

Explorations in Teacher Development

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Table of Contents

- 1 Message from the Editors / Call for Papers

Articles

- 2 Four Strategies to Cultivate Greater Well-being through Need Satisfaction
Guy Smith
- 5 Reflective Practice Checklist
James W. Porcaro
- 7 High School Teachers' Cognition towards the Policy of English Classes in English
Yukie Saito

Proceedings

- 14 Introduction to the EFL Teacher Journeys Conference Proceedings
Mike Ellis
- 15 Three Different Parts of Me: Teacher Development through Identity Transformation and Integration
Sachie Banks
- 19 Narrative Study on Teacher Motivation in EFL Tertiary Education
Rie Tsutsumi
- 24 Full Circle: From ESL and EFL Learner to EFL Teacher
Gaby Benthien
- 28 From Teacher to Teacher Trainer: The Rewards of Professional Development
Alison Nemoto
- 32 Research Group Dynamics with Critical Collaborative Creativity
Tim Murphey, Joseph Falout, Yoshifumi Fukada, Tetsuya Fukuda

About TED SIG

- 36 Become a member of TED SIG / Officers List & Contact Info

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From the Editors

Welcome to the Fall 2015 issue of *Explorations in Teacher Development*, the publication of the Japan Association for Language Teaching (JALT) Teacher Education and Development (TED) Special-Interest Group. You may have noticed that we have altered the name of our Journal to *Explorations in Teacher Development*. The current officers of the TED SIG felt that this name better represents the nature of our SIG and the types of papers we are interested in publishing. In short, the members of this SIG are most interested in teacher education as well as continual professional development.

This issue includes both regularly submitted articles as well as the Proceedings from our annual EFL Teacher Journeys Conference in June.

Guy Smith offers some insights about Self-Determination Theory and how these can apply to a long career in teaching.

James Porcaro shares his reflective practice checklist with us, a checklist he has used in teacher training for several years.

Yukie Saito, who also presented at the EFL Teacher Journeys Conference in June, reports on her findings of how

high school teachers incorporate MEXT's mandates regarding English through English in the high school classroom.

Both Sachie Banks and Rie Tsutsumi presented at the EFL Teacher Journeys Conference in June 2014, and we have included their proceedings here. Banks explains how identity plays a role in her teaching journey. Tsutsumi reports on her study regarding self-motivation and educators.

Gaby Benthien shares her journey of being an ESL student in her youth and now an EFL teacher in Japan. Alison Nemoto describes her journey of becoming a teacher and then teacher trainer amidst her upheaval in the 2011 earthquake and tsunami. Finally, Tim Murphey, Joseph Falout, Yoshifumi Fukada, and Tetsuya Fukuda discuss the dynamics within their collaborative research group.

Happy Reading,

Amanda Yoshida

Scot Matsuo

Call for Papers

Explorations in Teacher Development is a journal for teachers, by teachers, where we encourage people to share their experiences and reflections.

Papers for the *Explorations in Teacher Development* (ETD) Journal are accepted on an on-going basis. **Papers submitted by April 15, 2016 will be considered for the Fall 2016 issue of ETD. Papers submitted by October 15, 2016 will be considered for the Spring 2017 issue of ETE.** We encourage both members and non-members of our SIG to submit papers, so please share this information with your colleagues and friends to ensure a rich and diverse publication.

Following is a list of the categories and types of articles we are interested in publishing:

Research Articles (2000-3000 words)

•Narrative Inquiry

•Reflective Inquiry

•Action Research

Explorations (1000-3000 words)

•Reflections on beliefs/practices

•Learning / Teaching Journeys

•Other (1000 words or less)

•Book Reviews

•Creative/Humorous Observations

In addition, interviews of relevant educators/researchers may be accepted at the discretion of the editors. Please contact us if interested in writing an interview piece.

TED SIG also publishes the proceedings of our Teacher Journeys conference held in June as well as occasional special issues in collaboration with other JALT SIGs.

If you wish to submit a research paper or explorative piece to the ETD, please pay attention to the following requirements:

All submissions should use APA style and a maximum of 12 references. Submissions that are not in APA style will be sent back to the authors for reformatting.

Research articles should include an abstract of 100-150 words.

Explorative pieces do not require references but connections to the literature are encouraged.

All authors should provide their current affiliation and a contact email. A short bio is optional.

When sending in a submission, please indicate which category of the ETD Journal your article will fit under.

Please note that all submissions for the research and explorations sections of the ETD will undergo a peer-review process and that, if accepted, we will provide feedback and suggestions for improvement.

Authors are encouraged to include charts, images, graphs, etc. with their articles, which will provide a visual representation to our readers.

Questions and contributions may be sent to the following email address:

jalt.ted.ete.editor@gmail.com

Four Strategies to Cultivate Greater Well-Being through Need Satisfaction

Guy Smith

International Christian University

Contact: guy@icu.ac.jp

Many teachers new to the profession often describe their teaching duties as pushing them to their physical and emotional limits. Some of the new life adjustments that come with starting a teaching career include following school protocol, preparing lesson plans and materials, observations and evaluations by senior staff, and our main herculean task – connecting with, guiding, teaching, listening to, and being personal counselors for six, seven or more groups made up of 30 to 40 diverse personalities. Teaching is a job we may well feel fits this wry observation from an anonymous wit, “Good teachers are the ones who can challenge young minds without losing their own.” In the face of these numerous challenges, how can we teachers stay motivated and feel positive about our daily work? I would like to discuss four self-help strategies that new teachers may find useful in helping them more rapidly bridge the gap from that of the bewildered, exhausted, and coffee-addicted newcomer, to that of the calm, relaxed, and cheery veteran.

Teaching and Self-Determination Theory

The teaching profession regularly takes the gold medal on the list of occupations which threaten early retirement. For example, in the United States, Edutopia, the Educational Foundation founded by George Lucas, informs us that within five years of starting employment at schools, nearly half of new teachers decide to leave the profession. Reasons include frustrations and disappointments with students, teaching freedom inhibited by administration, and excessive contact time leading to emotional exhaustion, among others. In particular, it is not uncommon for new teachers to feel quite de-motivated and rundown. The thought that surely there must be an easier life starts to erode away the initial determination and energy to become a teacher. Thoughts that a teaching career might not be the best fit for us become less and less easy to dismiss. However, teachers take heart! Research, emerging from studies investigating Self Determination Theory (SDT, Deci & Ryan, 1985), a theory developed by Edward Deci and Richard Ryan in the Clinical and Social Sciences Department at the University of Rochester, has come to show well-being, growth and the ability to persevere when faced with trials in life are strongly linked to how our environment supports us in positively satisfying psychological needs. In SDT, our three basic psychological needs are identified as autonomy, competence, and relatedness. Autonomy means being in control of one’s own decisions and having choice (Deci & Ryan, 2002). Competence is the feeling we are having an effect on our surroundings. Relatedness is the feeling of belonging to and having connections with a social group, such as family or social circles of friends, and, indeed, our learners.

SDT research also suggests that the extent to which our motives in taking action are authentic (in other words, how connected and related they are to our innermost goals and beliefs) impacts on our perceptions of well-being, satisfaction with both our social lives and work life, and success in the building of sound and healthy relationships with others. Goals, behavior and desires which are in harmony with our own beliefs can have a positive effect on our health, both on a mental and physical level (for more, see a fuller discussion of goals and well-being in Sheldon et al., 2004).

What does all the hard work from the SDT researchers mean for us? Well, if teachers are able to experience their work in a more deeply and fulfilling manner, they will probably also become more able to cope successfully with, and enjoy, their daily work experiences. But why take pot luck with life bringing you the needed satisfaction you want to be happier and healthier, when you can take matters into your own hands? From the no-nonsense Stoic Roman Emperor Marcus Aurelius in his Meditations over 2000 years ago comes the shrewd advice, “Thou canst pass thy life in an equable flow of happiness, if thou can go by the right way, and think and act in the right way”. By “thinking and acting in the right way”, and consciously devoting a little time to self-reflective and self-regulatory strategies that help us satisfy our basic needs, we may be able to head off reaching a breaking point, enjoy our work experience more and become more resilient to the many stresses involved with a teaching career. Teacher, heal thyself!

Strategy 1: Feel-Good Feedback

Try to build a collection of positive feedback by keeping the following:

- personal notes of thanks from students

- surveys which evaluate your teaching in a positive manner
- class photos of groups you have taught that have been great teaching experiences
- thank you notes from other teachers

Recalling enjoyment in teaching, and the experience of satisfying relationships with students and student groups, corresponds to the SDT basic need of relatedness in which we strongly experience the attachments between us and others, reinforcing our feelings of pleasant connections with our social group. Train yourself to see the classroom as a place that while having its stresses and disappointments, also promises unique and touching social experiences that you as a teacher (and perhaps only as a teacher!) can have.

Strategy 2: Reflect on the difference you can make.

As a teacher, take a moment to reflect on why students are in your class, and correspondingly the positive influence your class could have on their future. Reflect on the value your teaching has had in the past, while visualizing the potential gain for your students using the skills you are teaching them now, or will be teaching them soon. One personal moment of satisfaction came when, by chance, on the train going to work one morning, I met a student I had taught a few years previously. This student had just returned from a six-month study abroad program and when he saw me, he excitedly explained how my classes had helped him in having a very positive experience during his time studying overseas. While, in fact, I had difficulty in recalling this individual student, I experienced a real and gratifying warm glow of usefulness to another person. These experiences will happen to you, and the importance of reflecting on our professional competence, and on the positive way we can affect our students' future is crucial in giving our work deeper and more personal significance.

Strategy 3: Keep your mind in the moment.

We have all experienced times of staggering into the staffroom, grabbing a cup of coffee and collapsing in our chair while an internal voice whispers, "was that really only the end of the first class today?" or as the day draws to a close "just one more to go". While this is a situation every healthy teacher occasionally finds themselves in, if you find yourself sinking into this bog of depression, lethargy and desperation every day, well, you have a problem. Maybe habit is starting to rule your classroom? Are you starting to see classes as reruns? Are individual students starting to become faceless clones that you see for a few months or a year only to be replaced by a new unit?

In SDT discussions, one of the keys often emphasized for well-being is mindfulness. In mindfulness by focusing clearly on what is happening to us right here and right now in the classroom, we become more fully connected to our daily teaching experience and more able to see ourselves, and our actions, clearly and critically. By seeing yourself more clearly and realistically you are able to identify goals more connected to your authentic desires and hopes, and more able to take perceptive action to improve your shortcomings as a teacher. By acting as your own coach and mentor you can help yourself to lift your performance. Mindfulness also means we are more open to the novel and interesting aspects of what is going on around us, and is described by Chatzisarantis and Hagger (2007) as being a "quality of consciousness that is characterized by clarity and vividness of current experience and functioning" (p. 665). Make sure you are not zoning out in class, but are alive to the present demands of your class and its mood, making necessary changes in actions and approach, and practicing alert and sensible class micro-management. Along with keeping an eye on ourselves and our behavior as much as possible, remind yourself that every student you meet is a unique individual that deserves your full attention. Good ones need you to challenge them, less motivated ones need to be guided towards personal goals, and disruptive ones need to be brought into the group as constructive members.

Strategy 4: Envision a future self.

Future selves are one of the current hot topics being examined in motivational psychology by leading researchers in the field, like Zoltán Dörnyei, however we teachers should get in on the act too. As a career educator, can you clearly visualize what you want to have done, who you will become, what challenges you will have overcome five or ten years from now? Be careful here, remember that in line with the ideas of SDT we want to make sure our goals reflect our own deeply-held beliefs and interests as closely as possible, rather than what we think other people may be expecting of us. Following through on, and achieving goals will strengthen your feeling of competence and help make you a more resilient and satisfied individual.

It's Worth the Effort

Especially at the beginning of our careers, teachers face considerable demands on our physical and emotional limits in coming to terms with the challenges and stresses involved in teaching. Studies by Sonja Lyubomirsky (2007) explained in her book, *The How of Happiness*, show that a large percentage of our happiness, perhaps up to 40%, is decided by how we think. Finding ways to mentally and emotionally cope with the teaching day, experience deeper satisfaction in career goals, and deal with inevitable classroom crisis and stress are vital aspects of teaching practice. These skills allow us to build and maintain a positive outlook on a job which is very demanding, and to enjoy a long and rewarding career as an educator.

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Reflective Practice Checklist

James W. Porcaro

Toyama University of International Studies

Contact: *porcaro@pa.ctt.ne.jp*

While looking through some old file boxes recently, I came across a list of 30 points of reflective practice. I had composed this list some years ago as an internal memo in my position as academic supervisor at a language college in Japan for the staff of native-English-speaker teachers. I was struck by the continuing relevance of these points as I myself reflected on each of them again 25 years after writing them. I now submit these points for ETD readers to consider, with the following initial thought from the legendary Mary Finocchiaro (1988, p. 2), also written many years ago, with the clarity with which she always communicated with her fellow teachers: “[the] real issue in the ‘real world’ [is] that of concentrating on the continuing, essential, always more perfectible growth and development of the teacher.” It is indeed always we teachers who make all the difference for our students. The following list may serve readers to advance that endeavor in some way. Teachers may want to self-evaluate in the space provided before each item from 1 (to a low extent) to 5 (to the full extent).

To What Extent Do You:

1. ___ formulate clear, concrete objectives for your teaching in each of the curriculum components you instruct?
2. ___ carefully and thoroughly plan each lesson, each unit’s work, each term’s work, each year’s work?
3. ___ efficiently manage time to carry out effectively the plans you have made?
4. ___ establish well-understood, accepted expectations for students and yourself?
5. ___ maintain the instructional integrity of each class period with substantive, meaningful work?
6. ___ consciously bring to bear on each class presentation the most effective elements of your particular teaching style, methods, techniques, and resources?
7. ___ plan and conduct student-centered, learner-focused lessons?
8. ___ communicate objectives and expectations to students simply and clearly?
9. ___ take care to train students well in the teaching/learning methods and procedures of your lessons?
10. ___ ensure that students work habits and patterns are clearly and firmly established?
11. ___ provide consistent, constant, positive reinforcement of students’ achievements?
12. ___ effectively manage the classroom environment for smooth, productive, meaningful work?
13. ___ establish and develop an atmosphere of mutual purpose, cooperation, and respect in the classroom?
14. ___ successfully, consistently motivate your students and direct the achievement of the highest possible level of excellence in their work?
15. ___ make careful, systematic assessment and evaluation of the accomplishment of goals, objectives, and expectations previously set?
16. ___ address the matter of students’ personal growth and development as mature, responsible young adult men and women in your classroom instruction and in your personal relations with them?
17. ___ carry out class procedures and demonstrate your personal manner in fair, steady, honest, consistent ways?
18. ___ seek to identify and address your strengths and weaknesses as a teacher?
19. ___ feel successful, always challenged, confident, and happy about your teaching work?
20. ___ address your growth and development as a teacher through discussions with colleagues, visits to other teachers’ classes, attendance at workshops and conferences, and reading – in order to expand and enhance your teaching repertoire of skills, methods, techniques, and resources in each of the specific English program areas you instruct?
21. ___ look forward to the next school day and the next school year, setting new higher goals?

22. ___ seek and attain a deeper knowledge of the social and personality factors of your students that can influence their learning?
(Finocchiaro, 1988, p. 2).
23. ___ seek and attain a deeper cross-cultural understanding of perceptions, attitudes, and behaviors of your students and yourself?
24. ___ draw from and assert the cultural background and individual identities of your students for lesson content and classroom interactions?
25. ___ learn from your interaction with students in ways that enhance your own personal and professional growth and development?
26. ___ seek to nurture and maintain more positive attitudes toward students, fellow teachers, school staff, and yourself as well?
(Finocchiaro, 1988, p. 2).
27. ___ recognize, understand, and take care to be sensitive to the importance and nature of human relations in the context of working in a Japanese school and living in Japan?
28. ___ recognize that communication with students and in the work environment is a multi-channeled, interactive process, and accept your personal responsibility for ensuring its effectiveness and success?
29. ___ recognize, acknowledge, and extend gratitude to others – students, fellow teachers, administrative and office personnel – for helpful, kind things done for you?
30. ___ develop and maintain an independent, healthy, satisfying personal private life outside of school to nurture your inner needs?

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High School Teachers' Cognition towards the Policy of English Classes in English

Yukie Saito

Waseda University

Contact: *ty-saito@yacht.ocn.ne.jp*

Under the new Course of Study by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT), English classes are to be conducted in English in order to change classes into real communication scenes. How teachers perceive the policy of English classes in English and conduct English classes can be affected by various factors such as their educational background, their experience of professional coursework, peer teachers' classroom practices, and their students' English proficiency. Adapting Borg's framework of language teachers (2006), one year after the implementation of the new program, the researcher conducted semi-structured interviews with three high school teachers to investigate what factors affect high school teachers' cognition toward the policy of English classes in English and their classroom practice, and how they perceive the policy and conduct English classes. The result of the interviews shows that they hold positive cognition toward the policy and conduct English classes in English.

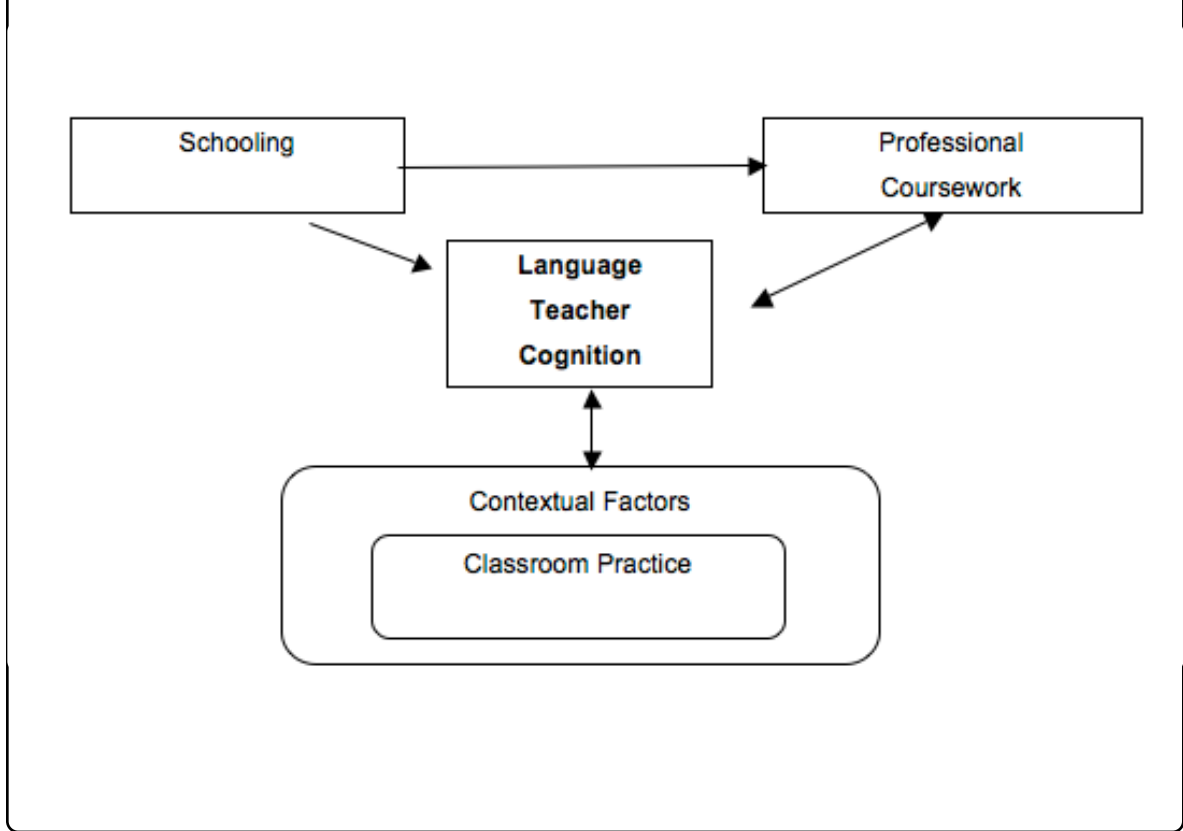
文部科学省の新学習指導要領のもとで、英語のクラスは、教室を実際のコミュニケーションシーンに変えるため、英語で行われるべきであると明記されている。教師が英語のクラスを英語で行うという政策をどのように認識して、どのように英語の授業を実施しているかは、彼らの教育的背景、専門的コースワークの経験、同僚の教師の英語の授業実践、学生の英語能力など様々な要因によって影響を受けうる。Borg(2006)の言語教師の枠組みを応用し、研究者は新学習指導要領実施後1年後の2014年に、どのような要因が英語のクラスを英語で行う政策に対して高校教師の認知に影響を与えるか、政策に対する認知、そして教室での実践に関して、3人の高校の先生にインタビューを行った。結果、様々な要因による影響を受けながらも3人の高校教師は、英語は英語での政策に対して前向きな認識持ち、かつ英語で英語の授業を行っていることがわかった。

To reflect the rapid pace of globalization, the Ministry of Education, Culture, Sports, Science, and Technology (hereafter MEXT) has been changing its language policy dramatically. The new Course of Study was issued in 2009 and has been implemented since 2012 (MEXT, 2009) and it is a drastic change after communicative language teaching (hereafter CLT) was introduced in 1989 (MEXT, 1989). One big change in the new Course of Study is “When taking into the consideration the characteristics of each English subject, classes, in principle, should be conducted in English in order to enhance the opportunities for students to be exposed to English, transforming classes into real communication scenes” (MEXT, 2009, p. 7) Whether the new Course of Study and the policy of teaching English classes in English will lead to success or not largely depends on high school teachers who conduct English classes in classrooms. In this study, by adapting Borg's framework (2006), factors affecting their cognition toward the policy, high school teachers' cognition, and their classroom practice are investigated.

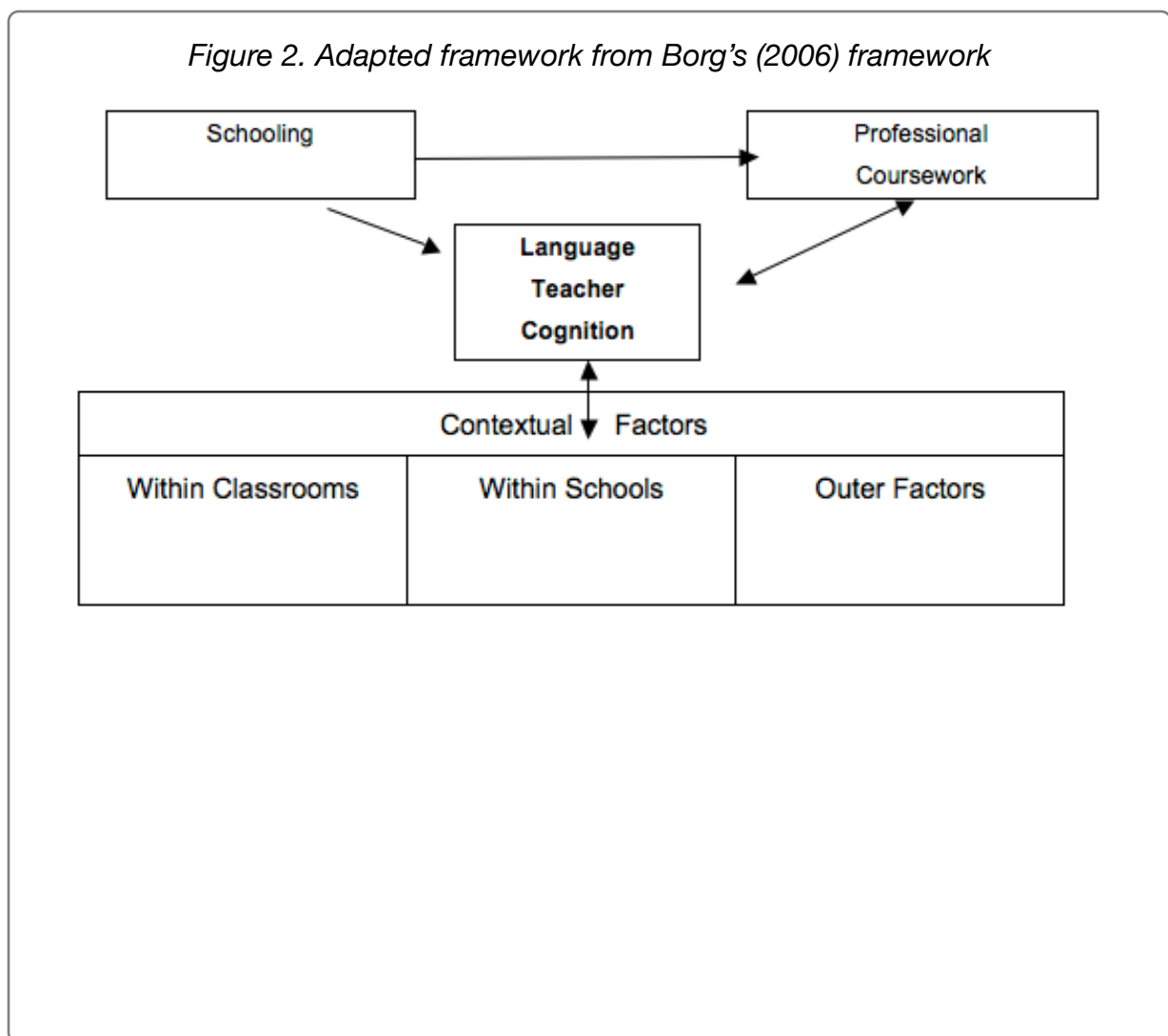
Borg's Language Teachers' Framework and the Adaptation of the Framework

Borg defined teacher cognition as “what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom” (Borg, 2003, p. 81). Borg's (2006) conceptualized framework of language teacher cognition shown in Figure 1 clearly illustrates the complexity of teachers' cognition and also the factors which interact with one another and affect their cognition and classroom practices. The central factor in the framework is Teachers' Cognition. Schooling refers to the personal histories of learning a language that define teachers' early cognition. Professional coursework includes pre-and in-service teacher training. Contextual factors are factors that can have an influence on practice by modifying cognition directly.

Figure 1. Elements and process in language teacher cognition (Borg, 2006, p.283)



In Borg's framework, contextual factors are considered as one broad category. However, I assume that different types of contextual factors will need to be investigated to understand how different factors within contextual factors can influence teachers' cognition and classroom practices. These include inner factors within classes such as students' proficiency of English, inner factors within schools such as schools' English education policies and other peer teachers' cognition and their classroom practice, and outer factors such as the changes in the Course of Study. Thus, in this paper, I have added the three sub-categorizations. Figure 2 shows the adapted framework from Borg's framework (2006).



High School Teachers' Cognition toward CLT and Factors Affecting their Cognition

High school teachers' cognition toward CLT can be affected by various factors. Nishino (2008) claimed that their lack of learning experience of CLT made it difficult for high school teachers to implement CLT. Another reason for the difficulty in implementing CLT is that English language teachers have few opportunities to receive training in their teaching context (Sato & Kleinsasser, 2004; Nishino, 2012a).

Furthermore, teachers' cognition and their classroom practices can be affected by within-classroom factors such as students' English proficiency as in Nishimuro and Borg's study (2013) and the number of classes in each class as in Nishino's (2008, 2011) study. Peer teachers might also have an influence on teachers' cognition and their classroom practices. A case study by Nishino (2012b) of one high school teacher showed that the teacher learned from other teachers by talking to them, observing their lessons, and sharing their activities.

Outer factors such as the pressure to let students prepare for entrance examinations were considered to be a hindrance for CLT. Yakudoku has been a preferred method to help students pass competitive university examinations by focusing on translation skills and grammatical knowledge (Gorsuch, 2000; O'Donnell, 2005; Nishino, 2012a). Teachers' indifference to the Course of Study itself (Nishino, 2008; Taira, 2012) and inadequate support from the MEXT could be other reasons for insufficient implementation of CLT (Nishino, 2008).

High School Teachers' Cognition toward the new Course of Study

Regarding the new policy, non-native English teachers held more negative cognition toward the policy of English classes than native English teachers in Glasgow's (2012) questionnaire-based study. This may reflect non-native teachers' lack of confidence in conducting English classes in English and a lack of experience of teaching English in English. Nagamine (2013), who investigated how high school teachers perceive the new language policy, found that the participants expressed the pressures and anxieties regarding their teaching practices. Students' low proficiency and students' expectation toward the study for entrance examinations influenced teachers' use of L1 (Suzuki & Rogers, 2014). The difference in the degrees of teachers' understanding the policy of teaching English in English can be another issue (Glasgow, 2014). Insufficient resources such as time and training might hinder the adoption of the curriculum (Underwood, 2012)

Research Questions

Though there is some research about high school teachers' cognition about CLT and high school teachers' cognition toward the new Course of Study before its implementation, there is little research on high school teachers' cognition regarding the new policy of English classes in English following the implementation of the new Course of Study. Thus, in this study, what factors affect high school teachers' cognition toward the policy of English classes in English, how high school teachers perceive the new policy, and how they conduct English classes following the implementation of the new Course of Study are investigated by adapting Borg's (2006) framework.

1. What factors affect high school teachers' cognition toward the policy of English classes in English and their classroom practice?

2. How do high school teachers perceive the policy of conducting English classes in English and how do they conduct English classes in English?

Name	Gender	Age	Years of teaching experience in high school	Qualification	School Type
Keiko	Female	20s	6 years	BA in English Literature	Private
Yuki	Female	50s	9 years	MA in TESOL	Private
Miku	Female	30s	15 years	MA in TESOL	Public

Method

Participants

All of the three participants were in charge of first grade students' classes in the first academic year of the new Course of Study from April 2013 to March 2014. I had met Yuki and Miku when we studied together for Master of Arts degrees in TESOL at a graduate school. Keiko was introduced to me by another teacher I know from the same graduate school. (See Table 1). Two of them work for private high schools in Tokyo and one of them works for a public school in Gunma.

Table 1: Profile of the Three Participants (N=3)

I employed semi-structured interviews to explore factors affecting high school teachers' cognition toward the policy of English classes in English, their cognition and classroom practice. For this study, I created an interview protocol based on the adapted framework from Borg's (2006) framework and included questions reflecting each factor therein (Appendix 1). The interviews were conducted at cafes which were chosen for the participants' convenience. The interviews took between one hour and two hours.

After each interview, I recorded detailed descriptions of the interviews including when and where the interviews were conducted, and what topics were discussed. I listened to the interviews recorded in an IC recorder several times, and then transcribed the interviews. The transcribed data was translated from Japanese to English. The transcribed data was analyzed in terms of the factors in the adapted framework from the Borg's (2006) framework.

Findings

Educational Background

All of the participants in this study had experienced Yakudoku style teaching when they were junior high and high school students and they did not learn English through CLT. At university, Yuki became interested in communicating in English and took classes conducted in English while Keiko and Miku felt unconfident when they took classes conducted in English because both of them felt inferior to other classmates who had experience of living abroad.

On graduating from university, Miku became an English teacher. After three years, she went to the United States to get a TEFL certificate and spent one year in California. She mentioned that this learning experience influenced her teaching: "All of the classes including English grammar class were conducted in English and I learned about English education in English."

After coming back to Japan and teaching for three years, Miku hoped to learn more about English education, so she decided to take a TESOL course at the Japan campus of an American graduate school. Yuki also attended the same TESOL course as Miku and both obtained a MA in TESOL. Both said that the TESOL course had been valuable.

Studying on the TEFL course for Miku and the TESOL course for Miku and Yuki made them feel confident in their English. Both of them mentioned that their experiences of taking TEFL and TESOL made them favor conducting English classes in English even before the introduction of the new Course of Study.

Their Professional Coursework

As for teacher training courses at Japanese universities, all of the participants said they did not learn much from the courses. When asked about teaching practicums at high schools, all of them responded that all of the classes that they had observed were *yakudoku* style teaching.

In the following quote, Keiko explained that she was not confident in her English proficiency and classroom management in English before the implementation of the new Course of Study:

"I do not have much experience of studying abroad or experience of speaking English for fifty minutes, and do not know how to construct English lessons, and I wondered if I could conduct lessons as I had prepared them. I felt anxious about my English proficiency."

Her initial concern about teaching English classes in English has been gradually changed by observing other teachers' classes, and she described this revelations as follows:

"Seeing other teachers working hard in classes, seeing some failures in their classes, and seeing students not responding to teachers, I thought I was not the only one, by which I was encouraged."

Observing other teachers' classes helped her to understand when and how to use Japanese. Now she opts to use Japanese to explain English grammar.

Inner factors within classrooms

Students' English proficiency also has an influence on classroom practice. Yuki agreed with the policy of English classes in English. Even though Yuki has been using English, she described how she uses Japanese sometimes while taking her students' English proficiency into consideration:

"I thought if I spoke English to the first grade students all the time, they would not be able to understand. I sometimes use Japanese, but if they have come to understand English, I try to convey what I can do in English."

Students' responses to a new way of teaching have affected Keiko's cognition and classroom practice, too. She said, "When I added some activities in English, they went well. And this successful experience has changed my teaching style."

Prior to the new Course of Study, her teaching focused on grammar and *Yakudoku*. After the implementation, she changed her way of teaching dramatically by mainly using English in her classes. Though she was not confident in classroom management in English at first, her students' positive response toward her teaching has made her confident in her classroom practice.

Inner factors within schools

Teachers' cognition toward the policy of English classes in English can be affected by other peer teachers. Miku was able to start working in a team with two other teachers who have experience of studying abroad. She described these meetings and talks with her colleagues about how they teach their classes:

"Our teaching styles happen to be the same. We have all experienced studying abroad and have the same aims in English education. We can confirm what our aims are and take turns to make classroom activities and lesson plans and have the same lesson plans."

Keiko mentioned that there is one peer teacher who plans and implements study meetings where teachers can share classroom experiences and listen to lectures given by teachers from other schools. She repeatedly mentioned the name of the peer teacher and the good influence of the teacher on her.

Interestingly, peers have had positive effects on Keiko not only in her classroom practice but also in her English proficiency. She said, "I sit next to a native English teacher and we teach classes together. We do team teaching, which forced me to speak English."

She mentioned that though she was not confident in her English and though she did not have enough time to improve her speaking outside school, conducting classes in English and talking with her team teacher has improved her speaking ability.

Outer factors

All of them view the new Course of Study and the policy of English classes in English favorably though Keiko was reluctant to follow the policy before its implementation. However, Keiko's cognition toward the policy has changed dramatically over one year, and she even hopes that the Course of Study will become a strong outer force on teachers who are reluctant to follow the new Course of Study. Keiko described this influence as follows:

"If all of the teachers experience [teaching] the first grade students, I think our school will change drastically. I think everyone says they do not want to do it, but I think they should."

This indicates that the new Course of Study has become a strong outer force which affects teachers' cognition and classroom practice.

Discussion

My first question was to investigate what factors affect teachers' cognition toward the policy of English classes in English and their classroom practice. The participants' schooling experience affected their cognition and classroom practice both negatively and positively. Keiko's initial lack of confidence derived from her school experience as a junior high and high school student who was mainly taught English grammar and translation. Some high school teachers find it difficult to implement CLT because their lack of experience of learning English through CLT (Nishino, 2008). Yuki's and Miku's positive attitude toward using English in their classes has been affected by their experience of taking classes conducted in English in their graduate courses: TEFL and TESOL in Miku's case and TESOL in Yuki's case. Observing other teachers' classes in the case of Keiko which positively affected their cognition and classroom practice. Initially, Keiko did not feel confident in conducting English classes under the new Course of Study, but after observing aspects of other teachers' classes that did not go well, it made her think that she was not the only one experiencing this. Teachers can learn from other teachers through observing their lessons and sharing activities as in Nishino's case study (2012b). Through the interviews, the importance of study meetings and observation of other teachers' classes was highlighted in terms of the teachers' cognition and classroom practice. Yuki has increased the amount of English use in classes whilst taking her students' comprehension levels into consideration. Keiko code-switches from English to Japanese when she explains grammar. Teachers' preference for Japanese in grammar instruction and their belief that it leads to students' better understanding of grammar was also noted by Nishimuro and Borg (2013). Miku said that she code-switches when she disciplines her students. All of them negotiate their

use of Japanese with students' English proficiency and responses. Students' English proficiency and responses toward English classes conducted in English are important factors which affect teachers' classroom practice.

My second research question was to investigate teachers' cognition toward the policy of English classes in English and their classroom practice. In previous studies by Glasgow (2012, 2014), and Suzuki and Rogers (2014), teachers tended to have negative attitudes towards conducting English classes in English. However, in this study, all of them have looked upon the new Course of Study favorably although Keiko was not positive before its implementation. The initial difference in their cognition was mainly derived from their educational backgrounds and appeared to result from whether they had experienced graduate study such as TEFL or TESOL or not. Keiko overcame her initial reluctance to teach English classes in English, and she dramatically changed her teaching style and started teaching English classes in English, and including speaking activities. Teachers tend to lack in confidence in teaching English in English (Suzuki & Roger, 2014), but Keiko, nevertheless, made an effort to follow the policy of English classes in English because she believed the policy would enable students to acquire communicative skills in English. All of the teachers in this study tried to conduct English classes in English as much as possible, but they sometimes incorporated Japanese into lessons when explaining grammar as in Keiko's case, or when they felt it was necessary for students' comprehension as in Yuki's case, or when disciplining students as in Miku's case.

Conclusion

Adapting Borg's (2006) framework of language teachers' cognitions by dividing contextual factors into inner factors within classes, inner factors within schools, and outer factors, it was found that students' English proficiency and responses, the presence of supporting peers, and the new policy itself under the new Course of Study as well as their educational and professional experience were influential factors to affect their cognition and classroom practice. Whereas previous studies (Glasgow, 2012, 2014, Underwood, 2012, Nagamine, 2013, Suzuki and Rogers, 2014) were conducted before the implementation of the new Course of Study, the result of this study one year after the implementation of the new Course of Study was able to capture how the teachers' cognition and classroom practice were influenced and formed by those factors which interact with one another. To make the policy of English classes under the new Course of Study be successfully implemented, those influential factors need to be taken into consideration. For more detailed analysis of complex features of teachers' cognition toward the policy of conducting English classes in English, quantitative analysis of teachers' cognition to the policy of English classes in English using questionnaires as well as follow up interviews and classroom observations of real classrooms will be expected.

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Appendix A

Interview Questions

A. Demographic Questions

1. Could you tell me about your age group?
2. Would you let me know about your educational background?
3. Can you tell me about your teaching experience?
4. Can you tell me about any experience of living abroad you have?
5. Do you work at a private high school or a public school?
6. Can you tell me about what classes you are teaching to the first grade students?

B. Schooling

1. How was English taught when you were at junior high school, high school, and university?
2. If you have any experience of learning English outside a junior high school, high school, and a university, can you tell me how English was taught?
3. What experience have you had of content classes taught in English?
4. If you have studied abroad, can you tell me about that?

C. Professional Coursework and Training

1. What did you learn about teaching English in your teacher training course in college or graduate school?
2. How was English taught in the school where you did your teaching practicum?
3. What training or courses have you taken since you started teaching?
4. Before the implementation of the new Course of Study, did you attend any orientation or study meetings? If so, can you tell me about these meetings?
5. Did you join in any study groups related to the new Course of Study on your own accord before and after the guideline change?
6. After the implementation of the new Course of Study, were there orientations or study meetings? If so, can you tell me about these meetings?
7. One year has passed since the new Course of Study was implemented. Do you understand the changes in the new Course of Study?
8. Would you let me know if there were trainings to teach English in English?

D. Contextual Factors

1. How has English been taught at your school in the past five years?
2. How are your colleagues responding to the new Course of Study?
4. What do you think students want to learn in English classes?
5. Have students' responses in lessons changed since the implementation of the new Course of Study?
6. How do your school's administrators perceive the new Course of Study?

E. Current Teacher Cognition and Classroom Practice

1. Do you agree or disagree with policies in the new Course of Study?
2. Have you changed the contents and/or teaching style since the implementation of the new Course of Study?
3. According to the new Course of Study, English classes are to be conducted in English to get students exposed to English and to make classes into a real communication setting. What is your understanding of this?
4. What do you think of the policy of conducting English classes in English introduced by MEXT?
5. Do you teach English classes in English?

EFL Teacher Journeys Conference

Proceedings

Mike Ellis, Program Chair, TED-SIG

Every spring, recent graduates come back to our high school to say hello during their first few weeks at university. For each student, this visit represents a grand homecoming after a huge step forward in their lives. For us teachers, the visits can be awkward distractions as we try to settle into the hustle of the new school year. Even at the most hectic times though, I try to at least ask these students how they are keeping up with their new university English classes, and which parts of our high school curriculum they have found especially useful (or useless) so far. I always hope that they comment in concrete detail on the aspects we put the most work into, like the extensive reading program, academic writing strand or discussion based speaking tests, but usually we get more general answers, such as “I liked your class”, or “University classes are easy now”, or “Thank you”.

This year though, I was visited by a memorable student who truly thrived in our English program. She took each elective English class offered, and excelled at every assignment thrown at her. I was lucky to teach her three years in a row, and knew that she would give me a more meaningful response to my question. When I asked her what she found most useful from our program, she paused for a few seconds and then answered flatly, You were always so funny.

No, this can't be ! With student-centered the most common buzz word in our profession, and every teacher training program telling its trainees to limit teacher talk time, how could I be the most lasting impression on this student from our entire English curriculum? Upon further reflection, I realized that her answer was also consistent with my own experience as a high school student. I don't remember much beyond the basics of chemistry, but I'll never forget the last day of class when our teacher pulled out his saxophone and played a jazz solo for us. I forget more and more of my once decent French every year, but I'll never forget the color of the red dye my French teacher used on her hair, or how the first day after a dyeing it, the color was closer to purple.

As teachers, we think endlessly about the content of our lessons and how the students respond to it, which is fantastic. Ultimately, our job is to facilitate students' learning, so it is only natural that the lesson becomes our focus, and its success a measure of ours. However, it is important to remember that students aren't always as engaged in our lessons as we are. Sometimes they're more interested in our fashion choice for that particular day than in collocations with the verb take.

This is why for one day out of the year at the EFL Teacher Journeys Conference, we try to turn the spotlight around, from the students onto the teacher, in order to examine our different backgrounds and personal journeys and to better inform what other teachers do in their classrooms. We at TED SIG hope that this conference will fill a much-needed niche within JALT of reflective, narrative inquiry by giving teachers a platform to share personal stories of professional development.

For this purpose, we feel that the fourth annual conference, a joint venture by TED SIG and Tokyo JALT was a great success. The conference was held at the New York University, School of Professional Studies American Language Institute on June 28, 2015 in Shinagawa. This venue provided a gorgeous view of urban Tokyo and the rainbow bridge as backdrop to a full menu of stimulating presentations. In total, there were 20 presentations in five concurrent sessions throughout the day, in addition to the two plenary talks. The morning plenary, Dr. Paul Underwood of Toyo Eiwa University, spoke about Japanese teachers' English variable use of communicative language teaching in his talk, “Narratives of Challenge and Change: Grammar Teaching and CLT in Japanese Secondary Schools”. He provided videos to better illustrate a full spectrum of implementation. In the afternoon, Dr. Diane Hawley Nagatomo of Ochanomizu University analyzed the journeys that non-Japanese teachers may undergo teaching English in her talk, “Resistance, Resilience, and Professional Identity Development: One Teacher's Journey in Japan”. She focused on a remarkable case study of one teacher who simultaneously teaches English and performs duties as a Buddhist monk. More information on case studies such as this can be found in her forthcoming book, “Identity, Gender, and Teaching English in Japan.”

The general atmosphere among the 55 attendees to the conference was vibrant and exciting. We have received overwhelmingly positive feedback, and are now looking forward to begin organizing the fifth installment of the conference in June 2016. Please look forward to updates on the date and venue. We hope to see you there!

Mike Ellis

TED SIG Program Chair



EFL Teacher Journeys Conference 2015
A TED SIG and Tokyo JALT event featuring talks by...

 Dr. Paul Underwood (Toyo Eiwa University) Narratives of Challenge and Change: Grammar Teaching and CLT in Japanese Secondary Schools	 Dr. Diane Hawley Nagatomo (Ochanomizu University) Resistance, Resilience, and Professional Identity Development: One Teacher's Journey in Japan
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Date: Sunday, June 28
Time: 9:00-17:00
Location: NYU-SCPS, ALI Tokyo Center
(3 min on foot from Shinagawa station)

In addition to the two featured speakers, there will be numerous presentations during multiple concurrent sessions throughout the day. For more information, please visit:

www.sites.google.com/site/teacherjourneys/

Three Different Parts of Me: Teacher Development Through Identity Transition and Integration

Sachie Banks

Bunkyo University

Contact: banks@shonan.bunkyo.ac.jp

This presentation discusses how my educational and teaching background in Japan, the U.S. and UK influenced my career as a Japanese and EFL teacher. It focuses on how three significant changes in my journey have been incorporated into classroom practices. The first was an identity negotiation through working in Japan while maintaining teaching theories and practices gained in the U.S. and UK. The second transition was made through being a student-teacher in the U.S. and UK and becoming a lecturer in Japan. The third change was an identity shift from being a native Japanese language teacher to a non-native English teacher. My journey included culture shock, re-entry shock, a lack of confidence and identity negotiation in different academic settings. Discovering the connections between knowledge, experience and identity and learning how to incorporate them in the classroom has become a strong foundation for my development as a language teacher.

1. Starting a Journey

I always knew what I wanted to do in my life. I wanted to be a Japanese language teacher so I could work anywhere in the world. I wanted to become a professor because I was fascinated by the progressive university atmosphere and thought that professors have long holidays (later, I found out they are actually quite busy). I finished a Japanese language pedagogy course for my undergraduate study in Tokyo and earned a teaching certificate. After graduating I started teaching Japanese at an American college where I also studied for my Master's degree in education. I knew I had to get a Ph.D. if I wanted to become a professor, so I decided to work in the UK to experience something new and taught Japanese at a language college, where most students were business professionals. Now, I am back in Tokyo, teaching Japanese and English at universities. With my doctoral degree, I was able to apply and receive a tenured lecturer position.

My 10-year journey to arrive at where I am was never easy. When I arrived in the U.S., my English was extremely limited and I was not even able to order a sandwich properly. In the UK, I had to quickly adjust to make my classes interesting to business people from various backgrounds. When I was back to Japan, I struggled to catch up with the latest situations in academia. Having a professional mindset was the most challenging as I was a student for a long time and everyone else seemed much more experienced and career minded. I imagined that other experienced teachers had "perfect classrooms" where students would learn effectively and happily participate in activities. I always wondered how I could create such classrooms and become an established teacher like my supervisors.

As Kanno and Stuart (2011) discussed, becoming and feeling professional in language teaching is not an overnight experience. It is a long process in which novice teachers gradually realize "what it means to be a language teacher and become increasingly comfortable with that identity" (Kanno and Stuart, 2011, p. 247). A teacher's transnational life experience builds intercultural competence in the classroom and becomes a resource for students' curiosities (Menard-Warwick, 2008). An evolving identity influences not only internal aspects of teachers but also their classroom practices (Kanno and Stuart, 2011). Then, how did I go through such transitions and transformations? How did the identity negotiation process influence my teaching practices? How did I gain a "sense of professionalism" as a language teacher? I would like to reflect upon my journey while exploring these questions.

2. Three Big Changes

First was an identity negotiation provoked by moving between Japan and the West. The second was a career change from a student-teacher to a lecturer. A third transition was made through being a native Japanese language instructor to a non-native English teacher. These changes were accompanied by a lack of confidence, as I often felt like a new, ignorant member of society when crossing cultural, occupational, and linguistic borders. A recent survey conducted by the Japanese Cabinet Office (2014) suggested

Explorations in Teacher Development, 22(2), 16

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that Japanese youth's self-confidence was lower than those of other countries, such as the U.S, France and South Korea. I was the young teacher seeking self-confidence, while moving through my transformative journey. In the next section, I will talk about these three changes and how they influenced my classroom practices.

2. 1 Identity Negotiation through Crossing Cultural Borders

When I moved to the U.S., everyday was full of new discoveries. I had enjoyed creating a Japanese language textbook and lesson plans as a part of my undergraduate studies in Tokyo. I learned new concepts and methodologies in my graduate studies in the U.S. In my early days, I could not read books and write proper papers due to my poor English but I was able to participate in generating new ideas for classes and teach Japanese to American college students. I was fascinated by the concept of setting up "context" in a classroom, which makes students realize it is the time and place to use target grammar and expressions. I sometimes acted like a lost person asking directions or a friend who wants to throw a party. In this way, the classroom became a dynamic place that involved a lot of movement and thoughtful performances. In the meantime, I learned the significance of collecting cultural knowledge for "remembering the future" (Walker & Noda, 2000) as well as my personal experience of living in the U.S.

Later, as my English improved, I started understanding bigger concepts such as the importance of incorporating five Cs (communication, cultures, connections, comparisons, communities) in language teaching (National Standards, 1996), "input and output theory" (Lee & VanPatten, 2003) and different kinds of learning factors and teaching strategies (Ommagio Hadley, 2000). "Meaning baring", the idea that language "must contain some message to which the learner is supposed to attend" (Lee & VanPatten 2003), made so much sense as to why I could not communicate in English, although I was able to say "I-my-me-mine", "she-her-her-hers" or "go-went-gone" fluently. The language teaching theories that I learned from the U.S. were shockingly different from my experience of learning English in Japan.

While studying for my Ph.D. in the UK, I started thinking about deeper theoretical aspects of language, culture and identity. If cultures were "fluid and movable" (Hall 1992), how is it possible to incorporate Japanese culture in the language classroom? What I thought Japanese culture might have been merely an "imagined community" (Woodward 1997), in which shared patterns and rules are not as manifested as I had imagined. I grew in curiosity in the impact of culture upon communication and it still motivates me to innovate new practices in Japanese culture class and deepen my understanding on intercultural communication.

When I returned to Japan, I was surprised how things seemed different. It is widely said that sojourners experience re-entry shock when returning to their home countries (Bochner, 2006; Ting-Toomey & Chung, 2012). In my case, this happened in everyday life as well as in the work place. When I started teaching at universities, the differences in the ways of thinking and teaching that I saw from other experienced teachers lowered my self-confidence. I felt that I still had a lot to catch up with. Japanese students in my English classes were completely different from non-Japanese students in my Japanese classes that I was more used to. It made me rethink and readjust how I approach them in class. Although I enjoyed gaining new experiences, this ongoing process of seeking to develop myself required a lot of thought and challenges.

2. 2 Professional Dilemma through Crossing Occupational Borders

I had been teaching and studying at the same time for almost 10 years. This experience had a great impact upon my identity as a teacher. A positive effect was that I was always ready to learn and improve my skills and I was passionate to listen to professors and observe their classes to learn how to teach. A negative effect was that it diminished my self-esteem as a professional teacher. I was confident with what I was teaching once I stood in front of my students. When I was outside classroom, however, being a student made me feel that I was not the same level as other established teachers.

My background of growing up in Japan possibly influenced my attitude as a student. In Japan, students learn from listening to teachers. Although this has started changing in recent years, when I was in primary school to university, students were expected to remain silent so that teachers could give us knowledge without any obstacles. I received education from the U.S. and UK, but my attitude somehow remained unchanged. Even during an oral defense, I was simply agreeing with my examiners as I honestly thought that they were right and my work was not mature enough. They were the people above me who always give me right advice and direction.

One day, I realized that various opinions from different professors sometimes contradicted each other. I did not know what to follow and lost my beliefs and identity, which affected my teaching practices. I tried too many ideas in one class and it confused the objectives of learning. I tried to imitate what other teachers were doing in class but sometimes it did not work out for me simply because we had different personalities. I gradually started realizing that other teachers were doing so well because they were confident with their own beliefs and approaches. They were confident because they worked hard to develop their own vision, through a number of practices, innovations and ongoing research. What my supervisor from my Ph.D. studies said pushed me even further. "You have to be able to teach what you have learned in your studies. They (other professors) know nothing about your field! The people who wrote these books are just regular people and you are the same as them".

I have finally realized that I have joined a group of people whom I always listened to and sought for help from. I started to join discussions with my colleagues, rather than being reserved. When being asked, I answered questions and expressed my opinions. When I looked back my learning experience, there seemed to be lots of topics to share and discuss with others and develop new ideas

from. My teacher's world may be different from others. I started thinking, "every teacher should be different", rather than "where is the perfect classroom and how can I be like other teachers?"

2.3 Linguistic Issues through Crossing Native and Non-Native Borders

Before studying abroad, I never imagined that I would be teaching English. Japanese was my favorite subject and I majored in Japanese language pedagogy and Japanese literature, but I never felt that I was good at English. Even though my English improved and I started enjoying teaching English to Japanese students, I struggled to overcome two major challenges. First, I did not know an effective way to create English-speaking classrooms. It seemed as if it were most natural for my students and I to talk in Japanese, as we were all Japanese living in Japan. In order to break this atmosphere, a lot of energy and consideration was required. When I teach Japanese at universities, I did not have this issue as most students talk to me in my native language.

A second challenge was creating English lesson plans appropriate for Japanese students. When I teach Japanese to non-Japanese students, I create a slot for introduction, in which students discover "new" expressions in a particular context. Then they work on communicative activities to reinforce the target expressions and grammar. When preparing for English classes, there are sections on "future tense" or "countable and non-countable nouns" in the textbooks. There are a number of grammatical drills that are incoherent and not in context. Teaching strategies that I would apply in my Japanese classes, such as context-centered, meaning bearing and meaningful input and output, did not seem to work. As a result, I compromised my picture of language classrooms to some extent so that drills could still become effective for reinforcing grammatical knowledge. I often wondered if native English teachers who specialize in EFL/ESL might have different approaches than my JFL/JSL approaches.

3. Finding the Connections between Knowledge, Experience and Identity

As I described thus far, I experienced learning and teaching in three countries: Japan, the U.S. and the UK to pursue three academic degrees. I started my journey as a Japanese language teacher, yet my curiosity expanded into three research and educational fields: teaching Japanese language and culture, intercultural communication, and EFL. I experienced three significant changes and those have influenced my teaching practices and concepts of language teaching.

In the beginning, I struggled to maintain self-confidence, as what I learned from one place was not always effective in another place. Being a reserved student slowed me in developing my own perspectives and beliefs as a teacher, which builds towards an identity. I was puzzled when switching Japanese to English classes because students' approaches to teachers and learning styles were completely different.

Later on, I gradually started gathering pieces together. Through trial and error, challenges and careful adjustments, I realized what I do in Japanese classes can be effective in English classes with small alternations, and vice versa. No matter what language I teach, students should be able to expand their worldviews through learning about foreign languages and cultures. Under this goal, my classes and research interests were not isolated from each other and all the knowledge, teaching strategies, ideas that I gained can be combined to produce better outcomes. Likewise, I learned how to participate in a discussion with other teachers, rather than being reserved. Being able to interact with my students and colleagues according to cultures made me feel more comfortable in talking about my experiences, which are often quite different from other teachers. Listening to others is still important to me, but I learned how to "take in" ideas to strengthen my own beliefs and world perspectives. At some point in my journey, I started seeing a "new me" who can face and manage differences.

4. Conclusion: Where am I Now?

In this paper, I introduced how my transitional teacher journey through cultural, occupational, and linguistic borders has influenced my teaching practices and identity. Discovering the connections in my experiences and integrating them into classroom practices has become a strong foundation for my teacher identity. Discovering the way to manage differences was also an important part of the growth as a language teacher. My teacher journey is an ongoing process, which still brings me a lot of challenges, but I have learned how to move forward in my own way. Once I sought "perfect classrooms" that other professors seemed to have. Now it is time for me to develop my own vision.

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Narrative Study on Japanese EFL Teacher Motivation in Tertiary Education

Rie Tsutsumi

Rikkyo University

Contact: r-tsutsumi@rikkyo.ac.jp

Today it is becoming increasingly clear that English teachers have a very significant influence on the motivation of language learners. However, very little is known about the motivations of English teachers themselves, including the factors that might influence their day-to-day teaching behaviors and their longer-term career choices. Therefore, I conducted this study in order to identify what motivates university teachers at work, considering the situations which English teachers face in their daily schedules. In addition, I conducted this teacher motivation research to facilitate awareness of EFL teachers' mental processes at work, and to make a positive contribution to teacher education by gaining some understanding and insights about teachers' professional growth and transformation, drawing directly from their own perspectives via their personal narratives.

What is teacher motivation?

Since teacher motivation research in TEFL/TESOL is a relatively new area, I became aware of the necessity of clearly defining what teacher motivation for EFL teachers really means. Four specific characteristics of teacher motivation were suggested by Dornyei and Ushioda (2011). Their explanations help us to get a clear picture of what teacher motivation is. First, they emphasize that as a main source of teacher motivation, the intrinsic component plays a significant role. Secondly, teacher motivation is deeply related with contextual factors such as institutional demands and social and environmental aspects in the profession. Third, teacher motivation is described as a lifelong process including career motivation in general, since it often includes considerations of career structures and promotions. Finally, teacher motivation is often fragile since teachers are exposed to various negative influences in the workplace. In my teacher motivation research, the two main aspects I cover are teaching and motivation for research in tertiary education in Japan.

Importance of intrinsic components

As noted above, the intrinsic components of motivation pertain to rewards that can be obtained naturally from engaging in the activity itself- in this case teaching. Two sets of rewards were suggested by Csikszentmihalyi (1997) where teaching is concerned. One source of reward for teachers is the educational process itself, and another is the subject matter, which in this case is English. At the same time, three basic human needs related to intrinsically motivated behavior suggested by Deci and Ryan (1985) include autonomy, (i.e. having a certain level of freedom regarding what to do at work), relatedness with others at work, and competence, (i.e. feeling of efficaciousness and sense of accomplishment).

Negative influence on teacher motivation

Previous research shows various specific aspects which have a negative influence on teacher motivation, such as stress (Ehrman & Dornyei, 1998; Kieschke & Schaarschmidt, 2008; Pennington, 1995), restricted autonomy (Skaalvik & Skaalvik, 2009), insufficient self-efficacy (Alexander, 2008), lack of intellectual challenge (Pennington, 1995), and inadequate career structure (Pennington, 1995). Furthermore, factors typically related to dissatisfaction for TESOL teachers include the low status of TESOL (Johnson, 1997; Senior, 2006), marginalization (Johnson, 1997), and lack of professional recognition (Senior, 2006).

As for strategies to enhance and/or maintain teacher motivation, some recommendations by Shoaib (2004) included ministerial and institutional leadership, pre-service training, in-service training and professional progress, supervision, more effective management, and more manageable workload and curriculum input. In the Japanese context, Falout (2010) suggested a list of strategies to enhance/maintain teacher motivation for native EFL teachers. The list included managing emotions, joining communities, and boosting efficacy.

Considering these findings from previous teacher motivation research, I addressed the following two research questions in the present study.

1. What kind of specific factors empower/ affect teacher motivation?
2. What kind of strategies do EFL teachers utilize to enhance and maintain their motivation?

Method

I conducted a narrative inquiry to explore the detailed voices of current EFL teachers who work at institutions of higher education in Japan. Individual semi-structured interviews were conducted, with the length of each interview being 60 minutes on the average. The entire interview was conducted in Japanese since all the participants were Japanese. All the interviews were recorded and the scripts were transcribed and then coded after the interviews.

Interview Questions

In the semi-structured interviews, each teacher was asked questions about their academic background and professional experiences, initial motivation to be a university English teacher, specific factors which influence teacher motivation positively, specific factors affecting teacher motivation negatively, work life balance, and future career goals.

Participant Information

Participant	Gender	Age	Teaching Situation	Hiring Situation	Educational Background	Research Background	Classes per week	Area	Marital Status
A	Female	40's	Associate Professor	Full-time tenured	PhD	TESOL	5-6	Kanto	Single
B	Male	40's	Associate Professor	Full-time tenured	MA	Linguistics	8	Kanto	Married
C	Male	40's	Associate Professor	Full-time tenured	MA	Applied Linguistics / TEFL	5-6	Kansai	Single
D	Female	30's	Assistant Professor	Full-time contract	MA	Linguistics	8	Kanto	Married
E	Female	30's	Part-time lecturer	Part-time	MA	TESOL / Applied Linguistics	11	Kanto	Married

Results and Discussion

Initial Motivation to be EFL teachers

Participants A, B, D, and E were initially planning to be English teachers at junior high/ high school. However, they became interested in learning more about the field and continued their education, in either a Master's or a PhD program. After receiving his graduate qualification, Participant C had a somewhat unique background. He used to work in the business field after gaining his first degree, a B.A. in English at a private university in Japan. However gradually he found it more attractive to work as an English teacher after earning three Master's degrees in an English speaking country.

Factors empowering teacher motivation

Through their daily lives as university EFL teachers, the teachers related various factors that motivate them as teachers and researchers. Most of the factors which were given by the teachers were intrinsically oriented aspects of teaching. Participant A shared that her own motivator is a sense of affiliation through daily interaction with her students in creative ways, such as giving advice on their subject matter or even their career. Participants D and E, both younger female teachers, described their primary motivator as EFL teachers as seeing students' growth both in their English skills levels as well as interest and motivation levels. However, one male teacher, participant C, emphasized the achievements that can be gained through successful research such as publishing papers. One male teacher, Participant B, mentioned that transformation as a teacher is one of the most significant motivators for him as a professional. He has been experiencing various new challenges throughout his career and he looks forward to seeing how he will keep transforming as a teacher and researcher in the future.

Factors negatively affecting teacher motivation

As for demotivating factors, it became clear that various factors affect teacher motivation, such as affiliation issues with colleagues, affiliation issues with students, having some difficulty in keeping a good work life balance, too much work besides teaching and research for full-time teachers, and job security for part-time lecturers.

This is a direct quote from Participant A:

“When I used to work at a university, one Japanese older female colleague was very difficult to communicate with and gave me a hard time. Now, I feel quite happy in my present work situation since I have a good relationship with my colleagues.”

She clarified that not having a good relationship with colleagues affected her teacher motivation dynamically in the past. Moreover, affiliation issues with students can be a powerful de-motivator. Participant B described issues he has been dealing with at work as follows:

“Sometimes, it’s difficult to communicate with some students even in Japanese since some of them have mental/psychological problems. I find the root of the problem is not related to their English skills.”

One very different de-motivator which was given by one part-time lecturer, and which differed from the ones given by full-time teachers was job security. Participant E explained the difficulty she has been facing as follows:

“The difficulty in my life is to focus on both teaching and researching. I am constantly busy with teaching many "komas" and working on my research for the next conference presentation and publications. I really want to find a full time position as soon as possible just to focus on doing what I have passion for as a teacher and have a decent life as a person.”

Work-life balance

In my previous research that examined teacher motivation, (Tsutsumi, 2014) one of the biggest gaps between their ideals and reality was to have a good work life balance. Therefore, I examined this particular issue in the present research by directly asking the participants about their views on it. Three married teachers admitted that they wish that they could have a better work life balance. On the other hand, two single teachers answered that they have a good work life balance.

These are the comments from two female married teachers, and it shows their struggle to balance their career and personal lives:

“I’ve been married for a decade, and my parents hope to have a grandchild. However, I’m not sure if I can take a maternity leave, as now I feel I need to focus on my career first. I was finally able to get a full time position after working as a part-time teacher for ten years.” (Participant D)

“I wish I can have a child and enjoy my personal life more. However, now it’s difficult to think about it since now I’m too busy with teaching and researching in order to get a full time position.” (Participant E)

This quote reflects Participant B’s perspective, one male teachers’ voice, on his work life balance:

“I got married recently, but my work life balance is certainly not well balanced. Since there is much work to do, I am spending much time to work at home as well.”

This comment given by Participant A, a single female teacher shows that she can maintain a good work life balance:

“I’m satisfied with my work life balance. I’m single and don’t have children, so I can focus on what I want to do.”

Future Goals

The next question I asked the participants concerned their future goals. All the teachers were eager to develop their career and sought self-growth through that career. The following quotes capture the direction they would like to pursue as professionals in the field. Participant A is currently teaching general education courses, but hopes to teach in her own area of specialization by teaching seminar courses.

“I hope to be able to teach seminar courses in the future.”

Participants E and D who are female teachers with short-term contracts and part time positions mentioned having job security as a specific goal as follows:

“I hope to get a tenured position at a university where students have higher skills and motivation levels.” (Participant D) “I would like to get a full-time position where I can focus on teaching and research and make a contribution to students’ lives.” (Participant E)

Through this teacher motivation research, I found some crucial statistics regarding the percentage of female full-time teachers in higher education in Japan. According to one of the statistics shown in *学校基本調査* (2013), the proportion of full-time female teachers makes up only 22.0% of all full-time teachers in higher education in Japan. Furthermore, recent statistics in *男女共同参画白書* (2013) show that the proportion of full-time female researchers makes up only 14.0%. In fact, the ratio of full-time researchers regarding female compared to the total in Japan is very small compared to other developed countries such as 16.7% in Korea, 34.3%

in the U.S., 38.3 % in the U.K., 41.7% in Russia. More specifically, the current specific statistics regarding the ratio of female professionals categorized by the position are as follows. In 2013, the proportions were: 14% for professor, 22% for associate professor, and 30% for lecturer.

Strategies to enhance/maintain EFL teacher motivation

Finally, I was hoping to explore what kinds of specific strategies current EFL teachers implement to enhance/maintain their levels of teacher motivation. The specific strategies given by the participants were similar. In addition, it appeared that all the teachers have been working vigorously on their academic research to strive to be professional researchers. For example, one female associate professor who has been working extensively on her research shared her views that everything is connected and many things inspire and give hints for teaching and research. The following comments reflect such views:

“I used to go to only TESOL related conferences; however I have started to go to various types of conferences and workshops recently. It’s because I realized that all sorts of things such as arts, including going to museums, watching films, and reading novels inspire me in both teaching and research.”

Participant C who is more like a researcher-type teacher shared his views as follows:

“Conducting practitioner research and incorporating my teaching and research gives me a sense of achievement. As I accumulate successful experiences on my research, I feel more motivated to conduct the next study. ”

Participant D implied that since research can be a relatively lonely process especially for younger university teachers, she found meaning and importance in building a community to share ideas on teaching and research outside of her current university. The following comments reflect such ideas about the importance of socialization within the professional community:

“For me, socializing with various teachers/researchers in TESOL or the applied linguistics fields gives me energy and stimulation to keep on working harder on teaching and research.”

Finally, Participant E who has been making efforts to get a full-time position was trying to enjoy what she does to reach her goal and try to find meaning in what she has been doing. This comment reflects her positive attitude on her career development:

“Accumulating professional experiences by giving conference presentations at various international conferences, visiting various countries, and enjoying something new give me much energy.”

Concluding Remarks

To summarize, this qualitative case study of Japanese university English teacher motivation presents teachers’ values, experiences, and perspectives. The study found that students can be powerful motivator for teachers. This provides an important insight, particularly as other research studies have shown that teachers can be great motivators for language learners. (Carbonneau et al, 2008; Patrick et al., 2000; Vallerand & Houlfort, 2003). These findings of the present study suggest that teachers and students can mutually influence each other’s lives through the motivation they inspire. Finally, this teacher motivation study suggests that job security and working environment play significant roles in regards to teaching and conducting research in the field of higher education in Japan. Most importantly, through this teacher motivation research, it was found that all the participants were eager to develop their teaching and research skills with very passionate attitudes and they were constantly striving to find ways to perform more effectively. However, they seemed not to have enough opportunities to share resources and ideas with others. This finding suggests that teachers in higher education in Japan need to have more opportunities to share new ideas on various issues - from daily teaching creativity to their professional academic activities.

To conclude, I would like to show my deepest gratitude to all the participants who made this study possible, since each of the life stories they shared gave vivid and clear pictures of their excitement and the challenges they face both in teaching and researching as language teachers and researchers in Japan.

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Full Circle: From EFL and ESL Learner to EFL Teacher

Gaby Benthien

Shumei University / University of New England

Contact: gaby_benthien@yahoo.co.jp

Our personal learning and teaching background can influence the way in which we approach current teaching and research and any further language study. As an EFL and ESL student, a Japanese language learner and teacher, and a German teacher, my past experiences, combined with ongoing research into L2 motivation, exercise a continuing influence on both professional practice and my persona as an English teacher in Japan. This article is a narrative of my own language experience as both a learner and teacher of English. Evolving in nature, it is taking shape alongside my research focusing on study abroad and L2 motivation.

Introduction

While I commenced my foreign language teaching career as a Japanese language teacher at a secondary school in Victoria, Australia in the early 1990s, my journey as a language learner began with formal English language classes at elementary school in Germany. Postgraduate study from 2003 (Master of International Education, Doctor of Education) initiated an interest in international education and SLA research, in particular L2 motivation, and set in motion an ongoing reflection of my own journey as a language learner and teacher alongside set projects and doctoral thesis. I think it is impossible to be entirely objective as a researcher in social research, whether using quantitative or qualitative inquiry methods, and thus a researcher's background frames individual studies. Consequently, my research is interpreted through the lens of my own experiences in Germany, Australia and Japan as a teacher and student alike, as well as being informed by research on L2 motivation, study abroad and SLA. Furthermore, while formally my doctoral thesis was a longitudinal study of Japanese university students studying English, an autobiographical narrative of my own journey from EFL student to EFL teacher emerged alongside the thesis, and this in turn, is the focus of this article.

EFL experiences as a student

My first encounter with formal foreign language study commenced with English study in Year 5, the beginning of secondary school in Germany. While the newness of the experience was initially motivating, especially as we had visited relatives in Australia the previous year, I soon realized that studying a language was not an easy task, and it required substantial effort. I remember being frustrated at trying to pronounce words like *the*, *volleyball*, *school*, and *chicken* properly, and evenings of memorizing vocabulary and conjugations with my mother.

I was an average, moderately motivated learner in the two years of English study in Germany. I did not dislike English study, but English was just a subject, with limited usefulness outside the classroom. Of course I knew that English was considered important, but it is very difficult to accept this as a student if there are no practical demonstrations of this supposed importance and usefulness out of the class. Even though I had a pen pal at one stage, this did not turn into lasting, meaningful contact. As to why, I guess there was a limited range of topics to write about, and as we never met in person, the relationship lacked consistent new impetus to continue long term. Nowadays, while there are many more opportunities for students to interact in English with people from different countries online, and overseas school trips and study abroad have become common, it is still important to remember that the actual challenge of establishing meaningful relationships has not changed, nor has the tendency to stay within one's own sociocultural sphere.

TV, films, and music are areas often seen as being motivating to language learners outside of class. In Germany, unlike in some Scandinavian countries where subtitles are often used, TV programs originally broadcast in English were dubbed into German. In addition, while I enjoyed listening to music by Abba and other popular bands of the 1970s who sang in English, I did not actually seek out to understand the content of the songs, and in fact did not know what the songs were about until years later. In other words, encounters with English were largely limited to the classroom and communities of practice, whether real or imagined, were not developed sufficiently.

As for actual English classes in Year 5 and Year 6, these were timetabled four times a week and taught by a native German English teacher. The classes focused on the development of reading, writing, listening, and speaking skills, and while interesting and

challenging, they were certainly not “fun.” The 160-page textbooks (Ernst Klett Verlag, Learning English Modern Course 1 in Year 5 and Book 2 in Year 6) were quite different in content and layout to the textbooks used in junior high schools in Japan (See Figure 1).

I often show this Year 6 English textbook to English education majors in Japan, and they are usually surprised at the amount of text on each page, the length of the units (14-22 pages) and the type of exercises used throughout the textbook. I often recall my own introduction to English language study and this textbook when the MEXT proposal of making English a subject from Year 5 by 2020 in Japan is raised among English teaching staff and parents. Provided qualified teaching staff is available and a sound curriculum established, this proposal simply puts English education in Japan on par with many other countries, and should not be seen as having a possible detrimental effect on students’ first language acquisition.

Due to my experience as an English learner in Germany, I can strongly empathize with Japanese students learning English in a classroom-based environment. As discussed in Shoib and Dörnyei (2004), various motivational influences and temporal patterns which affect L2 development emerge throughout the learning period. Many of these are particular to the language learning process that occurs when English is learned as a foreign language or during limited-time sojourns abroad.

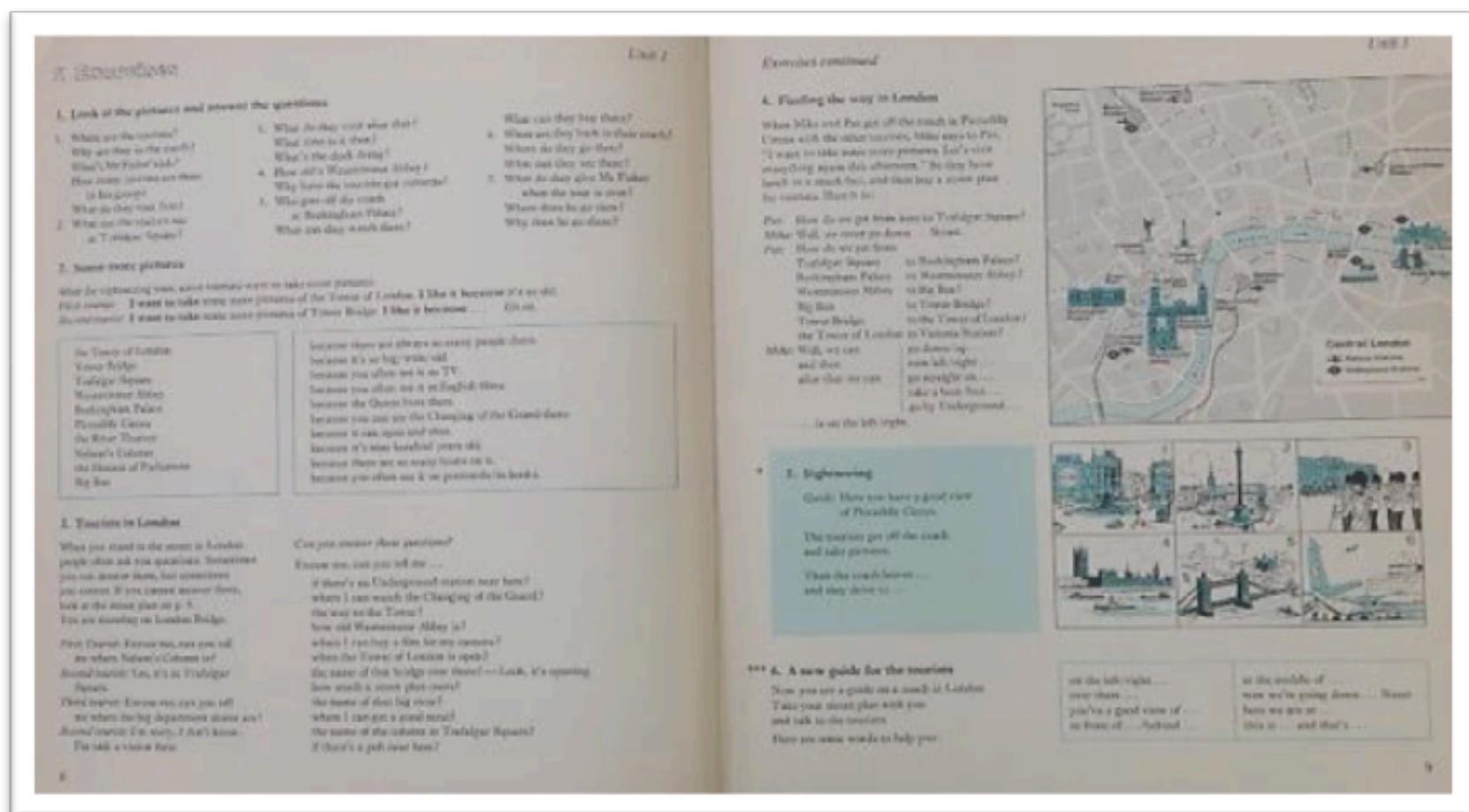


Figure 1 Learning English Modern Course 2

Note: Exercise 1 Writing: Answering wh-questions about reading passage on previous 2 pages.; Exercise 2 Reading/writing: Matching a reason tourists want to take a photo to a place; Exercise 3 Writing: Answering questions that tourists in London might ask you; Exercise 4 Speaking: Asking for/giving directions; Exercise 5: Speaking/writing: Make a story based on 6 pictures; Exercise 6: Speaking: Make a new guide for tourists using a street plan and some suggested phrases

ESL experiences as a student

My parents made the decision to immigrate to Australia when I was in Year 6. Needless to say, this shifted the level of importance English had in my life from almost negligible to major, as learning English in an ESL setting in Australia was a very different proposition to studying English in the relative “safety” of the foreign language classroom. I had to master English to manage everyday life and school; thus, learning English became a necessity. Although I spoke German at home (and still do), my main language of communication became English.

In Canberra, young immigrants of an age to enter secondary education are taught at an Introductory English Centre (IEC), an intensive government-operated English study facility, until they are ready to enter mainstream schools. My fellow classmates (about 12 students) were from Vietnam, Laos, Thailand, Cambodia, Romania, and the Netherlands. The language of instruction was English, and our goal was to improve our English skills to the extent that we could manage to keep up with all subjects in mainstream schools. While we used English during the day, most of us still spoke our native language at home. The time at the centre remains one of my most positive language learning experiences. It is very difficult to describe the sense of community that permeated the centre, but in

retrospect I think it was achieved through the establishment of a safe and supportive learning environment coupled with being among students who had the same goals, similar difficulties, and who also supported each other throughout the learning process.

After three months at the English Centre my English skills were deemed to be sufficient to enter a mainstream secondary school. The years at secondary school were marked as a period of acculturation, adjustment, and search for acceptance among my peers. I entered the mainstream school in the last term of Year 7. In other words, friendship groups among the other students had already been formed. I continued with extra ESL classes, which involved being taken out of some classes and led to being labelled as “one of the ESL student.” Books and articles on the experiences of long-term sojourners and immigrants, for example Block (2007), Kanno (2003), and Norton Peirce (1995), led to recall and greater understanding of my own language learning experiences during this time, an environment affected by not only L2 motivation per se, but also identity, sense of self, and emotions. Comments and actions by my peers related to my nationality, accent and English skills took their toll on my emotional state, and, as I found out when giving the presentation this year, still affect me to the present day. In addition, even though I became an Australian citizen in 1995, issues related to identity and nationality persist; for example in Australia, I am not quite Australian, in Germany not quite German, and in Japan, I am a semi-native Australian teacher of English of German birth.

School-aged immigrants are faced with having to use English not only for communication but also in order to master other subjects taught in English. In my case, some subjects, for example, math and geography, were easier than others as I had prior knowledge of them in Germany. Practical subjects, including music, sport, and art did not pose a major problem. English and science on the other hand, were challenging as not only the language, but also content, were new to me. Academic investment was the driving force behind improving my language skills to such a degree that I was able to obtain satisfactory results at secondary school, and continue onto tertiary education.

While similar to the experience of students on long-term study abroad programs, immigration, especially for teenagers and adults, is a different undertaking. As a teenage immigrant, a lack of confidence and English skills sometimes led to feelings of inferiority, and a sense that I needed to legitimize my stay in Australia by integrating as much possible in school and the community. Furthermore, there is a sense of finality or inevitability that is missing from the study abroad experience. After all, participants on study abroad programs know they will return to their home country after completing the program, and in some cases, return even before completing it. The importance placed on entry and acceptance into social networks and subsequent interactions for immigrants results in a socially-driven pressure that far exceeds that of study abroad participants. Consequently, academic and social investment played an equally important role during the first six years in Australia.

In conclusion, SLA research and subsequently published results need to be clearly framed and understood within their individual research settings, and clear distinctions between EFL and ESL experiences should be made.

Experiences as a foreign language teacher

I completed a Bachelor of Education degree majoring in TESOL and German (3 years of study) with minors (2 years of study) in Japanese and Physical Education. Ironically, I was offered a position teaching the latter two in a secondary school in Kyneton, Victoria. While the focus of this article is on my experience as an EFL teacher, the seven years as a Japanese language teacher gave me a solid background in language teaching, curriculum matters, and school culture. After my fifth year as a teacher, I decided that I needed to experience Japanese culture firsthand, and took leave without pay for one year. During this first stay in Yamanashi, Japan, I taught at English conversation schools and companies. It was an interesting and rewarding year of teaching, and rekindled my original interest in teaching English as a second or foreign language. Nevertheless, I returned to my position in Australia for another two years, before deciding to return to Japan as an AET in the same prefecture.

A number of factors contributed to being able to fit in smoothly as an AET at elementary and junior high schools. Above all, my teaching experience in Australia, in addition to my own English, Japanese, Spanish, and German learning experiences, and Japanese language skills made the initial transition from a career teacher within Australia to an AET in Japan easy. A willingness to participate in all aspects of school life, and being treated as one of the teaching staff added to my positive experience. While team teaching was new to me, I was able to establish a good rapport with all Japanese teachers of English (JTEs) that I taught with, as I could relate to and empathize with the JTEs on many levels. Having a native speaker of a language in the same classroom or even at the same school can have a supportive as well as an undermining effect on the non-native language teacher. The native speaker teacher is legitimized by an instinctive knowledge of the English language, and thus are teaching their “mother tongue”, whereas the non-native teachers, having gone through the same learning process as the students, are more skilled at teaching and explaining the intricacies of the English language in a way that the students find easy to follow, and which is also in line with stipulated curriculum requirements in Japan. In a way, I am positioned in the middle of these two teacher types, as I am technically not a native speaker of English and it is possible that this hybrid teacher-learner identity is less threatening to JTEs. Thus, team teaching in Japan, while having many benefits can also be professionally challenging to AETs and JTEs alike. The key is to harness the strength of both teachers in a balanced way in order to establish an environment conducive to the promotion and maintenance of L2 interest, skills, and motivation.

While I enjoyed the AET experience, I felt that professionally I needed to move on eventually. My first step was to complete a Master’s of International Education degree part-time. Consideration of employment options and conditions in Japan resulted in the

move to the tertiary sector. Being in charge of one's own class, and working within a Japanese university brought new perspectives and professional challenges, including the combination of teaching and research, 90-minute classes, and university culture in general.

Similar to my experience as an AET, I was able to integrate well into being a full-time staff member at a Japanese University. While often challenging, it is both professionally and personally satisfying to be in charge of my own classes again and to complete almost the same administrative tasks as my Japanese colleagues. University teaching gives me the opportunity to teach beyond basic language skills, as student career goals dictate the type of English study and cultural knowledge required for different professions. Teaching content-based courses also reminds me of my own performance in classes in secondary school in Australia. If prior knowledge is present, then learning about various topics in English is much easier than learning about entirely new concepts in English. Some students find this type of learning motivating and stimulating, whereas for others, it is very difficult. Lastly, I am also able to put forward suggestions for courses that may be of interest to students or a useful addition to their career preparations. These have included a team teaching course for pre-service teachers and business English courses.

My own English journey has now come full-circle in terms of being involved in language teacher education (pre-service and in-service) as part of my responsibilities at university. Young pre-service teachers need to be equipped with subject knowledge and confidence to achieve their career goals. This means both grammar-and-exam-based knowledge for passing the teacher employment exams and to teach the content of high school and university entrance exams, as well as knowledge and application of communicative language teaching methodology. Non-English specialist homeroom teachers at primary school require both sufficient confidence in their English skills, as well as specific foreign language teaching skills and strategies to conduct English classes on their own or as part of a team teaching class. I often draw on my own language learning experiences and teaching experiences, as well as my research to explain or illustrate specific points in classes, presentations and workshops. At the same time, I also encourage students and workshop participants to think and reflect on their own learning histories, as these may also provide valuable insights into their own (future) teaching and English language personas.

My journey as a language teacher and learner continues, and happenings on the way will no doubt result in new directions and opportunities.

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From Teacher to Teacher Trainer: The Rewards of Training and Professional Development

Alison K. Nemoto

Miyagi University of Education

Contact: alison@staff.miyakyo-u.ac.jp

Introduction

When teaching EFL classes with the theme of holiday plans or travel, I always ask students to define the words “travel” and “journey,” which are translated as “ryoko” and “tabi” in Japanese, and it always seems difficult for them. What is your definition?

In this report on the presentation I gave at the JALT Teacher Journeys Conference in June, I’d like to reflect on my journey as a teacher and now teacher trainer, with the hope of sharing my experiences with others, who may already be on their teaching journey, or just starting out.

My personal definition of “travel” is something very concrete, that we plan with a beginning, a middle and an end. I set up a programme 3 years ago, to take about 20 university students each year to the U.K. to study at Leeds Beckett University. It is a great responsibility and travel has to be very organized. But I get great satisfaction, when everything, especially international transfers and immigration, go like clockwork. Whereas on the other hand, a “journey” may have a beginning and a goal or destination, but the time taken to get there, the route and other details are left open to be altered or adapted according to events. The destination itself may even change too, depending on the circumstances, events or people met on the way. For example, I travelled to a conference in Hiroshima this July and had two free days in the city to look around the monuments in the Peace Park and the castle, but on the last day, I also visited Miyajima island just on a whim. I meandered with no schedule and my unplanned solo journey was also very satisfying.

Moving back to the theme of teacher development, the first step on my journey to be a teacher was my pre-service training, which was a four year B.Ed. (Hons) course, majoring in the Creative Arts in primary education at Leeds Polytechnic. This is the same institution I take my students to every summer now, but in those days, of course, I had no idea what I would be doing 30 years later. Journeys have surprises, sometimes pleasant and fulfilling, and sometimes not so pleasant and disappointing, but this is just one example of the elements of a journey, which later sometimes cause connections we never imagined, just like little chemical reactions or unformed circles joining up.

From the UK to Fukushima (1989-2011)

Rather than applying to become a primary school teacher in Leeds or other places in the U.K. after graduation from university, as my classmates did, an exciting summer job working in Pennsylvania and travelling solo all over the U.S. by Greyhound bus, had sparked an urge in me to travel and search for work abroad instead. But this time, my sights were much further away from travelling just, “over the pond,” as we Brits say, and for longer than just a summer.

I applied and was accepted on to the JET (Japan Exchange and Teaching) Programme in its third year in 1989, with the aim of challenging myself to living and working in a very foreign environment. I hoped to develop as an adult, as well as an educator through this experience, travel and learn more about the world, to then pass on to children back in Yorkshire when I returned there.

With just a few days orientation in Tokyo at the Keiyo Plaza Hotel, we all travelled to Fukushima and then later, with my supervisor and his wife, we travelled on to my placement as the first AET (Assistant English Teacher) in Haramachi City. There was little information on Japan available in those days and no Internet of course, so I had imagined teaching English to children in a small mountain village, living in a thatched house and cycling round on my bicycle, which they had told me, by hand-written letter, they had bought for me. The reality was a large apartment with modern amenities, in a very smart white-tiled apartment building, which even had a tennis court. To me this was very disappointing and far too western for the “culture culture” from Yorkshire seeking the real Japanese experience. The only excitement was sleeping in a futon, which they apologized for by saying: “So sorry Alison, there was not enough money to buy a bed.”

As an AET, I was based in four junior high schools and we were doing a new form of instruction called “team-teaching,” so teachers came from far and wide to watch the foreign AET and the Japanese teacher working together in class. We really were pioneers! I set up teacher training for the Japanese Teachers of English (JTEs) and we met once a month at the city hall to discuss each new unit in the textbook and how we would teach it. There, we shared ideas, tried out games or brought in realia we could use in the classroom. I also worked on meeting them socially, to get to know them and work better as a team, to help improve their English too, but mostly just to boost their confidence in English. As the sub-representative for Fukushima JET in my second year, I started a monthly teaching ideas newsletter which I posted out to all the JETs, as a way of sharing our ideas and assisting other AETs who had no teaching background.

After three years, the maximum on the JET programme at that time, rather than going back to Yorkshire and teach in primary school as I had planned, my life in Japan continued. I married and we built a house in the small rural town of Odaka, which is right next to Haramachi and later became part of Minamisoma City in 2006. As there was an AET already at the junior high school, I was employed as the town’s CIR (Coordinator for International Relations) teaching at the four kindergarten and four primary schools, but also creating international events and managing exchange trips. I had been studying Japanese hard in my first three years, so in my fourth year, was able to do translation of town pamphlets and interpretation during the visits from foreigners. However, I decided to leave full-time work after having my first daughter, Emily, in 1993.

For me, teaching is like breathing, so while Emily was still a small baby, I enjoyed teaching children and adults at my home and classes at the local community centers. Then in 1995 I was asked to teach part-time at a newly established two year technical college in Haramachi and while doing this I had my second daughter Liana in 1996. I taught there for four years, but what really surprised me teaching at this level was that these students at 18, who had already had six years of English education still couldn’t really converse with me naturally in English at all. So from this period I really felt the necessity for beginning English at a much younger age, in primary school as I had been doing in Odaka, for example, as a way to improve this situation.

In 1998, I had the opportunity to go back to full time teaching in the small coastal town of Okuma. First as an ALT (Assistant Language Teacher) in junior high school for four years, during which time I had my third daughter, Naomi. But then in April 2001, as soon as it was made possible to teach English under the banner of General Studies or “Sogoteki Gakushu,” I was transferred by my Board of Education, to set up the primary English programme for 700 pupils in grades 1-6 at the two Okuma primary schools. There was another ALT at the junior high school, so I was to work solo as a native English instructor in the primary schools, rather than as an ALT

This new position was an opportunity to do what I had felt necessary, begin English instruction earlier, but it was an enormous challenge and despite my pre-service training as a primary teacher and experience of teaching English in various contexts from kindergarten to further education for 12 years already, it was a great responsibility to be establishing a 500 hour a year programme in a state primary school. No other schools in the area were doing this and it made me feel like an educational pioneer all over again.

My way to deal with the new challenge was to go back to school, and I went back to the U.K. to do the 4 week CELTA (Certificate in English Language Teaching to Adults) programme at my old university, which changed its name to Leeds Metropolitan University by then. Later, I took the Young Learner Extension to CELTA certificate course in Brighton.

I had three young children and many people, even family and friends, couldn’t understand why I would spend time and money in my holidays, going back to the UK to do courses that did not lead to any kind of rise in pay or promotion, but I felt the need for input and professional development for my own sake and that of my pupils. I was also a designated teacher trainer for Fukushima Prefecture, regularly doing workshops and speaking at conferences, so I wanted not only to get the training for myself, but also to see how teachers were being trained in the UK at that time.

It has always seemed natural to me, to keep learning, listening, writing, and sharing, as well as teaching. At this time, we started a local study group for teachers wanting to share ideas and practices for teaching English in primary school. I also started travelling to Tokyo to work for a publishing company on their texts for children and write articles for their newsletters. This was made possible through recommendations to the company from university professors I had met and worked with at local meetings and conferences in Fukushima, not from any vision of working with a publisher myself, and this just shows one of the unexpected developments I have enjoyed from positive professional development.

Fukushima, 3.11. Onwards

As most people reading this far will have probably realized, on March 11 2011, at 14:46, I lost my job, my home and my community was shattered. The damage from the tsunami was devastating and then there was evacuation due to nuclear fallout. My nine years of building the primary English education programme in the Okuma schools was lost in the shake that lasted just 6 minutes and the children of Okuma evacuated inland to the Aizu area of Fukushima. They restarted classes in late April in unused school buildings there without me, because my family had to start life over again in a different area. We found a home in Soma and from July 2011, just 4 months after the quake, thankfully, I was employed as the sole ALT to teach English in the Minamisoma primary schools just 30kms from the Daiichi Nuclear Power Plant.

People who work full-time for a substantial amount of time usually dream of a sabbatical or long holiday, but for me, being out of work was unbearable. Without a job, it was as though a part of me had been lost in the tsunami. I was a wife, a mother and a daughter-in-law, I went and volunteered in Soma every day, but the “Alison Sensei,” with a real purpose in life and a big smile, no longer existed.

Happily, I was sent to teach English on the very first day I was employed in Minamisoma, even though I was in a suit and only had my handbag rather than a bag of picture cards and CDs. All 16 schools had been moved to six locations in the northern-most part of the city (Kashima Ward) furthest away from the plant. The children were bussed in from places all over the city, wore masks constantly and couldn't play outside. Some of these schools overlooked the tsunami-stricken coastline. As I taught, I could see this from the classroom window and many of the children were those who had just lost loved ones. One school had even been struck by the tsunami, but luckily there were no fatalities and it was operating out of a local community centre. It was chaos, there were no resources, but the teachers pulled together amazingly, and I went in to teach with what I could buy, make myself on weekends or was sent from kind people abroad.

Many ex-ALTs had contacted me asking how they could help and sent books, pens, stickers and toys. My schedule was solid 25 lessons a week, from the beginning, and I went in within the main aim of helping the children forget, even for 45 minutes, what had happened. I wanted them to smile, sing, laugh and play through English, and these were the skills and techniques I had perfected during my nine years in Okuma. I came to think that maybe all that time was training and preparation for me to walk into a disaster zone and put my energy into teaching English to these displaced and disturbed children. This was another experience of the rewards of continued professional development that I refer to in my title. Before 3.11, I have to admit I sometimes wondered where my career path was going. I loved teaching children, but was I going to be doing this in a small coastal town for the rest of my working life? Just before the disaster I had been approached by a university in Sendai to teach part-time on their primary English teacher training course, but that was over 90 kilometers away. I had three children aged 17, 15 and 10. I turned them down.

Then in August 2011, they contacted me again and because of our evacuation I was now living in Soma, much nearer to Sendai. Many other ALTs were returning to Minamisoma and the schools too were gradually moving back to their original locations. Things were settling down and I decided to go for an interview.

From Fukushima to Sendai

I am now in my fourth year teaching at the Miyagi University of Education in Sendai. I teach English conversation, writing and western culture courses, but my main responsibility is to train undergraduates who will become primary school English teachers. After my first year here, I began a distance MA course with the University of York in Teaching English to Young Learners, which I successfully completed in July this year. In my classes at our university I am able to draw on my creative and artistic background, from my own graduate course in Leeds, to inspire students to use drama, dance, art, and movement in their English classes, write poetry and perform plays, both at their own level of English and in simple English for children to enjoy.

I got this amazing job, not only through my experience of teaching in public schools for over 20 years, but also because of those courses I did, conferences I spoke at, publications and textbooks I was involved in and workshops I did with no goal or dream of working at a university in the future. So this is yet another example of discovering the hidden benefits of continued training, taking the time and spending the money to do courses and always continuing your professional development in some way. We never know what situations or contexts we will be thrown into next, so continued personal development which JALT also facilitates in an amazing way at local and national levels, is always worthwhile, even if it doesn't seem so at the time. Sometimes it's a small step, a presentation, or a workshop you attend, that inspires you to present yourself or write an article, that not only adds another line to your own CV, but which is real personal development too and helps you grow and evolve, as you go onwards in your career.

Currently, I am taking the TESOL Certificate in Teaching English to Young Learners in Tokyo, working on the team to create the new MEXT approved textbook for primary English, for when it becomes a subject in 2020 and I am excited to have recently become a committee member of Sendai JALT allowing me to plan and assist in events to expand teacher development and help support fellow teachers in my local area too.

Unfortunately, I didn't get to teach children in Yorkshire about Japan, which was one of my goals when I set out on my journey, but I have had plenty of opportunities to teach Japanese people about the UK and its culture. I have the great responsibility of training undergraduates, most of whom were in some way affected by the disaster of 3.11 themselves, and who will go out to become teachers in schools all over the Tohoku area, helping children every day through English and other subjects, to overcome their past and strive on into the future. Through my personal experience in Fukushima I can try and communicate the importance to them of being flexible in any situation, understanding and creating lessons from nothing when resources are limited. I believe if we have creativity and imagination, we can make lessons from anything.

As for the Okuma children, in the last four years, I have been able to take over 100 students from my university on six trips, to volunteer for about a week each time, in the temporary schools they are still using in the Aizu area of Fukushima. My students go with the aim of helping the children, but actually learn much more from these children who lost their hometown to nuclear fallout. They later reflect on the importance of being as positive as you can be and carrying on under adverse circumstances. I hope these

experiences, as well as visiting the U.K. and what I can pass onto them in the classroom will help them when they start their own journeys as teachers.

Finally, I'd like to thank the Teacher Development and Education Special Interest Group members for first accepting my presentation proposal and then allowing me to contribute this article. It has been a very worthwhile and healing process for me personally to look back and take stock of my journey, and now look forward to what else I can do for Tohoku and English education in Japan.

Research Group Dynamics with Critical Collaborative Creativity

Tim Murphey

Kanda University of International Studies

Contact: mitsmail1@gmail.com

Joseph Falout

Nihon University

Contact: researchdigest@gmail.com

Yoshifumi Fukada

Meisei University

Contact: fukayo2@hotmail.com

Tetsuya Fukuda

International Christian University

Contact: tetsuyafukuda2012@gmail.com

Researching alone can be a lonely journey hampered by limited resources and interactions, and thus many researchers turn to collaboration. But researching in groups can also become a journey impeded by false starts, roadblocks, disagreements, and uncoordinated follow-ups in the many messy stages of researching, writing, and submitting. However, when a group aligns itself with *critical collaborative creativity*, positive group dynamics can emerge with researchers saying what they truly believe without fear and the whole group benefiting from the critical perspectives that in other situations might not have been voiced. Such teams can be described as socially adaptive and critically creative, using such dialectic goal-directed processes as brainstorming, improvising, languaging, and playing. So, what is critical collaborative creativity more precisely?

CRITICAL highlights two characteristics of our working group. One is that we are always questioning things, the dogma in the world, and the growing dogma within each of us as to how things “have to be.” The second is that we are continuously searching for the “critical” elements that help make education work. We think we have identified several critical elements for learning that lead our students toward effective, motivated learning.

COLLABORATIVE highlights not only our mutually directed effort toward group goals but the socialization that we believe makes learning environments so much more productive. We collaborate with our students as well as with each other and the wider academic community.

CREATIVITY comes from the freedom to play and explore, and it tends to happen in groups when the critical and collaborative are well established. If we feel like we belong to a group that accepts us and can collaborate enthusiastically, we are not afraid of being critical and questioning things, and then new, creative ideas and insights tend to emerge. The diversity of our lives also adds to the mix of ideas that bubble up from our discussions and rants. Note also that while our group seems to be working well, there are times when it does not work well, and we have our ups and downs. We hope that in describing what works for our team, we might help other groups develop more productively.

Critically, collaboratively, and creatively putting these three elements together illustrates the concept itself and opens our minds towards other possibilities. Words and the meanings we give them can guide us toward deeper and more ecological understandings of our working and learning lives. Critical collaborative creativity gives groups the imaginative resources, alternatives, and insightful discoveries that together inspire more research than when individuals are isolated. Important for attaining these pivotal moments is

that all of us do our own things for a while, and then come back and share and teach each other new things, and see how our evolving ideas might fit together. We are each a major part of each other's continuing education. We also see our own students as part of our extended research group, so we listen to our students seriously and involve them in our research efforts to help them learn better and teach us better.

Our collaborative projects eventually developed into papers in domestic and international vetted journals, and into book chapters with international publishers (see our publications at <http://www3.hp-ez.com/hp/englisheducation/>). In this paper we focus on the back-stories, narrating the other processes of critical collaborative creativity that we are so fortunate to have slowly emerging, and at times springing forth, from healthy group dynamics. We hope that our examples will encourage others to likewise experience prosperous researching in diverse groups.

Fractals of Interacting

We find a self-patterning in the formations of how we think, what we do, and whom we interact with as we research, teach, and live our lives. These self-patterns, or fractals, can be found across the micro and macro levels of social and conceptual networks in which we find ourselves engaging.

Synchronous brainstorming coffee rushes

Coffee houses sprang up along the frontline flow of the intellectual explosion across Europe in a period that became known as the Enlightenment (Johnson, 2010); ideas sprang forth when people met and drank coffee together in congenial environments called cafes. That is no surprise to us, as our research team gets our biggest inspirational boosts when we meet for coffee and heavy brainstorming sessions.

Asynchronous buddying online

With four team members, there is always someone online when one of us is in need, whether we are asking for advice, help with a research paper, or just plain information for a reference. For example, Yoshi recalls once receiving 27 email messages from the other members within a three-day scramble following a surprise request to prepare a manuscript for final submission. Such intensive collaborative work may arise at any time throughout the year, including mid-semester busy time, family weekends, extended holidays and—surprising to some people—even during New Year's Eve and New Year's Day.

Coordinating our work via asynchronous interactions is not always easy, but we have fallen into routines that help get the work done. For example, when we are all working on a paper, we use a call-it system. We send around a document file by email, and before anyone begins writing and revising, they say, "I got it," much like baseball players do to avoid diving into each other to catch the same fly ball.

Even when not asking for anything, we often give each other encouragement when we least expect it but most need it. Other cherished email moments include those time ticking-down times running towards submission deadlines. Especially for abstract proposals for important conferences or the final version of book chapters, the submitter can often rely on at least one other team member shadowing his progress through email postings. During the countdown, the other members provide comfort and support in back-channeling those nail-biting, last-minute decisions or second-guessing questions that are oftentimes unavoidable. Then, with the others having already politely signed off on the project, saying, "We trust you with the final decisions," the submitter dares to press the online send button. After that, the submitter then sends a brief confirmation to all, and the others usually respond with "well done," and "get some rest."

Alone journeying together

In our imaginations, we seem to carry as avatars in our minds, our colleagues, mates, family, and friends. Although they are not physically present, we seem to hear their voices as we ask, "What would they say?" So when one of us is writing alone, on either a team or solo project, we can channel into our presence, through our imaginations, one or several of the other group members, or someone else from our social networks in researching, or even someone we have never met, such as a researcher whose works we have long read and respected. This is called *imagined social capital* (Quinn, 2010), and using this for our benefit is what we might also call *mentally activated social capital*. For example, Joe was once experiencing writer's block, and he asked himself, "What would Tim write?" The words began to flow again, filling the page. In other instances, whenever Yoshi faces an accident in his researching, teaching, and also in his living, he is encouraged by remembering Tim's favorite comeback line, "Whatever happens will be interesting!" We believe that accessing our imagination is the most powerful thing that we have learned from one another and our research together.

Trust in Each Other

We find that the more we learn from each other and research together, the more we trust each other. This trust gives us the confidence and strength to forge ahead with our projects, especially when the purpose or goals become occluded. In other words, we

may sometimes feel lost, not knowing exactly why we are doing the research or where we are heading with it, but we stick together as a team, assured from our personal relationships, and beliefs in each other's abilities, that we will manage to find our way again. Joe saw this early on when he started researching with Tim and two other researchers (Jim and Mike). Sometimes Joe was not sure of where the research was going, or if the research team would be able to finish a paper within the necessary timeframe. Having trust that researching with Tim, whom Joe saw as a more experienced researcher, meant that Tim would know how to help the team achieve their goal. Joe believed, therefore, that Tim provided a kind of safety net, and, as long as the team worked diligently, Tim would also use all of his faculties to see that their efforts would get into print. This faith made us all work hard, resulting in teamwork that did not overly rely on Tim, which in hindsight seemed to make the ingredients of our successes; at some point or other, whether stated or tacit, someone was always ready to take the reigns of the study or the brunt of the work, and that helped us gain trust in working together as a team, with faith in each of the group members and in the team itself, as opposed to simply one member of it.

Sometimes one team member thinks they see the way, while the others feel blind, so we have faith in the one who takes the lead, and we band together, forging ahead into the dark, sometimes switching roles in leadership, until we all come to places where we agree we are seeing the same things. For example, early in our research, we found that correlations of students' senses of three different self-images with learning English—in their pasts, presents, and futures—all began to simultaneously strengthen with increasing interconnections across the period of one semester, studying in class together. Our team was not sure how to interpret the findings, what it meant, or how to express it. Joe, however, said he believed the correlations represented a “resonance,” a word he could not help repeating at our research team meetings, and after further discussions, we all came to at least two understandings of these findings. One is what we call *holistic timing*, that each student's self-images of their pasts, presents, and futures can be tightly knit together, and become even more tightly knit for a stronger sense of self and purpose in learning, and another is what we call *group framing of motivation*, in which motivation can be transmitted, for better or worse, among members of a group, notably classmates, that express shared empathy and values. This happens through what is known as emotional contagion (Hatfield, Cacioppo, & Rapson, 1994) spreading throughout the group, when many of the members “catch” each other's enthusiasm or excitement, or even disaffection, such as when negativity toward classwork arises, against the teacher's hopes. Positive emotional contagion can result in measureable increases in motivation and palpable feelings of joyful learning. Likewise, for our research team, the more we work together, the more we respect each other and catch each other's optimism and zeal.

Trust and feelings of belonging to a group can inspire people to invest more in the work they do. This is precisely Tetsuya's individual research project. Feelings of belonging to groups, such as school, class, or even a club, can influence students positively (Fukuda, 2014). The concept of belonging and learning can be applied also to our own research team. This is another fractal pattern spinning out of our own small research group.

Students' past histories with learning languages and being in groups was captured by Joe's research with antecedent conditions of the learner (Falout, 2012), the foundation upon which we soft assembled *holistic timing* and *group framing of motivation*. People's pasts never cease influencing their presents and futures; we are learning that students' conceptions of their pasts can provoke novel and helpful interpretations, decisions, and actions in their presents and for their futures.

Yoshi, inspired by the team's previous qualitative research, conducted several critical ethnographic case studies in Hawaii during his sabbatical. After donning skim-boarding gear, to his surprise he found that others like him shared an *affinity space*, an environment for like-minded people to share their mutual likes and activities through English-mediated socialization (Fukuda, 2015).

People all have expectations and projections, for better or for worse, of how they will behave toward each other, which in turn greatly influences their real-time interactions. We belong to our imaginations. When we do research with students, often with critical participatory looping and ideal classmates (Murphey, Falout, Fukuda, & Fukuda, 2013), we have faith that our students can figure out what the data means, for us (their teachers), and more importantly, for themselves, because the changes will mostly be made within the students themselves, in the way that they learn and develop as speakers of English and as active social agents. We believe students have the first rights to the data about themselves. And if teachers listen carefully and long enough, the teachers can also understand what the students are figuring out for themselves. Teachers' learning what learners are learning is crucial for action research, and for effective education (Murphey, 1993).

Soft Assembly in Researching

When we began our *ideal classmates* research, we did not have a detailed research plan. We only knew that we wanted to start thinking about ideal classmates with our students. We needed to adjust, adapt, and improvise—or *soft assemble*—as we went along. So we soft assembled a question here, a procedure there, and our students' insights emerged. These insights about the kind of people they wanted to learn with became crucial to us.

The process of submitting research papers also does not always go by plan. When one of our papers got rejected, Joe immediately reformatted it and submitted it elsewhere. While waiting for a reply, Joe and Tim made lists of other potential journals to submit it to, and then over the following several months that paper made the rounds to more than a half dozen journals before two anonymous reviewers found merit in it. They recommended extensive revisions before final acceptance; nevertheless, our team had found a home for this paper to get published. During this time, Yoshi and Tetsuya were in awe of what seemed natural to Joe and Tim; first, to take lightly editorial rejections themselves, and secondly, to take seriously the reasons for rejections as positive input for

possibly improving the paper, and then to continue to submit to high-quality journals in the belief that someone will want it. Having spent many years as reviewers and editors themselves, Joe and Tim were aware that reviewers can make mistakes in their evaluations, and at the same time they can also provide invaluable advice to writers who are willing to listen and revise their papers, i.e., those who are not willing to give up, nor even thinking of giving up, in submitting their papers elsewhere. Yoshi and Tetsuya are now adopting this approach with their own individual paper submissions.

Concluding: Many Happy Returns

Coming full circle, we became teachers because we love to learn ourselves, and we are researching ourselves as much as our students. As teachers we identify with our students, and see them readily in ourselves and our research. We propose that we, our students and all humans, are socially intelligent. We realize that the more valuable feedback (Bateson, 1972; van Lier, 1996) we get from our environments, the better we cope with our realities, as do our students. Our conceptions of our personal pasts, presents, and futures affect each other and can lead us to imagine better pasts, presents, and futures. Time, as a linear, marching, measurable concept for the psyche, does not exist. Everything is always changing. The thought you had a minute ago may be totally gone or twisting into something you do not even know right now. “Now” leaps out of the present and into the past so fast that we cannot maintain it. And yet we imagine so many future “nows” that install themselves into our brains and inform us to act in different ways. To paraphrase Cervantes in *Man of La Mancha*, “The greatest madness, the greatest sadness, is to see life only as it really is, and not as it could really be. Reality . . . is greatly in need of imagination.” We belong to Present Communities of Imagining and our ability to time travel and create is vastly underestimated, especially in education. We believe that when individuals sync their agency together in groups and teams, they create group agency, the social capital of socially intelligent dynamic systems. And in doing so, they invite the emergence of critical collaborative creativity.

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