Combining MOLT Perspectives to COLT Schemes in Assessing Instructional Events

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Abstract

In this study, to clarify how instruction can enhance motivation in English language learners, we analyzed three teachers' classes at a university and examined their characteristics using the Motivation Orientation of Language teaching (MOLT) (Guilioteaux & Dornyei, 2008) and the Communicative Orientation of Language Teaching (COLT) (Frohlich, Spada & Allen, 1985). The results of this study indicated that the MOLT scheme was valid for a university setting. Furthermore, it was found that the MOLT scheme was capable of detecting differences between the instructors; therefore, this observation scheme could be used as a self-awareness raising tool for teachers in their use of motivational strategies. Lastly, it was found that when COLT evaluations were low, the teacher conduct MOLT evaluations were also low.

1. Introduction

Our research team had been working on the best way to capture the nature of classroom language learning, and thus, the first stage of the study was to describe the language classes through the classroom observation scheme known as Communicative Orientation of Language Teaching Observation Scheme (COLT), first proposed by Fröhlich, Spada, and Allen (1985). From the first half of the study, the relationship between the communicative orientation of the classes captured through COLT and the students' perception of the classes were elucidated. As the next step in exploring the nature of classroom language acquisition, we analyzed the same classroom observation data using another scheme paying attention to the teachers' motivational strategies.

Motivation has been reported to play a crucial role in learning languages (Dornyei, 2005, 2009; Gardner & Lambert, 1972; Noels, Pelletier, Clement, & Vallerand, 2000; Oxford & Shearin, 1994, among many others), and is regarded as one of the most influential factors in individual differences in language learning (Kojima, Ozeki, & Hiromori, 2010; Robinson, 2002; Skehan, 1989). In classroom language acquisition, the teachers' role in motivating students has been presumed to have a considerable impact on student motivation, as well. Yet, studies that have investigated teachers' motivational strategies and the manner in which such strategies help motivate students are scarce. An exception is a study done by Guilioteaux and Dörnyei (2008), which explored the nature of teacher motivational strategies and student' motivated behaviors. Our study is an attempt to apply this scheme to the Japanese teaching environment to examine how well it captures the nature of motivation in English language learning classes, and how it is related to the communicative orientation of the classes with the hope that by combining the two classroom observation schemes, they will complement each other and better equip us to evaluate the language learning that occurs in class.

1.1 Literature Review

It has been almost three decades since Frölich, Spada, and Allen (1985) introduced the COLT observation scheme to describe communicative orientations of classes, and since then it has been widely implemented in classroom observations in various contexts, including Japanese English as a Foreign Language (EFL) context (e.g. Aoki, 2008; Kawai et. al, 2007; Ishizuka et. al, 2007). Yokoyama et al. (2012) in particular compared students' subjective perceptions of their classes with the communicative orientation of the class objectively observed using the COLT, and we will review this study briefly here due to is relevance to the present study.

First, this study found that student preference and perceived effectiveness increased with time and the frequency of group work activities. The researchers speculated that for increased preference and perceived effectiveness, "students and teachers must share the learning objectives that are aimed to develop communication skills," and when engaging in group work, teachers and students should have more opportunities to negotiate the aims and the time allotted for activities, thus enhancing a sense of student effectiveness. It was also indicated that while the students preferred to have some content control, they did not demand excessive control. Furthermore, it was found that students preferred multimodal activities rather than the uni-modal ones.

While Yokoyama et. al (2012) explicitly illustrated the link between the students' subjective perceptions of the classes and the objective observations of classes through COLT, questions arose as to whether or not the students' preferences and perceived effectiveness were related to their language study motivation, which has been claimed to have a vast influence on students' learning, as reviewed in the introduction.

From a motivational perspective, Guilloteaux and Dörnyei (2008) provided a useful framework which examined the relationship between

the students' self-reported motivation, their actual classroom behavior, and the teachers' classroom practice. In order to objectively observe the last two elements, the researchers developed a scheme called MOLT, a real time observational scheme similar to COLT but with more of a focus on the teachers' motivational strategies. They also sought the students' attitudes toward the current L2 (second language) course, the students' linguistic self-confidence, and the students' L2 classroom anxiety. A moderate correlation between the teacher's motivational practices and the learners' motivated behavior was found, as well as a low correlation between the self-reported student motivation and learner motivated behavior, and between the teacher's motivational practice and the self-reported student motivation. Using multiple regression analysis, it was further revealed that teachers' motivational practice and self-reported student motivation contributed to the learner motivated behavior at a statistically significant level.

Although MOLT has caught much attention as being a useful scheme in amongst those investigating the motivational strategies in classrooms (e.g., Kojima, Ozeki and Hiromori, 2010; Lightbown and Spada, 2013), it has not yet been widely applied to empirical studies except for Guilloteaux (2007) and Guilloteaux and Dörnyei (2008), which presented the scheme.

The abovementioned two studies revealed similar findings: teaching practice does affect student class perception, both in terms of communicative orientation and motivational strategies. Despite the similarities in the findings of these studies, whether communicative orientation coincides with the teachers motivational strategies was not investigated. More precisely, we needed to determine if all the instructional strategies highly evaluated using COLT would also be evaluated positively using MOLT, and if not, we needed to know when and why such discrepancies occurred.

1.2 Research Questions

The literature review in the previous section required a class observation with both communicative orientation and motivational orientation in mind. Therefore, we sought to answer the following three questions:

1) According to the MOLT, how do the instructional events differ from those in Guilioteaux and Dörnyei's (2008)?
2) How does the MOLT-coded data differ across instructors?
3) How are the MOLT-coded data assessed according to the COLT?

2. Method

To answer these research questions, we observed six classes at a university and coded them according to the two observation schemes, the MOLT and the COLT Part A.

2.1 Participants

This experiment was conducted at one of the private universities in Hokkaido. We observed six English classes which are intended to develop ESP skills (For more details, see Ishizuka et al., 2005). Three different teachers, who are all native speakers of English and have several years of teaching experience in universities, were observed, and each taught a speaking class and an intensive speaking class. All the survey participants majored in English, and the number of the participants is shown in Table 1.

Table 1.

Number of Participants

Teachers	Class type	# of participants
A	Speaking (Freshman)	15
	Intensive Speaking (Sophomore)	8
B	Speaking (Freshman)	20
	Intensive Speaking (Sophomore)	8
C	Speaking (Freshman)	20
	Intensive Speaking (Sophomore)	8

2.2 Procedures

The six classes were observed using both IC recorders and video cameras to capture both the conversation and the flow of the classes. Video cameras were set up in the front and at the back of the class. IC recorders were attached to the teachers and distributed among the students to record student conversations. Two researchers were delegated to each class to ensure the smooth operation of the equipment and to conduct the survey.

After the completion of the class observation, class conversations were transcribed by watching the videos and listening to the class recordings. The MOLT coding was then conducted to identify the teacher's motivated teaching practice and the learners' motivated behavior. Then, the teacher's motivated teaching practice was coded[1] according to the COLT Observation Scheme Part A (henceforth, the COLT). Finally, the remaining classroom events were coded according to the COLT.

The teacher's motivational teaching practices measured in the MOLT were teacher discourse, participation structure, activity design, and encouraging positive retrospective self-education, all of which were recorded following the primary focus convention in which only the event that occupied a greater portion of a one-minute time segment was coded. When events were identified as one of the participation structures, i.e.,

pair or group work, they were further coded under activity design, so the primary focus convention was not applied and two or more features of the activity design were then added to the pair or group work.

11 subcategories were identified under teacher discourse: social chat, sign posting, stating communicative purposes, establishing relevance, promoting integrative values, promoting instrumental values, arousing curiosity, scaffolding, promoting cooperation, promoting autonomy, and asking referential questions. Seven types of activity designs that could have a positive influence on students' motivation behaviors were identified: tangible reward, personalization, creative/interesting/fantasy element, intellectual challenge, tangible task product, individual competition, and team competition. Five types of motivational strategies are introduced under "encouraging positive retrospective self-evaluation": Neutral feedback session, process feedback session, elicitation of self/peer correction session, effective praise and class applause.

The other observation scheme used in the analysis was the COLT, which was originally invented to measure communicative orientation in the classroom and to investigate the relationships between teaching and learning. The COLT focuses on describing the features of activities (henceforth COLT features), such as participant organization, content, student modality and materials (Fröhlich, Spada & Allen, 1985; Spada & Fröhlich, 1995).

These two observation schemes are related and correspond to each other, even though they were invented and developed with different aims and intentions. The two aspects of teacher motivational practice in the MOLT, i.e., teacher discourse and encouraging positive retrospective self-evaluation, are classified in the COLT as teacher to student or class or choral work by students, and the participation structure recorded in either pair or group work in the MOLT is coded in the COLT as group work with the same tasks or different tasks.

3. Results and Discussion

3.1 Comparing This Research to Guilioteaux and Dornyei (2008)

Table 2

Comparison of Results to Guilioteaux and Dornyei (2008)

Teacher discourse	Guilioteaux and Dörnyei(2008)		Present Study	
	Range	*M*	Range	*M*
Social chat	0-7.11	1.1	-	-
Signposting	0-4.39	0.6	0-1	0.50
Stating communicative purpose/utility of activity	0-3.38	0.4	-	-
Establishing relevance	0-12.38	4	0-3	1.33
Promoting integrative values	0-1.00	0	0-7	2.60
Promoting instrumental values	0-1.02	0.1	0-1	1.00
Arousing curiosity or attention	0-9.00	1.5	-	-
Scaffolding	0-9.00	1.1	0-1	0.17
Promoting cooperation	0-3.07	0.4	-	-
Promoting autonomy	0-7.87	0.7	-	-
Referential questions	0-7.00	2.5	0-6	2.00

As the first step in the present study, we compared our data with the ones in G&D's data through MOLT scheme in order to see to what extent MOLT is applicable to classroom teaching in Japanese settings. The range and average for each item indicated by minutes is shown in table 2.

One thing that needs to be made clear here is that while data obtained in the Guilioteaux and Dornyeis' research came from 40 classes was involving 27 teachers, the data in the present study comes from only 6 classes involving three teachers.

As mentioned above, different numbers of classroom lessons were analyzed between our data and G&D's data, resulting in an indication of different trends between the two. It has been confirmed, however, that the MOLT is a highly advisable method to analyze the Japanese settings.

3.2 How Do the MOLT-coded Data Differ Across the Instructors?

Our next inquiry was to see how the MOLT-coded data differed across the instructors. As presented in Figure 1, Teacher B's class was characterized by teacher discourse, which was significantly greater than either Teachers A or C, who tended to use more group work. Such differences in the use of group work and/or teacher discourse in classes can be generally described using only the COLT, but we further analyzed these data using the MOLT to investigate whether more detailed differences could be seen in terms of the motivational strategies these teachers employed.

As noted above, the COLT revealed a striking difference in the proportion of group work employed during class between Teacher B and Teachers A and C, the latter two devoting more time to group work. However, with the MOLT lens, we were able to detect more detailed differences in the types of group work between Teachers A and C from a motivation perspective. Table 3 shows that Teachers B and C employed activities categorized as "personalization" quite often, while teacher A did not. All of Teacher A's group work was coded as "no activity design."
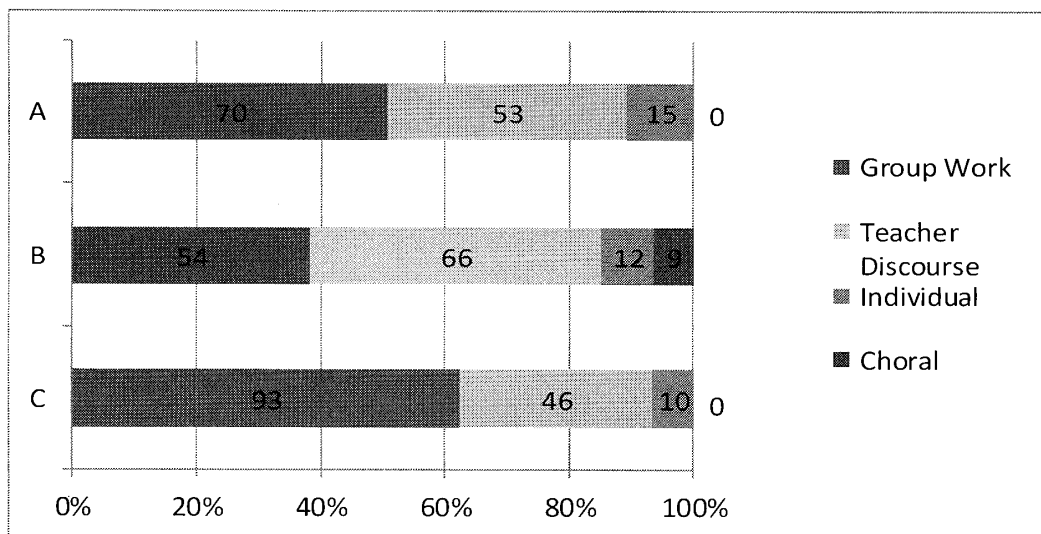
Figure 1. The proportion of group work.

Table 3

Group Work

	A	B	C
Personalisation	0	30	34
Creative / interesting	0	0	47
Group work without activity design	70	24	12

Teacher to students or class (T⇔S/C) type of participant organization was quite prevalent in these three classes, making up 30.9% of Teacher C's class, 42 % of Teacher A's class and nearly half of Teacher B's class (Table 4). With a closer look using the MOLT lens, it became apparent that a large proportion of the T⇔S/C had no MOLT coding, a tendency which was most apparent in Teacher A's classes. In the classes observed in this study there were few instances which had motivational strategies embedded within the teacher discourse.

How much time is dedicated to form teaching highly depends on the instructors or the content of the class on that particular day. As seen in Table 5 no form teaching was observed in teacher C's classes, while teacher B spent more than a third of the class time on teaching form,

teacher A some 20 % of his class time. It appears difficult to employ motivational strategies while teaching form, which is evident from the fact all teacher A's form teaching was groupwork without activity design, and a large proportion of form teaching in teacher B' s classes was either coded as neutral feedback or activities without MOLT coding. In the former, the students were working in groups but were merely checking the answers to grammatical questions, and thus no motivational strategies were observed. Teaching practice focused on form is instinctively demotivating, and this was documented through the use of MOLT on top of COLT scheme.

Table 4

Participant Organization: T⟺SC

		A	B	C
	Sign Posting	0	2	1
	Establishing Relevance	5	3	0
	Promoting Integrative values	0	7	3
Teacher Discourse	Promoting Instrumental values	0	1	0
	Referential Questions	1	1	8
	Scaffolding	1	0	0
Encouraging positive retrospective self-evaluation	Neutral Feedback	1	21	3
	Process Feedback	1	4	0
Without MOLT coding		44	27	28

Table 5

Content: Form

		A	B	C
Teacher Discourse	Promoting integrative values	0	3	0
	Promoting instrumental values	0	1	0
Participant Organization	Group Work w/o activity design	27	5	0
	Neutral Feedback	0	15	0
	Process Feedback	0	4	0
Without MOLT coding		0	25	0

A more fruitful finding from a teacher perspective is that some form teaching was coded positively using the MOLT scheme, indicating that the form teaching was not entirely demotivating. One such type of form teaching was Process Feedback, which took around 4 minutes in Teacher B's classes. Here, Teacher B was teaching the past perfect, and in doing so, not only were explanations of the past perfect form given, but pictures were also used to clarify situations where past perfect was needed and relevant questions were asked to which the students gave adequate responses.

Table 6 shows the large difference between Teacher A and C's implementation of motivational strategies. While both teachers used a lot of group work in their classes, there was significant personalization and elements of creativity and interest observed in Teacher C's group work, but no motivational strategies were coded using the MOLT scheme in Teacher A's class.

Table 6

Content: Narrow

		A	B	C
Teacher Discourse	Establishing relevance	0	3	0
	Promoting integrative values	1	3	3
	Referential Questions	1	0	6
Participant Organization	Personalization	0	26	27
	Creative/Interesting	0	0	22
	Group Work w/o activity design	36	8	6
Without MOLT coding		20	2	13

When teaching broad content, as presented for Teacher C in Table 7, this can be coded as elements of creativity and interest but is highly dependent on the topic being actually dealt with. For example, the content was coded as being broad in Teacher B's class as the topic was about UFOs or some imaginary and hypothetical events not particularly

related to the students' everyday life.

Table 7

Content: Broad

		A	B	C
Teacher Discourse	Referential Questions	0	1	0
Participant Organization	Creative/Interesting	0	0	22
	Group Work w/o activity design	0	5	0
Encouraging positive retrospective self-evaluation	Neutral Feedback	0	5	0
Without MOLT coding		0	4	3

The COLT differentiates classroom teaching that is more teacher controlled from that which is more student controlled, and if we add the MOLT perspectives on top of the COLT, it becomes evident that there are some variations in terms of motivational strategies even within these categories. Table 8 describes these differences, the most striking of which can be seen between Teachers A and C in the use of motivational strategies when conducting group work.

Table 8

Content: Content Control TT vs TTS

		A			B		C	
		TT	TTS	S	TT	TTS	TT	TTS
Teacher Discourse	Sign posting				2			
	Establishing relevance	4	1		3			
	Promoting integrative values				6	1	1	2
	Promoting instrumental values				2			
	Referential questions	1			1			6
	scaffolding	1						

Table 8

Continued

		A			B		C	
		TT	TTS	S	TT	TTS	TT	TTS
Participant Organization	Personalization					30		34
	Creative/ interesting							47
	GW without MOLT coding	9	50	11	16	8	12	
Encouraging positive retrospective SE	Neutral Feedback	1			21		3	
	Process Feedback	1			4			
Without MOLT coding		47	12		47	1	26	12

Note. TT = Teacher / Text, TTS = Teacher / Text / Students, S = Students
SE = Self-evaluation, GW = Group work

From Table 9, it can be observed that the MOLT scheme differentiated activities in various modalities across the instructors. For example, if we focus on the listening activities, Teacher C's listening activities were coded with various MOLT features, but this was not the case for Teachers A and B.

Table 9

Content: Student Modality

	A				B				C		
	L	S	R	W	L	S	R	L+S	L	S	W
Sign posting					2						
Establishing relevance	5				2						
Promoting integrative values					3						
Promoting instrumental values					3		4		3		
Referential questions	1				1						
Scaffolding	1				1						8

Table 9

Continued

	A				B				C		
	L	S	R	W	L	S	R	L+S	L	S	W
Personalization								30	22	5	7
Creative / interesting									12	10	25
GW without MOLT coding	14	49	7		3	3		18			12
Neutral feedback	1				21				3		
Process feedback	1				4						
Without MOLT coding	44		6	9	30		9	9	29	2	7

Note. L = Listening, S = Speaking, R = Reading, W = Writing,

GW = Group work

3.3 How Are the MOLT-coded Data Assessed According to the COLT?

In order to answer the third research question, each MOLT component was analyzed using the COLT scheme. In the following section, we focus on the six components that occurred most frequently. The type of materials, which is a distinct component in COLT, is not discussed here as no striking outcomes were observed.

3.3.1 Teacher Discourse

In the MOLT scheme, there are 11 subcategories under teacher discourse as described in the method section. Of these, the following discussion will focus the two motivational strategies that the three teachers in our study employed the most: "Promoting integrative values" and "referential questions". Table 10 describes the nature of the motivational strategy "promoting integrative values" through the COLT lens. This motivational strategy was defined as "promoting contact with L2 speakers and cultural products and encouraging students to explore the L2 culture and community" in MOLT. Seven minutes of this strategy were observed in Teacher B's class, and three minutes in Teacher C's class.

Because this is a type of teacher discourse, the students' modality was "listening" or "listening and speaking." It can be teacher-led as seen in Teacher B's class, or more student-led as in Teacher C's, which was observed from the "content control" component of the COLT scheme. In terms of content, a narrow topic was observed for Teacher C while Teacher B employed this motivational strategy even when teaching forms.

Table 10

Promoting Integrative Values

		Teacher B	7	Teacher C	3
Modality	Listening	3	Listening	3
	Listening & Speaking	4		
Content control	TTS	1	TTS	2
	TT	6	TT	1
Content	Narrow	3	Narrow	3
	Form	3		
	Procedure	1		

Note. TT = Teacher / Text, TTS = Teacher / Text / Student

Table 11 describes the nature of "referential questions" in a similar manner as above. Teacher C made use of this motivational strategy more than the others, spending eight minutes of the 150 minute class asking referential questions.

As in the previous strategy, the student would be listening but actively participating in communication, and therefore, the content control was coded as TTS rather than TT in the COLT scheme. The content was predominantly narrow in nature with some procedure. In this class, the instructor asked the students what they would bring when they were invited by their foreign friends. The students' modality could

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have also involved speaking as well as listening had their proficiency been more advanced.

Table 11

Referential Questions

	Teacher B	1	Teacher C	8
Modality	Listening	1	Listening	8
Content control	TTC	1	TTS	8
Content	Broad	1	Narrow	6
			Procedure	2

Note. TTS = Teacher / Text / Student

3.3.2 Activity Design

In our study, "personalization" depended highly on the classes/instructors. A large proportion of the group work in Teacher B and C's classes were coded under this category, while the group work activities in Teacher A' class were not as presented in table L2. Whether or not this motivational strategy is employed in a class has been speculated to depend on the instructors and/or the nature of the tasks employed during that particular class. As for the nature of this type of motivational strategy, because "personalization" is a type of activity defined as "creating opportunities for students to express personal meanings (e.g., experiences, feelings, and opinions)," both the teachers and the students have control over the content. This further leads students to include productive modalities such as speaking, writing, and a combination of speaking and listening. There was also a substantial amount of listening as they were listening to their peers talk about their personalized content.

Table 12

Personalization

	Teacher B	30	Teacher C	34
Modality	Listening & Speaking	30	Listening	22
			Speaking	5
			Writing	7
Content control	TTS	30	TTS	34
Content	Narrow	26	Narrow	27
	Procedure	4	Procedure	7

Note. TTS = Teacher / Text / Student

An example of an activity coded as "personalization" was involving student to develop questions related to health issues. This was a topic they had been working on to develop their presentations, so they moved around to seek information by asking questions such as "How many hours a day do you usually sleep?"

One observation in this study was that a large proportion of group work went without the coding of any activity design in the MOLT scheme (Table 13). Teacher B spent 24 minutes of the class (17% of the class time) on group work without any activity design defined in the MOLT. The students spent the group work time merely checking answers to grammar questions in groups, which explained the limited listening and speaking modality and the content was mostly narrow and focused on form.

Table 13

Group Work Without Any Activity Design

	Teacher A	70	Teacher B	24
Modality	Speaking	49	Listening	3
	Listening	14	Speaking	3
	Reading	7	Listening & Speaking	18
Content control	TT	9	TT	16
	TTS	50	TTS	8
	S	11		
Content	Narrow	36	Narrow	8
	Form	27	Form	5
	Function	4	Broad	5
	Discourse	3	Procedure	6

Note. TT = Teacher / Text, TTS = Teacher / Text / Student, S = Student

In Teacher A's class, group work without activity design amounted to 70 minutes, but with more varieties of student modality and content control than Teacher B. There was a variety in content, so it was clear that this was not just a grammar comprehension check. What the students were engaged in was writing a sentence or two about what they had done over the weekend on a piece of paper using the grammatical features they had been studying and then they would discuss the topic. Therefore, this activity did employ a variety of modalities, let the students had some content control and is therefore regarded as highly communicative from the COLT perspective. However, students were not required to produce anything from this activity and, in a sense, they were just speaking on a topic that was given to them by chance without clear communicative intentions. From a MOLT perspective it was neither creative nor personalized, nor did it challenged the students intellectually.

Teacher A employed another activity in which the students read out a definition of a word they had looked up in a dictionary as homework to each other to try and guess the words. Although it involved speaking modality, and content was controlled by students, it was not particularly

strategically motivational from an activity design perspective.

3.3.3 Encouraging Positive Retrospective Self-evaluation

In our study, the use of "neutral feedback session" presented a significant pattern: Teacher B made use of neutral feedback for 21 minutes (Table 14).

Table 14

Neutral Feedback

	Teacher B	21
Modality	Listening	21
Content control	TT	21
Content	Form	15
	Broad	5
	Procedure and form	1

Note. TT = Teacher / Text

This motivational strategy is not at the positive extreme; rather its focus is not demotivating students, and is therefore called "Neutral." Almost by definition, this motivational strategy is controlled by the teacher and the text, so student modality is predominantly listening. Teacher B used this strategy in teaching both form and for the broad topic.

3.3.4 Activities Without MOLT Coding

Lastly, we examined the activities not coded under any MOLT features, as quite a large proportion of the classroom activities were without MOLT coding, and were not positively evaluated from a motivational point of view. These activities constituted 42.8% in Teacher A's classes, 34.0% in Teacher B's, and 25.3% in Teachers C's class.

As described in table 15, most of activities classified into this category were largely listening in terms of students' modality and were controlled

by the teacher and the text only. The content varied, but procedure was high in all three instructors' classes. Few procedural tasks can be motivating but are there for management purposes and this teacher-discourse is necessary to avoid misunderstandings. Significant teaching of form was observed in Teacher B's speaking class, which was focused on practicing pronunciation. Altogether these findings illustrated the link between what can be described in the COLT and the MOLT, and it was found that such activities are not well evaluated by either scheme.

Table 15

The Descriptions of "Activities Without MOLT Coding" Through COLT

	Teacher A	59	Teacher B	48	Teacher C	38
Modality	Listening	44	Listening	30	Listening	29
	Reading	6	Reading	9	Speaking	2
	Writing	9	Lis &Speaking	9	Writing	7
Content control	TT	47	TT	47	TT	26
	TTS	12	TTS	1	TTS	12
Content	Procedure	30	Form	25	Procedure	22
	Narrow	20	Procedure	9	Narrow	13
	Discourse	9	Pro & Form	7	Broad	3
			Broad	4		
			Narrow	2		
			Pro & Broad	1		

Note. TT = Teacher / Text, TTS = Teacher / Text / Student,

Pro = Procedure

4. Conclusion

This study was based on the belief that teacher behavior in L2 instruction must be communicative and motivational. The COLT and MOLT are observation schemes that illuminate these aspects of teacher tendencies. This study first aimed to establish the applicability of the MOLT scheme to Japanese university classes. Then, three research

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questions were investigated: (1) How did the instructional events differ from those in Guilioteaux and Dörnyei's (2008) according to the MOLT?; (2) How did the MOLT-coded data differ across instructors?; (3) How was the MOLT-coded data assessed in relation to the COLT?

The results of this study indicated the following three points. First, the MOLT scheme was shown to be valid for a university setting; however, there were differences between middle school and college. Second, the MOLT scheme was capable of detecting differences between instructors, so this observation scheme could be used as a tool for teachers to increase their self-awareness in employing motivational strategies. Lastly, it was indicated that when an item was evaluated low in COLT, teacher conduct was also evaluated low in MOLT. However, those items rated highly in COLT might be evaluated low in the MOLT. Hence blending these two observation schemes was demonstrated to enhance observation perspectives, and both were good tools for developing comprehensive descriptions of target classes.

Accurate and comprehensive descriptions of classroom behavior were found to be indispensable both for teacher evaluations and reflective teaching. Yet, we tend to depend on subjective impressions when evaluating and reflecting on classroom instruction. The MOLT and COLT supplement subjective observation with quantified data and are good tools for ensuring a higher accuracy and reliability in evaluation and reflection. The MOLT and COLT could be employed to improve educational practice.

This study, however, has a limitation in overgeneralizing the findings because of the relatively small sample size. Therefore, it is suggested that more classroom observations using the COLT and MOLT be gathered. Further, a wider variety of class types is needed, such as those from elementary schools and senior high schools. Another problem in these observation schemes was coding manageability, as the coding systems are

conceptually intricate and very large in size, making it taxing for regular classroom teachers to complete the forms. With this in mind, we propose the development of simplified versions of these schemes to make observation more practicable for everyday use.

Note

1. The COLT-coded data were originally created in Yokoyama et al. (2012). The data were slightly modified in this study to fit the MOLT coding scheme in which motivational variables are recorded for each one-minute segment.

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