JALT Teacher Development SIG

Explorations in Teacher Development

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From the Editor

What is a MOOC, is could they be useful for our professional development? What is a good tool to use for revising a paper for publication? What do students think of ESL materials used in their classes? These are some of the topics covered by our contributors, **Anthony Sellick, Devon Arthurson, Allan Goodwin, & Soyhan Egitim.**

The fall issue of the ETD always features the proceedings from the annual Teacher Journey's conference. This time, **Jennie Roloff Rothman, Adrianne Verla Uchida, Yukie Saito, Aviva Ueno, Anna Belobrovy, James Underwood, and Richard Walker** presented about a variety of aspects of their teacher journeys.

Please read the Call for Papers below if you are interested in submitting a paper. In this issue, we are debuting two new columns. Anyone is welcome to submit an installment for a column, so please read the descriptions at the beginning of the "Teacher Reflections" and the "Conference Reflections" to find out more. We are currently accepting submissions for the Spring 2019 and Fall 2019 issues of *Explorations in Teacher Development.* If you have any questions about what would be acceptable, please feel free to email me and ask away!

This is my last issue as your Publications Chair. Thank you to all writers and helpers!

Amanda Yoshida, Publications Chair

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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. 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**

Columns (500-1000 words)

•**"Teacher Reflections"**

•**"Conference Reflections"**

In addition, interviews of relevant educators/researchers as well as book reviews may be accepted at the discretion of the editors. Please contact us if interested in writing an interview piece. TD 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 contribute to the ETD, please pay attention to the following requirements:

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

Titles of papers should be 10 words or less.

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

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

Column contributors are invited to submit at any time, but you may want to send an inquiry regarding your idea.

All authors should provide their current affiliation and a contact email. A short bio and photo are 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 Amanda Yoshida at the following email address:

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Instructor Awareness of MOOCs in a Private Japanese University

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Massive Open Online Courses (MOOCs) have exploded in popularity worldwide since they were first offered in 2008. This report describes preliminary research investigating the extent to which instructors in Japan are aware of them. The survey found that the majority of instructors were completely unaware of MOOCs, but that those who were aware of them recognised their potential benefits for both themselves and their students. Further research is required to determine if these data are representative of instructors in Japan, and also to determine how practical it is to introduce MOOCs to students at Japanese institutions.

Introduction

Massive Online Open Courses (hereafter MOOCs) are essentially a form of e-learning, in that they are courses offered online. Where they differ from the online distance learning courses traditionally offered by educational institutions is that they are fully online and do not usually have entry requirements. As a result, most MOOC courses are available to anyone who has Internet access. Furthermore, many MOOCs are free, although providers may charge a fee to formally certify a student as having successfully completed a course (Martin, 2012).

Since the first MOOC was launched in 2008, the number of MOOC providers and students has grown enormously, as have the range and number of courses available. For example, JMOOC, which began operating in 2013, offers 130 courses, while Coursera, established in 2012, offers more than 1,500 to its 33 million users (Coursera, 2019a). Individual courses can attract vast numbers of students, with the British MOOC provider FutureLearn having enrolled more than 440,000 students on its British Council Understanding IELTS: Techniques for English Language Tests course (FutureLearn, 2018). However, set against this, it must also be noted that the completion rate of MOOCs has been reported to be as low as 10 percent (Koller et al, 2013).

For institutions, the creation of a MOOC provides opportunities to increase awareness of their brand, to potentially increase future student intake, and to monetise teaching materials. This is of particular importance at a time when competition among colleges and universities has intensified (Byrne, 2000). Furthermore, MOOCs can increase public awareness of important issues (Grainger, 2013). One example is Understanding Violence, a course provided by Emory University, U.S.A., on the Coursera platform, which "introduces [students] to experts who study different forms of violence and we will discuss the various causes of violence. [Students] will also learn about efforts to reduce violence and engage in a day of compassion" (Coursera, 2019b) Another example relevant to foreign language teachers is the Lancaster University, U.K., course Dyslexia and Foreign Language Teaching, available on the FutureLearn platform.

For teachers, creating a MOOC can aid in their career development, increase exposure of their research findings, create opportunities to conduct further research and establish partnerships, and even help to sell their books. In an era where there is increasing pressure on instructors in tertiary education to publish, developing a MOOC provides educators with an extra way to differentiate and promote themselves. Furthermore, for teachers, taking MOOCs can help with their continuing professional development and serve to increase the breadth of their knowledge beyond their field of specialisation.

For students, taking a MOOC can provide various benefits beyond the obvious enhancement of their résumés. Firstly, it allows a student to sample a university's style of teaching and course content, potentially earn credit towards future university study, support and enhance their own formal learning, and show self-efficacy and motivation to learn (Bentley et al., 2014). Secondly, there are opportunities for students to participate in MOOCs beyond a student role. Some MOOC platforms, such as Coursera, have an active community of volunteers helping to translate teaching materials, review course materials, and mentor other MOOC students (e.g. Coursera, 2019c, 2019d, 2019e). Thus, taking MOOCs can offer students a variety of ways to differentiate themselves in a way that is attractive to future employers. Thirdly, the structure of MOOCs encourages communication among students in order to develop understanding and enhance learning. Students are often required to create work that will be peer reviewed, and to peer review the work of others. Finally, many MOOCs have learner forums allowing students to share ideas, explore concepts, and to communicate with a diverse range of other learners as equals (DeWaard et al, 2011). The forums also enable students to co-construct knowledge and understanding by 'scaffolding' each other (Silcock, 2003). This exchange can in turn positively affect motivation and social skills (Brown & Duguid, 2001).

However, unless teachers are aware of MOOCs, and their potential benefits, they will be unable to inform their students of them, encourage their participation, or support them in their MOOC studies. In this study, I report on a pilot survey regarding MOOC awareness among the teaching staff of a private university in Japan.

Methodology

An anonymous 11-item Japanese/English bilingual survey containing four demographic items and seven items regarding MOOCs was distributed to all full-time and part-time teaching staff of a private university in central Japan. The surveys were distributed at the beginning of the academic year, prior to the commencement of teaching.

Results

Of the 219 surveys distributed, 44 were returned, representing a response rate of 20.1 percent. A demographic summary of the respondents is provided in Table 1.

Table 1
Demographic breakdown of survey respondents

Gender		Age		Country of origin		Employment type	
Male	30	<30	0	Japan	36	Full-time	32
Female	14	31-40	15	China	1	Part-time	12
Other	0	41-50	12	Korea	1		
		51-60	10	Australia	1		
		>60	7	U.K.	4		
				Canada	1		

When asked if they had heard of MOOCs (Item 5), 14 respondents replied that they had, while 30 replied that they had not. Items 6 through 12 were then asked to the respondents who were aware of MOOCs. The responses to Item 6 (Which MOOC platforms are you aware of?) are shown in Table 2.

Table 2
MOOC platforms known by survey respondents

MOOC Platform	Respondents
JMOOC	6
Coursera	8
EdX	6
ALISON	2
FutureLearn	4
DuoLingo	6
Udacity	5
Udemy	4
OPEN2STUDY	2
OpenupEd	1
University of the People	1
Gacco	1
Fisdom	1
Khan Academy	1
iTunesU	1

The subsequent item (Item 7) asked the respondents if they had ever taken a MOOC, to which ten replied that they had.

Table 3
Number of MOOCs taken

MOOCs taken	Respondents
1-5	7
6-10	1
11-15	0
16-20	0
20>	2

The number of MOOC courses they had taken (Item 8) and reasons why (Item 9) are summarised in Tables 3 and 4.

Table 4
Reasons for taking a MOOC

Reason	Respondents
To upgrade my skills	4
To update my knowledge	2
To broaden my knowledge	1
General interest	7
As part of my professional development	5
Other	0

Item 10 asked the respondents if they would recommend a MOOC to their students, to which nine replied that they would. Additional information given by the respondents is presented in Table 5.

Table 5
Reasons why respondents would recommend a MOOC to students

Response Code	Exemplars
Enhancing Learning	• I believe breadth of knowledge as well as depth of knowledge is important. (Respondent 1) • I want [my students] to learn more things. (Respondent 2) • To expand their view. (Respondent 3) • Students can increase their knowledge and develop their interests. (Respondent 16) • There are some very practical skills available for little or no cost at all. (Respondent 36)
Cost	• Free and different from courses offered here. (Respondent 24) • There are some very practical skills available for little or no cost at all. (Respondent 36)
Time	• I would recommend MOOCs but only if it were beneficial to those students and not too time-consuming. (Respondent 28)

Item 11 asked respondents if they had recommended a MOOC to their students. Four respondents replied that they had done so. Additional information given by the respondents is presented in Table 6.

Table 6
Reasons why respondents recommended a MOOC to students

Response Code	Exemplars
Enhancing Learning	• In order to develop an interest in learning about topics unrelated to their majors. (Respondent 1) • I want them to have experience of different kinds of education. (Respondent 2)
Time	• To progress at their own pace. (Respondent 16)
Utility for Employment / CPD	• To assist students seeking employment in a particular field. Some of the practical units available from notable universities are set to look impressive on a Japanese résumé. (Respondent 36)

Comments provided by the 10 respondents that had not recommended a MOOC to their students are presented in Table 7.

Table 7
Reasons why respondents had not recommended a MOOC to students

Response Code	Exemplars
Time	• There was no opportunity. (Respondent 3) • Time, forgetfulness, don't think they'd do it. (Respondent 24) • Many students already have constraints on their free time. To add another would seem unhealthy. (Respondent 28).
Utility for Employment / CPD	• The effectiveness is unclear. (Respondent 20)

Item 12 asked those respondents with awareness of MOOCs if they were interested in taking a MOOC or more MOOCs, to which ten of the respondents replied in the affirmative, and four in the negative. Their reasons are presented in Table 8.

Table 8

Reasons given by respondents for interest, or lack of, in taking a MOOC

Response Code	Exemplars
Enhancing Learning	• Education never ends. (Respondents 1 and 20) • There are many topics I am interested in. (Respondent 2) • I have an interest to do so. (Respondent 3) • There is always something new to learn. (Respondent 28) • To upgrade skills I might need. (Respondent 31) • Can learn a variety of things. (Respondent 44)
Time	• If I had time to do so. (Respondent 36) • Lack of time. (Respondents 13 and 21)
Utility for Employment / CPD	• If there is something good for me. (Respondent 16) • Often not certified/recognized. Want to focus on writing and researching. (Respondent 24).

The final item of the survey (Item 13) was addressed to all respondents in order to ascertain if they were interested in finding out more about MOOCs. Of the 44 respondents, 27 responded in the affirmative and 17 responded in the negative. Their reasons are presented in Table 9.

Discussion

Unfortunately, the low response rate means that it is unlikely that the data collected in this survey is fully representative of the teaching body at the university. While it is always difficult to determine reasons for non-participation, it may be that the timing of the questionnaire distribution (during an especially busy time of the semester) resulted in a decrease in potential participants. It may also, perhaps ironically, be the case that many potential participants declined to take part due to a lack of knowledge of MOOCs. Nonetheless, it is clear that awareness of MOOCs has yet to penetrate fully, with many instructors seemingly entirely unaware of this mode of education. It is interesting to note that those who had taken one or more MOOCs were keen to take others in the future, and that most felt that they and their students could benefit from taking them, emphasising the chance to enhance learning, and to improve employability and career development. However, legitimate reasons for not recommending MOOCs to students were also raised, in particular the additional time needed for a MOOC on top of the time required for their primary studies. Notably, no respondent raised cost as a potential barrier for students with regards to MOOCs.

This survey was conducted at a university at which no staff member had been involved in the creation of a MOOC. Consequently, reported awareness of MOOCs could be quite different if a university involved in their production was surveyed. Furthermore, since some MOOC providers offer courses aimed at students preparing for university study, intending to study abroad, or preparing to take common tests (such as TOEIC), it may also be instructive to determine how well awareness of MOOCs has spread among secondary education instructors. Subsequent research should, then, be conducted at a greater range of educational institutions.

In addition, while awareness of MOOCs is necessary for instructors to be able to introduce them to their students, it is also important to determine to what degree students are aware of MOOCs and how they acquired that knowledge. Finally,

the practicalities of introducing and encouraging students to participate in MOOCs will need to be investigated. This is of particular importance given that the completion rate of MOOCs can be as low as 10 percent (Koller et al, 2013).

Table 9
Reasons given by respondents for interest, or lack of, in finding out more about MOOCs

Response Code	Exemplars
Enhancing Learning	• I want to gain experience of different kinds of education. (Respondent 10) • Looks like it is good to improve my skills. (Respondent 19) • I'm interested in doing it. (Respondents 4, 5, 7, 20, 22, 23, 38, 44)
Time	• I don't have time. (Respondents 13, 21, 37)
Utility for Employment	• It's useful for work. (Respondent 22) • I don't know if it would be useful. (Respondent 33)
Knowledge of MOOCs	• I already know a lot about them. (Respondent 1) • I want to find out more from now. (Respondent 2) • There are many MOOCs I did not know about. I want to find out more from now. (Respondents 3, 17, 24) • I have no idea what a MOOC is. (Respondents 8, 14, 15, 18, 25) • I had never heard of them, so I think I want to find out. (Respondents 29, 30, 31, 32, 34, 35, 36) • I knew about the University of the Air, but not about MOOCs, so I decided to find out more. I was surprised because many universities had made courses, and researchers who I know appeared in the lectures. Now I am interested in doing them. (Respondent 40) • I knew about them, but I didn't know much about the MOOC system. I think I should find out more. (Respondent 42)

Conclusion

Based on the results of this preliminary research, awareness of MOOCs in Japanese tertiary educational institutions is potentially still very low. However, those instructors who were aware of MOOCs generally felt that their students could benefit from them, too. Further research is needed to obtain a better picture of MOOC awareness among instructors in Japan and to determine the practicalities of introducing MOOCs to students. Fruitful avenues of research could include determining awareness of MOOCs among teaching staff at a national or prefectural university in order to compare it with awareness among private university staff, and ascertaining student awareness of MOOCs, as well as their attitudes towards them once aware that MOOCs exist. Ultimately, however, instructors will only be confident in recommending MOOCs to their students if they are both aware of them and have tried one themselves.

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Appendix: Massive Open Online Courses (MOOC) Awareness Survey

Please help us with our research by answering the questions below.

下記の質問に答えることで、アンケートを答えて私たちの研究にご協力ください。

Thank you.

1. Gender: Male   Female   Other

   性別: 男性   女性   その他

2. Age: <30   31-40   41-50   51-60   60>

   年齢: <30歳   31-40歳   41-50歳   51-60歳   60歳>

3. Country of Origin: Japan   Other:

   国籍: 日本   その他:

4. Employment Type: Full time   Part time

   雇用形態: 社員   パートタイム

5. Have you heard of MOOCs (Massive Open Online Courses)?

   あなたはMOOCについて存知ですか？

   Yes (Go to question 6)   No (Go to question 13)

   はい　(質問6へ)   いいえ　(質問13へ)

6. Which MOOC platforms are you aware of?

あなたが知っているMOOCサービス?

JMOOC   Coursera   EdX   ALISON

FutureLearn   DuoLingo   Udacity   Udemy

OPEN2STUDY   OpenupEd   University of the People   Other:

7. Have you ever taken a MOOC?

MOOCを利用したことがありますか？

   Yes (Go to question 8)   No (Go to question 12)

   はい　(質問8へ)   いいえ　(質問12へ)

8. How many MOOCs have you taken?

あなたが利用したMOOCの数はいくつですか？

     1-5   6-10 11-15 16-20 20>

9. What motivated you to take a MOOC?

あなたがMOOCを利用した動機は何ですか?

To upgrade my skills   To update my knowledge

スキルアップのため   知識の向上のため

To broaden my knowledge   General interest

見聞を広げるため   興味から

As part of my professional development Other:

私の専門分野の発展の一環として その他:

10. Would you recommend a MOOC to your students?

 あなたの学生にMOOCを勧めしますか？

   Yes・はい   No・いいえ

If yes, why? はいの場合、理由は?

If no, why not? いいえの場合、理由は?

11. Have you recommended a MOOC to your students?

 Yes・はい   No・いいえ

If yes, why? はいの場合、理由は?

If no, why not? いいえの場合、理由は?

12. Are you interested in taking a MOOC or taking more MOOCs?

 Yes・はい   No・いいえ

If yes, why? はいの場合、理由は?

If no, why not? いいえの場合、理由は?

13. Now that you have heard of MOOCs, do you think you will investigate a little more about them?

 Yes・はい   No・いいえ

If yes, why? はいの場合、理由は?

If no, why not? いいえの場合、理由は?

Bio:

Anthony Sellick is an author and teacher based in the Faculty of Education and Teacher Training at Shumei University, Japan. He holds masters degrees in both Education and Psychology, and he has taught in primary, secondary and tertiary educational institutions in the U.K. and Japan. His research interests include the psychology of the language classroom.

Revisiting Publications for Reflective Practice by Using a Parallel-Thinking Process Tool

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Often it seems that when we write an article, we only return to it again if we want to use the material for another article. However, that article can also be viewed as a snapshot capturing our values and beliefs for that moment in time. This paper will compare and contrast changes in my values and practice as an EFL instructor since I wrote the article Exploring Students' and Instructors' Perceptions Regarding Learner Autonomy and More Independence in the Classroom (Arthurson, 2017). In order to compare and contrast these changes, de Bono's Six Thinking Hats (The de Bono Group, N. D.), a parallel-thinking process tool which was applied to reflective practice, will be discussed.

Introduction

Originally I had intended to examine data previously gathered and published from a research project entitled Exploring Students' and Instructors' Perceptions Regarding Learner Autonomy and More Independence in the Classroom (Arthurson, 2017) so that I could write another article. My interest in learner autonomy is rooted in my studies in social work, specifically social justice and egalitarianism. With learner autonomy learners can potentially share the same experience of decisions making as the instructor if they are given the opportunity to make choices about classroom management, performance evaluation and content-creation activities. As a result, instructors can improve the perception of empowerment in their EFL learners. As I began to review the data and article, it seemed that instead it may be more beneficial to first explore how my values and practice had changed since the project instead of repurposing the data from the article for a new article. A parallel-thinking tool, Six Thinking Hats (The de Bono Group, N. D.), was used to guide reflection. Though this is intended for a group, it seemed that using the six concrete perspectives could be modified for individual reflective practice. This paper will present the setting of the original article, outline the Six Thinking Hats and its modification for individual use, and then apply the modified tool to my process of reflective practice.

Setting of the Original Article

Exploring Students' and Instructors' Perceptions Regarding Learner Autonomy and More Independence in the Classroom (Arthurson, 2017) is an article for my university's in-house publication. It examined the perceptions between the similarities and differences of EFL university instructors and students regarding learner autonomy. Furthermore, it explored the activities instructors used and the feedback from students about those activities. Some EFL instructors assume that Japanese EFL learners cannot or do not want to have more autonomy in their learning, perhaps due to the traditional top-down style of teaching in most schools. As a result the article provided another perspective giving voice to learners' opinions of learner autonomy.

de Bono's Six Thinking Hats and Its Modification

Inspired by Mann and Walsh's inclusion of de Bono's Six Thinking Hats in their book Reflective Practice in English Language Teaching (2017), I was interested in how the activity could aid in individual reflective practice in EFL. De Bono's activity is a parallel-thinking process tool mainly aimed at groups for problem-solving by assigning members different focuses referred to as "hats". The following table outlines the role of each hat. While I have not participated in this activity, I was intrigued to see how it may aid in guiding my reflection of the article; and ultimately in assessing changes to my values and practice since I had written the article. However, I was unable to locate any other publications linking de Bono, EFL and the reflective practice through publications. Referencing Mann and Walsh (2017) as well as the Six Thinking Hats activity on de Bono's website (The de Bono Group, N. D.), I then modified the activity as a guide for individual reflection of Exploring Students' and Instructors' Perceptions Regarding Learner Autonomy and More Independence in the Classroom (Arthurson, 2017) to explore my values, specifically egalitarianism and in how that value was translated through my practice of learner autonomy.

Hats	Role of the Hats	Modified for Individual Use
White	Information known or the facts about the situation or issue	Research and data analysis summary of the article
Yellow	Positives and benefits of the situation or issue	Positive points of the article
Black	Difficulties and problems of the situation or issue	Negative points of the article
Red	Feelings, hopes and fears regarding the situation or issue	Hopes and fears of the article
Green	Alternatives and innovations to counteract Black Hat's points	Other directions of focus for new articles
Blue	Management of the thinking process to address the situation or issue	Changes to my values and approach since the article

De Bono's Six Thinking Hats (The de Bono Group, N. D.) and Modification for Individual Use

Reflection Through the Six Thinking Hats

This section will present the modified activity for individual use and be applied step-by-step to the reflection of the original article.

White Hat: Research and Data Analysis Summary of the Article

The White Hat outlines the article's facts. My 12 coworkers and three English discussion classes totaling 22 1st-year students were surveyed about learner autonomy between July and December 2016. The surveys used mostly open-ended questions to gather a mix of quantitative and qualitative data. The survey answers are based on the frequency of keywords in the data and are summarized as follows.

Yellow Hat: Positive Points of the Article

It has been over a year and a half since I completed the article, and I am generally satisfied with the original article. The article still mirrors my beliefs that students and teachers share similar opinions about learner autonomy, and that both groups' opinions are significant. It also outlines possible ways to create a more egalitarian EFL environment through activities which foster learner autonomy.

Comprehensive Definition of Learner Autonomy	
Instructors	Students
"The learner's self-management and responsibility for making decisions using their own capacity without relying on other people enabling their own improvement and freedom" (p. 125).	"Using one's own abilities to take action, as well as their own skills, without relying on others' help to express their own ideas" (p. 125).
Learner Autonomy's Advantages	
Instructors	Learners
"Improvement in not only students' English skills but can potentially aid in their learning in other classes and after university resulting in more motivation, responsibility, understanding, confidence and creativity" (p. 124).	"Improvement in the English discussion class as well as interaction with other classmates with more opportunities to understand by being more active and making decisions" (p. 123-4).
Learner Autonomy's Disadvantages	
Instructors	Learners
"Not enough feedback or explicit teaching; time-consuming; students may be confused regarding the goals of the class; the course losing its sense of direction; lowering the students' quality of learning" (p. 124).	"Uncertainty; feelings such as nervousness and anxiety; a gap between talkative or assertive and quiet or passive students; and a disruption to the smoothness of the class" (p.124).
Activities for Fostering Learner Autonomy	
Types Used by Instructors (Number of Instructors Using the Activities) (p. 123)	Students' Feedback of Activities Positive / Neutral / Negative (p. 127)
Performance evaluation (9/12)	14 / 7 / 1
Content creation (8/12)	15 /7 /0
Classroom management (6/12)	14 / 7 /1

Summary of Survey Data (Arthurson, 2017)

Black Hat: Negative Points of the Article

The two areas in the article I have the most issues with are the omission of data from questions about students' previous experience with activities fostering learner autonomy: content creative, evaluation and time management. I cannot recall why I overlooked this as learners' previous experience as it could have allowed for richer data analysis. Also I chose 12 instructors who I knew valued learner autonomy. Without surveying instructors who I knew did not hold the same views, a balance was lacking. Furthermore their opinions could have helped me to understand the viewpoints of the students who also do not see the value in learner autonomy. At that time I think my understanding of learner autonomy was quite narrow, only focusing on classroom activities with less openness to exploring other applications or even to learning more about what those with differing opinions thought.

Red Hat: Hopes and Fears of the Article

In rereading the article, I had positive feelings. I recall that as I had started the project I sensed that the instructors and students would both see the value in learner autonomy and having more independence. Perhaps since my hypothesis was confirmed and I felt satisfied writing about learner autonomy, thereafter it enabled me to explore other areas of interest in

my teaching practice. If I am to use the Red Hat in using the Six Thinking Hats as a tool for reflective practice for this current paper, I do hope that others reading this article will feel encouraged to be more creative with their reflections by revisiting their publications and research projects. Green Hat: Focus for New Articles

In reviewing the article, I would like to write another based on the project data. When I do so, I would like to write for a wider audience as the original article was predominantly written for co-workers who teach the same English discussion class. However, sharing the similarities between two groups, EFL instructors and Japanese students, could help educators in creating more empowering environments for their learners and enabling them to have more control over their learning especially at the university level. As mentioned previously, incorporating the students' previous experiences with activities that foster learner autonomy such as through classroom management, content creation and self- and peer-feedback should be highlighted in the future article.

Blue Hat: Changes to My Values and Approach

The greatest change to my teaching approach when I started the project in April 2016 to now is that my focus is broader. I still hold egalitarianism through learner autonomy as one of the core values shaping my teaching beliefs and practice. However, I now feel that learner autonomy is not restricted to classroom activities. It is a manifestation of the respect I have for my students and their learning journey by my thoughts, words, actions, and practice. In the future I feel that I will be able to practice learner autonomy more holistically.

Conclusion

This paper has had two purposes; first as a reflection of my values and practice and second to determine if I want to write another article based on the previous data and article. Exploring my previous article through the six different lenses has aided me in not only reflective practice but given me the impetus to repurpose the data for another article. Additionally, it has allowed me to seek out new ways of doing reflective practice and understanding my values. I would encourage other teachers to revisit their papers and projects, as well as use tools from other fields not typically associated with EFL or ESL.

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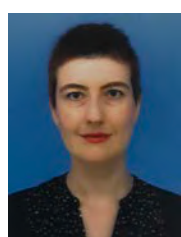
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I have been living in Japan for nearly ten years after graduating with a Bachelor of Social Work completing practicums in community development and research to affect policy change in Winnipeg, Canada. Recently I received a Master of Arts in Integrated Studies with a focus on global change and community studies. Currently I am teaching at Rikkyo University in Tokyo where I have the opportunity to explore and experiment with fostering learning autonomy, developing inter-cultural awareness and using shadowing in English discussion classes. In my free time I enjoy volunteering to help the homeless, studying Japanese and doing yoga, as well as going to art museum and DJ parties.

Management and Leadership Literature for Professional Development in ELT

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This article begins by briefly describing my introduction to Education Leadership from experience in having taken a single term of it during my master's degree in TESOL. It then explores my continued learning of general leadership communication as well as leadership in ELT autonomously through different types of literature, including mass market leadership literature, and literature in ELT teacher supervision and school management. Each of these sources targets a particular need and audience, and this article makes suggestions of particular types of literature for readers who may be interested in learning about, or who have an eye to moving into, leadership in their own particular language teaching context in Japan.

Introduction

In their 2004 article, "Reconsidering research on teachers' professional identity", Beijaard, Meijer and Verloop write, "From a professional development perspective… professional identity formation is… not only an answer to the question 'Who am I at this moment?'…but also an answer to the question: 'Who do I want to become?'" (Beijaar, Meijer and Verloop, 2004, p. 122). The present article seeks to introduce a readership of language teachers to leadership literature as a path available for their professional development. This is done by giving an account of my journey of development in this area, from formal study for credit to engaging with academic resource books to mass marketed business materials. Through emphasis on communication and motivation, leadership is an area closely aligned with language teaching, though not often included in master's degrees in TESOL/applied linguistics. Educational leadership connects with business leadership, which overlaps with self-help literature. Pragmatically, professional development in leadership for people with postgraduate qualifications in language teaching has the potential to lead to managerial positions in a variety of educational situations in Japan.

My Journey

I was fortunate during my master's degree in TESOL to have been granted permission to study educational leadership for a term. This was because I had already graduated from a one-year university ESL teaching certificate in Ontario. In an area like TESOL/applied linguistics, which could include anything involving the use of language and culture, educational leadership is particularly useful for language teacher development. Many concepts taught in educational leadership overlap with the types of things taught in second language education.

The course I took in educational leadership started me on the path of reading many of the most popular books on leadership, as well as related areas such as Daniel Goleman's work on emotional intelligence (*Emotional Intelligence* and *Working With Emotional Intelligence*), and I felt that it was an area that I wanted to develop. Although neither was tailored specifically to language teaching, I enjoyed the course in educational leadership as well as the material on general leadership, and through them came to see school functions, and my role in the school, differently.

At the time I took the course, I was working as the sole senior high school ALT at the school. I was hired directly, and was responsible for lesson planning and assessment. There can be a sense of professional separation between non-Japanese

and Japanese teaching staff at some schools, and although I had good relationships with some of the teachers, I viewed my role at the school as somehow apart from that of the Japanese teachers. Due to my reading for, and communication with others taking the course in educational leadership, I started paying more attention to how the English department as a whole was run, particularly with how Japanese teachers communicated with each other. This wider view of how the department worked continued to the level of the school, and naturally progressed when I eventually moved to university teaching. This course, and general leadership literature that I developed an interest in because of it, also gave me a better understanding of organizational behaviour.

For further development in this area, I investigated a number of short-term online professional certificates in leadership for ELT, but most seemed to just repeat some of the information that I had already learned between the course in educational leadership, and my own study of leadership literature. In the end, I researched leadership in ELT specifically through two further resources: Kathleen Bailey's *Language Teacher Supervision A Case-Based Approach*, and *From Teacher to Manager Managing Language Teaching Organizations* by Ron White, Andy Hockley, Julia van der Horst Jansen and Melissa S. Laughner. What follows is an extremely brief overview of the types of things covered in each of these four experiences in learning about leadership, in the order in which I did them. The hope is that readers may get a general gist of the area, from which they can choose one or more types of resources that could help them in their particular teaching context.

1. Leading and Managing in Learning Organisations - one term course at Deakin University, 2009

This was my introduction to the area of leadership in education. I am limiting my discussion in this article to the Study Guide for this unit- a set of lecture notes for the unit that direct students to read certain articles from the essay packs at a given time. At the time, this course (called a 'unit' in Australian parlance) was required of people doing a master's degree in educational leadership, and it was also available as an education elective- a course that could be chosen to fill an elective slot for people doing a range of graduate degrees in the education department. While I was taking this course, there were also students working on master's degrees in general leadership (business leadership) taking the course as an elective. Because this course was required for a master's degree in educational leadership (the degree requirement of K12 school leadership, that is principals and vice-principals), it had a heavy emphasis on the K12 principalship, but as a course available to a range of graduate degree areas in education, it also covered a lot of ground that served to place schools in the context of the modern, or post-modern, workplace. In the introduction to the Study Guide for this unit, amongst the target audience of the unit are "those who do leadership in their classrooms" (Deakin Faculty of Arts and Education, 2009, p. 2), which is part of why this course was a good introduction- it included classroom leadership.

The Study Guide is not really divided into chapters, although there are several sections. The first is "The Social, Cultural and Economic Contexts of Organizations", which is broken down into the following subheadings: i) Paradox, contradiction and ambiguity, ii) Globalization, Social Organizations as Corporations, iii) The Marketization of Public Service and Educational Organizations, and iv) Cultural Dimensions of Organisations. The second section is titled "Learning Organizations", and is broken down into sections as follows: i) Conceptualizing the Learning Organization, ii) Forms of Knowing in Learning Organizations, and iii) Learning Network Theory. The third section of the Study Guide is "Leading and Managing Organizational Change" and is broken into sections as follows: i) Leadership and Organisations, ii) Who leads?, iii) Leaders as change managers, iv) Social and Emotional aspects of change, v) Systemic disposition and middle management, and vi) Ethical and Moral Leadership and Social Justice. Together, these give the reader an overview of the course, so they can decide if it is an area worth exploring as a single course for their own development as teachers.

One notable difference between leadership in the K12 sector, especially pertinent at the senior high school level, and leadership in ELT is the range of specialization of teachers. In a typical senior high school, the principal will have begun as a teacher of one subject before pursuing a master's degree in educational leadership (for example, he or she may have begun as a teacher of history), and yet will be supervising departments of teachers whose subject specialization the principal may have very little knowledge. For example, the history teacher turned high school principal may have very little knowledge of chemistry, although the science department reports to this principal. Conversely, while language teachers whose training is

from different countries in the anglosphere may not have learned very similar things in their graduate programs in TESOL/ applied linguistics, they are all teachers of language. This has an effect on the type of communication between departments.

2. An example of leadership literature for a general readership: John C. Maxwell's How Successful People Lead

There is an entire industry producing books on leadership that are targeted towards business people. General mass market books of this type are available in English at most bookstores in Japan that have a designated English language floor. Together with an Internet search on educational leadership or leadership in ELT, language teachers could obtain a good amount of information on the area from which to start. Some of these books are good introductions to leadership for people without an academic background in business, and some may require more knowledge. These types of books overlap considerably with some of the books classified as self-help in bookstores. One of the most well-known business books since the 1990s is Stephen R. Covey's *The 7 Habits of Highly Effective People*, and it is categorized on the back cover jacket as "Business / Self Help".

In this section I use a very short book, John C. Maxwell's *How Successful People Lead* as an example of the type of literature that is useful in learning about leadership in particular, and one that is accessible enough to be useful to busy language teachers looking to learn a bit about this area. Like the Deakin course, this book is not targeted at language teachers, but what it offers can be of use to language teachers, both in terms of thinking about their own teaching style and relationships with their students (an issue often overlooked in the usefulness of leadership for teachers literature), but also in their relationship with other teachers and their supervisors in the workplace.

In Maxwell's *How Successful People Lead*, the author describes five levels of leadership. The author points out that a leader can be on different levels with different people simultaneously, because these levels are based on the leader's relationship with others. The first of these levels is "Position [in which] People follow you because they have to" (Maxwell, 2013, p. 5). In the Contents, this section is subtitled "It's a Great Place to Visit, but You Wouldn't Want to Live There" (Maxwell, 2013, p. vii). The second level is "Permission [meaning that] People follow you because they want to" (Maxwell, 2013, p. 7), which is subtitled in the contents as "You Can't Lead People until You Like People" (Maxwell, 2013, p. vii). The third level is "Production [subtitled with] People follow you because of what you have done for the organization" (Maxwell, 2013, p. 8), which is subtitled in the contents as "Making Things Happen Separates Real Leaders from Wannabes" (Maxwell, 2013, p. vii). The fourth level is "People Development [which is explained by] People follow you because of what you have done for them" (Maxwell, 2013, p. 9), and is subtitled in the contents with "Helping Individual Leaders Grow Extends Your Influence and Impact" (Maxwell, 2013, p. vii). Finally, the fifth level is "The Pinnacle [explained as] People follow you because of who you are and what you represent", and subtitled in the contents as "The Highest Leadership Accomplishment Is Developing Other Leaders to Level 4" (Maxwell, 2013, p. vii). In the body of the text, the author describes a level, then lists the upsides to it, the downsides to it, and finally the best practices of the level.

Maxwell describes a type of leadership that would resonate with teachers from inner-circle English speaking nations. The type of communication and relationship that leaders have with subordinates varies across cultures. Japanese society and school operations have been described as "based on seniority, and authoritarianism" (Desjardins and Obara, 1993, p. 169). Maxwell's book could be of particular use for those English L1 teachers without a background in leadership, but who have been placed in positions requiring them to oversee other English L1 teachers, who have diverse educational backgrounds. Examples of these types of positions could be supervisors or co-ordinators of English programs and instructors at the secondary or tertiary level.

3. Kathleen Bailey's Language Teacher Supervision A Case-Based Approach

Bailey's book is part of the Cambridge Language Teaching Library series, and is about supervising in the university setting. The tone of the prose style is similar to other texts in the series, and so will probably be familiar to language teachers with diploma or master's level qualifications. It is North America-centric. She states that the goal of her book is to fill a gap in the professional practice preparation of Applied Linguistics (Bailey, 2006, p. xiv). She approaches supervision as a blend of leadership in "general education" (the k12 system, in which principals and vice principals have master's degrees in educational leadership) and business leadership. The author's claim is that it is really a mix of the two types of leadership discussed above, but the book frames most information in ways that closely mirror TESOL training in graduate programs. This is a book for people who do not want feel like they have gone off the beaten TESOL path. It can also be of use to people who have spent their career in an EFL context rather than an ESL one to get an idea of what life is like on the other side. For teachers who like to think of language teaching as being a part of a greater communications role, this book is less likely to help you feel like you are branching out, but for teachers who already have a master's degree or higher in language teaching and want to understand educational leadership, this is a useful resource.

Bailey's book is divided into fifteen chapters as follows: i) Doing Supervision: Roles and skills, ii) Awareness and Attitude, iii) Autonomy and authority, iv) Issues in observing language teachers, v) Manual data collection procedures, vi) Electronic data collection procedures, vii) The post-observation conference, viii) Mitigation and microanalysis of supervisor discourse, ix) Purposes, participants and principles in language teacher evaluation, x) Criteria for language teaching evaluation, xi) Supervising preservice language teachers, xii) Supervising teaching assistants, xiii) Supervising in-service language teachers, xiv) Supervising non-native -speaking teachers, xv) Supervising in-service language teachers. This work would be helpful to anybody whose role is in overseeing post-secondary language teachers, even those with a background in educational leadership or business leadership, because it draws the two fields together and looks at them through the lens of language teaching.

4. Ron White, Andy Hockley, Julie van der Horst Jansen, Melissa S. Laughner From Teacher to Manager Managing Language Teaching Organizations

This book is quite different from all of the other resources I had read on leadership. This is a book on management, not leadership. While Bailey's book reads like it is based on education and Bailey applied leadership theories to it, *From Teacher to Manager* (FTtM) is based on the structure and day to day management of business organizations specifically related to English Language Teaching, which the authors refer to as a Language Teaching Organization (LTO). It has a heavy emphasis on running your own private language school. There are, however, nods to other teaching contexts: each chapter begins with a vignette of different teacher characters having a leadership problem.

This difference between this book and the other resources could be of benefit to teachers. Training for careers often entails learning about the ways these organizations are run and how the parts and roles within them fit together. The more foreign language teachers understand the different contexts in which they or other language teachers may find employment, the better. It is not uncommon for language teachers to eventually begin their own small language teaching school, even if it is done on a part-time basis and just grows out of teaching private lessons. Understanding how language schools operate may be useful information for people who may eventually transition into, or do research about, this area. It would also be very useful for those who are already in a leadership role in language schools or cram schools, and want to start their own company.

This book is a basics about business, and although it is superficially about running an LTO, it could be applied to other small businesses as well, as can be seen from its chapter contents: i) managing the LTO, ii) organizational behaviour and management, iii) human resources management, iv) marketing and sales, v) customer service, vi) strategic financial management, vii) operational financial management, viii) academic management, ix) managing change, and x) project

management). It gives a good primer for teachers who may like to be able to branch out into teaching business English but are worried that their educational backgrounds may not have prepared them for it. FTtM makes an attempt to be an "all things to all people" type of a book by making reference to teaching at universities, but it approaches it as just another leadership role similar to running an LTO. It definitely enables language teachers (many of whom have academic backgrounds outside of business) to branch out in their knowledge.

Conclusion

Leadership in ELT is a useful area of study because from it, teachers look at their career path in a different manner. This article gave an account of my exploration of leadership for professional development, and overviewed the resources that I used: i) a course on educational leadership aimed at people planning to work in their home country's K12 system, ii) a text about supervision in university English language programs in North America specifically, iii) the type of information presented in mass marketed business leadership literature, and iv) a book primarily on managing and running a language school. The intent with this article was to provide options for professional development for career teachers in Japan. Building a career often entails building a portfolio of different kinds of positions, and for those who hold masters level qualifications in language teaching, there are leadership positions available at language schools as well as at private elementary, junior and senior high schools. There are also formal leadership roles at the university level, usually requiring a doctorate, for which Kathleen Bailey's *Language Teacher Supervision A Case-Based Approach* would be an excellent resource. Very often, language teachers with years of experience are in informal leadership positions within their departments, helping new teachers in course and material creation, and in offering advice where and when they can. The resources described in this article could be of use to those teachers as well.

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Bio:

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Part One: Japanese University Students' Perspectives on ESL Materials

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In this study, students' perspectives on the use of ESL materials in Japanese university second language classes were examined. The existing literature suggests that there are a number of benefits and limitations associated with using coursebooks in ESL classes. In addition, flexibility with material use is considered to enhance the effectiveness of teaching and learning. In order to understand student perspectives on teachers' use of ESL materials, a survey was conducted with 212 students. The results indicate that a more student-centered approach with materials might be beneficial to improve teaching and learning outcomes. However, since coursebook dependence still stands as a common issue in ESL classes, a future study would be beneficial to understand teachers' perspectives on the subject matter.

Key words: materials, ESL, Japanese, students, teachers, flexibility, student-centered.

Introduction

Despite the increasing prevalence of online and technology-driven learning, coursebooks are still widely used in English language classrooms. A significant part of many lessons around the world involves the teacher and students doing exercises or tackling reading or listening materials from their coursebooks (Tomlinson, 2011). However, previous research studies suggest that heavy coursebook dependence may potentially diminish flexibility, spontaneity and creativity of teachers and thus, can hinder their contributions to their students' learning (Cunningsworth, 1995; Prodromou, 2002; Richards, 2001; Tomlinson, 2008).

This study attempts to understand Japanese university students' perspectives on their teachers' use of ESL materials. The findings of the study offer relevant insights and strategies are suggested to guide teachers toward a more effective use of ESL materials.

Benefits of Coursebooks

Coursebooks are widely used in English language classrooms and oftentimes teachers are obliged to use one (Tomlinson, 2013). According to Howard and Major (2004), coursebooks play a major role in supporting both classroom teaching and learning. Furthermore, Angell and Gonglewski (2008) argue that visual aids provided by coursebooks are appealing to students as they can relate the images to their own life experiences and make the overall learning process more fun and interesting. Coursebooks also provide guidance for class preparations and give both students and teachers a sense of security since all the information and visual aids are compiled in one material (Maley & Tomlinson, 2017). Thus, teachers can devote more time to improving their teaching effectiveness compared to developing materials for classes.

Richards (2001) notes that the systematically planned and developed syllabus of coursebooks can allow learners to study independently both in and outside the class. Thus, coursebooks are essential for the self-directed learning process. In addition, the structured nature of coursebooks can help teachers set objectives accurate for their students' levels. This can be particularly helpful for novice teachers (Richards, 2001). Although a number of benefits are associated with coursebooks,

certain shortcomings are also emphasized. The following section attempts to highlight the potential limitations of coursebooks.

Limitations of Coursebooks

Coursebooks are designed based on a cohesive structure with sound organization and easy-to-identify principles (Tomlinson, 2013). However, since coursebook contents are standardized for the use of the majority, it is unlikely that any design can address all needs of individual learners. Thus, the structured and cohesive nature of coursebooks can make the process of teaching and studying tedious and wearisome (Howard, 2001).

Cunningsworth (1995) argues that if coursebooks become the primary source of teaching and learning, teachers' reliance may lead to lack of variety in teaching procedures and thus, a decline in student motivation. Furthermore, coursebooks often include inauthentic language, ready-made texts and tasks graded to match the level of students (Richards, 2001). In other words, discourse features used in coursebooks may be different than that of a real conversation. Thus, students may experience communication difficulties when they face real life situations.

Richards (2001) suggests coursebooks often attempt to depict an idealized world and avoid genuine representation of real world issues. Although keeping contents positive and peaceful may be useful to avoid confrontations, it is also essential to urge students to think critically and voice their opinions without hesitation. In this regard, teachers may need to take the initiative to introduce different perspectives on issues objectively and encourage students to express their views.

The issue is not whether using a coursebook is a good idea or not but rather how coursebooks are used in ESL classrooms. As Prodromou (2002) noted, "a textbook does not teach itself" (as cited in McGrath, 2002, p. 64). Therefore, an element of adaptation is needed to enhance the effectiveness of materials. ESL materials can be best utilized with effective teaching strategies along with the collaboration of students. The following section attempts to shed light on potential benefits and challenges associated with adaptive approaches with ESL materials.

Flexibility with ESL Material Use

As the previous studies indicate, coursebooks are designed to cater to the needs of the majority (Cunningsworth, 1995; McGrath, 2013; Richards, 2001; Tomlinson, 2011). Therefore, teachers may need to be selective with content and tasks to fulfill the particular needs of their students (McGrath, 2013). For example, Tomlinson (2011, p. 147) notes that "Providing opportunities to learn the language needed to participate in an interesting activity is likely to be more profitable than teaching something because it is the next teaching point in the syllabus".

However, a certain degree of autonomy may be needed to develop a flexible mindset. Voller (1997) suggests that creating an autonomous learning environment for students ultimately gives teachers the freedom to unleash their own creative potential. As Tomlinson (2008) concludes, it is possible to transform any material into an effective learning tool by adapting. Thus, teachers, with direct personal knowledge of their classroom teaching, should treat coursebooks as their servants (Cunningsworth, 1995). If coursebooks are viewed merely as a resource to borrow ideas from, teachers can have the opportunity to maximize their creative potential.

Tomlinson (2008) also argues that most learners only learn what they need and want to learn. Thus, by adapting materials, teachers can achieve more compatibility and fitness between the textbook and the teaching environment, and thus, maximize the value of the book for the benefit of their students. As a result, teachers can achieve a higher degree of learner engagement and allow themselves room to flexibly incorporate other materials to enrich their class contents.

According to McGrath (2013) certain contents of coursebooks can be modified, added or removed to fulfill the needs of the group for effective adaptation. Roger (1959), who is regarded as the founder of "learner-centered instruction", describes the premise of learner-centered instruction as "to listen to others and understand them from their own internal framework of references in order to let them open to each other and make them fully functioning human beings" (as cited in Kawamura, 2014, p. 48).

The idea of listening to others and understanding their own internal framework of references requires a different teaching attitude. Teachers no longer attempt to control the learning process. Instead, they take on the role of facilitators and provide students with an environment in which they can develop the ability to monitor and measure their own language acquisition process. Thus, flexibility may further aid the development of autonomous learning skills. In addition, when students' needs are prioritized, teachers can also find the freedom to maximize their own creative potential and inevitably reduce their reliance on coursebooks.

Methodology

Due to the large number of student participants, the data was obtained through a survey questionnaire. Two hundred and twelve students participated from five intermediate level Japanese university ESL classes. All survey questions were explained to the classroom teachers prior to the survey. The teachers confirmed that they had supplemented their classes with additional materials such as graded readers, discussion activities, vocabulary handouts and video clips from the coursebook.

A four skills coursebook named "Global Connections" was used in all five classes. The teachers in charge suggested that they implemented communicative language teaching approaches based on learner-centered instruction. However, they also needed to complete roughly one chapter from their coursebooks per week in order to fulfill the syllabus requirement of their department. Therefore, the teachers had to dedicate half their class time for coursebook activities each week.

The questionnaire included five close-ended questions to determine students' perspectives on their teachers' use of ESL materials. The quantifiable data was useful to understand learners' expectations from their teachers regarding their material use. In addition, close-ended questions were intentionally made simple and easy-to-understand for students to avoid potential language anxiety issues.

After receiving their consent forms, all five survey questions were explained to students in English and Japanese to ensure their comprehension. Students were also given opportunities to ask for clarification. None of the teachers were involved in the data collection process to ensure the data remained uninfluenced. Students were also asked to refrain from writing any identification on survey questionnaire sheets to avoid privacy issues.
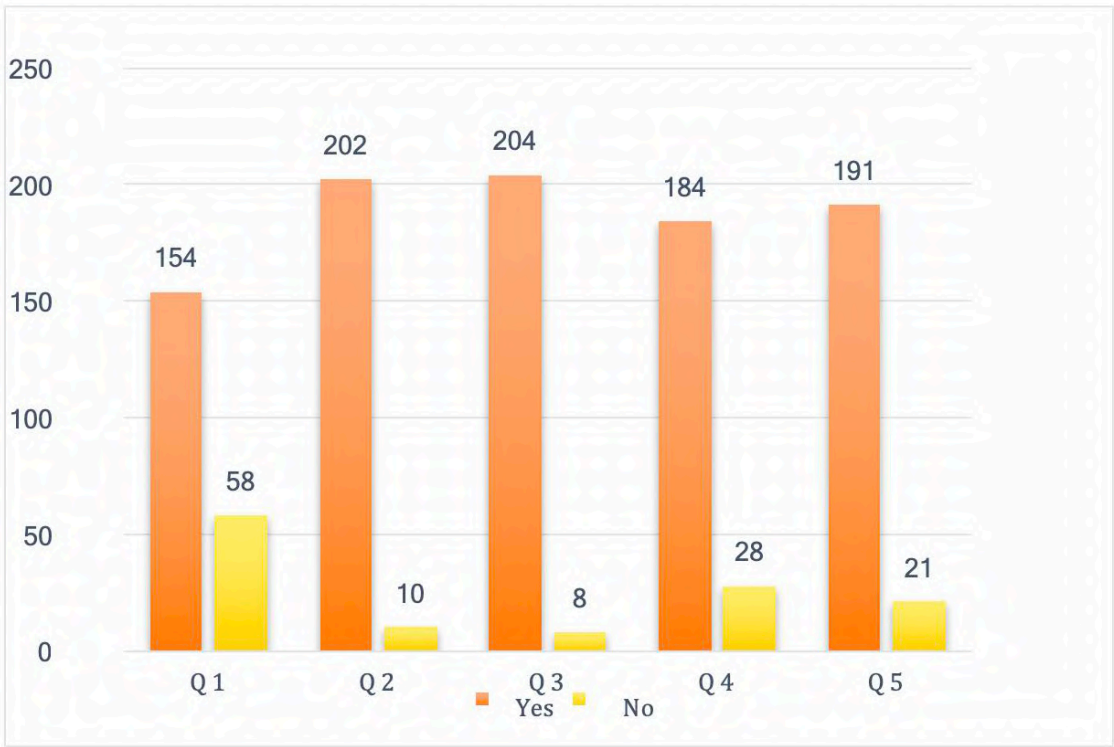
Figure 1.0. Class Survey Results

Table 1.0. Class Survey Results

Questions	Participants	Yes	No
Q1 Would you like to use a coursebook as the primary source of material for this class?	212	154	58
Q2 Do you find adapting coursebooks beneficial for your English? For example, games, vocabulary activities, discussions based on course book themes.	212	202	10
Q3 Did your teacher use any supplementary materials and/or resources in your ESL classes?	212	204	8
Q4 Did you find the supplementary materials and/or resources helpful to address your weaknesses?	212	184	28
Q5 Would you like your English teacher to incorporate supplementary materials and/or resources into your ESL class activities in the future?	212	191	21

Data Analysis

The first question aimed to understand whether students wished to use their coursebook as the primary material. The majority of the students opted for the answer choice "Yes". As is indicated in the literature, coursebooks can help to relieve potential language anxiety by offering a standardized structure with easy-to-follow instructions (Parrish, 2004; Richards, 2001; Tanveer, 2007). It is possible that students may have felt a sense of security when using a systematically planned and developed material (Maley & Tomlinson, 2017).

In addition, coursebooks are widely used in second language classes in Japan (King, 2013). Thus, it would be fair to assume that students may have developed a habit of using one in their EFL classes. On the other hand, fifty-eight students still opted against using a coursebook in their ESL classes. While this study does not offer a clear explanation as to why, a number of studies suggest that students may find ESL textbooks heavy and expensive (Jelala, 2011; Rockinson-Szapkiw, 2013; Smith et al., 2013). Therefore, some may not have have had the urge to purchase them.

The second question attempted to understand whether students found adapting coursebook activities beneficial for their language acquisition. The responses suggest that the majority thought favorably of adaptive approaches. Teachers can adapt their coursebooks by by relating coursebook activities to their students' needs and goals. Such activities may involve games, vocabulary activities, presentations, discussions and role plays based on their coursebook contents. By tailoring the coursebook activities to students' needs and goals, teachers can give themselves the opportunity to maximize their own creative potential.

As Tomlinson (2008) argues, most learners only learn what they need and want to learn. Therefore, it is possible to achieve the desired learning outcomes by adapting materials. In addition, students tend to learn more when they are actively engaged (Park, 2003). Thus, when the above activities are utilized in pairs and groups, learners can still remain engaged.

Courcy (2002) argues that improving oral language competence requires active engagement. Activities solely based on textbook exercises may potentially hinder student interactions and prove counter-productive. If students are not actively engaged in the process, their language acquisition may be affected negatively. As Nayar (2012, p. 119) states, "Active engagement is crucial for effective learning and for language learning. Therefore, the need to speak is essential".

Conversely, it is possible to assume that students learn less if they become passive recipients of knowledge (Loucky & Ware, 2016). Thus, teachers play a crucial role in engaging learners in the learning process. If teachers can take an adaptive

approach with materials, they are likely to make their materials more relevant to their students and thus, enhance their learners' engagement. As a result, both learning and teaching outcomes can be improved.

The third question was asked to confirm whether students used supplementary materials and/or resources in addition to their coursebooks in their ESL classes. Two hundred and four students confirmed that their teachers incorporated supplementary materials. It is possible that the remaining eight students answered "No" either due to their lack of understanding of the concept or because they were absent from classes on days that those activities were incorporated.

The fourth question attempted to understand whether students found supplementary materials helpful to address their weaknesses. The majority thought using a variety of different materials in classes helped them improve on their weaknesses. Since different materials focus on different skills, students may have felt wide-ranging materials could have helped them gain competence in different areas. For instance, video clip activities are designed to help with listening and vocabulary while discussion questions are focused on question-asking, critical thinking, debating and other oral conversation skills.

The fifth question was asked to understand whether students preferred to use supplementary materials and/or resources in their future ESL classes. One hundred ninety-one students selected the answer "yes". Their responses support the benefits of adaptive approaches as incorporating supplementary materials can bring a new dynamic into the lesson and help students stay engaged and motivated. Since supplementary materials are specifically selected or designed by the classroom teacher, they are tailored to students' specific needs and goals.

One reason for the remaining twenty-one students selecting "No" could be due to their preference for a strict textbook-oriented approach. It is also possible that working with a number of different materials may seem overwhelming for certain individuals (Richards, 2001). Some students may also prefer to study all contents available in their coursebooks to get their money's worth. In the end, it is the teachers' responsibility to utilize ESL materials so that all students can have a meaningful learning experience regardless of the material used.

Conclusion

This paper attempted to understand students' perspectives on their teachers' use of EFL materials in Japanese university foreign language classes. The results indicate that Japanese university students had a favorable opinion on adapting ESL materials. However, students still preferred to use coursebooks as the primary material in their ESL classes. In this regard, teachers' role is essential in the effective use of coursebooks.

Teachers can maximize their own creative potential by choosing to treat coursebooks as their servants instead of masters. As a result, they can make room to incorporate other materials into their class activities which can continue to capture their learners' interest and keep them motivated. However, adaptive approaches require a different teaching attitude. Teachers need to embrace their role as a facilitator and allow students freedom and control to monitor and measure their own learning. As a result, more active and student-centered learning can be accomplished even when coursebooks are used as the primary source.

Limitations

As indicated in the methodology, the data was obtained only from intermediate level students. Thus, it may be useful to understand beginner and advanced level students' perspectives on their teachers' use of ESL materials. In addition, since the data was kept anonymous, it was not possible to classify the survey results based on different student attributes such as personality types, English competence, which may vary within the same level, and their past learning habits. Since coursebook dependence still stands as a common issue in ESL classes, a future study would be beneficial to understand teachers' perspectives on the subject matter as well as exploring students' reasons for their choices.

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Teacher Development SIG Annual Conference
June 2018

"Teacher Journeys"

Mike Ellis, Co-Program Chair, TD-SIG

TD SIG was very happy to bring Teacher Journeys back to Tokyo on June 15, 2018. It was the conference's seventh year, and our second time collaborating with Tokyo JALT.

The conference took place at Rikkyo University in Ikebukuro. We began with a featured presentation by Dr. Christina Gkonou of University of Essex. She encouraged us to reflect on the role teacher emotion plays in our teaching practice. In total there were sixteen presentations across four sessions throughout the day. I particularly enjoyed presentations on mentorship and goal-setting for and by students. In the afternoon featured presentation, Dr. Tomohisa Machida of Akita International University explained the current state of elementary school English education, and how some teachers are developing through teacher training. In total, there were about 60 attendees, and all seemed to leave the conference stimulated and even energized for Monday morning.

We'd like to express our gratitude to Tokyo JALT for making this conference a success, and to Rikkyo Univeristy for graciously hosting us. **Check out further updates from TD SIG about Teacher Journeys 2019, a collaboration with NanKyu JALT which will take place at Sojo University in Kumamoto on Saturday June 15, 2019**. We hope to see you there!

https://sites.google.com/view/teacherjourneys2019/

Michael Ellis, TD SIG Program Co-Chair

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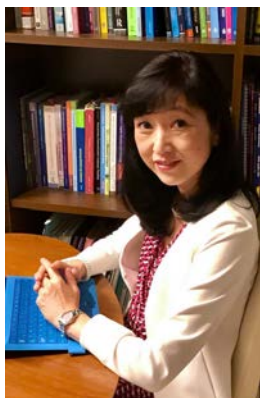
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Critical Friendships:
Facilitating Teacher Reflection for
Professional Development

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As both authors moved into new teaching positions, they realized over coffee that both were looking for a critical friendship in which they could discuss and reflect upon their workplace adjustments (Farrell, 2013). Bristow and Wagner's (2017) use of interviews supplemented with academic articles to facilitate professional development was adapted for the conversations in which the authors engaged. On this journey, one author facilitated the other's reflection on her adjustment to a new teaching context while the other author facilitated her partner's reflection on the adjustment into a more administrative role focused on teacher development. This paper begins with an overview of literature on reflection and reflective practice, followed by an explanation of the process implemented and concludes with reflections from both authors on their roles as participants and facilitators of reflective practice. This research was presented at the 2018 Teacher Journeys conference held in June of 2018 in Tokyo, Japan.

A Tale of Two ELTs

This article shares the journey of two academic women and their love of chai. The research grew out of a variety of experiences for two friends and language teaching professionals. The first seed was planted in 2014 when Tom Farrell spoke about language teacher reflective practice at a Japanese Association for Language Teaching (JALT) annual conference plenary. It led one author to pursue reflective practice with a colleague at her institution. This critical friendship developed into a presentation on reflective practice in high school teacher workshops. Around the same time, the two authors began working at the same institution together and frequently discussed ideas related to reflective practice. Both of them expressed a desire to explore this, but were unsure of how to do so. A few years later at the 2017 TESOL Conference, one author saw a presentation that introduced an approach to self-reflective professional development that seemed achievable in a Japanese context. She returned, motivated and excited to tell the other author about this. Ideas continued to be exchanged for another year until both authors attended a workshop in early 2018 on teacher reflection facilitated by Ken Tamai. This session and the motivation it generated proved to be what finally clarified how they could engage in reflective practice research together. What follows is a description of that project and how the authors have grown through self-reflection as well as the

facilitation of each other's reflective practice. The initial stages of this research were presented at the 2018 Teacher Journeys conference in Tokyo.

Review of the Literature

There are numerous definitions of reflection and reflective practice available, so it is important for teachers engaging in reflective activities to identify which definition is most meaningful to them. Dewey (1933) encouraged teachers to engage in "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads" (cited in Farrell, 2018, p. 2). Mann (2005) combines multiple definitions to describe reflection as,

A process of inner dialogue and 'conversation with self' and in this cognitive space the language teacher develops awareness of practice. Awareness is an outcome of a reflexive dialogue between knowledge and experience and can happen individually and collaboratively," (Bolton, 2002 as cited in Mann, 2005, p. 108; Prawat, 1992 as cited in Mann, 2005, p. 108).

In shifting the focus to reflective practice definitions, similar elements are present, but with more focus on taking some sort of action. Farrell defines it as:

Reflective practice means more than fleeting thoughts before, during or after a lesson; it means examining what you do in the classroom and why you do it...reflective practice also means thinking about the beliefs and values related to English language teaching, and seeing if classroom practices are consistent with these beliefs and values. (2013, p. 4)

While Farrell emphasizes determining if practices are matching beliefs, Watanabe (2016) focuses on interpreting one's actions for a new purpose thus defining reflective practice as "the activity of looking back over one's actions, thoughts, written and spoken ideas, feelings and interactions, all with the goal of making new meaning for oneself, an activity conducted in dialogue with the self and with others" (p. 47). Another similar interpretation is of reflective practice as a systematic exploration of a teacher's experiences which can occur through activities such as inquiry into situations, description of what happened and analysis of what could have been done differently (Tamai, 2018). Farrell (2018) also emphatically supports the idea that such practice be systematic for teachers to maximize their self-understanding and growth. While other definitions exists, those included above are the ones which held the most meaning to the authors of this paper. This helped form the foundation of the research project and guided the exploration of their individual teacher journeys.

Of the many ways teachers can engage in professional development, critical friendships are particularly effective for fostering community and collaboration through reflective practice. Farrell (2007) describes these as working "with a teacher and giv[ing] advice as a friend rather than a consultant" (p. 149). This appealed to this project's authors because of their close friendship and professional connection. Bristow & Wagner (2017) explored professional development by using a similar relationship as a base for more extensive reflective practice in which one educator facilitated the reflection of the other through both spoken and written dialogues; in addition, recommending articles for further inspiration and discussion. This approach is particularly effective as "competencies are acquired by participants who have an active role in their own development, which in turn is based on two types of knowledge: received knowledge and experiential knowledge," (Wallace, 1991, p. 14). This approach seemed appropriate to both of the authors because it seems to be a natural extension of their friendship and professional relationship.

Finally, no reflective practice research would be complete without addressing the criticisms of the practice itself. Among other things, it has been seen as being dominated by models as well as written reflection, rather than spoken and not being sufficiently data-driven (Mann & Walsh, 2013). Another complaint is that those calling for reflection are not actually "practicing what they preach" (Boud & Walker, 1998; Mann & Walsh, 2013). These criticisms helped the authors of this paper to design a project that fulfilled the authors' needs as reflective practitioners while also contributing to a gap in the literature on the subject.

Context and Participants

The authors first met through their graduate school program, though Jennie was already an alumna of the program when Adrianne (hereafter referred to as Adie) began. Their paths then crossed again in 2014, when they worked together at a private university in Tokyo. Jennie was there as a full-time lecturer while Adie was a part-time lecturer. Their friendship grew both personally and professionally during that time; however, Adie left her part-time position after two years for a full-time position at another private university in Tokyo. Despite the change of circumstances the two continued to meet occasionally for coffee or dinner during which time they discussed their professional lives. In 2017, Jennie left her position in Tokyo to work as a principal lecturer at a private university in Chiba. In the new position, Jennie's duties outside of teaching increased and she took on the responsibility of coordinating professional development opportunities for the teachers at her institution. In the spring of 2018, Adie also left Tokyo to work as an assistant professor at a private university in Shizuoka. Her position too, involved more responsibility outside of teaching, most notably in regards to her Japanese language ability and research. Though the physical distance between their workplaces made it difficult to meet in person for coffee and dinners, the two continued to meet at professional development workshops in Tokyo and stayed in touch using Skype. The culmination of those experiences provided them with the groundwork to begin this current research project.

Methodology

To achieve the goal of fostering a critical friendship, the authors used the work of Bristow and Wagner (2017) as the base of their data collection design, however this research focused exclusively on spoken reflection accompanied by readings. This study intentionally avoids drawing on a particular model so that the authors retained their flexibility in facilitating reflection. The process (Figure 1) was divided into five phases: discuss, analyze, find, share and reflect. The completion of all five phases was labeled as a round. In phase one, discuss, the two authors met online through Skype for approximately an hour. During that time, they used the prompts, such as "What happened this week?", "How was your week?" and "What did you do?" to begin the discussion. From there, the conversation did not use prompts. During the discussion, the authors were free to take notes as well as practice three types of active listening: internal, focused and global (Kato & Mynard, 2016) to help them transition smoothly into the second phase. Additionally, the audio data was recorded on a smartphone and later uploaded to a shared Google Drive folder. Then in phase two required the authors to review their notes and reflect back on what the other person had said in the discussion. They analyzed the conversations looking for keywords and phrases that appeared to be relevant and meaningful. Next in phase three the authors used the keywords and phrases found in the previous phase to locate books, scholarly articles or other relevant resources to share with their partner. The phase four was to simply share the resources with their partner and schedule or confirm the meeting time for their online reflection meeting. In the spring semester, between mid-May and the beginning of August, the authors completed four rounds. Table 1 is a detailed chart of the dates and articles used.

Figure 1. Visual Representation of Reflective Process

Table 1. *Reflection Round Schedule*

Date	Activity	Suggested Resources
May 17, 2018	**Round One**	
May 21, 2018		A→J "Threading a Golden Chain: An Attempt to Find Our Identities as Teacher Educators" (Lunenberg & Hamilton, 2008) J→A "Teachers as Learner" Chapter 6 (Kwo, 2010)
May 25, 2018	Adie's reflection	
May 28, 2018	Jennie's reflection	
June 8, 2018	**Round Two**	
June 12, 2018		A→J "Correlates of Work-Life Balance for Faculty Across Racial/Ethnic Groups" (Denson, Szele᷄nyi, & Bresonis, 2017)
June 16, 2018		J→A "Bridging the Gaps Between Students' Perceptions of Group Project Work and Their Teachers' Expectations" (Koh et al., 2009)
June 22, 2018	Adie's Reflection	
June 28, 2018	Jennie's Reflection	
	Round Three	
July 6, 2018		A→J "Planning and Realigning a Lesson in Response to Student Contributions Intentions and Decision Making" (Boyd, 2012) J→A "Relationship between EFL Learners' Autonomy and Speaking Strategies They Use in Conversation Classes" (Salehi, 2015) Using Transcription to Improve Noticing and Develop Effective Learning plans (Werner, 2016)
July 12, 2018	Reflections	
July 20, 2018	**Round Four**	
July 26, 2018		A→J "Teachers Observing Teachers: A Professional Development Tool for Every School" https://www.educationworld.com/a_admin/admin/admin297.shtml The Dreaded Peer-Teaching Observation" https://www.chronicle.com/article/The-Dreaded-Peer-Teaching/49356 J→A " 4 Ideas for Avoiding Faculty Burnout" https://www.chronicle.com/article/4-Ideas-for-Avoiding-Faculty/243010
August 3, 2018		"3 Ways Colleges Can Help Faculty Avoid Burnout" https://www.chronicle.com/article/3-Ways-Colleges-Can-Help/243134?cid=cp145

Reflections on Critical Friendships

Reflection on Self

Jennie

While Adie and I have always discussed our teaching at great lengths, usually over a caffeinated beverage, this project has definitely pushed me in ways I did not anticipate. I expected our conversations to continue in the same vein they always had, which was a good balance of brainstorming, problem-solving, and venting frustrations. Those have been a part, for sure, however what has really changed for me is the depth of the reflection on my actions within my classroom. I found myself wanting to provide more justification for my actions, which were not always in the best interests of students. These conversations with Adie have forced me to explore why and when activities fail to go as smoothly as possible or why, when I had better, more effective ideas, I chose not to implement them in class. Through this, I came to a reckoning of sorts—that teaching writing to EFL students, while important to me, is no longer my number one priority. That title belongs to my role as a teacher developer. I do not want to leave the classroom, but I have had to reconcile my priorities as a teacher developer with a slightly lower quality classroom teaching performance that is "good enough." If I had not had these conversations with Adie, I might have felt guilty, disappointed, or angry with myself for failing. After all, what kind of teacher promoting teacher development fails to commit to their best every lesson? A teacher that chooses to, at least for now, shifts the focus to the growth of another population instead, teachers. Over the months, I have become comfortable with my decisions and learned to adjust my classroom goals and preparation accordingly. It is not easy for me to admit that I am willing to do less than my best work in certain circumstances, but I feel I know myself better as a teacher and as a teacher developer. My professional identity is not the same as it was at the start of this adventure and I feel it changes a bit every month as a result of our conversations. I am sure the rest of this project will push me to grow and reflect on my future decisions in the same way.

Adie

This whole experience has felt natural to me because our friendship has served as the cornerstone of this project. While I originally moved and changed jobs for personal reasons, professionally I was offered a wonderful opportunity in my current position. However, it placed a heavy burden on my shoulders in terms of my Japanese language ability and removed the support network I had created over the 14 years of teaching in the Kanto area. By having Jennie as a friend, and a colleague even though we were separated geographically, I felt a strong sense of support and solidarity when I faced struggles in the spring semester regarding lesson planning, Japanese language ability and the overall pressures of beginning a new job. Through our discussions and reflections, I have felt relieved by sharing the mountains and pitfalls of my situation both inside and outside of the classroom but I also feel confident that what I am doing and why I am doing it has its foundations in literature. Overall, I look forward to where the second half of the academic year will lead me.

Reflection on Facilitation

Jennie

While I consider Adie a peer, I knew going into this project that I was at a different stage in my career than she was. Though we began working in Japan at the same time and in the same position, our paths differ in that I have been an active member in the professional ELT community and working in a university context longer than her. Despite knowing I was facilitating her reflection, I was concerned that I might fall into an advising role. A desire to avoid this forced me to carefully select questions and to remain quiet when, in our normal conversations, I might have shared my experiences or given unsolicited advice. It is natural to want to do this, but I had to remain focused. Actively listening pushed me to identify themes or topics within her comments that could become search terms for articles. I have been much more motivated to find articles to help her than I am to find those which might help me. I want to do right by her because she is my friend and a professional colleague who wishes to grow. Without this impetus to "get out of my head" and support Adie

and her growth, I likely would have succumbed to my own frustrations in the workplace. To quote Ralph Waldo Emerson, "it is one of the most beautiful compensations of this life that no [one] can sincerely try to help another without helping [his/her]self… Serve and thou shall be served" (National Philanthropic Trust). There is a different clarity one receives on their own practice when in the service of someone else's. I am grateful for this opportunity.

Adie

I had never thought of myself as someone who influenced another person's professional development; however, through facilitating for Jennie and finding articles that I thought would speak to her circumstances, I discovered that I am very passionate about not only my own professional development but that of others around me. I realized that in order to find a "good," or what I believe to be a good article, I must think deeply about what Jennie has said each week, and her context, which is quite different from mine. Through doing that though, I often find connections to my situation which means I frequently feel as though I am benefiting doubly. Moreover, I have found that despite our different titles, geographic locations, and teaching contexts, we often have similar issues. This provides me with a strong sense of solidarity and support. I would strongly recommend that all educators at any level find a person that they can foster a critical friendship with because the act of facilitating another person's professional development can also have a strong impact on one's own professional development. Besides, it's always nice to have a friend who will support you and push you to be the best possible professional you can be, with or without the caffeine.

Conclusion

As the authors' reflections illustrate, they have both grown in ways they did not expect and realized they have more to offer each other than just friendship and casual, caffeine-filled conversations. As their critical friendship deepens, this collaborative arrangement pushes each of them professionally. This means that both by reflecting themselves and facilitating meaningful reflective dialogue for the other person. Though this journey is not yet finished, the authors encourage teachers from all contexts and walks of life to engage in reflective practice through critical friendships.

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High School Teachers' Path to Teach English Classes in English: Students' Influence on the Path

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Five years have passed since the implementation of the 2009 Course of Study and the policy of conducting English classes in English were enacted in 2013. The objective of the policy was "to enhance the opportunities for students to be exposed to English, transforming classes into real communication scenes" (MEXT, 2009, p. 7). However, the policy has not been fully implemented by senior high school teachers. In 2015, MEXT announced the findings of a nationwide survey of senior high school teachers who were in charge of the four-skill Oral Communication I course which is a required course (MEXT, 2015). Among 10,583 English teachers who responded to the questionnaire, only 11.2% answered that most of their utterances were in English, 31.9% answered that more than half of their utterances were in English, 39.6% answered that less than half of their utterances were in English, and 17.8% answered that few of their utterances were in English. The results indicated that many senior high school teachers were not using a great deal of English in classes even after the enactment of the 2009 Course of Study.

Regarding the communicative language teaching (CLT) approach proposed by MEXT, it is reported that various factors have prevented senior high school teachers from implementing it. Those factors include their lack of experience in CLT classrooms as students (Nagamine, 2013; Nishino, 2008), a lack of teacher training (Nishino, 2012a; Sato & Kleinsasser, 2004), the large number of students in each class (Nishino, 2008, 2011), their concern about preparing students for entrance examinations (Gorsuch, 2000; Nishino, 2012a; O'Donnell, 2005; Taguchi, 2005), the use of the grammar-translation method for preparing students for university entrance examinations (Nishino, 2008, 2012a; Taguchi, 2005), and the influence of peers (Nishino, 2012b). Students' low English proficiency is also another important factor (Sato and Kleinsasser, 2004) and students' expectations of English classes are also influential factors (Taguchi, 2005; Cook, 2009, 2010; Gorsuch, 2000).

Students' English proficiency and expectations of classes influence teachers' choice of language in classrooms. In Saito's (2015) study of teachers' perceptions of the policy of teaching English classes in English, all three interview participants said that they use some Japanese considering the students' English proficiency. English learners themselves sometimes prefer to have teachers use their first language. For example, in Sad and Qadermazi's (2015) study, learner perceptions on L1 use in EFL classes with an English-only policy in Iran were investigated. The questionnaire results showed that 48 out of the 60 students (80%) agreed with the use of the L1. Wei (2013) investigated EFL university students' perceptions of L1 use at a college in Taiwan where an English-only policy was introduced through a questionnaire and interviews. The researcher administered a questionnaire to 279 students and interviewed six students. The questionnaire showed that 134 students (48%) agreed that it was challenging to respond in English though 238 (85%) students approved of the English-only policy. This study indicated that students experience difficulty in English-only classes in an EFL context even when the students were in favor of English-only policy.

Therefore, it will be important to explore how senior high school students perceive English classes conducted in English and how senior high school teachers conduct English classes reflecting or not students' perceptions under the policy of teaching English in English.

Research Questions

Though there is some research about senior high school teachers' perception toward the MEXT's policy of teaching English classes in English by interviewing teachers and conducting a questionnaire to teachers, there is little research to investigate senior high school students' perception toward the policy and to compare results of it with senior high school teachers' perception toward the policy and their classroom practice. Thus, in this study, how senior high school teachers perceive the policy, how they conduct English classes under the policy, how senior high school students perceive the policy, and how students' perception affect teachers' perception and classroom practice will be investigated.

1. How do senior high school students perceive the policy of conducting English classes in English?
2. How do senior high school teachers perceive the policy of conducting English classes in English?
3. How do senior high school teachers conduct English classes under the policy of teaching English classes in English?
4. How does students' perception affect teachers' perception toward the policy and classroom practice?

Method

Research Design and Participants

Participants of the study were three senior high school teachers: Miku, Nao, and Ken (pseudonyms). Miku is a female teacher at a public school in her 40s, Nao is a male teacher at a private school in his 20s, and Ken is a male teacher at a private high school in his 30s. Figure 1 shows the research design of the study.

Figure 1. Research Design of the Study
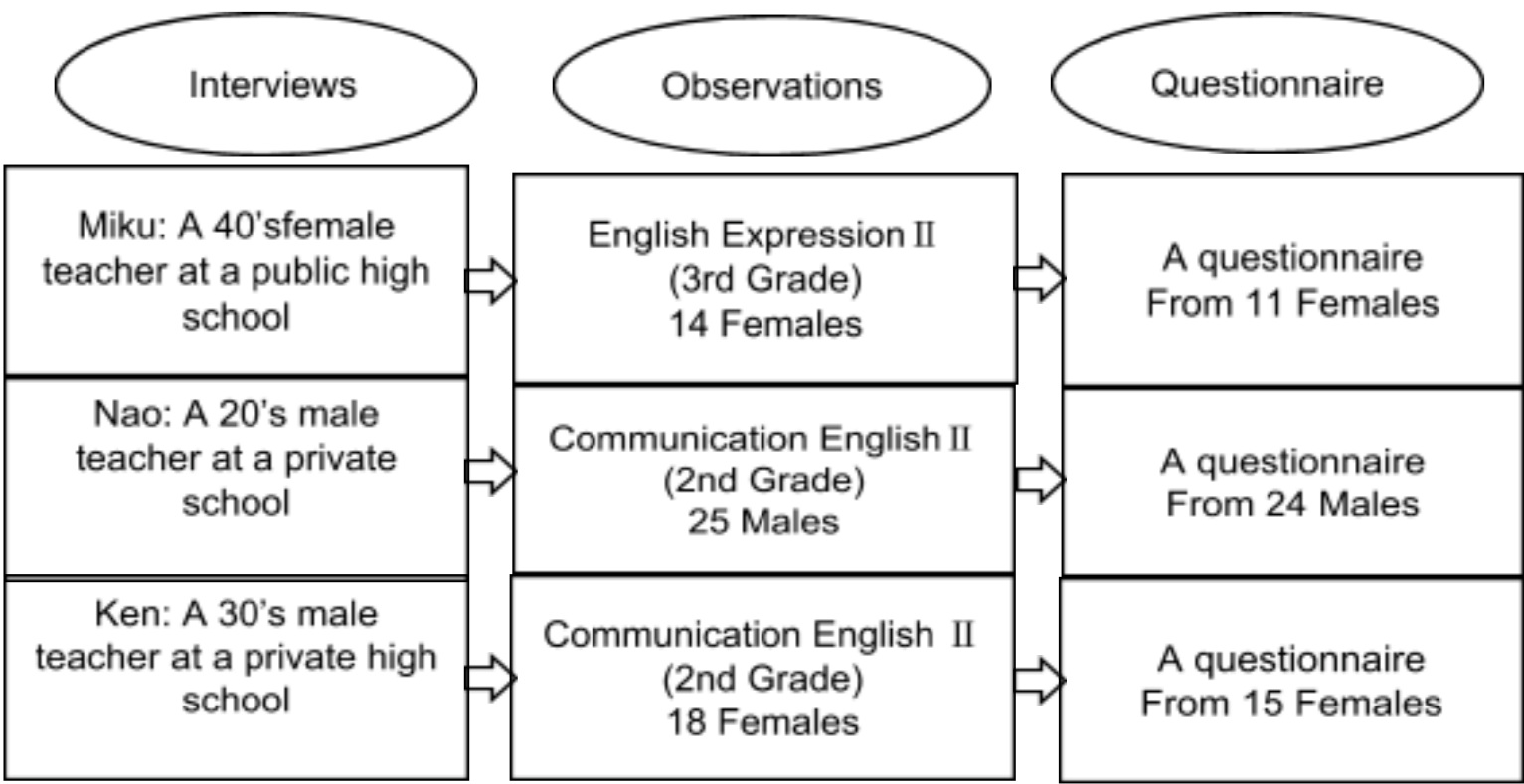
Procedures

I conducted semi-structured interviews in 2015 to investigate senior high school teachers' perception toward the policy of teaching English classes in English and their classroom practice. The interviews were conducted at teachers' rooms or 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 on an IC recorder several times, and then transcribed the interviews.

Following the interviews, classroom observations were conducted. On the day of the classroom observations, I first talked to the teachers about their students' English proficiency levels, the number of female and male students, and the textbook they were using. In addition, I obtained the materials that the teachers and students used in the class. For classroom observations, I used an adapted scheme from Communicative Orientation of Language Teaching observation scheme (COLT; Allen et al., 1984). The COLT was designed to capture features of communicative language teaching classes and has been applied in studies in Japanese senior high schools by Taguchi (2005) and Underwood (2013). The observation scheme is divided into two parts. Part A of the COLT is focused on five categories of classroom instructions: activity, participant organization, content, student modality, and materials; while Part B is designed to help researchers to investigate teacher–student and student–student discourse in classroom activities (Allen et al., 1984). The adapted scheme for this study is shown in Appendix A. During the observations, I video-recorded the classes and took notes about how much English and Japanese the teacher used, the activities, the time spent on each activity, participant organization, language form (i.e., grammar, vocabulary, pronunciation), language function/use (e.g., summarizing, explaining), the time spent on each language function/use, student modality (reading, speaking, listening, and writing), and the materials (e.g., textbooks, CDs, and teacher-made materials) using the adapted scheme.

A questionnaire survey was conducted several weeks after the classroom observations. The student questionnaire items include questions about whether (a) the classes they take from the teachers are conducted in English, (b) they can understand the classes conducted in English, (c) they think it is good for English classes to be conducted in English, (d) they speak English in class, (e) the teachers speak Japanese, and (f) they want their teachers to speak Japanese. Open-ended questions were also included so that the student respondents could write answers to questions such as when they cannot understand classes conducted in English, why they think English classes conducted in English are good or bad, when the teachers use Japanese in classes, and when they want the teachers to use Japanese. In order to ensure that the students understand the questions, they were written in Japanese. The original Japanese version of the student questionnaire is in Appendix B and the English translation version is in Appendix C.

Results

Miku's interview, observation, and her Students' Questionnaire

In Miku's interview, she indicated, "Basically, it's essential that teachers conduct English classes in English. If teachers don't use English, I think students don't use (English). It's also to make the atmosphere." About her classroom practice, she said, "About Communication English, although what I can do is different depending on students' grades, I've mostly done in English." She indicated that whether she teaches the first, the second, or the third grade students can affect her amount in classes, but she tries to teach English in English. However, she added that she had to change her teaching drastically for third-grade students to prepare for entrance exams in October.

The observation results show that her English utterance time was 10 min 24 s and the Japanese utterance time was 19 min 17 s in a 50 min 18 s lesson time. The ratio of English use was 35.04%, and that of Japanese use was 64.96% in her utterance time of 39 min 41 s. She used English in greetings, writing instruction, introducing next activities and tasks, and repeating words and sentences and used Japanese in explaining answers of listening, explaining words and grammar, and when answering questions from individual students while students were working on a writing task individually.

The following questionnaire results show that 9 out of 11 students think that it is very good that English classes are conducted in English and 2 out of 11 students think that it is good that English classes are conducted in English. For the question regarding teacher usage of Japanese, 2 out of 11 students answered that they want the teacher to use Japanese a lot, 5 out of 11 students answered that they want the teacher to use Japanese sometimes, and 3 out of 11 students answered that they want the teacher to use Japanese a little. As for the open question "When do you want your teacher to use Japanese?",

there were answers such as "the explanation in this class should be in Japanese", "when the explanation [is] in English [it] is difficult", "to explain grammar", and "to point out grammatical mistakes."

Nao's interview, observation, and his Students' Questionnaire

In the interview, Nao's positive opinion about the policy is expressed in his remark, "I feel English (should be taught) in English." He also mentioned "I had wanted to put the classroom in the environment of English." About English in classes, he expressed his opinion: "I think that it is natural that the proportion of English is larger than that of Japanese because it is an English lesson." He had a positive view toward the policy; however, he said he uses Japanese flexibly when it is easier to be done in Japanese so that his students can understand well.

The observation results show that in a 50 min 17 s lesson time, his utterance time in English was 15 min 17 s and that in Japanese was 5 min and 31 s. The total time of his utterance was 20 min and 48 s and the ratio of English use was 73.48%, and that of Japanese use was 26.52%. He used English to instruct next activities and tasks, to practice pronunciation of words, to introduce contents of the textbook, and to affirm students' answers by saying "Okay", and "That's right" while he used Japanese in explaining meanings of words and grammar.

The questionnaire results show that 5 out of 24 (33.3%) students think that it is very good that English classes are conducted in English and 10 out 24 students (66.6%) students think it is good that English classes are conducted in English. About the question regarding usage of Japanese by the teacher, 8 out of 24 students answered that they want the teacher to use Japanese a lot, 10 out of 24 students answered that they want the teacher to use Japanese sometimes, and 6 out of 24 students answered that they want the teacher to use Japanese a little. Regarding the open question "When do you want your teacher to use Japanese?" , there were answers such as "to comprehend reading passages," "to understand structures of difficult sentences," " when I can't understand after the teacher's explanation in English," "to learn new grammar," "to explain Japanese translation," "to learn new words," "when everyone doesn't understand," and "to explain difficult sentences and words.".

Ken's interview, observation, and his Students' Questionnaire

About the policy, Ken said in the interview, "I do agree (with the policy). I had wanted to do that for a long time, so I agree. But it is difficult. For example, if I am in charge of the second grade students, they studied English in Japanese, I feel sorry for them. If we have to change, we have to change from the beginning. It will not change unless everyone does it (everyone teaches in English)." This implies that teaching English in English to his students who studied English in Japanese from other teachers is difficult. He also mentioned, "No [other] teacher teaches English in English. I do, in English", which indicates that in one school, teachers' classroom practices are different in terms of language use in classrooms. However, about his Japanese use in his classroom, he thinks it is better to use Japanese if students' motivation may become low by teaching in English.

The observation results show that his utterance time in English is 13 min 56 s and his utterance time in Japanese is 34 s in the total of 40 mins of class time. The total time of his utterance was 14 min 30 s and the ratio of English use was 96.09%, and that of Japanese use was 3.91%. He used English in reviewing the previous class, instructing the next activities and tasks, practicing pronunciation of words, explaining meanings of words, and introducing the textbook. He did not use Japanese except when explaining the meanings of new words.

The questionnaire results show that 5 out of 15 students think that it is very good that English classes are conducted in English and 10 out 15 students think that it is good that English classes are conducted in English. About the question "Do you want your teacher to use Japanese?", 3 out of 15 students answered that they want the teacher to use Japanese a lot, 5 out of 15 students answered that they want the teacher to use Japanese sometimes, 5 out of 15 students answered that they want the teacher to use Japanese a little, and 1 out of 15 students answered she did not want the teacher to use Japanese at all. No answer was provided from one student. Regarding the open question "When do you want your teacher to use Japanese?", there were answers such as "to comprehend reading passages," "to understand structures of difficult sentences,"

"when I can't understand after the teacher's explanation in English," "to learn new grammar," "to explain Japanese translation," "to learn new words," "when everyone doesn't understand," and "to explain difficult sentences and words."

Discussion

My first research question was to investigate how senior high school teachers perceive the policy of teaching English classes in English. All three participants agreed with the policy favorably. One of the reasons why they were for the policy was to make an atmosphere to speak English. All of them said that they conduct English classes in English as much as possible. However, they said they had to change classroom practice focusing more on preparing for entrance examinations when their students become the third grade students. The past studies showed that senior high school teachers were concerned about preparing students for entrance examinations (Gorsuch, 2000; Nishino, 2012a; O'Donnell, 2005; Taguchi, 2005). In this study, it was also found that the teachers were required to change classroom practice focusing more on preparing for entrance examinations. Two of them mentioned that they use Japanese taking students' English proficiency and understanding into consideration. Regarding communicative language teaching, students' low English proficiency prevented senior high school teachers from conducting communicative language teaching (Sato and Kleinsasser, 2004). This study also showed that students' English proficiency affect how senior high school teachers conduct English classes as well as their language use in the classroom.

My second research question was to explore how senior high school teachers conduct English classes under the policy of teaching English classes in English. The ratio of English utterance was higher than that of Japanese utterance in Nao's talking time and Ken's talking time respectively. However, the ratio of Japanese utterance time was higher than that of English in Miku's talking time. This may be related to the grade she was teaching. She was teaching the third grade class and as she mentioned in her interview, she has to change her classroom practice drastically to help them prepare for entrance examinations when they become third grade students. This may indicate why she used Japanese more than English although she said that she uses English in her classes. Miku and Nao used Japanese to introduce activities, to explain words and grammar, and to practice vocabulary words. Though Ken used little Japanese in the observation of his class, he used Japanese for explaining the meanings of new words.

My third research question was to investigate how senior high school students perceive the policy of conducting English classes in English. Most of the students in the three different classes think that it is very good or good that English classes are conducted in English. However, many of them think that they want their teacher to use Japanese to some extent. This reflects Sad and Qadermazi's (2015) finding that the majority of the students agreed with the use of L1 in the classroom. Also, in Wei's (2013) study, nearly half of the students agreed that it was challenging to respond in English though most of the students approved of the English-only policy. Although the context is different, the present study also showed students expect their teachers to use Japanese to some degree even though they think that it is good for English classes to be conducted in English. In Wei's study, one student indicated that using English is challenging because it is difficult to understand some grammatical constructions when the teacher teaches them in English. It was found that in this study, there were specific occasions when they want their teachers to use Japanese such as when they learn grammar, when English explanations are difficult to understand, when they comprehend reading passages, when they need to understand difficult vocabulary and sentence patterns, as well as when they learn new words. In addition, even though the students were learning in the three different schools by the three different teachers, when they want their teachers to explain in Japanese was similar. This implies that senior high school teachers may need to understand when their students expect them to use Japanese for effective learning.

My last research question was to explore how students' perception toward classes conducted in English affect teachers' perception toward the policy and classroom practice. It was found that many of the students in this study from different learning contexts think that they would like their teachers to use some Japanese. The students' expectation to the teachers' use of Japanese was reflected in the two teachers' classroom practice in the observations. Even though the one teacher used little Japanese in the observation, he said he used Japanese taking students' English proficiency into consideration. Student responses to when they want their teachers to use Japanese were similar to when the teachers used Japanese in the

observations such as when the students learned grammar and vocabulary. These results indicate that the teachers conduct English classes taking the students' need and expectation into consideration.

Conclusion

Though the policy of English classes in English was introduced in the 2009 Course of Study, the policy has not been fully implemented. However, the same policy is presented in the new Course of Study, which was issued in 2018 and will be enacted in 2022. As one of the reasons why the policy has not been fully realized, senior high school teachers' consideration of students' English proficiency and expectation to English classes has been indicated. Therefore, it is important for teachers to understand students' perception toward English classes in English. In fact, this study shows that the students have their own clear opinions and expectation toward their teachers' use of English and Japanese. Thus, it is also important for teachers to conduct English classes while considering when to use English and Japanese for their students' better understanding during English classes. In the 2009 Course of Study (MEXT), it is stated that the judicious use of Japanese was allowed and Japanese can be used to explain grammar as long as language activities are the center of classes. However, senior high school teachers may think that they have to use English all the time under the policy or they are not sure when they can use Japanese effectively. For students' effective learning, regarding judicious use of Japanese, having a guideline or a suggestion about when Japanese should be used in English classroom may need to be provided based on empirical research results.

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Note from the author:

This is based on the following paper written in Japanese, but I revised it adding observation results and translating it from Japanese to English.

Saito, Y. (2017). 「英語の授業は英語で」に関する高校教師の認知調査と授業実践-High school teachers' cognition of the policy of "English Classes in English," and their classroom practice. The Language Teacher 41(1), 3-8.

Appendix A

Teacher's name				Number of Students(F/ M/ T)	Date & Period			Textbook	
	Class	Grade							
Activity	Time	Teacher's use of English or Japanese			Teacher's use of English or Japanese			Participants' organization	Content Form
		English Time	Japanese Time		English Time		Japanese Time	TC CL PA GR	Vo Pr Gr
Content Function/ Use Summarizing Explaining				Material textbooks, CDs, teacher-made materials				Other remarks and comments	

Note. TC = Teacher centered; CL = Class; PA = Pair Work; GR = Group Work; Vo = Vocabulary; Pr = Pronunciation; Gr = Grammar.

Classroom Observation Scheme

Appendix B

STUDENT PERCEPTION QUESTIONNAIRE ABOUT ENGLISH USE IN ENGLISH CLASSES

(JAPANESE VERSION)

英語の授業における英語使用に関する高校生の認識調査

私は、テンプル大学博士課程で応用言語学を学んでいます斎藤裕紀恵と申します。私は現在、高等学校の英語の授業で先生や生徒が英語を使うことにどのように感じて、また授業がどのように実践されているかについての調査を行っています。このアンケートは英語のクラスで授業がどのように行われているかについてのアンケートです。このアンケート結果はあくまでも調査と研究の一環でみなさんのプライバシーが表に出ることはありません。また皆さんの成績に影響を与えることは一切ありません。選択肢が与えられている場合はチェックを、記述欄には記述をお願いいたします。

1. 所属学科（　　　　　　　　　　）　　学年（　　　　　　　　　）
2. 性別　男　/　女
3. 英検取得級　（　　　　　　　　　）
4. 現在、この授業は英語でおこなわれていますか。
   - ほぼ英語で行われている
   - 半分以上英語で行われている
   - 半分未満英語で行われている
   - 英語で行われることはほとんどない
5. 英語でこの授業が行われる際に授業を理解することができますか。
   - ほぼ理解できる
   - 半分以上理解できる
   - 半分未満理解できる
   - ほとんど理解できない
6. どんな時に英語で行われる授業を理解できませんか。
7. 英語の授業がほとんど英語で行われるのはいいことだと思いますか。
   - 大変いいことだと思う
   - いいことだと思う
   - あまりいいことだと思わない
   - 全くいいことだと思わない
8. 左記で「大変いいことだと思う」、「いいことだと思う」、「あまりいいことだと思わない」、「全くいいことだと思わない」を選んだ理由を記入してください。
9. あなたは英語で行われる英語の授業にて英語で話していますか。
   - ほとんど英語で話している
   - 半分以上英語で話している
   - 半分未満英語で話している
   - 全く話していない
10. 上記で「あまり話していない」または「全く話していない」を選んだ人はなぜか理由を記入して
11. 先生はこの授業で日本語を話しますか。
    - ほとんど日本語で話す
    - 半分以上日本語で話す
    - 半分未満日本語で話す
    - ほとんど日本語を話さない
12. 先生はこの授業で日本語を使う場合は、どのような時に日本語を使用していますか。具体例を記入してください。
13. あなたは先生に英語の授業で先生に日本語を使って欲しいですか。
    - 非常に使って欲しい
    - 時々使って欲しい
    - 少々使って欲しい
    - 全く使わないで欲しい
14. 日本語を使って欲しい場合はどんな時に日本語を使って欲しいですか。

質問項目は以上になります。アンケートご協力ありがとうございました。

Appendix C

STUDENTS' PERCEPTION QUESTIONNAIRE ABOUT ENGLISH USE IN ENGLISH CLASSES (SPQEE)

(ENGLISH VERSION)

I am Yukie Saito studying applied linguistics at Ph.D. course of Temple University. I have been conducting research about how high school teachers and students feel about English classes conducted in English. The questionnaire is a part of my research and your privacy is protected. In addition, this questionnaire never affects your grading. Please draw a check mark when answer choices are provided and write your answers in entry spaces.

1. Department (   )   Grade (   )
2. Gender   F / M
3. Eiken Grade （   ）

4. Is this English class is conducted in English?
   - Most of the class is conducted in English.
   - More than half of the class is conducted in English.
   - Less than half of the class is conducted in English.
   - Little of the class is conducted in English.
5. Can you understand classes when the class is conducted in English?
   - I can understand the most of the class
   - I can understand more than half of the class
   - I can understand less than half of the class
   - I can understand little of the class
6. When can't you understand the class in English?
7. Do you think it is good that most English classes are conducted in English?
   - I think it very good.
   - I think it good.
   - I don't think it good.
   - I never think it good.
Please explain your answer.
8. Do you speak English in English class conducted in English?
   - I speak most in English.
   - I speak more than half in English.
   - I speak less than half in English.
   - I speak little in English.
9. If you answer "I speak less than half in English" or "I speak little in English", please write the reason.
10. Does your English teacher speak in English?
    - The teacher speaks most in English.
    - The teacher speaks more than half in English.
    - The teacher speaks less than half in English.
    - The teacher speaks little in English.
11. When does your English teacher use Japanese in this class? Please write examples.
12. Do you want your English teacher to use Japanese?
    - I want the teacher to use English a lot.
    - I want the teacher to use Japanese sometimes.
    - I want the teacher to use Japanese a little.
    - I want the teacher not to use Japanese at all.
13. When do you want your teacher to use Japanese?
    This is the end of the questionnaire. Thank you very much for your cooperation.

Connecting the Dots and Making a Difference

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> You can't connect the dots looking forward; you can only connect them looking backwards...Believing that the dots will connect down the road will give you the confidence to follow your heart even when it leads you off the well-worn path; and that will make all the difference. (Jobs, 2005).

When Steve Jobs spoke about connecting the dots in his legendary commencement speech at Stanford University, it made countless numbers of people reflect on their lives and the events that have shaped their lives. When I reflect back on my 32 years of teaching English in Japan, I am amazed at how the dots (the schools, the colleagues, and the students) have connected, leading me to where I am today. In this paper I would like to share two stories about my journey as an English teacher in Japan. Although there were several ruts in the road, each step along my journey helped me to develop both professionally and personally. I hope that my stories will inspire others to reflect on their own teaching journeys and appreciate how the most challenging experiences are often the ones that push us forward on our journeys.

How it all began

In 1987, I began teaching at a branch of a well-known English conversation school with locations all over Japan. The school had three categories of "native" teachers: regular class teachers, who taught upper level classes that met once a week; class visit teachers, who visited lower level classes that were taught by Japanese teachers; and lobby-talk teachers, who sat in the lobby and talked to students before or after their regular classes. I was hired as a lobby-talk teacher, probably because I had absolutely no teaching qualifications or experience. Although lobby-talk teachers were clearly at the bottom of the totem pole in terms of importance, I believe that it was the most challenging teaching position because there was no curriculum and no way to know how many students would participate, or what level the students would be. It required a great deal of flexibility and thinking on one's feet. When I began my job as a lobby-talk teacher, I would sit in the lobby of the school, my eyes trained anxiously on the entrance, and when students walked in I smiled at them and hoped that they would come and talk to me. Sadly, it rarely went that way. Some students would see me and veer off to the farthest corner of the lobby to avoid having to make conversation with me. Others sat near me, but when I tried to chat with them it was challenging to say the least. The conversation tended to peter out quickly after the first few exchanges and the awkward silence that followed was stressful for both the students and me. I quickly realized that I had to take some sort of action to improve my situation. Out of a sense of self-preservation, I started bringing in pictures that I had clipped from travel brochures picked up at a nearby travel agency, thinking that I could use the pictures to strike up conversations. Armed with a picture of a temple in Kyoto, for example, I would approach a student in the lobby and say something like, "Sorry to bother you, but could you help me? I am new to Japan and I really want to go to this temple, but what is its name?", "Where is it?" and "How do I get there?" Amazingly, this strategy of playing the naive foreigner actually worked! I was giving the students an opportunity to share their knowledge about something that was easy for them to talk about, and giving them the satisfaction that they were able to use English to give me advice, and in that way I began to gain their trust. I started getting regular "customers" for my lobby talks and realized I had to come up with additional strategies, so I compiled a big file of pictures and made handouts that I put on the table with prompts to help get conversations started. I even made some

educational board games and card games that became quite popular. As the weeks went by I found more and more students joining my lobby talks before their regular classes. I even had some students who came in just for lobby talk! A stressful and awkward situation had become an enjoyable and rewarding one.

One day the director of the school summoned me for a meeting. He was a rather stern-looking man who sat in the back of the office. I had had very little interaction with him up until that time. I was terrified, wondering if I had done something wrong, but apparently it was just the opposite. He told me that he had been observing my activities in the lobby and was very impressed. He said that, amongst the lobby-talk teachers, I was the one who was most successful at getting the students engaged and excited. He informed me that I was being offered a part-time position at headquarters to put together an instructor's manual and lead workshops for other lobby-talk teachers. I was thrilled at the opportunity, and although I really was not qualified to do either of those jobs, I eagerly accepted the offer, and that is how I became a teacher trainer. I started working at headquarters as the "lobby-talk" teacher trainer, and it seemed that my superiors were pleased with my work, because I quickly rose in the ranks, and eventually became the chief coordinator of the "native" education section. As the chief coordinator I was in charge of all the "native" trainers; I worked with personnel to help interview new instructors; I observed and evaluated teachers; and I ran countless numbers of teacher training sessions and workshops.

I loved the job but I often worried that someone would ask me questions about my qualifications, namely where I had done my teacher training, and where I had earned my Master's degree. This was obviously a concern because I had not had any formal training and did not have a Master's degree at that time. But nobody ever questioned me and I worked for many years in that position. Eventually I got married and had a son, and was finding the long hours and the hour-plus commute too hard. I left my teacher trainer position and went back to full-time teaching at a local branch of the conversation school (by which time I been promoted from lobby-talk teacher to a regular class teacher!). I taught at the conversation school for nearly 20 years, until I decided it was time to move on. I applied for and successfully was hired to teach at a private high school and a private university. Both of these teaching positions required a Master's degree, but thanks to my high-level position at the language school and my many years of experience along with glowing letters of recommendation, both institutions hired me in spite of not having a degree.

Stepping off the well-worn path

Fast-forwarding to the point where I had left my job at the high school and was teaching part-time at two different universities. Although this involved a fair amount of commuting, the teaching schedule was better, so I was fairly content. However, I was starting to feel like I was stuck in a rut (perhaps I was possibly having a mid-life crisis). Then, one day I was chatting with my supervisor at one of my universities, and she said, "Aviva! What are you doing with your life? Do you really want to still be a part-time instructor when you are 50?" (I was around 45 years old at the time). She said, "You need to get a Master's degree and get a full-time job, and you need to get started now!"

Well, of course, I didn't want to still be a part-timer running around to several different jobs when I was 50, and I did want to get a Master's degree. It was something that had been on my mind ever since my days at the English conversation school. I went home that night and thought about the pros and cons of getting a Master's degree. There were certainly a lot of pros. Getting my Master's degree would help me get a full time job and improve my teaching. I have a great love of learning so going back to school was very appealing to me, and this might be the perfect way to get out of the rut I seemed to be stuck in. But there were also cons. Getting a Master's degree would require a lot of time, something I felt that I never had enough of. It would also require a great deal of money, which was tight as it was. Yet probably the biggest deterrent for me was my age. The idea of studying with people who might be half my age worried me. I was also full of self-doubt about whether I had the ability and the stamina to start a Master's program while working two jobs and taking care of my family. As I considered all of these pros and cons, I remembered another quote from Steve Jobs' commencement speech. He said:

Almost everything - all external expectations, all pride, all fear of embarrassment or failure - these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I

know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart. (Jobs, 2005)

Though I didn't expect to die anytime soon, the reality is that eventually all of us will die, so what was I waiting for? This made me wonder what I really had to lose that couldn't be replaced. I went back to my "cons" list and looked at it again. The first item on the list was time. How would I be spending my time if I weren't studying? I would probably be watching TV or chatting with my friends, which I could do after I finished the degree. The next item on the list was money. Money will always be tight but one can always go out and make more money. That was not a good reason not to try for the Master's. Age. Did it really matter if I were older than the other students, or if I embarrassed myself by not being able to keep up with the younger students? Not really. The last con on my list was self-doubt and what better way to get rid of self-doubt than to further my education and become a better teacher? Once I realized that I really didn't have anything to lose that could not be replaced, I decided that it was time to step off the "safe, well-worn path" of my life and go for the Master's. This turned out to be the best decision I ever made.

I took a Master's in TESOL course online with a highly-regarded American-based university. The program was made up of an amazing group of world-famous professors who guided me throughout my learning journey as well as supportive classmates, some of whom have become lifelong friends. Although it was not easy, I was able to finish the program in two years. I did quite well in my courses, which helped build my self-confidence. Furthermore, earning the degree made me much more credible. Having my Master's in TESOL provided me with the qualifications that I needed to get hired as an assistant professor. Becoming an assistant professor has given me so many opportunities to grow personally and professionally. In my current position I help with curriculum development and with hiring and training part-time instructors. I lead faculty development sessions, I conduct research, I present at conferences, and most importantly, I get to do what I love, which is to teach English to highly motivated students.

So how do the dots connect in my stories? Looking backwards from where I am now, I am currently an assistant professor at my university because I earned my Master's degree in TESOL. I went back to school to get my Master's degree because my supervisor scolded me for my lack of ambition when I was a part-time teacher. If my supervisor hadn't scolded me, it is unlikely that I would have had the nerve to step off the well-worn path of my life and walk down a new path to get a Master's degree. Furthermore, I would never have met my supervisor if my university hadn't hired me as a part-time teacher. It is unlikely that I would have been hired by my university in the first place had I not had years of experience as a teacher trainer at the English conversation school. I became a teacher trainer because the school director recommended me after watching me conduct my lobby talks. Therefore, if I had not been hired as a lobby-talk teacher, it is unlikely that the school director would have even noticed me. Thirty-two years ago, when I was sitting in the lobby of that English conversation school I would never have predicted how the dots would connect and bring me to where I am today. Although there are some things I might have done differently along the way, I can reflect upon my journey and appreciate the importance of the events that brought me to where I am now.

In summary, I really do believe that it doesn't matter where you are on your journey as a teacher, and it doesn't matter where you started. Every experience that you have had, every student who you have taught, every colleague who you have interacted with - both the wonderful and the challenging – have played an important role in shaping who you are. If you take the time to reflect, to look at the dots and how they connect and brought you to where you are now, it will give you the strength and confidence to continue on your path, and to make a difference in your life and in the lives of your students. Steve Jobs (2005) said, "You've got to find what you love...If you haven't found it yet, keep looking until you find it. Don't settle." If you feel like you are in a rut and just going through the motions, change it up, and do something different. It doesn't matter if you are 20, 40, or 60 years old, it is never too late to "step off the well-worn path", as Steve Jobs so eloquently put it, and try something new. It is important to remember that time is limited, so don't waste time worrying about what you have to lose. Just follow your heart.

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How My Learning and Teaching Paths Have Finally Crossed

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After 15 years my teaching career is still in the process of growth and development. With every year I become more and more convinced that it has been deeply influenced by my language learning experience on many deep levels. Inspired by my long journey as a language teacher and an even longer journey as a language learner, it is only recently that I have started to set aside some time to properly self-reflect on all the progress I have made in both areas as well as point out all the possible connections between them. I truly believe an outstanding language learner can make an outstanding language teacher. My experience as a learner of the three foreign languages was gained in diverse learning environments outside the classroom and in equally diverse classroom settings. That multilayered language-learning process has determined my teaching style and without fail also supports my teaching practices when it comes to identifying students' needs and curriculum planning. In this reflection paper, I will highlight the "DO's" and "DON'Ts" of teaching by describing the benefits and drawbacks of my learning experience that are applicable in the context of teaching college-level ESL in Japan.

My multi-lingual and multi-layered journey as a native Russian speaker who began as a learner has started from English acquisition in an immersion elementary school in Soviet Russia, followed by Hebrew acquisition at Israeli high school and ended in college as a student of Japanese. In Russia, I was exposed to an extremely intense course of seven academic hours per week at a relatively early age of seven. Language of instruction was mixed: L1 of Russian at the first grade with gradual shift to L2 of English in the later stages. Pedagogy was featured by pronunciation drills that reminded me of audiolingualism. It was also heavily focused on a grammar and memorization style that is similar to the Japanese English grammar translation method. The classes were lacking in sufficient independence and creative oral production opportunities for the learners. High grades and the possibility of immigration could be seen as the only motivating factors for the students.

My Hebrew studies began when I was 15 years old, in a less receptive age than the English studies. The course was fairly intense with five hours of daily exposure with the L2 as a language of instruction. Pedagogy was written production with an emphasis on reading grammar. Oral production was the absolute responsibility of the students and was supposed to take place voluntarily outside the classroom. The motivational factors were the necessity of survival and high school final exams.

Finally, my Japanese acquisition occurred when I was 21 years old in college in non-Japanese speaking environment in the Hebrew University of Jerusalem. Hours of exposure was composed of three ninety-minute classes a week. The language of instruction was a combination of L1 and L2, but was mainly L1. The teaching method could be referred to as situational language teaching with reading and writing acquired initially. The grammar points and vocabulary in focus were introduced in the form of a text reading followed by guided oral practice or a role-play, that partly reflected the points previously covered. Learner-initiated oral production rarely took place as the opportunities to meet the Japanese native speakers, and to practice listening and speaking skills were also limited. I suppose that the cultural aspects and fare usage of

realia during class sessions could be named as motivational factors. Instances of cultural aspects were student-led cultural events initiated by the teacher and planned by the students as an example of an outside classroom activity motivator; bringing Japanese pop culture along with traditional culture to the classroom by introducing traditional poetry along with modern Japanese pop music; introducing the students to daily life routines of Japanese such as chopsticks usage; etc.

Although the age of acquisition, hours of exposure, language of instruction and motivational factors varied, the teaching methods maintained one common point. In all the three cases reading and writing were taught first, grammar and pronunciation drills heavily featured in the curriculums. Lacking sufficient opportunities for independent oral production, the learners, myself included, comprised most of the language sessions. In the language classes I teach, I usually follow some simple rules which I have used in my own experience and these rules were offered to the attendants of my presentation. The first rule is that I encourage my students to guess the unknown words based on their prior knowledge of the language. In other words, my students are encouraged to activate their knowledge of language that they already have. In the case of Japanese students, they already have a significant knowledge of English which they acquired before entering college. The second rule is to encourage the students to use body language while communicating in a language that is completely new to them. Finally, the third rule is that I usually share with my students is to use the acquired language on every opportunity even if they don't feel confident enough with their abilities.

In the last part of my presentation I suggested some "DO's" and "DON'T's" of the teaching strategies in the second language classroom. As for the "DO's", I suggested to limit teachers' input and provide more room for students' output and to offer slots for critical thinking during each session. Another "DO" is to bring the cultural context into each language classroom to increase the students' motivation. In addition, I suggested combining instruction in L1 and L2 based on the students' level to avoid confusion and overwhelming them with new vocabulary. The final "DO" I referred to was including more creative activities as opposed to drilling.

As for the "DON'T's", I emphasized the danger of over drilling grammar and over implementing grammar practice in general. I encouraged my colleagues to raise the level of instruction gradually and try to avoid overwhelming them with amounts of new vocabulary and in that way over-challenging the students. Finally, I emphasized the importance to minimize memorization-based activities, such as recitations of whole texts, gap-filling etc .

I hope that the suggestions based on my experience as a learner can shed some light on the teaching paths of my colleagues and help their students to excel in English or any other foreign language studies as the insights I offered can be applied to any foreign language classroom context.

Reflections on the Journey from Materials Creation to Evaluation and Beyond

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In this paper we reflect on three phases of our teacher development journey that were taken before, during, and after the writing of a textbook. We look at how working in a team, and together in collaborative research, helped us develop in significant ways. After that, we reflect on our experience and investigate the benefits we found. We conclude by explaining how collaborative inquiry strengthened us as researchers and teachers.

Introduction

We are all interested in developing skills. Teachers are not alone in this but the field known as "teacher development" is particularly large. Teacher development starts with the teacher questioning the reasoning behind the choices they made (Mann, 2005). It is done to promote the possibility of success in a particular context and is a process that continues throughout a career. This process is driven by reflection, self-monitoring, and self-evaluation (Roberts, 1998). It can be sustained through collaboration, where a shared stimulus, such as books or articles, can enhance an inquiry (Freeman & Hawkins, 2004). In this paper, we report on how a collaboratively-written textbook writing project stimulated research goals and teacher development. The before, during, and after phases in this paper are: materials development, materials evaluation, student performance.

Phase 1: Materials Development

This phase started at the end of December 2014 when five teachers, all of whom taught the course "Speaking for Academic Purposes" at the same institution, met to decide on a core textbook and to collaborate on writing a syllabus for the upcoming semester. In the first meeting, they discussed the current textbook and proposed alternatives for a new one. The discussion was based on teacher intuition and experience. It was decided that, while the current textbook helped develop the students Cognitive Academic Language Proficiency (CALP) (Cummins, 1979), the textbook was not suited to developing discussion skills. After sharing views on possible alternatives, it was suggested (by one member with textbook writing experience) that we collaboratively write a textbook. Spurred on by the desire to collaborate, all members agreed.

The subsequent writing process helped us collaborate and share knowledge on teaching. In meetings, we shared ideas about methodologies and considered activities that would be used in the book. 18 meetings in total were held as well as communication via Skype and by email. The meetings and the online communication amounted to a continuous and spontaneous set of peer evaluations of each other's work. As each teacher had a different background and teaching style this evaluation was insightful for all. Honesty was encouraged, and this sometimes led to

evaluations that could be deemed too harsh – and too personal, but this was inevitable bearing in mind the personalities who were involved. As the project progressed, divisions occurred between participants. Fortunately, though, these divisions were worked through amicably and we were able to discuss topics, tasks to be included, and ways of sequencing them.

The first decision we made was that each unit should be about a global issue. Soon after we decided that each unit would comprise vocabulary exercises, a reading, and discussion exercises. As we developed these activities, we were mindful of our potential students' level and took due care to monitor vocabulary used. We used Thomas Cobb's vocabulary profiling software to ensure that the text contained words from the Academic Word List (Coxhead, 2011). For each reading we developed exercises to pre-teach the vocabulary used and increase students' awareness of learning strategies. We decided that each unit should focus on a specific discourse function. Through developing the discussion tasks that promoted the use of these functions, we increased our understanding of the communication strategies used in discussion, and our awareness of how to develop speaking tasks that promoted them.

Through working on the project, we were also able to develop team-working skills. Due to the high level of collaboration involved, we were forced to manage our time effectively, so that we could attend the scheduled meetings and complete our assignments by the deadline. Inevitably the pressures of work and family life resulted in some people (including both writers) falling behind. This lead to tension and at one point in the project at least two people were on the verge of quitting (see Walker, 2016). We thus had to find a balance between being strict, so that the project could be completed on time, whilst being sympathetic and encouraging to those who fell behind. Luckily, we all persevered, and the textbook was published in March 2016, which brought us to the next phase of our journey.

Phase 2: Materials Evaluation

Jolly and Bolitho (2010) note that evaluation in the material writing process allows writers to discover whether or not the materials have met their objectives. They can then be adapted if necessary. Although the original writers helped to evaluate the text from a teacherly perspective, only the two authors of this paper were able to conduct research that focused on student perspectives. To do this, we designed a questionnaire to evaluate how successful or unsuccessful the text was. We took learner needs, objectives, and levels of conceptual development into consideration. By creating the questionnaire and reflecting on the results, we increased our experience of developing survey items and interpreting data.

Our evaluation questionnaire collected qualitative and quantitative data. The qualitative section comprised of sentence stems that had to be completed. To make this easier for students we scaffolded student responses with example phrases and, in some cases, with Japanese translations. The quantitative part consisted of twenty statements that examined student preparation, classwork, and discussion performance. Students responded by choosing responses to a Likert rating scale that ranged from one to five and measured the extent to which they thought the statement reflected their behavior.

In total, we were able to survey four classes of students who we taught at two private universities: one in Tokyo and one in Chiba. 75 students responded and answered it on the final class of the semester. Prior to answering questions, students were invited to reflect on their overall experience of the course. This gave them time to clarify any misunderstandings they had about the questions. The students took between 10 and 25 minutes to complete it.

As we analyzed the data, we realized that the four groups could be divided into two. Group one consisted of high-level students from the university in Tokyo and the highest level one in the university in Chiba; group two consisted of the two lower-level groups from the university in Chiba. Through analyzing the data, we found that the textbook was more suited to the middle range ability level of the students who responded. Advanced-level students commented that the uniform structure of the units was somewhat repetitive, and that the vocabulary items were not challenging enough. In contrast, lower level students reported difficulties connected to a weaker understanding of English vocabulary. To remedy this, some lower level students suggested a more refined and incremental development of reading complexity over the course of the textbook. Although some of the advanced students felt stifled by the controlled practice of the discussion functions, students of all levels reported that these exercises had a practical use that was relevant to their futures: either studying abroad or a future career using English. With the aim of improving the students' discussion skills further, we progressed onto the next phase of our journey: analyzing student performance.

Phase 3: Student Performance

By observing our students in the classroom, we knew that they were able to use most of the discursive functions that we taught. We also knew that the lower levels found some functions easier to use than others. While students could easily lead a discussion and express their opinion, a large number of low-level students found rephrasing difficult. Even though lower-level students were able to rephrase written responses after suitable pre-teaching, they experienced difficulty in rephrasing spoken responses in real-time. Students also found controlling the floor difficult. To examine this further we decided to video record a selection of student discussions in order to analyze both verbal and nonverbal communication (such as gesture or gaze). After viewing our recordings, we realized that many things were happening prior to and during the exchange of a turn. It led to a focus on turn-taking.

According to Sacks, Schegloff, and Jefferson (1974), turn-taking is fundamental to all conversations regardless of the number of participants. Successful turn-taking occurs when there are minimal gaps and little overlap between speakers. For this to happen the other participants have to listen for an opportunity to take part in the conversation and act on it (Sidnell, 2010). These opportunities occur at places known as Transition Relevant Places (TRP). They occur when a speaker completes a communicative act (with what is termed a Turn Construction Unit (TCU)). At a TRP, either the current speaker (CS) selects the next speaker or the next speaker selects his or herself. If neither does this, the current speaker continues to speak.

Although we had studied the basics of Conversation Analysis (CA) during our MA studies, neither had applied in the classroom. We decided to use CA because we realized that the turn-taking system broke down when students were slow to enter the floor. We also knew that according to Young (2018), first language turn-taking norms interfere with second language turn-taking norms and we wanted to investigate this further.

While analyzing the recordings we became aware of instances when low-level learners used expressive body language to help recall vocabulary and maintain control of the floor. In the excerpt below, three speakers are discussing the topic of work and priorities. Speaker A is unable to recall a word and uses mime to fill a gap in her lexical knowledge and also maintain control.

Excerpt 1

```
 A. I think (.) eeeehhh (0.5) {sniff} (.) ehh.(1)=
    = goodt (1)
          good place (.) soooo (.) <goodplace> (.) and
          ah (.) I think (0.2s)
 A. ihmp (.) ah! (.)
 B.                =tsh(h) hhhh.(h)
 C.                = tsyaheeheejee
 A = the besst pointo (0.5)=
          =<workplace>. (0.5)
          Sooo I thinkuh (.)
          it (.) uh itis good (0.5)
          = (moves hands in circular motion)
          = (moves hands away again)
          for meee touu (6)
          = (separates both hands again)
          = (extends right hand away from left hand eight times;
          = (then moves left hand in rolling motion in direction of C)
          not far
          (B nods three times quickly for agreement while looking at A, who nods)
          (A nods several times to receive her answer)
          Do you know what I mean?
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> **Key:**
> (.) indicates micropauses; (1) indicates one second
> = indicates no gap between utterances
> <__> indicates the talk is quicker than surrounding talk

Through viewing the recording of this discussion we also noticed the use of explicit signaling by the current speaker to the next speaker. This should not have surprised us because lower-level participants use both verbal and nonverbal

communication to signal they can take the floor (Heath & Luff, 2012). We also noted that turn-taking sequences for lower-level discussion groups were cyclical in that a first speaker asked a question to the student who sat next to them. This student, in turn, answered the first speaker's question before asking the same question to the speaker sitting next to them. This was repeated in a clockwise manner. After repeated viewings, we surmised that cyclical discussions occurred because of the emphasis on discussion questions that the teacher provided. These questions were presented in a numerical order, and, perhaps as a result, the students answered them sequentially. It led us to encourage each student to prepare questions related to the topic before class. To introduce a degree of authenticity we instructed students to ask their questions at any point in the discussion. We also encouraged them to self-select at TRPs (and not wait to speak in a cyclical order) by using discourse functions that express agreement or disagreement.

Conclusions

Through collaborating on the various stages of a textbook writing project and further researching student performance we were able to develop as teachers in a number of ways. Through the materials writing project we were able gain skills relating to materials creation and teamwork. After using the materials, we also learned how to evaluate student use. In recording our students after using the textbook we were also able to develop as teacher-researchers, which enabled us to become more informed practitioners. These phases in our journey would not have been possible without the initial collaborative inquiry that spurred us on. We plan to continue our research on classroom performance so that we can become more effective teachers and materials developers.

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Column: Teacher Reflections

Reflection on the Interrelationships between Learner and Teacher Autonomy

by Kyoko Gruendel

Have you been contemplating something about your teaching or classroom experiences? In this column, we invite anyone to share their reflections with us. Please contact the editor if you would like to contribute an installment or if you just have an idea you would like to run by her. We look forward to the next installment of "Teacher Reflections."

In order to foster students' autonomous language learning, teachers themselves must display a degree of autonomy in their approaches to teaching and learning (Benson, 2011). In recent years, many teachers talk about how important it is for their students to be autonomous in their learning. How could teachers ever know how to promote their students' autonomy if teachers themselves are not autonomous? Little says, "…since learning arises from interaction and interaction is characterized by interdependence, the development of autonomy in learners presupposes the development of autonomy in teachers" (Little, 1995, p. 175). Since teachers influence learners in a great way by interacting with them in classrooms, it is important for teachers to be autonomous and show their autonomous approaches in their own teaching and learning. In this article, I would like to share my opinions and reflection on the interrelationships between learner autonomy and teacher autonomy.

Before I took the Learner Autonomy course that Kanda University of International Studies offers in their MA program, I thought I could somehow encourage my learners to improve their English skills without much effort on my side. Subconsciously I knew I needed to motivate my students to learn the English language autonomously in the classroom as well as outside of the classroom. However, I didn't exactly know how I could motivate or encourage them to do so. Moreover, I didn't know what inner qualities teachers needed to have for their students to be autonomous learners.

When I was a college student, I had an opportunity to study in California. However, my father was against the idea by suggesting that I study English in Japan largely because of our financial situation. As I have been a determined person since my childhood, I decided to immerse myself in an English environment by employing many ways to keep studying English, such as go to an English language school to interact with my teachers in English, watch movies in English, and so on. The more I studied English, the more I realized how I should study and analyzed the next steps to improve my English skills. It took studying every single day till I could use English freely at work - until then, it had seemed to me there was no light at the end of the tunnel. It is an important realization to have that acquiring a foreign language is a time investment our students should be prepared for.

Looking back on the way I studied English, I can say that I was an autonomous learner. I learned to have perseverance and dedicate myself to improving my English language skills. I also reflected on my language learning and had a positive attitude toward it. When I was tired of studying by myself, I went out to a language school or to see my foreign friends to interact with them to produce some output. It was stimulating to know I could express my opinions and feelings and understand what they said in English. This kept my motivation high.

I was a very proactive student who took initiatives trying different studying methods. I even visited teachers' offices at high school and college to ask them questions or interact with them, including native English teachers. Besides the English language, they taught me the importance of self-education, having a positive attitude, practising autonomous learning, and keeping high motivation. They greatly influenced me with those factors both in the classroom and outside the classroom.

The Learner Autonomy course I took at Kanda changed my whole perspective of language teaching and learning. As an English learner myself, I can now see what factors may encourage learners to be autonomous. I also began to think there must be close interrelationships between teacher autonomy and learner autonomy. The following items indicate ways in which autonomous teachers can foster learner autonomy:

1. Dialogue and inquiry. I try to take some time to talk to or ask my students questions about lessons and activity contents to improve my teaching skills and approaches, just like I asked my high school English teachers and professors about how I could improve my English language skills. I consider my students as my teachers in that sense. I believe autonomous teachers keep asking themselves and their own learners about how they can foster autonomous learning for their own students.

2. Dialogue and reflection. I reflect more on my teaching and my role. I reflect before, during, and after lessons. This is also why I ask my students and myself more questions related to my teaching. I also keep reflective journals. Writing journals related to teaching makes me think about how I can improve my teaching and my role as a teacher, and also how I can help my learners become more autonomous.

3. Positive attitude. I believe that autonomous teachers tend to have a positive attitude and show their trust in the students to have a capacity to learn autonomously. By this I mean that teachers should be equipped with this belief in their students' ability if they want to promote learners' autonomy.

4. Continuous support. Based on my experience, autonomous teachers are more likely to keep assisting their students until they can reach the goals they set for themselves. Since learning a foreign language is an interactive process that involves others, teachers' continuous support related to their students' performance and interaction can lead to their learners becoming more autonomous.

5. Proactive, continuous development of teacher autonomy. Teachers need to be open to continuous improvement and development of their skills and knowledge. This is a sign of teacher autonomy and by itself further develops teacher autonomy. Language teachers are more likely to succeed in promoting learner

autonomy if their own education has encouraged them to be autonomous (Little, 1995). I started educating myself more by attending lectures and taking classes at my graduate school related to teaching. By doing so, I have applied some of their teaching methods to my teaching context and put them into practice.

6. Awareness-raising. Autonomous teachers can raise students' awareness to be more responsible for what they study and how they study because they were once learners who raised awareness of their own language learning. Raising the awareness of one's own learning and gaining an understanding of the process involved is thus an important key to the development of autonomous learning (Benson, 2011).

7. Motivation. Motivation is one of the key factors in learning a language (Dornyei, 2001) and teachers play a pivotal role in providing and encouraging it. If teachers are not motivated, how would they know how to motivate their students? I think autonomous teachers can deeply understand the value of motivation and how they can utilize it to enhance their learners' autonomy in their classes.

8. Encouraging learner control. "Accounts of experiments in which learners are encouraged to take a degree of control over the planning and assessment of classroom learning are mostly positive and tend to show that learners are able to exercise control over aspects of the learning given the opportunity to do so and appropriate support" (Beson, 2011, p. 173). I pair up my students, sometimes encourage peer-teaching, choosing from available resources, and encourage decision-making for the lesson contents and homework assignment tasks. In this way they take more responsibility for their own decisions and engage more in their own learning. Autonomous teachers, because of their own understanding of the importance of autonomy, tend to be more comfortable giving their learners more control.

I came to realize that there must be some interrelationships between teacher autonomy and learner autonomy because of students' interaction with their teachers. For this reason, I believe that through their interaction, autonomous teachers influence their students with the factors I mentioned above. Since I started taking the Learner Autonomy course that I mentioned earlier, I noticed that my teaching approach changed my students'

actions and behaviors. For example, they started becoming more autonomous by sending me e-mails in English, practicing reading short stories and articles from 10 to 20 times without me telling them, listening to English programs on the radio or on TV, and watching movies in English outside the classroom.

Since there has not been much research done, the interrelationships between teacher autonomy and learner autonomy are not yet fully understood. In this article I offered a very limited analysis based on my subjective experiences and reflection, as well as observations of my students' (and my own) attitudes, actions, and behavior. If an opportunity arises in the future, I would like to conduct some deeper research on the interrelationships between teacher autonomy and learner autonomy.

The one very important thing I learned from writing this reflection is that as long as I teach, I will keep learning with the factors above in mind as a teacher and learner myself. Finally, I would like to end my paper with my favorite citation: "Teacher autonomy and learner autonomy are closely linked and without sufficient knowledge and guidance, teachers are unlikely to develop the skills to be able to foster learner autonomy in their own classrooms" (Reinders & Balcikanli, 2011).

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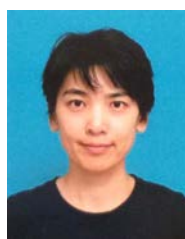
Bio:

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Column: Conference Reflections TESOL Research Network Colloquium by Sarah Mason

Have you attended any conferences that were especially inspiring? Would you like to recommend a conference to our members? In this column, contributors can share information about specific conferences, presentations they attended, or helpful logistical information for those of us who have not stepped out of our comfort zones yet. Please contact the editor if you would like to contribute an installment or if you just have an idea you would like to run by her. We look forward to the next installment of "Conference Reflections."

In September 2018 I had a chance to attend the TESOL Research Network Workshops and Colloquium 2018, held annually in Sydney, Australia. It is held jointly by the Centre for English Teaching (CET), University of Sydney, and the Department of Linguistics, Macquarie University and this time it took place on the beautiful and historic grounds of Sydney University's Camperdown Campus. There are two components to the colloquium: one day of workshops and one day of research presentations and networking opportunities.

Workshops & Presentations

The pre-colloquium workshops were held on the Friday prior to the colloquium proper. This year Professor Emeritus Ann Johns from the Department of Linguistics and Asian/Middle Eastern Languages, San Diego State University, ran a morning workshop. Professor Johns'

workshop was entitled "Connecting Reading and Writing in an EAP class," it was very practically oriented, and I am sure it could be useful to many instructors working in the field in Japan where English for academic purposes is taught by many of us working in the profession. Following that, Professor Jack Richards from the Sydney School of Education and Social Work, the University of Sydney, ran the afternoon workshop on the topic of "Curriculum Design for Novices." It was very entertaining and helpful even for teachers with some experience already in curriculum design.

The colloquium proper was held on Saturday, September 8th, and consisted of a combination of two keynote addresses (by Ann Johns and Honglin Chen), three symposia, and over thirty presentations. A wide range of topics and issues in TESOL and linguistics were covered,

mainly concerning applied linguistics but also addressing such industry issues as employment.

Networking and career development

The colloquium's stated purpose is networking and I felt that it operated successfully in that sense. The atmosphere was friendly and there was a lot of mingling among participants and audience members during the breaks. There were many presentations given by students, including presentations about masters level research theses and PhD research. The blurb for the colloquium explicitly stated that its purpose is to provide presenting opportunities for researchers whose work is either in progress or completed. For novice researchers who are seeking friendly and international forums to present their work, I think this colloquium is ideal.

Food

The lunchtime recess was one hour long, which would have given participants plenty of time to purchase food from the numerous nearby cafes on campus, however that wasn't necessary because the colloquium organisers generously provided a delicious catering service. This was a pleasant surprise because the colloquium itself is free and I hadn't been expecting extensive catering. The healthy food catered to a wide range of dietary requirements, including vegetarian and halal options. There were also tasty snacks, both sweet and savoury, offered in the scheduled coffee break, and of course food and drinks at the closing and networking gathering held at the end of the day.

The colloquium has been growing in popularity over the last few years and was well attended. The deadline for submitting proposals this time was June 30th and successful applicants for presenting papers were notified by July 18th, leaving a couple of months for travel arrangements.

Location & Facilities

Sydney University's Camperdown Campus is a pleasant 15-minute walk from Central Station but buses also run frequently from the station. Due to its central location, there are many nearby shopping and dining possibilities. The September weather was glorious, ideal sightseeing weather for those who are new to Sydney. The facilities were the usual type one would expect from a conference being held in a university, not particularly glamorous, but there are some historical buildings on the Sydney campus and the grounds are very green and lush. The entrance to the Law building was a little difficult to locate and for those attending the colloquium for the first time better signage would have helped.

The colloquium had a broad range of presenters, with diversity in ethnicity, gender, and experience. The stated purpose of the colloquium is sharing research in the area of teaching English to speakers of other languages, as well as providing researchers, both established and new, a chance to network and explore possible future collaborations. I felt the friendly atmosphere did facilitate this and I would like to encourage other researchers to consider attending the colloquium. Falling as it does in early September, it should certainly be kept in mind as an option for those seeking a low-key conference during their long summer break.

Bio

Sarah Mason hails from Adelaide, Australia and has been teaching English in Japan for 20 years. She is currently a PhD candidate at Macquarie University, Sydney, and works as a lecturer in the Department of English Language Studies at Mejiro University, Tokyo. Her research interests include educational environments and language teacher identity studies. She can be contacted at nosam0811@gmail.com.

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