gained through the email interaction with each teacher based on follow-up questions were also used for qualitative analysis.

4.4 Data Collection and Analysis

Data was obtained from the email interview consisting of teachers' written responses to the open-ended questions and to follow-up questions. Analysis was carried out by Modified Grounded Theory Approach (M-GTA) developed by Kinoshita (2003, 2007). M-GAT is a qualitative study approach, in which one concept is generated and then several concepts are integrated into a wider one, a category with the use of an analysis worksheet. M-GAT can be used to diagram the relationship among the categories and to construct a conceptual model. It is, however, considered to be not suitable for small sample size. Therefore, this study with a small sample size would demand another theory framework to carry on the study modifying M-GAT according to the study purpose.
This study then attempted to employ Structure-Construction Qualitative Research Method (SCQRM) as meta-theory. SCQRM, which was developed by Saijo (2007, 2008), helps to carry on the current study with the small sample size, making the best use of essential qualities of M-GTA. SCQRM is aimed at determining the number of cases or samples based on the research questions or researcher’s interest, therefore preserving scientific validity and falsifiability in a small sample case study by structuring a conceptual model of target.

Examining the teachers’ written responses, sentences or passages that seem to have similar themes or patterns are gathered as a variation (concrete example) and then given a concept name to them. The concept name, its definition, and concrete examples are written in an analysis worksheet (see e.g., Appendix B) and then generate a concept. On an analysis worksheet, a concept name, its definition, concrete examples, and theoretical note with opposite examples and analysis perspective are recorded. One analysis worksheet is created for each concept.

5. Results and Discussion

All concepts and categories were summarized into a conceptual diagram (Figure 1). The discussion will be carried out based on Figure 1. The findings of this study suggest that examining the results (students’ feedback) obtained from the questionnaire provoked three major reflections: (1) deeper understanding of students, (2) deeper understanding of teaching, and (3) motivation for change and growth.

The category, <deeper understanding of students> consists of three concepts: “reconfirming students’ current attitudes and performance,” “new discovery about students” and “student positive evaluation.” The first concept, ‘reconfirming students’ current attitudes and performance’ generated by all of the eight teachers involves descriptions about reconfirming students’ current situations and problems in their English learning. It relates well to reflection-on-action (Shôn, 1983). Reflection-on-action deals with thinking back on what teachers have done to discover how their knowing-in-action may have contributed to an unexpected action (Shôn, 1987; Hatton and Smith, 1995). This concept also appears to relate partly to Lee’s “Recall level (R1)” that one describes what teachers experienced, interprets the situation based on recalling their experiences without looking for alternative explanations (Lee, 2005).

The second concept, “new discovery about students,” is defined as students’ feelings and attitudes toward English classes that teachers have neither noticed nor discovered until the implementation of the questionnaire. What the teachers actually did notice and discover is students’ positive evaluation on the teachers’ teaching, positive attitudes toward English learning, complaints about not stopping disruptive students’ behaviors, a wide gap between students’ understanding of English lessons, not acquiring learning strategy, and students’ affinity with teachers. As discussed in Literature Review section, the new ideas or experiences through their daily interaction with the students can expand the frames (Barnes, 1992), which might lead to
professional growth.

The third concept, "student positive evaluation" is defined as emotional responses to students' positive evaluation about the activities or tasks that have been carried out so far. All seven concrete examples (variation) gained from five teachers (A, B, F, G, H) exhibit positive responses because the teachers have realized that the students were more satisfied with what they have done than they had imagined. This realization is likely to induce positive actions for the future improvement.

\[\text{Figure 1. Teacher reflective thinking model}\]
The second category, "deeper understanding of teaching", consists of two concepts: "reflection about teaching" and "alternative action for improvement". As to the "reflection about teaching," English teachers reflected on procedures of the teaching (B, E, F), technical teaching skills (A, C), ways of promoting students' learning strategy (F, H), supporting struggling students, and classroom management.

The other concept, "alternative action for improvement" indicates that teachers suggest concrete plans and activities for the future improvement based on what they have done as a routine or what they believe was appropriate or traditional ways of teaching. This has to do with Reflectivity level (R3) (Lee, 2005). The teacher D stated that she should have spent more time on reviewing what they did in previous lessons before presenting new teaching materials since she realized there is a wide gap in understanding lessons among students. This reflection may match "reflection for action" (Shôn, 1983) and "alternative actions for the future" (1998, Stanley). It also has to do with Farrell's claim that "when teachers engage in personal self-reflection they can ... decide where they may want to go in the future both personally and professionally" (Farrell, 2007, pp.15-16).

The third category, "teacher motivation for change and growth" seems to be prompted by the two aforementioned categories, "deeper understanding of students" and "deeper understanding of teaching". The motivation aroused by both of the deeper understandings can be a key component promoting teachers' growth (1998, Kage). As Dörnyei (2001) points out, moreover, for teachers to maintain a positive relationship with students, they need to have the following strategies: (1) acceptance toward their students, (2) ability to listen and pay attention and (3) availability for personal contacts and consultations. These strategies appear to relate closely with the category "deeper understanding of students", which might be expected to contribute to increasing teacher motivation. The category, "teacher motivation for change and growth" consists of two concepts: "satisfaction and confidence" and "enthusiasm about future teaching."

As far as the concept, "satisfaction and confidence" is concerned, four teachers (A, E, F, G) display satisfaction, delight and confidence induced by students' positive evaluation on lessons (A, E, G), on relaxed atmosphere of the classroom (A), and on teacher's personality (F). Also the teachers are considered to exhibit not only emotional aspects but readiness for change and improvement, because they may have realized that what they have done was profitable in developing students' level of English. Therefore, they may be determined to change for the further improvement of students' English.

The other concept, "enthusiasm about future teaching" is generated by teachers' passion and determination to improve their teaching for the future. What each teacher is enthusiastically determined to do for the future is: to remove students' anxiety and dislike for learning English by building a more trusting relationship with the students and improving students' understanding of English (A, E, F), to differentiate their way of teaching according to individual student levels and
skills of English (B, G), to motivate or encourage students to be positively involved in learning English (D, F), and to apply students' feedback and suggestions about previous teaching to improving their way of teaching (G). Three teachers mentioned they wanted to use the tool for the next term again to see their teaching improvement and one teacher introduced this tool (questionnaire) to colleagues working in the same school for deeper understanding of students and teacher improvement.

To summarize a whole picture of the model, examining students' feedback derived from the data of the questionnaire may lead to the <deeper understanding of students> and <deeper understanding of teaching>. Also, the <deeper understanding of students> is most likely to inspire the <deeper understanding of teaching> and vice versa. Then, both of the understandings may help to induce English teachers' <motivation for change and growth>. These three categories (reflections) would undoubtedly be a key driving force for promoting professional development, as "most teacher educators would argue that reflection is an essential tool in professional learning" (Burton, 2009, p. 300).

6. Conclusion

The purpose of the study was to investigate whether the QCCEC tool was effective in deriving teacher reflection and what reflections English teachers would undertake on their classes based on student feedback. This study also aimed to examine the effects of teacher reflection on their professional development. The model would suggest that examining student feedback would enable English teachers to better understand the students and the teachers' own teaching. In addition, the reflections on students and their own teaching seem to lead to higher teacher motivation and hence professional development.

Further study is needed to examine what factors would influence English teacher reflection. Some teachers may reflect on their classes deeply, others may not reflect so much. The quality of reflection might vary according to their years of teaching experience or their types of school they work in, and so on. What factors can enhance or constrain English teacher reflection would remain questionable. Furthermore, a longitudinal study is also needed to examine the impact of reflection on their teaching practice and outcomes over time. Another implementation of the tool after some months of teaching could be desirable in investigating the improvement of student feedback.

As mentioned in Introduction section, few systematic instruments and little support to promote English teachers' professional development are available and accessible in schools in Japan. It is hoped that this system based on student feedback will be one of the catalysts that empowers English teachers to make a commitment to their professional growth.
Acknowledgment

I would like to thank all the teachers and students who kindly participated in this study. I also wish to thank three anonymous reviewers for their thoughtful and constructive comments.

References


Appendices

Appendix A: Questionnaire for Creating Comfortable English Classes (QCCEC)

心地よい英語授業にするためのアンケート

_______組  番名________________________

このアンケートは、皆さんと一緒に英語の授業をより良くしていくために実施するものです。このアンケートをお手伝いして、No.1〜11の内容に対して自分の気持ちに最も近い数字を○で囲んでください。No.12〜15の質問には、できるだけ具体的に答えてください。数字にはつぎのような意味があります。

<table>
<thead>
<tr>
<th>項目</th>
<th>5：とてもそう思う。とてもあてはまる</th>
<th>4：そう思う。あてはまる</th>
<th>3：どちらともいえない。ふつうである</th>
<th>2：あまりそう思わない。あまりあてはまらない</th>
<th>1：全くそう思わない。全くあてはまらない</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>約100〜80% (No.8のみ)</td>
<td>約79〜60% (No.8のみ)</td>
<td>約59〜40% (No.8のみ)</td>
<td>約39〜20% (No.8のみ)</td>
<td>約19〜0% (No.8のみ)</td>
</tr>
</tbody>
</table>

1. 中学校時代、英語は楽しかった。
2. 今年度の英語授業に満足している。
3. 今年度の英語授業は楽しい。
4. 安心して英語の勉強に取り組める雰囲気である。
5. 先生に気軽になんでも聞くことができる。
6. 英語の授業中、他の生徒と協力して勉強（活動など）できる。
7. 英語の授業中、活動等に積極的に取り組んでいる。
8. 英語の授業を理解している。
9. 英語授業の難易度は自分のレベルに適している。

5－4－3－2－1

197
10 自分なりの英語学習（勉強）方法をもっている。 5－4－3－2－1

11 英語力を伸ばすという点で、この授業に満足している。 5－4－3－2－1

12 英語の授業について不安なことや心配なことがあれば自由に書いてください。（あるいは先生に伝えたいことなど）

13 今後も続けてほしいこと（活動など）を書いてください。理由があれば書いてください。

14 英語の授業をよりよくしていくために改善したらいいと思うことを自由に書いてください。

15 英語を勉強してどのような力をつけてたいですか？将来どのように英語を活かしていきたいですか？

＜協力ありがとうございました＞
### Appendix B: Analysis Worksheet

<table>
<thead>
<tr>
<th>概念(concept)</th>
<th>満足感と自信 (satisfaction and confidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>定義 (definition)</strong></td>
<td>これまでの指導や活動に対する生徒の肯定的な評価による自信や満足感。</td>
</tr>
<tr>
<td>A-1</td>
<td>英語は嫌い(だった)な生徒も、英語を分けるようになりたいという思いは大きいにと痛発した。指導に頑張りがいがあるアンケート結果でした。</td>
</tr>
<tr>
<td>A-5</td>
<td>生徒に授業を安心空間と感じてもらえるべき限りです</td>
</tr>
<tr>
<td>E-8</td>
<td>全体の結果としては、生徒達が自分の授業に関する程度「満足感」や「達成感」を持っていたことがわかり、自分のやっていることに対して、すこしが持っていました。</td>
</tr>
<tr>
<td>E-9</td>
<td>いつも学力的な下位層にばかり気づめていたので、AやB、C生が不安を持っているということには気づかなかったので、とても参考になりました。</td>
</tr>
<tr>
<td>F-6</td>
<td>私のような年配の教員にも案外に親しみやすさを感じていてくれたこと。若いことは何にしても強みだと思うが、年配の私は深く感情を持って見守る安らぎのようなものを感じてくれたらと思う。これからも心が軽くなる言葉を日本語、英語両方で掛けて、励まし、褒めてほしいと思った。</td>
</tr>
<tr>
<td>G-3</td>
<td>日々の授業を通じて生徒の表情やその日のクラスの雰囲気から、手応えや不安を感じていたが、アンケートで生徒に直接聞くことで、安心することや、逆に焦ってしまうようなことが浮き彫りになった。これは今後授業に必ず活かせると感じている。</td>
</tr>
<tr>
<td>G-6</td>
<td>やめるべきか続けるべきか悩みながら、今回のアンケートを通して意外にも批判の声が少なく、贅沢派の意見を見て、「安心した」部分があり、今後は改善させながらこの活動を続けていこうと思いました。</td>
</tr>
<tr>
<td>G-8</td>
<td>授業への満足度が思っていたよりも低くなかったので「安心した」し、少し自信になった部分がありました。</td>
</tr>
<tr>
<td>理論的メモ (theoretical note)</td>
<td>生徒からの肯定的な評価と関連している。特に、意外だったことなどがもとになっている。この満足感や自信がこの後の改善へのエネルギーになるととれる記述がみられる。</td>
</tr>
</tbody>
</table>