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Building an Academic Atmosphere in Approaches and Methods in English Language Teaching (AMELT) Classes by Implementing the Lesson Study Method

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Abstract: This study aims to develop new teaching materials to meet the need for achieving mastery of the basic theories of teaching English to speakers of other languages and for encouraging student-teacher awareness in English as a foreign language (EFL) classes. This five-step study is primarily aimed at developing the teaching materials of the Approaches and Methods in English Language Teaching (AMELT) subject matter. In developing the teaching materials, approaches, methods, strategies, and English teaching techniques are considered. To achieve this, the lesson study (LS) method is applied at the exploration and model development stages of the study. Sources of data are the focus group's observations and discussions on the preparation of learning materials and teaching practices. The observations and observer notes are compiled to generate reflective reports about the Approaches and Methods in English Language Teaching (AMELT) lessons taught by the teaching students in the English Education Department of Muria Kudus University in Central Java, Indonesia. These findings are demonstrated by applying design-specific instructional goals, engaging in disciplinary commitment, and encouraging professional action and behavior. It shows the pedagogical impact of the study, in which several points of attention have been given to building a good academic atmosphere during the teaching and learning processes.

Keywords: lesson study, academic atmosphere, language teaching, English language.

通过实施课堂学习方法，在英语教学（美乐）课程中建立方法和方法方面的学术氛围

摘要：这项研究旨在开发新的教材，以满足对其他语言使用者掌握英语教学基本理论的需求，并鼓励学生以英语作为外语（外语教学）课的师生意识。这项分为五步的研究主要旨在开发"英语教学中的方法与方法"（美乐）主题的教材。在开发教材时，要考虑方法，方法，策略和英语教学技巧。为此，在研究的探索和模型开发阶段应用了课程研究（最小二乘）方法。数据来源是焦点小组对学习材料和教学实践的准备的观察和讨论。观察结果和观察者注意事项经过汇编，以生成有关由印尼中爪哇省穆里亚库杜斯大学英语教育系的教学学生教授的英语教学方法和方法（美乐）课程的反思性报告。通过应用特定于设计的教学目标，参与纪律承诺并鼓励专业行动和行为，可以证明这些发现。它显示了研究的教学影响，在教学过程中，建立了良好的学术氛围已引起了许多关注。

关键词：课程学习，学术氛围，语言教学，英语。

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1. Introduction

The Approaches and Methods in English Language Teaching (AMELT) course is required for the students of the English Education Department of the University of Muria Kudus, Central Java, Indonesia. The subject matter is essential for students, who are English teacher candidates, as it provides them with theories of approaches, methods, and strategies of English

language teaching [1]. Indonesia is a non-English speaking country, which means that the English language functions and is learned as a foreign language. It is also commonly assumed that teaching EFL is difficult and challenging [2], [3]. Several problems arise because the students' first language, the language used in classroom instruction, and the language the students speak every day is not English. An example of the difficulty an EFL teacher has in teaching the language is the situation where students return to speaking the Indonesian language again as soon as the English language class is over because they have to join other classes that use the Indonesian language as the means of instruction [4].

Additionally, cultural differences are reported to cause serious handicaps for foreign language learners, especially in understanding culturally influenced expressions [5]. For example, the question that Indonesian students ask one another regularly in conversation, "*anda mau ke mana*?" (Where will you go?), is culturally acceptable in Indonesia. When this expression is applied in an English-speaking society, a cultural handicap will arise during the communication, as English-speaking people feel bothered by the question. Thus, EFL students need social interaction and group communication opportunities to evaluate themselves and to assess their abilities [6]. In learning a foreign language, both the students and the teachers must work hard to acquire the language and to move beyond the cultural handicaps. Doing so will increase the students' opportunities for employment, travel, higher education, and even a better life [7]. Therefore, a teacher should reduce difficulties when possible and prepare teaching materials suitable for the students' environment and culture, employing teaching methods and strategies that promote a good learning atmosphere. Dealing with the [8] idea, efforts have to be made to develop the materials of the AMELT subject matter to help learners feel at ease [1]. Learning resources that make learning comfortable must be revised periodically to reflect the changing socio-cultural, economic, political, and technological realities in society [9]. Therefore, the main point of the developmental process is the principle that the materials should be developed ideally for learning rather than for teaching [10].

Referring to [11], [12], this research was undertaken to focus on students' needs, highlighting the role of creativity and exploring as much as possible the process of materials development. This was done by involving peer assistants, associate professors, and students in the English Education Department of the University of Muria Kudus to obtain valuable theoretical and practical contributions through discussion of the materials. For this purpose, the researchers applied the lesson study (LS) method in the exploration and development steps. The study intended to develop new teaching materials that were framed not only to cover the needs of mastering the underlying theories of teaching EFL but also to encourage student-teacher awareness of the difficulties that can arise in the EFL classroom. The pedagogical impacts of how a teacher in an EFL classroom setting copes with cultural problems that arise when learning a foreign language were examined [13].

In general, LS is applied to improve the learning process so that students may achieve mastery of the learning material with adequate academic performance benchmarks. The novelty of this research is in the application of LS with a wider target output, namely the development of an optimal academic atmosphere that supports the superior academic performance of the students, creating a more conducive learning climate while developing the critical thinking that is indispensable for students to achieve high-quality academic performance.

1.1. AMELT Subject Matter

The AMELT subject matter is presented in a four-hour semester credit course that is mandatory for all students in the English Education Department of the University of Muria Kudus in Central Java, Indonesia. Students in this department are English teacher candidates preparing to teach EFL to senior high school students in Indonesia.

A required course, this subject provides students with theories on EFL teaching and learning. The materials discuss approaches, methods, strategies, and techniques in teaching EFL [1]. Broader topics may develop, such as learning media and teaching instruction. However, the keywords for this subject matter are approaches, methods, strategies, and English language teaching techniques.

The class is managed in a whole-class seminar and small group discussions. Several learning tasks are performed by the students individually, while others are completed in small groups [14]. The result of a little group discussion must be presented in a classroom discussion where each student who actively participates is individually noted as an active learner. All learning tasks have their grade and contribution to each student's final remark at the end of the semester.

1.2. Approaches in English Language Teaching

Thus far, the discussion regarding English language teaching approaches has referred to the legend models [15]. Researchers' ideas on it influence almost all research in English language teaching and learning. [15] positioned approach as a philosophy or essential thinking on language and language teaching and learning. A system is fundamental since it enlightens whatever teachers and students do in their teaching and learning activities based on what they think language is and how to master it.

Perceiving Anthony's idea is not as easy as it sounds because it works in the area of abstract

description. This is comparable to attempting to understand an abstract painting, which creates varied interpretations as what has been painted can be different from what is being seen, depending on how people perceive the image. The term approach is a clear and academic treasury that can be transferred and developed because it is a theory about the nature of language and language teaching and learning [13]. Researchers also consider it as a resource for any process in language teaching and learning.

Since the initiation of language teaching and learning a couple of centuries ago, the approach can be critically explained through three periodical themes. Researchers often mention traditional, which constitutes the thinking of what influences language construction and meaning [12]. It was called a structural view since this essential thinking creates language learning targets based on phonological, grammatical, and lexical units.

The second theme is related to the function of language as a means of expressing functional meaning. This theme emphasizes the importance of the semantic and communicative aspects of a language [9]. The difference between the first and the second theme creates follow-up language teaching material, whereby the second causes the teacher to think about the topics, notions, and concepts that may be functional for students to communicate.

The last theme concerns the use of language as a vehicle to realize human interaction. This interaction covers building interpersonal relations and the social transactions between individuals [16]. This theme seems to cover more jobs than the previous ones because its scopes relate to how people maintain social relations. The theme's theory area includes interaction and conversation analysis and ethnomethodology [16].

1.3.   Methods in English Language Teaching

An overview of methods is also referred back to [15], who declares a method as the practical steps of the basic concept of language and language learning. In other words, if an approach is what is going on in people's minds, a method is what people do to realize his or her mind. Thus, an approach is axiomatic, whereas a method is procedural [15], which is said to be more precise than an approach [17]. In this context, an approach may be broken down into several methods.

However, the teacher's choice of a method in his or her teaching and learning activity is usually related to the teaching's success. Of course, not a true believer, as the art and teaching of competence are not bringing students success in learning, but rather realizing a proper method for proper students in their proper learning condition [18]. Therefore, this method is considered specific and identifiable because it is always selected for certain uses with special considerations.

Referring to [19], it can be said that the choice of methods not only chooses steps and procedures for managing teaching and learning activities but that it also considers how learners should be facilitated to cope with learning materials in the classroom. This suggests that the learning method itself may not work properly if a teacher does not consider the student and the class settings to select and apply the method [20]. Students and classroom context significantly contribute to how teachers do or manage their work [21], which is why [22] stated that there is no one method for all, which means that no best method can be applied at any time, in any situation, and with any student.

1.4.   Strategies in English Language Teaching

Teaching strategies are assumed as the practical implementation and the breakdown theory of a method. [23] states that a strategy is a specific act to control and manipulate information. For [11], teaching strategies comprise an intention, an action to reach the intention, and learning strategies. This specific action may be deeply personal, and the choice can also be determined by personal consideration because a teacher will work with students who, as active learners and thinkers, will construct their knowledge from exposure to objects or ideas [24]. The specification of a teaching strategy can also be retrieved from the fact that a teacher may apply strategies in their classroom for specific teaching purposes with specific language skills or contains. [25]'s research revealed several teaching strategies for teaching speaking, applied by an English teacher at a secondary school.

A teacher's way of speaking may also be considered his or her teaching strategy. As [26] stated, a teacher's way of speaking might become a clue for students' learning as they absorb the talk as comprehensible target language input. The discussion above leads to an understanding that the use of varied teaching strategies for teaching one language skill or contain builds an assumption that a language skill or content may be approached by using a variety of strategies since there are no guarantees regarding the most effective teaching strategy for teaching a particular language skill or contain.

1.5.   Academic Atmosphere

Despite several existing studies on the topic, there is no perfect academic atmosphere definition. [27] further stated that what can be discussed are assumptions or critical thinking about the term. Quoting several scholars' ideas, [27] wrote that the academic atmosphere is the atmosphere of doing scholarly research, reading and conducting oneself, the integrated performance of learning objective, learning attitudes and behaviors, and a behavioral pattern indicating that learners accept education consciously and promote the full development of body and mind, as well as the purpose of the scholarship, the scholarly spirit, the attitude toward research, and scholarship methods. Dealing with constructing an academic atmosphere,

[27] further explored three handicaps that usually appear in the academic atmosphere: unclear learning objectives, not the straight study manner, unstable professional thought, and low self-discipline ability. Those three problems seem to be initiated by both students and the teacher in students' participation during the teaching and learning process and teacher's preparation and teaching action.

On the other hand, [28] used the term class atmosphere, which directly refers to teaching management style, which they elaborated into positive and negative teaching styles. They further stated that a flattering teaching style would create an attractive class, which builds a dynamic and positive relationship between the teacher and his or her students. The attractive class will then condition the teacher to provide proper teaching and training course concepts and subjects. Referring to [27] and [28], opinion, building, or constructing an academic atmosphere or in some points can also be said as the class atmosphere is necessary to consider by a teacher in his or her class. The reason is apparent as it influences students' participation and academic performance.

1.6. Lesson Study

The worldwide success story of LS began with Japanese teachers who have implemented this approach to improve their teaching practice for several decades [34]. This approach positively impacts the creation of a learning community that enables teachers to construct, organize, share and refine their knowledge of the subject matter [35]. The merit of the LS approach is proved by scholarly reports which show how it helps teachers to form communities of practice for lesson planning and teaching. Some scholars have reported significant success following this approach in improving their areas of practice [29], [30]. [31] and [32] have recorded success stories of improvements in teaching.

Moreover, in his research, [33] proved that LS, when informed by an explicit learning theory such as variation theory, provides a strong basis for developing a practitioner-based science of teaching. However, some other scholars have claimed that LS has beneficial effects on curriculum reform or development [34], [37], [38]. For [38], this approach can be utilized to properly set up a comprehensive teaching and learning process integrated with the curriculum objectives.

A small-scale project on Participatory LS cannot offer generalized practice implications. However, it can be treated as a starting point to develop the study on a larger scale and in other pedagogic contexts. The results of this project suggest that Participatory LS encourages in-depth consideration of pedagogy by lecturers. The observations made during this project reveal that student learning is not simple in nature. Additionally, this project also focuses on the core

principle of LS which centers around the collaborative intellectual process involved in teaching rather than mere products such as teaching models [36]. This project was part of a more extensive study for developing AMELT teaching materials by employing the LS approach. The analysis was guided by the following research question: What was the pedagogical impact of developing teaching materials of AMELT subject matter through LS?

2.   Methodology

The model of Research and Development [39] was applied in this study. The procedures were: Preliminary research, Planning, Developing a draft of the product, Preliminary Field Testing, Product Revision, Main Field Testing, Revision. Additionally, the framework of the LS covered the overall steps of exploration and model development.

2.1.   Preliminary Research

This step's goal was to investigate the gaps between the existing teaching materials and development needs by having a literature review and collecting several inputs and ideas through small group discussions with some colleagues. Some senior high school English teachers contributed several points, especially on developing materials to build a teacher's character and competence.

2.2.   Planning

In this step, new material of AMELT subject was developed in the framework of LS. The stages of LS applied in the model development were planning, doing/ seeing, and reflecting [34], explained in more detail as follows:

During the planning stage, discussions were done intensively on the subject's objectives, the teaching materials and development, the teaching and learning approach, strategy and method, and the media. The output of this stage was a new lesson design and a new draft of teaching material.

The new lesson design and the draft of teaching materials were implemented in the second stage, i.e., doing/ seeing the stage. In this stage, some colleagues took roles as observers who did nothings unless seeing (observing) and taking notes when they thought they needed to document something during the class.

The reflecting stage was the last stage of the LS, where all participants informed and discussed the result of their observation. This stage's importance is on the outputs; those reflect the teaching and learning activity and the initial draft of the teaching materials.

2.3.   Developing Initial Model/Draft

The discussion was done again to develop the initial draft of the teaching materials. The purpose was to get ideas and inputs from other lecturers of AMELT from either the lecturers or students. The researcher led the

discussion, starting by eliciting the subject matter's objectives and explaining the content of the materials. All contributions, ideas, and suggestions were considered important to finalize the development of the draft.

2.4. Preliminary Field Testing

Preliminary Field Testing was done by implementing the initial draft of the teaching materials in the researcher's class to evaluate the draft. Students' participation or respond s during the teaching and learning process was considered valuable clues of the materials' success indicators. Additionally, the students' final progress was also considered a crucial indicator of the materials' advancement.

2.5. Revision

The revision was done after having preliminary field testing. It was done by accommodating those significant and valuable inputs collected during the previous stage to evaluate the model/ the product's model. The framework of this stage was the LS was also applied again in the form of a reflective discussion to contribute to revising the model/ the product. The revision was done only based on significant and valuable inputs.

2.6. Main Field Testing

The main field testing was done using the draft as materials of the teaching and learning process in the same department of a different University. The main goal was to get inputs or contributions from another institution with different cultures and academic atmospheres. The role of the researchers during the main field testing was as an observer.

2.7. Final Revision

The final revision was done by considering all contributions in the previous stage. It was done by examining and discussing the draft, although not all contributions were taken as new materials to revise the previous one. The final draft was then processed to get the "ISBN" serial number.

2.8. Findings

Data of the study revealed an academic atmosphere built while developing teaching materials of AMELT subject matter under the framework of LS. However, the findings are served every detail, starting from the participants of each stage of LS, kinds of participation, and some points dealing with some problems which commonly appeared in any effort of building an academic atmosphere.

2.9. Participants

The study participants were the lecturer of AMELT subject matter, two colleagues, and 40 students of the English Education Department of the Universitas Muria Kudus, Central Java, Indonesia, who joined the subject matter. However, their participation was limited to a certain sequence, depended on their function in the study.

There were no specific rules or terms concerning their participation. The lecturer of the subject matter was just doing his task during the semester, and the lecturer's colleagues were invited to join in the study, especially during the implementation of the LS, to function as collaborative lecturers. The students took the subject matter in the semester of the academic year when the study was conducted. Table 1 shows the participants of each stage.

Table 1 Participants of each stage of LS

Stages of LS	Participants
Planning	The lecturer of AMELT subject matter, lecturer colleagues
Doing	The lecturer of AMELT subject matter, lecturer colleagues, students
Reflection	The lecturer of AMELT subject matter, lecturer colleagues

2.10. Contribution of the Participants

Participants' contributions varied depending on the roles and the stages of the framework of the study. Each stage of the LS had its participants with their roles and contributions. During the planning stage, the lecturer of the subject matter prepared a paper to share the specific learning or teaching goals, learning or teaching materials, teaching approach, method and strategy, and teaching media. The discussion at this stage was enriched with the background knowledge and experience of the lecturer's colleagues so that the paper was finally more dense and had a new perspective, which was distinct from the previous one. The output of this stage was a lesson design that was ready to be implemented. However, no students joined at this stage.

In the stage of implementation, the lecturer of the subject matter taught his class by implementing the lesson design that resulted from the previous stage. Everything was prepared and matched the results of the discussion. There was no doubt about the teaching materials, approach, method, strategy, and media, as they had been agreed by the LS participants and realized in the lesson design. The rest of the lecturer's colleagues became the observers during the teaching-learning process to watch, listen, and make notes if they found something necessary to discuss in the next stage. In other words, all observers did not do or perform anything in the classroom other than observing all the teaching and learning processes. Unlike the first stage, students were present in the second stage because they were the subjects of the LS, the core participants for whom the lesson design was prepared. Their participation was generally, as usual, joining in the overall process with the lecturer.

The last stage of the LS was a reflection, which was a forum, to evaluate the previous stage. This stage began with the lecturer's impression of what he has been done during the implementation of the lesson design in his teaching and learning process, and was followed by a presentation by the observers. However, this was not a forum to judge the lecturer on what had been done. The observers' focus in showing their observation results was students' learning activities, including how they responded to the lecturer's speech and instructions, how they interacted with each other, and how they joined in the class to elaborate and discuss the teaching-learning materials. The lecturer made some notes on the subject matter to document all the information and suggestions dealing with his class. The contributions of each participant are shown in Table 2.

Table 2 The contribution of each participant during the implementation of LS

Stages of LS	Lecturer's Participation	Other Lecturers' Participation	Students' Participation
Planning	- Determined specific learning/teaching goals - Developed learning/teaching materials - Proposed approach, method and strategy - Proposed teaching media - Designed evaluation instrument - Constructed lesson design	- Discussed the learning/ teaching goals which were proposed by the lecturer - Gave/ supported idea to develop learning/ teaching materials, approach, method, media, evaluation, and lesson design	No participation
Doing	- Applied the lesson design in teaching/learning process - Started the class on time - Provided the class with necessary things and resources for the teaching	- Observed the teaching and learning process. - Actively made notes for what they observed	- Be ready in the class before the class begins - Joined the teaching and learning process - Realized the learning goals - Actively participated in teaching and learning process - Read any resources which were provided by the teacher or themselves
Reflection	- Discussed some weaknesses which appeared in teaching and learning process (self-assessments) - Responded to the colleagues' reflections	- Joined the reflection stage by giving some evaluation and critical inputs for the teaching and learning process	No participation

2.11. Contributed Points to Build Academic Atmosphere

Contributions from the participants in building an academic atmosphere were recognized to cope with some handicaps in the classroom. To have clear teaching or learning objectives, the subject matter lecturer was the key person as he proposed several specific teaching objectives. The colleagues then responded to the proposal by having critical thinking on the objectives. The subject matter lecturer showed professional thought by performing his open mind to get any input and providing himself with necessary resources. On the other hand, the colleagues contributed to the construction of teaching or learning objectives, materials development, approaches, methods, strategies, and media based on their background knowledge and experience, supported with recent resources. In this part, students also did the same thing by providing themselves with recent references, having an open mind to elaborate their understanding by asking questions, and actively joining a democratic classroom discussion.

All participants agreed to be on time in doing all schedules to improve self-discipline ability, either to start or to finish the activity. The commitment to discipline was also shown by performing each participant's roles in detail about what it should be. A time allotment of each sequential stage was also done rigidly. The contributed points of building an academic atmosphere are presented simply in Table 3.

Table 3 Contributed points of building academic atmosphere

Points to Solve	The Lecturer's Act	The Colleagues Act	The Students' Act
Clarifying teaching or learning objectives	Provide a concept of specific teaching or learning objectives	Critically think and share experience in constructing specific teaching or learning objectives	No contribution
Building professional thought	- Open his mind for receiving any input and sharing - Facilitate himself with necessary references useful in Planning Stage	- Contribute the teaching and learning objectives based on the background knowledge and experience - Contribute the materials development by using recent references - Give their opinion on the use of approaches, methods, strategies, and media	- Provide themselves to join the class by reading some resources -Ask questions to elaborate their understanding - Interact actively in the classroom in an open and

| Improving self-discipline ability | - Be on time in joining each stage
- Be on time in starting and finishing the class | by using recent references
- Perform the role as observers who have no right to join teaching and learning activity
- Present in the classroom from the beginning of the class until the end | democratic discussion
- Deliver questions in a sequential order
- Respond to the teacher's question or instruction at the providing time
- Respond to the colleagues' question and idea in a discussion time |

3.   Result and Discussion

There has been an immense curiosity about fulfilling the need for developing teaching materials. That is the development strategy, including the materials of AMELT subject matter which is taught at the English Education Department of Universitas Muria Kudus, Central Java, Indonesia. Several studies revealed the success of LS in improving several parts of the teaching and learning process, students' achievement, students' participation. Teaching and learning materials are also reported as have been successfully developed by implementing this type of study. Japanese teachers formerly initiate the new trend of teaching and learning, which awaken educators around the world. Nowadays, the world's treasury of educational properties is applied, studied, and developed by whoever concerns educational advancement.

The LS's power is on the presence of teacher colleagues who join the activity with the same purpose to improve teaching and learning quality. Their collaborative works implied the fact that all stages need and cannot neglect their participation. Teacher colleagues' presence is also considered the most virtual aspect of LS because their presence means a community's existence, namely a learning community that shares their best knowledge and practice. On the other hand, the teacher colleagues have a beneficial impact on the awareness of the importance of collaborative works, listening to others to share knowledge and culture, and overcoming educational problems in togetherness.

Other positive impacts of the LS applied in this study add additional entities that other researchers may develop further. The first impact is on improving the subject matter lecturer to construct better teaching or learning objectives. The objectives are constructed more specifically as the collaborators played their roles correctly by critically examining and discussing them. The success of constructing specific teaching or learning objectives, in turn, influences the lecturer's teaching performance and helps students sit in the classroom confidentially. Both the lecturer and students know to do and perform because the teaching or learning goals are clear.

The second benefit is considered the most beneficial aspect of LS, i.e., a professional thought. Whoever joins the lesson will arrive at the same readiness to improve the profession in a community. A very high level of critical evaluation of what has been done by the participants may color the LS discussion. Therefore, everybody must be ready with an open mind and recent works of reference. When a teacher joins LS and presents in the community, their presentation contributes to their progress in a professional setting.

Improvements in theoretical background and practice are needed by teachers, which can be gained through various efforts and contexts. The context of unity built during LS provides reasonable professional improvement because it is done collaboratively within the same professional interest. The discussion and sharing process during LS is held in the context of the same need and purpose to improve educational performance and achievement. Additionally, the most valuable benefit of lesson study is that the participants will focus more on improving the teaching and learning process rather than the result.

The third impact of LS is dealing with time management because time allotment is also a matter of concern during LS implementation. It is essential for the lecturer to start and end the class on time. The success of movement in activities during the teaching and learning process is also determined by how rigid the teacher manages it. Additionally, students' participation is also controlled by the schedule, which has been planned prior to class. Moreover, it is important that all classroom participants, being controlled by the time and programs on the schedule, play their roles correctly. This makes the overall LS process useful and increases the discipline and performance of all participants.

This study's results showed the significant contributions of LS to building an academic atmosphere in the teaching and learning process. The contributions cover designing specific instructional objectives, engaging in disciplined commitment, and fostering professional action and behavior. These affect the way students behave in the classroom and play the role functionally. Therefore, it is suggested to those who are concerned with any effort of educational improvement to consider the use of LS. They should build the same commitment to form a learning community as a forum to think and share collectively. This commitment is essential as it is a significant contributor to moving forward in educational improvement.

4.   Conclusion

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