

Editorial

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It seems uncontroversial to claim that teacher development is often built upon paying attention to what is otherwise taken for granted. Indeed, it is relatively easy to attest to the importance of reexamining business as usual. It is much more difficult, however, first to determine precisely where one should direct one's gaze and then to see these potential areas for development with fresh eyes. Although jolts of dramatic situational change galvanize perceptual shifts in overt ways, as the COVID-19 pandemic has pointedly shown in recent years, there are also myriad subtle opportunities when observing teachers and students, including ourselves. A perspicacious guide is thus invaluable for pointing out such nearly hidden points for potential development. This issue features two extensive research articles that might serve as helpful guides. These articles illuminate specific challenges for teacher development that are often difficult to notice.

First, Miori Shimada investigates through two student narratives the complex role of anxiety in language learning. By attending to the significantly different backgrounds of these students and their experiences with anxiety in language learning, Shimada brings into focus the factors affecting when anxiety arose, how it both helped and hindered learning, and how it could be overcome.

Second, Cecilia Smith Fujishima and Tanja McCandie explore the relationships between demographics and ELT conference attendance. Inspired by work suggesting that attending conferences positively affects teacher development, they use survey data to examine potentially underrepresented identity groups at JALT conferences; in other words, they turn attention to who might be at most risk of missing out on these benefits and what could be done to make JALT conferences more accessible to all.

Both articles, then, invite a fresh look at not only directly resonant features of our own surroundings but also other aspects of educational

practice with hidden depths. We hope that the articles in this issue inspire new teacher development.

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We also rely on the scholarly efforts of authors who submit research articles, explorations, reflections, book reviews, interviews, perspectives, and columns (please see <https://td.jalt.org/index.php/etdjournal/> for the full submission guidelines). We warmly welcome your submissions for Volume 29 to continue exploring teacher development in its many recognized and as-yet-unrecognized aspects!

