The Need to Emphasize Team-Based Learning in English Oral Language Classes in Japan: A Look at a College in Japan

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Abstract:

　英語を流暢に話すことのできる日本人は非常に少ない。社会言語学者は、恥をかくことや体面を汚すことを恐れるといった、日本人の心理面に、日本人の英会話能力を制限する主たる原因があると考えている。他方、英語教育者のなかには、日本の学校や他の組織における英語教育の方法に問題があると主張する者もいる。本稿は、佐野短期大学における著者自身の教育実績の分析を通じて、チームワークを基礎とする学習法が日本の大学での英語教育に効果的であること、ただし上記の心理的要因はこの教育方法に対しても制約を与える要因になったこと、を論証する。

キーワード：

　English teaching method, Team Based Learning（TBL）, English teaching in Japan, communication apprehension, reticence

1.0 Introduction

　It is believed that English language Education began in Japan as early as the 1854（Hosoki, 2010）. Despite this, evidence shows that very few Japanese are conversant speakers of English（Hongo, 2014）.There has been a push by English education policy makers to boost the number of English speakers in Japan, however, this seems to be slow in happening. Some individuals claim that the main reason for this stems from the methodology of English language instruction which has solely relied on traditional - with a focus on reading comprehension- rather than modern methods which aim at intercommunication（Kaplan, 1987）. Japanese classroom lessons especially in Junior and Senior High Schools have been noted to be teacher-centered, lecture oriented with the main purpose of training children to pass examinations. Small groups are also rarely used（Rohlen, 1983）. Sociolinguists, however, assert that the reasons（why there are few　　cient Japanese English speakers）are more psychosocial. R. Matsuoka（2009）states that the biggest inhibitor to Japanese college students' willingness to speak English is a "high level of apprehension"

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（R.Matsuoka, 2009）. McCroskey（1977） dubbed this high level of apprehension "high communication apprehension"（McCroskey, 1977）. Other inhibitors include fear of facing shame or losing face, embarrassment, consciousness towards others "other directedness", as well as an emphasis on perfectionism（R. Matsuoka）（Lin, 2014）（Kuwayama, 1992）（Lebra, 1992）.

In view of all this issues, this author believes that:

1）Much needs to be done in order to lessen anxiety and make students more open to communication. Interactive communicative courses have been found to help students who have low Communication Apprehension（McCroskey, 1977, p. 91）.

2）It's important for teachers to cultivate good relationships with students as well as create a positive learning environment for students to relax and feel free enough to open up and communicate（Tsui, 1996）.

3）There is need for a shift from the traditional rote method to the interactive and communicative method of learning. Social theorists such as Bandura（1977） suggest that some behaviours are impossible to learn except through mimicking others（Bandura, 1977, pp. 161-163）.

4）An emphasis has to be placed on student-centered, small group learning.

All the above can be achieved through team based learning: a category of small group learning.

This paper aims to answer the following questions:

1）Is TBL a successful methodology for English learning at this college in Japan? Success in this case is measured by whether the students were able to enhance their English speaking ability.

2）What are the students' attitudes to TBL especially in relation to lecture style learning?

3）Considering that team work is a big component of TBL. What are the students' attitudes to working in teams?

This paper describes the author's attempt to introduce team based learning（TBL）in an English class at a college in Japan, Tochigi Prefecture.

2.0 The Rasons Team-Based Learning is Suited to Japanese Classrooms

2.1 Collectivism in Japanese Society

Groups are the cornerstone of the organization of Japanese society（Nakane, 1987）. In Japan most work and leisure activities are carried out collectively. In fact the high and productivity of Japanese workers as well as the high social order has been attributed to the ability of individuals to align their personal goals with that of the collective group. Groups in Japan not only come together to achieve a common goal, but also serve an "emotional" function. This being individuals derive great satisfaction and a sense of belonging when they strive to attain group goals over their own individual goals（Kotloff, 1998, p. 99）.The Japanese word "amae" portrays the positive sense of interdependence that Japanese realize when interacting in groups.

2.2 Evidence of Group Learning in Elementary Education in Japan.

Learning in groups or teams（collaborative learning）is not something alien to Japanese education or society. Some evidence of this in found in the elementary school classrooms

where children do lots of activities and socializing in small "family-like" groups -han. Each of these han are made up of students from diverse backgrounds, personalities and intellectual abilities（Lewis, 1998）.The members in the han who are highly motivated also spread their motivation to the rest of the group and encourage each other to be better students.The more diverse the han the better, as both weak learners and strong learners are able to assist each other. Weak learners gain from the knowledge that stronger learners share with them, while stronger learners have to orally justify their ideas which in turn enforce retention (T. Rohlen, 1998) .

2.3 Globalisation

In this modern（globalised）age, with the complex web of exchanges by companies, governments and communities, the need for interpersonal communication and cooperation is evident（R.E. Slavin, 1985）.

2.4 The Structure and Methodology of Team-Based Learning

The structure and principles of TBL are designed in order to maximize 'attending skills'. Attending skills are techniques in the counseling field that are used to lengthen interviews and keep the interviewees talking（A. Ivey, 1978）. It's of importance that the 'attender' shows interest in the topic of conversation and provides feedback, as well as verbal and non-verbal cues. This same approach can be incorporated in the "English as a Second Language"（ESL）classroom（A. Ivey, 1978, pp. 52-58）.Cooperative learning, of which TBL is a type , encourages the development of social skills, oral communication, team spirit, which are all brought about when students work closely together in projects （D.W. Johnson R. J., 1999）. The result of this, in ESL, is students who don't only have head knowledge, but are able to apply their knowl-

edge suitably in conversations.

Other bene s of group learning in collaborative setting , to mention but a few include development of: critical thinking skills, leadership skills, time management skills, management skills, negotiation skills（Educational Broadcasting Corporation, 2004）.These bene-
TBL.

3.0 What is Team-Based Learning?

Different authors have used different terms when talking about small group learning: collaborative learning（Hamilton, 1997）, cooperative learning（D.W. Johnson R. J., 1991）and team based learning （L.K. Michealsen, 2004）. Michealsen（2004）asserts that despite the different names, they all basically mean the same thing-having students work in small groups to achieve more efficient learning. The slight difference is that TBL has the ability to convert small groups into highly e ient learning teams.

3.1 Describing the Structure of Team-Based Learning

This discussion of TBL Methodology and structure has been derived from two books; Team Based Learning: A Transformative Use of Small Groups in College Teaching by Larry K. Michealsen, Arletta Bauman Knight and L. Dee Fink and Getting Started with Team Based

3.2 Brief Background

Team based learning is not a set of individual （distinct）small group activities, but it's an "instructional strategy（L.K. Michealsen, 2004, p. 9）." TBL as a strategy uses a joint combination of tasks that aid team cohesion which leads to learning.

TBL is the invention of Mr. Larry Michealson, who started out this teaching method when he was still a junior college professor in 1979.

Over time; the methodology has evolved and is being used successfully all over the world（J. Sibley, 2014, pp. 7-8）.

There are three phases and four principles to which TBL methodology abides.

Attention will be given to both the phases and principles.

3.3 Three Phases of Team-Based Learning

Before beginning, it's advisable that the whole course be broken down into　　to seven units covered over a 15- week semester. The units can be categorized based on major topics.

There are three successive phases when implementing team-based learning.

The three phases of team based learning are;

1）Readiness Assurance Process（RAP）

2）Application（Practice with feedback）

3）Assessment

All these three stages are carried out sequentially with every new unit that is covered.

Each of these phases will be described

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3.3.1 1st Stage: Readiness Assurance Process （RAP）

This preparatory stage is referred to as the Readiness Assurance Process（RAP）. This stage centers on the two special tests: iRAT and tRAT.

stage. These are: 1）Out of class preparation 2）Individual test "iRAT" 3）Team test（tRAT）

4）Appeals and 5）Corrective instruction.

3.3.1.1 Out of Class Preparation

As part of the RAP; students are required to study the material, prepared by the instructor, covering that unit before the class. The goal of this is to give the students an introduction to the information in the new unit; and is done out of class. This out of class preparation will facilitate deeper conversations as the students apply what they have learnt. Preparatory materials could be

magazines, textbook chapters, newspapers, video/audio clips or hand outs. The instructor should keep in mind the quality, length and relevance of the preparatory material to be studied. Generally, shorter, high-quality and highly relevant material is preferred.

3.3.1.2 Individual Test "iRAT"

On the first day（of learning the new unit）the students need to do a test known as an Individual Readiness Assurance Test "iRAT"（J. Sibley, 2014, p. 75）.The iRAT should be a timed（preferably short, multiple-choice）test that is done individually. The test can be in the form of either a paper-and-pencil form or scantron form（J. Sibley, 2014, pp. 78-79）.The students should hand in the test on completion and it should be graded immediately（by the instructor）in the class. Feedback on the test and results are given after the tRAT.

3.3.1.3 Team Test "tRAT"

Immediately after the iRAT, the students should join with their teams and begin the Team Readiness Assurance Test "tRAT". The iRAT and tRAT must be identical. It's suggested that for a 20 multiple question test, 25 minutes should be given. The tRAT is an energetic event as the team members debate and discuss each question. For the test, paper-and-pencil or scantron forms can be used. Another option would be an IF-AT scratch card. IF-AT scratch cards are a revolutionary way of testing multiple choice questions and provide immediate feedback and an "interactive learning" process for students （Epstein Educational Enterprises, 2016）. With the IT-AT forms students are compensated for each question with full credit when they scratch the first time and get the answer correct. The reward diminishes with each wrong scratch. This "scratch" for the answer has a powerful effect （increasing debate and discussion）within the

team as they are motivated to get the answer correct on the ___ try. After the allotted time, the teams should simultaneously report their results. This way it will be easier for the teams to learn from each other, and it also generates further discussion as the teams defend their answers.

3.3.1.4 Appeals

In this step, teams that feel that their answers should be counted correct have a chance to appeal, so long as they have evidence from the reading materials. The teacher should decide whether to grant the appeal or not. This step is optional.

3.3.1.5 Corrective Instruction

In this step, the teacher gives additional instruction to the students after it has been ascertained that the students can learn both individually and in teams. This is to ensure that the students have a good grasp of the key information in that unit. All these 5 steps are taken sequentially in one class meeting.

3.3.1.6 The Aim of the RAP Stage

The goal at this stage is to make sure that the students gain the necessary knowledge, theories and terminology of the new material before moving on to problem solving. Although TBL begins with a test, it should be implicit to the students that the main aim of giving the RATs is not for grading purposes but to make sure that the students come to class having studied the pre-class materials. The difference between RATs and the traditional quizzes is that they extend beyond individual responsibility（iRATs）and promote learning through interaction, discussion and peer teaching that takes place during the team test（tRAT）. The RATs increase motivation for team members to come to the class prepared to contribute to the discussion. Both tests count towards the final grade, and should be corrected in class.

3.3.2 2nd Stage: Application（Practice with Feedback）

In this stage, students should be able to suitable implement all that they have learnt in the unit. They should be able to apply their acquired knowledge in solving problems in related activities i.e. make-a-s ___ c-choice assignments. The phrase "make-a-specific-choice assignment" means assignments that are worded in such a way that the students have to make a specific choice（L.K. Michealsen, 2004, p. 62）. It is of importance that these make-a-specific-choice assignments be designed in such a way as to promote team unity. Written term papers should be avoided as they don't promote communication and might encourage the teams to portion the work among the members. These assignments should also be done in class with each team concurrently working within a given time frame. After that, each team will report their answers simultaneously. The reporting should be able to generate discussion as each group defends their choices（L.K. Michealsen, 2004, pp. 64-66）. The teacher should give immediate feedback to the students（L.K. Michealsen, 2004, p. 33）. Immediate feedback to the teams in front of their peers will motivate the teams to work hard to save their public image. Each member of the team will be encouraged to contribute to the group performance. The students should repeat these assignments repeatedly until they are ready for the next stage.

3.3.2.1 The Aim of the Application Stage

Students benefit from the team discussions and debates as they solve the problems set from the intra team discussions that follow during reporting（J. Sibley, 2014, p. 114）. Through these hands-on practice exercises, students are able to develop their critical thinking,

debating, and reasoning skills.

3.3.3　3rd Stage: Assessment

After the students have worked on their problems several times, they are now ready to have their work assessed. The students will do an assignment/test which will be graded. After this the teams are ready to begin the next unit and repeat the cycle.

3.4 Four Key Elements of Team Based Learning

In order for TBL to be implemented smoothly, the instructor should follow four elements.

These four key elements as stated in the original TBL book（L.K. Michealsen, 2004, pp. 27-25）are as follows;

1）Appropriately formed and managed groups.

2）Students must be made accountable.

3）Team assignments must promote both learning and team development.

4）Students must receive frequent and immediate feedback.

However a revised version of these elements are used in Getting Started with Team Based Learning（J. Sibley, 2014, pp. 8-14）.They are as follows:

1）Teams must be properly formed and managed.

2）Students must be motivated to come to class prepared.

3）Students must learn to use course concepts to solve problems.

4）Students must be truly accountable.

3.4.1 Element 1: Teams must be formed and Managed properly.

It's recommended that teachers create the teams, not the students. Research by Brickell et. al shows that teams that are created by teachers tend to be more productive and cohesive than those formed by the students themselves（J. Brickell, 1994）.Teams that are formed by students tend to be cliquey and members won't be able to get the best out of the class interactions. The teachers when creating groups should try to make the group as heterogeneous as possible as this increases group cohesion（C.R. Evans, 1991）.It is also advisable to create groups where member "assets" are equally distributed. Examples of "assets" in the case of ESL can be travel abroad experience, English speaking ability, low communication apprehension, previous English course work, and high motivation to learn English. It's recommended that each team should have 5 to 7 members. To maximize team cohesion, teams should remain the same for the duration of the course.

3.4.2. Element 2: Students must be motivated to come to class prepared.

Students must appreciate that when they don't come to class prepared they won't be able to contribute favourably to the team discussions. The best way to guarantee that they come prepared is the RAP procedure. The iRAT ensures individual accountability to the instructor while the tRAT ensures accountability to team members. Within teams, peer assessment should also be carried out; this will motivate all the team members to contribute wholly to the group assignments or projects. Students should also understand clearly that teams that perform highly will be rewarded.

3.4.3 Element 3: Students must learn to use course content to solve problems.

Many of the recognized problems in group work are due to poorly designed assignments. Good assignments are those that facilitate: high team member participation, physical closeness（face-to-face interactions）, fruitful discussion, opportunity for feedback from class/instructor

and team rewards. Essentially the assignments should encourage team cohesion. As mentioned before, each team should be given the same in-class assignment to work on.

3.4.4 Element 4: Students must be truly accountable.

In the TBL methodology, both intrinsic and extrinsic motivators will stimulate the students to be accountable. The extrinsic motivators include grades awarded; however, intrinsic motivators are group loyalty and saving face in public. Intrinsic motivators which are stronger that extrinsic ones: will keep the students accountable.

4.0 The First Attempt at Team Based Learning

4.1 A Look at the Course Selected

The course that was selected for this attempt was "Advanced 1".Advanced 1 is a course in the English   Of the 10 students who originally registered to take the course, two dropped out. All students except one are in their first year, and 62.5%（statistically）are in the English field.To take this class, students have to have passed the EIKEN PRE-2 Test. This shows that the students have upper beginner English speaking ability（公益財団法人 日本英語検定協会 , 2016）.

The textbook used was "Moving On with English" by E.Bray（Nan'undo Publishing Co.） This textbook was chosen because it focuses more on discussions, role plays and projects which goes well with TBL.As per the TBL methodology, two teams were formed. Each team was composed of 4 members. To increase feelings of goodwill, each team chose a name

4.2 Challenges Encountered

There were several challenges that were encountered in introducing TBL to the Advanced 1 course.

4.2.1 Challenge 1: Course Redesign

In order to execute the course successfully, the instructor needs to think clearly about the end objective of the course. According to J. Sibley et. al ,the instructor should ask the following questions "What should the students be able to do by the end of the course?" and "What key concepts should the students learn that they will be able to use in real life situations?"（J. Sibley, 2014, pp. 18-20）In ESL we can tweak these two questions to "What vocabulary and phrases should the students be able to use at the end of the course?" and "What real life conversations should the students be able to successfully carry out by the end of the course?"These questions should be the guide when creating the RAP preparatory materials, RATs and class assignments. TBL compared to traditional lecture pedagogy need a lot of out of class preparation by the instructor.

4.2.2 Challenge 2: The RAP Process

J.Sibley et.al suggests that for easy grading for the iRAT, a portable test scoring machine can be used. However, because there was no scoring machine or IT-AT answer sheets so an alternative method for scoring the tests had to be devised. For the iRAT, after the test, the answer sheets were collected and scored by hand. Concerning the tRAT, handmade scratch cards were created. These had the same effect as the IT-AT answer sheet. Another alternative to making the scratch cards is for the teams to do the test and then simultaneously report each answer. Though this alternative is also great for feedback and debate, it doesn't have the same effect as the IT-AT scratch cards. The author observed that there were many "uhhs" and "ahhs" as the students scratched the cards. This showed the stu-

dents were emotionally relating to the activity. The Advanced 1 members were very few, however, in bigger big classes; the instructor has to carefully consider how to conduct the RATs.

4.2.3 Challenge 3: The Small Class Size

In my opinion, the Advanced 1 class size was disadvantageous as members didn't have enough "assets" to draw from. Research shows that the larger and more diverse the team members are the better for class discussion as team members are able to pull from different "resources" (J. Sibley, 2014, p. 29) .In addition, if many members are absent, the team discussion is not as fruitful.

4.4.4 Challenge 4: Grading the Students

Grading for the TBL course is certainly different from the traditional lecture style. The RATs, class assessments, peer evaluation all factor in when assessing a final grade for the students. This calls for the creation of a delicate grading scheme. An example of such a scheme would be iRAT（10%）, tRAT（10%）, Peer evaluation（5%）, individual homework（20%）, Midterm（20%）and final Exam（35%）.This author decided not to conduct mid and final exams, so the grading scheme selected was as follows: iRAT（10%）, tRAT（10%）, Peer evaluation（5%）, Team assignments（25%）, Attendance（20%）and Final Presentations（30%）

4.3 .0 Research Methodology

4.3.1 Participants

Six out of the eight class members were able to participate in the questionnaire filling. The instructor was able to informally observe all the eight students as they interacted in the RAP processes and team assignments.

4.3.2 Instruments

Two instruments were used to gauge the attitude and reaction（of the students）to the TBL methodology and team work. The main instrument of measurement was a 16 item questionnaire. Of the 16 items, two were open ended and the other 14 were designed as 5 point likert scale varying from "Strongly Agree" to "Strongly Disagree". The questionnaire was modeled after that found on p.122 in "Team Based Learning by L.K. Michealsen et al .

The other instrument used was informal observations of team discussions and team work by the instructor.

4.3.3 Procedure

From the beginning of the course, students were introduced to the principles and elements of TBL. By the time, the questionnaire was handed out; all the students had a good grasp of TBL methodology. The questionnaire was out during class in the eleventh week of the semester. Observation was carried out throughout the duration of this study.

4.3.4 Methods

Due to the small number of respondents for the questionnaires, frequency was used for data analysis ―items 1 to 14. For the open ended questions, content analysis（conceptual analysis）was done. The comments for item 15 were coded according to whether they had positive or negative wording and implication. For item 16, they were again coded depending on whether they had positive or negative wording and implication.

4.4 Results

Despite the small size of the class, the responses revealed signi   ant information from the students. The   have been organized into three main themes. A tabular form of the results can be found in the notes section.

4.4.1 Theme 1: Experience and General Learning in the Class

83.3% of the students affirmed that they

learnt a lot in the class（item 2）.66% of the students attested to learning many new vocabulary and phrases from their class mates（item 4）. The majority of students（66.3%）also realized that their co   ence in speaking improved（item 10）; the same number also   that their team members helped them speak better English（item 9）.Five students out of the six responded to item 15. More than half of the class（69.2%）had a positive experience in the class. Two students clearly said that the class was "good" or "valuable" to them. Three students attested to "learning new things". However, one student said that the class was   Another student expressed low self esteem in their speaking ability, but was motivated to improve their English speaking ability. Yet another student expressed that students should interact with the teacher in order to improve their English.The next graph shows the attitude of the students towards the course.

（item 7）.Half the students endorsed the statement that they would keep the friendships that they had made with their team mates（item 8）. There was an even split between the students that endorsed the statement that their team members had contributing their best to team work, and those that were uncertain（item 14）.62.5% of the students expressed negativity to team work（item 16）. Three comments spoke of frustrations with the discussions; while two comments out rightly suggested preference to lecture style/pair work to teamwork. One student said teamwork was useful but "burdensome". One student commented that they did not have confidence in their contribution because their English was "bad"; while another student said that they didn't have confidence in their team members to correct their English mistakes（item 16）.

The next graph shows the attitude of the students towards teams and team discussions.

Graph 1: Students' Attitude towards the Course

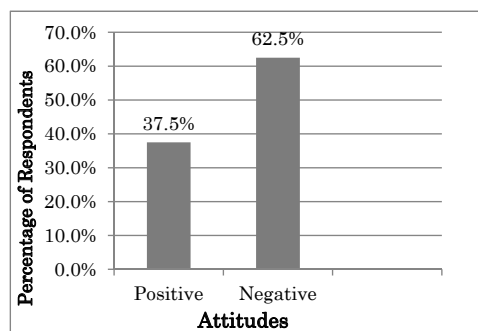
Graph 2: Students' Attitudes to Teams and Team Work
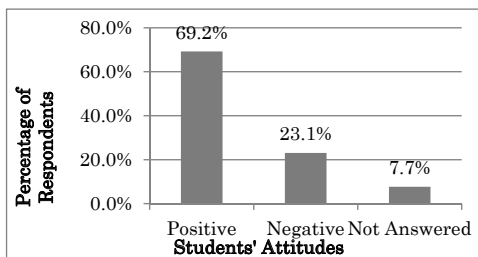
4.4.2 Theme 2: Learning in Teams

Half of the students were uncertain about whether they got along with team members（item 5）.However; half the students affirmed that they enjoyed the conversations and discussions with their team mates（item 6）. There was an even split between those that preferred studying by themselves to learning in teams

4.4.3 Theme 3: TBL Methodology

The responses revealed that TBL methodology is not hard for the majority（83.4% of students）to understand（item 13）. The RAT process also encouraged most of the students（66.7%）to prepare for the classes（item 12）.

More than half of the students（66.7%）said that they preferred lecture style learning to team learning（items 1）while 66.7% of the students endorsed the statement that team learning matched their personal style of learning.

4.4.4 Informal Observation

The instructor observed a stark difference between the two teams. Team A had very friendly, lively and engaging discussions. They didn't separate the team assignments among the members but did them together. Team B on the other hand, didn't seem to be having a good time in the interactions. One team member in particular seemed willing to discuss, but the majority of team members didn't seem willing to discuss. There were a lot of silent moments, and the team members preferred to divide up the assignments rather than do them together. The instructor tried to talk to the team to encourage them to open up, but all was in vain.

4.5 Discussion

The　　　　 show the students were able to not only learn new phrases and vocabulary; they were also able to successfully engage in conversations. The majority had positive experiences in class. Due to the structure and principles of TBL which enhance attending skills, new knowledge of vocabulary and phrases can be learnt and enforced through practice. This is in line with Bruner's Theory of learning, which states that learning comes through social and verbal interaction as well as from scaffolding from those more knowledgeable（M.L.Bigge, 1999）. He asserted that teachers shouldn't give information by rote methods, but should create situations where students can build their own knowledge. Vygotsky's theory also states that learning is social and cultural rather than an individual experience. He believed that students learnt through sharing thoughts and responding to

others（M.L.Bigge, 1999）. The students were also able to improve their speaking because the RAP process motivated them to prepare before coming to class.

A rather surprising finding was that TBL seems to improve the students' confidence in speaking English. Further research needs to be done on the positive relation between TBL pedagogy and speaking　　　　 among ESL students.There was evidence of preference for lecture style learning to team style learning. These　　　 are in sync with research carried out by Persky who noted that 28% of students missed the lecture style of learning（Persky, 2012）. Nonetheless, in this case study, the number who preferred lectures was higher（66.7%）. One explanation for this could be cultural- students have gotten used to sitting and listening to teachers, rather than actively interacting with each other（M.Liu, 2005）.

One　　　 that seemed like a contradiction（to the previously stated finding）was that the students endorsed the statement that team-style learning matched their personal style of learning. It seems that fundamentally students aren't against team learning but are having relating with team members which is affecting their team work. Several statements show proof of this .Statements such as "We couldn't discuss a lot but I have no idea how to　　 it", "What can I do for my team?" and "Sometimes if I don't ask them to speak they will not put in any effort at all."

Building an effective team takes time（J. Sibley, 2014, p. 65）.Typically when teams are formed they go through different stages: forming, storming, norming and performing（Boundless, 2016）.From observations Team A was in the norming or performing stage, while Team B was in the storming stage. The questionnaire

information was gathered in the 11th week. If it was conducted on the last week of the course, probably the students would have reported better team cohesion.

As evidenced some factors that actively affected team cohesion were; team member absence, individual personality, and low English ability. It was noted from observation that Team B had more of introverted personalities. Introverted personalities are more reticent in ESL classes as compared to extroverted personalities（R.Ellis, 1999）.

The course had very few members and as such discussions were affected adversely when students were absent due to job training events or illness. This researcher thinks that the small size of the teams negatively affected team discussions. Team based learning recommends teams of about five to seven members because this number paves the way for richer discussions with each member getting a chance to contribute effectively（L.K. Michealsen, 2004, p. 15）. Other variables that affected team discussions were lack of confidence in themselves or team members. Dwyer E. and Heller-Murphy A. （Edinburgh University）have found that Japanese students generally don't take initiative in group discussions because of reasons such as lack of confidence as well as fear of making mistakes（Dwyer E., 1996）.

4.6 Conclusion

Based on the   and discussions it can be concluded that TBL as a teaching style is successful in that the students are able to learn new language which they are successfully able to use in conversations. A serendipitous effect was that students were also able to increase their confidence in their speaking ability.

However, as this study has found out there is a rather high aversion to team work and team discussions. There are intrinsic and extrinsic factors that seem to negatively affect team work and team discussions. Some intrinsic factors that affected the students' attitude to team/team discussions were: lack of c   nce in themselves and team members, introversion and low proficiency of English. This brought frustration among some team members. This frustration seemed to have a negative effect on team cohesion.

A couple of extrinsic factors that affected the team discussion and teams were; team member absences and small size of the teams. The recommended team size（   to seven members）and regular attendance has an effect on enriching team discussions. Previous research shows that Japanese students tend to have high communication apprehension especially when it comes to speaking English.

This study's discussion has shown that some of the intrinsic factors that cause high communication apprehension negatively affect team discussions as well as team cohesion. More research needs to be done to   out to what extent these factors affect team work and discussions.

 It should not be assumed that the team work and discussions will automatically bring about team cohesion instead more research on what kind of team building activities bring about team cohesion should be done. Instructors should be made aware of the factors that make students reticent and should encouraged students to relax and speak more. Students should also be encouraged to be supportive and friendly to each other （M.Zou, 2004）. This will increase team cohesion. In conclusion, TBL is a highly effective learning strategy but in order to work better in Japanese colleges the factors that affect reticence and in effect team discussions/team work should be addressed.

Notes

Questions	n	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	Total
1.I prefer the lecture style of learning to team style learning.	6.0	16.7%	0.0%	16.7%	66.7%	0.0%	100.0%
2.I learnt a lot in this class.	6.0	0.0%	0.0%	16.7%	33.3%	50.0%	100.0%
3. Team learning matches my personal style of learning.	6.0	16.7%	16.7%	0.0%	66.7%	0.0%	100.0%
4. I learnt many new vocabulary and phrases from my team members.	6.0	0.0%	16.7%	16.7%	33.3%	33.0%	99.7%
5. I got along well with my team members.	6.0	0.0%	16.7%	50.0%	33.3%	0.0%	100.0%
6. I enjoyed the conversations/discussions with my team members.	6.0	0.0%	33.3%	16.7%	16.7%	33.3%	100.0%
7. I prefer learning in teams to learning by myself.	6.0	0.0%	0.0%	50.0%	50.0%	0.0%	100.0%
8. I will keep some of the friendships that I made in my team, outside of this class.	6.0	0.0%	16.7%	33.3%	33.3%	16.7%	100.0%
9. My team members have helped me to speak better English.	6.0	0.0%	16.7%	16.7%	50.0%	16.7%	100.0%
10.I feel more confident about speaking English after practicing my speaking with my team members.	6.0	0.0%	16.7%	16.7%	50.0%	16.7%	100.0%
11. I would like to learn in teams in my other classes.	6.0	16.7%	50.0%	16.7%	0.0%	16.7%	100.0%
12. The iRAT(individual tests) and tRAT(team tests) motivated me to come prepared to class.	6.0	0.0%	0.0%	33.3%	50.0%	16.7%	100.0%
13. Team learning is difficult for me to understand.	6.0	16.7%	66.7%	0.0%	16.7%	0.0%	100.0%
14. My team members did their best to contribute to team work.	6.0	0.0%	0.0%	50.0%	33.3%	16.7%	100.0%

Question	Excellent	Great	Good	Okay	Bad	Very Bad	Terrible	TOTAL
15.How would you rate your experience in this class?	16.7%	16.7%	50.0%	16.7%	0.0%	0.0%	0.0%	100.0%

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