How do Whole Class, Pairs and Small Groups Affect Motivation in the ESL Classroom at a Japanese University?

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Introduction

The problem of, how an ESL (English as a Second Language) instructor handles issues of motivation in the Japanese university classroom is a constant challenge in my own teaching experience. The Japanese ESL classroom consists of pupils with very different expectations, personalities and abilities, which lead to obstacles in keeping them motivated.

This author's own personal background in ESL began with small communication-based classes made up of four to eight students that were easily managed and motivated. After being assigned larger classes, the motivational needs became problematic. Other needs that became apparent were how to manage, give feedback and maintain a positive attitude during a lesson within the classroom of 20 to 40 students.

Exploring these needs and their relationship to how student groupings are presently used in the classroom was the origin of this paper. This author hopes to enrich lessons by changes in planning that are better suited for various class sizes with the use of groupings so that students will become more engaged and motivated.

This paper begins with an introduction to a communicative classroom and the special cultural traits of the average Japanese university student. This is followed by this author's definition of *goal lines* and continues with an examination of the class grouping theories of whole class, pairs, and small groups, as these impact student motivations. A special focus on *troublemakers* and unmotivated students is included.

Communicative Classroom vs. Lecture Classroom

The *communicative language classroom* is strikingly different from the conventional classroom in the Japanese university system. Communicative teachers place a high demand on the second language (L2) learners to participate in all aspects of the lesson. Much of the L2 learner's environment revolves around interaction with classmates and the instructor.

This contrasts with all their other classes that are informing-based in nature, where professors stand at the front of the classroom and lecture to the students.

These lessons require little interaction between students and teachers.

The Japanese university student is quite skilled at memorization and taking tests. Throughout the university students' lower education, a majority of their studies has been grammar-based preparation for taking standardized tests, such as the EIKEN, or STEP, which is an abbreviation of Standardized Tests of English Proficiency, the TOEIC and the TOEFL. This emphasis on grammar and test proficiency often leaves the student deficient when it comes to oral proficiency at the university level (Robson, 2003).

In contrast, the demands of interaction required in the communicative classroom deeply challenge the students' ability to perform tasks assigned to them. The L2 students need not only demonstrate their mastery of the language through exams but must also demonstrate it regularly within the context of the present classroom goals. The students are part of the learning process and not merely receptors of information. The Japanese L2 learner is confronted with an alien instructional format within the walls of the university, and as Dornyei (1999, p. 279) states, "L2 learning is more complex than simply mastering new information and knowledge". Communicative instructors often encounter motivational and behavioral issues in the classroom because students are unaccustomed to being part of such a learner-centered classroom, *i.e.*, a classroom where the learners' needs are paramount. This complicates the process and can result in a lack of cohesion in the classroom.

Japanese vs. Western Communication

The different dynamics and patterns of language communication between Western and Japanese cultures are great. Ellis (1991, p. 1) points out that, "Japanese emphasize the need to keep a conversation pleasant by behaving smoothly and avoiding disagreement." Another pattern is that Japanese students use silence when in speaking situations with someone of a higher status (Ellis, 1991). Because the students perceive the instructor as having a higher position, they sometimes remain silent out of respect, which in return frustrates a teacher who is not aware of the social etiquette being observed. It is often mistakenly perceived as a lack of motivation to communicate. Quite often because of these differences, Japanese L2 learners are also reluctant to share their true personal feelings and have a conversation with little interest, exploration or communication of any depth.

In the communicative classroom, ESL students are required to answer an endless stream of personal questions: "*How are you?*" "*What's new?*" "*What did you do over the weekend?*" Students working in pairs can effectively alleviate the pressure to answer direct questions from the *higher-placed* instructor. Exercises can be structured into a game where '*yes*' and '*no*' are banned in order to encourage more expressive English usage.

The effect of social status can cause troublesome student-to-student relationships within a class. Students perceived to be of a higher-class status (*e.g.*, those from wealthy families or of long family lineages) can intimidate other students and can create obstacles in the cohesiveness of a class. In such cases, students are more reluctant to participate in a pair or grouping if they feel they are in a different status than the other student (Ellis, 1991).

Communicative teachers not only teach more expressive and interactive communication, they prepare students to work outside their normal cultural comfort zones. Teachers must understand these cultural attitudes in order to teach more expressive and interactive communication in real life situations. The communicative teacher needs to take these kinds of factors into consideration when lessons are created.

Attitude and Motivation

The *"L2 motivation construct is bound to be eclectic, bringing together factors from different psychological fields"* (Dornyei, 1994, p. 274).

Understanding Dornyei's ideas on the complicated nature of motivation is essential to the communicative classroom instructor. It is important for teachers to recognize the attitudes and motivations of L2 students for studying English as a second language. Though all teachers know of the importance of motivation, it is hard to ascertain its exact nature. Students in Japanese universities take English Language classes for a multitude of reasons. These range from the enjoyment of speaking a foreign language to fulfilling future job criteria or graduation requirements.

Unfortunately, with students in lower ability classes, the greater part of the class is enrolled only to satisfy a graduation requirement. This of course can mean that their motivation to participate will be adversely affected. These lesser-motivated students typically give just enough effort to satisfy the lowest requirement needed to avoid taking the class again as a repeat student.

Discovering the need or motivation for the students' taking the class can help the instructor mold the class to the student's goals. When students are convinced that the study of English will bring them closer to their goals, they become much more motivated to participate in the communicative classroom.

The daily pressure of the class can give many of the unmotivated students even more stress and difficulty in participating. Humor can be used as a means to relax the tension in the classroom, as well as to build a bond between the teacher and students. Barton (2003) suggests telling a joke can illustrate the usefulness of the language being studied. It is often found that games are also one of the keys to success with a class that is not highly motivated. Games can relieve the pressure of performing in front of others, and by becoming enthusiastic about winning the game,

the students often forget that they are studying English and participate enough to really experience it. This playing to win prompts motivation, and any positive motivation is a step toward increasing the students' overall purpose, in and out of the classroom.

Defining the *Goal Line*

The term *goal line* is used by this author to mean the target that is set by the teacher for achievement by the students in task-based activities. The goal line must be clearly explained by the teacher in order for work to be successful. Dornynei cites Oxford and Shearin when he states that, "…in order to function as efficient motivators, goals should be specific, hard but achievable, accepted by the students, and accompanied by feedback about progress" (1994, p. 276).

In addition, not only does the goal line need to be clearly defined to the students, but the *way* the task is to be accomplished must be understood as well. Confusion in understanding the given task can lead to lack of motivation. Often this can be avoided by choosing a confident student to use as an example before the whole class (Robson, 2003). The more comprehensible the goal line is, the easier it will be for the students to accomplish the task without confusion.

For example, in research for this paper, this author deliberately used an unclear explanation when giving a task. This was followed by immediate bewilderment and lack of motivation on the part of the students when they separated into pairs. Conversely, when a clear example was written on the board and supported with proper modeling by strong students, there was a smooth movement into the practice. An example of a well-explained task's goal line is for a student to interview two other students about their interests and complete a survey form. This is an easily understood task.

A well explained task's goal line also gives the teacher insight into the students' long-term goals. The long-term goals the teacher encounters must be nurtured and supported by the instructor. Nurturing creates a bond with the students (Ushioda, 1996). Senior concurs with Ushioda on the need to clearly connect the students' long-term goals with the necessity to complete the daily task-based goals in the classroom. Senior states that a class cannot have cohesion unless all the members of the group are seeking the same common goal (Senior, 1997). In the case of SLA, the group goal should be to improve its level of English in order to fulfill each student's individual goal. Senior contends that even in classes of mixed ability, if the common goal is the same, there is a greater chance that the class will bond. There are three major groupings used in the communicative classroom as techniques to motivate the students and reach the goal lines: whole class participation, pairings, and small groups.

Whole Class Participation

Harmer (1983) defines the whole class working with the teacher as lockstep practice. The students are all *locked into* the practice at the same time as they are led by the teacher. This method of teaching, the most traditional of all, places the teacher both in control and as the focus of the students' attention. The principal advantage of this technique is that the teacher can reach the maximum number of students simultaneously. For example, the introduction of new language in the lockstep practice exercises allows the information to be quickly disseminated to the entire class. Further, the students receive language that is modeled perfectly by a native language instructor.

In the case of *listen and repeat* exercises, the lockstep practice is an asset in maintaining classroom management. This author's experience has shown that Japanese language learners often feel less pressure when participating in choral-like *listen and repeat* practice because acting as a group allows them to blend in. This author has observed that when a teacher calls on a student in front of the class, as a whole he/she generally becomes tense; however, if the whole class is doing a choral *listen and repeat* exercise, the L2 learner takes comfort in not being the only one performing. Moreover, the Japanese learner is reassured that he/she is not the only one having difficulties in the classroom. This authors experience contradicts the findings of Harmer who states that *shy and nervous students* often find the lockstep approach difficult (Harmer, 1983).

Harmer (1983) criticizes lockstep as it involves too much teaching and too little learning. The most prominent disadvantage of lockstep is that the students feel that there is no personal attention given to them as individuals. Lockstep runs counter to Medgyes' (1986) concept of a learner-centered classroom. Another disadvantage of lockstep is that when the instructor calls on a specific student, Japanese L2 learners tend to be shy and reluctant to be singled out in front of the whole class. An additional drawback to the whole group method is that students get little chance to practice unaided or freely express themselves. In the Japanese classroom of 25 to 40 students, only a small number actually practice or do all the tasks. While lockstep is a good technique for introducing new language, disseminating information quickly and encouraging shy students to participate chorally, in order for students to become more proficient in language, practice in pairs and small groups is also essential.

Pairing

Pairing students allows the L2 learners the greatest opportunity to increase their speaking time. When students are given all the tools, language, and realia needed to complete a task, the pairs can quickly gain confidence in the use of new and previously

learned language.

Instead of the teacher as an authority figure telling students how to produce language, their peers give them guidance. They also can gain "interpersonal skills and higher self esteem" by working in pairs, out from under the spotlight of the instructor and the class (Dornyei, 1997, p. 482). Dornyei has noted that pairings also give the students the chance to improve their student-to-student relationships.

Weaker students can be helped by stronger ones when doing pair work. The student who is struggling with SLA can gain encouragement from his/her classmate.

The stronger students are compelled to rise to the occasion and take on the role of a teacher. They have the opportunity to explain, to use, and to show language in a way that the weaker student has not yet understood. The stronger students benefit from breaking down the language and they themselves become better SLA students by observing more closely how language is formed.

This exchange between students improves the learner-centered approach. Thus, pairings improve both the weaker and stronger students absorption of the target language being studied.

Pairs give motivated students the chance to use the language independently from the teacher. They are usually the ones in an L2 classroom who, once being given the explanation of the task, apply themselves and use the time wisely to experiment. Another highly advantageous aspect of pair work is that it allows the teachers to remove themselves as the focus of the students' attention. This in turn allows the teacher to act as a facilitator of language use rather than disseminator of information. The teacher is free to moderate the pairs and give each one individual attention while not interrupting the other pairs from their practice.

In Japanese university oral communication English classes, teachers often use pairings for warm-up practices. For example, writing a question on the blackboard, such as "What did you do on the weekend?", will then be followed by a short demonstration and a request for at least three interrogative follow-up questions by the students. A few minutes are allowed for this exchange to occur, and then a signal to the class to change partners and explore the same questions with other students is given. Varying the length of time with partners, and sometimes having the students make notes on what their partners said to be briefly reported back to the class, gives a definable goal line. By frequently changing partners, the students are exposed to all levels of student ability in the classroom and a variety of personalities, thus enhancing the interactive experience. This kind of pair work practice allows for the kind of repetition needed to acquire the new language. In classrooms with lower level ability, the constant practice through repetition will reinforce the language and give the learner confidence with the target language. The classroom becomes an active rather than sedentary environment.

Pair work might be new to some students, and usually it will take some time for

them to adjust to a new style of learning (Harmer, 1983). Often introducing pair work to an inexperienced class results in chaos. There are frequently exchanges in Japanese between the students when they are unsure of the purpose of the practice. Undoubtedly, the instructor's ability to clearly set up and define the task precisely will limit the chaos. The common technique of setting up the practice by having a pair come to the front of the class in order to model what is to be accomplished will guide the students who are unfamiliar with what they should be doing. However, once pair work becomes routine, minimal time is needed to explain the practice and students can move quickly into the task.

A major drawback to pair work is that even though the teacher can oversee 15 pairs more easily than a class of 30, there are still opportunities for under motivated students to lose focus and return to speaking Japanese. As part of their goal line, instructors can include the need to report to the class what they have learned from their partners, or a survey could be filled out by the pairs and turned in for assessment. These additional instructions can minimize the conversing in their native language as they need to be able to report what was said using the appropriate words.

Another problem frequently encountered in a communicative classroom is that students may become bored when left in a pairing for too long. Teachers are often worried that students will slip into their native language to chat socially if left unobserved for too long (Harmer, 1983). However, in strongly bonded classes, the use of the native language can be restricted to explaining tasks, handling problems, or helping weaker students. Teachers should closely monitor the pairs' use of Japanese, restricting its proper use. Rotating partners and clearly defining the goal line increase the English being spoken in the classroom.

According to Harmer (1983), there is no concrete research on the best way to construct the pairs. There are varieties of methods for pairing the students, random mixing, pairing weaker with stronger students, or allowing the students to choose their own partners. This author has found it beneficial to combine all three ways of creating pairs at different stages.

Usually, at the start of a semester, the instructors are unaware of the ability of the students, so they randomly pair students who sit next to each other in the class. As instructors learn the abilities of the students, they start to control the pairings in a more logical manner, as needed. This leads the instructor to play an active role in the construction of pairs. The teacher can, while seeming neutral, guide the random pairings of the students in such a manner to encourage students who usually do not work together to do so or to break up unruly pairs.

The second method is for the instructor to purposefully pair weaker with stronger students to achieve the benefits discussed above.

The third method is to allow the students to select their own partners. This is

usually most beneficial when there is a larger task that needs to be accomplished like creating a dialog, practicing for a presentation, or preparing for an oral exam. Allowing the students to pick their own partners can be viewed by the students as a reward and allows the creation of a learner-centered classroom.

Through this author's small-scale experimentation, he has come to recognize that teachers need to test various ways of putting the students into pairs to discover what works best within the context of each individual class. Changing the pairs at different stages not only increases the chance for students to bond and increase motivation, but also re-energizes the students who must cope with a variety of new partners. Pairs supplement the whole group approach by allowing the students more practice that is individual in conversation. This allows the students to become more proficient than whole group instruction alone.

Small Groups

Using small groups of three to six students has become a good median between using pairs and the whole class in SLA classrooms. The amount of English speaking is increased in small groups just as it is in pairings. In addition, Harmer (1983) confirms that it gives the students some real opportunities to use their English to achieve their goal lines. The small group allows both weak and strong to bond to achieve the goal. Small group work also allows for a larger variety of opinions to be expressed than in a pairing, yet not as overwhelming as would take place in a whole class situation. Small groups are an ideal way to develop teamwork when using games and creative tasks in the classroom.

Instead of 15 groups for the instructor to monitor, there are now only four or five groups. This allows the teacher to give more feedback, and it also allows those small groups that are functioning well to be more independent while the instructor can focus on those that need more nurturing.

Small groups are an ideal place for the students to use the language a bit more freely without fear of making a mistake in front of the entire class or a single superior partner, possibly boosting the student's confidence (Barton, 2003).

The small groups are able to handle problems better, because, when one arises, someone in the small group generally knows the solution. Harmer (1983) makes a convincing argument that small group work is more dynamic than pairs for the reason that in small groups there are more chances for discussion to occur. In addition, some of the pressure is taken off the weaker students in a pair because they can rely on stronger students to help them solve the more difficult tasks. In the Japanese university communicative classroom, small groups work together quite well, and the stronger ones in the small group help the shy students. Quite naturally, students with leadership qualities help guide the small group toward achieving their

goal. The teacher must monitor the small groups to insure that there is not an overly dominant student who takes over the control of the small group. A solution to this is to give the dominant student more responsibility such as organizing the ideas, or being the student responsible for submitting the finished product.

There are many examples where working in a team is beneficial to the L2 student. For example, in a class for intermediate communication, in a private university of six students that was then divided into two proups of three the clearly defined goal line for the small group was for students to create a one-minute TV commercial script that emphasized the benefits of their university over that of their competitors. The students needed to brainstorm their ideas first. Then they needed to decide as a small group which ones were the most important and which of those ideas should be clearly stated in the small their own commercial. Lastly, they worked as a team to create the audio script for the commercial. This class of highly motivated students who were eager to experiment with their language and work together to reach the goal line, would call the teacher over only if they were having difficulties or needed help phrasing something more appropriately for a commercial, creating very independent learning scenarios. The TV commercial task mentioned above was given to a high level class; however, small group work in the Japanese university classroom does not have to be so complicated. For instance, in classes with lower ability, a simpler activity such as a brainstorming game is useful.

One such brainstorming game is for students to brainstorm lists of verbs that can be found at a given location, such as a hotel. The small group's goal line is to create a list longer than that of any other small group in the classroom. The second goal line is for the small groups to come up with the most creative or unusual answers. One of the students in the small group is chosen as the secretary. The secretary's task is to write down the list as the others in the small group come up with ideas. The students are given a time limit of five minutes to motivate focused work. They can access dictionaries, vocabulary lists, and their lessons in order to create the longest list possible. This encourages any answer, even easy answers, as valid for the game. Shy or extremely low level students will be able to come up with some answers, thus helping their team. This gives them confidence in the fact that they helped achieve the small group's goal. Stronger students have the freedom to add more complicated ideas to the list. This also can be a way for the lower level students to increase their knowledge of words. Sometimes stronger or highly motivated students become a *mini teacher* in the small group, allowing the teacher to spend more time with small groups that are having difficulty with the assignment (Harmer, 1983). In essence, when the students are organized into small groups, they are more motivated and are interlocked in teaching each other English.

Small group work is most effective when students, though constant experience in various group dynamics, eventually learn how to work cohesively in any kind of

team for the common goal. Dornyei (1997) states not only does working in small groups affect the students' SLA skills, it simultaneously works on their social skills. The Japanese business world that most students will enter after graduation places a large significance on their ability to contribute in a small group. Even if their English language ability is quite low, practicing and working toward common goals in a small group will transfer to their interpersonal skills outside the classroom.

The addition of smaller groups has had a large impact on the way this author has been planning and implementing lessons. This author has been incorporating more consensus building, brainstorming and assigning small group project planning into lessons. The benefit of bringing consensus building into a classroom is that the students become active participants in determining the course of the class. By participating in the direction of the class, the students gain a stake in their own learning experience, for example, whether to play a game or do a role-play. When the students become part of the process for determining the course, it helps avoid the problems of troublemakers and under-motivated learners. Small groups help the students become more proficient in English than whole group teaching alone and increase their confidence more than participation in pairs.

Trouble Makers and the Unmotivated Students

One serious problem that all teachers encounter in the classroom is the student who lacks motivation and potentially can disrupt the learning of those that want to study English. That student might be seeking attention from his/her fellow students, the teacher, or may have no interest in studying a language because he/she is only in the classroom to satisfy a requirement.

There are many ways to approach such students, and Senior (1997) outlines several common approaches: ignore the students, demean them in front of others, and find a role for the troublesome student to play within the class. While Senior states that demeaning a student is an option, demeaning a student can cause the motivational problem to worsen.

Senior's last approach is usually the most difficult and usually can be only accomplished by a more experienced instructor because it takes time to discover the students' interests and to develop a plan to transform the trouble-making student into a benefit to the class as a whole. This approach correlates with the learner-centered experience to language learning. The instructor must find an entry into the disruptive student's world by asking the student about some personal interests. The instructor then incorporates these interests into examples and activities of the target language. This has been useful in helping bring the student back into class participation. Using the learner-centered approach, it is possible to relate a lesson to a topic that interests the trouble-making student; however, this does not always

eliminate the student's lack of motivation.

Ushioda (1996) points out that students' past classroom performances influence their motivation, their goals, and what they expect of themselves. Ushioda continues to point out that in relation to subjects, students often say that they are good or not good at languages. These beliefs have a powerful influence over students such that the teacher may label them as unmotivated.

Confronting such beliefs led this author to redesign a test used in a lower level class. The exam tested the students' ability in using full sentences or fill-in-the-blank. The test's high failure rate had completely deflated the class' confidence. The redesigned test gave the students some multiple choice and word lists and as a result, the majority passed, giving them a sense of accomplishment that encouraged them further.

In the classroom, it is difficult to come to a conclusion as to why a student might be uninterested in studying English. Because of comments made by students privately to this instructor, this author suspects that quite a few students' past poor performance in English classes leads to their lack of motivation.

Compounding this complicated issue is that the Japanese education system puts a high priority on test scores. Most students judge their performance in the classroom through conventional methods such as test results and grades. Students begin their English studies at elementary school and are constantly taking exams in order to progress. If students previously have found language too difficult, this convinces them that they never will be able to progress with their SLA, and they tend to lose confidence. Students can be shown that comprehending some interesting topic or understanding a television drama in English, likewise, can be indications of success in their language study. As Ushioda (1996) suggests, grades are not the only indicator.

Recently this author has begun to make some changes to the way in which he encourages interaction in the classroom based on Ushioda's research. Instructors should encourage, especially the underachieving students, to contribute to games and small group brainstorming activities. In addition, this author is working toward the goal of getting the students to understand that even a small effort in becoming Ushioda's "language user" (1996) is better than no effort at all on their part. A simple acknowledgement of a good effort or telling a student that he/she did well in class, can mean a lot to students, even those that feel they can never do well in English. Rewards from the teacher can stimulate and change the attitudes of some students. These slight changes are further steps to removing disruption from the classroom.

Most teachers at one time or another have come across a class where the majority of the students have been unmotivated. These teachers have tried different techniques to attempt to gain entry into the student's world and give him/her a purpose to their studies such as games, multimedia use, and rewards (such as candy or even leaving the class slightly early). There is of course the possibility that a

class will never function the way that the teacher wants it to, and this should not be seen as a failing of the instructor. Senior (1997, p. 10) states in her conclusion that, "There are clearly a wide range of contributory factors beyond the teacher's control which can either enhance or inhibit the bonding process." The teacher alone cannot motivate the students by simply desiring it to be so. The students must contribute to the process, and they need to discover their own motivation for why they need or want to study English. Improving the motivation of the students must be an exchange between the students and the teacher.

Conclusion

In conclusion, this author has found that the needs of every classroom are unique. Clearly stated and achievable goal lines are essential to the successful motivation of any class grouping. Additionally, there is no one grouping method that is fully better than another. Whole class in the lockstep method is best suited for quickly setting up activities and giving the students a clear goal line. Pairings are advantageous in the practice and drills section of a lesson. Small groups have proven to be invaluable when it comes to creating a positive and creative atmosphere when using games and applying time limits. Small groupings have shown promising results in helping to increase the bonding within a class. Furthermore, small groups allow the instructor to spend more time with the small groups that are struggling. Through experimentation in classrooms, this author has found that a mixture of groupings helps ensure the best learning environment possible.

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— Abstract —

How do whole class, pairs and small groups affect motivation in the ESL classroom at a Japanese university?

This is an important question to investigate because its answer will guide ESL instructors in creating and executing effective lesson plans. Motivational needs of students are varied and the groupings used in the classroom create a positive learning environment. Instructors know of the importance of motivation in maintaining a positive atmosphere in the ESL classroom; however, it is difficult to define. The investigation was conducted through the analysis of academic educational literature and classroom experience. The conclusion reached is that the most effective groupings in the ESL classroom are a combination of the three grouping methods. The significance of this conclusion is that ESL instructors should use the three grouping methods in progressive stages in their lessons to be effective in maintaining motivation.

〔抄　録〕

日本の大学の ESL（第二言語としての英語）の授業における 3 種類のグループ分けの仕方――クラス全体，2 人組（ペア），少人数のグループ――は，学生たちのモチベーション（動機付け）にどのような影響を与えるだろうか。

この問題を調査することは，ESL の講師にとって重要な意味を持っている。なぜならその調査結果が，効果的なレッスン・プラン（授業計画）を作成し実行する際の指針となるからである。学生の英語修得におけるモチベーションは多様であるが，授業中に 3 種類のグループ分けを使うことによって，好ましい学習環境が作り出される。ESL の講師は，授業中に好ましい雰囲気を保ち続ける上で，学生たちのモチベーションが，いかに重要かを熟知している。だがよい雰囲気とモチベーションの関係とに，決まった方程式のようなものはなく，明確な関連性を見出すのは難しい。この調査は，教育に関する学術文献で論じられた分析と，自分自身の教室での経験に基づいて行われた。ESL の授業では，3 種類（クラス全体，2 人組（ペア），少人数のグループ）のグループ分けを組み合わせるのが一番効果的であるという結論に達した。ESL の講師が学生たちのモチベーションを効果的に持続するには，授業を進める際，3 種類のグループ分けを自在に使うのが，最も効果的であるというのがこの結論の核心である。