JALT Teacher Development SIG

Explorations in Teacher Development

Table of Contents

From the Editor

Welcome, everyone to volume 26, issue 1 of Explorations in Teacher Development!

This is my first completed issue as editor, and it has taken far longer than expected as I've learned on the job. But I think the issue will prove to be worth the wait, presenting five articles that highlight different parts of what Teacher Development SIG does and the variety of interests of our members.

The issue opens with an article from **Brian Rugen** that uses his reflection on the experiences of his teacher education students to make a case for how teacher educators can help students in their programs identify and make use of role models for their own development of teacher identity.

Following this is a reflective piece by **James W. Porcaro** on how he sees and dare I say, revels in his work as a teacher at the sprightly age of 74. This is James W. Porcaro's tenth reflective piece published in ETD, and we look forward to receiving more in the future.

Next is a transcript of the interview that TD SIG Coordinator **Matthew Turner** conducted with **Curtis Kelly** of JALT's Mind, Brain, and Education SIG at the PANSIG conference in 2019. It's an interesting read about what the Mind, Brain, Education SIG does, how it engages its members, and how it supports their development as teachers.

Finally, we have two articles that come from pieces at the TD-CUE SIG Forum at JALT 2018. **Nicole Moskowitz** presents three activities for engaging students learning both English and Japanese as second/foreign languages in the same classroom, with some thoughts about why these activities were successful with those populations. **Tim Murphey** guides us through the ways in which he scaffolds the development of learner autonomy in his classroom and help his students become agents of their own learning.

It's an exciting issue and I hope you enjoy it. As I noted earlier, it was long in coming as I learned about editing the journal. I am appreciative of the help and support that I've received from all members of the editorial team and the TD SIG Executive in this process. Having done it once, I know that the next issue will be coming sooner, and I hope to be back on our true schedule within this year.

One thing that we need to produce more issues is submissions from our readers. Please see our Call for Papers and consider bringing your story of teacher development to these pages.

Bill Snyder

Managing Editor

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. Submissions that are not in APA style will be sent back to the authors for reformatting.

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 Bill Snyder at the following email address:

jalt.ted.ete.editor@gmail.com

A Pedagogical Mythology for Possible Selves

Brian Rugen

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Research in academic fields from adolescent psychology to education has shown how an individual's imagined identity, or future-oriented possible selves, influence motivation and investment in the practices of a particular community of practice. Less attention, however, has been paid to the elements of the social and developmental context associated with the nurturing of those visions of possible selves and imagined identities. This article considers one such contextual element from the field of language teacher education: stories of success. It is argued here that the stories of success from L2 teachers of English can be used as inspiration by students to help create what artist and educator Amy Brook Snider calls a "personal mythology of teaching." This article details three suggestions for using stories of success in language teacher education in order to support students in the creation of their own personal mythology of teaching.

S everal years ago, shortly after a new semester had begun at the private university in the U.S. where I worked, a new Japanese student in our MA TESOL program, Yumiko (pseudonym), came to my office in tears. I was her teacher in an "Introduction to TESOL" class for the new cohort of M.A. students in the program. Yumiko was experiencing a range of difficulties, including unfamiliar academic demands of graduate school, a recent move to a foreign country, and her own reservations about her English language proficiency. She had just made a career change and was pursuing a new degree in order to become an English teacher. However,

at that moment in my office, she was distressed and upset, experiencing what I imagine were complex emotions tied, in part, to new and evolving identities. In particular, she spoke about her struggles with an emerging identity in English. She was feeling "tired" and "uncomfortable" in this new identity taking shape through the more frequent use of English now. Somewhat at a loss for words, I just listened and tried to empathize. Then, I remembered a book I had referenced when writing my own doctoral dissertation: Negotiating Bilingual and Bicultural Identities by Yasuko Kanno. I took it off my shelf and lent it to Yumiko in the hope she might be able to relate to some of the experiences in the book.

Several weeks after Yumiko's visit to my office, in our Monday evening class together, something that I had never seen before occurred during the student presentations. Students in the class were giving brief PowerPoint presentations about particular language teaching methods from one of our course texts. At the end of Yumiko's presentation, she turned to me, while still standing in front of the class, and asked if she could talk about something unrelated for "a minute or two." I said of course, and she turned back to the class and told them that she wanted to introduce three people —three important individuals that had helped her a lot through the first 1-2 months of her new life in the U.S. She

showed three slides with the names and pictures of three different individuals. For each slide, she told a story—a story, essentially, about that person's success. One was Japanese student who had recently graduated from our program and was successfully teaching English at a local language school. Two others were international students in the program, close to graduation. One of these international students was "very positive" and was quite active with organizing program activities and social events; the other international student was a "very serious" student who had published a paper, in English. I had never seen anything like that—an unprompted deviation from a presentation to share the stories, and her respect, for particular individuals. It seemed that sharing these stories of success was a sort of cathartic experience for Yumiko.

Yumiko's use of these stories of success, here, brought to mind what artist and educator Amy Brook Snider calls a "personal mythology of teaching" (Snider, 1989). A personal mythology of teaching includes stories populated with "heroes and heroines" and plays an important role in the nurturing of an individual's imagined identity and positive images of the self. Snider (1989) notes: "When we are adolescents, we begin the process of consciously shaping our identity. We look for people who embody the beliefs and values that we are beginning to weave into a system of ideas that will shape our perspective on the world" (p. 46). This quest, writes Snider, continues into the professional development of teachers — in fact, it is one of the most important aspects in teacher development.

Research in adolescent psychology (Bi & Oyserman, 2015; Morgenroth, Ryan, & Peters, 2015) as well as language teacher education (Dafouz, 2018; Kubanyiova, 2017), has shown how an individual's imagined identity, or future-oriented possible selves, influence motivation and investment in the practices of a particular community of practice. Wenger (1998), in his theory of situated learning and communities of practice, highlights the importance of imagination, too, as a way in which "we can locate ourselves in the world and history, and include in our identities other meanings, other possibilities, other perspectives" (p. 178).

Other possibilities and perspectives are exactly what the heroes and heroines in these stories of success provide. As everyday people who have achieved success as bilingual teachers and speakers, they are excellent examples of what is possible and attainable. Furthermore, as Beggan (2016) notes, "heroes provide an energizing function by serving as aspirational models" (p. 2).

Stories of success, then, allow for the identification of particular heroes and heroines that can become part of the developing personal mythologies of teaching for pre-service teachers of English. The stories of success that

Yumiko introduced in our class can be seen as examples of heroic characters playing a role in her own personal mythology. In Yumiko's case, these stories were of second language speakers who had become either fully employed English language teachers in the U.S. or who were experienced graduate students engaged in publishing and extracurricular activities. The importance of these success stories has been recognized in other fields as well, not only teacher education. In the field of STEM (science, technology, engineering, and mathematics), for example, the sharing and use of what are called "role model biographies" have been shown to be effective in raising students' interest in the field, as well as in supporting possible and developing identities as members of a STEM community of practice (Shin, Levy, & London, 2016).

Therefore, I argue that those involved in language teacher education can support students in the creation of their own personal mythology of teaching by providing opportunities and exposure to different stories of success. The following three suggestions are ones that I have found useful, and that I recommend, for providing these opportunities and exposure.

First, it is very important to consider establishing a peer mentoring program in any kind of teaching training context. Faculty mentors and advisors are, of course, important for students in that they can offer advice with deadlines, forms, and important requirements and prerequisites. Peer mentors, however, add an additional, social aspect to the mentoring experience for new students. This social aspect offers unique levels of empathy—different from faculty mentors and advisors—that accompany the support, guidance, and encouragement that peer mentors offer. Furthermore, as Stanford educator Morris Zelditch explains, one of the important purposes of mentoring is to offer "models of identity" for students (as cited in Powel & Piyo, 2001). In other words, as models of identity, peer mentors can make available their own stories of success that can, in turn, be used by beginning teachers in creating their personal mythology of teaching.

Second, teacher educators should share examples of literature and narratives by and about bilingual speakers and bilingual teachers. In the case of narratives in print, sharing like this can be quite useful, especially for second language pre-service teachers of English, as "written texts may represent uniquely safe spaces in which new identities can be invented and new multilingual voices 'tried on'" (Pavlenko & Norton, 2007, p. 678). Examples of narratives like the ones of the Japanese returnee students in Kanno's (2003) book that I shared with Yumiko, then, can be integrated into a course and a program, rather than simply gathering dust on a shelf in a teacher's office. Another useful reference is Barkhuizen (2017), a collection of essays from language

teachers and scholars discussing their work with, and conceptualizations of, language teacher identity within the context of their own personal and professional development. In addition to narratives in print, multilingual speakers from one's own school or local community may be invited into a class as guest speakers in order to share their own stories. This will expose pre-service and beginning language teachers to additional stories that may subsequently become part of their own personal mythologies of teaching. For example, in one recent study, the researchers experimented with several different methods for helping EFL high school students visualize and develop their ideal L2 selves. They found that the most successful method was inviting former graduates into class to tell their stories of success. Al-Murtadha (2019) explains: "The students found the 'stories' told by past graduates from their school to be the practical connection that made future selves seem achievable. Using volunteer graduates can be adopted to raise students' hopes and help them visualize their ideal L2 selves and imagined communities and set future goals, thereby enhancing their interactions in the EFL classroom" (p. 153).

Finally, teacher educators need to share their own stories with students. In making her arguments for a personal mythology of teaching, Snider (1989) describes how she shares her own story of becoming a teacher with students. In sharing her success story, important details regarding failures and missteps are also included. The stories are honest and relatable for students. Snider (1989) notes: "My students need to hear my story and they need to hear the stories of other teachers. We all need these stories" (p. 51).

In conclusion, these are just three examples of ways to help pre-service teachers gain access to potential heroes and heroines. As explained above, the creation of a personal mythology of teaching can play an important role in the development of future-oriented selves and in becoming a member of a community of practice. Reflecting back to Yumiko's first visit to my office, I have come to realize the importance of sharing stories about the possibilities for success in a second language and in second language teaching. As Joseph Campbell—a leading authority on literature and mythology—says: "The big problem of any young person's life is to have models to suggest possibilities. Nietzsche says, 'Man is the sick animal.' Man is the animal that doesn't know what to do with itself. The mind has many possibilities, but we can live no more than one life. What are we going to do with ourselves?" (Campbell & Moyers, 1991, pp. 185-186).

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Author Bio

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Reflections at 74 at the Chalkface

James W. Porcaro

Toyama Kokusai Gakuen

In the movie The Godfather Part III (1990), at one point Don Altobello (played by Eli Wallach), the don of the Tattaglia crime family, tells Michael Corleone (Al Pacino), the don of the Corleone family, "I must accept my age, and grow my olives and tomatoes." Like the don, I accept my age (74) though I have no intention of retiring from my profession, the more legitimate and socially redeeming one of teaching. Indeed, a former colleague who understood my intentions even many years ago once told me that I would not leave classroom teaching until "the last stub of chalk is wrested from your fingers."

I simply love classroom teaching. James Lipton for more than a quarter of a century has asked all of the hundreds of guests on his Inside the Actors Studio TV program to respond to his Bernard Pivot/ Marcel Proust-based questionnaire in which the 10th and last question is, "If heaven exists, what would you like to hear God say when you arrive at the pearly gates?" I answer this for myself first with the definitive one-word answer and gesture of actress Kathy Bates: "Safe!" Then I wish to hear, "James, welcome, your classroom is ready and your students are eagerly waiting for you."

In recent years most of my published writing has been reflective pieces. Critical narrative inquiry of my professional practice has been an essential and deeply valued means for me to understand and assert more clearly and profoundly the meaning of the work I have done for more than fifty years. Such reflection can lead us to realizations of what we do and who we are, as we construct and appreciate both our professional and personal identities. Furthermore, it enables us to continue to pursue ever more growth and development in our professional craft and personal lives. My reflective writing has been very instrumental in my maintaining a very strong commitment to classroom teaching and enhancing the enjoyment and satisfaction that come with it.

At times the thoughts of various other skilled practitioners on their work have been catalysts for my own reflective inquiry. The practice of the "dog whisperer", Cesar Millan, has helped me to clarify my approach to class management (J. Porcaro, 2018a). The insight of an English Shakespearean actor, Rory Kinnear, on his craft illuminated my own drive to continually seek and discover more that I can put into every aspect of my classroom practice (J. Porcaro, 2018b). The instruction of clinical psychologist Dr. Jordan Peterson, that the path to meaning is responsibility, has helped me to put in place the meaning that has been inherent within the varied and particular times, places,

and socio-cultural circumstances of my teaching life (J. Porcaro, 2019).

My brother, Rob, is an optometrist by profession and a master woodcraftsman by avocation. His work has been exhibited in premier venues and he is a widely published author and teacher, and writes an award-winning blog (http://www.rpwoodwork.com/blog). Though I am not a craftsman of any sort, from time to time I read his blog and other writings for insight that may stimulate critical reflection on my own teaching craft (Porcaro, 2018a).

Following is an account of an actual personal episode of reflective inquiry, a short thought but one very important for me. It starts from my reading one of Rob's published articles, goes on to our email communication, with my uncertainties that follow, then to the interjection of a discomforting thought from another source, and to the end my unsettled mind on the matter.

A few years ago he wrote a short piece (R. Porcaro, 2016) for *Wood*, the most widely read woodworking magazine, in which he encourages woodworkers to take hold of their creative idea for a project and actually make it. "Making real things is done in the real world with all its disappointing limitations" (p. 22), he advises. Woodworkers must overcome any hesitations to do so. Though "it won't be perfect or exactly the way you envisioned it, it will be" (p. 22).

In conclusion, Rob adds: "When you have finished your work …,

whether excellent or just fair, the piece now has a life of its own… [N]ow everything hopefully seems right unto itself at whatever level the work was done, including the imperfections and the doubts… Deal with limitations, do the best you can, and accept the result for what it is. Above all, make something…[and] the thing that you make is" (p. 23).

That word "doubts" struck me and I asked Rob about it. Indeed he was referring to the inner conflict the maker deals with as to whether he is good enough to make the piece and can accept something that is less than perfect. Though doubts may always be there, in the end, more than the piece "is", I suggested, it is yours and you own it.

Rob replied: "Just as I'm finishing a piece there is a moment when I realize it isn't mine anymore. Sure, it is in the sense that I made it, but the most distinct feeling is that the thing is on its own. It doesn't need me anymore, I can't change it anymore, and I feel separated from it. Sometime later I look at it and almost wonder who made it and, more unsettlingly, how."

I have always felt that part of the intrinsic meaning for my work is that I own it all. I never use a coursebook. I set all of my own course syllabuses and I make all of my teaching materials and instructional decisions. I take full responsibility for the teacher I am and the outcomes of my instruction. Now, from Rob's comment, I wonder about a

transformation that takes place in the status of ownership of what we do or make.

I have cherished the privileged classroom experiences I have had over many decades. I have had a great run in my career and I am very grateful for it all. I have always loved my classroom work and my relations with the students. Though I do my job the best I can for the benefit of my students, that benefit, in fact, may often be vague and obscure. I have been in this for myself as much as for anyone or anything else. Indeed, for my work I must rely on the meaning that I make for myself from the instruction itself that I give and from the existential yet necessarily ephemeral engagement with the students in the classroom.

I try to make the day a good one and look to make tomorrow one too. When there are no more tomorrows for me to be in the classroom, I am not sure what follows, not certain what remains of my ownership of what I have done. In The Economist (2019) obituary for the famed film-maker Agnès Varda who died at 90, the writer said that she had never lost her sense of wonder. "All those memories and realisations that made up her life would fade away unless she kept voyaging through new landscapes, meeting new people, looking and listening and constantly rebuilding the world out of sheer curiosity."

I must wonder now if all of my own memories and realizations from the classroom experiences that make up my professional and personal identity will fade away and be over. Perhaps that is a fear that in part keeps me from retiring from classroom teaching to plant tomatoes in my garden.

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James W. Porcaro is retired from his previous position as university professor and now teaches as a part-timer at a junior college and high school. He has master's degrees in TESOL and African Area Studies. He started teaching more than 50 years ago in Uganda, taught for many years in Los Angeles, and has been teaching in Japan since 1985. He has published many articles on his work in a wide variety of areas including, Japanese-to-English literary translation, English for Science and Technology, teaching African Studies, and teaching English in high school.

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An Interview with Curtis Kelly

Matthew Turner

Toyo University

Matthew Turner: *As an officer of the Mind, Brain and Education (BRAIN) SIG, could you tell us about your SIG's focuses and scope?*

Curtis Kelly: The SIG is only a few years old. Personally, I've always been interested in brain sciences and neuroscience. Back in 1997, I did my first presentation on these subjects at JALT, when nobody else was really talking about neuroscience. Language and learning however are both very important processes of the brain, so I wondered why this wasn't getting any attention. I also wondered why linguistics was dominating our whole field of language education, when it should be more about the brain and learning, and the learner. So that was my motivation, and this drove some of us, after putting on some conferences as a way to talk about brain studies and language teaching, to create the BRAIN SIG, and at the time, it almost didn't get passed because JALT already had the Critical Thinking SIG.

You probably have a diverse range of members in your SIG. What are people interested in, and what are the broad themes that people look at?

Curtis: That's a good question. I think people come to the SIG with a

feeling that they are interested in neuroscience or brain-related things, but don't really know much about it. Then once they come in, they come to our presentations and they get more interested in things. A good example of this is Tom Gorham; he came to a presentation and got more and more interested in brain-related things, before doing his own presentation. He then entered Harvard's Mind, Brain and Education Department, got his master's degree there, and now he's getting a doctorate at Kyoto University. So, people catch the spark and just keep on going.

You also have a journal as part of your SIG, could you tell us about that?

Yes, we have a journal, but if you think about it, SIGs all have publications, newsletters and journals. When you think about it, journals are a 19th century form of education. They worked in the 20th century too, but how many people read journal articles that aren't written by famous people? So, we've started something else. We've started what we call 'Think Tanks', which is a magazine, because our purpose is to get people interested in reading about brain science in a friendly way. We're using what I like to call 21st century learning methods. How do you learn things? Somebody will probably send you a video on Facebook, and you'll watch that video

and say, "oh, that's really interesting, I want to know more." You talk about it with some colleagues, and somebody might say, "hey, read this paper, it's related to that," so that's what we're doing. We're starting out with a recommended video or two, something very short, something by somebody famous, because we're not going to say that we're going to give you the newest research on this topic, we'll let somebody else do that. Then we go on with discussions about how these topics relate to our lives, topics like neurodiversity, working memory, confirmation bias, and mindfulness. We have 120 members in our SIG and 700 subscribers to our magazine, most of whom are outside of Japan.

You gave the example of Tom Gorham, who is now doing his doctorate degree. Could you tell us about some of other influences that your SIG has had on its members or perhaps learners?

I think it is about being able to make people aware that brain sciences are important and offering a lot of information. It is not going to change education, as much as what you know intuitively, because doing interesting things is really important. Linguistics doesn't tell us that, it just talks about the language. But now in neuroscience, we know that no emotion, means no learning. For example, having students stand up and move their bodies every 20 minutes is critically important for cognitive function. So, for example, don't pass out quiz papers, have students come to the front and pick them up. Little things like that, not a huge impact on teaching, but they're telling you that what you've been doing, what you've known intuitively, is right. So, I think that's the big influence. Our mission relates to the fact that nobody is teaching us about neuroscience, and even most of the master's and teacher training programs have very little neuroscience, so we're going to learn ourselves. You don't have to be an expert to learn much and then teach each other, we're not looking for a really high level of academic expertise, just people who are interested and want to know more and pursue these topics.

Why do you think it is that there isn't much of this in teacher training programs?

I think it's just awareness. I think academic graduate teacher training departments consist largely of academics in a certain area, and they just know their field. It's like a 'gopher hole' situation. Just like 30 years ago, the only thing about teaching English was called Applied Linguistics, and even Applied Linguistics was kind of looked down on by the Linguistics departments. But now it's become English education, TESOL has become its own huge field, but it just took a long time for the 'white towers' to accept that as an academic area.

In some of your publications and output, I've seen terms such as "brain-friendly" and "brain-based learning" mentioned. What do these terms actually mean? I have an idea that they are activities or ways of teaching that are in tune with how the brain functions.

That's right, and, for example, learning vocabulary. Unless it's in context, it's really hard to learn. You can't just memorize a list of words that easily. Another one is stories. Knowing the brain just really absorbs stories, and music. If I was to ask you to memorize a 26-digit number, it would take you like three days to do so, and you'd probably forget it after a further day. But you can learn the alphabet in about one hour because those random sounds, those letters, are all attached to a song and your brain just absorbs it in that way, and the same thing is true of stories. We've learned that information given in stories is learned twice as quickly in some studies and kept twice as long. So, finding out these brain-friendly ways of learning that go beyond just lists and the lecture-type approaches that are the tradition in our field.

With regard to being brain-friendly, I would imagine the way to test that is probably in a laboratory. How can we make these small changes to our classes without going to the scientific side of things? And, how can we quickly assess whether or not things are good for the brain?

If you don't have the time to go to the sciences, then that's the purpose of our magazine. For example, teachers taking things like dyslexia, that they know a little bit about and sharing advice. One of my students wrote about his Asperger's, and wrote about what students with Asperger's need in order to survive in the language classroom. So, we're just trying to connect the hard science in an easy way to our everyday lives in the classrooms.

Turning our attentions to the 2019 JALT national conference theme of Learner Agency, Teacher Efficacy. Let's focus on the 'Teacher Efficacy' point, and how this point relates to the concerns of your SIG. For example, the idea of neuromyths is something that perpetuates our field, I think. These neuromyths that go around, for example the left and right sides of the brain. So firstly, how would you define a neuromyth, and what are some examples of neuromyths?

The term neuromyth seems a little bit condescending, it's like saying "I know brain science and you don't, so that's a myth." A lot of the things that we now call neuromyths were actually things that were really a state-of-the-art science at a certain time. One is the learning styles neuromyth that says that some learners are kinesthetic, some learners are auditory, and some learners are visual, and that you should teach everything to them in the

mode that they fit. Of course, there are still learning styles, but teaching somebody how to type with a video or a lecture is not going to work, they have to get their fingers out and do it. So, it's more like the content determines how it should be taught. Of course, the more modalities you can use, the better. Mirror neurons are turning into a neuromyth, and there's still debate on it. We thought that mirror neurons that help you get empathy, don't work that way. We just think mirror neurons are the way that neurons fire to imitate whatever action they're seeing in order to get the meaning from it. Dyslexia, Asperger's, ADHD are disorders. Now we think they might be human version 2.0, because they also offer strengths to people. It is not just simply saying "you have it or you don't," it's a spectrum. All of us exist on the spectrum of Asperger's, ADHD, or something like that to some degree. I've kind of come to realize, I'm more of the ADD type, without the hyper. Another neuromyth is that your brain is in your head, but it's actually in your whole body. You can't separate the brain in a vault, it doesn't work like that. There are actually more neurons outside of your brain than inside, outside of your cranium than in. Your stomach, for example, the microbiome in your stomach influences your mood. You can actually eat poop from something with a different microbiome and it'll change your mood, there's been studies that have shown that recently. So, there's so many things that are neuromyths that

are just really interesting. Male brains and female brains, too. The male-female brain difference is, in terms of structure, virtually none. In just a few places, there's a little bit of difference.

Something you touched on was learning styles, or VAK (Visual, Auditory, Kinesthetic).

I read somewhere that there was a group of scientists that set a reward, saying that if somebody can claim that this exists, they'll give you a reward. The amount is going up every year because nobody can at the moment. So, what's your take on learning styles?

First of all, just telling somebody they have one particular learning style doesn't make sense because we're using all of our brain to do everything all the time. However, reading newspaper articles with titles like "Learning Styles Is A Myth," well that's not true either. So, the pendulum has gone a little bit too far this way. It is true that we do have preferred ways of learning, and if we use those ways of learning long enough, we're going to be better at taking in information through them. It's just it's not this solid thing that exists in people.

I see. Changing topic slightly, something that's becoming more prevalent in ELT in recent years is a growing awareness of learners with special educational needs and specific

learning differences. How can we go about making sure our classrooms are inclusive of all kinds of learners?

We have two issues of our magazine relating to this topic coming out in six months. And I think that, for me, the biggest change in my thinking about disorders happened in the last six months because of Alex Burke's presentations, who's dyslexic and wrote about dyslexia for us and her ideas about that kind of particular neural organization. Yoko Takano is another example, she has MS. I've just become fascinated reading from the people. Again, I said one of my students with Asperger's wrote us a letter and some people said, "that's really self-centered." In response I said, "yes, because that's what Asperger's is." Yoko Sato, a presenter who was here yesterday, helped one student find her way through the system and adapt to it. There are so many good stories. There's so much that we can do. It's just a matter of caring, recognizing and not seeing something as a disorder, but as a difference.

So, what's the best way for teachers to ready themselves to work with these kinds of learners? In the past I've taught learners that had hearing impairments and I've had no training in that throughout my years.

First, I would say educate yourself, read about these two issues, for example. Second, I would say learn

about the disorders that are not so well-known, like dyspraxia, the inability to write. Also, dyscalculia. Five percent of the population has an inability to compute numbers in their heads very well. Things like dyspraxia and dyslexia are somehow connected, and you can see it when these students write with these super huge letters that tend to bounce around the page and things like that. If you're in a university and your university test is on this yellowish paper, it's because it's easier for dyslexic learners to read, we changed to having colored paper for the sake of students with dyslexia. People with hearing disorders, there's ways that you can identify it. They may not want to say, but you can sometimes identify hearing disorders or listening aphasia. There are people that have listening dyslexia too, where sounds get mixed up. There's a lot of disorders or differences and some are not that well known. So, it's good to educate yourself on many and talk to your university's student counseling center who have probably dealt with these kinds of students many times.

Just one last question about your SIG. What are the future directions of your SIG and what are you hoping to look at in the near future?

We'd like 10,000 subscribers to our Think Tanks. My colleague Marc Helgesen is currently in Indonesia passing around a sign-up list to get more people interested. Again, we're not doing this necessarily to educate

people, we're doing this to make people aware and become interested. That's another reason why we recruit a lot of people to write for us and show a little bit of interest, and say "come on, why don't you write for us?" They learn more, and they get into things more and more. So, it's also like a vehicle, not to give science like journals do, but to get people involved and talking, committing and contributing. So, 10,000 subscribers, and more people writing for us. If you don't feel like you have much experience in that background, write for us anyway.

Thank you very much, Curtis, it's been interesting talking to you so thank you very much.

Bios

Matthew W. Turner is an English language lecturer in the International Tourism Management Faculty at Toyo University. His professional interests include teacher education, reflective practice, podcasting, continuing professional development, accessible tourism, and support for learners with special educational needs. Matthew is the coordinator of JALT's Teacher Development SIG, and cofounder of the TEFLology Podcast.

Educator, author, and presenter, **Curtis Kelly** (EdD), founded the Mind, Brain, and Education SIG (with help from many others) and is the producer of the MindBrainEd Think Tanks, a magazine that connects brain sciences to language teaching. His passion for neuroscience comes from his life mission, "to reduce the suffering of the classroom." He is especially interested in predictive processing, the role of emotion in learning, embodied simulation, and "network" thinking. He also writes materials for "3L" students (Low ability, Low confidence, and Low motivation). He is a professor at Kansai University and was recently a Teaching Fellow in Harvard's The Neuroscience of Learning.

The Teacher Development SIG online:

We keep an active online presence through Facebook and Twitter, our YouTube channel, and our own website. On Facebook and Twitter, we share information on upcoming SIG events, reports of past workshops and sessions, JALT activities, language teaching conferences throughout Asia, special member requests, and more... We also use these sites to interface directly with our members and those interested in our group. Our YouTube channel hosts recordings of some featured speakers' presentations, with plans to add more content soon. On our website, visitors can learn more about our various SIG activities.

Website –   https://td.jalt.org

Facebook –   https://www.facebook.com/TeacherDevelopmentSIG/

YouTube –   https://www.youtube.com (Teacher Development SIG)

Three Activities for Teaching Both ESL and JSL Students in the Same Class

Nicole Moskowitz

Kyoto Sangyo University

In the 2018 TD/CUE Forum, I presented activities which accommodated both students learning English as a Second Language (ESL) and students learning Japanese as a Second Language (JSL) in the same classes. I was one of a pair of homeroom teachers for first year high school students (15-16 years old). There were 25 students, 19 of which were ESL students from Japan, and 6 of whom were JSL students from various countries–including The Philippines, Australia, Germany, U.S.A., and others. Although all the JSL students' English was quite advanced, and some students were native speakers, JSL students were still required to go to all ESL classes. This is because there were not any JSL classes offered to them, with the administration's logic being that this was a cultural exchange, not a language study program. I felt this was a massive wasted opportunity because all the JSL students had studied Japanese in their home countries, they were interested in learning more, and if they studied more Japanese then their quality of life would improve while in Japan. Also, if they chose to take the Japanese Language Proficiency Test (JLPT), then this would look good for university admissions. Lastly, this situation became a problem because naturally the 6 JSL students were extremely bored in the ESL classes, so they would often fall asleep, draw on the desks, pass and throw notes to each other, behave in other distracting ways, and, worst of all, they weren't learning anything for 3-4 hours every day. To combat this, I decided to find ways that they could use this time to work on their Japanese. At the TD/CUE Forum, I explained a few of the activities that allowed both ESL and JSL students to work on their respective languages, the pros and cons to these activities, and how this ended up creating a more communicative and autonomous classroom.

Activity One: Daily Vocabulary Listening and Writing Quizzes

Vocabulary knowledge (in terms of orthographic, phonological, and semantic components) has been linked to increases in skilled reading (in terms of comprehension and speed) (Nation, 2009). The quality of each of these three vocabulary knowledge components reflects the overall quality of the lexical representation of a word. Skilled readers are those who have more high-quality word lexical representations, while less-skilled readers have fewer. One critique of typical vocabulary quizzes has been that students often

don't know how a word is pronounced. Therefore, I decided to find ways to improve vocabulary of both sets of students at the same time, combining listening as well as vocabulary knowledge and writing.

The first activity I decided to implement was a daily vocabulary quiz for the ESL students. They had a daily vocabulary quiz of 15 words, where they had to listen to me say ten sentences and write down which vocabulary words were used. This took approximately 20 minutes every morning homeroom, during which the JSL students were sleeping, arriving late, chatting, or doing homework for other classes. This was very distracting.

Therefore, the JSL students were given 30 kanji a week to study from a JLPT 5 list. For their daily vocabulary test, they had to write the onyomi and kunyomi readings in hiragana for five kanji, or vice versa. I had ESL and JSL students practice with each other before the quizzes. The JSL students asked ESL students for word meanings and spelling. The ESL students asked the JSL students for meanings and to write various words. After the quiz, they exchanged papers and did peer-correction. That was achievable for both sets of students. The ESL students could easily correct the JLPT level 5 kanji without teacher intervention. The JSL students could easily correct the ESL vocabulary test, and I also put the answers on the board, in order for ESL students who had exchanged quizzes with other ESL students to be able to correct. This turned each student into a mini-teacher and reduced my grading time outside of class, too. Please see Appendix A for examples of the ESL and JSL vocabulary test templates.

Reactions from students were mixed. Some conceded that it was helping them learn a lot of words, and it was probably important, but generally it was unpopular. However, all students' reading speed and test scores improved. Therefore, I would liken this activity to brushing your teeth; it's not the most fun part of your day but it's certainly good for you.

Activity Two: Once Weekly Journals

The second activity I implemented was a weekly journal writing activity. The journal writing was implemented with reasons similar to Vacca & Vacca (1999), in that journal writing "underscores informal learning…and it creates a nonthreatening situation for students who may be hesitant to take risks because they are overly concerned about the mechanics of writing" (p.269). Journal writing was also implemented with Swain's (1995) Output Hypothesis in mind, in that opportunities for output play a key role in acquisition, and suggests that "output may stimulate learners to move from the semantic, open-ended, non-deterministic, strategic processing prevalent in comprehension to the complete grammatical processing needed for accurate production" (p.128).

Before the journal writing activity, ESL students and JSL students in small groups spoke in English for 10 minutes, then spoke in Japanese for 10 minutes, and decided which topics they would like to write journal entries about. Each group came up with 10 topics. Examples of student-generated topics include: Last weekend, favorite movies, favorite J-pop groups, favorite sports to play or watch, best place to go shopping, best place to hang out, favorite anime, favorite restaurant, favorite YouTuber, favorite website, favorite actor/actress, favorite free time activity, tell a story from last year, tell a story from junior high school, tell a story from elementary school, tell a story from a vacation, which university do you want to go to?, and more. After that, every week from everyone's topics I would choose three topics and write them on the board, and students would have to choose one and write about it. The idea was that student-generated topics would be more interesting and relatable than topics a teacher would choose.

The ESL students had to write one page (skipping every other line), while the JSL students had to write a half-page with skipped lines. The requirements gradually increased throughout the school year, so that eventually ESL students were writing three pages with skipped lines, while the JSL students were writing a page and a half with skipped lines. Skipping lines was important for corrections.

ESL and JSL students would switch journals and do peer correction before the journals were due. This gave them some autonomy because they talked about the content, different mistakes made, and/or tried to explain to each other in a mix of English and Japanese about what was OK in their respective languages. It turned each student into a kind of mini-teacher, which gave them confidence, and they started asking each other more often for help, even long before journals were due or I asked them to. This created many communicative discussions based on language learning and exchange. This also helped to reduce anxiety, as making mistakes was normalized and something to laugh and puzzle at instead of fear. Unfortunately, permission was not granted to show examples of student writing. Please see Appendix B for journal corrections for ESL entries.

Activity Three: Atypical Extensive Reading with Book Circle

The third and best activity was an atypical extensive reading (ER) with book circle. ER is defined by Nation (2009) as when learners read large amounts of simplified texts where "95 to 98% of the running words in a text are already familiar to the learner." This processing of large amounts comprehensible input should improve learners' speed of reading, reading comprehension, spelling, familiarity

with genres, and confidence with reading (Nation, 2009).

Unfortunately, the ESL graded readers available at the school library were fairly limited, and yet far outnumbered the JSL graded readers available. Both sets of students were allowed to read with the help of dictionaries, however the percentage of words already familiar to students was far lower than Nation's recommended 95-98%; for ESL learners it was 90 to 95% while for JSL learners it was much less. However, with a bit of internet sleuthing, news and magazine articles, word puzzles, jokes, short stories, and myths on websites for JSL learners are easily found. These texts just needed slight tweaking in order to make them more comprehensible (such as dictionary definitions of harder words, furigana over kanji, cultural difference explanations, and so on). The school librarians were extremely helpful and pulled Japanese picture books and comics from the elementary school level for us. Although it was an imperfect system and not a pure or perfect extensive reading, I still felt it was better for them to begin to enjoy independently reading than not try reading.

Both ESL and JSL students had to keep word counts and new vocabulary lists with definitions and example sentences. Only the ESL students were also required to keep track of number of words, reading level, titles, and authors. Once every 2 weeks the students would get together in book circles and talk about what they had read. They were required to just summarize the story, talk about their favorite scenes, some good and bad points of the story or reading experience, and whether they recommended the book or not. Each student spoke for a minimum of 3 minutes. Students had double-sided handouts in Japanese and English to fill out about each group member's book. At the end of the semester, each student spoke in front of the class about their favorite text for 3 minutes. Please see Appendix C for examples of these handouts.

This ER program, although atypical and imperfect, helped their language skills grow unbelievably. They became faster at reading, increased their vocabulary, learned about new things in their L2, had interesting conversations with some depth, and started to enjoy using their L2 rather than just studying it decontextualized. The hardest part of all of these activities was finding reading materials for the JSL students, but it can be done with some extra effort. The best part of these activities is that students have real communication; gain confidence and language skills; and become more autonomous learners. Student reactions were very positive, and some mentioned that they started to enjoy reading for the first time in their lives. ESL students who took iELTS tests for study abroad programs were accepted in record numbers.

In conclusion, if you have international students join your English classes, it can be daunting at first, but there are a myriad of ways to accommodate them. You can make this an advantage for both ESL and JSL students by focusing on ways to have real communicative practice and interaction. For your own advantage, you can use the JSL students to brush up on your own Japanese or as mini-teachers. There were other activities that I wasn't able to talk about at the 2018 TD/CUE Forum, given the time limit, but if you would like to email me at nicoleamoskowitz@gmail.com, I would be happy to share those other ideas as well.

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Author Bio

Nicole Moskowitz has been teaching English as a Second Language in various capacities for 15 years in Japan. Her focus is research that is pragmatic and useful in the classroom, for teachers as well as students. Currently, she is focused on developing students' fluency and autonomy, as well as decreasing feelings of foreign language anxiety. She is also focused on helping teachers by explaining various activities to develop fluency and autonomy. She is currently teaching at Kyoto Sangyo University. In her limited free time, you can find her hiking, doing yoga, reading, and travelling.

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Appendix A: ESL and JSL Listening Vocabulary Quiz Templates

Name: Seat Number:
Date: Grade:

Checker's Name:

English

Japanese

1

2

3

4

5

6

7

8

9

10

名前：　　　　　　　座席番号：

　　　日付：

直した人の名前：

漢字（かんじ）

音読み（おんよみ）訓読み（くんよみ）

1

2

3

4

5

Appendix B: Correction Guide for ESL journal entries

sp.=spelling

Example:

① happilly

② probrems

③ favorit

④ Junaary

⑤ 3th

⑥ elemently skool

g=grammar

Example:

① To get Otoshidama was most happily for me.

② Before, I can't used to ride on a roller coaster.

③ My sisters and me ___ very excited.

④ I was very enjoy to read it.

⑤ It was very excited.

⑥ Gifu was very snowing and driving ___ ___.

w.c.= word choice

Example:

① This was a different book to read.

② We prayed and pulled a sacred lot.

③ I experienced an albeito in the post office.

④ I went to Yamagata to play ski.

⑤ We made a snow play.

⑥ So, my thinking was written in English.

m.w.= 1 missing word, m.w.x2= 2 missing words, m.w.x3 = 3 missing words, etc.

Example:
① Japanese ____ more bread than rice.
② So, I had a stomach ___ from eating too much.
③ I wanted to ___ the best novel.
④ ___ Three days ___ are going to Tokyo on weekend.
⑤ This story is about Kipper ___ helped ___ small people fight ___ giant men.

What was your book about?
It was about

Who was the main character?
The main character was

What was the most interesting part?
The most interesting part was when

pl.=plural   (*___y > ___ies , ___s > ___es)
Example:
① ① Point
② Mistake
③ Ability
④ Difficulty
⑤ Guess
⑥ Mess

Do you recommend this book? Why?

Ask a partner and write their answers!
What was your book about?
It was about

Appendix C: Extensive Reading/ Book Circle Hand-outs for ESL and JSL learners

Name: Seat Number:
Date:

Who was the main character?
The main character was

What was the most interesting part?
The most interesting part was when

Do you recommend this book? Why?

この本をお勧めしますか？　どうして？

パートナーに尋ね、答えを書いてください！

あなたの本は何についてでしたか？
それは〜についてでした。

名前：　　　　　　　　座席番号：
　　　　日付：

あなたの本は何についてでしたか？
それは〜についてでした。

主人公は誰でしたか？
主人公は

一番面白い部分は何でしたか？
一番面白いのは、

主人公は誰でしたか？
主人公は

この本をお勧めしますか？　どうして？

一番面白い部分は何でしたか？
一番面白いのは、

Three Stages for Scaffolding a Culture of Agency & Autonomy "To Save the World"

Tim Murphey

Kanda University of International Studies

Below I take you through 3 stages of how my students in a 1st year Academic English Program (EAP) university class developed agency and autonomy through our activities to become more aware of problems in our world, and our impact upon them. This was done with a first year class, but I feel that it could be done with any class. Graves said it best:

> "Understanding is best reached when power is shared. In most cases teachers are in the power position when working with their students. They have the power of assignments, corrections, and grades. The best teachers know how to share this power; indeed, they give it away" (Graves, 2002, p.11).

Thankfully (or not) the first year EAP class is left open to the teachers to organize as they wish. Many use a variety of text books but I decided that using students and their views of the world as my main materials would keep them and their growth at the center of the curriculum. The learning outcomes are more about building agency and autonomy in a world generally viewing people as simple consumers from which a profit can be made.

Starting Stage #1: In The Beginning: LLHs & Action Logs – Passing Control Over

For several years now, I have started by asking my first year university students in the Academic English Program (AEP) to write their language learning histories (LLHs: Murphey, 1999; Murphey & Carpenter, 2008). LLHs are a great way to get to know your students and to become aware of some of their needs and aspirations. In addition, it is a way for students to express themselves early on, and to get to know their classmates better. I usually make a booklet out of the histories (with their permission), put their class picture on the front, and give copies to each student around midterm. I make extra copies for other JHS and HS teachers who are interested in knowing what university students are saying about JHS and HS and give them away at my talks.

Getting students to write their LLHs puts the ball in their court, it gives them agency and voice from the start and it can get them thinking about what really worked for them to learn and what didn't work, and how they might like to update their story in a few years. I also put their group picture on the front of the booklet, as below.

The other main way I offer agency at the beginning (and throughout the year) is with action logs (Murphey, 1993; Woo & Murphey, 1999; Kindt & Murphey, 2000; Hooper, under review) in which students comment about our activities and evaluate them on a Likert scale, giving lots of feedback to their teacher. They also report about interactive homework with others through a Call Report (calling their partner after class to review) and a Teaching Report (teaching something they learned in class to somebody out of class) with short paragraphs.

Extended Material Stage #2:

For the last two years, in addition to continuing with action logs for the fall semester, we used a wonderful book by John Spiri called Inspiring Solutions (Global Stories Press, 2014).

It has 15 chapters about problems in the world and I had my students pull a chapter number out of a hat to present in pairs in every class. In each presentation, presenters had to explain their chapter, guide the class through several activities and discussions and look on the web to find more information and a short video. While some topics were close to home, like house hermits (hikikomori), others were unfamiliar to them, like FGM (female genital mutilation) problems in other countries (the whole class was in tears after seeing the trailer to the movie Desert Flower.) So these were real students talking about real problems in the real world and trying to find solutions.
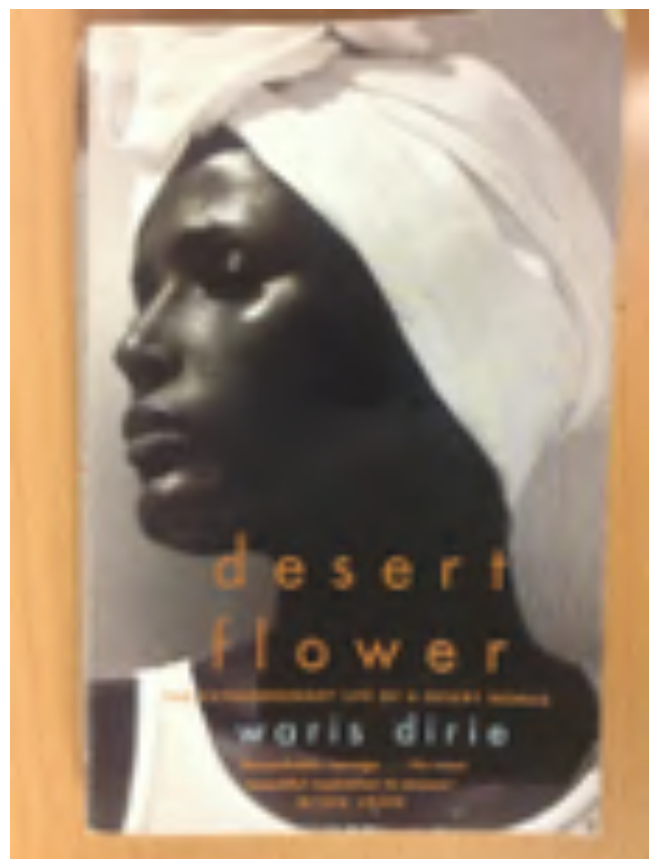
Individual Initiative with Autonomy Stage #3

Spiri's book took us through midterm and for the last 15 classes students were ask to find their own world/ glocal problems (as a single presenter/ teacher) and present them with a short article and a video when possible, along with vocabulary and discussion questions. Here, I admit I was pushing the envelope, and seeing how much they could actually do alone. I am happy to say that they really surprised me and we learned a lot from each other. In Table 1 you can see the diversity of the problems they chose. I was amazed myself at the sincerity and the agency with which they dove into the tasks and made astounding presentations.

Many students commented on how they came to enjoy giving presentations by the end of the year. One student wrote in her action log, "Today I did my presentation. I was very nervous, but I think I was able to do great presentation. It was a nice experience for me. I think it's fun to teach someone." Many others were

Table 1: *Student Topics for the last 15 classes*

- Poverty in Japan
- Gender Inequality
- Fake News
- Abusive Animal Testing
- Junk Food Effects
- North Korea Threat
- Endangered Species
- Human Trafficking
- Japanese Aging Problem
- Low Vote Turn-outs
- Effects of Tohoku Earthquake
- Graffiti on Historic Landmarks
- Extreme- InFo-growth
- LUSH – Stop Animal Testing
- Lack of Nursery Schools
- Global Warming
- Cell Phone Addiction
- Falling Birth Rates
- Native Americans in Need

shocked at a crazy world, with one commenting, "I was surprised that 40% of Americans have guns. I think it is really a high percentage. Too high." But they also seemed to bond socially while still becoming critical of the world, "After 2 weeks our class has to separate. We talked about our class. We love our class."

Conclusion

My only regret is that I did not have time to get students to write about these things more and put them together into another class publication, as I have done with many other courses (see the CLIL/CBI link at the end of the references). Next time!

The main thing that was confirmed once again for me is that the more I ask of my students the more they seem to do and learn (and teach me). Teachers need to expect great things from students, for they may indeed need to do great things in order to save this planet (cf: Pygmalion Effect; Rosenthal & Jacobson, 1992). The main message my students taught me: "Yes, we and our cultures are doing some pretty bad things to our planet and to each other. But we are not without hope, and we just need to learn ways to do the right things before it is too late."

Finally, I would like to end with two quotes from James Baldwin that I found fit well with what my students were doing:

"Not everything that is faced can be changed, but nothing can be changed until it is faced."

"The world is before you and you need not take it or leave it as it was when you came in."

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To see CBI/CLIL – case studies publications with students, please go to: https://sites.google.com/site/folkmusictherapy/home

Author Bio

Tim Murphey semi-retired in 2019 and is working more than ever at 4 universities part time and throughly enjoying not going to faculty meetings anymore. He has a MA TESOL degree from the University of Florida and popular PhD on Music and Song from the University of Neuchatel, Switzerland which is freely accessed on the Web. He still mixes his English classes with singing and juggling and dialogic invitations to explore the unknown with constructivism in Vygoskian

Socio-Cultural Theory. He coauthored Group Dynamics in the Classroom with Zoltan Dornyei, an area of continual research, edited a series in professional development for TESOL International and is a series editor for CandlinMynard.

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Introducing duoethnography for teacher development

Duoethnography is an emerging research methodology in the social sciences that has recently begun to gain traction within the ELT field. This forum will focus on one particular application of duoethnography: reflective practice for teacher development. Duoethnography for reflective practice involves two or more researchers engaging in recorded dialogue in order to investigate different aspects of their lived experiences and explore their own beliefs and practices about an agreed upon area of development that they wish to focus on. In this forum, the presenters will first introduce the concept of duoethnography and offer a step-by-step guide of how to carry out a duoethnographic research project. After this, different researchers will present data from their own duoethnographies as used for teacher development and share their experiences of engaging in this new form of qualitative research. The audience will have the opportunity to reflect on what they hear and share their own ideas for how they might be able to use this new research methodology for their own teacher development.

Luke Lawrence   Toyo University

Robert Lowe   Tokyo Kasei University

Daniel Hooper   Kanda University of International Studies

Azusa Iijima   Takasaki City University of Economics

Yuzuko Nagashima Yokohama City University

http://pansig.org

FEATURED PRESENTATIONS

Silence and emotional labour in English language education
Jim King – University of Leicester. (Visiting scholar)

This talk focuses on classroom silence and the emotional dimension of language teaching. In it I will share findings from recent investigations (e.g. King, 2016; Morris & King, 2018) which seek to better understand the emotional labour performed by English as a Foreign Language (EFL) instructors during in-class encounters with their students. Emotional labour involves the forced management of one's emotions in order to conform with tacit social norms regarding what are acceptable emotional displays in the workplace. Teachers may regulate their emotions not only to achieve pedagogic goals but also to help maintain psychological well-being when faced by challenging teaching scenarios. The talk will discuss findings which highlight how contextual factors play a key role in dynamically influencing learners' silent behaviours (see King, 2013) and shaping teachers' related in-class emotional experiences and pedagogical practices. With prolonged emotional labour being linked to teacher stress and burnout, I will also discuss potential strategies that English language teachers can adopt to regulate their in-class emotions in a healthier way.

Mixed emotions in a new Japanese teaching context
Amanda Yoshida and Vanessa Gongora

The first year of a new teaching job can be daunting, as the adjustment period is filled with a variety of emotions. How can teachers and administrators make this transition smoother? In order to answer this question, two teachers from different walks of life kept a teaching diary in their first year at a Japanese university. The purpose of the project was to qualitatively analyse the diary data in order to discover what impacted their teaching and adjustment to their new workplace. Arising out of the data were patterns of raw emotions, such as excitement as well as frustration and regret. In this workshop, the researchers will present their findings and engage the audience in a discussion about emotions, reflective practices and recommendations for teachers and administrators.

Women's work: Emotional labor in the ALT industry
Elizabeth Hashimura

The #MeToo movement has reignited interest in the concept of emotional labor, which is disproportionately borne by women in both the public and private spheres. While promising research into how the mutually constitutive effects of emotional labor and instructor agency manifest themselves in the classroom has been conducted, little consideration has been given to how ingrained expectations of performative emotional labor placed upon female employees (both Japanese and non-Japanese) by ALT managers negatively affect female agency within the industry. Using narrative analysis as a framing device, the presenter examines how presumptions that women are simply "better" at modulating their feelings so as to maintain office harmony or facilitate colleagues' positive feelings actively impede women's agency and progress within the industry. The conflation of expectations for emotional work with gender, racial, sexual, and linguistic biases is further considered.
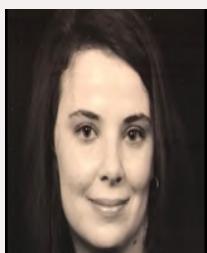
JALT TD SIG

The JALT Teacher Development SIG is a network of foreign language instructors dedicated to becoming better teachers and helping others teach more effectively. Active since 1993, our members teach at primary and secondary schools, universities, language schools, and in various other contexts. New members are always welcome to join our conversation and share their experiences with other teachers. (Please note that the name was officially changed from Teacher Education & Development SIG in early 2016.)

Become a TD Teacher

Joining:

TD is a special interest group (SIG) of the Japan Association of Language Teaching (JALT). To join TD, you must be a JALT member. Information on joining JALT is available on the JALT web site (jalt.org).

If you are already a JALT member, you can also add a TD SIG membership to your existing JALT membership. Please see the JALT membership page for information on joining in the TD conversation.

Benefits:

Joining TD connects you to a network of teacher colleagues who are interested in growing professionally. Members receive the most current issue of TD's Explorations in Teacher Development (ETD) Journal by email (and in print if requested), and can participate in our mailing list.

TD also sponsors and co-sponsors events throughout the year to help teachers gain experience in mentoring and presenting.

TD SIG Officers

SIG Coordinator:
Matthew Turner
Toyo University

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James Reed
Osaka International University

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Mike Ellis
International Christian University High School

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Rikkyo University

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