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UNIVERSITY OF SOUTHAMPTON

FACULTY OF HUMANITIES

Modern Languages and Linguistics

Professional Development for Language Teachers:

What Do *Transborder* Teachers Bring Back to the Classroom?

by

Kayoko Mayumi

Thesis for the degree of Doctor of Philosophy

March 2018

UNIVERSITY OF SOUTHAMPTON

ABSTRACT

FACULTY OF HUMANITIES

Modern Languages and Linguistics

Thesis for the degree of Doctor of Philosophy

PROFESSIONAL DEVELOPMENT FOR LANGUAGE TEACHERS: WHAT DO *TRANSBORDER* TEACHERS BRING BACK TO THE CLASSROOM?

Kayoko Mayumi

As learning is co-constructed by students and teachers in the classroom, teachers' continuous development is a crucial issue in enhancing students' learning. However, opportunities for further training/education for teachers are considerably limited. Japan, as the focus of this study, is no different from other nations in this respect.

The current study aims to fill this gap and addresses the development of English teachers who completed an MA Applied Linguistics/TESOL/ELT in UK higher education and returned to Japan to continue as teachers—'*transborder* teachers' (Kamhi-Stein, 2009). This longitudinal, qualitative multiple case study focuses on five Japanese *transborder* teachers. A series of in-depth interviews was conducted over a period of nearly two years in order to explore these teachers' developmental trajectories, and for the teachers' reflection, a video-taped lesson or a student questionnaire was incorporated. Approximately 38 hours of interview data were analysed using the author's 'Model of Teacher Development,' a modified version of Guskey's 'Model of Teacher Change' (2002).

The findings reveal that the participating teachers felt a huge impact of learning and life experience in the multilingual/multicultural UK: reformulating their sociolinguistic perspectives, shaping their provisional new beliefs and acquiring theoretical knowledge. Although the teachers' developmental trajectories were complex and non-linear, the study captured the distinctive features of their development: e.g. that their theoretical knowledge firmly underpinned their practices and their provisional new beliefs evolved into their solid new beliefs with successful lesson transformation. The results also confirm that these teachers' pursuit of the MA substantially transformed them, which can determine their future development and affect the rest of their teaching careers. It is hoped that this study will contribute to further enrichment of MA programmes currently offered in the UK and in-service training/education programmes being provided in Japan and the rest of the world.

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Declaration of Authorship

I, Kayoko Mayumi, declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

Professional Development for Language Teachers:

What Do *Transborder* Teachers Bring Back to the Classroom?

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission:

Signed:..

Date:...

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Kayoko Mayumi

Bassett, Southampton

March 2018

Definitions and Abbreviations

ALT: Assistant language teacher

BA: Bachelor of Arts

DELTA: Diploma in English Language Teaching to Adults

EAP: English for academic purposes

EFL: English as a foreign language

ELF: English as a lingua franca

ELT: English language teaching

EMI: English as a medium of instruction

ESL: English as a second language

ICT: Information and Communication Technology

JET Programme: the Japan Exchange and Teaching Programme

L2: Second or foreign language

MA: Master of Arts

MEXT: Ministry of Education, Culture, Sports, Science and Technology

MOE: Ministry of Education, Science and Culture

NEST: Native English-speaking teacher

NNEST: Non-native English-speaking teacher

OECD: the Organisation for Economic Cooperation and Development

PISA: the Programme for International Student Assessment

SA: Study abroad

SLA: Second language acquisition

TA: Tolerance of ambiguity

TESOL: Teaching English to Speakers of Other Languages

TIMSS: the International Mathematics and Science Study

UKCISA: UK Council for International Students Affairs

Chapter 1: Introduction

This thesis contributes to the improvement of in-service education programmes for language teachers by exploring the developmental trajectory of *transborder* teachers, i.e. non-native English-speaking teachers (NNESTs) who are educated in English-speaking countries and return to their countries of origin to teach (Kamhi-Stein, 2009). In the current study, *transborder* teachers are those who have chosen to pursue postgraduate study in UK higher education for their further development. Their attendance in Master of Arts (MA) courses is entirely voluntary, which without doubt indicates their strong intention of improving or developing themselves as language teachers.

My original interest in this topic stems from my personal dissatisfaction with the in-service education system in my country, Japan. As a *transborder* teacher myself, I believe attendance in higher education in the UK impacted me, my subsequent teaching and development to a great extent: my beliefs on language learning and teaching, my practices and even my philosophy as a teacher. Since there is no scale to measure teacher development, my judgement is completely personal and subjective. It being so, I believe the year I attended the MA course was the point of my new departure as an English teacher.

The current study aims to scrutinise the amount of impact that learning on a Master's course exerts on teachers' development during and after the completion of the course. It is hoped that the findings of this research provide evidence of the significance, effectiveness and necessity of efficient in-service education not only for teachers' own sakes but for their students and enhancement of their learning.

1.1 Research aims and rationale

Considering the role that teachers play in the classrooms, professional development of teachers can be one of the key factors in attaining the goal of language education: achieving better student learning outcomes. Therefore, in aiming for innovation in language education, the quality of teacher education should have a high priority. In particular, in-service education of teachers will be indispensable throughout their teaching careers, but in reality, compared

with pre-service teacher education, in-service education tends to consist of "infrequent one-off sessions" (Wyatt & Borg, 2011: 234) and is likely to be "less systematic and more fragmented" (Grenfell, Kelly & Jones, 2003: 88). It is likely that teachers are generally treated as finished products upon the completion of pre-service education, but they are only at the starting line for their long journey as language teachers. Therefore, after some familiarisation with teaching and school systems, how much they are offered or seek opportunities for further learning can determine their careers as teachers.

In order to shed light on the improvement of in-service education for language teachers, this research focuses on experienced *transborder* teachers, in particular Japanese teachers of English who have earned MA Applied Linguistics/Teaching English to speakers of other languages (TESOL)/English Language Teaching (ELT) degrees in UK higher education. Whether the driving force which has brought them to the UK is intrinsic or extrinsic motivation, they must hold a particularly strong desire for further professional development. Supposedly, these border-crossers will be not only crossing the borderline between their original country and their destination but also tackling the boundary between their "current and possible future selves" (Dörnyei & Ushioda, 2009: 4). Will a year abroad as an MA student provide them with a chance to approach their 'ideal self' (Dörnyei, 2005)? How much will their learning and life experience beyond the border impact their classroom practice? Will the year-abroad underlie their subsequent teaching and facilitate their further development?

Research in this area is scarce despite the large number of *transborder* teachers from all over the world who have chosen to study in the UK. According to the statistics offered by UK Council for International Student Affairs (UKCISA), 46 percent of students studying at postgraduate level in the UK in 2015–2016 were from outside the European Union—international students (UKCISA, 2017). More specifically, the number of international students on taught postgraduate programmes was 105,970 (UKCISA, 2017). Unfortunately, it is impossible to obtain more detailed data (e.g. the number of the students in each subject of study), but, for example, in the 2016–2017 academic year the number of international students on MA Applied Linguistics/TESOL/ELT programmes at the University of Southampton was 76 out of 91 (83.5 percent). Thus, it is presumed that the total number of

transborder teachers who were on MA Applied Linguistics/TESOL/ELT programmes in the whole UK must have been large.

Although learning on MA programmes will supposedly exert a huge impact on language teachers, little is known regarding the learning outcomes of these teachers and their subsequent development back in the classrooms. It is hoped, therefore, that the investigation into the transforming process of *transborder* teachers will contribute to the development of more effective in-service education programmes for language teachers as well as the improvement of MA programmes in the UK.

1.2 Research questions

The purpose of this research project is unravelling *transborder* teachers' developmental trajectories during and after the completion of an MA Applied Linguistics/TESOL/ELT in UK higher education. A further aim is also to obtain insights into how in-service education programmes might need to change to address teachers' needs. Overall, this study will answer the following research questions:

1. How does the experience of studying for an MA Applied Linguistics/TESOL/ELT in the UK influence the professional development of Japanese teachers of English (*transborder* teachers)?

    1) What impact on teacher development can be attributed to the study abroad (SA) experience?
    2) What impact on teacher development can be attributed to the academic learning on a one-year MA course in the UK?
    3) What differences in teacher development are perceived at distinct stages, i.e. during, immediately after and several years after attending an MA programme in the UK?

2. Do specific reflective strategies (e.g. a video-taped lesson and student reports) contribute to the transformation of the *transborder* teachers' classes? What are their advantages and disadvantages?

3. Do the research findings indicate a possible teacher learning model?

1.3 Overview of the thesis

This thesis consists of nine chapters. Following the introduction, Chapter 2 describes the background to the study by outlining the characteristics of English education and English teacher education in Japan, where the participants of this study have been educated as learners and involved in as English teachers at secondary schools.

Chapter 3 provides theoretical foundations for the current study by reviewing the existing research on teacher development and other closely related areas such as teacher cognition, reflective practice and teacher learning. It also looks at the dimension of SA, which is a key attribute in investigating language teachers who fall into the category of '*transborder* teachers.' Chapter 3 ends in discussing the 'Model of Teacher Development' devised for this investigation, based on Guskey's (2002) 'Model of Teacher Change.'

Chapter 4 starts with clarifying the research orientation for the current project. It then moves to the research methodology employed for the study and to research design, outlining the participants along with the process of recruiting them and the relationship between them and the researcher, followed by the process of data collection and analysis. This chapter also addresses the challenge that researchers might face in conducting a longitudinal study with language teachers.

Chapters 5 and 6 present findings of this longitudinal study, focusing on the characteristic features of each participant under two key themes: impact and development. Chapter 5 deals with new returnees who completed their MA course in September 2014, when the data collection of this study started, and Chapter 6 focuses on previous returnees who earned the MA degrees before this project commenced. In Chapter 7 the information in these two chapters is summarised, identifying commonalities and differences.

Chapter 8 discusses the insight the findings of this study offers, referring to the existing literature and theory. The chapter starts with applying the findings to the 'Model of Teacher Development' with the aim to analyse the teachers' development chronologically. Following this, the discussion shifts to

answering the research questions. In so doing, it presents the contribution of this study to the field of language teacher education and teacher development.

Chapter 9 concludes this thesis, presenting the main academic and educational contributions the study can make. It also presents the implications for further development of MA programmes in the UK and in-service training/ education in Japan, as well as suggestions for further research.

Chapter 2: Past, present and future: English education in Japan

Introduction

The current study focuses on the development of Japanese *transborder* teachers, who were educated and began their teaching careers in Japan prior to pursuing their postgraduate study in the UK. In order to fully understand the impact of their in-service education abroad and their development after the completion of their MAs, it will be indispensable to provide the contextual information with which these teachers have been involved both as learners and teachers. Although 'education' includes all levels from primary through tertiary, I will primarily focus on secondary education where the participating teachers are involved. Reference to primary and tertiary education will be made when necessary. This chapter, following a brief summary of the status of English in Japan, provides an overview of education in general, English education, the teacher education system and finally the current direction of English education in Japan.

2.1 English in Japanese society

Generally speaking, Japanese people's attitudes towards English and its speakers, native speakers in particular, are rather favourable. High proficiency of English tends to be greatly appreciated and even admired; e.g. bilingual speakers of Japanese and English, the returnees from abroad or people who have studied abroad. While admiration towards English is prevalent in the society, in fact, this monolingual society with limited number of immigrants and international students lacks an urgent need to master English even at this time of globalisation. Unfortunately, having achieved a certain level of economic growth might have deprived Japanese citizens of the urge to see the world beyond the border.

Since the1980s, when internationalisation was advocated as a next step for further development of the country, the acquisition of communicative competence in English has been given prominence as a pivotal measure to achieve the goal of internationalisation (Kubota, 1998). The influence of this

social phenomenon has been powerful and has led to renovations in different fields. For example, in business some companies have introduced a new policy of adopting English as an official language of communication as well as setting certain English test scores as a requirement for promotion. Numerous reforms have been implemented by government initiative: revisions of the Course of Study, employment of native speakers of English, implementation of 'Action Plan to Cultivate Japanese with English Abilities' (Ministry of Education, Culture, Sports, Science and Technology [MEXT], 2002a), and introduction of listening in the 'National Centre Test for University Admissions' to name a few (details will be discussed in subsequent sections).

Those strategies employed up until now may have brought a certain level of 'internationalisation' of the society and may have improved Japanese citizens' English ability. However, during all these years of effort to internationalise or globalise the nation, English education has constantly been exposed to criticism from the public and the media for not having produced Japanese people with adequate communicative ability. The English taught at school—generally called 'school English' or 'English for entrance examinations'—has been treated as if it were the 'axis of evil' for Japanese people's incapability of using English for a communicative purpose. Coupled with criticism towards English taught at schools, the level of teachers' English ability at middle and high schools often makes headlines. According to the report issued by MEXT (MEXT, 2017a), not all English teachers might be confident in their English but what is urgently required is not to blame teachers but to provide the sufficient training and education they need.

Achieving adequate oral proficiency of English has been believed to be indispensable to internationalisation of the country and this will be a continuing goal to be attained. Even so, there seems to be another issue to be faced, as Hashimoto (2013: 29) points out as follows:

> Japan's concept of internationalisation is about promoting Japan to the international community, not about becoming part of it, and this concept is based on a view of the world as the Japanese/Other.

Exploring what people can, should and want to do as part of the international community will not give an answer for achieving better communicative ability among Japanese citizens. However, if they could widen their perspectives, it

would be possible for people to consider what level of proficiency they need to achieve as a member of the larger community.

2.2 Education in Japan

2.2.1 Current education system

The current Japanese education system, generally called the 6-3-3-4 system, was introduced by the post-war democratic reform after the Second World War. This system consists of a six-year primary school, three-year middle school (lower secondary), three-year high school (upper secondary) and four-year university (or two-year junior college) education. Although education is compulsory only for the first nine years, the rate for enrolment in high schools reached 90.8 percent in 1974, and approximately 98 percent (including about 4 percent of night school and correspondent course enrolment) in 2010 (MEXT, 2011a). Regardless of the 1.7 percent dropout rate from high schools reported in 2010 (MEXT, 2011b), it can be said that most Japanese citizens attend 12 years of school education. Following secondary education, about 50 percent of high school graduates enter universities, which MEXT reports is rather low in comparison to other countries in the Organisation for Economic Cooperation and Development (OECD) (MEXT, 2013). This is partly because approximately 14 to 17 percent of high school graduates enrolled in 'technical college' during the last 10 years (MEXT, 2016a) to master practical skills and gain qualifications based on the belief that the qualifications will guarantee their future employment.

The number of schools and universities in Japan shows that as the academic level advances, the ratio of public and private institutions changes; while the number of the primary schools is 20,083 public and 230 private, at the university level, the number is 177 public and 600 private (excluding junior colleges) (MEXT, 2016a). As a consequence of rapid economic growth and the 1970s spread of the idea that all Japanese were middle class, the number of private universities dramatically increased. However, the continuing decline in the number of children (the number of primary school students was 11,925,000 in 1981, but 6,480,000 in 2016) has led to the closure of some private universities and it was reported that 47.1 percent of the private universities have not met their enrolment quota (MEXT, 2009a).

2.2.2 Changes in education policy

Although the strength of public compulsory education was egalitarianism until the 1980s (Yano, 2013), in accordance with the country's recovery from the scars of the war and rapid economic development, Japanese society witnessed a big turning; what used to be highly appreciated in the process of the country's development—collectivism—began to be the target of criticism. The meteoric economic growth unquestionably brought material wealth, which, sad to say, generated unforeseen problems in society. At schools as well as in society, one problem after another arose including "school violence, bullying, non-attendance, classroom disruption" (Tsuneyoshi, 2004: 368), and too much criticism and interference from parents.

The emergence of these problems was widely believed to be triggered by what is called 'examination hell,' the extremely competitive entrance examinations held in Japan. The exams were the product of the era when lifetime employment was a social norm and an individual's academic qualifications were believed to be an absolutely necessary condition to determine the subsequent life of people. In order to respond to problems and criticism from the media and the public, the Ministry of Education, Science and Culture (the predecessor of MEXT, MOE hereafter) carried out reforms by reflecting them in the revisions of the national curriculum, the Course of Study.

Starting with the revision of the Course of Study in 1977/1978 (the year of notification for primary and middle schools was in 1977 and for high schools in 1978), and in the next two revisions in 1989 and 1998/1999, reform to lower the pressure on students was gradually but consistently implemented. These reforms were carried out under the slogan of "low-pressure education" in Tsuneyoshi's term (2004: 367)—"yutori" education. Indeed, in the 1998/1999 revision of the Course of Study, the word 'yutori' frequently appeared in the documents of the Course of Study. With severe criticism towards the traditional Japanese education style—teacher-centred and knowledge-cramming—the reforms were furthered, aiming to "expand their [students'] intellectual horizons" (Bjork & Tsuneyoshi, 2005: 621).

The 1998/1999 revision, which was implemented in 2002 at primary and middle schools (announced in 1999 and implemented in 2003 in high schools), aimed to consolidate the low-pressure education reforms after the two decades

of gradual shift to them. This included the reduction of learning content by 30 percent, complete enactment of a five-day school week, and the introduction of a new subject, 'Integrated studies,' the goal of which was to cultivate students' attitude to learn and explore independently, based on their curiosity (Bjork & Tsuneyoshi, 2005).

Ironically, however, the validity of low-pressure education was to be exposed to criticism as early as the 1990s (Tsuneyoshi, 2004), even when the MOE was still promoting the reform under this slogan. This is due largely to concern about the decline of academic achievement; the most frequently cited examples involved the lack of basic knowledge among university students. Although at this stage there was no official evidence to verify the decline of academic performance, the drop of the national ranking in international assessment, including the Programme for International Student Assessment (PISA) and the International Mathematics and Science Study (TIMSS), resulted in the country facing a shocking reality (Takayama, 2007). In 2004, when the findings of PISA 2003 were released, "PISA 2003 shock" (Takayama, 2013: 662), the considerable drop in ranking accelerated a 'sense of crisis' towards academic achievement. Although it was not long after the new Course of Study came into effect (in 2002 and 2003), this PISA shock led to reflection on the 'yutori' education reforms; the then-MEXT minister announced a plan for introduction of a national standardised assessment scheme. In 2007, approximately 40 years after the abolition of the previous national assessment test in 1964, the National Assessment of Academic Ability was conducted (Kuramoto & Koizumi, 2016).

It was not surprising, therefore, that the 2008/2009 revision of the Course of Study included an increase of the number of classes: two classes per week in Year 1 and 2 and one class per week from Year 3 to 9. In high schools, the flexible provision of classes exceeding the standard number of 30 classes per week was granted (MEXT, 2008). It should be also noted here that the number of classes in 'Integrated studies' was reduced in primary and middle schools, and as to high schools, the decision was left to each school (MEXT, 2008). Regardless of this seemingly retrograde revision by increasing the number of lessons, however, it was clearly stated that "The basic principle is neither 'yutori' nor 'knowledge-cramming.' Both acquisition of basic knowledge/skills and enhancement of logical thinking, reasoning and the

ability to express oneself effectively are required" (translation by author, MEXT, 2011c). Although there is no doubt that a new policy was implemented aiming to improve student learning, it would be desirable for the new policy to lessen confusion among the stakeholders, teachers and students.

Another feature of the 2008/2009 revision (2008 for primary and middle schools and 2009 for high schools), the current Course of Study, is maintenance of a fundamental principle from the precedent Course of Study. In the 1998/1999 revision, in accordance with furthering low-pressure education reform, the emphasis was also placed on fostering 'Zest for life,' as a basic principle. This principle has developed into the overarching principle in the current Course of Study. It consists of "enhancement of solid academic ability, richness of the mind and sound body" (translation by author, MEXT, 2008) and even is used as a subtitle of the current Course of Study. Although 'Zest for life' still appears in the next Course of Study (another revision for primary and middle schools was officially announced in March, 2017), (MEXT, 2017b), it is hoped that the principle does not end up being mere flowery words.

As can be seen in Japan, the changes in a country's policies seem to reflect the developmental stage and economic status of the country as well as the state of international affairs. Although the Course of Study is a guideline which reflects the education policy of the country, the impact of its revision on teachers and students can be far beyond what the policy makers can presume. Accordingly, it is essential to provide adequate training/education for teachers for smooth transition to new educational policies.

2.2.3 English education

As is the case with the education reforms in general, English education in Japan has also been subject to constant change and transformation especially since 1989. The year 1989 is, in a way, a notable year in the history of English education since the Course of Study first included the word 'communication' in its aims then, and the subject 'Oral Communication' was introduced as a compulsory subject at high schools (MEXT, 1989). Following the introduction of native English-speaking teachers or Assistant Language Teachers (ALTs) under the scheme of the Japan Exchange and Teaching Programme (JET Programme) in 1987 (JET Programme, 2017), 1989 marked the first step for

shifting towards communicative English teaching. All of these movements, to a great degree, reflect the then-state of the Japanese society, which was striving for its internationalisation (Kubota, 1998).

Under the current education system I described in the previous section, approximately 98 percent of Japanese students enter high schools (MEXT, 2011a) after nine years of compulsory education. Accordingly, most Japanese citizens take six years of English education during their middle and high school years. Students used to start learning English officially when entering a middle school, but reflecting the voices from the business leaders and politicians, the climate has been changing slowly but surely—introduction of English into primary education.

- The 2002 Course of Study
  Learning English was promoted in the period of ‘Integrated studies’ as ‘foreign language activities’ under the theme of ‘International understanding’ (Butler & Iino, 2005).
- The 2011 (current) Course of Study
  English has been introduced as ‘foreign language activities’ into Year 5 and Year 6. Although this was an official introduction of English learning into primary education with one class per week being mandatory, it is still not included as a subject.
- The 2020 Course of Study (announcement of revision in March, 2017)
  English is going to be included as one of the subjects in Year 5 and 6, and ‘foreign language activities’ will be included in Year 3 and 4 curriculums (MEXT, 2017b).

Regardless of the concerns from the business leaders and politicians regarding Japanese people’s lack of communicative competence, MEXT kept a cautious stance towards the introduction of English as a subject at the primary level (Butler, 2007). Though Japan is far behind other Asian countries in its emphasis on English education for young learners (Hashimoto, 2011), this slow and gradual shift might have been a wise decision in the long run, considering the need to create a sufficient environment suitable for teaching English at primary schools, including teacher training. Even though primary school teachers would have anticipated this moment, when English becomes a mandatory subject, well-planned pre-service and in-service teacher education

would be an urgent task which needs dealing with by MEXT, the local boards of education and universities.

As mentioned in 2.1, English taught at school has been often criticised as useless in that many Japanese people are incapable of expressing themselves in English even after studying it for six years. However, looking back at the history of the status of English in Japan—an academic subject which occupies a relatively high weight especially in university entrance examinations, the shift from grammar-translation method to a method to facilitate learners' communicative competence will require substantial time.

2.3 Teacher education system

2.3.1 Pre-service education for qualification as an English teacher

The requirement to be qualified as an English teacher at secondary schools (both in middle and high schools) in Japan is to major in English in a faculty of humanities or education at a university or a university of education, though there are some exceptions (e.g. occasionally an English teacher's certificate can be obtained in a department of economics, depending on each institution's regulation). The teaching certificates are graded into three types; Specialist certificate for an MA holder, Class 1 certificate for a university graduate and Class 2 certificate for a junior college graduate, and either the Specialist certificate or the Class 1 certificate is required to teach at the upper secondary level.

Apart from attending a school of education or a university of education, according to the requirements prescribed by MEXT, the teaching certificate course consists of subject-specific modules, general education modules including a two- or three-week practicum and some other modules on the Constitution of Japan, physical education, communication in a foreign language, and information technology (MEXT, 2006). As the subject-specific modules overlap with the ones necessary for earning a Bachelor of Arts (BA) degree, gaining a teaching certificate is a rather easy option even for students enrolled in a department of English literature and linguistics. Since the number of students who can enrol in a faculty of education or a university of education is limited, many English teachers are graduates of a department of English. In

order to find a permanent teaching job, candidates need to take an examination for employment: an exam conducted by each prefectural board of education to become state school teachers or the one administered by each school to work at private schools. The candidates who fail in the exam tend to work as contract or part-time teachers and seek permanent employment in the following year.

The five participants of this study were all Class 1 certificate holders at the time of the completion of their BAs. Practising teachers can apply for the Specialist certificate by earning required credits on a Master's, which was the case with one of the participants, who obtained an MA degree in a Japanese university. However, since the teaching certificate is issued by the board of education in each prefecture where a university lies, the accreditation of an overseas postgraduate degree depends on the judgement of each prefectural board of education. If the credits teachers obtained at universities overseas are not approved as equivalent to the ones from universities in Japan, the Class 1 certificate cannot be upgraded to the Specialist certificate. Although the aim of obtaining a Master's degree overseas might be entirely based on teachers' intrinsic motivation for their further development, external approval of their achievement can boost their motivation and confidence. Given the investment and effort of *transborder* teachers, they should not be treated as invisible entities. Their overseas qualification needs to be as equally approved as one obtained in Japan.

2.3.2 In-service training and education

Even though in-service training and education, as mentioned earlier, are fragmented and unsystematic in comparison to pre-service education, opportunities for further training or education for teachers are not necessarily limited; a large number of organisations, particularly in private sectors, offer different types of training/education including a one-day workshop on weekends, summer schools and a postgraduate course with evening and weekend sessions to accommodate full-time teachers. It is also possible to seek further chances outside the country, from a one-month language programme to a Master's course. In fact, two out of five participants in this study spontaneously chose to leave their jobs and pursue their further education in the UK. Due to a variety of courses offered by different types of

organisations, providing a complete picture of in-service training/education in detail is rather difficult.

Further, it is presumed that the in-service training/education system differs between state schools and private schools since each prefectural board of education manages state schools, whereas in private schools each school takes on the whole responsibility for providing in-service teacher training/education. For instance, one of my participants, who was employed by a private secondary school attached to a university, was asked to attend a national phonology conference with all of his colleagues even before his official contract started. Since the number of state schools far exceeds that of private schools—middle schools with 9637 state and 774 private, and high schools with 3604 state and 1320 private—this section focuses on in-service training/education for state school teachers.

Regardless of the abovementioned limitations, this section will provide sufficient information to understand the context that the participating teachers of the current study are involved in.

2.3.2.1 Mandatory training

According to a MEXT regulation (MEXT, 2015), once employed as a state school teacher all teachers need to take two mandatory in-service trainings in their first and eleventh year. These are called ‘Continuing professional development for new teachers’ and ‘Continuing professional development for teachers with ten years’ experience’ respectively. Although these are legally prescribed training courses which basically cover a range of topics such as subject matter, classroom management and student behavioural management, the detailed training content is left to the decision of each prefectural board of education.

Novice teachers employed at a state school are under conditional employment in their first year and work under the supervision of their mentor teachers, taking training sessions both inside and outside of their schools all through this year. After more than two decades since this system was introduced, considering the heavy workloads of mentor teachers, who tend to play multiple roles at school, the efficiency of the system can be seen as controversial. Although positive appraisal towards this training system exists

(Britton, Paine, Pimm & Raizen, 2003, cited in Schwille, Dembele & Schubert, 2007), how novice teachers develop is also affected after the completion of this one-year official training by guidance given in their second and third years. Hence, the working environment of novice teachers—supportive and encouraging attitudes from their mentors, head teachers and colleagues—will become a crucial factor for their subsequent development.

The other mandatory training scheme requires teachers with 10 years' experience to receive approximately 40-day training sessions: 20 days during the school holiday period (mainly in summer) at a prefectural training centre and another 20 days during the term time in their own school. The coverage of the former part of training varies widely, as I mentioned at the beginning of this section, while the focus of the latter part is placed on lesson preparation and teaching (MEXT, 2002b). The strength of this training scheme is that regardless of being mandatory, it encompasses some flexibility in that head teachers can incorporate trainee teachers' reflections and views into their training plans (MEXT, 2002b).

In addition to the abovementioned mandatory in-service trainings, MEXT implemented a new scheme, 'Teaching Certificate Renewal System' in 2009 (MEXT, 2015), under which every ten years all teachers or teaching certificate holders are required to attend a minimum 30 hours of 'certificate renewal courses' offered at universities approved by MEXT. In a study conducted before the implementation of this system, English teachers were not concerned about attending the courses but worried about their workload increase (Nakayama, Takagi & Imamura, 2010). Considering the reality of teachers' lives in Japan—that they are required to work as usual even during summer holidays (they are entitled to only five days off in the 40-day school summer-holiday period)—attending these courses most likely makes their workload heavier. Accordingly, what matters is not only increasing opportunities for training/education and improving its quality but also creating an optimal condition for teachers to make the most of the training/education.

2.3.2.2 Long-term in-service education

Opportunities for long-term in-service education are, as can be imagined, rather limited, but teachers are allowed to attend two-year postgraduate courses with official approval from each board of education. For example,

Hyogo University of Teacher Education accommodates approximately 150 in-service teachers from all over Japan every year (Hyogo University of Teacher Education, 2017). The institutions which teachers are sent to vary depending on the individual prefectural board of education they belong to. Regardless of the limited number of teachers who can pursue their postgraduate study under this scheme, attendees will unquestionably benefit from this learning experience, exempted from their work and being able to concentrate on their study.

The other opportunity is to utilise the system 'Postgraduate Study Leave,' which came into effect in 2001, aiming to expand opportunities for teachers to pursue a postgraduate course either inside or outside of the country to upgrade their Class 1 certificate to Specialist certificate. Although attendees do not receive any salary, their position is reserved for them up to three years (MEXT, 2016b). According to statistics provided by MEXT (2016b), the total number of teachers who were under this scheme between April 2001 and 2016 was 3,608 but the number 189 in 2016 is exactly a half the number of 2003, when the participant number reached its peak with 378. The implementation of this system has surely paved the way for teachers' further education but the declining number implies that this system needs revising.

2.3.2.3 Studying abroad

With the rise of globalisation, most universities in Japan offer their students a variety of SA programmes, ranging from a one-month summer course to a dual-degree programme at partner institutions abroad. This suggests that most English teachers nowadays have experienced studying abroad or at least have travelled to a foreign country. In addition, some of them can have further opportunities to study abroad either with or without financial support from a governmental organisation.

The two-month in-service education SA programme, which originally started in 1979 as a governmental enterprise, is a scheme to send experienced English teachers to institutions in the United States (MEXT, 2011d). As focused on in the studies by Kurihara and Samimy (2007), Lamie (2002) and Pacek (1996), the details of which are described in 3.5.4, these programmes used to be wider in variety in terms of the countries of destination and the length of study. The programmes gradually shrank and a one-year programme was

abolished in 2007 and a six-month programme in 2010 (MEXT, 2011d). In 2015, 30 English teachers participated in this two-month programme during the summer (National Center for Teachers' Development, 2015).

The other possibility for studying abroad is to utilise the abovementioned system ‘Postgraduate Study Leave’ (see 2.3.2.2). The latest MEXT statistics (MEXT, 2016b) show that the total number who studied abroad between 2001 and 2016 was 654, and in 2016, 31 teachers out of 189 in total were studying abroad (Although 22 English teachers were under this scheme, some of them might be studying in Japan. Thus, it is not possible to identify the accurate number of English teachers who were studying abroad). Along with the decline in the total number of participants, the number of those studying abroad has also been dropping; while accounting for 76–78 participants each year between 2003 and 2005, this number dropped only to 22–31 between 2014 and 2016. The number of teachers who studied in the UK was 23 in 2005 (the highest) and 6 in 2006 (the lowest). The introduction of this study-leave system has definitely expanded the opportunity for teachers to pursue their education overseas, since previously teachers had no choice but to resign from their permanent jobs when studying abroad. In spite of its significant contribution, however, there is a risk, as the statistics imply, that this system loses its value without revision, in particular without financial support for participating teachers.

2.4 Current direction

English education in Japan has been exposed to constant change since the shift of its goal towards an enhancement of learners’ communicative competence. Following the revision of the 1989 Course of Study, further emphasis on the improvement of learners’ communicative ability was worded as the development of “a practical ability to communicate in a foreign language” (MEXT, 1999). Under the current Course of Study, English is expected to be a medium of instruction (EMI) in high schools (MEXT, 2009b). In 2017, it was announced that English will be finally included as a mandatory subject in Year 5 and 6 of primary school in the new Course of Study (MEXT, 2017b).

Obviously, new policies are implemented with the purpose of improvement but they bring challenges for practising teachers. For example,

as Sakui's (2004) title of a journal article "Wearing two pairs of shoes" indicates, English teachers have been in a dilemma aiming to meet and satisfy all the demanding expectations. On the one hand, teachers have to try to accommodate the constraints such as entrance examinations, large class size, limited class hours, student behavioural problems and so forth (Sakui, 2004) and on the other hand, they need to implement communicative language teaching to meet the educational policy and expectations of the public. Although this dilemma might remain as long as English is taught as a school subject, it exists due mainly to teachers' desire for higher achievement of their students.

The change of policies inevitably requires some support for teachers. In the past, along with the revision of the 1998/1999 Course of Study, training at the national level was conducted between 2003 and 2007. This mandatory training programme, the largest scale training in the history of English teacher education in Japan, was part of the 'Action Plan to Cultivate Japanese Nationals with English Abilities' (see MEXT, 2002a, 2011d). All secondary level English teachers were required to attend a 10-day training course (consisting of a 5-day intensive training course during summer holidays and further 5 days during term time). In addition, currently a five-year 'Leaders of English Education Project,' launched as a part of 'Action Plan to Innovate English Education for Globalization' (MEXT, 2014a), is on-going, in collaboration with the British Council. This aims to educate the leader teachers nominated all around Japan in a central programme whose training outcomes have been cascading to the other teachers in the same region. In 2015, approximately 650 teachers (225 primary, 225 lower secondary, 150 upper secondary teachers and 50 ALTs) were involved in the central training (British Council, 2015a), which attained its primary goal—penetration of EMI (British Council, 2015a, 2015b).

As Japan will be hosting the 2020 Tokyo Olympics and Paralympics, the reform of English education and the enhancement of communicative competence of Japanese citizens are considered to be urgent necessities. The 'Leaders of English Education Project' will continue until 2019 and will in theory be cascaded to more than 60,000 English teachers nationwide. The number of ALTs, which decreased at the time of economic recession, is planned to return to 6,000 by 2020 (5,163 in 2017) (JET Programme, 2017).

When the fever of the Olympics is over, some consequences of these reform strategies will be revealed. What should be stressed at this stage is that planning the initiatives after 2020 is underway.

2.5 Conclusion

This chapter has reviewed the contextual background with which the participants of the current study are involved: the status of English in Japanese society, education reforms, English education and teacher training/education. As has been discussed, while achieving rapid economic growth Japanese society has been faced with numerous problems which have considerably influenced education policies and reforms. Since education constitutes an important part of a country and its policy and quality can determine the future of the country, Japan, a country which depends solely on human capital for further development, needs to reconsider the impact that education exerts on the nation and its people. Effective English education to enhance learners' communicative competence is one of the urgent agendas people wish to implement quickly. However, human change, transformation, or development requires time, and thus we need to avoid quick judgement on the effectiveness and outcomes of such change.

Chapter 3: Literature review

Introduction

Being qualified as a language teacher does not mean the end-state of learning but means opening a door for becoming a teacher-learner.

> Learning to teach – like teaching itself – is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can become (Britzman, 1991: 8).

As this definition expresses so well, being a language teacher will require life-long involvement in exploration for further development (Crandall, 2000; Graves, 2009; Mann, 2005) with the desire of approaching the ultimate goal of education, i.e. enhancing students' learning. Given that grand mission, how are teachers expected to develop, how do they want to develop and what does development mean for teachers themselves?

This chapter reviews and discusses the domains closely related to the professional development of language teachers, starting with the definition of teacher development. The areas covered in the remaining chapter are all indispensable and salient in an investigation into language teacher development: teacher cognition, reflective practice, teacher learning and study abroad. Section 3.4—teacher learning—delves into the specific elements including language teachers' proficiency and the gap between theory and practice, both of which have been long-lasting issues in the field of language teacher education. Section 3.5 explores the field of study abroad (SA), which reveals a new picture in the current multilingual/multicultural world. Finally, this chapter finishes with proposing a 'Model of Teacher Development,' a modified version of Guskey's 'Model of Teacher Change' (2002), which is used as a theoretical framework of the current study.

3.1 The definition of teacher development

'Training,' 'education' and 'development' are all critical domains for language teachers in their long professional lives. Following Widdowson's (1997) description, Crandall (2000) defines the nature of training and education as follows; training is "solution-oriented"(Crandall, 2000: 36), that is, in the

training "teachers are to be given specific instruction in practical techniques to cope with predictable events" (Widdowson, 1997: 121) and education is "problem-oriented" (Crandall, 2000: 36), more precisely, "a broader intellectual awareness of theoretical principles underlying particular practices" (Widdowson, 1997: 121). Whereas these descriptions succinctly capture the basic conceptual nature of teacher training and teacher education, teacher development will require more exposition to fully understand its nature.

As Crandall (2000: 36) states,

> Teacher development is a life-long process of growth which may involve collaborative and/or autonomous learning, but the important distinction is that teachers are engaged in the process and they actively reflect on their practices.

In essence, the widely agreed nature of teacher development is that it is 'bottom-up,' 'self-directed,' 'life-long' and 'reflective' (see also Mann, 2005; Richards & Farrell, 2005). Wallace (1991: 3) also suggests that "development is something that can be done only by and for oneself." Although all these key words and descriptions sound appropriate and desirable as traits of teacher development, in fact one question after another arises: when, what and how? When or at what stage should teachers do what for their further development? Will an opportunity be provided for teachers to become self-directed, reflective teachers? How can this development be measured?

While the combination of training and education does exist as a visible entity, development is in a sense invisible and elusive. Therefore, all the answers will need to be left to an individual since every teacher has taken and will undertake a unique developmental process and there will be no optimal path to maximise all teachers' development. Teachers will encounter opportunities to develop at various stages of their professional lives, which will require them to "make informed choices about what to learn and how to learn" (Nunan & Lamb, 1996: 156) as self-directed learners of teaching. Although the focus of teacher development has shifted from transmission to transformation (Kiely & Davis, 2010), the former should be an essential requisite to achieve the latter, as Richards & Farrell (2005: 4) state:

> Although many things can be learned about teaching through self-observation and critical reflection, many cannot, such as subject-matter

knowledge, pedagogical expertise, and understanding of curriculum and materials.

When a training or education programme focuses on mere transmission of knowledge, its impact is sometimes questioned, but involvement in training and education can directly or indirectly provoke and contribute to teachers' development depending on the quality of intervention. In sum, 'teacher development' can be something that teachers have to face, want to pursue and strive to achieve in their own way both inside and outside their classrooms as soon as they step into a classroom.

Individual differences in teachers' growth and the lack of a definite measure for its assessment might increase ambiguity in conceptualising 'development.' In addition, becoming a teacher involves a complexity of changes in all areas of being, i.e. thinking, feeling and acting (see Calderhead, 1988), which is challenging to capture in its entirety. Finally, development also encompasses teachers' mental lives, which might or might not surface in their daily practice. In the following section, taking the intricate nature of teacher development into consideration, two elements which Richardson and Placier (2001) say have particular significance in the domain of teacher development will be reviewed, i.e. teacher cognition and teacher beliefs.

3.2 Teacher cognition

Research on teacher cognition has emerged on the grounds that it is vital to understanding teachers' thinking and decision-making in the classrooms (Borg, 2006; Richardson & Placier, 2001). Following the shift in focus from behaviours to cognition in general education (Richardson, 1996), scrutinising teachers' invisible mental lives, or "what teachers think, know, and believe" (Borg, 2011a: 218), has also grown as a research agenda in second or foreign language (L2) teacher education. Johnson (2006: 235) highly appreciates its considerable contribution, stating "none is more significant than the emergence of a substantial body of research now referred to as *teacher cognition*" (emphasis in original). The upsurge of interest in this domain is due to the recognition that unravelling complex cognitive aspects will enrich our understanding of teachers and teaching and the accumulation of language teacher cognition

research is outward evidence of its impact on the research field (Borg, 2006, 2009a).

The major constructs of teacher cognition, 'knowledge, thought and belief,' might appear to be independent of each other, but as Borg (2006) cautions us, it is difficult to completely separate these, in particular the overlapping constructs of knowledge and beliefs. This has also been supported by several other researchers, such as Kagan (1990), Meijer, Verloop and Beijaard (2001) and Thompson (1992). Pajares (1992: 325) describes the close connection between beliefs and knowledge, highlighting the means by which teachers' beliefs enable or hinder the accessibility of particular parts of knowledge and:

> the potent affective, evaluative, and episodic nature of beliefs makes them a filter through which new phenomena are interpreted [...] They play a critical role [...] organizing knowledge and information.

Verloop, Van Driel and Meijer (2001: 446) support the notion of these constructs as overlapping and sharing fuzzy boundaries in practice when they state that "in the mind of the teacher, components of knowledge, beliefs, conceptions, and intuitions are inextricably intertwined." Woods (1996), in analysing the data in her study, proposed a construct BAK (beliefs, assumptions and knowledge) in an attempt to acknowledge this intertwined nature of conceptualisations already in the labelling. Indeed, as has been advocated, it would not be realistic to identify the explicit difference between these concepts. Reflection on ourselves will reveal that we are not always certain whether we are talking about our beliefs or newly gained knowledge through a training course. Since human minds are intricate in nature, the borderlines between each element might well be dotted lines. This underlines the need to gather in-depth and longitudinal data in the attempt to elucidate these aspects of human minds, such as disclosing the difference, for instance, between beliefs and knowledge.

Although acknowledging that beliefs and knowledge are entwined closely, the focus in this thesis is on teacher beliefs, which Kagan (1992: 85) considers "may be the clearest measure of a teacher's professional growth." It is thus essential to examine this concept since it is one of the key elements in the

theoretical framework of this study, which will be discussed later in this chapter.

3.2.1 Teacher beliefs

Beliefs are described as "often tacit, hav[ing] a strong evaluative and affective component, provid[ing] a basis for action, and [...] resistant to change" (Borg, 2011b: 370-371). Reflective examination of our own selves might lead us to recognise our existing beliefs. In our daily lives, however, we might not be cognisant of our beliefs exerting a strong influence on our thoughts and behaviour, let alone the existence of our beliefs. This would be true for both pre-service and in-service teachers in their process of learning to teach, if they have not gained an opportunity to reflect on their beliefs.

In the case of prospective teachers, their prior learning experiences are thought to exert a strong influence on constructing their beliefs about teaching. This well-known and frequently cited concept, Lortie's (1975: 61) "apprenticeship of observation," is considered to be more powerful than the impact of pre-service teacher education (Richardson, 1996). The "apprenticeship of observation" describes how the image towards teaching and teachers is embedded into prospective teachers due to the long period of time they spent in classrooms as students watching their teachers. It is generally assumed that this apprenticeship experience has a strong and lasting influence on the kind of teaching experienced as effective and on the tendency of (novice) teachers to teach as they were taught. Indeed, the "apprenticeship of observation" has been shown to inhibit the effect of pre-service teacher education (M. Borg, 2004). Although difficulty would lie in determining whether this is due to the weak impact of teacher education or the overwhelming effect of previous learning experiences, the studies by Johnson (1994) and Numrich (1996) reveal the substantial power that prior learning experiences exert on student teachers during their practicum. Johnson (1994: 450) notes that "moving beyond the apprenticeship of observation will require [...] access to and successful encounters with alternative models of second language teaching and alternative images of second language teachers." Likewise, Grossman (1991: 350) emphasises the necessity of pre-service teachers to be immersed in "extreme examples of innovative practices," aiming for the extremes to function as prevention from return into the state of 'as-I-was-

taught.' As these scholars argue, transformational pre-service teacher education might change adherence to traditional practices, but novice teachers might face the second 'apprenticeship of observation' if their careers start at schools in which change is unwelcome. Thus, innovation must be requisite in in-service education as well as pre-service education.

Several studies have investigated the impact of pre-service teacher education on changes in trainees' beliefs (MacDonald, Badger & White, 2001; Peacock, 2001; Pennington & Urmston, 1998; Urmston, 2003). MacDonald et al. (2001) investigated the impact of a Second Language Acquisition (SLA) course on prospective teachers' beliefs. They administered a pre- and post-course questionnaire from Lightbown and Spada (1995) with 28 undergraduate and 27 postgraduate students (9 out of 55 were non-native speakers of English) at a university in the UK. Although they confirm the change of beliefs in key areas promoted in the course, as they point out themselves further data to present belief change would have been needed to corroborate substantial change in trainees' beliefs.

Following a previous cross-sectional study (Pennington & Urmston, 1998), Urmston (2003) conducted a longitudinal study with 40 (the number decreased to 30 at the second administration of the questionnaire) BA in Teaching English as a Second Language students in Hong Kong. A questionnaire was administered at the beginning and end of their course to investigate the change in beliefs and knowledge of the participants through their three-year teacher education programme. The questionnaire consisted of five areas: language use, lesson planning and decision-making, teaching approach, professional relationships and responsibilities, and perceptions and values. Urmston (2003) concludes that, although a few changes were identified, the lack of change in pivotal areas of teaching is an indication that trainees' beliefs constructed in the educational context they spent longest in were resistant to change despite the BA programme policy to provide cutting-edge teacher education. Peacock's study (2001), which was also conducted in Hong Kong, offered further evidence of the minor effect of teacher education on pre-service teachers' beliefs.

However, caution is required in understanding these research results. First, as Borg (2006) points out, the validity of using questionnaires in probing

a change of beliefs is questionable. Especially when questionnaires are administered with a time lag of more than a year, keeping the same standard might not be easy for participants. Therefore, there is a possibility that a questionnaire result affected by a change in standard is interpreted as a change in beliefs. This is part of the difficulty of comparing two sets of data even if the data are obtained from the same cohort. Second, the perspective which participants employ can affect the results. For example, the answer towards a question such as 'It is better to learn a language in the foreign country' (included in the questionnaire in Peacock, 2001) can be understood differently depending on whether each participant employs a learner's or teacher's perspective. Therefore, another round of data collection after the start of teaching careers might have shown a different impact of pre-service teacher education.

In comparison with research on pre-service teachers, there is a dearth of research regarding the impact of in-service education on the beliefs of practising teachers. One exception to this is Borg's (2011b) study, which tracked the change of six practising teachers' beliefs through a full-time eight-week Diploma in English Language Teaching to Adults (DELTA) course. His study focused particularly on one of the three modules—Developing Professional Practice—one of whose aims was to enhance teachers' beliefs on teaching. A substantial amount of data was collected for this study: a pre-course questionnaire, six interviews, the DELTA coursework and written feedback from tutors. While cautioning readers regarding interpretation of the impact, Borg concludes the considerable impact of the DELTA course not as transformational change but developmental change. However, this might be a hasty conclusion, even if the definition of its impact varies (Borg, 2011b; Phipps, 2007), without observing any lessons of the participants in their original teaching contexts after the completion of the programme.

In a longitudinal study which stretched to nearly two years, Phipps (2009) reports evidence of the impact of in-service education on beliefs and practice of three practising teachers. His study investigated how the teachers' learning through their MA course at a Turkish institution affected their beliefs and practice in grammar teaching. The results show that the development process of each teacher is unique, non-linear and complex but with respect to the impact of in-service education, certain positive change was observed in their

beliefs and practice. He concludes that in-service education can facilitate teachers' development by providing a theoretical base and encouraging critical reflection on their existing beliefs and practice.

To sum up, teacher cognition research has shown that existing beliefs of teachers, which are generally resistant to change, exert a powerful impact on their teaching practice. As Phipps (2009) suggests, however, teachers' beliefs can be effectively enhanced through in-service education, particularly implementing aspects of awareness-raising on their existing beliefs and reflection on their beliefs and practice. Even though not every MA course will be organised as is in Phipps' study, long-term in-service education arguably has the potential to re-shape trainee teachers' beliefs.

3.3 Reflective practice

In teacher education, the efficiency of reflection has been widely acknowledged and its application is expected to contribute to teachers' further development (Crandall, 2000; Hacker & Barkhuizen, 2002). The concept of reflective teaching, dating back to John Dewey in the 1930s, became disseminated in the 1980s in teacher education and has also received increasing attention in language teacher education since around 1990 (e.g. Farrell, 2007; Johnson & Golombek, 2011; Richards & Lockhart, 1994; Wallace, 1991). Whereas the notion of reflective teaching has been assigned substantial importance in teacher education programmes worldwide (Farrell, 2007), its spread among practitioners still remains merely "a buzzword" (Farrell, 2007: 3) in many contexts, and its endorsement varies.

3.3.1 The definitions of reflection

John Dewey (1933), who has been the most influential scholar on the notion of reflection, characterises reflective thinking as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (1933: 9). According to Dewey, the engagement in reflective thinking can alter our intuitive take-it-for-granted activities to purposeful and spontaneous action, which in other words requires willingness to go through a sense of insecurity and a process of quest (Dewey, 1933). Referring to the underlying meaning of

reflection, Hatton and Smith (1995) pose a question on Dewey's view—reflection as problem-solving. Indeed, reflection might not be limited to solving a problem; reflection can take place even after successful achievement of a task (Boud, Keogh & Walker, 1985) for analysing the cause of success. Thus, reflection might not be necessarily problem-solving but it is clear that there always exists a spirit of exploration when reflection occurs. Whether the target is a problem, a question, or a puzzle and whether it is based on successful experiences or not, as long as teachers are motivated for further change, transformation or innovation, they will reflect on their experiences. The key is "problematizing the unproblematic" (Tsui, 2009: 421), which, as will be discussed later in this section, is one of the reasons dialogic and collaborative reflection is desirable.

After a long absence for interest in reflection, in 1983 Donald Schön brought the concept under the spotlight again (Farrell, 2007). He classifies reflection into two types: reflection-in-action and reflection-on-action (1983, 1987). Reflection-in-action is, put simply, to "think about doing something while doing it" (Schön, 1987: 54), which often occurs when teachers are faced with the unexpected moment that cannot be overcome by relying on past experiences and accumulated knowledge. The unpredictability of students' reactions in the classroom could make reflection-in-action an everyday process for teachers, who are generally required to be flexible and modify their instruction based on their moment-to-moment analysis in the classroom. This reflection-in-action appears to contrast with and to be a separate concept from reflection-on-action, "thinking back on what we have done" (Schön, 1983: 26). This decision-making to solve an on-going problem, reflection-in-action, should, however, in principle be inseparable from reflection-on-action; reflection-in-action, whether it was successful or not, ought to provoke reflection-on-action. As a concept, reflection-on-action is a retrospective action itself but it does not necessarily refer to the past only. Teachers will also engage in reflection-on-action in their preparation for future lessons (Zeichner & Liston, 1996), that is, the past will be reappraised for the improvement of the future. This is the third type of reflection, what Killion and Todnem (1991) call 'Reflection-for-action,' which is "to guide future action" (Killion & Todnem, 1991: 15).

Akbari (2007) criticises the current trend of reflective teaching, sharing Conway's (2001) viewpoint, that it focuses on the past only (i.e. reflection-on-action) and lacks imagination and creativity. However, by nature reflection is targeted to embrace the future as "a process that encompasses all time designations, past, present and future simultaneously" (Killion & Todnem, 1991:15). More precisely, borrowing the definition from a dictionary, fruitful reflection is comprised of not only "serious and careful thought" (Cambridge Dictionary: English Dictionary online) towards the past but also the dictionary notion of "throwing back (light, heat, or sound from a surface)" (Longman Dictionary of Contemporary English online) resonates with educational reflection as we might consider reflection also as 'the action or process of teacher' thought being thrown back from the past to future.' Following Farrell (2016), reflection-for-action seems to be solely directed for the future as a strategy to prepare for future lessons by predicting what possibly happens in the classroom. However, anticipation for future action should still be based on the past reflection-on-action. Reflective teaching has to be, thus, retrospection for the benefit of future activities, encompassing all the three reflective aspects, reflection-in, on and for-action.

In sum, it might be difficult to reach an agreement in defining 'reflection' as pointed out by Mann and Walsh (2013) not only because of the variety of existing definitions but because of its abstract nature and difficulty of presenting it in an optimal form. It is, as Boud et al. (1985: 19) state, "an important human activity in which people recapture their experience, think about it, mull it over and evaluate it" and it will "lead to new understandings and appreciations." In the context of teaching in particular, reflection has to be purposeful to achieve a better goal and also be rewarding; teachers need to be convinced of its effectiveness so that they take responsibility for making it effective. What is needed now is to bring the definition into practice as a feasible strategy. In that sense, Farrell's definition (2015) is more approachable, stressing the importance of data and corroboration with others:

> [Reflective practice is] a cognitive process accompanied by a set of attitudes in which teachers systematically collect data about their practice, and, while engaging in dialogue with others, use the data to make informed decisions about their practice both inside and outside the classroom (Farrell, 2015: 123).

His focus on ‘data’ and ‘dialogue,’ which is in line with Walsh and Mann (2015), is not so much an abstract definition as a clearer direction, which will set reflective practice more tangible boundaries.

3.3.2 Reflective teaching as professional development

Reflective teaching has been credited for its substantial effect on professional development (Farrell, 2007; Killion & Todnem, 1991; Zeichner & Liston, 1996). A range of effective forms of reflection have been advocated, from journal writing, action research, collaborative forms such as discussion groups and peer coaching (Farrell, 2007). Farrell’s (2016: 238) review of 116 studies selected from several databases and 58 academic journals shows that the commonly used reflective tools were, in descending order, discussion, journal writing, classroom observations, video analysis, action research, narrative and lesson study. With the advancement of technology, implementation of online tools such as ‘chat,’ ‘discussion forums’ (e.g. Farr & Riordan, 2012) and ‘blogs’ (e.g. Tang, 2012) are also gaining popularity to share experiences and facilitating interactions to enrich reflection.

The proponents of reflective teaching argue that its bottom-up nature is distinct from the traditional concept of professional development which attached importance on immersing classroom teachers with research-based knowledge (Farrell, 2007). That is, reflective teaching aims to provide teachers with the opportunity to “theorize and understand their work from the inside” (Cochran-Smith & Lytle, 2009: x) and its successful application will help practitioners to become “legitimate knowers and creators of knowledge” (Johnson & Golombek, 2011: 488) in their own context. Thus, in theory, the appropriate use of reflection has the potential to empower practitioners, but, regardless of general high appreciation of the concept, its application is not without problems (Walsh & Mann, 2015).

As Farrell (2007) acknowledges the need for further inquiry to resolve remaining problems, referring to Hatton and Smith (1995), there have been unsolved issues in reflective teaching over the years, such as its degree of systematicity and criticality, its focus on problems and its orientation towards action. The lack of a sound research-base as evidence arguably constitutes another problem (Akbari, 2007; Hoover, 1994). However, Farrell’s attempt to

offer elaborative research-based cases of reflective teaching (2007) and an example of successful exploitation of narrative inquiry—as one type of reflection—in Johnson and Golombek (2011) underline the efficiency of reflective practice. Mann and Walsh (2013, 2017) propose 'data-led and dialogic' reflective practice as a more fruitful and beneficial means of reflective practice.

I would argue, then, that the biggest issue surrounding reflective practice at this moment will be how reflective techniques can be shared with classroom teachers as practical strategies for their further development. In Johnson and Golombek (2011), the successful reflective practice of two teachers was part of their learning on their Master's courses. If reflection is a learned skill as suggested by Hoover (1994) and its aim is to enhance the acquisition of systematic and effective strategies to facilitate teachers' autonomous professional development in their later careers, then it follows that an introduction to reflective practice/reflection during a formal teacher education period is preferable. Although Hatton and Smith (1995) recommend the provision of techniques for reflective practice during the initial preparation period, engagement in various reflective strategies after gaining some teaching experiences—at the stage of in-service training/education—will also enhance its effectiveness. The rationale for this suggestion is twofold. First, it is due to the fact that 'experience' is an important element in reflection (Mann & Walsh, 2013). Second, acquisition of new theoretical knowledge during in-service training/education can provoke teachers' reflection on their previous teaching. This on-going reflection can, coupled with the reflective strategies, make reflective practice more concrete and feasible.

The potential that reflection carries for teachers' development is not to be dismissed. What should be avoided is, as Hobbs (2007) points out, to end up 'faking reflection' only to fulfil a requirement. Even if the significance of reflection or reflective practice is emphasised in teacher education, if teachers are not convinced of its usefulness, reflection becomes only a superficial slogan. Naturally occurring individual reflection is, without doubt, useful, but collaborative reflection with a certain purpose will be more fruitful, as has been widely advocated. One of the significant factors in determining whether teachers can become reflective practitioners or not arguably is the community they belong to.

3.4 Teacher learning

3.4.1 Language teacher education

Traditionally, language teachers were expected to acquire the basic knowledge and skills, and implement them effectively in the classrooms (Burns & Richards, 2009a; Freeman, 2002; Freeman & Johnson, 1998; Graves, 2009; Johnson, 2009a; Richards & Nunan, 1990). In line with this, the aim of language teacher education was simply to produce good language teachers. However, the upsurge of teacher cognition research in language teacher education from 1990 onwards (see Borg, 2003, 2006), following the trend in mainstream education, marked a remarkable shift in views towards language teachers. They are now seen as individuals who will not only 'do' but also 'think, inquire, solve a problem and make a decision' in the classrooms (Crandall, 2000; Johnson, 2009a) with their personal principles, philosophy and beliefs, formed by diverse experiences as learners and as teachers in classrooms (Freeman & Johnson, 1998; Johnson, 2009a). The status of teachers started to shift from "passive recipients of transmitted knowledge" to "active participants in the construction of meaning" (Crandall, 2000: 35). Thus, the 1990s can be called the decade of transformation in the field of language teacher education and its research.

As if they anticipated the new wave, at the very beginning of the 1990s, Richards and Nunan (1990) in a sense started the new era of language teacher education research (Borg, 2011a). They remarked that "the field of teacher education is a relatively under-explored one in both second and foreign language teaching. The literature on teacher education in language teaching is slight compared with the literature on issues such as methods and techniques for classroom teaching" (1990: xi). Their edited volume covered various themes such as the introduction of an 'education' perspective, the importance of more focus on teachers' cognition and the necessity of an inquiry-oriented approach in practice. Following this volume, other publications such as Freeman and Richards (1996), Tsui (2003), Borg (2006), Johnson (2009b), and Burns and Richards (2009b) have not only enriched our knowledge about but also provided new angles with which to approach language teachers, language teaching and language teacher education (Borg, 2011a). In her scrutiny of the

expertise of four experienced English teachers in Hong Kong, Tsui (2003) has enabled us to precisely picture teachers' professional lives and their process of development. Her analysis of one of her participants in particular, Marina, vividly depicts how an experienced teacher develops into an expert teacher by combining her practice and the theory acquired on the in-service education course.

The expansion of new perspectives regarding language teachers—what they used to be, are, and will be—has contributed tremendously to the development of the field. No teacher educators will disagree with the fact that the trend in language teacher learning is now towards 'transformation.' In reality, however, we might question how the slogan 'from transmission to transformation' is enacted. How is this new perspective introduced into language teacher education programmes, in particular MA programmes? And finally, here is the big question: what is its impact on trainees' development during the course and after their graduation? Investigations into these areas might be the next mission for teacher educators to tackle.

3.4.2 Language teacher knowledge

Under the wave of revolutionary change in language teacher education research, in 1998 Freeman and Johnson (1998), in their influential article in TESOL Quarterly, argued for the necessity of reconceptualising the teacher knowledge base in language teacher education. Their claim was that the content of language teacher education programmes was dominated by *disciplinary knowledge* (this is the same as *technical knowledge,* which will be discussed in the following section) such as the theories of applied linguistics, Second Language Acquisition (SLA) and related areas, and lacked the focus on teachers' practice and their process of learning and development: in their words, "what and how language is actually taught in L2 classrooms as well as teachers and students' perception of that content" (Freeman & Johnson, 1998: 410). Their strong contentions, such as "teachers are not empty vessels waiting to be filled with theoretical and pedagogical skills" (Freeman & Johnson, 1998: 401) and "it is evident that giving more research knowledge to teachers does not necessarily make them better practitioners" (Freeman & Johnson, 1998: 402) give an impression that they are disregarding traditional theoretical

knowledge. In fact, however, they were calling for the incorporation of *practical knowledge*, which is derived from practice.

Shulman (1987), in his categorisation of teacher knowledge, called this practical knowledge *pedagogical content knowledge*. Although his list of 'teacher knowledge' includes the seven categories—content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts and knowledge of educational ends, Shulman (Shulman, 1987: 8) notes that

> it [pedagogical content knowledge] is of special interest because it identifies the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction.

Freeman and Johnson (Freeman, 2004; Freeman & Johnson, 1998; Johnson, 2009a) argue for the legitimacy of practical knowledge, which they say should be incorporated into teacher education. As has been speculated (Freeman & Johnson, 1998; Johnson, 2009a), language teacher education programmes might not have changed drastically, but the movement to vindicate practitioner knowledge has gradually begun to take shape in the form of action research (Burns, 1999, 2009) and teacher research (Borg, 2009b, 2010). The principle of these approaches must have impinged on the content of the courses, and teacher educators will not dismiss the voices raised by fellow teacher educators.

Freeman and Johnson (2005) made their position clear in their reply to Tarone and Allwright (2005) that they do value theoretical knowledge. The mere provision of theoretical knowledge would not enable teachers to function in their classrooms, as Freeman and Johnson (1998) suspected, but Tarone and Allwright (2005) would be right in that experienced teachers who had little theoretical knowledge on applied linguistics, SLA and methodology might seek to acquire it, hoping that this type of knowledge would improve their classroom practice. There appears to be no doubt, then, that language teachers need both types of knowledge.

Therefore, what matters is to answer the question of 'what knowledge will teachers need to acquire, when and how?'

3.4.3 Teachers' language proficiency

The demanding nature of being language teachers, for a non-native language speaker in particular, is that they strongly feel a need to and are expected to achieve a high proficiency in the language they teach, on top of subject and methodological knowledge. Acquisition of high oral proficiency was not necessarily the prerequisite when the grammar-translation method was prevalent; however, the shift to the enhancement of learners' communicative competence has imposed a new challenge for non-native language teachers. Indeed, high language proficiency is deemed to be a necessary trait for excellent teachers (Lee, 2004; Liu, 1999; Medgyes, 1999), which underlies their confidence as language specialists (Murdoch, 1994). While the required proficiency is sometimes suggested or enforced officially (e.g. Japanese teachers of English are expected to achieve the minimum score of 80 in the TOEFL iBT), the goal which teachers set for themselves appears to point to a different direction, namely that of acquiring native-like proficiency.

A recent study conducted by Hiver (2013) illustrates a strong aspiration to achieving native-like proficiency, which may be representative of many non-native English-speaking teachers (NNESTs) implicit but deep desire. His study investigated Korean public school English teachers' motivation to engage in voluntary in-service education for their professional development. Their participation in a six-month government-sponsored course followed by postgraduate study was manifestation of these teachers' high motivation for further learning. Drawing on the 'Possible teacher selves' model (Kubanyiova, 2009) developed from the 'Possible selves' theory on L2 learning motivation (e.g. Dörnyei, 2005; Dörnyei & Ushioda, 2009), Hiver explored the role 'the ideal, ought-to, and feared language teacher selves' play in these teachers' motivation for their further development. The results reveal that these Korean in-service teachers all possessed a clear image of their ideal teacher self, interestingly, as a competent language user. Hiver (2013: 218) states,

> Numerous examples in the data, in fact, reveal that the primary perception – of teachers themselves and of their students, colleagues and society at large – of an English teacher's obligatory role is that of a

> native-like linguistic expert who, almost as an afterthought, is also an educator.

This result is surprising in that the primary motive of participating teachers for their development was not facilitation of their students' learning, but may not have been unexpected, given the crucial role that language proficiency plays in language teachers' careers, as stated earlier.

This issue of language proficiency of NNESTs has been part of discussions in the literature dealing with the dichotomy between native English-speaking teachers (NESTs) and NNESTs. The upsurge of focus on NNESTs, which began in the 1990s (see e.g. Braine 1999; Medgyes, 1994), is primarily aimed at highlighting the legitimacy of NNESTs as language professionals. The strength of NNESTs in comparison to NESTs has been emphasised both in the context of English as a second language (ESL) and English as a foreign language (EFL) (see e.g. Cheung & Braine, 2007; Kelch & Santana-Williamson, 2002); the common strength of NNESTs in both contexts is that NNESTs can become role models as language learners who have undergone the same path. However, whereas placing emphasis on the strengths of NNESTs is likely to endorse their capability as language teachers, ironically it has resulted in revealing their proficiency as a weakness.

It is often argued that many non-native speakers perceive native speakers as ideal models for their learning (Tokumoto & Shibata, 2011). It seems thus natural for English teachers, who have been educated and teaching with limited exposure to the language, to long for acquiring native-like proficiency. It being so, the question arises whether it is realistic and necessary for them to strive to attain this goal. This question refers to two distinct areas. First, it can be addressed to SLA, searching for an answer to whether a native-like competence is at all achievable. Although the possibility of acquiring native-like proficiency is controversial among researchers, in the study of Spanish/Swedish bilinguals, Abrahamsson & Hyltenstam (2009) conclude that complete native-like attainment for late adult learners is not possible. When even the people who have lived in the target language context for a certain period of time (in Abrahamsson & Hyltenstam the mean length of residence of participants in Sweden was 25 years) cannot achieve nativelikeness, how can teachers who have not lived in the target language context achieve native-like proficiency? Likewise, in the field of pronunciation research, the focus of research has

already shifted to intelligibility and away from native-speaker models (Derwing & Munro, 2009).

The second area addressed the current status of English; more specifically, the globalised spread of English has transformed its status to that of a lingua franca (ELF) (e.g. see Jenkins, 2007, 2009; Seidlhofer, 2001, 2005, 2009). Although the introduction of the ELF concept into the classroom will still be controversial, the current state of the world has already created the scenes for ELF, especially in English-speaking countries, which tend to attract many immigrants and international students. Indeed, the city of London can serve as a good example; immigrants including temporary residents with various linguistic backgrounds, whether they have achieved nativelikeness or not, are expected to use English in the official space. This obviously indicates that people need to be flexible and receptive towards differences, prioritising successful communication.

Regrettably, it seems unlikely that the reality in English-speaking countries and what has been discussed, researched and advocated in literature have altered the perceptions of NNESTs, as voiced in Hiver (2013). Thus, what needs reconsidering would be the quality of pre-service and in-service education; taking teachers' needs into consideration, attainment of high language proficiency should be stressed and facilitated. Further, opportunities for teachers to leave their daily circle and become temporary members of a multicultural community may enrich and broaden their views—by facing the reality that achieving nativelikeness is difficult and also experiencing how the target language is used by other non-native speakers in a multicultural community. This is, of course, not to suggest that teachers should not aim to achieve native-like proficiency but that a more realistic goal—achieving higher 'communicative capability' (Widdowson, 2016)—could be a rigorous alternative for non-native teachers. Having said so, as Timmis (2002) suggests, each of us, whether we are a teacher or a student, has the right to make our own choice.

3.4.4 Theory and practice

One of the widely acknowledged issues in education is the gap between theory and practice (Freeman, 1996; Mann, 2005; McIntyre, 2005; Widdowson, 2012). This is definitely true in the field of L2 teacher education. Hargreaves (1996: 1,

cited in McIntyre 2005) points out the lack of relationship between theory and practice, stating that "teaching is not, at present, a research-based profession. I have no doubt that if it were, teaching would be more effective and more satisfying." McIntyre (2005: 358) analyses the situation as follows:

> the gap between research and practice is wide, not primarily because educational researchers are self-indulgent or irresponsible in the kinds of research that they do or in the ways that they report it, nor because teachers are unprofessional or anti-intellectual in their approach to practice, nor even because of inappropriate organisational arrangements, but primarily because the kind of knowledge that research can offer is of a very different kind from the knowledge that classroom teachers need to use.

McIntyre's view regarding the two kinds of knowledge is in line with Ellis (2010) discussing the nexus between SLA and language teaching. He notes that 'technical knowledge' is for researchers and 'practical knowledge' for practitioners; the former "takes the form of laws that can be applied to many particular cases" and the latter "is not acquired scientifically but experientially and fully expressible only in practice" (Ellis, 2010: 184). He goes on to say that "'theory' as understood by researchers is also different from the 'theory' that informs teachers' actions." Indeed, classroom teachers need 'practical knowledge' and some practitioners might completely dismiss the validity of theory in practice (Borg, 2009b). The primary mission of teachers will be "learning to perform competently" (Brumfit, 1983: 61) but is 'technical knowledge' irrelevant to practitioners? The answer is evident since if it were, no discussion on this issue would have existed. The next question is, thus, how 'the gap should be bridged' or in Widdowson's words (2012) how "the gap should be closed." In discussing the solution, the general supposition will be the effective transfer of theory into practice (Hüttner, Mehlmauer-Larcher, Reichl & Schiftner, 2012) but an advanced view is that the relationship should be reciprocal (Ellis, 2010; Hüttner et al., 2012; White, 2015). This mutual interchange is, however, still in the evolutionary process and currently the key theme can be 'mediation.'

The first example of mediation is the role which can be played by teacher educators. Ellis (2010) highlights the crucial role of teacher educators in the unique framework he proposed in order to probe the nexus of theory (SLA theory in particular) and practice. His framework consists of four key players,

'SLA researchers, teacher educators, classroom researchers and teachers,' any of whom can possibly take dual roles (e.g. an SLA researcher can be a teacher educator). He emphasises the importance of a teacher educator's role as a "mediator" (Ellis, 2010: 186) besides the multiple roles as "transmitter," "mentor" and "awareness-raiser" (Ellis, 2010: 192). Although educational researchers often serve as teacher educators, this does not necessarily guarantee their success as mediators unless they are committed to doing so. For example, Angelova (2005), who was a lecturer of an SLA module in a Master's programme, has been a successful mediator. She managed to link theory and practice by offering her students a mini-lesson in a foreign language they had no previous knowledge about. Her innovative approach did help the students clarify language learning theories behind the pedagogy, which led to the creation of practical ideas, that is, integration of technical knowledge and practical knowledge. Angelova's study must have shed light on the role that teacher educators can play but, if we are allowed to be demanding, a further enquiry regarding the impact of the course on these students' future practice could have contributed to gaining a new insight into the nexus of SLA theory and teaching (Ellis, 2010). It could have not only revealed how acquired theory functions with practitioners in the classrooms but also raised new issues which teacher educators can work on as researchers. This could be one possibility for establishing bidirectional interchange between theory and practice.

Burns and Knox (2005), also as teacher-educators, demonstrate another possibility that teacher educators can play to help bridge the gap; they investigated how influential any newly acquired knowledge is on teachers' practices after a completion of a module on a Master's programme. They specifically focused on the impact of a grammar-focused module which largely dealt with 'systematic functional linguistics' on teachers' grammar teaching. Contrary to their initial expectation, their two participants, even the top students, were not able to reflect pedagogical implication of the module in their practice. The findings not only revealed that there are a number of mediating factors between teachers' action and knowledge about language but also led them to review and revise the module content. This type of follow-up investigation is indispensable but rather neglected based on the assumption that further education will achieve a positive impact on teachers. Therefore this

is an area teacher educators should explore further to benefit both the teacher-learners and themselves.

The other crucial player who can possibly 'mediate' at midpoint is the teacher but, regrettably, not all teachers can become mediators due to the requirement of both technical and practical knowledge. Widdowson (2003: 27) argues that "the value of theory is not that it is persuasive but that it is provocative. You do not apply it, you appraise it. You use it as a catalyst for reflection on your own teaching circumstances." Teachers can be reflective even without technical knowledge but they can grow into critical appraisers of their own practice by acquiring theories according to the developmental stages in their career. Ellis (2010) points out, referring to McDonough's (2006) study, that teachers generally focus on teaching rather than learning and input of theoretical knowledge could widen their perspectives, integrating more learner-oriented viewpoints. In fact, the participants of McDonough's study are postgraduate students, who should and can be mediators with sound theoretical input. The point is whether or not they are educated to become critical reviewers of theory, which is "one of the principal tasks of teacher education" (Newby, 2003: 17).

Theory might not have a direct impact on practice (Ellis, 2009, 2010; McIntyre, 2005) but theory is essential to expand teachers' views towards language teaching and to underpin their practice. Tsui (2009: 429) emphasises the importance of theory for "practicalizing theoretical knowledge"—"to make personal interpretations of formal knowledge, through teachers' own practice in their specific contexts of work." Teachers need to 'appraise' and 'mediate,' 'practicalize' or 're-theorise' theory, the process of which possibly requires a long time.

3.4.5 Teacher autonomy: an agent of change

Autonomy—"freedom from external control or influence" (English: Oxford Living Dictionaries)—might not be necessarily achievable for us as social beings. Especially in educational contexts, teachers are required to follow policies set by governments, institutions or departments. Furthermore, as McGrath (2000: 101) states, teachers "are typically expected to operate within a triangular structure of syllabus, examination and textbook." It is thus true

that "freedoms that autonomy implies are always conditional and constrained" (Little, 1990: 7). However, teachers still have freedom to act (or teach) based on their own interpretations of national and institutional policies, curriculum guidelines and textbooks (Benson, 2000). The issue here is, therefore, how teachers are able to maximise this freedom provided within the external constraints—"freedom from control" (McGrath, 2000: 102).

McGrath (2000) states that teacher autonomy can be defined from two perspectives: freedom from control, which was mentioned above, and self-directedness. These two are, in fact, inseparable, because freedom from control can be best achieved by self-directed action (McGrath, 2000), which will probably require determination, independence and responsibility as well as curiosity, effort, passion and motivation, to name a few. Although it might sound as though achieving autonomy necessitates massive commitment, autonomy seems to be learnable rather than a quality that we are endowed with naturally (Reich, 2002). This is in line with Little (1995) in that teachers' own experiences can affect their success in promoting their students' autonomy, which indicates the importance of not only teachers' own learning experiences but also teacher education.

It is, indeed, true that the responsibility for further development is left to teachers' autonomous choices once they are qualified (Smith, 2000). Although some teachers can achieve autonomy naturally by themselves, others need external facilitation (McGrath, 2000). Teacher education is definitely in position to trigger the potential to facilitate teachers' autonomy regardless of their developmental stages. Drawing on his study results, McGrath (2000) suggests that teachers' learning in the area of materials evaluation and design can increase teachers' critical judgment, which will potentially promote their autonomy. The area he suggests—materials evaluation and design—is one area out of a variety which teachers can be exposed to. Nevertheless, given evidence that teachers were growing into reviewers from being mere followers of teaching materials, this small step, as he gently asserts, can form a basis for achieving teacher autonomy.

Being autonomous can be facilitated both through teaching practice and teacher education. Yet, after undergoing a period of following textbooks as novice teachers often do, attending another education programme can inspire

teachers. They can establish and strengthen their autonomy as teacher-learners who always seek opportunities to learn and welcome challenges in order to develop.

3.5 Study abroad for further development

Many language learners would imagine or aim at visiting, studying in, or living in a country where the language they are learning is used as a native language. Study abroad (SA) experience is believed to be the moment "when knowledge of a foreign language becomes immediately relevant and intimately connected to lived experiences" (Kinginger, 2008: 1). As learning advances, each learner's goal might develop differently, but attaining a high proficiency in the target language is one of the primary goals of language learners. Hence, it is natural for language teachers who are generally successful language learners and who are specialists of the target language to long for studying abroad or to have experienced it.

3.5.1 Changing status of 'target language community'

The SA experience, i.e. a full immersion in the target language community through both classroom learning and life experience (Freed, 1995), is believed to contribute significantly to language learning (Mitchell, Tracy-Ventura & McManus, 2017). In addition to improvement of language ability, SA experience is believed to potentially reshape and widen SA sojourners' perceptions and views towards local people, the society and even the world. In the process of language learning, learners will create 'imagined communities' (Anderson, 1991) towards the target language society, and they will hold high expectations towards it even prior to SA. They would connect themselves to the target community through imagination (Pavlenko and Norton, 2007), envisaging being welcomed and merging into the community as legitimate members.

Contrary to this assumption, however, living in the target language country does not necessarily guarantee full immersion into it, since many factors, such as learners' personalities, living arrangements and local networks will determine the amount of their exposure to and interaction in the target language. As Dekeyser (2007) argues, interaction in the target language might

be far less than can be expected both quantitatively and qualitatively. Even so, SA provides unique learning opportunities different from classroom learning (Leonard and Shea, 2017) and will definitely accelerate language development. However, 'the target language community' appears to have been changing its status due to people's recent mobility.

In general, what is called 'the target language community' used to be and possibly is still believed to be native speakers of that language, but reality can completely contradict this expectation. As pointed out in 3.4.3, the UK is an appropriate example for demonstrating the contradiction. Looking at the current state of the UK, we realise that 'the target language community' has already evolved into a multilingual, multi-ethnic and multicultural community (Mitchell et al., 2017) with a large number of immigrants and international students in many cities. How many languages other than English can one hear when walking around a city for an hour? SA sojourners can possibly end up using their native language most of the time with only limited interaction in their target language. Even when they use the target language, this does not necessarily mean that their interlocutors are its native speakers. Regardless of a slight difference in the current state of each country, we might be moving into an era that needs reconsideration of the definition of 'a target language community,' at least in countries where the situation is similar to that in the UK.

3.5.2 From native speaker myth to mutual intelligibility

As discussed in 3.4.3, in classroom language learning settings, the type of language with which learners are immersed is, in most cases, the language produced for educational purposes, what is called 'standard' language or a native speaker model (Adolphs, 2005). However, in the real world, learners will not necessarily encounter people who speak the language they are familiar with in the classroom; many native speakers use a regional accent or a dialect. In addition, as discussed in the previous section, changes in demographic structure in many parts of the world, in English-speaking countries in particular, also affect the nature of 'the target language community' and many immigrants speak with their own accent. This new dimension of society has made the whole picture more colourful, in other words, more complex.

This reality might first come as a surprise, shock or disappointment for sojourners due to a large gap between this situation and their expectations. Questions arise as to how this unexpected reality affects sojourners' perceptions and views towards the target language (in the current study, English) and its society; importantly, whether it leads to an acceptance or rejection of this changed reality.

Adolphs' longitudinal study (2005) investigated the change in perceptions of international students in a UK university towards native speakers' English. She argues that exposure to the local variety of English led the participants to re-evaluate the concept of native speaker English and opt for what is called 'standard English,' which they had learned as native speaker English. At the same time, she notes that the students started to realise the importance of mutual intelligibility in their conflict between the local variety and 'standard English.' As Adolphs claims, lack of integration into the local community might have exerted a negative influence on student attitudes towards the local variety. However, I would argue that another factor possibly affected the students' choice for 'standard English' in aiming to achieve intelligibility: interactions with other international students. While pointing out the reality that much of the participants' interaction occurred with their peer international students, Adolphs did not refer to this in discussing the students' orientation towards mutual intelligibility. In addition to the encounter with the local variety of native speaker English, the interaction with other non-native speakers of English would have contributed to their orientation towards mutual intelligibility.

The orientation towards mutual intelligibility reconstructed in the host culture and through interactions with other international students will also require and nurture a 'tolerance of ambiguity' (TA). Although there is a long history in research on TA (for a recent review see Furnham & Marks, 2013), a well-established definition is the one by Dewaele and Wei (2013: 232), as "the capacity to perceive and process information that deviates from the usual patterns." This appears essential for residing in and studying in an unfamiliar environment in a foreign country. Dewaele and Wei (2013) conclude, based on their large-scale study investigating the relation between multilingualism and TA, that "the experience of having to survive in a foreign language and culture make individuals more tolerant of ambiguity" (Dewaele & Wei, 2013: 238). For

SA sojourners, therefore, the increased TA with open-mindedness towards the unfamiliar—both local and international varieties of English, and the new 'target language society'—is a great opportunity for broadening their perspectives and views, which is very difficult to achieve in a monolingual society.

3.5.3 Study abroad as in-service training/education

Language teachers' experience of SA or residency abroad will not only contribute to their language development but also be reflected and interwoven into their teaching philosophy or practice. However, research on the impact of SA programmes generally places the focus on university students and there is a scarcity of studies exploring the impact of SA programmes on foreign language teachers (Allen, 2010; Li & Edwards, 2013).

This paucity of research is not an indication of any lack of SA programmes targeting language teachers. Although a marked expansion of programmes will be required to meet the demands of teachers, as Grenfell et al. (2003) advocate, all European countries provide foreign language teachers with SA programmes in the target language context and so do the United States (Allen, 2010) and New Zealand (Roskvist, Harvey, Corder & Stacey, 2015).

With respect to English teachers, as a consequence of the global spread of English aligned with the demand of reform and innovation in English education, a multitude of tailor-made courses specifically designed to accommodate the needs of each cohort have been organised by institutions in Australia, Canada, New Zealand, the UK and the USA. In Japan, for instance, SA programmes have been offered both at the national and local level. A range of courses of varying length in English-speaking countries—two months, six months and one year—were available for secondary teachers sponsored by MEXT, which have been reformed into a two-month course in the USA. As an example of a local level programme, the Board of Education of Tokyo has launched a new three-month mandatory SA programme for all the secondary English teachers to attend in their third year. This came into effect in 2015.

In addition to these tailor-made SA programmes, there are numerous postgraduate programmes in Applied Linguistics/TESOL/ELT targeting pre-

service and in-service English teachers worldwide. In the sub-sections below, the impact of SA experience will be reviewed.

3.5.4 Tailor-made study abroad training courses

Generally SA programmes sponsored by official organisations (e.g. the Ministry of Education and Higher Education institutions), whose course design can slightly vary depending on the needs of the participants, primarily aim to facilitate 1) acquisition of new teaching methodology, 2) improvement of language proficiency and 3) cultural understanding of the hosting country (Allen, 2010; Conway & Richards, 2007; Kurihara & Samimy, 2007; Li & Edwards, 2013). Though the duration of the training course diverges from several weeks to one year, it is reported that even a rather short programme exerts considerable influence. Allen (2010), in her investigation of a three-week course in Lyon, France, with 30 French teachers from the USA, discovered a significant effect from their participation, which triggered the motivation of some attendants for further professional development as well as achieving the goals listed above. Conway and Richards (2007) also report the successful learning transfer of 8 Chinese teacher trainees in a three-week course at a New Zealand university, which was elaborately designed based on the participants' pre-course needs assessment. Their during- and post-course data through reflective writing highlighted the usefulness of reflections for both trainees and educators. Although the findings of these studies would have been more convincing if they had included in-depth data (e.g. a face-to-face interview), they contribute to our understanding of the validity of even a short-term SA programme for teacher development. Thus, while comparatively little attention has been paid to the impact of such short SA courses, it would seem that their value should not be underestimated.

Aiming to assess the impact of a three-month SA programme at a university in Britain on Chinese secondary teachers, Li and Edwards (2013) conducted an in-depth qualitative study with extensive data—interviews, focus group discussions and classroom observation. What enriches their study is the inclusion of outsiders' views: interviews with head teachers and heads of the English Department, and focus group discussions and classroom observation with non-participants. The multi-perspective data enabled the researchers not only to witness the participants' implementation and localisation of new

approaches acquired on the professional development course but also to understand the constraints that teachers faced from an objective viewpoint. The findings are not limited to the successful outcomes of teacher learning and innovation of the classes but include the cascading effect to the participants' colleagues. Their transformation inspired and stimulated non-participating teachers, which was anticipated.

Compared with the research reviewed above, the SA programmes Kurihara and Samimy (2007), Lamie (2002) and Pacek (1996) focused on were long-term courses ranging from 6 months to one year. These programmes were sponsored by MEXT and organised in collaboration with the institutions where the training courses took place—the first with a university in the USA and the other two with the University of Birmingham in the UK. Pacek (1996), aiming for the improvement of the MEXT training course through engaging with the participants' negative comments, conducted post-course assessment questionnaires with 56 previous trainees. His study examined whether the participants' positive attitudes towards their learning and their enthusiasm for innovation would remain as they were even after their return to teaching. The results overall were positive (36 positive out of 43 responses) as was the feedback of the on-going course evaluation conducted every ten weeks—questionnaires and focus group discussions. However, Pacek (1996) discovered that not only the seven respondents who failed to implement their new knowledge and skills but even the trainees who managed to incorporate some elements of their learning encountered problems such as students' resistance towards these unfamiliar teaching methods or external pressures from their colleagues. Drawing on these negative replies and even some critical comments regarding the course, Pacek emphasised the necessity of increasing the relevance of the programme to participants' educational and cultural backgrounds. He also went on to say that raising the awareness of tutors concerning the difference in the two educational systems might contribute to the improvement of the course.

In her longitudinal study with four Japanese teachers of English, Lamie (2002) investigated the participants' changes in attitudes, adopted methodology and teaching practice towards a 'communicative' shift based on the data collected at three phases—pre-, during, and post- course—by triangulating the methods: observation, attitude and methodology

questionnaires, and semi-structured interviews. She developed a 'Model of Change,' which has six key impact areas—Personal Attributes, Practical Constraints, External Influences, Awareness, Training and Feedback, among which 'Training' was proved to be the most influential factor. Accordingly, the results are the evidence of the efficiency of the training programme designed to fulfil the educational needs of the participants' teaching contexts.

Kurihara and Samimy (2007), acknowledging the significant contribution of the studies by Pacek and Lamie, delved further into the way participants overcame external constraints for the innovation of their practice on their return. The findings not only enrich our understanding with teachers' own voices but also reveal that some returnees play a role of 'mediators' in attempting to bridge the gap between their ideal practice and the reality they had to face. Kurihara and Samimy (2007) claim that understanding teachers' reconciliation process of newly learnt knowledge and actual teaching contexts will be indispensable for the improvement of a teacher education programme.

The studies by Pacek (1996) and Kurihara and Samimy (2007), in comparison to the one by Li and Edwards (2013), present more constraints that the returnee teachers encountered but this can be explained by the time elapsed between these studies, which might suggest that English teachers are becoming more open to innovation in their practice as a result of recent waves of reform.

In sum, the conclusion we can draw from these studies is the critical impact that tailor-made SA programmes exert, regardless of the length, on language teachers. Yet, this also poses the question whether the SA experience can be considered as a genuine life experience. The distinctive feature of these tailor-made courses is that the whole programme is fully designed to meet the needs of each cohort from academic phase to life experience. As Li and Edwards (2013) state, the programmes reviewed here aim to promote the improvement of participants' language proficiency and further their cultural understanding by the immersion into the hosting society (e.g. accommodation in British families in England), which can be contrary to the reality. With the rapid growth of mobility of people, the institutions where these SA programmes were offered have been increasing their multi-culturality with the influx of international students and their societies with immigrants. Immersion

with the people of diverse backgrounds might affect participants' views towards language, the society and even their views towards language teaching. Although Li and Edwards (2013) argue that programme participants' learning will be reinforced by their immersion in the target language and culture, should the immersion of these participants, in fact, be called into question? We may argue that they are in a protected bubble which is slightly segregated from the real world. To be more specific, the case may be different if half of this programme consisted of the modules offered in the MA Applied Linguistics/TESOL/ELT at that institution, in which the majority probably are international students.

This is not to deny the evidence of a positive impact of tailor-made SA programmes, but it does leave an impression that the participants might have missed an opportunity to enjoy more of the concentrated "complexity of the modern globalised multilingual world" (Dörnyei & Ushioda, 2009: 5). In comparison, attendees in MA programmes are required to build up their life in a new environment from scratch, which can present a different picture in their learning and life experience.

3.5.5 MA Applied Linguistics/TESOL/ELT

As mentioned in the introduction, higher education Institutions in English-speaking countries—Australia, Canada, New Zealand, the UK and the USA—have been attracting English teachers from every corner of the world, in particular what is called NNESTs, to their postgraduate courses. This is an easily foreseen phenomenon judging from the fact that NNESTs consist of 80 percent of English teachers worldwide (Canagarajah, 2005). The demographic configuration of each country or each institution will vary, but, for example, at my institution, 78 out of 91 MA students in Applied Linguistics/TESOL/ELT were NNESTs (in the year 2016–2017). It also would not be too much to say that most, if not all, NNESTs who are involved in teaching English will aspire to living and learning in the target language context, aiming for their improvement both as language teachers and language learners. This increase of NNESTs on Masters programmes in English-speaking countries has led to questioning the quality of the courses—whether or not they accommodate the needs of NNESTs (Kamhi-Stein, 1999, 2000; Liu, 1999). As I mentioned in the introduction chapter, however, this thesis focuses not so much on non-native

speakerness, that is, the dichotomy between native speakers and non-native speakers or pros and cons of being a non-native speaker as on the developmental trajectories of *transborder* teachers through their SA experience. Accordingly, the discussion here will be mainly confined to the impact of MA programmes on trainee teachers.

The modules offered on MA programmes vary in each institution and department where each course is based, as described in more detail in 4.3.1. Although some universities also have their strengths in particular domains, the core teaching content focuses on language teaching methodology and various areas of applied linguistics, such as language acquisition, teaching the four skills, sociolinguistics, psycholinguistics, discourse analysis, vocabulary and assessment. However, in discussion of the impact of MA programmes on *transborder* teachers, the validity of SLA theory in practice is one area of attention in the literature. Although its applicability into the classroom has always been controversial, most MA Applied Linguistics/TESOL/ELT programmes embrace SLA based on the assumption, as Ellis (2009) states, that knowledge about language learning and acquisition is essential for language teachers. However, the lack of attention towards learners' socio-cultural factors tends to bring about argument regarding its validity. For example, Liu (1999) concludes that SLA and teaching methodologies offered on the MA course at a university in the USA are irrelevant in the context where English is taught as a foreign language, drawing on the research results which show only one-third of non-native MA students acknowledged the effectiveness of these modules.

Similarly, in an in-depth case study through the dialogical investigation between the SLA module instructor and one international student, Lo (2005) found a deep discrepancy in their perceptions towards theory and practice; whereas the instructor perceived that researchers advocate theory and teachers apply it to practice, the trainee-teacher considered that research should underpin classroom teaching. The dissonance between the two camps caused the trainee's feeling of resistance and consequently dismissed the impact of SLA course on her practice. Lo (2005) advocates that SLA instructors need to devise effective ways to maximise the learning outcomes, taking into account the gap in theoretical orientations lying between two parties, researchers and practitioners.

As discussed earlier, the transformational approach proposed by Angelova (2005), with its incorporation of mini foreign language lessons to link SLA theories and practice, promoted her students' more effective internalisation of theories. In addition, her students' development of sensitivity towards learners' feelings in language learning is noteworthy. Although her students were mostly native-speaking experienced ESL teachers, regardless of the nationalities or teaching contexts, this type of innovative approach to practicalise SLA theory will bridge (or close) the gap between theory and practice as well as maximise the relevance of acquiring theoretical knowledge. This is, as also discussed earlier, a successful example of a mediator role played by a researcher and teacher educator. As to a mediator, not only SLA instructors but teacher-trainees who attend an MA course, as a responsible agency in the classroom, will be required to reconsider the relation between theory and practice—not to apply but to appraise (Widdowson, 2003). In other words, trainee teachers will need to make the most of the acquired theoretical knowledge by thinking and evaluating theory critically. Their growth into a critical appraiser or mediator of theory should be considered as real learning and a desirable learning outcome of gaining an MA degree. It might be time, therefore, to move on from the perspective that 'theory has to underpin practice' to 'theory underpins practice and functions as an initiator to activate thinking, which enriches practice.'

In response to the criticisms towards irrelevance of TESOL programmes for NNESTs, for instance, the University of Pennsylvania has instituted an introductory course to provide a support for the learning of non-native speakers (Carrier, 2003). This type of institutional support and teacher educators' effort, as is seen in Angelova (2005), will be indispensable to optimise trainees' learning. However, it also should be borne in mind that trainees are responsible for their own learning under a different educational system in new circumstances; the very difference can be what they wanted to be exposed to and what can ultimately facilitate their development.

Higher education institutions in English-speaking countries have been attracting a large number of prospective and practising English teachers to their MA courses. As discussed above, some studies have revealed both possible shortcomings of those courses and attempts to incorporate a new approach for enhancing students' learning. Nonetheless, the amount of

research investigating the contribution of MA programmes to the participants' subsequent teaching practice and development is considerably limited. Accordingly, this should be an area of study which gains more attention since teachers as well as students are key players in the classroom.

3.6 Theoretical framework – Model of Teacher Development

As explained in the introduction, the primary goal of this research is unravelling the developmental trajectory of experienced language teachers who have voluntarily pursued a postgraduate course in Applied Linguistics/TESOL/ELT as their in-service education. This study asks several questions: what impact can such an MA programme exert on teachers? How do they develop and in what way? Does the MA programme meet the expectation of participating teachers? To seek answers, I devised a 'Model of Teacher Development,' which is a modified version of Guskey's 'Model of Teacher Change' (2002). Although much research has been conducted and discussed under the umbrella term 'teacher change,' in my model preference was given to the term 'development,' since 'change' and 'development' are compatible and interchangeably used as with other words such as learning, growth and improvement (Richardson & Placier, 2001). This choice was carefully made on the grounds that the motivation of *transborder* teachers for studying abroad will be, according to definitions of the respective words (English: Oxford Living Dictionaries), "to become more advanced" (development) rather than "to become different" (change).

3.6.1 Guskey's 'Model of Teacher Change'

Guskey (1985, 2002) proposed a 'Model of Teacher Change,' in which the three primary outcomes of professional development activities, viz. 'change in teachers' classroom practices, change in students' learning outcomes, and change in their attitudes and beliefs' play a significant role in the change process (see Figure 3-1). Guskey (2002) emphasises that teachers' change occurs by witnessing their students' improvement through the transformation of classes, which consequently changes teachers' beliefs and attitudes. That is, Guskey (1985, 2002) considers the third component 'change in students'

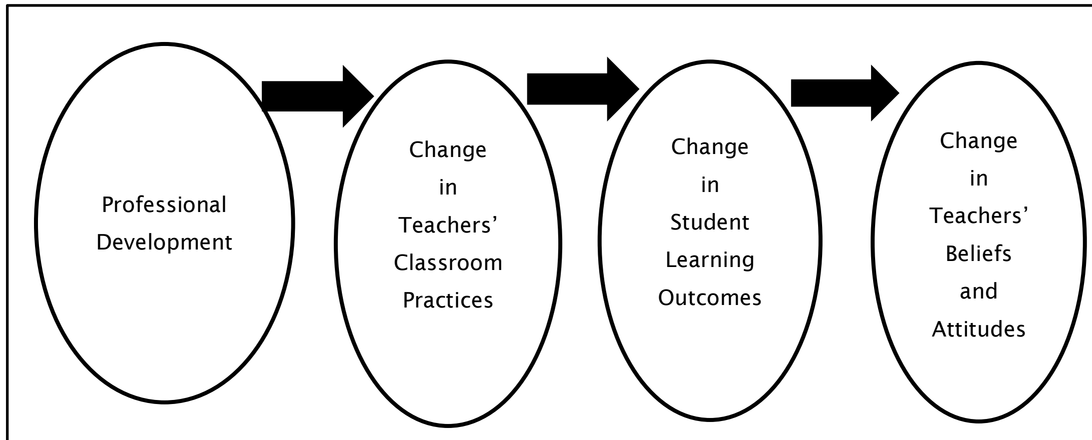


Figure 3-1 Model of Teacher Change (Guskey, 2002)

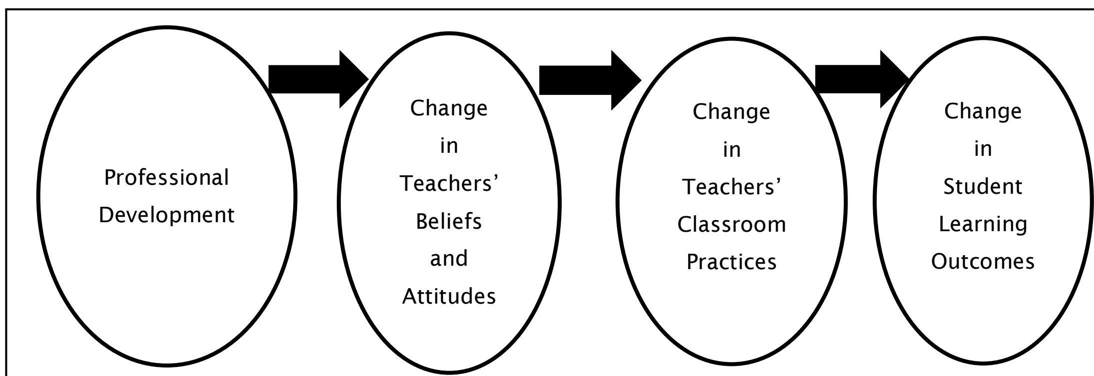


Figure 3-2 Traditional model of teacher change

learning outcomes' as a critical factor in teachers' successful change, stating this as follows:

> The crucial point is that it is not the professional development per se, but the experience of successful implementation that changes teachers' attitudes and beliefs. They believe it works because they have seen it work, and that experience shapes their attitudes and beliefs (2002: 383).

Contrary to Guskey's proposed model, the traditional pervasive model differs in the sequence of the three elements; 'change in teachers' attitudes and beliefs, change in teachers' classroom practices and change in students' learning outcomes' (Guskey, 2002) (see Figure 3-2). Guskey's advocacy of this new model is based on his own investigation on school teachers' changes after

participation in an in-service workshop (1984). Whilst the teachers who saw learning improvement of their students increased their motivation and responsibility for their teaching, similar changes were not observed among the teachers who did not introduce new procedures or attempted to implement but did not experience their students' improvement. He concluded that change in teachers' beliefs and attitudes occurs when training and its implementation has brought about positive improvement in students.

Guskey's model is persuasive since it takes into the account the fact that teacher beliefs are rather static and resistant to change. However, for example, in language teacher research, as discussed earlier in this chapter, Borg (2011b) confirms the considerable impact of a DELTA course on practising teachers' belief change. Unfortunately, Borg's study has a weakness in that it lacks the data from trainees' actual practice in their original teaching contexts after the completion of the programme, but at least upon the completion of the DELTA course, the existence of change in beliefs was verified. This leaves the possibility of considerable impact of an in-service education programme on teachers' beliefs.

Of interest for some researchers in discussing teacher change is, as discussed above, the sequence of two factors, or "whether changes in beliefs precede or follow changes in practice" (Richardson & Placier, 2001: 919) after training/education. However, what matters should not be only the sequence but how trainee teachers make the most of their learning at various stages of their developmental process. Theoretically, the in-service education programme should be powerful enough to alter teacher beliefs simply by completion of the course and teachers' transformed classes based on their new beliefs should bear a fruitful outcome: improved student learning. Student achievement will bring teacher satisfaction and further motivation for the teachers' own development. In reality, however, transformation of their classes is not so straightforward. Teachers will need to assess various conditions right in front of them, from teaching contexts to their students' level. In the worst case, teachers may dismiss their new approach and return to their safety zone. Accordingly, in discussing teacher development, the complexity that teachers must confront and overcome must be well considered.

3.6.2 Model of Teacher Development

Taking the complexity of human change and the perspectives underlying the two types of teacher change discussed in the previous section (i.e. Guskey, 2002 and Borg, 2011b) into account, I devised a 'Model of Teacher Development' for this research project, presented in Figure 3-3. The basic concepts underpinning this model are the following:

1) The one-year MA programme has a powerful impact on teachers' beliefs since their attendance in the MA programmes originated from their strong desire to improve their practice. Through their academic and personal life experiences in a foreign country, their 'provisional new beliefs' will be established upon the completion of their MA courses. Their new beliefs can be solid on the completion of their degrees but also can be fragile as they haven't been exposed to classroom reality.

2) Teachers will introduce new approaches with the expectation of transforming their classes based on their provisional new beliefs,

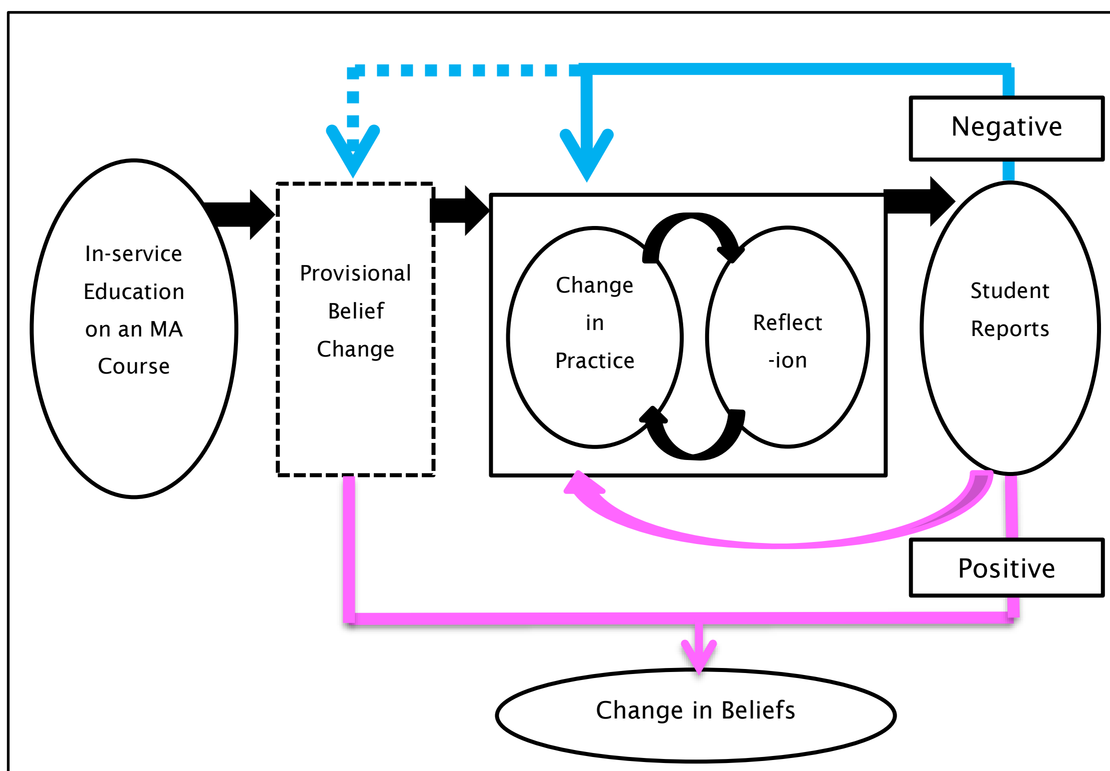


Figure 3-3 Model of Teacher Development

attempting to implement their learning outcomes (e.g. knowledge, ideas, and classroom activities acquired on the course, shared with their MA colleagues and created through their module assignments).

3) Teachers will reflect on their practice, referring to their learning and provisional beliefs as well as evaluating the effectiveness of their new approach. Strategies for reflection such as peer observation and video recordings of their lessons can be of great help if employed.

4) The development process of teachers will be cyclical rather than linear and may well require sustained time. As Thompson (1992: 140) argues, "the relationship between beliefs and practice is a dialectic, not a simple cause-and-effect relationship;" it is predicted that teachers' provisional new beliefs and practice might conflict.

5) Positive feedback on students' reports will solidify teachers' provisional beliefs into new beliefs and will accelerate further improvement of practice. On the other hand, in the worst case, students' negative feedback contains the risk of abandoning new approach against their provisional beliefs. However, if teachers' provisional beliefs are solid, negative feedback will be reflected in the improvement of classroom activities. If teachers can be persistent in repeating this procedure, eventually they can reach the final stage.

Needless to say, all the stages which the teachers go through will be of significance in their process of development but above all, their learning on the MA programme will exert a powerful impact at every stage of their growth.

The other critical factor, as Guskey (1984, 1985, 2002) contends, will be students' learning outcomes, which in this model are 'student reports.' It would be desirable if there were also exams to evaluate students' learning outcomes. However, as Fenwick (2001: 63) asks, "[C]an students' outcomes be used in valid and responsible ways to evaluate and improve teaching within today's complex academic environment?" The process of choosing an optimal assessment approach including the effective use of its results must be dealt with caution. Taking into consideration that each assessment approach has pros and cons (Fenwick & Parsons, 2000, cited in Fenwick 2001), student

reports, in which students are to assess not the teachers but the efficiency of learning activities, are considered to be an effective tool.

Although facing student feedback can be challenging for the teachers involved in the research, this stage can be a pivotal point for teachers' development. In general, even enthusiastic teachers, depending solely on their own theories in judging learners' expectations, tend to abandon new implementation without any objective evidence (Kubanyiova, 2009). Accordingly, not only will student feedback contribute to raising the quality of lessons as a source for reflection but will also solidify teachers' provisional beliefs which were reconstructed through their in-service education. This is a hypothetical model of teacher development but the teachers who have reached the final stage of this model will grow into teacher-learners who will be motivated about and take responsibility for further learning.

3.7 Conclusion

Teacher development carries salient meaning for teachers themselves and ultimately for their students. The mission teachers are to achieve might be incredibly huge, as Hiver and Dörnyei (2017: 405) metaphorically state that "Teachers are, in a sense, the architects of society." Although it is highly likely that teachers are treated as finished products as soon as they gain official qualifications, it is actually the beginning of their new journey as teacher-learners. It is of course possible for teachers to develop through their practice; they can grow into reflective and autonomous practitioners in their own community. However, external stimuli—training and education—will also inspire teachers and create a basis for their continuing professional development. Above all, when language teachers spontaneously choose the challenge of enrolling in a postgraduate course in the target language context, their learning and life experience can significantly affect their beliefs and subsequent teaching practice. Accordingly, coupled with the 'Model of Teacher Development,' the areas covered in this chapter will provide a basis for the investigation of teacher development.

Chapter 4: Research methodology

Introduction

This research project is a qualitative multiple case study exploring the developmental process of Japanese *transborder* teachers, who have undertaken higher education in the UK. Taking the complexity of human growth into account, data were collected for up to two years in order to capture in depth the transformational trajectory of participating teachers. This follows van Lier's (2005: 195) evaluation that "Case study research has become a key method for researching changes in complex phenomena over time."

This chapter aims to demonstrate how the research questions are investigated and describes the research methods, the research participants, the process of data collection and analytical procedures. Finally, the chapter discusses the practical constraints of this type of longitudinal investigation of teachers' experiences.

4.1 Research orientation: ontology and epistemology

In exploring the social world, researchers' philosophical viewpoints, namely ontological and epistemological orientations, decide the nature of inquiry, in which researchers follow "a basic set of beliefs that guide our actions" (Guba 1990: 17), that is, a paradigm. According to Guba (1990), the answers towards the following three questions set our paradigm.

(1) *Ontological*: What is the nature of the "knowable"? Or, what is the nature of "reality"?
(2) *Epistemological*: What is the nature of the relationship between the knower (the inquirer) and the known (or knowable)?
(3) *Methodological*: How should the inquirer go about finding out knowledge? (Guba, 1990: 18)

Although different paradigms have been advocated, as is the case with theory in any field, I would like to clarify my research orientation by answering the above questions, contrasting the two most distinctive paradigms—*positivism* and *constructivism.*

According to Guba (1990), *positivism* ontologically defines social entities as objects that are independent of other human beings, viz. researchers. Therefore, epistemologically, researchers take the position that they cannot interact directly with the inquired. Based on these assumptions, researchers empirically test hypotheses formulated before examination. On the contrary, *constructivism* is the paradigm with the ontological assumption that the existence of social entities is constructed through other humans' interpretation, the range of which can be diverse. Its epistemological orientation is that researchers and the researched collaborate to construct knowledge but that the researchers' subjectivity affects knowledge construction. Thus, methodologically, constructivism is very flexible, aiming to obtain as much information from the inquired as possible to achieve sophisticated knowledge construction.

It is possible to classify research in a more simplistic way such as quantitative vs. qualitative; specified that this project is a qualitative study at the beginning of this chapter. That being said, answering Guba's three questions reaffirms what I am aiming to achieve through my investigation. My answers conclude that I am *constructivist* in this study, one who attempts to "*reconstruct* the "world"" (Guba, 1990: 27, emphasis in original) of the *transborder* teachers through my lens and my interpretation as a researcher.

Although the rise of a different paradigm has caused paradigm 'wars,' notably *positivists* vs. *constructivists* (Lichtman, 2014), in the world of social sciences, we would need to remember that we, researchers, are dealing with humans. Even if we are positivists, as Bryman (2012) cautions us, research in social sciences is not pure science, which is why we need to answer Guba's questions. It reminds us where we stand as a researcher in the field of social sciences.

4.2 Research approach

The thrill of being involved in qualitative research (either as a researcher or as a reader) can be "*understanding the meaning people have constructed*" (Merriam, 2009: 13, emphasis in original). In order to understand and share the participants' experiences—feelings, thoughts, beliefs, joy, and struggles—in their process of professional development or in constructing their world as a

language teacher, a qualitative case study approach has been employed. The decision for this orientation is based on the understanding that human development is not necessarily a linear process and is intricate in nature, with the interplay of numerous aspects a human being possesses. It was thus imperative to choose a qualitative approach to achieve the research goals of the current study.

4.2.1 Qualitative case study

Although Yin (2009: 3) notes that "Using case studies for research purposes remains one of the most challenging of all social science endeavors," case studies have been used in many disciplines such as education, psychology, sociology, business, economics (Yin, 2009) and applied linguistics (Duff, 2008; van Lier, 2005) including SLA studies (Mackey & Gass, 2005).

If we turn to the definition of a case study, Stake (1995: xi) defines it as "the study of the particularity and complexity of a single case." Merriam (2009: 41) states that a case study is "the unit of analysis, *not* the topic of investigation" (emphasis in original). These rather abstract definitions are clarified by Punch (2009: 119) as follows.

> The basic idea is that one case (or perhaps a small number of cases) will be studied in detail, using whatever methods and data seem appropriate. […] the case study aims to understand the case in depth, and in its natural setting, recognizing its complexity and its context. It also has a holistic focus, aiming to preserve and understand the wholeness and unity of the case.

Although a case study is not limited to qualitative inquiry, in many cases it tends to be qualitative due to its nature, as Punch (2009) described, that it aims to scrutinise an individual thoroughly.

The following are the main features of a case study commonly identified in the literature (Cohen, Manion & Morrison, 2011; Dörnyei, 2007; Duff, 2008; Lichtman, 2013, 2014; Merriam, 2009; Punch, 2009; Stake, 1995, 2005, 2006; van Lier, 2005; Yin, 1994, 2009, 2012).

1. A bounded system – a case

A case is "a noun, a thing, an entity" (Stake, 2006: 1) and any single entity such as an individual, a group, an organisation or even a country can be a case

(Dörnyei, 2007; Punch, 2009). That is, as long as we can capture a being as a single entity, it can be a case. A case has a boundary, which makes it a particular one and its "characteristic, trait, or behaviour" (Lichtman, 2014: 120) is a focus of investigation.

2. Triangulation

Of Denzin's 6 categorisation of triangulation (1970 cited in Cohen et al., 2011), *time triangulation* and *methodological triangulation* are two characteristics of a case study. Time triangulation means a longitudinal involvement with a case aiming to observe its process of change. The extended time for collecting insightful information requires a case study to be rather longitudinal (Dörnyei, 2007; Merriam, 2009; van Lier, 2005). Methodological triangulation means utilising various methods for data collection. Yin (2009) lists six methods as highly-used sources—documents, archival records, interviews, direct observation, participant observation and physical artefacts.

3. Thick description

A case study usually concentrates on one or a small number of individuals in order to elicit as much detailed information as possible to gain deep insight of the case in its natural settings. Rich and in-depth information obtained by thorough examination of the case will enable us to deepen our understanding of phenomena.

4. Heuristic

According to Merriam (2009: 44), "case studies illuminate the reader's understanding of the phenomenon under study. They can bring about the meaning of new discovery, extend the reader's experience, or confirm what is known." If we compare an experimental study to building a structure brick by brick to reach the truth, a case study can be compared to placing different shapes of pieces (what Merriam calls 'new discovery, extension of experience and confirmation of existing knowledge') on a wall, each piece being uncovering of a new aspect.

5. Analytical generalisation

As the main criticism of qualitative research, generalisability is considered to be a primary weakness of case studies (e.g. Cohen et al., 2011; Dörnyei, 2007; Duff, 2008; Yin, 2009, 2012). However, although statistical generalisation, i.e.

generalising to larger population, is not applicable to case study research, it can reach analytical generalisation, "the expansion and generalization of theory" (Cohen et al., 2011: 294). The findings of a case study, which seemingly have less impact compared with a large scale quantitative study, can contribute to solidifying a theory.

4.2.2 Types of case study

Following the classification of case studies advocated by Stake (1995, 2005) and Yin (1994, 2009), this section describes the types of case studies which apply to the current research project.

1. Instrumental case study

This is one of the three types of case studies included in Stake (1995), among which the intrinsic case study is undertaken solely based on pure curiosity, aiming to understand the particularity of the case. The focus of the instrumental case study is, on the other hand, not on the idiosyncrasy of a case itself but rather on insight which can be gained through the examination of the case. Although the current project originates in genuine interest in the developmental trajectory of each *transborder* teacher, theoretically, it falls into the category of the instrumental, since it is hoped that the intense scrutiny of the case facilitates our understanding and offers insight into the impact of an MA programme on trainee teachers and their practice.

2. Multiple case study

This is the third type of case studies in Stake's categorisation (1995, 2005). It is also called *collective case study* and is an extended version of the instrumental case study. The focus is less on particularity of a single case and more on generality among the cases. That is, the aim is to deepen our understanding and promote theorisation. Although each case is particular in its own right, in moving from the investigation of each case to cross-case analysis, similarities and some common traits are anticipated to emerge. The participants' one year abroad on the MA courses will cast light on the factors necessary for in-service language teacher education.

3. Exploratory case study

According to Yin's classification (2009), the current project is an exploratory case study, which attempts to develop hypotheses and suggestions leading to succeeding investigation. This is an under-researched area in language teacher education and the contribution of this project is expected to mediate for the improvement of an in-service education programme. Therefore, it is hoped that the findings will function as a base for further research and inspire teacher educators and MA programme coordinators.

4.3 Learning context and participants

4.3.1 MA Applied Linguistics/TESOL/ELT in the UK

All the participants of this study hold an MA Applied Linguistics/TESOL/ELT from institutions in the UK. The structure of each MA programme, which possibly reflects the specialisation of academic staff members, varies slightly among the institutions, but the core domains generally covered are applied linguistics, language learning, and teaching methodology. Students are required to earn 120 credits for coursework and 60 credits for a dissertation. The following is an example of an MA course, namely the MA Applied Linguistics for Language Teaching offered in Modern Languages at the University of Southampton (University of Southampton, 2015).

This MA course comprises four core modules, four optional modules and a 17,500 word dissertation. The coverage of the modules offered ranges wide as seen in the following;

Core modules: Research and Enquiry, Description of Language, Second Language Learning, Language in Society, Research Skills

Optional modules: Second Language Learning, Language in Society, Assessment of Language Proficiency, Autonomy and Individualisation in Language Learning, Discourse Analysis, English as a World Language, Principles of Communicative Language Teaching, Language Teacher Education, Writing and Written Language, Current Issues in Language Teaching Methodology, Intercultural Communications

As stated earlier, with a duration of only one year this is an intense period for completing an MA degree, but this comparatively short duration is also one of the biggest attractions for prospective students. Taking into account the huge investment they make and the high expectations they bring to the course, tutors are expected not only to take responsibility for their own modules but to share the vision towards what kind of teachers they want their MA students to be after the completion of their degrees. Their perspectives as teacher educators will be reflected in their teaching as much as language teachers' beliefs affect their classroom practice.

4.3.2 Participants

The sampling strategy employed for this study was purposive sampling, in particular "criterion sampling," a strategy to recruit participants who fulfill distinguishing criteria (Dörnyei 2007: 129). The specific criterion for this project was 'experienced Japanese teachers of English who have attended an MA Applied Linguistics/TESOL/ELT in the UK as their in-service education.'

Contrary to my initial optimism, recruiting participants for this research project was a far more formidable process than anticipated, due to the specificity of the target. Originally, I had planned that the project would focus on teachers who were on the Master's programme in 2013–2014, but the decision to include graduates was made following my supervisor's suggestion that the inclusion of previous returnees would give additional richness to the current study. It also should be mentioned that one of the directors I contacted kindly introduced a previous student by gaining his permission to provide his contact information, an additional factor which confirmed this decision. The extension of the focus definitely widened the scope of this study.

An inquiry email was sent to the directors of MA Applied Linguistics /TESOL/ELT programmes in various universities in the UK at the beginning of March 2014. Most replied promptly and the specific response which said the message was forwarded to Japanese students sounded promising. However, it was not until at the beginning of July that an email from one of the current participants arrived. Although several responses had been previously received, none of them had any prior teaching experience or intended to enter a teaching career after the completion of their courses. While contacting various

universities, all possibilities for recruiting participants were searched for through the Internet, Facebook and Twitter, using both private and semi-professional contacts and groups. Unfortunately, all these attempts to recruit more participants were unsuccessful. At the time of August 2014, the total number of prospective participants was three; two newly qualified students, who were completing their course and one graduate who earned his MA in 2013. These two students who were finishing their MA degree replied to my inquiry email, showing their interest; they agreed to participate in my research project. The previous returnee, who was introduced by his tutor, also agreed to be a participant. The number of previous returnees increased from one to three, introduced by my acquaintance and other participants. Therefore, in March 2015, the number of participants was five in total. The details of each participant will be shown in Chapters 5 and 6, so here only basic information of the participating teachers is provided. All the names are pseudonyms.

Table 4-1 Brief description of research participants

Name	Gender	Type of MA degree	Year of MA attendance	Teaching experience prior to MA (years)	Current school
Yoshi	Male	TESOL	2013-2014	5	State
Sato	Male	TESOL	2013-2014	3	Private
Masa	Male	Applied Linguistics & ELT	2012-2013	20+	Private
Mika	Female	Applied Linguistics	2007-2008	11	State
Jun	Female	TESOL	2012-2013	20+	State

The whole process of recruiting the participants made me contemplate the possibility that MA Applied Linguistics/TESOL/ELT programmes could contribute to the further development of these fields, more precisely, by assuring students of the value of participating in as well as conducting research. Participation in research is solely voluntary but the positive attitudes of those who know what research is can help enrich various areas of research inquiry for the sake of both camps, researchers and teachers, by opening the door to targets that are rather difficult to approach: primary and secondary level classrooms and teachers. I would hope, therefore, that the significance of

participating in research will be emphasised on these courses and acknowledged by the attendants of MA courses. This could be one solution to creating a more collaborative attitude between theoreticians and practitioners.

4.4 Participants and researcher

In qualitative studies, the relationship between the participants and the researcher tends to be rather close and deep (Dörnyei, 2007). This is in a sense unavoidable and rather favourable due to the fact that qualitative research is "the most humanistic and person-centered way of discovering and uncovering thoughts and action of human beings" (Holloway & Biley, 2011: 974). Developing a rapport and gaining trust are indispensable not only for the purpose of data collection but from a humanistic perspective in that participants are willing to reveal a greater or lesser part of their personal thought and their lives. Thus, in contrast to quantitative inquiry that tends to regard participants as one-shot "anonymous objects to be measured" (Lichtman, 2014: 25), qualitative researchers need to consider any participant as a fellow traveller who shares the same interest. The development of qualitative research contributes to the extension of the term from subjects to participants, informants, co-researchers or co-investigators (Lichtman, 2014), which indicates the relationship more appropriately. Yet, as Dörnyei (2007) warns us, this intimacy could lead to the participants' impression of being used as data sources depending on how their contact ends. This is a very sensitive issue, which requires researchers to develop higher ethics. In this project, the researcher's stance towards the participants is that of viewing them as 'co-investigators' with the expectation of a long-term collaboration even after the completion of this research. When the researcher's intention of keeping the relationship in a longer term was explained in the first meeting, a kind of tension on the side of the participants disappeared and their attitudes became collaborative and enthusiastic about their participation.

During the process of recruiting participants for this project, an unexpected reaction encountered was some participants' resistance towards classroom observation. This led to the realisation that the detailed explanation of the research project (especially with emails) could not merely affect informants' thoughts and distort the data (Borg, 2010), but also make it difficult to approach prospective participants, let alone establishing a rapport.

In order to avoid this unfavourable situation, researchers will be required to be strategic in revealing the research detail (Borg, 2010). In qualitative inquiry, the priority will be, as mentioned earlier, the rapport and trust, which have a potential to expand the scope of research. Therefore, I explained the whole procedure in detail at the first interview with each participant and when they showed uncertainty about being involved in any method of data collection, I asked them to think about the possibility, since the priority was placed on gaining their trust.

4.5 Data collection

In the process of data collection, flexibility is always required due to the emergence of several problems, such as the availability of participants and their working conditions. Following the theoretical framework discussed in 3.6, my initial plan for data collection was to be carried out through three or four interviews (three with the participants earning their MA degrees by 2013 and four with 2014 returnees), classroom observation and student feedback questionnaires (aimed to use for the final interview). However, as stated, because of some contextual constraints, I was obliged to modify methods and the timing of data collection.

Following the official approval of ethics committee, the period of data collection was planned to last from 20 August 2014 to 31 August 2015, which was eventually extended until 16 April 2017. The following section describes the details on data collection, problems encountered and the alternatives to overcome the issues.

4.5.1 Overview of the collected data

This section summarises all the data collected, which was described in the above sections. The total duration of interviews is 38 hours and 16 minutes, including greetings and chats irrelevant to this research project. However, these informal chats were indispensable to catch up and keep rapport with interviewees since, as can be seen in Table 4-2, there was a time lapse (the longest was nine months with Yoshi) between the interviews. Although nine months is a long interval, the timing of the interviews depended crucially on the participants' availability and willingness for interviews. The following tables

present the details of each type of data: Table 4-2 Interviews, 4-3 Video-taped lessons and 4-4 Student reports.

During the period of data collection (August 2014 to April 2017), the only means of communication with the participants was through email, so the number of emails I exchanged with them was 387 in total. The details are summarised in Table 4-5 for reference. The emails are one of the convenient and efficient means of communication, in particular in a longitudinal study, but occasionally written words might lead to misunderstanding since it is not necessarily easy to understand the feelings behind the words. Therefore, it is

Table 4-2 A summary of interview data for each participant

Yoshi	**Times**	**Date**	**Duration**	**Mode**
	1	08/2014	1:42	FF*
	2	03/2015	1:40	FF
	3	05/2015	1:56	SKP**
	4	02/2016	0:59	SKP
	5	05/2016	1:21	SKP
	6	08/2016	1:15	SKP
	7	08/2016	1:14	SKP
	Total		10:07	

Sato	**Times**	**Date**	**Duration**	**Mode**
	1	12/2014	2:28	FF
	2	04/2015	1:42	FF
	*	08/2015	Cancelled	
	3	11/2015	0:38	SKP
	*	07/2016	Cancelled	
	Total		4:48	

Masa	**Times**	**Date**	**Duration**	**Mode**
	1	04/2015	3:26	FF
	2	08/2015	3:14	SKP
	3	04/2016	1:52	SKP
	4	05/2016	1:14	SKP
	5	05/2016	1:31	SKP
	*	10/2016	Cancelled	
	Total		11:17	

Mika	Times	Date	Duration	Mode
	1	03/2015	2:36	FF
	2	06/2015	0:45	SKP
	3	08/2015	1:03	SKP
	4	11/2015	1:08	SKP
	5	02/2016	1:16	SKP
	*	06/2016	Informal chat	SKP
	6	09/2016	1:06	SKP
	Total		7:54	

Jun	Times	Date	Duration	Mode
	1	03/2015	2:28	FF
	2	09/2015	1:42	SKP
	*	12/2015	Cancelled	
	Total		4:10	

*FF=Face to face **SKP=Skype

Table 4-3 A summary of video-taped lessons used for teachers' reflection

Participant	Recorded date	Student	Interview
Masa	04/2016	Year 11	05/2016
Mika	07/2016	Year 11	09/2016

Table 4-4 A summary of student reports used for teachers' reflection

Participant	Date	Number of Ss	Interview
Yoshi	08/2016	8	08/2016
Masa	04/2016	35	05/2016
Mika 2	12/2015	35	02/2016
Mika 3	03/2016	37	09/2016

Table 4-5 The number of emails exchanged with participants (reference only)

Participant	R*→P**	P→R	Total
Yoshi	69	68	137
Sato	54	45	99
Masa	26	19	45
Mika	43	32	75
Jun	17	14	31

R*= Researcher P**=participant

advisable to set a rule for communication at the first meeting, e.g. successive two or three emails from a researcher are acceptable even if a participant does not reply promptly, or that the researcher should be clearly informed of any intention to withdraw from the research, however embarrassing it can be for participants.

4.5.2 Interviews

In qualitative inquiry, interviews tend to be the primary data sources (Dörnyei, 2007) in order to gain both depth and breadth from the information provided by participants. In the current project, as is often the case, interviews were used as a primary and significant data base to delve into participants' true selves. Although interviews are conducted with a purpose (Cohen et al., 2011) under the responsibility of researchers, it should be borne in mind that interviews are not merely the site for information elicitation but "a social encounter" (Cohen et al., 2011: 410). Most importantly, interviewers need to remember that they are interested in sharing interviewees' experiences articulated in the interviewees' own way (Brinkmann & Kvale, 2015).

Much has been said regarding the typology of interviews with variations, but the most commonly used is a three-way classification based on the degree of structure, i.e. structured/semi-structured/unstructured interviews (e.g. Dörnyei, 2007; Lichtman, 2014; Punch, 2009). While structured interviews, where the content is tightly controlled with standardised questions, lie at one end of a continuum, at the other end exist unstructured interviews, in which the researcher functions as a facilitator of the talk, and preparation of some general questions will be required at a planning stage. Taking strengths and weaknesses of the different approaches into consideration, semi-structured interviews were adopted for this study. In semi-structured interviews, structure is in principle fixed but flexibility in wording, the order of questions and elaboration on further insight are allowed. The rationale for choosing semi-structured interviews was to give co-investigators/participants occasional freedom to talk at a point where they wished to elaborate. However, due to the availability of each participant, after the first interviews there was a shift to more unstructured interviews in the subsequent interviews. This was a natural shift considering that each participant's experience on the MA course varied

and nobody's teaching environment was identical after the completion of the MA courses.

Following face-to-face interviews, twice with 2014 returnees and once with previous returnees, the subsequent interviews were conducted by means of Skype. In employing an online interview approach, several issues must be considered such as the quality of transmission and sound (Lichtman, 2014), but overall these concerns did not affect the quality of the interviews.

In preparation for the first interviews, an interview guide with pre-coded questions was created and finalised with discussion and feedback from my supervisors. An information sheet regarding the participants' basic background information and evaluation of the modules they took on their programmes was sent to them (see Appendix A) before the first interview so that we could make the best of their limited time at the first interview.

Interviews were conducted in Japanese and all the interviews were audio-recorded with the permission of the participants. Due to the time limitation, although there was no time to conduct a pilot interview in Japanese, a Taiwanese MA student at my institution helped me pilot an interview in English. Despite the difference in languages, the pilot interview contributed to the clarification of some questions, which were modified before the first interview carried out at the end of August 2014 (see Appendix B).

4.5.3 Video-taped (audio-recorded) classroom observation

As described in 3.6, a 'Model of Teacher Development' was devised as a theoretical framework to uncover Japanese *transborder* teachers' developmental trajectories after completion of their MA degrees. Following this model, the original plan for data collection included classroom observation but, as mentioned in 4.4, there was resistance from some of the participants. Although I explained the great value of classroom observation is not to evaluate teachers but to facilitate their learning through reflection, discussion and collaboration, it was difficult to convince my participants. Therefore, as an alternative measure, I suggested that they themselves videotape some of their lessons. The aim of my suggestion was twofold: firstly, to provide participants with an opportunity to observe their lessons to promote their reflection and secondly, needless to say, to serve as a focal point of scrutiny of the impact of

the MA learning on the participants and their practice as the prime aim of this research project.

The video-recorded lesson was chosen as a substitute for classroom observation. In fact, however, as Walsh and Mann (2015) note, the use of video-recorded lessons followed by discussion is one of the most beneficial reflections. Thus it has been adopted widely to promote reflective practice in the field of teacher education, in particular for pre-service teachers. For example, in language teacher education, the inclusion of video reflection in student teachers' practicum sharpened their criticality towards their own practice and that of others: video reflection helped these student teachers pay more attention to details in teaching (Eröz-Tuğa, 2012). It is also reported that video reflection facilitated more specific analysis of pre-service teachers' own lessons than without-video reflection (Powell, 2016; Rosaen, Lundeberg, Cooper, Fritzen & Terpstra, 2008). In the study by Rosaen et al. (2008: 354), one of the participants states that "[t]he video gives me evidence to look at my teaching." The authors also emphasise the importance of 'noticing' as do van Es & Sherin (2002). Gün's (2011) study, which focused on an eight-week reflection training course for experienced teachers, also confirmed the extra value that observation of video-taped lessons added to enhancing the teachers' reflective thinking. In the current study, the video-recorded lesson was only a part of the whole project but it was believed to enable participating teachers to observe not only their change but also their practice, their strengths as well as weaknesses, from the other side of the classroom.

The suggestion regarding the shift to video-taped (audio-recorded) lessons was accepted willingly by four participants after the whole process of research was explained at the first interviews. Despite the fact that they all readily complied with my request and showed positive attitudes towards it, in the end, unfortunately, only two of them, Masa and Mika, videotaped one of their lessons. Reasons for this are not entirely clear, but it would appear that the participants' unfamiliarity with this type of reflective strategy was a major contributing factor.

4.5.4 Student reports

As the strong impact of 'Change in student learning outcomes' was stressed in Guskey's (2002) 'Model of Teacher Change,' the factor of 'Student reports' is assumed to influence teachers' practice and confirmation of the new beliefs provisionally formed during their attendance in the MA courses. Although four participants (except for Jun) agreed to conduct 'student reports' when I asked them in the interviews in March and April 2015, administering them and conducting an interview based on the results took much longer than I had anticipated.

The use of the student evaluation of teaching performance is prevalent in higher education and it has a long history, especially in the United States (Kulic, 2001), though its validity and utility are still controversial (Spooren & Mortelmans, 2006). In Japan, Yasuoka (2005) identifies 1974 as the year when the first student evaluation was introduced by a private university, and more than eighty percent of universities employed it by 2004. With respect to its introduction to upper secondary schools, student feedback officially started in 2008, when MEXT announced the revision of 'School Assessment Guidelines' (MEXT, 2010). Although the original guidelines targeted only compulsory education (primary and lower secondary schools), they came into effect in upper secondary schools and special needs schools in parallel with the revision of 'School Education Act' and 'Ordinance for Enforcement of the School Education Act' (MEXT, 2010). Due to the fact that student evaluation is part of 'School self-evaluation,' the MEXT report does not show the exact percentage of its completion rate. However, 94.4 percent of schools from kindergarten to upper secondary school, both state and private, approved the effectiveness of school self-evaluation in the latest report (MEXT, 2014b). It can be thus speculated that the administering rate of student evaluation is high.

Judging from its prevalence, any reluctance or rejection of administering student reports was unexpected, but, for example, Jun's refusal and the prolonged time required by Yoshi and Masa before their administration of student feedback raises the question whether the spread of student evaluation equals a positive acceptance of it by teachers in terms of its validity and effectiveness for improvement. Indeed, it is true, as Knapper (2001: 3) states, "In our hearts we know that evaluation can be good for us; it can provide

useful insights that help us do things differently and better" but it is also something we might prefer not to face. It was thus not surprising to encounter resistance from a different perspective, specifically when the teachers were in the process of lesson transformation as was the case with Jun and Yoshi.

The original student report form was created carefully by the researcher, taking the reactions and concerns of the participating teachers into account. The selection of questions required sensitivity so that the questions would not lead to an evaluation of teachers themselves: the focus was the activities the students were engaged in during a term or the whole school year. Thus the participants were asked to modify the questions so that they could adjust them to suit their teaching practice and contexts (see Appendix C). Upon the completion of the student reports, the report sheets were delivered to my family in Japan and then as electronic data to me so that I could analyse the results.

Among the participants, Mika was the most eager and the first who carried out student report (in July 2015). However, as it was administered experimentally without obtaining her students' consent to participate in my project, I was not allowed to access to the raw data. The results were summarised by Mika and we discussed them in the August 2015 interview. Satisfied with the report's contribution as a tool for reflection, Mika administered two more student reports in December 2015 and March 2016. In both cases, following the original plan mentioned above I obtained the data electronically. The results were sent to Mika as soon as all the data were summarised (see Appendix D & Appendix E) so that Mika could reflect on the results before interviews. While it was desirable to conduct the follow-up interview for the student report soon after the results were sent back to the participant, there was an unfortunate delay in Mika's follow-up interview based on her third student report results. Although the follow-up interview was anticipated at the end of April 2016, it was postponed due to Mika's place of residence being hit by a natural disaster in the middle of April. After confirming Mika's safety in June, we decided to seek a chance for an interview in August; however, due to her tight schedule during the summer holidays—supplementary lessons, individual student meetings with their parents and a special school trip to Australia with her students—the interview finally took place only in September 2016.

Sato was also willing to administer the student reports since he usually conducts a student questionnaire at the beginning and the end of a school year to aid his self-reflection. He sent me his students' report sheets administered in December 2015, but regrettably, a miscommunication led to the lack of his students' consents. He conducted another questionnaire in March 2016 with the students' consent on the same sheet. While we were in negotiations for an interview occasion to discuss the results of the student reports, at the beginning of July 2016, I received his email stating that he was planning to administer another student report on that day. However, unfortunately, contact with Sato was completely lost after 23 July 2016 without a chance to review the results of the student report.

Both Yoshi and Masa administered a student report once. Although the student report sheets were to be delivered to my family in Japan, Yoshi and Masa as well as Sato directly sent me the electronic version by deleting the condition 'your teacher will not see your report sheet,' which I included in the student information sheet. Compared with Mika and Sato, Yoshi and Masa seemed to be somehow reluctant to administer the student report despite the fact that they willingly agreed at the initial stage.

The difference in the participants' attitudes towards administering student questionnaires might be mere reflection of their personalities. As personality differences exist among teachers, extra sensitivity and care will be required in administering student evaluations on their lessons and providing the results to the teachers. The details regarding the impact of student reports on each participant will be discussed in Chapters 5 and 6.

4.6 Data analysis

As the current project is longitudinal, data analysis occurred cyclically and concurrently with data collection. At the moment of obtaining the first interview data in August 2014, I transcribed the data and attended an NVivo training session, but at this stage, the preliminary analysis was conducted manually. Following the accumulation of further interview data, all the data were transferred to NVivo in December 2015. The following sections will explain in detail the data analysis procedure.

4.6.1 Transcription and translation

All the interview data were digitally recorded and transferred to the computer, which was only accessed by myself. As the interviewees are all Japanese, even without asking their preference, all the interviews were conducted in Japanese. This decision was made based on the assumption that it would be awkward to use English after exchanging several emails in Japanese before the first meeting, especially when we share a mother tongue. Despite knowing that I would encounter the issue of translation at the later stage, the priority was always given to maintaining a friendly relationship with the participants by avoiding all possible tensions.

As Mann (2016: 201) claims, "transcribing is not a straightforward task," which leaves researchers to make several decisions. After some contemplation, I decided to transcribe all the interview data apart from rather personal stories in order to avoid the risk of cutting out possible valuable information even when the interviewees' talk seemed irrelevant to my questions. In transcribing data from spoken utterances to a written text, there is a considerable level of limitation in maintaining all the features of utterances, but at least errming, laughter, pausing and stress were indicated in the written data (see Appendix F for the transcription conventions). During the prolonged period of my data collection, whenever possible I re-listened to the recorded interviews following the suggestion of K. Richards (2003: 180) that "[t]alk is designed to be heard, not read, so never move straight from recording to transcribing: always take the time to listen carefully – and listen again." Far beyond my expectation, the raw data reminded me of the interview scene and added a reviving touch to the written data. In reality, time restriction might not allow researchers to return to raw data, but this is an indispensable process for refreshing our analytical perspectives in delving into human minds. Another positive aspect of returning to the raw data was related to motivation—listening to the interaction with the participants was encouraging and thought-provoking, which was well-worth investing extra time and energy.

As stated above, translation was a required and a critical process due to the language used for the interviews. Before I moved onto the translation stage, I repeatedly listened to the recorded data and read the transcription. In so doing, I highlighted all the segments which interested me. Highlighting and

translation were simultaneously conducted and double-checked in the iterative process of reading and translation. As can be seen in Appendix G, the original data obviously look messy and when I returned to this original data, I occasionally highlighted more segments, and their translation needed adding to the data used for analysis (English only version). Although double-source analysis might sound troublesome, it should be emphasised that going back to the original data, particularly in using translated data, helps achieve a deeper understanding of data. Had I translated the whole transcription into English and had not gone back to the original data as often as I did, the degree of my analysis might not have been the same.

The most appropriate expression to describe the process of this translation would be to 'agonise over' since I first aimed not to change my participants' utterances very much in my translation. However, accurate translation is impossible, as Phillips (1960: 291 cited in Temple & Young, 2004) notes that "almost any utterances in any language carries with it a set of assumptions, feelings, and values that the speaker may or may not be aware of but that the field worker, as an outsider, usually is not." Thus, acknowledging that translation might not precisely convey the original intention of interviewees, I made all the possible effort. First, when the time allowed, as I mentioned above, I returned to my original version of data, consisting of Japanese transcription and English translation (see Appendix G). This enabled me to compare Japanese and English translation constantly and contributed to the improvement of translation and my deeper understanding of the data. Second, I picked up several passages, both transcription (in Japanese) and translation (in English) and asked an English teacher in Japan to check the naturalness and accuracy of translation. Whatever strategy I take, it would not fill the gap between the two different languages and might twist the interviewees' original intention; however, going through these stages undoubtedly increased my confidence in using translation as my data.

4.6.2 Coding

4.6.2.1 Pre-coding

As described in 4.6.1, all interview data underwent transcription and translation stages, during which I listened to the original interviews

reciprocally, so that I was almost able to tell confidently what the interviewees would say in their answers to my questions. While listening to the interviews with the transcription, I highlighted the interviewees' remarks which were relevant to my research questions and which interested me, following Dörnyei's (2007) suggestion that this process can create an opportunity for our new understanding of data. After translating the highlighted parts of transcription data, I simultaneously added extracted short phrases from each passage to the right side, following the 'in Vivo coding' approach (Miles, Huberman & Saldana, 2014) as can be seen in Figure 4-1. For example, these preliminary codes 'learning outcomes' and 'learner-centred' tentatively turned into the code 'provisional belief.' Picking up key words from the transcript was unarguably a superficial analysis, but I assume this was a natural and necessary process before being able to understand the data more deeply.

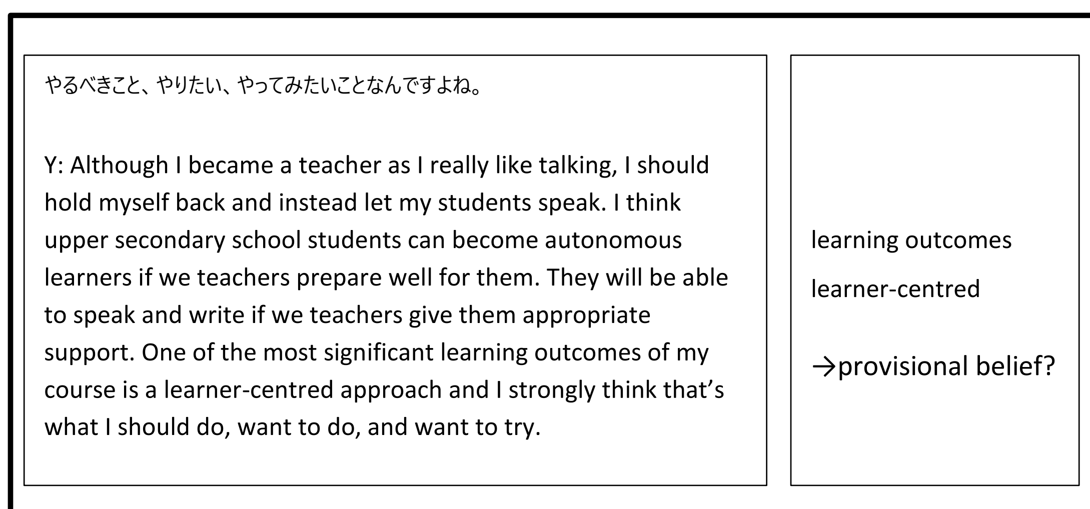


Figure 4-1 An example of 'in Vivo coding'

My pre-coding stage was similar to 'treasure hunting' since, while I knew what I aimed to achieve and wanted to discover through this study, I was hoping to encounter something unexpected so that I would be able to learn about each *transborder* teacher's developmental trajectory as extensively and profoundly as possible.

4.6.2.2 Main coding

Following the preliminary analysis conducted manually as described in the previous section, interview data were imported to NVivo 10 for the main coding. Due to the nature of this project (longitudinal research) and the occasional difficulty of getting access to the participants, I first transferred the original data (Japanese transcription and English translation version) to NVivo in December 2015. Thereafter, I added new ones, one at a time, to NVivo after each interview. As I described in 4.6.1, the original version was saved in the holder 'Interviews JE' and the translated version of each interview, which was used for coding, was saved in the holder 'Interviews.'

Although it is often mentioned that coding is "a theorising process" (Richards & Richards,1994: 148), as a novice to NVivo as well as qualitative data analysis, I started using the software while wondering whether I would be able to 'shape' my ideas and 'build theory' from the data systematically.

The main coding stage made me realise that my pre-coding exercise was to some extent superficial. My focused attention to the two overarching themes of this research—'impact' and 'development'—and the 'Model of Teacher Development' seemed to have restricted my attention to the themes emerging from the data. Therefore, a certain amount of time was needed to get accustomed to line-by-line coding by employing an inductive approach in the first main-coding stage, which stretched to nearly three months. From January 2016 to May 2016 I worked on coding intensively and especially during the first coding stage (for three months), the growing number of nodes occasionally frightened me, giving an impression that the expansion of the codes would eventually end up with a chaotic number of codes. Slightly also obsessed with the fear that the rest of the data which I expected to collect thereafter would further extend the list of the codes, I was about to tidy up the codes at the beginning of March 2016. Then, an experienced qualitative researcher volunteered for a reliability checking of my on-going coding, which confirmed the validity of my coding. Thanks to this, I maintained inductive coding so that I could let the data talk freely. While appreciating the usefulness of NVivo, I occasionally resorted to a pen-and-paper strategy to clarify my thinking (see Appendix H). This first stage of main-coding helped me face and understand each participant's accounts thoroughly.

After finishing the first main-coding in a data-driven approach, in the iterative process of coding (the second and the final coding) the two primary themes of this study and the 'Model of Teacher Development,' which were set aside in the first stage, helped refine the coding. In the second coding, at which I spent one month (April 2016), I combined closely-related and similar codes into an overarching code, e.g. a code DEV_dilemma previously consisted of DEV_anxiety, DEV_expectation and DEV_failure. While the first coding enabled me to deeply understand each participant, the second stage helped me connect each participant's accounts in different interviews, in other words, contributed to observing and capturing their development in sequence. The final coding, which was conducted in May 2016, enabled me to see commonalities and differences among the participants after understanding each participant to the full extent in the first and the second coding. When the last interview data of Yoshi were collected in August 2016, the same process was repeated from transcription, translation to the three stages of coding in September and October 2016.

In May 2016, the total number of parent nodes was 4, 'Study Abroad,' 'MA,' 'Language Proficiency' and 'Development.' In October 2016, the other two, 'Questionnaire' and 'Video-taped lesson' were added as in Figure 4-2 (see Appendix I for a sample of extensive nodes).

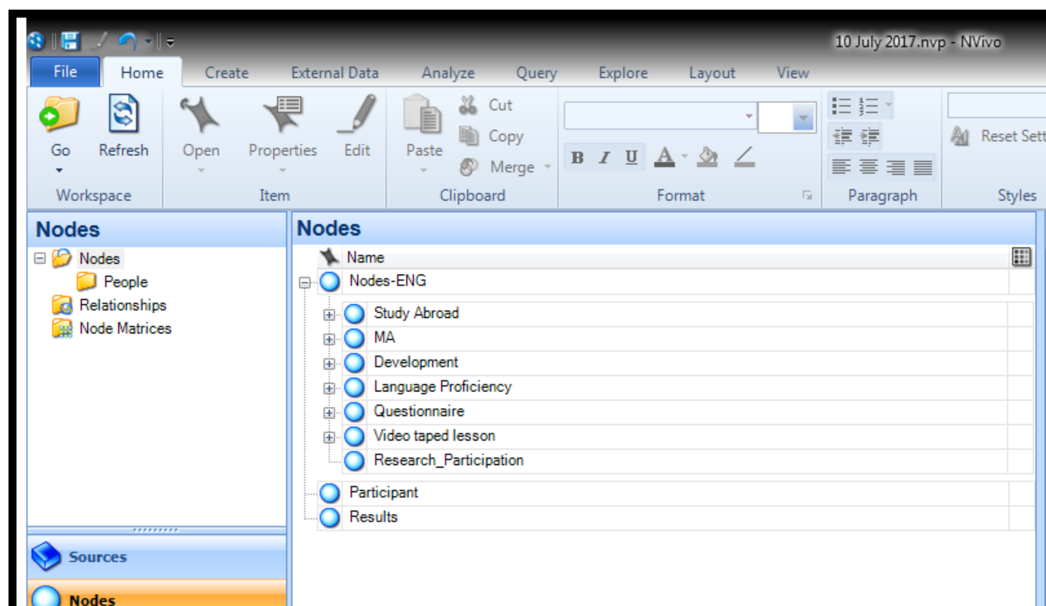


Figure 4-2 A screenshot of parent nodes in NVivo

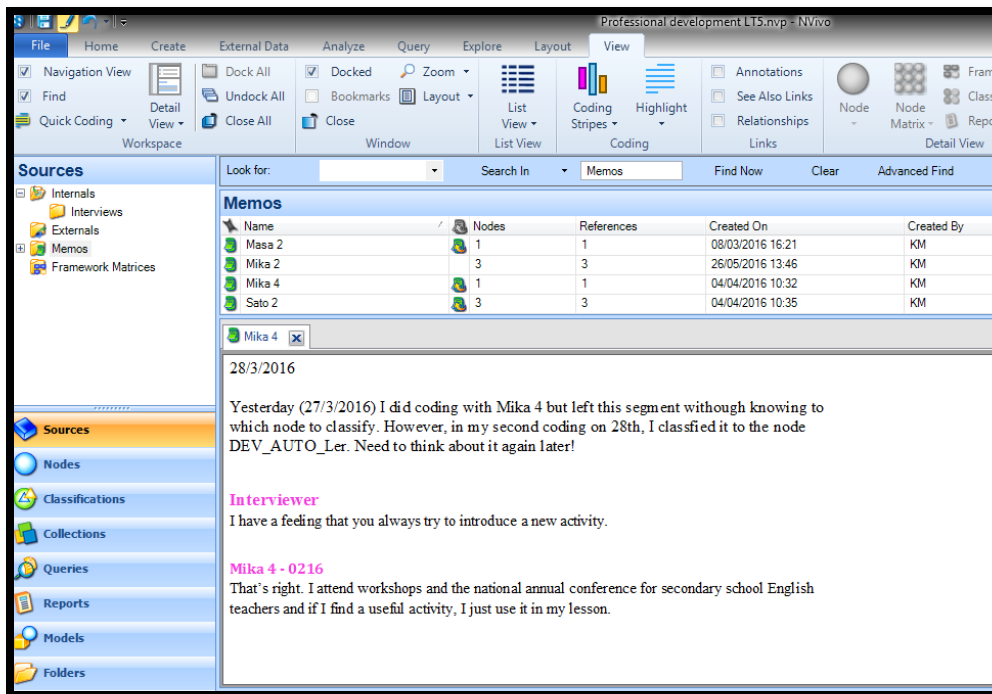


Figure 4-3 A screenshot of memo in NVivo

Although NVivo contains other functions such as ‘Query’ and ‘Explore,’ it is unfortunately questionable how effectively I was able to make the best of the software. This being so, the function of ‘memoing’ helped me record all the wonders, questions and indecisiveness I hold and come back to them later with fresh eyes as displayed in Figure 4-3.

Computer software does contribute significantly to data processing and shaping up researchers’ analytical thinking, which might not be perceived as achievable in the process of chunking up all the transcript data and creating nodes. I realised that regardless of my initial concern towards the contribution of NVivo to my data analysis, the same level of analysis might not have been achievable by the traditional pen-and-paper method even if the equivalent amount of time and energy was devoted to it.

4.7 Reliability and validity in qualitative research

Assuring the legitimacy of research inquiry is a must but while it is rather straightforward in quantitative research, it has been a source of discussion in qualitative research (Bryman, 2012; Dörnyei, 2007; Flick, 2014). As discussed in 4.1, when ontological and epistemological stances are different, the

appropriateness of assimilating reliability and validity measures of quantitative research into qualitative research is questionable. It is unavoidable not to be subjective in qualitative research however hard researchers try to be objective, since the purpose is not to measure the mean score of the population but to understand phenomena by thorough investigation of individuals. The question is whether there is any other way to hear participants speak and to interpret their voices without burying the individuality. The answer inevitably confirms the need for qualitative research and approves of its benefit.

Having said so, it is all the more important to approve the legitimacy of qualitative inquiry. Yet, despite the effort to establish quality criteria to legitimise qualitative inquiry, we have not seen a finalised agreement (Flick, 2014). The only option left to qualitative researchers is, thus, to strive to achieve trustworthiness by following the suggestions offered up until now. Dörnyei (2007: 59–62) stresses the importance of researchers' establishing their integrity and earning credit from readers, especially by explaining the whole research procedure. He presents some practical strategies to achieve more trustworthiness such as 'Validity/reliability checks—respondent feedback and peer checking' and 'Research design-based strategies—method and data triangulation, prolonged engagement and persistent observation and longitudinal research design,' which are consistent with Silverman's (2011) suggestion.

When it comes to the persuasiveness and transparency of my description of research procedure, the verdict needs to be left to readers. As to validity/reliability checks, my coding was checked twice by an experienced qualitative researcher in March 2016 and July 2016. In the first occasion, the researcher mostly agreed to my coding but I was advised to create more nodes without worrying about stretching them extensively. In the second checking, the researcher created a new node 'Difference_imagined community' and allocated one participant's comment "Probably I attended the classes, thinking that the classroom [in Japan] is totally different as our class was still lecture-oriented." Although the data collection was not as smooth as expected due primarily to the participants' availability, I believe the prolonged duration of their involvement in this study and the rapport I managed to establish particularly with Yoshi, Masa and Mika can prove part of the credibility of this qualitative investigation.

Whatever kind of criteria is proposed, a small sample size and lack of transparency in the process of data analysis might continue to be primary issues in achieving qualitative research legitimacy. Thus it might not be easy to attain the same level of approval as quantitative research gets. Even so, I wonder how many qualitative researchers are capable of and willing to “abuse the procedure and produce a convincingly qualitative-like report” (Dörnyei, 2007: 56) after going through laborious stages of data collection, transcription, coding and analysis while feeling buried in words. In addition to further effort to achieve credibility, one truly hopes that more strengths than weaknesses of qualitative research will be highlighted, so that different approaches complement each other (Flyvbjerg, 2011).

4.8 Practical constraints

In qualitative study, changes might be the predictable aspects, as Lichtman (2014: 67) puts it “Plans [...] may shift and turn as you proceed in the real world.” Unfortunately, in a longitudinal study in particular, however well-prepared for attrition of participants, there is a possibility of encountering the other detrimental problem: loss of contact from the participants. In the current research project, as described earlier, recruitment of participants required both patience and optimism but the subsequent stages needed further positivism and considerable patience.

After the first two interviews with 2014 returnees and the first interviews with the previous returnees, as mentioned in 4.5.3, I had to face the fact that no participants had videotaped or audio-recorded their lessons. This was presumably due to the teachers’ unfamiliarity with this type of reflection and their lack of time. However, optimism was also a prerequisite at this stage and my patience partly bore fruit in the end thanks to Masa and Mika.

In addition to the difficulty of getting desirable data, the biggest concern was always the loss of contact with some of the participants; I was reluctant to send them more than two successive emails when there was no reply. Loss of contact was a predictable situation considering teachers’ heavy workloads and hectic daily jobs. Despite the fact that I carried out each procedure with special sensitivity, attempting not to impose any extra stress on participating teachers, there was unfortunate misunderstanding in the exchange of emails. Although

my original intention was to keep a stance as a 'co-investigator,' there might have been a possibility of my revealing the researcher's side. For a qualitative researcher, constant reflection on the balance between respectful attitudes towards participants and practical dimension for data collection is indispensable but there also exists a dilemma.

4.9 Ethical issues

Following the regulations of the University of Southampton, all the necessary documents were submitted and approved by the ethical committee: ERGO 11947 for interviews (18014 after amendment 1 was approved on 2 November 2015), ERGO 13467 for videotaping lessons and ERGO 18142 for student reports (see Appendix J). Obtaining approval provided me with some relief that I could start data collection officially but, as described in the previous section, I had to face a dilemma between respecting my participants' rights and my desire for collecting data.

When research involves human beings, researchers are required to respect the participants' rights and privacy (e.g. Dörnyei, 2007; Punch, 2009). We, and particularly researchers at an early stage like me, always need to bear in mind that official approval by an institutional ethical committee is not a gateway to freedom but the beginning of a journey with responsibility for and reflection on ethical issues. As Miles et al. (2014: 56) stress, research ethics are with us all throughout our study—"before, during and after a study."

The fear of losing any participants sometimes became overwhelming. Although I knew that in theory I should always be grateful for their voluntary participation—sacrificing their precious free time—there was always the research student's hat, thinking 'Why don't they reply to me? The clock is ticking. Why don't they do what they preach to their students?' My anxiety increased as I read more about research methodology, until I encountered this remark: "Respect their gifts of time, insight, and privacy, for the root meaning of 'data' is not something that is collected but something that is ***given***" (Miles et al., 2014: 60 emphasis in original). It is absolutely true that participants who are not the recipients of any recognisable achievement ***offer*** data to a researcher who will eventually receive certain benefits by engaging in a study (Miles et al., 2014).

Researchers are sometimes able to and allowed to express their struggles and stresses in their theses, journal articles or books, which in most cases support their data analysis or offer suggestions for other researchers (see e.g. Hobbs & Kubanyiova, 2008) drawing on excerpts from research journals. However, the question is whether participants are provided with the same opportunity.

Having put myself in participants' shoes does not mean that I was optimistic all through my research. There was a reason for my embarking on this research project, which I thought my participants fully understood. However, when I could not maintain the cooperation of my participants, I assumed that I did not successfully convince them of the contribution their participation could make in the field of teacher education research. Despite occasional feelings of disappointment, I was fully aware that, as K. Richards (2003: 236) states, we are "not trying to change the whole world, just come to a better understanding of some small aspect of it." He is absolutely right.

Chapter 5: Trajectories of new returnees

Introduction

This chapter presents the findings of new returnees, Yoshi and Sato, who completed their MA in 2014 and with whom I have journeyed since their completion of the MA programme. Yoshi and Sato attended the same MA programme in the same year but there are considerable differences between the two as well as commonalities. Both examples, however, will provide us with an opportunity to witness the impact of a year-long in-service education upon them at course-completion, and their subsequent development after recommencing teaching.

5.1 Yoshi – development as a reflective practitioner

5.1.1 Yoshi's profile

Yoshi, male, who turned thirty during his stay in the UK, is an experienced English teacher with a five-year teaching career before his enrolment in the MA course. Upon the completion of his BA, he taught at a private secondary school for four years but he had to resign to embark on his MA degree in England. Preparing for his study abroad and afraid of being away from teaching, he decided to teach part-time at a state school for one year. He attended a five-month pre-sessional course before the start of his course in September 2013. On the completion of his MA, he had intended to return to his previous private school but, against his expectation, he had to teach part-time in a different private school in the year 2015–2016. Passing the teacher employment examination in his prefecture, in April 2016, he started a new career at a state upper secondary school.

Yoshi was not only polite and cheerful but also a motivated and passionate teacher as well as learner of English. His father's favourable attitude towards learning English had exerted a powerful influence on him even in his childhood. Despite his long love for learning English, this was his first adventure in a foreign country.

The first interview was conducted in the library at his university in August 2014, when he was still busy writing up his MA dissertation. We met again in Japan just before he resumed his teaching in spring 2015 and the rest of the interviews were conducted via Skype. Although he usually replied to my emails promptly, there was a time when he was reluctant to contact me and avoided interviews, which implies that it was the time of his 'survival': conflict between his strong desire to implement his learning outcomes and the reality in the classroom. After a nine-month absence (May 2015–February 2016), we managed to have a fourth interview, in which he looked just as he was when we first met each other. In April 2016, Yoshi started working at a comprehensive secondary school, where students are given a variety of selected subjects in comparison to normal schools. Although this was a new type of school for Yoshi, the permanent position seems to have given him a sense of security since he started to react to my emails as he had previously.

5.1.2 Impact of study abroad and MA programme

5.1.2.1 Study abroad and language proficiency

The confidence that Yoshi possessed as a first-time sojourner prior to arriving in the UK seems to have been completely obliterated by being in unfamiliar circumstances. His response to my question regarding his life experience in the UK started with a negative episode:

> Excerpt 5-1-1
> Yoshi: I felt frustrated when I could not use buses properly. Until I got used to it, I felt annoyed. It's something anybody, even a small kid can do in Japan. But you can't if you are not local, so I felt irritated. Even when I was trying to buy a bus ticket, the driver said to me "Sorry? Sorry?" because my pronunciation was not good. When I had to face this kind of situation, **I felt irritated or I felt down about myself**. Even when I was shopping, I had to ask to repeat at the till because I could not understand what the cashier said. Then it turned out to be something simple, as whether I needed a bag or not.
> (Yoshi Interview 1: Aug. 2014)

He further expressed his desperation in his second interview conducted in March 2015.

Excerpt 5-1-2

Yoshi: I felt down all through the year, but especially at the very beginning I was feeling down because I was not able to manage anything. I was thinking that I would be above standard [as a language user] because I was an English teacher back in Japan but (2).
(Yoshi Interview 2: March 2015)

As these excerpts illustrate, his negative experience of SA seems to have a strong relation to the anxiety regarding his language proficiency, which he openly admitted as his weakness.

Excerpt 5-1-3

Yoshi: It's speaking. Pronunciation, that people do not understand what I am talking about, and that I get stuck without being able to find the right words. When I cannot make myself understood, I still feel that 'I am hopeless' in speaking. (2) I still sometimes tend to avoid speaking English, expressing myself in English, thinking 'they might not understand me this time again.' (Yoshi Interview 1: Aug. 2014)

Since Yoshi was rather a successful language learner before coming to the UK, this must have been a harsh reality to encounter. Presumably many non-native English speakers might have to face a similar situation to a certain extent. This experience of Yoshi's suggests the difficulty of establishing oneself as a language user, particularly when lacking an opportunity to use a language in everyday social networks. Although the general assumption can be that language learners are capable of becoming language users at any stage of their learning process by playing both roles concurrently, some might need to undergo a transition from learner to user. Regardless of the struggle Yoshi had to face up to, this seemed to be a significant opportunity for him to break his shell.

Without noticing that he was in the process of shifting from a learner to a user, he always carried feelings of deficiency until the very end of his stay, but upon his return to Japan, he eventually seemed to have realised the improvement of his proficiency.

Excerpt 5-1-4

Yoshi: I simply had a chance to speak English and in terms of writing we just had to write. I won't say my life was at stake @@@ but I was desperate wanting to improve. So I think I absorbed as much as I wanted. (Yoshi Interview 4: Feb. 2016)

It seems likely that Yoshi could not avoid the situation which constantly made him face his self-perceived deficiency while in the UK, e.g. the difficulty of understanding local English and frequently being asked to repeat what he was saying. Now, however, in the environment where he does not need to confront his weakness, he is finally able to perceive his improvement. He states that now he can communicate with an ALT (Assistant Language Teacher) without any reservation. Although we might need to wait for Yoshi's next occasion to act as a language user before confirming that he has become an established language user, his SA experience seems to have developed him into a user.

Yoshi also mentioned that his perception towards English and native speakers has changed, which is the case with other participants as well.

Excerpt 5-1-5

Yoshi: I think I knew that there was a difference among American, British and Australian English but the reality is beyond that, isn't it? There is a peculiar accent in the city where I lived and there is an individual difference among the people there as well. At first, I was at a loss without being able to understand other peoples' English and wondering what English is in the first place @@@. [...] Even if we say we have to be similar to native speakers, **I don't think we can be like native speakers**. And I think **the definition of native speakers varies.** (Yoshi Interview 4: Feb. 2016)

When English is taught as a foreign language in the classroom, the exposure to English is limited. However globalised the world becomes—mobility of people and ample information through the Internet—it seems likely that preconceptions about English and about native speakers tend to be created based on the limited encounter in classrooms. The reality Yoshi experienced stirred and destroyed the preconception of English and native speakers existing in his 'imagined communities' (Anderson, 1991)—the country, the city, the university he created—where he used to place himself through his

imagination, as Pavlenko and Norton suggest (2007). In Yoshi's imagined communities prior to facing the reality, people must have shared the native-like English he was used to, a notion arguably shared by many non-native speakers. The discrepancy between the real world and the imagined communities might have greatly shocked Yoshi, but his experience is of great value because he no longer needs to yearn after the imagined communities as an outsider.

As members of the real world community in an English-speaking country, teachers can find that their experiences as *transborder* teachers will provide them with an opportunity to reconstruct their views of English and of native speakers. This also might generate a possibility of closing the discrepancy between theory and practice. While many non-native teachers tend to opt for achieving native-like proficiency, the focus of research in the field of language proficiency has shifted to focusing on 'intelligibility' more than achieving 'nativelikeness' (Derwing & Munro, 2009). Aiming to achieve native-like proficiency is one option but focusing on intelligibility is another. As with Yoshi's encounter, SA experience will bring an opportunity for *transborder* teachers to make a choice.

5.1.2.2 Evaluation of MA programme

Yoshi highly appreciates the quality and usefulness (see Table 5.1) of the course he attended regardless of his initial disappointment towards the course being less practical than he had expected. His initial dissatisfaction is typical amongst classroom teachers, who prefer to acquire "knowledge how" (McIntyre, 2005: 359) as a quick remedy. As McIntyre (2005) argues, the difficulty of translating research-based knowledge into pedagogical knowledge has always been acknowledged among both researchers and practitioners. However, Yoshi was able to bridge this gap himself, connecting theory and practice through learning and also by reflecting on his past and future teaching practice. Excerpt 5-1-6 shows that the new knowledge is inducing personal reflection, both reflection-on-action and reflection-for-action; his retrospective perspective, in connection with new stimuli—the theoretical knowledge he acquired in the lectures—is being reflected upon for future action. This is clearly a positive impact of long-term in-service education on experienced teachers. Without the previous teaching experiences, his newly acquired theoretical knowledge could have been treated just as theory and it would have

been difficult to observe the flow of his reflection to the past and the future. His reflection-on-action and reflection-for-action appear to have functioned as a bridge between his acquired theory and future practice.

Excerpt 5-1-6
R: You have said that you were a little bit disappointed at the fact that your course was rather theory-oriented, but overall how would you evaluate your learning here?
Yoshi: Excellent. **While attending classes, I was always linking the content and my lessons**, thinking 'I can use this when I go back to the classroom,' 'I should not have done that,' 'I should have used this approach' and 'Based on this theory, what I did was good though I did it without knowing about the theory underneath.' I was sometimes excited even when I was listening to the lecture, imagining 'It would be fun if I use this activity.' **I could not stop thinking about my future lessons**, saying 'This approach might help motivate my students' even when I was reading [a book or a journal article] or writing an assignment.' I was very much inspired through reading and writing. There has been so much to learn. (Yoshi Interview 1: Aug. 2014)

As for the most influential module, Yoshi chose 'Learning and Teaching in TESOL,' pointing out a new perspective he encountered in the lectures.

Excerpt 5-1-7
R: Are there any modules that were appealing to you?
Yoshi: If I said all of them, I would lose the focus, but [the one I thought useful was] the core module in the semester 1, which covered all four skills. The total class hours were 12, so we learned only the basics in each skill because of the time limitation. But this module was stimulating because different skills were linked, for example, the methodology I learned in writing was also useful in speaking. The tutors often emphasised that we should link the four skills in teaching. (Yoshi Interview 1: Aug. 2014)

This knowledge seems to have been a total breakthrough for Yoshi and deeply ingrained into him because he acknowledged it as one of his ideal goals in his class after recommencing teaching. This will be discussed in

Table 5-1 Yoshi's MA module evaluation

Modules	Preference	Usefulness
Learning & Teaching ICT online	4	4
Materials Development for TESOL	5	5
Learning and Teaching Vocabulary	4	5
Investigating Language for TESOL	5	4
Learning and Teaching in TESOL	5	5
Critical Study	5	5

5 = very much 4 = quite a lot 3 = so-so 2 = not really 1 = not at all
(see Appendix A for more information regarding this evaluation)

further detail in the section ‘Theory and practice’.

Yoshi’s overall appreciation towards his MA course and learning was always significantly high and never fluctuated. He stated that the MA course filled him with what he lacked as an English teacher. He also acknowledged that it functions as his foundation.

Excerpt 5-1-8
Yoshi: So it might sound abstract but **it’s my basis**. It is something to say ‘**Everything starts from here** and I can expand my ideas from here.’ Before I attended the MA, there was nothing like that.
(Yoshi Interview 4: Feb. 2016)

In the interviews, I occasionally repeated the same questions to all the interviewees with the intention of observing whether or not their opinions change especially after they returned to teaching. The question I asked Yoshi a couple of times was his evaluation of the MA course but his answer was always positive as in Excerpt 5-1-8, even when he was faced with and struggling over the dilemma between the reality and the ideal.

5.1.2.3 Impact of MA programme as a reflective practitioner

The whole description of Yoshi's experience illustrates a wide range of impact of the MA programme on his development, among which one of the most striking features is his growth as a reflective practitioner. At the very early stage of recommencing teaching, he was under huge pressure without being able to conform to his new provisional belief.

Excerpt 5-1-9
Yoshi: Well, I want to incorporate my learning outcomes into practice and I feel that I have to. As I spent a year, a year and a half, so I sometimes feel 'This is not what I want to do [in my lessons].' But, at the end of the day, what I learned on the TESOL course is how to teach English to the students in front of us. I might not be able to use my learning outcomes directly in my classes but **what was taught in the course is how you can approach your students**, say, a doctor gives prescription to a patient depending on the symptom. I think **the TESOL course aims to educate teachers to become practitioners who can flexibly teach, depending on the level of students**.
(Yoshi Interview 3: May 2015)

However, as he states in the latter half of the above excerpt, he contends that it was not only the acquisition of cutting-edge theory offered in his MA course that is of significance. Also important is growing into a practitioner who is capable of analysing student needs and accommodating to them, flexibly drawing on theoretical knowledge. The 'doctor-patient' metaphor in his comment is consistent with what appeared in his second interview, as in Excerpt 5-1-10 with another metaphor of his as a chef.

Excerpt 5-1-10
R: Don't you think that you have improved your capacity to think through your learning on the MA?
Yoshi: Yes, I do, I do. I'm sure I said the same thing before but if I compare my teaching to cooking, my previous approach is something like going shopping to buy necessary ingredients, for example, to buy some carrots or onions to make curry and rice. After learning on the

> TESOL course, now I think **I can cook with the ingredients in the fridge.** (Yoshi Interview 2: March 2015)

What is noteworthy here, referring to his two metaphors, is not only how much in-service education can increase a practitioner's confidence but also that it helps a teacher develop into a responsible agent in the classroom who attempts to observe and understand students. This also is a quality that teachers need as reflective practitioners since analytical perspective is indispensable for effective use of reflection.

Although he kept a distance from me, gently resisting participation in my interview from May 2015 to February 2016, in the fourth interview (after nine months' absence), he described the MA TESOL course as his "inner fortitude" which made him "reflect on his classes objectively even when they went wrong" (Yoshi Interview 4: Feb. 2016). During the course of the two years he participated in my research project, his attitude towards his own learning and teaching never fluctuated: he remained responsible and reflective. His consistency was, without doubt, a huge impact of and is a significant part of his learning on the Master's.

5.1.3 Developmental trajectory

5.1.3.1 Formation of provisional belief

Part of Yoshi's motivation for attending an MA programme originated from his helplessness in not knowing how to transform his lessons from grammar-translation method to communicative teaching.

> Excerpt 5-1-11
> Yoshi: I might have encountered the student-centred and communicative way of teaching eventually, but I have achieved it by attending the TESOL course. (2) I also now know how to do this. When I was teaching before, some of my colleagues looked obsessed, thinking 'I have to do it' but they didn't know how to. And others were wondering if the students could adapt to a new approach.
> (Yoshi Interview 2: March 2015)

Witnessing his previous colleagues feeling frustrated and obsessed with needing to change, he might well have expected that attending an MA course would provide him with a clue for change. As he expected, inspired by his learning experience both in the English for Academic Purposes (EAP) and the MA course, Yoshi was ready for a radical transformation of his classes with a new teaching philosophy or his tentative new belief in his mind, i.e. that of a 'student-centred approach.'

> Excerpt 5-1-12
> Yoshi: **One of the most significant learning outcomes of my course is a learner-centred approach** and I strongly think **that's what I should do, want to do, and want to try**. Even if I say learner-centred, for instance, each of the four skills has its own variation and there should be various approaches. I think it will be fun to think about these lesson plans. (Yoshi Interview 1: Aug. 2014)

> Excerpt 5-1-13
> Yoshi: If I am asked to describe my learning on the MA course in short, there are a lot of points, but **the most striking feature is 'student-centred learning and teaching.'** I want to and should centre on that. To put it the other way around, that is the neglected area in my previous lessons. (Yoshi Interview 2: March 2015)

Both these excerpts are from the interviews conducted before his return to the classroom, which is why his new belief is considered temporary and called a 'provisional belief.' Although this element is not included in Guskey's 'Model of Teacher Change,' I added it to the 'Model of Teacher Development,' taking the possible huge impact of the MA into account. However, it was still provisional at this stage based on the assumption that teacher beliefs remain nothing more than an imagined ideal until they are brought into the classroom.

Despite Yoshi's strong desire for introducing his new approach, our third meeting, approximately two months after his return to teaching, revealed his struggle in his new school, where he taught 15 classes per week as a part-time teacher. The following excerpt tells that his provisional new belief was not realised in his class but that it remained stable regardless of the obstacle he

encountered, i.e. his students' puzzlement and hesitation regarding unfamiliar activities.

> Excerpt 5-1-14
> Yoshi: I tried both pair work and group work in the beginning but they didn't work well with my current students. I felt as if time stood still there every time I told them to work in pairs, so I decided to make them work individually. I am now planning to incorporate pair work gradually.
> R: It seems like you still need some time to make your classes student-centred.
> Yoshi: @@@ There still is a long way to go.
> (Yoshi Interview 3: May 2015)

Regardless of unexpected experiences in returning to the classroom, it seems that his newly formulated belief through his learning on the MA programme was solid and static, but moderately flexible in adjusting to reality.

Contrary to my expectation for further examination into his new belief, Yoshi started to avoid an interview around the end of the first term (July 2015), which was immediately after he conducted a questionnaire with his students as part of my research agenda. I did not contact him until the end of August since he was preparing for exams for his permanent jobs; however, even after he secured a permanent position as a state school English teacher, he was reluctant to accept my interview invitation. His email responses implied a struggle in his classroom without being able to achieve his ideal lessons, so I occasionally sent him a casual email without asking for an interview. He finally accepted my invitation for a Skype interview in February 2016, nine months after our third meeting in May 2015. The interview unravelled the conflict he had undergone to actualise his new provisional belief.

> Excerpt 5-1-15
> R: Did you change your teaching style based on your students' comments in the questionnaire?
> Yoshi: Yes, I did. It was just after the term-end exam and they expected me to teach them so they could get better marks in the exam. At the beginning, I tried to make my class completely communicative

> following what I learned on the MA TESOL but now it is almost what is called grammar-translation method. (Yoshi Interview 4: Feb. 2016)

Despite Yoshi's incentive to transform his classes into student-centred communicative classes, his students' evaluation coupled with their initial reaction towards pair work and group work nearly pushed his classes back to the traditional grammar-translation model. However, this should not be judged as a failure to materialise his belief since he did not give up on the transformation of the class.

> Excerpt 5-1-16
> Yoshi: (3) Well, as many scholars have pointed out in the journal articles and books, we can't use the European communicative language teaching approach in the Asian contexts because the cultural contexts are not the same. I knew it as knowledge but once I came back to teaching, I was shocked [with the reality] in the first couple of months but then I started to modify the European approach using the knowledge and ideas I had learned to adjust it to suit my current contexts. (Yoshi Interview 4: Feb. 2016)

As Burns & Knox (2005) point out, implementation of new theory into practice is not a linear process and there are a huge number of mediating factors. Therefore, whatever beliefs teachers possess, their beliefs require flexibility since the ultimate goal of teaching is to facilitate their students' learning. Yoshi's overwhelmingly strong desire to transform his lessons following his new provisional belief, as he recalled, made him lose sight of the important factor: the teaching context. Realising the need for adjustment a couple of months later, he started to be involved in a process of negotiation between his new belief and classroom reality. Therefore, Yoshi's reluctance for an interview (between May 2015 and February 2016) can be evidence of his being in the period of negotiation, which might not be an easy process for teachers who are eager to renovate their teaching. However, as pointed out earlier, Yoshi's new belief was not too rigid an entity to keep crashing with his students' expectation and their hesitation towards Yoshi's new approach. However difficult the negotiation process was, Yoshi never abandoned his new belief; his belief was solid in the centre but fluid in flexibly changing its shape

outside. This flexibility must have been a key to his successful transformation at a later stage, which will be discussed in 5.1.3.6.

5.1.3.2 Ownership of theory

As mentioned in 5.1.1.3, the theory Yoshi gained in one of the core modules—integration of four skills—seemed to be instilled into him because it appeared in his response to the question ‘Are your current lessons different from what you expected?’ two months after recommencing teaching.

> Excerpt 5-1-17
> Yoshi: Different. What I would like to do is to extend reading to speaking or writing. I want to have my students speak or write [their opinions] based on what they have learned through reading a text. I am in dilemma because I haven’t been able to do it or even to try it.
> (Yoshi Interview 3: May 2015)

It was a time when he was struggling to bring change into his lessons, experiencing friction between reality and his ideal. He probably did not recognise his reference to the theoretical knowledge acquired on his MA course. This theory he mentioned can possibly remain as knowledge without successful integration into his classes. However, it implies that when teachers are convinced by theory, it is likely that theory is no longer anything provided by others but evolves into their own property; in other words, their ownership of theory starts. Once theory is owned by an individual, it tends to be used unconsciously as Yoshi approves in the following:

> Excerpt 5-1-18
> Yoshi: I don’t think I am using the theoretical knowledge I acquired consciously. (2) But when I reflect on my lessons afterwards, I come across things such as ‘This was mentioned in the lecture,’ ‘I studied this’ and ‘I included this in my assignment.’
> (Yoshi Interview 3: May 2015)

Yoshi also referred to his theoretical knowledge unconsciously while we were discussing an effective way of using textbooks.

Excerpt 5-1-19

Yoshi: Basically, the textbooks used at upper secondary schools in Japan are difficult. I learned in the module of teaching methodology that in reading, 80 percent of the words in the texts should be words students have already learned. But [in reality] students only know 10 to 20 percent of the words in the texts and there are a lot of new words. This makes me think the level of the textbook is not appropriate. (Yoshi Interview 3: May 2015)

When discussing how teachers use theoretical knowledge they have acquired, researchers tend to search for clear evidence in teachers' practice. It is indeed ideal if theoretical knowledge is straightforwardly reflected in practice but in reality theoretical knowledge can function in many ways. For instance, as can be seen in Yoshi, teachers' theoretical knowledge can be used for critical review of teaching materials and for reflection concerning their practice.

5.1.3.3 The benefit of in-service education

Once qualified as an English teacher, one's chance for further education in Japan is rather restricted, if not negligible. As described in 2.3.2.2, state school teachers in Japan are allowed to obtain a three-year study leave, but the condition for teachers working for a private school varies. For instance, Masa's school allows teachers to take one-year study leave with their salary paid, but in Yoshi's case, as there was no precedent, the choice was either to stay or to resign. In return for his pursuing further learning, therefore, the insecurity Yoshi experienced before he finally passed an exam for a permanent teaching position must have been extreme. Despite having been in such a stressful situation for one year, Yoshi was, and still is, completely satisfied with his MA course in both its quality and his achievement.

What was most striking in the comments Yoshi made was, as discussed in 5.1.2.2, his vivid description regarding how reflection-on-action and reflection-for-action took place while he attended the lectures and worked on his assignments. This indicates the meaningfulness of in-service education, since experienced teachers can reflect on their latest teaching while being immersed in theory, which will refine their future practice.

Excerpt 5-1-20

Yoshi: At the moment, I think **it was the perfect moment in terms of [teaching and learning] balance.** I experienced teaching full-time from Year 10 to 12 at a high school and was able to see teaching from a different perspective by working part-time for one year. After that, I did the MA. (2) [While learning on the MA] I was able to revisualise my teaching thanks to the content of the lectures. I felt that **while I was reflecting on my previous teaching, it was renewed and went further on to the future image of my classes** enriched by the tutors' suggestions such as 'This is a possible approach' or 'This is a tricky point.' I know that it is tough in reality.

(Yoshi Interview 2: March 2015)

Yoshi recalled that he could not relate the theory he learned in his pre-service education modules to his practice as a newly qualified teacher. This, of course, is unavoidable because when he acquired theoretical knowledge in his pre-service education, he did not have any prior teaching experiences to connect with. It being so, there emerges a need for in-service education; teachers can combine theoretical knowledge and their own previous teaching experience for future practice whereas theory tends to remain as mere knowledge in pre-service education. Yoshi's following comment vividly summarises the value of in-service education.

Excerpt 5-1-21

Yoshi: I truly think that the totality of **my five-year teaching experience and the knowledge I have acquired from my TESOL course has made me stand at a starting line**, finally. Therefore, I would say that these seven years [after my graduation from university] have been just my internship years.

R: Well, I don't think so.

Yoshi: Honestly, of course it does not mean my five years were a waste of time. So, this applies to everything, both knowledge and practice are important. I had five years' teaching experience first, and then I acquired intense and rich knowledge. Now I am finally at the stage when I can act up to 'This is what I want to do.'

(Yoshi Interview 2: March 2015)

Pre-service education has its own purpose and so does in-service education. Given that a long-term study leave of one teacher can affect, for instance, school management and budget, the introduction of a long-term in-service education system might not be feasible from a simplistic point of view. Despite its shortcomings, however, as found in Yoshi's comment, implementation of a long-term in-service education system can be a powerful determinant factor for the improvement of the quality of education.

5.1.3.4 A path to becoming an autonomous teacher-learner

One noteworthy feature which consistently emerged from Yoshi's interviews is the evidence that he was achieving autonomy as a teacher, i.e. assessing his learning outcomes objectively and taking responsibility for devising a way to implement theory into his teaching context.

Excerpt 5-1-22
R: Do you think it was worth the sacrifices [leaving a full-time job and investing financially for studying on the MA course]?
Yoshi: Yes, I believe so and this is not the end of the story. The value of the learning outcomes from this course will change depending on how much I can deepen [my understanding] and use [the knowledge and theory I learned] on my own way. **It's all up to me.**
(Yoshi Interview 1: Aug. 2014)

Excerpt 5-1-23
R: Is there anything that you now feel that you would have liked to have learned?
Yoshi: Well, it would have been beneficial if they had taught me how to teach Japanese students, but it's only if I was allowed to wish for more. In fact, **it is my job to find** [the way to teach Japanese students] **because the approach should be different depending on schools, classes and students.** (Yoshi Interview 3: May 2015)

As discussed in 3.4.5, autonomy can be achieved through teacher education, which can be the case with Yoshi. It is possible to speculate that he used his knowledge as his opinion in the above excerpts. However, the evidence of him being an autonomous teacher was that he never laid responsibility on any other factors, such as a rigid curriculum, entrance examinations or pressures

from students and colleagues even when struggling to transform his lessons. He was always reflective and responsible for what he aimed to achieve, seeking a strategy for a gradual change.

He was also extending his autonomy as a teacher-learner, trying to receive stimuli and update his knowledge by attending seminars and workshops in his free time.

Excerpt 5-1-24
R: I remember you once said that you had built your foundation by learning in the TESOL course.
Yoshi: Absolutely, I did.
R: You also said you sometimes attend workshops. Do you still attend any?
Yoshi: Yes, I still do. I attended a one-day workshop held by Oxford University Press last December. Although I learned most of its contents during my MA course, there were some things I had forgotten. So it was useful. I also attended a seminar held by Japan International Cooperation Agency. [...] Thanks to my learning through the TESOL course, after I listened to other people's presentations based on their practice, I was able to think how I could apply it and use it on my own way without worrying about whether I could reach the same level as the presenters. (Yoshi Interview 4: Feb. 2016)

As has been and will be repeatedly discussed in this thesis, teachers are not to become consumers of theory but mediators who can appraise theory with an analytical eye and utilise it strategically and flexibly by adjusting it to their own students and the teaching contexts for which they are responsible. Since words such as 'appraise, mediate, or practicalise' are used in discussing the ideal relationship between theory and practice, the process to appraise, mediate or practialise theoretical knowledge sounds straightforward. In reality, however, the process will be challenging and demanding for teachers and it will require time.

5.1.3.5 Strategies for reflection

5.1.3.5.1 Reluctance towards implementation

Except for the duration from May 2015 to February 2016, when Yoshi sounded reluctant to participate in my project, he always showed a positive attitude towards both videotaping his lessons and conducting student questionnaires. I therefore asked him about a possibility of carrying out these two measures as means of gaining greater insights into his professional reflection in our interview in May 2016. Following a positive response, I sent all the documents necessary and waited for his message which was supposed to be sent when the missions were completed. As the first term in the Japanese school system ends on 20 July, I sent a gentle reminder: three times in June and twice in July. Knowing that school teachers are required to go to school even during summer holidays for supplementary lessons and supervision of club activities, I waited until 10 August 2016, when I finally decided to send another email to request a Skype interview. As somewhat predicted, his reply revealed that he had not been able to carry out either. In response to his request for a meeting to explain the reasons for not being able to conduct either measure, a Skype meeting was conducted on the following day.

He stressed his laziness and lack of time in his explanation but with a little scepticism in mind I decided to delve deeper, although it required a certain amount of courage.

Excerpt 5-1-25
R: It is troublesome to videotape your lessons while you have a lot to do in your daily routines, isn't it? If you don't need to, you don't want to watch your own lessons, do you?
Yoshi: Well, **it's fifty-fifty.** I feel like watching my own lesson but, well, I don't want to watch it. **I won't say I am eager to watch** my own.
R: To be frank, it's troublesome, isn't it?
Yoshi: Well, if I put it short, yes, it is.
R: Would you say the same about the student questionnaires?
Yoshi: Compared with videotaping lessons, the questionnaire is easier because I don't need to explain so much to my students. I just need to say to them, "I'm going to do it," **but it is not something I definitely want to see.** I know that **it will be helpful** so I had better do it or I

> should do it but **at this stage I am trying many different activities in my classes and I don't want my students to evaluate my lessons now.** When I was working on my dissertation, I asked others to help me with data collection, so I know that I should help you.
> (Yoshi Interview 6: 10 Aug. 2016)

His mixed feelings are in a sense understandable since he later mentioned that some of his students tended to react promptly to his introduction of new activities, stating "Why have you changed?" Likewise, his previous experience of student questionnaires seems to have caused his reluctance. As I mentioned earlier, he experimentally carried out a student questionnaire in July 2015, at the end of the first term after recommencing teaching in April 2015. Although before it took place we had agreed to exclude this questionnaire from the data, according to his later comment it seems that the results mainly asked him to return to the so-called grammar-translation method. He did not refer to his prior experience, but this also explains his reluctance towards conducting student questionnaires.

While being at the stage for the possible transformation of his classes without feeling any sense of success, it would have been difficult to face the reality, which could be avoidable if Yoshi did not videotape his lessons or conduct student questionnaires. His hesitation was disappointing, since, as he acknowledged himself, these two measures could provide a precious opportunity for him to reflect on his practice. It should, however, be appreciated that Yoshi, instead of hiding his feelings, disclosed his fear of being evaluated by his students.

This is a very constructive implication that ample consideration is needed in introducing a scheme for teacher reflection, drawing on the measures such as peer observation and student feedback. The contribution of these measures is promising if they are designed carefully for constructive discussions among teachers, but not to evaluate their classes as simply good or bad. Currently these types of reflection have been put into operation in many state upper secondary schools in Japan. At Yoshi's school, for instance, a 'peer observation week' has been in practice based on the policy that only positive feedback should be provided by observers. If the mutual observation leads to teachers' exchange of opinions, even if it does not lead to the formation of a reflective

"peer group" (Farrell, 2015), discussion with colleagues is beneficial by providing an opportunity for collaborative reflection. However, according to Yoshi (Interview 6: 10 Aug. 2016), peer observation did not lead to any further discussions.

Yoshi's hesitation concerning student questionnaires was also an indication that, as I argue in the 'Model of Teacher Development' (see 3.6.2), student feedback exerts a considerable impact on teachers and the improvement of their practice, particularly when teachers are less experienced. It also requires teachers' preparedness for using students' feedback as reflection; for, as McGrath (2000: 101) argues, "[b]eing reflective involves risk – there are no right answers – it also requires an effort and ways of thinking which have perhaps not been required in previous educational experiences." It was hoped, at this stage, that in the near future Yoshi would gain enough confidence to take a risk, realising there were no right answers in teacher development but that peer observation or self-observation and student feedback could offer an opportunity for reflection, in other words, a chance for development. It should be emphasised thus in teacher education that reflective measures are indispensable in the process of improvement, which can be more effectively achieved with the cooperation of students.

5.1.3.5.2 A Student report – a step further

Having stated 'in the near future' in the previous section, 'the near future,' unexpectedly, arose on 25 August 2016, only about two weeks after Yoshi expressed his ambivalent feelings towards the reflective measures in the interview on 10 August. He suggested that there would be a possibility of conducting a student questionnaire in the supplementary lessons at the end of the summer holidays, starting on 20 August. However, after the discovery of his mixed feelings towards videotaping his lesson and conducting a student questionnaire, my expectation was understandably low.

Based on the questionnaire form I created, Yoshi modified it to suit his current teaching context, which I admire as one of his strengths. When I was once asked to comment on his teaching plan, although he took all of my advice in, he added his own twist to my suggestions. This was the case with his questionnaire as well: for example, he added a question "What do you think about working in pairs and groups?" which was his main concern in changing

his teaching style in the supplementary lessons. As the questionnaire was conducted at the end of the supplementary lessons during the summer holidays, the number of the students who participated in was only eight.

To my surprise, the questionnaire sheet showed complete transformation of Yoshi's teaching approach and positive appraisal from his students towards it. Among the expressions included in the list of the activities were 'pair work', 'group work', 'your partner' and 'your group members' (see Figure 5-1, and for the whole questionnaire result see Appendix K). Regardless of Yoshi's strong urge to shift his lessons to student-centred ones following his new provisional belief, he seemed never satisfied with his practice. As an interviewer who was with Yoshi for more than two years, I sensed his conflict especially after he secured his permanent position in April 2016: the conflict between his self who wanted to incorporate his MA learning outcomes into his classes and the self who knew that he could be accepted as an English teacher without making much effort (Yoshi Interview 5: May 2016). It seems, however, that the supplementary lessons during the summer holidays provided him with a perfect opportunity to experiment using a new approach, with the class size being rather small (according to Yoshi, the number of the students decreased from 23 to 9) and the students being motivated to learn. Although what could be speculated from the questionnaire result was limited, one student's comment "I was able to enjoy learning more in the latter half of the whole course," was an indication of the success of the reform of Yoshi's lessons.

Questionnaire about your English classes

1 Please choose two activities from the list which you found useful and write why you thought so.

(1) Reading aloud
(2) Filling in the gaps listening to your partner's reading
(3) Pair work
(4) Explaining the process of problem-solving to your group members
(5) Listening to the group members' explanation of problem-solving
(6) Group work

Figure 5-1 A sample question in Yoshi's student questionnaire

After reviewing the student questionnaire result, I conducted the seventh interview via Skype on 26 August 2016. According to Yoshi, this supplementary summer course consisted of two periods and the focus was for the final year students (Year 12) to get ready for university entrance exams using practice books. In the first part of the course, the lessons were solely teacher-oriented with Yoshi explaining how to read texts and answer questions. However, while seeking an idea to make his supplementary lessons student-centred, he managed to design a lesson for the latter half of the course using a framework he encountered in a book. In his new lessons, each student had to play a teacher's role, explaining a procedure and a strategy to choose the correct answer to other group members. Yoshi stated that although he occasionally explained some strategies that students could use to find answers, in the main, he was able to maintain a facilitator role.

A thorough review of the student questionnaires revealed his students' high satisfaction with Yoshi's lessons, pointing out the definite usefulness of group work (see Table 5-2). However, contrary to my expectation of witnessing Yoshi's excitement, his response to my first question, "What is your overall

Table 5-2 Excerpt from Yoshi's student questionnaire results

4. What do you think about working in pairs and groups? Please choose one from the options in the left column and add the reason why you think so.

Answers	Number of students	Reasons
1. It is useful.	6	
2. I would like to try it.	1	
3. I rather like it.	0	
1. I think it is difficult.	0	
2. I don't prefer it though I have tried it before.	1	•Sometimes the answers are not clear when we work in a group.
3. I don't want to do it.	0	

reaction to the your students' questionnaire results?" was rather calm, stating "I am pleased with the positive result overall but at the same time I knew that it would be."

Although he stated that the positive feedback was in accordance with part of his expectation, as our interview proceeded he revealed his excitement about the questionnaire results:

Excerpt 5-1-26
R: Although you said that not all the feedback was positive, in my opinion, judging from your students' feedback, **it seems that your lessons went really well.**
Yoshi: **Yes, yes, that's right.** I probably shouldn't say this but, to be honest, I noticed a positive reaction during the lessons.
R: These lessons went really really well, didn't they?
Yoshi: I think so. (Yoshi Interview 7: 26 Aug. 2016)

Yoshi expressed his anxiety in introducing this new approach since his students completely fell silent when he explained the details and the reasons for the change in the first lesson. On this occasion, however, his risk-taking did pay off.

In the previous section, I pointed to a possible impact of a student questionnaire based on Yoshi's hesitation towards it. Now, interestingly enough, the following comment appears to verify the impact the student feedback can exert on teachers from the opposite direction.

Excerpt 5-1-27
Yoshi: As I have received such positive feedback, it has become **a powerful support for me.** For example, I can survive for at least six months thanks to this. It will function as my anchor even if I change my usual lessons to this approach. This questionnaire result will be **my emotional support for six months or even a year**.
(Yoshi Interview 7: 26 Aug. 2016)

On this occasion, Yoshi finally decided to conduct the questionnaire since he was able to see encouraging reactions from his students during the supplementary lessons. Without his students' on-going positive responses, he

might not have even administered the questionnaire. As mentioned earlier, in introducing student questionnaires, caution and consideration are required so that the results trigger and sustain teachers' motivation. It should be borne in mind, as can be seen in Yoshi's case, student feedback does influence teachers significantly.

5.1.3.6 Emergence of a solid new belief

As discussed in 5.1.3.1, Yoshi's learning during the MA course exerted a powerful impact on him, leading to the formation of his provisional new belief, transforming his lessons into student-centred ones. Although his new belief did not seem to fluctuate at all, he was forced to compromise occasionally, taking his students' expectation into account. His struggle, the gap between his provisional belief and the reality that he was not able to change, would have been very difficult when he was so strongly motivated to change. It lasted nearly a year and a half after his returning to the classroom before he achieved a success, in other words, proving that his belief was not a mere belief but could be put into practice. The moment eventually arrived when Yoshi's provisional belief was finally solidified and established as his new belief corroborated by his students' feedback.

The trajectory of Yoshi's provisional belief being solidified indicates that 'students' are a determinant in its process and students' positive feedback generates teachers' motivation for further challenges (see Excerpt 5-1-27 in the previous section). It has also revealed that establishment of teachers' new beliefs takes place in accordance with a change in their practice. Thus, as Borg (2011b) argued, teacher education can impact teachers' beliefs but whether or not their beliefs have changed needs to be probed after their return to the classrooms.

5.2 Sato – satisfaction, scepticism and transformation

5.2.1 Sato's profile

Sato, in his late twenties, had a three-year teaching experience as a part-time teacher at a private girls' secondary school before attending a one-year pre-sessional course followed by an MA programme. As he left England at the end

of December 2014, his total residence in the U.K. was two years and four months. Our meeting finally took place on Christmas Eve, one day before his departure from England, at a cafe in London, where we spent more than four hours talking about a variety of topics: from our common hobbies to his dissertation, not all of which were related to the interview questions.

Sato's encounter with English early in his childhood made him a motivated learner of English. His initial motivation to become an English teacher was based not on his love for learning English, but on his strong passion towards playing baseball. In Japan, where secondary school students are encouraged to participate in club activities after school, it is not unusual to become a teacher aiming to be involved in club activities, which was the case with Sato. Regardless of his initial motive, however, he stated that he had always dreamed of studying abroad, considering it would be a desirable experience to equip himself with as an English teacher. Upon the completion of his MA degree, his focus towards being a teacher started to shift from baseball to English.

Sato recommenced teaching within a month after his return to Japan. While working as a substitute teacher for two months, he successfully secured a contract full-time job at a private secondary school, where he taught both lower and upper secondary school students. The parent organisation of his new school owns educational levels from a primary school to a university. When he was hired in April 2015, the parent organisation was deciding to place an emphasis on English education. In April 2016, Sato was offered a permanent job in the same school.

In England Sato seemed to be rather a relaxed person and good at socialising; he enjoyed going to local pubs at his trip destinations as well as the city he lived in and having a chat with the people around. He did not usually reply to my emails promptly but responded to me after a couple of emails from me. However, I totally lost contact with him in July 2016 after the failure of his plan to let me observe his lesson via Skype. Although he emailed me again the next day, suggesting a possibility of a Skype meeting, he unfortunately did not reply to my emails thereafter.

5.2.2 Impact of study abroad and MA programme

5.2.2.1 Language proficiency

According to Sato, the biggest difference he recognised in himself before and after his study abroad was his attitude towards speaking English. This was in a sense surprising because in his first interview he did not give priority to language proficiency as a necessary attribute of a language teacher. At the same time, however, it might not be such a surprise since achieving high language proficiency can be the most important trait for a language teacher, as seen in Hiver's study (2013) with his research participants, Korean English teachers.

After Sato had spent more than two years using English in his daily life, it is likely that the improvement of English proficiency contributed to the boost of his confidence as an English user. Although he states that he used to be anxious about speaking English, e.g. "I used to feel very uneasy when I gave instructions in English in class before I went abroad" and "I don't have any negative feelings towards speaking English now. I used to be like 'Oh, I have to give a lesson tomorrow with a native speaking teacher but can I manage?'" (Interview 3: Nov. 2015), he now has no hesitation using English.

Excerpt 5-2-1
R: It might be a bit different because now you are teaching lower secondary students, but do you notice any difference before and after attending your MA?
Sato: (3) **Speaking English has become something natural to me**.
R: Is it?
Sato: Yes. Giving instruction in English and (3). What is it? **When I need to speak English, I just can.** In team-taught English conversation classes, I can negotiate with the ALT on the spot.
(Sato Interview 3: Nov. 2015)

In talking about proficiency, what attracted attention in the first interview was his response to the question regarding the improvement of his proficiency.

Excerpt 5-2-2

Sato: **My listening has improved a lot**! **Many of my coursemates were from a certain region and at first I could not understand what they were talking about**. [...] I had one coursemate who took the EAP course and the MA together and **I was able to understand him completely towards the end of our MA**. Other Japanese students on the same course said that they were okay with native speakers' English but could not understand their non-native coursemates' English.
(Sato Interview 1: Dec. 2014)

As he says, this is indeed an improvement since, in the beginning, his fellow students' English was incomprehensible for him. Having said so, it is still intriguing to find that he uses a non-native English speaker as a benchmark to measure his improvement in proficiency. It is therefore speculated that he made this comment on the grounds that, as other Japanese students stated, non-native speakers' English is more difficult to understand than native speakers' English, which sounds reasonable because interactions with other non-native speakers are very much restricted in Japan, a monolingual society. This social interaction and relations with other non-native speakers seem to have greatly impacted Sato's perspective and attitude towards English as well as his perceived improvement of proficiency.

Although Sato initially did not voice his aspiration towards achieving native-like proficiency explicitly as was the case with two other participants, Yoshi and Masa, it was implied in his statement: "At the end of the day, I am Japanese and not a native speaker" (Sato Interview 1: Dec. 2014). Prior to reaching this stage, he was overwhelmed with the idea that he had to speak English correctly without making any mistakes, which was supposedly his tacit belief formed through his learning and teaching experiences in Japan. While being obsessed with his belief and not being able to express himself eloquently, he was amazed with his fellow coursemates' positive attitudes towards using English without worrying too much about intelligibility of their English. Inspired by the attitudes of his coursemates, Sato's perspective gradually began to shift. In fact, his statement quoted above is an implication that he previously possessed a strong belief regarding language proficiency, i.e. the necessity of speaking correctly, and like a native speaker. However, this comment also indicates that his belief was shaken in the new environment.

Indeed, Sato's belief was substantially affected by the interaction with his coursemates and their attitude as language users. Having been heavily involved in a community where people with different linguistic backgrounds share a language, it was likely that Sato began to acknowledge that language is not necessarily used in the world of 'black and white' but entails flexibility. This experience eventually led him to ponder the necessity of introducing the reality he experienced into his classroom:

Excerpt 5-2-3
Sato: **Personally, I think we should teach a variety of English**. When I was in England, I could not understand English spoken by people from a certain area. English I was familiar through films and music was, what is called, native English. But English has become a lingua franca and people from different places speak different types of English. So we might need the ability to understand these types of English because **not everyone speaks beautiful English** [English that learners are used to] and even in England people's English [native speakers'] is different. Based on my experience that I could not understand English spoken by people from different areas, I wonder why we don't get a chance to learn different types of English. We don't speak the same type of English, but it would be better at least if we are used to listening to that kind of English. (Sato Interview 2: April 2015)

Following the above remarks, he later added:

Excerpt 5-2-4
Sato: If possible, I want to speak perfect English, beautiful English. I won't say I don't care about it, but I am not a native speaker. I know that I have my own accent and stuff and it will be possible to correct my English but I don't think I need to pay attention to it.
(Sato Interview 2: April 2015)

He revealed that he still somewhat maintained a longing for speaking perfect English, which might be quite natural for a language teacher who wants to be a role model for students. Nevertheless, it is evident that he is not obsessed with the idea of achieving native-like English or pronunciation any longer. He now knows how English is used in the real world. He remembers that he was accepted as a speaker of English in different communities even if

his English was not 'perfect.' As a language learner and teacher, he will probably aim to improve his language proficiency, but he is different from what he was; he now knows that he can be accepted as a legitimate user of English.

5.2.2.2 Evaluation of MA programme

The comparison of the overall evaluation by Sato (see Table 5-3) and that of Yoshi (Table 5-1 in 5.1.2.2) might draw a conclusion that these two, who attended exactly the same modules on the same MA programme, were largely satisfied with the course offered and their achievement. Contrary to Yoshi, however, Sato expressed not only his dissatisfaction in the course but also the scepticism regarding the feasibility of translating learning outcomes into his future teaching.

In the first interview, he concluded the evaluation of his MA course with the statement "However, overall, I am satisfied" but, as the word 'however' suggests, he expressed his disappointment as follows:

Table 5-3 Sato's MA module evaluation

Modules	Preference	Usefulness
Learning & Teaching ICT online	4	4
Materials Development for TESOL	3	4
Learning and Teaching Vocabulary	3	3
Investigating Language for TESOL	2	4
Learning and Teaching in TESOL	5	5
Critical Study	5	5

5 = very much 4 = quite a lot 3 = so-so 2 = not really 1 = not at all
(see Appendix A for more information regarding this evaluation)

Excerpt 5-2-5

R: What is your overall evaluation towards the course you attended?

Sato: I wanted the tutors to give more lectures. [...] Basically, we are expected to read by ourselves after being given basic knowledge through lectures. My total impression is that there is not so much teaching as encouraging us to delve into the area by reading.

(Sato Interview 1: Dec. 2014)

When it comes to the evaluation of an individual module, Sato acknowledged 'Learning and Teaching ICT online' and 'Learning and Teaching in TESOL' as the two most inspiring modules, to both of which he assigned high marks in preference and usefulness in his evaluation (see Table 5-3). Contrary to this seemingly positive rating, however, he raised a question regarding a possibility of reflecting the content of these two modules in his future classroom. As to the ICT module, he left the possibility of introducing the new technology to the equipment of ICT facility in his future school, but he pointed to the gap between theory and practice in respect to the module, 'Learning and Teaching in TESOL.'

Excerpt 5-2-6

Sato: There was a module which focused on how to teach four skills. I totally agree with what [the theories] taught in this module but felt **it would be a little bit difficult, difficult to apply** what was taught to classroom practice. **It is ideal but would be difficult.**

(Sato Interview 1: Dec. 2014)

Having shown his slight discontent, he highly appreciated the effectiveness of the skills and ideas introduced by his tutors in the EAP course.

Excerpt 5-2-7

R: You said that you are satisfied with the MA course you attended, but do you have any vision about how you can incorporate your learning outcomes into your lessons?

Sato: In that respect, **the classes in the pre-sessional course will be more useful than the ones in the TESOL course.** In the MA course they rather teach theory and we are not language learners. But I learned English as a learner at the language centre and I often

encountered ideas that can be used in my lessons. I thought 'Thanks, I am going to use this.' (Sato Interview 1: Dec. 2014)

This is not at all surprising because acquisition of skills and techniques to attract and motivate students can be a teachers' priority for a quick recipe to improve day-to-day lessons. Learning in the EAP course, thus, provided Sato as well as Yoshi with an opportunity for the second "apprenticeship of observation," (Lortie, 1975) which seems to have been useful due to their limited previous teaching careers (Sato for three years and Yoshi five years).

Whereas in his future classroom Sato questioned the legitimacy of theory gained through MA lectures, he highly valued tactics and ideas used by his EAP tutors. However, the subsequent interviews conducted after his return to the classroom disclosed Sato's development triggered through attending the MA, which will be discussed in the next section.

5.2.3 Developmental trajectory

5.2.3.1 Appreciation of theory

As described in the previous section, Sato's overall appraisal towards his learning outcomes did not sound particularly satisfactory before he returned to the classroom; however, his second interview (in April 2015) conducted right after having worked for two months as a substitute teacher revealed an intriguing dimension of his development. When I referred to his comment in his first interview that his experience at a language course would be more effective and practical in transforming his classes, his response was unexpectedly "If I look back, at the end of the day, probably the tutors on the pre-sessional were teaching based on theory." Moreover, it is noteworthy that despite the previous criticism of theory being idealistic in reflecting on the module 'Learning and Teaching in TESOL' (see Excerpt 5-2-6), upon returning to the classroom he discovered the interface of theory and practice. Replying to my question why he disapproved of the grammar-translation method the teacher he had substituted for had used, he stated as follows:

Excerpt 5-2-8
Sato: When I was on the MA course, it was strongly emphasised that we need to cover all the four skills in our classes. [...] I learned that a kind

of output activity should be added even when focusing on reading, in sum, balancing matters [between input and output] in teaching English. But it is more input-oriented in Japan, isn't it? When I asked my students how their classes had been given, they said that "The teacher explained and we just took notes." So I thought I should introduce some activities to facilitate their thinking. (Sato Interview 2: April 2015)

It seems that his scepticism regarding the legitimacy of theory in the classroom prior to recommencing teaching stemmed from lack of visualisation of his future classroom. He was anxious regarding to what extent he would be able to transform his lessons by incorporating his learning outcomes. His remark in his first interview clearly revealed his mixed feelings: "I think I have to change [...] I don't know how much I can. [I'm] Excited but anxious" (Sato Interview 1: Dec. 2014). However, the reality of the classroom and the students in front of him made him recognise the validity of theory to support his practice. At the same time, he realised that theory is not there waiting to be utilised as it is, but that he needed to become a legitimate appraiser of theory.

Excerpt 5-2-9

Sato: What I dealt with on my MA course was after all good language learners. Good students. It all depends on how teachers can analyse students depending on the conditions, like how motivated students are or how tired they are after a PE class. It's all up to teachers' capability, isn't it? **I realise the validity of theory but it's all up to teachers when it comes to how to use theory in our own teaching context.** (Sato Interview 2: April 2015)

Developing into a mediator is a long and demanding process, but this was the beginning of Sato's journey to become a mediator. It is no wonder that he did learn and grow through attending the MA course by exposure to and gaining theoretical knowledge. Yet, the growth he experienced and that we witness after his return to teaching should also be acknowledged for its value since this is the distinctive impact of in-service education, without which the value of the development that Sato achieved by attending the Master's programme could lose its original worth. Although his evaluation regarding the MA modules (see Table 5-3) was rather favourable, interestingly, in his second interview (April 2015) he assessed his MA course "120 out of 100" after

teaching for two months. This change must have emerged due to his recognition that his learning outcomes were reflected and incorporated in his practice.

It is also worth mentioning here that Sato has become responsible for his own learning:

> Excerpt 5-2-10
> R: If you were attending an MA TESOL again, what would you like to study on top of what you have already learned?
> Sato: What I am interested in now is phonology, pragmatics, assessment and curriculum. **There is so much I need to learn** but I'm not like "I don't know how to study." **Now I know that what I need to do is to read books, gain knowledge and investigate.** I would say "This is how we learn, isn't it?" (Sato Interview 2: April 2015)

> Excerpt 5-2-11
> R: Is there any impact of your MA learning on your current practice?
> Sato: Well, (2) **now I know how to find ideas for teaching.** For example, when I want to find some materials and activities for reading, I can search for them. (Sato Interview 3: Nov. 2015)

As Sato longs for further input, learning is a life-long business and there is no ending as long as teachers are motivated to continue. Sato did acquire theoretical knowledge by attending the MA course, but what he truly achieved can be a solid foundation which will support him all through his career: he knows how to approach, appraise and adapt theory himself. Sato's developmental path is not identical to Yoshi's, but their in-service education evidently upgraded them both to be autonomous teacher-learners.

5.2.3.2 Loss of contact with Sato

Sato was not always quick to respond to my emails but in general he showed a positive attitude towards employing the reflective measures. When I requested him to videotape his lessons and conduct a student questionnaire in May and June 2016, his replies were "I am planning to do it soon." In response to my gentle reminder sent on 13 July 2016, he even attached his consent form for a video-taped lesson, stating "I am planning to give the student questionnaire

today and hoping to videotape a lesson between 21 and 23July during the supplementary lessons." On the morning of 22 July, I received an email from Sato, asking me to observe his lesson live. On reading his email, I booked a room in the library at the University of Southampton and waited for his Skype call at the assigned time (GMT 12:00), which regrettably never did take place. The next day, I received another email from Sato, stating that he had not been able to make a Skype call or videotape his lesson. Given that he did not contact me on the day he suggested, this was not at all a surprise to me. As he offered me a Skype interview in his email, I asked him to choose a couple of possible dates for us to have a Skype meeting. Unfortunately, however, I did not hear from him after this even though I sent him another three gentle reminders for a Skype interview.

It was a pity that I lost contact with Sato but it must be emphasised that he was willing to participate in my project, given that he sent me his consent form for videotaping his lesson and notifying me of the possibility of observing his lesson via Skype. As to a student questionnaire, he conducted one in March 2016, which unfortunately cannot be included in this research, since he did not send me his consent form, though he obtained his students' written consent forms.

A lesson I learned from this experience is that I needed to be more reflective myself as a researcher. I assumed that I was considerate enough by not pushing my participants too hard, but a lengthy involvement in a research project might have somehow become too much of a burden for some of them. In addition, had I existed in Sato's everyday life circle, the data collection might have been smoother and less demanding and burdensome for him.

5.3 Conclusion

The developmental trajectories of Yoshi and Sato, who coincidentally chose exactly the same modules on the same MA programme, were, needless to say, not identical. For example, regardless of Sato's initial scepticism towards the practicality of theory in the classroom, he was incorporating his theoretical knowledge as soon as he recommenced teaching. On the other hand, Yoshi, who was eager to transform his lessons based on his learning, underwent a lengthy period before he finally achieved his ideal lesson. Due to the loss of

contact with Sato in the middle of his developmental process, it became impossible to explore his development more in detail in comparison to that of Yoshi. It being so, both Yoshi and Sato have shown not only the impact of SA and learning on the MA programme upon the completion of the course but also after returning to the classroom. These phases of their development will help provide understanding of teacher development more fully when combined with the stories of three other teachers whose developmental stages were more advanced after their completion of the courses.

Chapter 6: Trajectories of previous returnees

Introduction

This chapter reports the findings regarding the three previous returnees, Masa and Jun, who completed their MA in 2013, and Mika who obtained the MA in 2008. As they had already been back to their teaching at the time of my first contact with them, the immediate impact of their learning outcomes on their practice and beliefs was more complex to trace back due to the retrospective nature of the interviews. For Mika's case in particular, it was almost impossible to fill the gap of six and a half years between her completion of the MA course (September 2008) and our first meeting (March 2015). However, these three previous returnees' developmental trajectories will showcase the stages that Yoshi and Sato might not have reached yet. These accounts will shed light on how in-service education can offer scaffolding support for teachers' development in the long term. As the word 'scaffolding' literally means "a structure for builders to stand on when they want to reach the higher part of the building" (Cambridge Dictionary: English Dictionary online), although it is teachers who climb a ladder of development, a solid structure—'scaffolding'—i.e. in-service education, will firmly support their day-to-day practice and enable teachers to climb to a point they could not reach without it.

6.1 Masa – in the quest of development

6.1.1 Masa's profile

Masa, who completed his Masters in 2013, had had more than 20 years' teaching experience at the onset of this study and has been teaching at a private secondary school in an urban area in Japan. His school is attached to a university, which is renowned as the first EMI university in Japan and he is a graduate of this university. He started his career as a part-time teacher and then taught full-time for a while at a state school before he moved to the current school.

His school is rare compared with a typical Japanese upper secondary school since two-thirds of the students are returnee students after a period of residency abroad, with the remaining third of the students having been educated solely in Japan. According to Masa, the returnee students' English competence varies and some students seem to prefer using English to Japanese. Thus his teaching environment is unique in that Japanese teachers of English teach mainly grammar and reading while native English-speaking teachers (NESTs) and bilingual Japanese teachers teach the subjects which focus mainly on oral skills. As he admitted in his second interview, he appears to have made a huge effort to establish his identity in this special environment for the first several years.

His question towards the validity of being an English teacher originates with his specialisation at university, which was not English but public administration. Moreover, the uniqueness of his teaching context provoked his motivation to attend a postgraduate course at the Open University in Japan. His dissatisfaction upon the completion of his first MA in Japan inspired him to achieve another MA in the UK. Although he was reluctant to admit his innate passion towards education, as the interviews proceeded, it became obvious that he is an enthusiastic and responsible teacher. It might not be obvious from the excerpts used in this thesis, but the words he chose tended to be abstract, metaphoric, and philosophical, which occasionally were difficult to interpret, but at the same time stimulating and thought-provoking.

As I mentioned in 4.3.2, Masa was introduced by his previous tutor in the institution where he completed his MA. In response to my enquiry email about Japanese MA students, his tutor kindly suggested that I should contact him since there were no Japanese students in the year 2013–2014. Although I received Masa's contact detail in April 2014, I waited until the middle of July, when the first term in Japan nearly finished. According to my personal impression, his responses to my emails were rather late until one year after our first meeting. However, it seems likely our rapport was finally established at that point.

6.1.2 Impact of study abroad and MA programme

As Masa's profile illustrates, the path he has followed as a learner and teacher is different from those of the other participants. It is obvious that his teaching context, where two-thirds of the students are returning students from abroad, greatly influenced his perspectives and beliefs before his study abroad; however, his MA learning experience also had an impact on his practice and beliefs considerably, which was finally realised more than two years after his return to the classroom.

6.1.2.1 Language proficiency

When it comes to the topic of language proficiency, Masa's remarks sounded ambivalent in the early interviews: confidence alongside what seemed to be feelings of inferiority. He showed his confidence, on the one hand, stating "For a Japanese citizen, my English is comparatively good" (Masa Interview 2: Aug. 2015). On the other hand, however, he exhibited his feelings of inferiority generated by his unique teaching context; two-thirds of his students were returnees from abroad and, according to him, Japanese teachers of English are ranked lower than NESTs at his school. Masa's attitude was therefore not surprising even though he possessed a strong aspiration towards achieving native-like proficiency, as the participants in Hiver's study (2013) did.

Although, in his earlier interviews, he never admitted his aspiration towards achieving native-like proficiency, it was possible to detect his desire through his comments: without his ambition at the back of his mind, he would not have made the following comment:

> Excerpt 6-1-1
> Masa: I realised that **I cannot be a native speaker** even if I stay there for several years. (Masa Interview 2: Aug. 2015)

He eventually acknowledged some aspiration of achieving native-like proficiency in response to my question, "Did you have a tiny little desire to achieve native-like proficiency somewhere in your mind?": his reply was "It was not just one percent. I won't say I didn't have a desire to achieve native-like proficiency. I had a lot" (Masa Interview 5: 6 May 2015). Contrary to his expectation, his SA experience made him confront a harsh reality as shown in

Excerpt 6-1-1. He also stated that he was ashamed of himself upon arrival in the UK because he could not make himself understood (Masa Interview 2: Aug. 2015). Needless to say, however, the reality was not necessarily purely bitter. Masa started to realise that the so-called 'native-speaker supremacy,' which he believes is paramount in the Japanese society, does not exist, at least in London, this multilingual/multicultural city filled with immigrants and tourists. People with different backgrounds use English as a means of communication and for survival, regardless of whether their English is native-like or not. His coursemates from other English-speaking countries said that they could not understand British English. Even British people say they cannot understand the English spoken by people from different regions.

> Excerpt 6-1-2
> Masa: There are many people who are not good at English, and [for instance] shop assistants have their own accents. People in England are used to not being understood. […] **Everyone makes an effort [to understand others' English] because we speak different types of English**. When I was talking to somebody, I noticed that English is not that person's first language and even when English is people's first language, the factors such as background, class and education can affect [the English people use]. (Masa Interview 1: April 2015)

Although he was still feeling irritated, not being able to express himself with "wit and intellectual quote from poetry or classics" (Masa Interview 1: April 2015) to his MA colleagues, the surroundings helped him gradually overcome his feelings of deficiency:

> Excerpt 6-1-3
> Masa: At first I was embarrassed when I could not make myself understood but I started to feel that I did not have to be embarrassed because not everybody speaks native-like English, and **nobody laughs at your Japanese English**. (Masa Interview 2: Aug. 2015)

After having witnessed how English is used and perceived by a wide range of users in the UK, it seems Masa, in his words, has become 'emancipated.' As he acknowledges, he seemed to possess an insecure and fragile aspect in his belief concerning language proficiency. Now he critiques people who said to

him "Now you speak Queen's English" upon his return, but more or less he used to hold a similar belief.

> Excerpt 6-1-4
> Masa: I totally disagreed with the idea that 'We will be able to speak British English if we go to England,' but I only knew it as knowledge. Now the situation is different because **I won't be misled by that false idea.** I will never think 'We might be able to speak British English' even a bit, **which is different from my knowing it as knowledge. Nobody cares about it or talks about it. In the first place, it's not possible to define native English.** (Masa Interview 2: Aug. 2015)

By being exposed to the reality, he realised that he had been somehow obsessed with and deluded by his preconception. Excerpts 6-1-2, 6-1-3 and 6-1-4 demonstrate that his perspectives on English, native speakers, and language proficiency were reconstructed during his stay in the UK as was the case with Yoshi and Sato, too. Having revealed his newly inspired view, however, Masa stated in his fifth interview that accepting the fact that we do not need to achieve native-like proficiency is a kind of compromise. Although his comment puzzled me first, the subsequent statement clarified matters:

> Excerpt 6-1-5
> R: Does the fact that you cannot become native-like make you feel down?
> Masa: Well, just a little bit but I don't feel depressed if I think of an example that adult immigrants to a Spanish-speaking country sometimes forget Japanese. (Masa Interview 5: 6 May 2016)

Referring to the example of adult immigrants who might use their second language as their daily language and forget their mother tongue, he implies that there is a possibility that English could become his first language if he migrated to an English-speaking country. This gives an indication that he does not want to give up the idea of achieving native-like proficiency. Accordingly, whilst acknowledging that he can be accepted as a member of a multicultural/multilingual community, one part of him does not seem to have abandoned the idea of achieving native-like proficiency.

As discussed in Sato's case, this is not mere aspiration or obsession towards achieving native-like proficiency but a choice Masa has made after spending a year in the society where he can be accepted as a member even if his English is not native-like.

He also added that his corrective feedback towards his students regarding pronunciation is now more frequent than before based on his SA experience: a wide range of accent is accepted but more accurate pronunciation will improve intelligibility.

6.1.2.2 Evaluation of MA programme

As my journal entry after the first meeting with Masa in April 2015 reads, I was slightly puzzled with what he talked about in the interview.

> If I was asked whether I was able to gain the information I had intended to, the answer would be negative due to the time constraint and the fact that Masa seemed to have specific details he wanted to tell somebody, irrespective of the questions I asked. Sometimes he seemed to just continue his narrative without much regard for my prompts. However, I think this interview and the possibility for him 'to tell his story' contributed significantly to building up our mutual understanding.

While exchanging emails before the first face-to-face encounter with him, the repeated statement seen in his comments was 'I am not sure if I can be of any help to your research because nothing has changed in my lessons.' Asking the same question through a different choice of words, he finally started to talk about the impact of his learning on the MA course, which was rather conceptual and abstract as can be read in the following excerpt.

> Excerpt 6-1-6
> R: You do not think there is any impact of your learning on your current teaching practice?
> Masa: Not at all. Nothing has changed.
> R: Really?
> Masa: Mmmmmm, I feel more frustrated than before.
> R: Can't you call it an impact?

Masa: Can I?

R: Why do you think you feel more frustration than before?

Masa: It's probably because I came to know things like that.

R: You mean a bigger world?

Masa: The difference is whether I do my work thinking 'Isn't this wrong?' or 'This is wrong.' (Masa Interview 1: April 2015)

His final comment in Excerpt 6-1-6 indicates that his year-long learning, more precisely, his acquisition of further knowledge on various aspects of language teaching, has contributed to developing his scepticism into certainty. In other words, his newly acquired theoretical knowledge has functioned as "a catalyst for reflection" (Widdowson, 2003: 27) on his teaching practice, which could have reshaped his view regarding English education, let alone his own practice. However, his comment "It is different in essence. I can say that it's seemingly the same but profoundly different" remained an enigma to me until our fourth interview. This will be further discussed in detail in 6.1.3.1.

Table 6-1 Masa's MA module evaluation

Modules	Preference	Usefulness
Principles & Practice 1	4	3
Principles & Practice 2	2	3
Linguistic Analysis (Grammar/Discourse)	4	4
Linguistic Analysis (Phonology/Lexis)	4	4
Sociolinguistics	3	3
Research Methods	2	2
Psycholinguistics	3	2
SLA	3	3
Language Assessment	3	3
Working with Text	2	4
Dissertation	4	4

5 = very much 4 = quite a lot 3 = so-so 2 = not really 1 = not at all
(see Appendix A for more information regarding this evaluation)

As to an individual module, his encounter with the concept 'English as a lingua franca' (ELF) in the module 'Sociolinguistics' seems to have ignited his critical thinking concerning English education in Japan.

Excerpt 6-1-7
Masa: I did not study much about that area [English as a lingua franca], so it was good to know there is that kind of research area and the challenges within it. I could see different aspects and the whole picture of that area. (Masa Interview 1: April 2015)

Although his evaluation is not very high (see Table 6-1) on this module, his frequent reference to this concept in his interviews can be a proof of the impact of this module on him.

As stated earlier in this section, Masa's comments were not straightforward and required considerable deliberation; however, his overall evaluation of the MA programme can be represented by the following comments: "Everything has become my flesh and blood" and "I could not have made any more effort than I did, even one percent," both of which indicate his complete engagement with his studies, his satisfaction with the MA course and his achievement.

6.1.3 Developmental trajectory

6.1.3.1 Impact of MA learning on practice

As stated in 6.1.2.2, Masa's comment 'seemingly the same but profoundly different' (in the first interview conducted in April 2015) remained enigmatic until the fourth interview (in May 2016), although his intention was gradually clarified as the subsequent interviews proceeded.

Following this statement in the first interview, the majority of our second interview (in August 2015) was devoted to scrutinising how his MA learning impacted his classroom practice. Below are his comments presented in chronological order in order to understand the phase he was undergoing two years after he returned to the classroom.

Excerpt 6-1-8
R: How do you look back on two years ago?

Masa: Two years ago (2) just like a dream. Honestly, a dream. (3) I think **I was stirred both for good and bad, I have become less tolerant towards what I used to [be patient to].**
R: @@@@ What is it that you cannot tolerate?
Masa: Mmmmm, what is it? I don't know if I can make it sound amusing, but **I feel that I cannot give lessons as well as I used to.**
(Masa Interview 2: Aug. 2015)

Excerpt 6-1-9
Masa: It's, I say, I have had **one extreme experience**, and **because of this extreme experience, in a sense I have started to place little value on what I used to think important such as the detailed structure of 'what to do' in my lessons.** (2) I have totally lost interest in detailed step-by-step curricula, which is the speciality in Japanese education. It is because when I was in such **an intense situation** and when I thought "How can I improve my English ability?" what matters was to keep going but not such detailed step-by-step learning.
(Masa Interview 2: Aug. 2015)

What Masa refers to by saying 'extreme experience' and 'intense situation' is his MA learning experience, which, in a way, seriously destabilised him as a professional teacher. It is evident, thus, that his learning experience led him to reconsider and face the meaning of language teaching and learning. In the same interview, he stated that his previous lessons would have been approved as well-organised classes in general, but it seems that he began to question whether or not his past lessons substantially improved the English ability of his students.

Seeking to understand what was occurring in Masa's mind and practice, I repeated the same question in different words, but in vain. He repeated exactly the same response as the one at the beginning of the interview, stating his classes are becoming "less and less structured" and what he learned was nothing concrete, although, as discussed in 6.1.2.2, he seemed to highly appreciate the MA course.

Excerpt 6-1-10
Masa: If I was asked what I studied, how I learned, and what I can contribute back to my class, I wouldn't think that we were taught how

> to incorporate our academic learning outcomes into our practice. We didn't learn, 'This is how you should teach A,' but instead, **we learned something more all-embracing.** (Masa Interview 2: Aug. 2015)

Once again, it was not possible to clarify in what way he was transforming his classes, but one thing which could be confirmed at this stage was that he was in the process of transformation by attempting to remodel his teaching by using his learning experience. In his words, he was at his turning point, being "**in considerable confusion even two years after my return**" (Masa Interview 2: Aug. 2015). It will not be too much to say, thus, that his use of the expression 'in confusion' implied that transformation was taking place in his classes but he was still exploring pathways towards his envisioned ideal classroom.

In our third interview in April 2016, although Masa's disposition remained the same until a certain point during the interview, later in the interview his tone changed and he stated as follows:

> Excerpt 6-1-11
> At the end of the day, it was worth struggling last year because I seem to have enjoyed the process that my students gradually came to appreciate my lessons. It was really difficult at the beginning because of their resistance. I felt it tough and stressful because it did not work but eventually, I managed to convince them that what I dealt with in my lessons was necessary in learning English.
> (Masa Interview 3: April 2016)

Due to an approximate seven-month time lapse between the second and third interviews, it is not possible to trace in detail the process of Masa's successful transformation. However, in the end, he seemed to have achieved his ideal class with his students' appreciation by the end of the school year 2015–2016. Following this positive comment, for the first time in his interviews, in our fourth meeting on 4 May 2016, astonishingly, the word 'confusion' completely disappeared and he even stated that his over-confidence was a problem.

> Excerpt 6-1-12
> Masa: My problem is that I am too confident. I know that there is so much I need to improve and what I am doing is not perfectly my ideal

> but I can say that **I am doing the best I can do now.**
> (Masa Interview 4: 4 May 2016)

As we had planned to discuss his video-taped lesson two days after this meeting, the detail was left to the next interview. Judging from his remarks, however, it was presumed that he had managed to transform his classes by overcoming the uncertainty he expressed in the previous interviews.

In our fourth interview, the focus of which was Masa's reflection on the lesson he had videotaped, the puzzle Masa had created in my mind since our first meeting gradually started to resolve. Responding to the question about whether or not Masa recognised the difference between his previous and current lessons, he acknowledged that there existed a difference, stating that he had got rid of everything that he thought useless from his classes.

> Excerpt 6-1-13
> R: Can you give me an example of what you have got rid of?
> Masa: For example, well, @@@ I think I have got rid of what is called 'activities.'
> R: Do you mean pair work or something like that?
> Masa: Yes, yes, yes. I am not simply saying activities are wrong. [...] **I used to employ activities one after another like a packed-lunch filled with various food. I incorporated a variety of activities because it looked motivating for students and gave them a sense of achievement.** But I started to think "What do the students learn through being engaged in these activities?" and focus more on the text itself to **make the students think**. The answers for sample questions in the textbooks are exactly what are written in the text, so if I want to **make my students think**, we can spend 20 minutes delving one point**. If we really want to use the content of the textbooks in a communicative way, we have to elicit our students' different opinions and appreciate a different viewpoint in their opinions**. I started to feel that's what I really want to do.
> (Masa Interview 5: 6 May 2016)

In his words, the focus of his classes had shifted to 'mak[ing] students think' from 'making lessons look like students are learning.' In other words, he was previously more concerned about his students' moment-to-moment

satisfaction but he now perceives learning does not occur without cultivating his students' thinking. What should be noted here is the massive transformation of Masa's viewpoint; it is evident that his focus has moved from 'how to teach' to 'what to teach.' He used to be more concerned about himself, a teacher, i.e. how he and his classes could be evaluated by others, but now his focal point has shifted to his students.

Following the description of the new policy in his teaching, in the following excerpt he explains the rationale behind his change, in other words, what he struggled with in his postgraduate course, what he acquired as a *transborder* teacher:

> Excerpt 6-1-14
> Masa: At the end of the day, it is meaningless to say what anybody can say. **It is useless for you to say what everybody can say in the way everybody can say it.** After all, **what is required at the postgraduate level is originality and being critical about what other people propose.** I think that kind of attitude is essential and will be the same both in the UK and the States. [...] In Japan, we will be appreciated if we accumulate knowledge by summarising the text and will get high marks but it is useless or not appreciated [outside Japan].
> R: Was there any cause for your change?
> Masa: Mmmmmm, that is, **I was required to think in that extreme experience.** I am sure that if I had not gone out of Japan, I wouldn't have thought that lack of originality is considered to be meaningless. I would still be thinking "Learning means reorganising and summarising what is written in the textbooks and writing it neatly," but it is not true.
> R: I see. It is true that we are expected to be original on the MA course. So it's what you always call 'my extreme experience,' isn't it?
> Masa: Yes, that's right.
> R: So you started to think it [being critical] is important in English education?
> Masa: Important in English education? Yes, it surely is. It might be okay not to be critical in Japan but it's not acceptable [in wider contexts], and especially from now on **criticality will be essential.**
> R: Do you think your perspective has shifted based on your own experience?

> Masa: Mmmm, I think so. In the end, other people might not understand what I am saying but in my opinion, **it is boring if our students produce only what is predictable.** [...] It is also important to be able to do what everybody knows how to do, so I won't say it is meaningless to repeat somebody else has said. But, when we have reached a certain level, **originality is important.** I started to think it is useless if what everyone talks about is a repetition of others, it is useless. (Masa Interview 5: 6 May 2016)

Masa's occasional use of the words, 'depressed' and 'depression,' in his interviews led me to the idea of exaggeration but it seems that his learning experience on the Master's course completely changed what he used to think of as legitimate: the value of education was not being knowledgeable but being innovative. This explains why he chose the expressions such as 'extreme,' 'depressed' and 'I could not make any more effort than I had even by one percent' since, in a sense, what he had believed to be 'learning' up until then was entirely contradicted. Thus, his 'extreme experience' led to reshaping not only his perspective on his own learning but also his teaching. As he expressed in Excerpt 6-1-10, this must be exactly what he acquired on his MA course, what he called '**something more all-embracing**.'

Although Masa did not specifically acknowledge the contribution of watching his video-taped lesson, judging from his drastic attitudinal change, the video-taped lesson appears to have assured him of the successful transformation of his lesson as well as his own recognition (see Excerpt 6-1-11). In other words, this reflective measure helped his provisional belief formed through his in-service education mature into his solid belief—'critical thinking and being unique are crucial factors in facilitating language learning.' Teachers' beliefs are believed to be static and resistant to change, but they do change depending on the impact teachers receive as is seen with Masa as well as Yoshi. Having said so, Masa's change in his tone and attitude reveals that acknowledgement of successful transformation of lessons can convert teachers' provisional beliefs into their solid beliefs.

Having said so, the process of his 'provisional belief' turning into 'solid belief' must have been far from straightforward; he used the words

‘struggling,’ ‘difficult,’ tough’ and ‘stressful’ as well as ‘enjoyed’ in his reflection on the previous year (from April 2015 to March 2016) in his interview in April 2016 (see Excerpt 6-1-11). His inclusion of a positive word, i.e. ‘enjoyed,’ indicates that his gradual realisation of achieving his ideal lessons. However, it is speculated that Masa underwent more difficulty during the first one and a half years after his return to the classroom (from September 2013 to March 2015). The time he devoted to the lesson transformation—nearly two and a half years after returning to teaching—implies the complexity of the process in teachers’ belief change. Masa’s case also indicates that teachers’ belief change requires considerable ‘perseverance’ as well as ‘determination’ to go through a lengthy and thorny process until their provisional beliefs are established as their new beliefs.

6.1.3.2 Theory and practice – critical appraisal

Having obtained an MA in Japan, Masa decided to pursue another MA in the UK, aiming to clarify his doubts concerning the commonly accepted ideas in Japanese English education and society.

> Excerpt 6-1-15
> Masa: Nothing has changed for 100 years, though various propositions have been made such as ‘If students start learning English earlier, they can acquire amazing speaking ability’ or ‘Native speakers can foster students’ ability much more brilliantly than Japanese teachers of English.’ I went to England thinking these are false. So in every class I attended, I found my perceptions were right and rarely questioned them. (2) What I was thinking that ‘It cannot be true’ all turned out to be right. (Masa Interview 2: Aug. 2015)

As quoted in the previous section, Masa acknowledged that understanding theory is not the goal of learning on the MA course—what is required is exploring and presenting ‘originality’ on a basis of accumulated knowledge. Describing his feelings when he discovered that the focus of the lectures was the contribution of an individual’s original opinions, he used the expression “It was killing me” (Interview 5: 6 May 2016). This would be a challenge which many Master’s students from different educational backgrounds face and struggle to adjust to. Some students might find it difficult to come to terms with this unfamiliar educational

expectation even until the end of their courses. This seemed to be a big challenge for Masa as well but at the same time he discovered value in it, 'basis plus originality,' which was reflected in his policy of transforming lessons. Masa now perceives that the significance of acquiring new theoretical knowledge lies in the capability of expanding it.

Masa's teaching environment is distinct, which seemingly made him critical even before studying on the MA since he pursued his second MA to resolve the puzzles he possessed. It seemed likely that his critical thinking was furthered by attending the second MA course. The following excerpt shows that he is not a mere consumer of theory but its critical appraiser: making his own decisions by taking the societal demand into account while appreciating the theory he absorbed on the MA course:

> Excerpt 6-1-16
> Masa: In Japan, what is required is not actually being able to communicate in English but being able to speak the type of English which the public appreciate for its nativelikeness. It might not be too much to say that it accounts for 90 percent. So, I think it was worthwhile learning about 'World Englishes' but it does not mean I can follow its concept completely even if I agree with it, because it is not what is expected in Japanese English education. I don't know yet and the situation might change [in the future].
> (Masa Interview 2: Aug. 2015)

It is possible to judge that Masa has abandoned theory he acquired on his course, but if he had, he would have critiqued it by choosing a word such as 'useless.' Indeed, occasionally there are cases when practitioners can incorporate ideas, knowledge and theory into classes without much alteration, but the role of theory should be scaffolding and provoking teachers' thinking and creativity in connection with the goal they want their students to achieve.

6.1.3.3 The effectiveness of reflective measures

In the interview based on Masa's video-taped lesson, he appreciated the opportunity to watch his own lesson, stating "I was surprised to find that I was putting too much energy and effort to maintain my students' interest and motivation." In my view, however, watching his own lesson seems to have

provided far more than what this comment can tell, i.e. an opportunity for Masa to witness and reassure himself that his lessons have been transformed into his ideal as discussed in 6.1.3.1. The rationale for this assertion is in his drastic change when discussing the impact of his MA learning on his practice.

The expressions he used to choose in order to describe the impact of his MA learning and the possible change he was undergoing were abstract and perplexing, e.g. 'seemingly the same but profoundly different' and 'I am in considerable confusion.' After watching his video-taped lesson, however, all of a sudden and for the first time in his interviews, he revealed his confidence and articulated what he had acquired through his learning and how he was striving to reflect it to his lessons (in the fourth interview conducted on 4 May and the fifth interview on 6 May 2016). As such, it needs emphasising here, as an interviewer and researcher, how demanding it was to try to elicit what was in Masa's mind. Irrespective of the challenge I was exposed to, however, the video-taped lesson seems to have functioned more efficiently to break his shell. As Masa mentioned that this was his first experience of watching his own lesson, this type of reflection does not seem to be very common. However, it can be an effective tool for reflection if teachers are convinced of the aim and effect of using it.

As to the other reflective strategy, the student questionnaire, he was rather sceptical about its effectiveness, stating as follows:

Excerpt 6-1-17
Masa: I personally question the validity of doing a student questionnaire because I wonder if we can effectively use our students' feedback without being able to use our own reflection to improve our lessons first. I will do it if it is a requirement, but I can almost predict the feedback I will receive. What we get from our students will be far less than what we can see and feel in our classrooms while giving lessons. (Masa Interview 4: 4 May 2016)

Excerpt 6-1-18
R: You see no meaning in a student questionnaire, do you?
Masa: I am not saying it's meaningless but I didn't think "Oh, that listening activity is useful" when some of my students commented that the listening was useful @@@. I use that activity because I think it's

> useful, so I was not surprised with the ratio of the students who found it useful. I was not surprised because it was exactly what I expected, but **in a sense, I was relieved**. I was happy to find that the result did not surprise me. You know, the result could be completely opposite to my expectation. (Masa Interview 4: 4 May 2016)

Although Masa did not completely discard the possible effect of students' feedback, the effectiveness of the student questionnaire seems to have been less acknowledged by Masa than by Yoshi. Having said so, the prolonged delay of conducting the student questionnaire can be, as in Yoshi's case, the reluctance of facing unfavourable feedback specifically because Masa was in the process of transforming his lessons. It is possible, therefore, that he waited until he was able to perceive that his new approach was sinking in with his students.

6.2 Mika – in the maturity of development

6.2.1 Mika's profile

Mika, a female teacher, who was introduced by the researcher's acquaintance, is an experienced teacher, having taught at several state secondary schools for 18 years, 11 years before attending her MA in 2007–2008 and 6 and a half years after her return, at the time of the first interview in 2015. She received her BA in English literature, which was the definite reason for her choice of the UK as her destination. She attended her MA course under the scheme of 'Postgraduate Study Leave' introduced in 2001 (details in 2.3.2.2). Acknowledging her passion for learning, Mika states that she wholeheartedly enjoyed the MA programme. She chose SLA for her MA dissertation due to her fascination with the language acquisition process of her daughter.

Our first meeting took place in March 2015, when I visited her hometown in the southern part of Japan. As indicated already by our go-between, our talk confirmed her deep pleasure towards learning and her strong passion for teaching. She joined a six-month SA programme in the USA organised by MEXT in 2011, three years after her return from the UK.

In our first meeting, she expressed her desire to embark on a PhD in the UK, but it seemed that she was enjoying her best time ever as a teacher at the time of my data collection. Her current school is one of the best upper secondary schools in her prefecture with one English-focused course offered for each year group. In addition to having been in charge of this English-focused class from 2014 onwards, she has played multiple roles both inside and outside school: being a lead teacher in the English department and a committee member of the upper secondary school English teacher association in her prefecture.

Her willingness to collaborate with my research was very encouraging due to her enthusiasm for her own improvement. Thanks to her positive attitude for participation, therefore, the communication between us was smooth and the data collection with Mika proceeded as I expected; however, there was a devastating natural disaster which hit the area she resides in when we were seeking a chance for another interview relating to her students' questionnaire results (April 2016). It needs emphasising, fortunately, we were able to chat on Skype in June, approximately two months after the disaster. It was a great relief to be informed that neither her family nor her students were injured. Due to the changes caused by the disaster at her school, her schedule was tighter than it should have been, but we managed to organise a Skype meeting at the beginning of September 2016.

6.2.2 Impact of study abroad and MA programme

6.2.2.1 Study abroad: appreciation towards diversity

Studying in the target language context and living in the environment surrounded by its native speakers seem a dream-come-true for any language learners, including teachers. Indeed, in addition to pursuing further learning in higher education, immersion in the target language and its culture is often part of their motivation for studying abroad. Currently, however, the reality in the UK contradicts sojourners' initial expectations, cities being more multicultural than before with a variety of migrant communities and universities packed with international students. This gap between the imagined ideal environment and reality might cause initial disappointment, as it did in Yoshi and Mika, but

eventually sojourners tend to discover the value in studying and living in a multicultural and multilingual community.

The city and the course Mika chose were not the exception, which, as is often the case, initially surprised her, in particular the number of immigrants in the city. Surrounded also by international students on her programme, she came to realise the significance of being a member of a multicultural community.

> Excerpt 6-2-1
> Mika: Well, the year provided me with a chance to be exposed to the thoughts of various people such as Palestinian people. It was fantastic to find that learning English made it possible to communicate and be in touch with different values regardless of our mother tongues. I say to my students "Learning English helps you understand the feelings and viewpoints of people who we do not share mother tongues with." Well, I think it is the biggest gain from my year in England.
> (Mika Interview 4: Nov. 2015)

Her appreciation towards being in a multicultural community seems to have been ingrained into her beliefs since she repeated the same comment when talking about her daughter's SA possibility in the future.

> Excerpt 6-2-2
> R: Why don't you send her abroad when she is in upper secondary school? The improvement of English proficiency will be totally different from what we achieved.
> Mika: That's true. It will be different, won't it? In addition to improving language skills, **it will be beneficial to find that there are lots of different races, people have various views and we are not in the centre of the world.** (Mika Interview 1: March 2015)

Although not all societies can be as multicultural as the UK, this diversity seems to offer a meaningful opportunity for language teachers to widen their views. Mika indicates this is her major benefit from studying abroad. Moreover, this is the aspect people cannot perceive in their homeland however multicultural it is, since they tend to place themselves in the centre in seeing the society; it is the aspect only sojourners, temporary residents and

immigrants can see, feel and experience since they are able to oversee the society from its periphery. As discussed in 3.5.4, the appreciation towards heterogeneity might not be achieved if teachers are on a tailor-made SA programme since they tend to be in 'a protected bubble' staying with the members from their own country and their host institution.

In discussing SA, the main focus is always the gains and rewards but in addition to benefitting from other members in the multicultural community, sojourners can also contribute to the community by adding their own uniqueness. Further, their experience in the multilingual/multicultural community both in and out of their learning circle impacts their perspectives towards English and its native speakers.

6.2.2.2 Language proficiency

Mika now seems to have a static belief about language proficiency which she thinks Japanese people, including her students, need to attain, i.e. having accurate grammatical knowledge. Exactly as other participants voiced, she also realised that she cannot achieve native-like proficiency. Admitting that she previously thought that she needed to sound like a native speaker, she now prioritises accuracy over achieving native-like proficiency.

> Excerpt 6-2-3
> Mika: Yes, we can't speak perfect English however hard we try, so **we Japanese can have our own goal**. We cannot be native speakers or we cannot acquire native-like pronunciation but **our grammatical knowledge can make up for it.** If you don't have solid grammatical knowledge, you can't get your message across. You can't make yourself understood if your word order is wrong however fluent you sound. (Mika Interview 1: March 2015)

Her prioritisation of grammatical accuracy was consistent every time she made a comment on language proficiency in the interviews, which originated from her own experience of communicating with her non-native coursemates.

> Excerpt 6-2-4
> R: You once said that 'getting meaning across is more important than speaking sounding like a native speaker' but did this idea occur to you when you were in England?

Mika: Yes, I thought so.
R: Through talking to your coursemates?
Mika: Yes. We had to speak English as we didn't share our first language and if the word order was not correct, it was impossible to get the meaning across. So, I thought accuracy, not speaking fast, was important to express our opinions.
(Mika Interview 4: Nov. 2015)

According to her self-evaluation, her oral proficiency was the lowest among her MA coursemates, but it seems she discovered that her grammatical knowledge and accuracy exceeded those of some of her coursemates who were more fluent in speaking. This discovery supported the formation of her new belief that 'accuracy in grammar affects successful communication,' which has already been brought into her classes. It is intriguing to find that Mika sees grammatical accuracy as necessary and a strength of Japanese people since the focus on grammar has been the target of criticism in Japanese English education.

6.2.2.3 Evaluation of MA programme

Although Mika's attendance in an MA programme was some years before this research commenced, she still highly values her learning. She stated that she is able to incorporate more of her learning outcomes with her current students compared with the students she taught immediately following her return. As she claims, it could be affected by students' needs, motivation and level of achievement, but it could also depend on the role she has to and is expected to play. At the current school, she seems to be one of the lead teachers in the English department, actively taking a wide range of responsibilities: planning lessons for her year group, setting a common framework of student goals for three years and organising a students' trip abroad. This wide variety of tasks she is charged with requires abundant experience and a wide knowledge base, which explains her perception that her learning is easier to adapt at the current school. Thus, the change to a more demanding role can be an opportunity for teachers to resort to what they have acquired, leading to their further development.

As to the modules she attended (see Table 6-2), except for 'Discourse for Teachers' which she marked low in both preference and usefulness, she stated,

Table 6-2 Mika's MA module evaluation

Modules	Preference	Usefulness
Second Language Learning & Teaching	5	5
Introduction to Language	5	5
Discourse for Teachers	2	2
Research Methods Applied Linguistics	4	3
Cognition and Language Learning	5	4
Corpus Linguistics	5	5
Dissertation	5	4

5 = very much 4 = quite a lot 3 = so-so 2 = not really 1 = not at all
(see Appendix A for more information regarding this evaluation)

"They were all stimulating, yes. The 'Research method' module was also beneficial but I rated it low in terms of usefulness. It is only because I did not become a researcher." The cause for the low evaluation on 'Discourse for Teachers,' which focused on the discourse analysis of classroom interaction, was due to the incongruence between the classroom-orientation dealt with in the lecture and her own classroom reality. Her deep satisfaction towards the course was expressed in comparison to her BA course, viz. her statement of "I don't feel like I learned a lot when I did a BA in Japan. I learned tremendously in the UK" (Mika Interview 5: Feb. 2016).

Mika's appreciation also extended to the organisation of the course, which was specific only to her, since other participants did not refer to this aspect. She stated that she would have been indifferent to course design and goal setting without her postgraduate study experience.

Excerpt 6-2-5
Mika: Well, my impression towards the MA was "What a well-designed course!" Everything was clearly stated in the syllabus from the reading list of every week to the goal of each module. It was my first experience to attend such a well-organised course. This has impacted me a lot and now I show my students how they are expected to achieve the goal. This is where I have changed tremendously.
(Mika Interview 5: Feb. 2016)

Overall, Mika's learning was so extensive from theoretical knowledge in applied linguistics to course organisation that it has exerted a long and powerful impact on her practice and professional development. In the following sections, some details will be discussed.

6.2.3 Developmental trajectory

6.2.3.1 Impact of MA on practice

As described in the previous section, Mika's appreciation towards the postgraduate study in 2007–2008 is remarkably high even after nearly seven and a half years from her completion (at the time of our fifth interview in February 2016). She describes its substantial impact as follows:

> Excerpt 6-2-6
> R: I remember you said that the situation was different when you returned because you were teaching at a commercial high school at that time but do you think you are totally different before and after attending the MA programme?
> Mika: **Absolutely. Yes, it's totally different. I am several times better than what I was** @@@. (Mika Interview 5: Feb. 2016)

Her comment underlines the power of 'impact' as well as her increased confidence. Apparently, the 'impact' exerts a long-lasting effect as 'a pilot light' which has sustained Mika's drive for further improvement.

> Excerpt 6-2-7
> R: If you had not been to England, what do you think you might be now?
> Mika: Mmmmm, probably **I would not be trying as hard as I do now to improve my classes.** Teaching might have been my daily routine. I might even not have attended any workshops.
> (Mika Interview 5: Feb. 2016)

It seems that Mika's learning experience on the Master's led her to fully embrace teacher learning. She now attends workshops and conferences for practitioners, which she used to consider as useless, in order to learn from other teachers' practice.

Excerpt 6-2-8
R: Do you attend workshops now?
Mika: Yes, as much as I can because **I might encounter treasure** [ideas I can use in my class] if I attend them.
(Mika Interview 5: Feb. 2015)

Not only these workshops and conferences but also reading is her source of inspiration. She still refers to the books she used on the postgraduate course to refresh her theoretical knowledge and reads additional books for further input of cutting-edge proposals on teaching. She emphasises that her MA learning formed the solid foundation for what she is as an English teacher, stating that her past, i.e. her learning is still connected to her present.

Moreover, she points out that she was largely inspired by the attitude of her MA tutors towards their students' learning. She expresses her admiration towards their 'professionalism' saying "I had never seen such professional and well-organised teachers as they were" (Mika Interview 5: Feb. 2016). The 'professionalism' Mika witnessed in her tutors seems to have ignited her incentive to achieve her own 'professionalism' as a language teacher. Hence, it should be emphasised again that what an MA course can offer seems to far exceed mere academic expertise.

Excerpt 6-2-9
R: If you prefer, you can decide how much effort you put in your job, can't you? But I don't think you do.
Mika: No, I don't. I want to make it better as much as I can because it's my choice to become a teacher.
R: You never stop pursuing the better, do you?
Mika: I don't. Because **I believe teachers make a difference**.
(Mika Interview 5: Feb. 2016)

Inspired by her own learning experience, Mika now acknowledges the change teachers can bring into the classroom. It appears that the 'professionalism' she had witnessed created her platform as a teacher. Looking back at the years of practice after the return, she admits that she always maintains her drive for further development.

Excerpt 6-2-10

R: I presume that your MA experience impacted you greatly.

Mika: Yes.

R: Do you think **you have been developing little by little even now?**

Mika: **Yes, I think so.**

R: You do?

Mika: I might sound over-confident, though @@@.

R: No, no, not at all.

Mika: Eight years later. Compared with eight years ago, after I came back from England, so far? Mmmm.

R: **Have you been changing?**

Mika: **I think so.** (Mika Interview 5: Feb. 2016)

Given an opportunity for the second "apprenticeship of observation" (Lortie, 1975) by learning from her MA tutors' attitudes towards teaching, Mika never stops making an effort for her own development. Although teachers can learn from their colleagues and senior teachers, this second 'apprenticeship of observation' can be achieved only by attending in-service education since this is a rare opportunity when practising teachers can observe their teachers (MA lecturers) from the perspectives of both students and teachers. In-service education can bring a wide variety of benefits, one of which was, in Mika's case, her enthusiasm for continuing development.

6.2.3.2 Theory and practice: application and mediation

The ideal goal of teachers' learning can be that their learning outcomes are applied straight into the classrooms, which Mika seems to have successfully achieved to large extent. In response to the question which asks about the usefulness of the MA modules she took in her current practice, she reveals the wide range of impact of her MA learning on her teaching, including corpus linguistics, academic writing skills, syllabus design and SLA knowledge, as seen in the following examples of excerpts.

Excerpt 6-2-11

Mika: In class, it is Corpus [Linguistics] because in students' writing, I sometimes find some expressions sound unnatural and it is not always easy to explain why. For example, I can explain word collocation like this. This collocation is fine but nobody uses this collocation (a

different one). So the word A and B are usually associated with each other but this word and the word you have used do not collocate. That's why this expression does not sound natural and it is hard to get the meaning across.
R: It is convincing if you show your students evidence from [a] Corpus such as the British National Corpus, isn't it?
Mika: Yeah, yeah. For example, when a student questions the reason why 'strongly happy' is correct but 'powerfully happy' is not, I can explain it by using corpus.
R: Do students say "That's convincing"?
Mika: Yeah, yeah, yeah. They say "Right! The expression is not used."
R: Anything else?
Mika: Well, we wrote a dissertation and loads of essays. This experience has helped me teach my students writing. The knowledge about the structure of an essay is useful.
(Mika Interview 1: March 2015)

Following these responses, the next question was whether her learning was reflected in her classes when she recommenced teaching straight after the completion of her MA. Despite Mika's excitement and high satisfaction from learning on the postgraduate course and her achievement, she recalls that she was sceptical about the possibility of her classroom transformation due to her teaching context, a vocational school. Regardless of her uncertainty, she managed to incorporate her learning outcomes into her classrooms.

Excerpt 6-2-12
Mika: My students could not write an essay but they could write simple sentences. So I used a Corpus for choosing easy words. In reading, I sometimes used knowledge I learned, for example, based on a study which says that you cannot understand a story unless you know 90 percent of the words in the text, I said to my students "Count the words you don't know the meaning of." (Mika Interview 1: March 2015)

Mika stated that her MA learning outcomes are more effectively merged into and underpin her current classes because of her students' level of achievement and interest in learning English: she has been in charge of an English course at one of the high-achievement schools in her prefecture. However, a question

arises regarding whether her transformation is all due to her students or not. It is undeniable that students play a critical role for successful renovation of classes but teachers' readiness can also be a crucial factor. As discussed in 3.4.2, the *transborder* teachers are, given that they have both 'technical knowledge' (gained through attending the MA course) and 'practical knowledge' (accumulated by previous teaching experiences), supposed to be in the position to develop into 'mediators.' However, having these two types of knowledge will not necessarily guarantee readiness to transform teaching. Completion of an MA degree will not immediately produce a mediator as was the case with Yoshi and Sato; upon their return to the classroom, they began to develop into mediators. As Widdowson (2003) argues, theory should provoke teachers and teachers need to appraise it. In reality, however, the process will not be as simple as Widdowson's proposal; it will entail a complicated and cyclical process of appraising theory consisting of, for instance, 'application, failure, reflection, adjustment, reapplication, and appraisal,' as Yoshi invested nearly one year and six months until he successfully transformed his lessons.

Despite this partial objection to Widdowson (2003), what I am establishing here is that Mika was not yet well-prepared to apply her newly acquired theoretical knowledge at the time of resuming her teaching. The completion of an intense in-service education programme might well boost *transborder* teachers' desire and feeling of obligation to 'apply' their newly acquired theory in order to prove their achievement and development to themselves. Mika at the time of her return can be seen still at the stage of evolving into a mediator as was the case with Yoshi and Sato. Although it was impossible to capture her developmental process into a mediator in progress, now nearly seven years after her return, we can see clear evidence of her having become a mediator by referring not only to the materials she used on her Master's course but also to newly purchased books in planning her lessons. She updates her knowledge but she is capable of appraising it to adjust it to her current students' needs and levels. She feels that MA learning is more successfully reflected in her current teaching because of her students but she has also evolved into a confident mediator.

6.2.3.3 Never-ending aspiration for further development

In comparison to the other participants, Mika's willingness to try out reflective measures was considerably higher. Due to the unforeseen natural disaster which hit the southern part of Japan on 14 April 2016, our original plan needed altering, but overall Mika administered three student questionnaires and videotaped one of her lessons. I would argue that her willingness for participation originates not only for the contribution to my research but from her professionalism and constant desire for further improvement, as described in 6.2.3.1.

6.2.3.3.1 Reflection – the video-taped lesson

As to the video-taped lesson, Mika was unfortunately unable to send me even a part of it due to a technical problem. However, she explained the material she used and the goal of the lesson in our interview (3 September 2016); the focus of the lesson was comprehension of the text consisting of questions and answers including translation from English to Japanese. Watching a video of one of her own lessons for the first time in her career, she stated that her explanation was very easy to understand. She also mentioned her students' reaction, pointing out their attitude was 'concentrating' rather than 'bored,' contrary to her impression during the lesson. As an advantage of observing oneself through a video-taped lesson, she referred to its benefits for reflection:

> Excerpt 6-2-13
> Mika: I can see my lesson objectively as if I were one of the students, for example, how I move in the classroom or what I say including the things I don't need to say. I was able to see both good and bad sides of my lesson. (Mika Interview 6: Sep. 2016)

While pointing to a difficulty of spending nearly an hour watching a video-taped lesson in particular, Mika showed further interest in adopting this as a reflective tool.

> Excerpt 6-2-14
> R: You did it because I asked you to do. But if somebody prepares everything for you, do you think it's possible to do this again?
> Mika: Yes, I think it is useful. So I would like to do it again.

R: Really?

Mika: Yes. (Mika Interview 6: Sep. 2016)

As discussed in 4.5.3, the effectiveness of video-taped lessons as a reflective tool has been highly appreciated in pre-service teacher education in particular (e.g. Eröz-Tuğa, 2012; Powell, 2016; Rosaen et al., 2008). Yet, a question arises in respect to its permeation among practitioners since it is, as Mika pointed to, time- and energy-consuming both before and after recording. The positive feedback indicates, however, that the introduction of videos for reflection should be more emphasised in pre-service teacher education in order for prospective teachers to understand the value of the exercise and to diminish their hesitation towards digitally recording their lessons.

6.2.3.3.2 Reflection – student reports

Mika administered student questionnaires three times while being involved in my research project: July 2015, December 2015 and March 2016. The first questionnaire was experimentally carried out and summarised by Mika; I was not able to access since the student consent form was not obtained. With the student consent form submitted the second and third times, I was in charge of summarising and analysing the questionnaire results.

Although student evaluation is compulsory at Mika's school at the end of the first and second terms, according to her, she had never checked the results. This is due to the nature of the questions included in the questionnaire, such as 'Do you feel the passion from your teacher?' Given that all teachers use the same questionnaire regardless of their subjects, it might be unavoidable to include this type of question; however, the questions which contain the risk of evaluating and criticising teachers themselves might prevent the efficient use of the students' feedback. As the questionnaire form I created was carefully designed not to lead to teacher criticism (see Appendix C), fortunately, Mika acknowledged the usefulness of the questionnaire. It seems that part of the results uncovered the gap existing between her speculation and her students' appraisal.

Excerpt 6-2-15

R: What did you think about the results?

Mika: Well, they were different from what I expected, different from how we, teachers felt.
R: Oh, really?
Mika: For example, when I introduced the activity 'Presentation,' I thought "I should not have," but I was surprised to find the number of the students who chose it as the most useful activity was high against my expectation. (Mika Interview 3: Aug. 2015)

Excerpt 6-2-16
R: Do you find this questionnaire helpful?
Mika: This is useful. I was able to find out my students' evaluation towards each activity that I included in the classes. This is helpful because, for example, though I was planning to stop using the activity 'Presentation,' I am now thinking about keeping it longer [as the students' evaluation was positive contrary to my own evaluation].
(Mika Interview 3: Aug. 2015)

Having acknowledged the contribution the student questionnaire can make, Mika carried out another questionnaire in December 2015. On receiving the questionnaire sheets Mika sent to me, I aggregated the data, which was sent back to Mika for reflection in preparation for the subsequent interview. As the original purpose of the student questionnaire was to identify its impact on teachers' practice, the questions I asked tended to be general rather than going into the detail of the results; this aimed to allow teachers to comment on freely. The fourth interview (February 2016) revealed that Mika had incorporated the feedback from the previous questionnaire (the questionnaire result which I did not have access to) into her practice, aiming to make her students' learning more fruitful.

Excerpt 6-2-17
R: What did you think about the result of the student questionnaire this term?
Mika: The feedback that says the 'Speech' was useful as well as difficult is the same as the feedback in the first term. […] What we didn't do in the first term was to read our students' drafts before the presentation. As many students said that "It was difficult" in their feedback in the first term, we decided to read their drafts and gave some feedback. So

> I think the number of the students who gave positive feedback with this activity has increased. (Mika Interview 5: Feb. 2016)

As she describes, although the activity 'Presentation' was replaced by 'Speech,' the students' previous feedback was reflected in the subsequent activity. This, of course, might not prove how powerful the student feedback is, but it at least indicates that students' voices can be a measure to improve teachers' practice, which consequently facilitates students' further learning.

Following Mika's positive intake of this type of student questionnaire, at the end of March 2016, the third questionnaire was administered as a summing-up of the whole school year. This time, the questions were partly modified (see Appendix L), aiming to observe whether a different type of questions can also impact the improvement of teachers' practice. Although I returned the results back to Mika (see Appendix E) as soon as possible, her email to notify me that she was ready for an interview was delayed since March and April are the busiest months for teachers in Japan: the Japanese school year starts in April and finishes in March. As I mentioned in 6.2.1, regrettably, a disaster hit the area she resides in; however, I managed to conduct a Skype interview in September 2016 regarding the third student questionnaire results, though had the disaster not occurred, it would have been possible to conduct an interview in either April or May 2016. The considerable time lapse between

Table 6-3 Results of Mika's third student questionnaire

	Activity	Number	Reasons
1	Reproduction (Summary)	16	▪ Difficult but useful. ▪ When I write in my own words, it increases my confidence. ▪ It helped me better understand the story.
2	Word-quiz battle	10	▪ I tried hard to contribute to our class to beat other classes.
3	Debate	9	▪ I think my communicative competence has improved. ▪ Now I can express my opinion better than before.
4	Reading aloud	4	
5	English camp	2	▪ It gave me a chance to speak only English.
5	Preparation for lessons	2	▪ I have started to study English autonomously.
7	Extensive reading	1	▪ It gave me a chance to read English books, which otherwise I wouldn't read.

the administration of the third questionnaire and the interview, more than five months, might have altered the content of the interview.

The third questionnaire results as well as the first and second ones seem to have disclosed the gap between students' evaluation and teachers' prediction. As the first question, the students were asked to choose two most effective activities in their class (See Table 6-3 and for the whole result Appendix E) and the activity 'Reproduction (Summary)' attracted the highest vote 16, followed by 'Word-quiz battle' 10 and 'Debate' 9 votes. This result, once again, seemed to have surprised Mika.

Excerpt 6-2-18
R: What was your overall impression on the questionnaire results?
Mika: We used to do the activity 'Reproduction.' It is the activity in which the students have to summarise the text first orally and then write a summary after we finish a lesson. To be honest, I was not sure whether that activity was useful or not, but I was surprised to find that it was chosen as one of the most useful activities.
R: Really?
Mika: As they did not look like they were enjoying it, I was thinking about getting rid of it. (Mika Interview 6: Sep. 2016)

As mentioned, as a result of the natural disaster, which delayed the beginning of their school year nearly by one month (Mika's school was closed from 14 April till 10 May), class hours as well as the whole schedule of her school were restricted. This means that the teachers were required to be selective in teaching so that they could efficiently compensate for the lost class hours. It seems that Mika could not reflect the students' favourable feedback into her classes this time, but she commented that "As many of the students highly appreciate this activity, I am thinking about restarting it [Reproduction]."

The other agenda that caught Mika's eye was her students' motivation rating. This was part of the question newly added in the third questionnaire, asking the students to rate their overall English ability, four skills, vocabulary and motivation. The students were asked to self-evaluate these areas from the scale of 1 to 10, supposing that they were situated on 5 in the scale at the beginning of the school year (April 2015). The result was, by and large, encouraging (see Table 6-4) since the students' self-assessment in all areas

Table 6-4 Mika's students' self-evaluation of their changes (third student questionnaire)

		Drop	5 (No change)	Increase
1	English in general	2	5	30
2	Reading	1	8	28
3	Writing	3	5	29
4	Speaking	2	11	24
5	Listening	1	8	28
6	Vocabulary	4	4	29
7	Motivation for learning	3	5	29
8	Reasons for the drop of motivation	▪ Overwhelmed by my classmates' English ability (2 students.) ▪ I was lazy.		
	Reasons for the increase of motivation	▪ Thanks to Mrs. M's classes, which are easy to understand. ▪ Now I am more confident using English and enjoy learning since I have tried many activities in English. ▪ I now have a stronger desire to learn with the increase of my vocabulary and thank to Mrs. M's classes. ▪ Surrounded by classmates who are eager to learn English (3 students).		

indicated a considerable upsurge. With respect to motivation, 78.4 percent (29 students out of 37) showed an increase while 13.5 percent (5 students) no change and 8.1percent (3 students) a drop.

Excerpt 6-2-19
R: Anything else?
Mika: I was surprised at the number of the students who had rated their motivation for learning larger than 5. I expected that more would show the decrease of their motivation, but most students replied that their motivation had increased. (Mika Interview 6: Sep. 2016)

This must have been a pleasant surprise for Mika since it is generally believed that, as can be seen in Mika's comment above, students' motivation drops once they start an upper secondary school due to the release from the stress of entrance exams and the difficulty of adjusting to a new type of learning system. Although a direct impact of this type of result on teachers' practice is unpredictable, it will at least contribute to maintaining teachers' motivation.

In sum, Mika's reflection based on both her video-taped lesson and her student questionnaires reveals the existence of a gap between teachers' and

students' perceptions. This indicates that efficient use of reflective measures can make notable contribution for teachers since their instinctive judgement might not be necessarily right. Having said so, however, as Yoshi showed hesitation to face his students' voices, these reflective measures require substantial contemplation in preparation and consideration in their administration. As such, hasty introduction of them contains a risk but their effectiveness outweighs teachers' reluctant attitudes in the long run.

6.3 Jun – with a constant aspiration for development

6.3.1 Jun's profile

Jun, female, who was introduced to me by Yoshi and Sato, obtained her MA in 2013. They all attended the MA programme in the same institution, though Jun was one year ahead of Yoshi and Sato. She is an experienced teacher, having taught English for more than 20 years in the western part of Japan. At the time of her graduation from university, possibilities for obtaining a full-time teaching position at state schools were limited and the exam for full-time employment was very competitive. She started her teaching career working part-time and then taught at a private secondary school before obtaining permanent employment as a state school teacher in the prefecture she lives in.

Jun majored in education during her undergraduate years in a faculty of humanities. Although she needed to attend some English related modules in order to obtain a teaching qualification as an English teacher, her expertise was in education. This seems to have always motivated her to attend seminars and workshops to enrich her knowledge and improve skills in language teaching before her decision to pursue her further full-time education. Her reasons for embarking on postgraduate study in the UK were twofold: 1) to consolidate the previous learning she achieved by attending seminars and workshops (gaining a degree was important since she felt her learning so far was the accumulation of disparate training events) and 2) to update herself to be able to respond to the changes in English education.

Jun was a calm and gentle person but it was clear that she was passionate about improving her teaching. It seemed that her students were not very much interested in learning English at the school where she was teaching until March

2016, nonetheless her strong dedication to educating her students was paramount in her interviews.

Our first interview took place in March 2014 in the city close to her school and the second in September 2015 via Skype. In the second interview, I asked about the possibility of administering a student questionnaire but, after contemplation, Jun refused it since her students needed to deal with a lot of questionnaires in each term. In response to my request for another interview in December 2015, she offered a specific time and date, which I could not accommodate due to a technical problem with Wi-Fi connection. Following her suggestion that she would contact me again when she was available, I waited for her email until the beginning of March 2016, when I contacted her, asking for a Skype interview. Unfortunately, I was asked to wait since she was busy around the end of the school year and was assigned to transfer to another school in April. Knowing that it would take some time to adjust to a new school, and recognising that her email tone implied she would contact me, all I did was to wait for her email. Unfortunately, however, I eventually had to accept that I had completely lost contact with Jun.

6.3.2 Impact of study abroad and MA programme

6.3.2.1 Meaning of study abroad and MA in the UK

As mentioned in Jun's profile, due to the fact that her major in the BA was not English, she attended workshops and seminars relating to the specifics of English language teaching, aiming to add to the knowledge she felt she lacked. In order to connect what she had studied until then and to consolidate her learning by gaining an MA degree, she chose to study in the UK. According to Jun, the UK was one of the options but she was determined to study abroad with the expectation that she would be able to learn more widely than just through an academic discipline, noting areas such as culture and a better understanding of people of the country of her destination. Due to the limited contact with Jun, unfortunately, I could not delve into detail as much as I had expected, but Jun commented that her life experience in the UK had been significant in that "one year as a graduate student allowed me to realise what I had not been able to when I had been there on a short language course" (Jun Interview 2: Sept. 2015). It is thus speculated, despite the lack of more

concrete examples from Jun, that her SA experience, being out of her ordinary life circle, is likely to have widened her views as much as those of the other participants. It can be said that the importance of long-term in-service education is, as Jun pointed to its benefit in comparison with a short-term training, that teachers can look at themselves and their teaching objectively and reflect on them by being a student for a certain length of time.

Jun's experience of being a temporary outsider from the teachers' usual life circle also offered her an occasion to appraise the language education and issues surrounding her in Japan. Confronting the criticisms regarding Japanese English education that other MA students made, Jun expressed her strong determination for improving its quality in response to the question concerning the qualities required for young English teachers.

> Excerpt 6-3-1
> Jun: In general, Japanese people are not in favour of English education at schools, so I hope young teachers can acquire the English ability that nobody can blame, though it's not easy. Of course, we all need to make an effort to raise the quality of education so that we can regain trust in school education. I had never thought that way but I strongly started to feel so when I encountered criticisms towards our English education. (Jun Interview 1: March 2015)

Further, the comment that one of the participants for her dissertation made seems to have affected Jun's perspective. While working on her dissertation, which aimed to explore activities to facilitate Japanese learners' speaking in the classroom, Jun interviewed a doctor from Japan who was studying at the same university. In the interview, he strongly expressed the desire that future English education in Japan should enhance communicative competence even of students with low aptitude and motivation for learning English. Although, according to Jun, initially she did not quite agree with his opinion, pointing out the lack of effort that individual learners make in order to improve their communicative competence, she came to understand his intention. It appears that she started to feel it her responsibility to prepare her students for their future development after leaving schools, that is, to equip the students with basic knowledge and skills so that they could restart learning independently at a later stage of their lives. She stated that "even though

eventually it's all up to the individual's effort, it is still necessary to offer English classes which can develop four skills equally without neglecting speaking and listening" (Jun Interview 2: Sept. 2015).

Exposure to the cutting-edge theory on a Master's course will, without doubt, exert a powerful impact on teachers' perspectives as well as their practice, but at the same time, they are likely to obtain chances to contemplate the issues which they might not have time to ponder upon if they remain in their ordinary sphere.

6.3.2.2 Evaluation of MA programme

A simple questionnaire (see Appendix A) was sent to each participant before the first interview and they were asked to bring it to the first meeting in order for me to obtain basic information about them and their evaluation of the modules they attended. Unfortunately, as Jun was not able to bring the questionnaire sheet to our first meeting, I asked about the modules she thought useful without her evaluation on the modules at hand.

According to Jun, all the modules were stimulating since it was her first time of learning in the area of applied linguistics and ELT in depth. As the most useful and influential module Jun ranked 'Language Learning & Teaching with ICT-online,' stating that she learned and acquired practical techniques and

Table 6-5 Jun's MA module evaluation

Modules	**Preference**	**Usefulness**
Learning & Teaching in TESOL	5	5
Investigating Language for TESOL	5	5
Research Methods in TESOL	5	5
Assessing Language Learning	5	5
Language Learning and Teaching with ICT-online	5	5

5 = very much 4 = quite a lot 3 = so-so 2 = not really 1 = not at all
(see Appendix A for more information regarding this evaluation)

deepened her insight into the field by chatting and discussing online with her coursemates. She also referred to creating materials for e-learning, which is also gaining popularity in Japan, emphasising that e-learning would be effective in achieving her goal of enhancing learners' four skills. Her second choice was the module which covered the basics of applied linguistics such as semantics and grammar since this was her first opportunity to study that area in detail.

In our second interview via Skype in September 2015, I repeated the question on the value and influence attached to the modules based on Jun's evaluation, which, as can be seen in Table 6-5, indicates her overall high satisfaction. In replying to my reference to her giving full marks, she first mentioned the excellent quality of all the tutors. Then, as she commented in our first meeting, she talked about the linguistics and ICT modules. As to the ICT module in particular, she stressed that she not only fully enjoyed the module but it also met needs she had been aware of prior to attending the MA course. This module seemed to have raised her awareness and literacy in ICT, which would help her keep up with the wave of change brought into education by technology.

Excerpt 6-3-2

Jun: Yes and I was already thinking about the incorporation of ICT even before attending the MA because my students easily lose interest if you only focus on the textbooks. I was always wondering how I could make their learning enjoyable using ICT but by attending the ICT module I learned that ICT could be used in many ways in the classroom. I was lucky to be able to find that the technology could be used a lot in language learning. I would say you can develop further and further depending on how you use it. (Jun Interview 2: Sep. 2015)

In addition, she highly appreciated the assessment module in that she came to fully realise its usefulness after her return to school. While recognising the importance of teachers' assessment literacy, which is rather a neglected area in pre-service teacher education in Japan, the second interview was conducted exactly at the time when MEXT demanded that all state upper secondary schools should create original assessment criteria, starting with a 'can-do list.' Facing the fact that some of her colleagues were not even familiar

with the terminology, let alone the requirement, according to Jun, her newly acquired knowledge helped her promptly acknowledge what tasks were imposed on teachers. It is unfortunate that further information regarding her involvement in and contribution to creating the 'can-do list' was unobtainable but it seems that she at least solved her colleagues' puzzle with the requirement, utilising her newly acquired knowledge.

Jun was not aware how much her learning outcomes would contribute to her practice upon return to teaching. However, at the time of radical change in Japanese English education (see 2.4), the updated theoretical knowledge supported her to respond to the changes of the times.

> Excerpt 6-3-3
> Jun: And, well, I am still thinking about and seeking how I want to teach from now on but **instead of just watching the change occurring at this moment without knowing what to do**, I am willing to and actively trying to change on my own, thanks to what I learned on the Master's course. (Jun Interview 1: March 2015)

At the time of an educational policy change, which generally is top-down, practitioners tend to play roles as passive recipients of a new policy. However, Jun, supported by her learning outcomes, was ready and willing to act as an active agent, in other words, an intermediary between the newly introduced policy and the classroom. Instead of dealing with the new policy as an enforcement from policy makers, she was able to spontaneously add her insight to it. This is the effect of in-service education and the reason why in-service education is indispensable for teachers' further development, a fact which should be more widely appreciated by teachers themselves as well as administrators.

In sum, as her evaluation on Table 6-5 in combination with her remarks shows, Jun's evaluation towards the MA course was remarkably positive. This is not only because she achieved what she had long yearned for but also her learning outcomes made her realise the importance and benefit of in-service education.

6.3.3 Developmental trajectory of Jun

6.3.3.1 MA impact on practice

Owing to the limited contact with Jun, information to trace the impact of her MA learning on her practice was somewhat restricted. However, as described in the previous section, Jun was highly satisfied with her achievement. She also stated that the acquisition of cutting-edge theoretical knowledge enabled her to respond to the rapidly changing language policy and the new requirement for the classroom.

In our first meeting in March 2015, one year and six months after her return to teaching, she admitted that her increased confidence pushed her to try to incorporate ICT-based activities such as 'flash cards', i.e. introducing new words by using both visual and sound aids, and 'mask reading', i.e. a type of reading activity which leaves out some key words in a text, in her classrooms.

Judging from the comments she made, however, we can see that she was still at the experimental stage around this time. She repeatedly used the word 'exploring' and explicitly stated that she had not yet obtained her envisaged final result.

> Excerpt 6-3-4
> Jun: Now I **am exploring and looking for** more opportunities to use ICT effectively in the classroom. I tried some activities last year **but I am not satisfied with the result**. So I want to improve to make them work more effectively next year. (Jun Interview 1: March 2015)

Although she did not sound very successful in incorporation of ICT-based activities at this stage, she became much more affirmative in her second interview which took place after an interval of six months. With the strong intention of comparing her reaction with the first interview, I asked her if she had incorporated ICT in her classes, knowing that we discussed it in the first interview.

> Excerpt 6-3-5
> R: Are you using any ICT in your classes?

> Jun: Yes, I have been, though I am not sure whether I am using it effectively or not.
> R: Really?
> Jun: 'Flash card' and 'Masking reading.' I think if I can use the technology effectively, it will greatly contribute to students' learning. Its contribution will be immeasurable. [...] It is not always easy to use it in class but **it will make materials and activities more attractive @@@, I think.** (Jun Interview 2: Sept. 2015)

The word 'exploring' disappeared from her comments in the second interview and it was evident that she was rather confident in using ICT since she further described the attraction of using ICT in the classroom. It was likely thus that Jun's gradual implementation of her learning, in other words, transformation of her lessons, was bearing fruit.

Having traced Jun's positive change in incorporation of her learning outcomes, it is noteworthy to mention here that teachers' development requires time (Borg, 2016), and preferably a lengthy period, though we have a tendency to expect a dramatic, quick change. In fact, change does occur as a consequence of meaningful in-service education; *transborder* teachers are equipped with cutting-edge theoretical knowledge, which apparently should be called their development. However, gaining new knowledge is a first step of development and more critical would be the time when the teachers strive to apply this newly acquired theory to their teaching, which can be described as a process of 'mediating,' 'practialising' or 're-theorising.'

6.3.3.2 Loss of contact with Jun

As I mentioned in 6.3.1, it was unfortunate that I entirely lost contact with Jun. Due to her email, stating that she would contact me when she was ready, all I could was to wait. I might have been able to email her again but what prevented me from doing so was the comment she made in our second interview. Considering the busy life of teachers, I asked her not to feel pressured when she could not find time to reply to my email. Her response, in a rather strong tone of voice, was that she would return to me without fail even if there was a delay. Considerably affected by this comment, I was hesitant to send her even a gentle reminder. Knowing teachers' hectic daily lives, loss of

contact with the participants was the biggest disappointment of being engaged in a longitudinal research project.

6.4 Conclusion

The developmental trajectories of previous returnees depict their ongoing development at their own stage, which helps us envisage Yoshi’s and Sato's possible future state. Masa's pathway revealed, with his unique way of expressing his current state of mind, the conflicting phases *transborder* teachers might go through by the time they first acknowledge their transformation in the classroom. Jun also demonstrated that her learning outcomes took shape gradually in her practice more solidly and extensively over time. In addition to the pictures of these two teachers, who were one stage ahead of Yoshi and Sato, Mika's present state shows what a teacher can develop into, in other words, how much impact in-service education can exert on a teacher's subsequent development in the long term. The three returnee teachers have shown different stages of teacher growth, which generally tend to gain less attention. However, witnessing various stages of teachers’ growth will tremendously contribute to our gaining further insight in their continuing professional development after attending influential in-service education.

Chapter 7: Cross-case analysis– commonalities and differences

Introduction

This chapter summarises the findings discussed in Chapters 5 and 6 through cross-case analyses, aiming to scrutinise the commonalities and differences among the five participants. There are critical differences among them, i.e. their teaching experiences and their subsequent MA studies as well as their personalities and histories as language learners, to name a few. Thus a simple comparison would not do justice to them. Accordingly, cross-case analyses will be conducted taking these conditions into account.

7.1 Impact of study abroad and participating in MA programmes

7.1.1 Widened perspectives on English and the society

First of all, I have chosen to highlight *transborder* teachers' perspectives on their language proficiency as a crucial element of SA and MA learning experiences and an aspect that cannot be dismissed when discussing language teachers' learning and development. Although all the participants stated that enriching their expertise on a Master's course was their primary aim in attending higher education in the UK, improvement of language proficiency seems to have been a subsidiary purpose, whether explicitly voiced or not, given that they opted for studying in English, the language of their expertise which they had all learned as a foreign language. Although Jun stated that her choice of studying abroad was made with the expectation of exposure to a different culture and society, our interviews did not cover these issues or her views on English and the related areas. Therefore, Jun's accounts are not included in this section.

Although Masa, whose learning background and teaching environment are completely different from those of the other three participants (see 6.1.1 for details), showed satisfaction regarding his proficiency level both before and after SA. Other participants also acknowledged the improvement of their

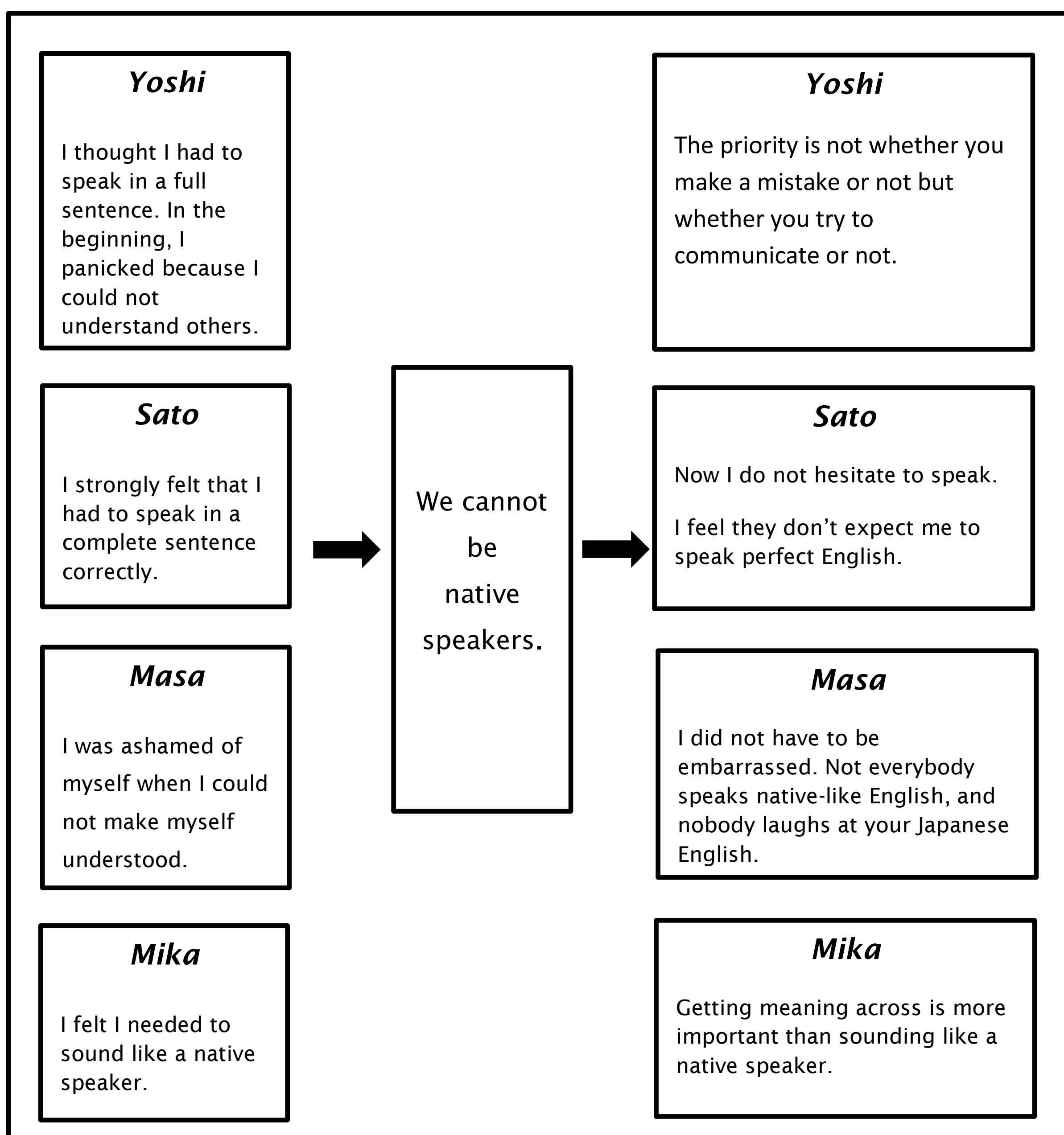
proficiency and an increase in confidence in their communicative competence following their SA. In spite of a slight difference in the recognition of their attainment, the most common feature appearing in these *transborder* teachers' accounts was that their life experiences, albeit residing in different parts of the UK, substantially stirred their preconceptions and widened their perspectives on what constitutes 'English' and 'native speakers.'

While they discussed their experiences of 'English,' the phrases such as 'I am not a native speaker' or 'We cannot be native speakers,' functioned in a sense as markers to indicate the turning points when these four participants decided to move on: leaving their previous beliefs of 'We have to be like native speakers' behind and accepting the reality surrounding them in order to survive in the new community. Although each of them expressed their former beliefs in a slightly different way, coupled with the markers such as 'I am not a native speaker' or 'We cannot be native speakers,' it is evident that they previously had the common belief that they needed and wanted to achieve native-like proficiency. Yet, during their residency in the UK they started to contemplate what 'English' is and who 'native speakers' are because of the reality they were faced with for the first time in their lives: coursemates from different countries with their own accents, cities full of immigrants, international students and tourists, native speakers who speak a type of English that they cannot easily understand and native speakers from different regions who do not understand each other.

All of the participants underwent more or less eye-opening experiences which made them confront the beliefs established before they crossed the border not as tourists but as temporary residents in a new country. Masa's confidence was totally destroyed when he could not make himself understood; Yoshi and Sato found it difficult to speak, thinking they had to speak correct English; Mika was not able to understand what local people said in a supermarket even after she asked the same question to one person after another. After these overwhelming experiences, gradually the participants' previous beliefs began to change and they eventually reached the stage of endorsing the feeling of 'I cannot be a native speaker.' Then, they realised that they could still be accepted as members in the multicultural and multilingual community of their MA courses, universities and local communities even if they did not possess native-like proficiency.

Their residency abroad experiences might not have always shown these teachers a positive side of being a non-native speaker but their perspectives on 'English' and 'native speakers' have been at least widened to incorporate a greater range and variety of realities (see Figure 7-1 for a summary). While acknowledging the remarkable impact of these four participants' life experiences in a multilingual/multicultural society, however, I dare not say that all of the four participants' previous beliefs have been completely transformed

Figure 7-1 A summary of changes in participants' perspectives regarding proficiency



during their residency abroad since differences among participants started to emerge as the interviews proceeded. It can be said that the beliefs of Yoshi and Mika changed before and after SA. Yoshi's priority is now communication, especially willingness to communicate, and Mika has a solid belief that expressing one's opinions accurately in order to get the meaning across is more important than prioritising nativelikeness. Sato's and Masa's perspectives were also widened overseas and it might not be too much to say that they now not only have new beliefs on language proficiency, but that their beliefs also sound more complex than those of Yoshi and Mika. Sato's disposition is similar to those of Yoshi and Mika but it seems that he still shows a slight aspiration towards nativelikeness, as seen in his statement in Excerpt 5-2-4 (see 5.2.2.1). As to Masa, while acknowledging the status of English in a multicultural society, he still maintains a strong orientation towards achieving native-like proficiency. Nevertheless, Sato's and Masa's current aspiration appears different in nature from the one they embraced prior to residing in the UK community. It is now no longer a mere yearning but a goal set after witnessing and experiencing the reality of being temporary members in this multilingual/multicultural society.

In terms of reflection of their new perspectives and beliefs regarding language proficiency in their practice, the consequences seem to contrast between the less experienced and the more experienced; Yoshi and Sato did not show any reflection in their practice, though Sato implicated the possibility of talking about his experiences in class. The change in perspectives and beliefs, however, has been reflected in the practice of Mika and Masa. Mika now tells her students that they cannot and do not need to sound like a native speaker, emphasising that successful communication prioritises accuracy in conveying intention and information. Masa gives more corrective feedback on his students' pronunciation. He knows, due to his experience in the UK, that variety is acceptable in a multilingual and multicultural world but, at the same time, he also acknowledges that intelligibility increases the quality of communication.

What we can see here is that the reality in the UK, an English-speaking country, challenged the expectation of the *transborder* teachers, which obviously led to the reconstruction of their perspectives and beliefs about English, native speakers, and the English-speaking society. It seems that the

impact of their widened perspectives and beliefs formed by their SA experiences has divided these teachers into two groups: one which has already reflected their new perspectives and beliefs in their classrooms and the other which has not. However, considering the status of English in the current era, their widened perspectives must be an indispensable trait that language teachers need to possess. Whether these widened perspectives are incorporated into their practice now or later is a different story.

7.1.2 Impact of MA learning on teachers and their practice

Masa said in one interview, "When I heard about the topic of your research, I thought 'It has.' Needless to say, yes, it has had an impact!" (Masa Interview 5: May 2016). As has been already discussed, it is apparent that the MA learning has firmly equipped all five teachers with theory on language learning and teaching, which has not only affected their perspectives and practices upon return to the classroom but also has become a solid foundation for the subsequent teaching thereafter, in other words, their essential sources for practice and reflection. Thus establishing their theoretical foundation is crucial. However, the content of the courses these teachers attended varied depending on the school the course was offered by and the strength of the institution.

Yoshi and Sato, who attended the same MA programme and took exactly the same modules, differed in their future vision of incorporating their learning outcomes into their practice, despite the fact that they both highly appreciated their learning on the MA. For example, in discussing the most useful module both of them chose the same core module which covered teaching of the four skills. While Sato showed slight scepticism for introducing the theory presented there into his classes, Yoshi was markedly enthusiastic about transforming his future lessons. Once Sato recommenced teaching, however, he was in principle following the theory he acquired on his course, i.e. integration of the four skills in his class, which, interestingly, was the concept Yoshi also stated as the goal of his ideal lesson two months after returning to the classroom. Although their perceptions with respect to the practicality of the theory diverged to a certain degree upon completion of their course, it is intriguing to find that both of them were guided by the same principle. I would argue that both Yoshi and Sato were strongly influenced by the concept of 'integration of four skills' and had internalised it.

Regardless of the difference in the projection of views regarding the usefulness of theory in future lessons, Yoshi's and Sato's return to the classroom seemed to activate the theory which they had internalised, in other words, that the classroom is the point where theory becomes activated. This is an indication that when theoretical knowledge is brought into the classroom, whether the implementation is a success or not, this is the time when teachers begin to play the role of mediators between theory and practice.

As described in the section of Jun's profile, she attended the same course as Yoshi and Sato one year ahead of them. She highly appreciated the quality of the course and felt that her theoretical foundation was established by attending it. Interestingly, however, even though the modules Jun chose were slightly different from those of Yoshi and Sato, the strong impact of the core module on both Yoshi and Sato was not so apparent in Jun. It can be said therefore that the impact of teachers' learning depends on what they are looking for in order to transform their lessons.

Similarly to Yoshi and Sato, upon return to the classroom in 2008 Mika incorporated her learning outcomes such as knowledge in corpus linguistics and SLA into the classroom. She was very aware of the need to take her students' level into consideration. She conceives that her learning outcomes are more effectively reflected with her current students who are highly motivated to learn English. Indeed, students might possibly be one element but Mika's maturity and readiness could be also an indispensable factor.

Yoshi, Sato and Mika share similarities in that they were also influenced by viewing their lecturers and tutors as models of good practice; Sato and Yoshi took practical tips from their experiences of being taught by EAP tutors which could be used in their classes while Mika learned from her MA lecturers' professionalism. Although lecturers and tutors might not have realised it, language teachers returning to being students are likely to experience the second stage of what is called "apprenticeship of observation" (Lortie, 1975) as discussed in 6.2.3.1. While the first stage of 'apprenticeship of observation' seems to occur without conscious awareness of 'learning to teach,' the second stage is likely to take place consciously since the student teachers can look at their tutors and lecturers from the perspective of teachers rather than

students. This is a privilege of experienced teachers when attending in-service education since they always maintain the viewpoint of teachers.

In discussing Masa, we must take his first MA into account because he had already possessed more or less basic knowledge of the field, which implies that he was somewhat different from the other participants in terms of the exposure to theoretical knowledge. He stated that there was not much thought-provoking encounter with theory, but closer probing did show that in fact there was some. For example, the concept of English as a lingua franca was a new area for him. The new knowledge in this field led him to an intermediary position between theory and practice: while being persuaded by the presented theoretical knowledge, he showed scepticism regarding the introduction of any change or new policy based on these theories into the classroom. As described in 6.1.3.1, what impacted Masa the most was the realisation that the aim of learning is not understanding the existing knowledge but contributing to it by questioning and discussing it. In the beginning, Masa was shocked by the difference in the definition of ‘learning’ he encountered, i.e. that rather than simply accumulating knowledge, as ‘learning’ was defined in Japan, on the UK MA he was expected to contribute his original ideas, but later this new conceptualisation of ‘learning’ inspired him. He started to transform his lessons, abandoning his previous neat and well-organised lessons and reforming them to provoke his students’ thinking.

In sum, the impact of MA learning on the teachers and their practice varies, as can be expected; even had the teachers all attended the same programme, the impact would have differed among them. This being said, however, what is common amongst the participants is that they all try to reflect their own learning outcomes in their practice and they are persistent in reforming their classes. They do not easily give up their vision of ‘new’ teaching and the goals they mean to achieve. They all embrace their learning and, as can be seen in Mika, the impact on teachers and their practice is long-lasting.

7.2 The trajectories of development

7.2.1 Two stages of development

'Development' as well as 'impact' is a key theme of this study and it is critical to draw attention to how impact leads to development. As discussed in 7.1.2, the MA courses established the teachers' theoretical foundation, which I name 'top-down development' owing to the fact that this type of development is primarily promoted by an external impact, more precisely, external input and stimulation in the form of lectures, seminars and assignments. Except for Masa, who had attended a Master's course in Japan, this was the first occasion for the other teachers to acquire theoretical knowledge of applied linguistics, TESOL and ELT. Even Masa was exposed to new fields and further extended his theoretical knowledge. Having said this, impact needs converting to development; mere exposure to new knowledge does not lead to development automatically. The strength of experienced teachers is, however, that they can relate their previous practices to external input, which makes them envisage their future classes as changed in light of this input. This is the first phase of their development, in other words, the first interface of 'impact' and 'development.'

While 'top-down development' is vitally important for language teachers for underpinning their practice, the subsequent development, which I name 'bottom-up development,' is also crucial. This is the next phase of development, which takes place in the process of teachers' lesson transformation after the completion of the MA programmes. This phase might even affect the value of 'top-down development.' If teachers are able to successfully weave their learning into their classroom practice by integrating their top-down development, it can create an ideal cyclical process between top-down and bottom-up development. However, if this second phase of development does not take place, teachers' whole MA learning will be reduced to a mere 'SA experience' and is unlikely to contribute to their growth. As the process of 'bottom-up development' depends on the teachers' vision of 'what and how' can be reformed in their lessons by incorporating their learning outcomes, the trajectory and timeframe of each teacher must vary. Sato quickly transformed his lessons on returning to teaching whereas Masa and Yoshi were to struggle with trial and error for more than one and a half years until they

achieved the transformation they had envisaged. Jun was slowly increasing confidence and improving techniques for more ICT-oriented classes. Having been back to the classroom for almost nine years after learning on the MA, Mika is still in the process of continuing 'bottom-up development' which was ignited and has been assisted by her 'top-down development.'

To sum up, all the five teachers have managed to turn impact into development at both stages, though the depth of each teacher's development is not altogether traceable. They have changed the impact of MA learning into their development in their own unique ways. The impact seems to be long-lasting, which indicates their development is a continuing process.

7.2.2 The effect of reflective measures

Two reflective measures, videotaping lessons and student questionnaires, were included in this study for the purpose of tracing the *transborder* teachers' development after their MA attendance and providing an opportunity for them to reflect on their practice for the promotion of their further development. As stated earlier, not all the participants managed to conduct both measures. Although Sato administered student questionnaires twice, with a positive attitude, due to not meeting ethical requirements his data will not be included in the discussion.

Although Yoshi, Masa and Mika all reacted positively at the initial stage to my suggestion of employing these measures, there seems to have existed a certain degree of hesitation with Yoshi and Masa, contrary to Mika's enthusiasm. Yoshi eventually conducted a student questionnaire at the end of his summer holiday supplementary lessons after he dramatically changed his teaching style from teacher-centred to student-centred. As he struggled to turn his provisional new belief—a 'student-centred approach' established through attending the MA course—into action, these experimental lessons provided him with an opportunity to witness the possibility of realising his ideal lesson in his everyday practice. The result of the student questionnaire also functioned as reassurance of the successful transformation of his teaching and increased his confidence. Similarly to Yoshi, Masa evaluated the role of the student questionnaire as confirmation of his students' feedback that he feels and sees promptly in his lessons. Although Masa stated that he had never used

any kind of student questionnaire because of his scepticism concerning their effectiveness, it can be speculated that both Yoshi and Masa waited until they witnessed a certain level of success in transforming their lessons.

Contrary to Masa and Yoshi, Mika put the suggestion of gathering student feedback into action without any hesitation. She was enthusiastic about receiving her students' feedback and reflected her students' voices in her lesson planning. For instance, she continued a couple of activities which would have been removed but for her students' positive evaluation. She rated the effectiveness of conducting student questionnaires highly due to the fact that they could reveal what teachers cannot see when they only follow their intuition and judgement. This is completely opposite to Masa's perspective.

What can be interpreted from their difference is their view of students. It seems that Mika considers her students as partners in the process of improving her teaching while Yoshi and Masa see their students as evaluators of the final product of their efforts at improvement. The cause of this difference seems to be the level of confidence in transforming lessons; Mika has already achieved successful transformation of lessons whereas both Masa and Yoshi were finally being able to cast into shape what they had envisaged through the MA learning. With more increased confidence after going through successes, Masa and Yoshi might begin to consider their students as their collaborators.

7.3 Conclusion

As stated in the introduction of this chapter, a simple comparison between participants might not be appropriate since the impact of MA learning on each teacher varies and the teachers were and are at different stages of development at the time of data collection and probably even now. Even so, taking their possible individuality into account, we can still trace similarities and differences in the impact and the teachers' development as discussed in this chapter. In exploring the teachers' developmental trajectories, what has struck me the most is Mika's continuing process of development. Whereas the four other teachers seem to be still at the stage of 'trial and error' with some successful transformation, Mika, having completed the same stage, seems to be continuously seeking an opportunity for further development, the

development ignited by her MA learning. At this stage, we can only speculate whether Yoshi, Sato, Masa and Jun will continue their development along the same lines as Mika to become persistently motivated to develop. What is noteworthy here is that long-term in-service education for teachers can exert such a long-lasting impact on teachers and their development.

In Chapter 8, based on Chapters 5, 6 and 7, I will discuss teacher development, firstly by following the 'Model of Teacher Development' and then focusing on the specific features emerging in this study.

Chapter 8: Developmental trajectories of *transborder* teachers

Introduction

This chapter aims to discuss the findings in relation to the existing literature by answering the research questions for gaining further insight into the development of the *transborder* teachers. As mentioned earlier, the key words for looking at these teachers are 'impact' and 'development.'

In terms of 'impact,' a year-long course at the postgraduate level in their target language context exerted an enormous impact on the participants both as language learners and teachers, which seems to be long-lasting. As to 'development,' even attendance in the MA programmes developed them as teachers with ample opportunity to be exposed to cutting-edge theory and reflect their previous practice. While their development during the MA courses seems rather straightforward, their subsequent development upon return to the classroom is a non-linear, trial-and-error process especially until the teachers witness their first successful transformation of practice. In other words, the former type of development is promoted by outside stimulation (input-based), whereas the latter depends on teachers' endeavour (output-based) to transform their lessons, drawing on their learning outcomes. Both types of development are, inevitably, essential for teachers, but if the second type of development does not take place, the value of the first type of development will lessen. It is therefore important to observe their whole process of development in order to further our understanding of teacher development.

This chapter starts with applying the findings illustrated individually in Chapters 5, 6 and 7 to the 'Model of Teacher Development' to provide an overview of the developmental trajectories of participating teachers. Following that, the rest of the chapter will focus on answering the research questions, which hopefully enlighten us to see what is indispensable for the development of language teachers.

8.1 A Model of Teacher Development revisited

The 'Model of Teacher Development' presented here is based on Guskey's 'Model of Teacher Change' (2002) as discussed in 3.6. Guskey's model holds that teachers' new beliefs are formed after witnessing how their implementation of new teaching leads to improvement in their students' learning (2002). It thus makes the student reaction central to any change in teachers' beliefs. However, as Borg (2011b) argues, a training programme per se could already alter teachers' beliefs, depending on the impact it can exert on teachers.

The data gathered in this thesis aim to add to our understanding of these two models by presenting a modified version. The participants in this study, Japanese *transborder* teachers, undertook a one-year MA in-service education programme, which was challenging both professionally and personally in that they needed to meet the high requirements of the course in their foreign language in an unfamiliar environment. In other words, accomplishing the challenge potentially generates a powerful influence on teachers upon completion of the course. This is why I felt it necessary to add a new element to Guskey's model, namely that of 'Provisional Belief Change' as in Figure 8-1. I named this element 'provisional' based on the assumption that,

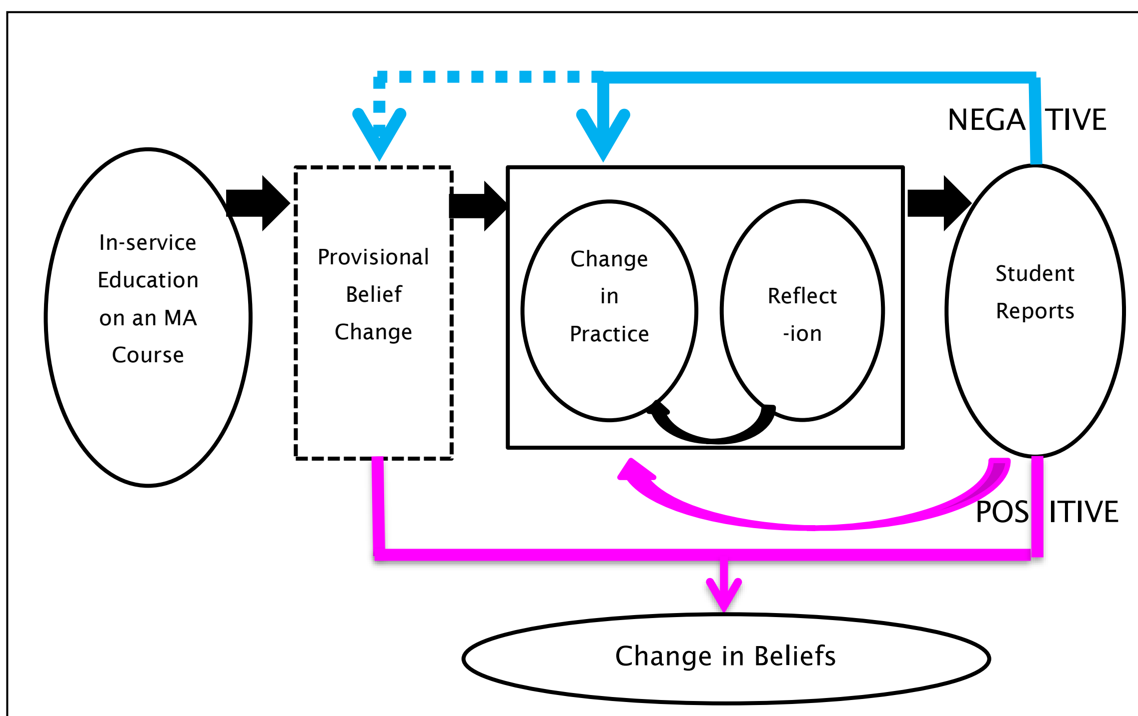


Figure 8-1 Original Model of Teacher Development

as Guskey (2002) argues, teachers' belief change requires evidence that the implementation of new practices works in the classroom, leading to the facilitation of students' learning. Likewise, based on the presumption that bringing changes into classrooms is not straightforward, another element, 'Reflection,' was included in the process of teachers' implementation of new practices.

That being said, the data analysis as well as my data collection experience suggests strongly that the original 'Model of Teacher Development' was too simplistic, as if development could be calculated using a formula such as 'fluid X + fluid Y = fluid Z.' Realising the complexity of teacher development, I further elaborated on the model during the process of my data analysis (see Figure 8-2). Whatever model I create and however precise it is, it will not fully capture all teachers' development, but this model is here to help us understand the teachers' developmental trajectory and systematise some of the findings in the individual accounts.

8.1.1 Revision of the 'Model of Teacher Development'

In 3.6.2, where the original model was proposed, its basic concepts were explained as precisely as possible, but upon the revision of the model, this is expanded on here (see also Figure 8-2):

1. The one-year MA programmes and SA experience exert a powerful impact on the *transborder* teachers (indicated with the green arrows in Figure 8-2); the MA programme and SA experience can

1) directly affect the teachers' classroom practice,
2) create the teachers' provisional beliefs and
3) increase teachers' confidence.

2. Teachers will try to transform their classes upon their return to teaching based on the first two factors listed above. Their increased confidence will also support their transformation of the lessons.

3. Teachers will be required to reflect on their new approach, referring to their learning and provisional beliefs, since they need to take their teaching context into consideration, i.e. their students' academic level and motivation for

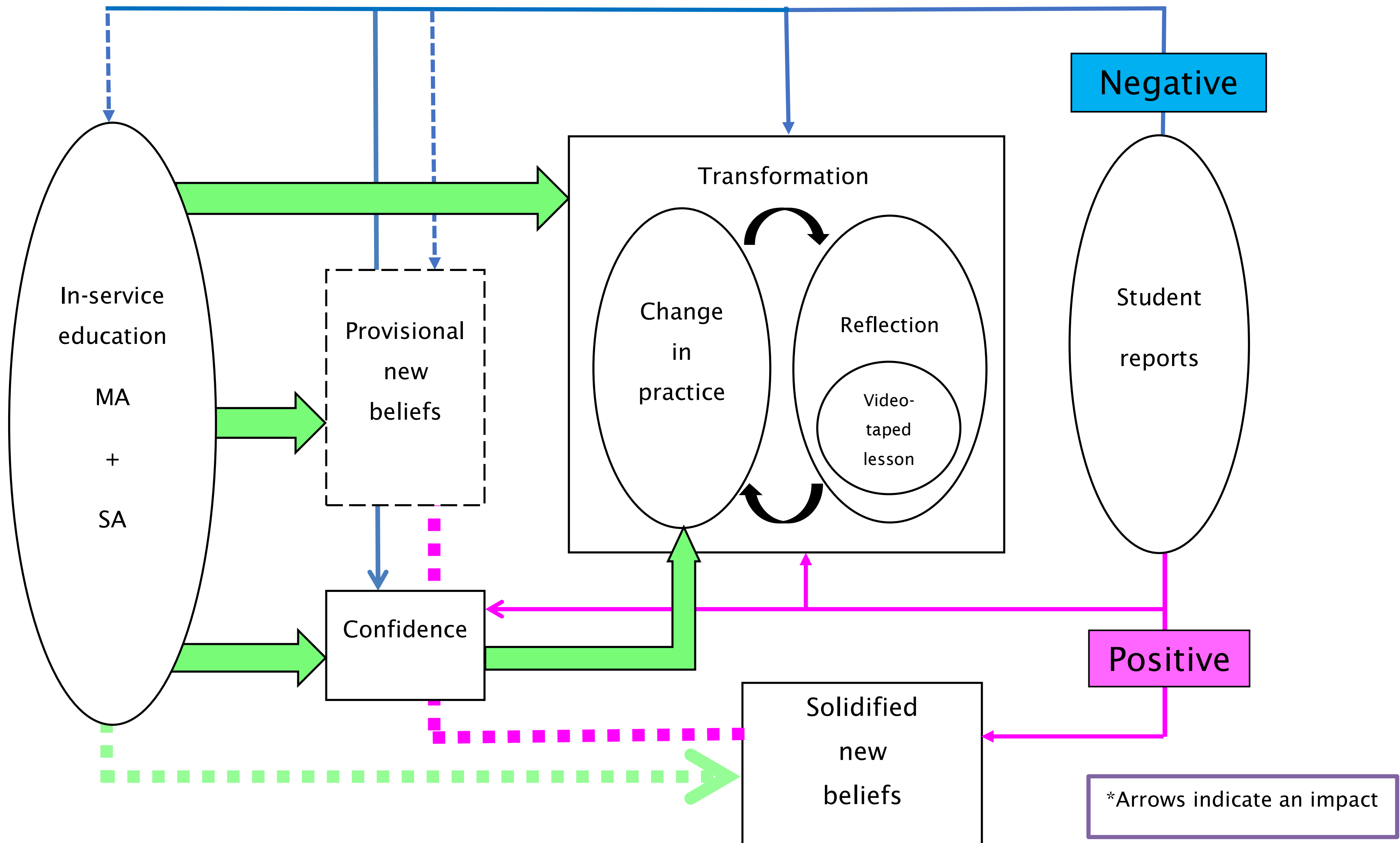


Figure 8-2 Model of Teacher Development (Revised)

learning English in particular. At this stage, reflective strategies such as peer observation and videorecording of lessons will be of help if employed.

4. Transforming lessons may well require sustained time, since, as Thompson (1992: 140) argues, "the relationship between beliefs and practice is dialectic, not a simple cause-and-effect relationship." Teachers will be required to fill the gap between their imagined ideal lessons and reality.

5. Student reports will contribute to the teachers' reflection on their practice: positive feedback will solidify teachers' provisional beliefs into new beliefs and boost teachers' confidence. On the other hand, negative feedback contains the risk of, in the worst case, abandoning new approaches, thus denying teachers' provisional beliefs. However, if their provisional beliefs are solid, even negative feedback will be reflected in the improvement of the lessons. If teachers can be persistent in repeating this procedure for the improvement of their classes, they will eventually be able to witness the successful transformation of these classes.

6. One successful transformation will accelerate teachers' motivation for further transformations firmly underpinned by the teachers' solidified new beliefs. In the process of further transformation, the SA experience and MA learning will always be the teachers' solid foundation, which they can refer back to for a long duration of their teaching careers.

7. Teacher development achieved by one successful transformation experience will form a firm ground for subsequent development and the development process will become cyclical.

In the next section I will examine the *transborder* teachers' developmental trajectories step by step, drawing on the revised model. Although I have already extensively discussed the features emerging in each of the five participants' development, the analysis following the model will depict their development in relation to the proposed 'Model of Teacher Development.'

8.1.2 The 'Model of Teacher Development' applied

The impacts of SA experiences and MA programmes on participating teachers are profound and diverse judging from what was discussed in Chapters 5 and 6. Despite the limitations of information due to the restricted access to some

of the participants, a powerful impact was detected in various dimensions of the teachers' development. In this section, I will discuss the teachers' developmental trajectories, first focusing on their SA experience and then moving on to the impact of MA programmes.

8.1.2.1 Impact of study abroad

The personal experience of living abroad for a period of one year or more (Yoshi's total stay was one year and six months and Sato's was two years and four months, including attendance in an EAP course by both) made the participants see and experience what they would not have encountered without studying abroad. The discrepancy between reality and their 'imagined communities' occasionally challenged their existing ideologies, values, and beliefs. However, the experience as members of a new community clearly contributed to reshaping the perceptions they had previously possessed in their minds with respect to such key concepts as English, the definition of native speakers of English, and the characteristics of the community in an English-speaking country. Although I was not able to access Jun's perceptions on these aspects, all the other participants went through the reconstruction of their perspectives in the course of time (see Figure 7-1 for a summary).

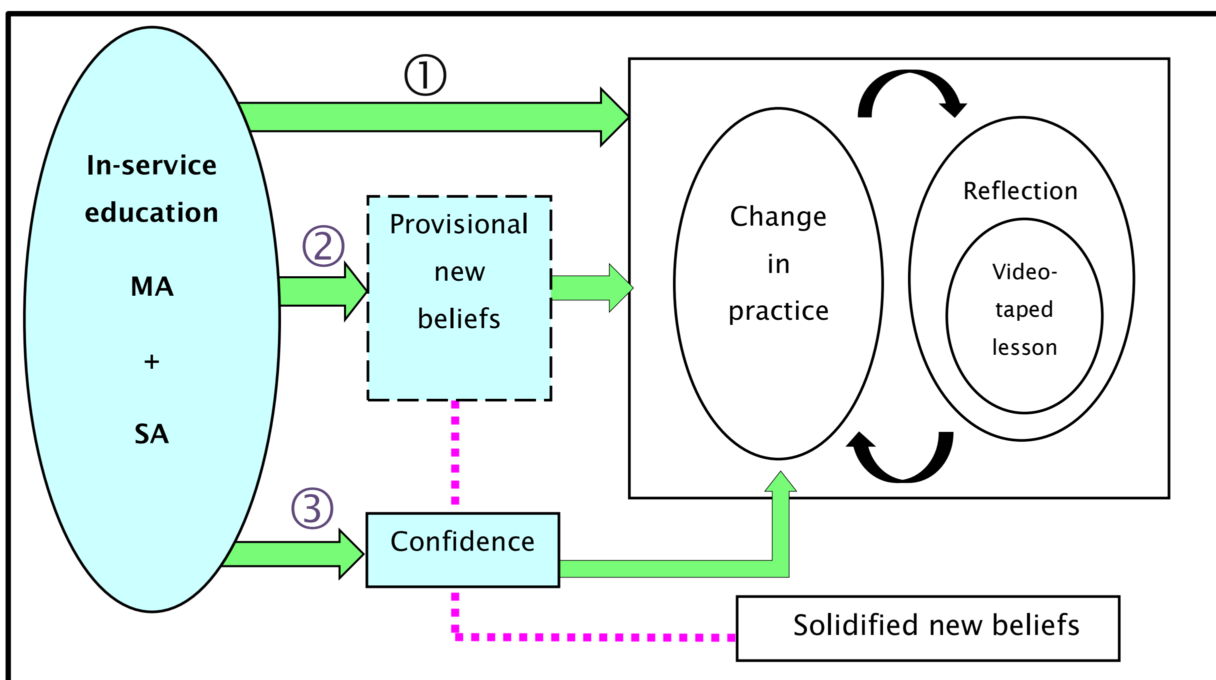


Figure 8-3 Stage 1: Model of Teacher Development

Table 8-1 Summary of stage 1: Impact of SA

	Direct influence of SA experience (Green arrow 1)	Formation of provisional beliefs and their influence on practice (Green arrow 2)	Increased confidence and its influence on teaching (Green arrow 3)
Yoshi	—	-Willingness to communicate is the priority.	"Absolutely [confident in my English now]."
Sato	—	-No need to make an effort to imitate native speakers.	"Speaking English has become something natural to me."
Masa	-Provision of more correct feedback on pronunciation.	-The goal is not being able to speak beautiful English but intelligibility is important.	"I am confident in my English both before and after SA.
Mika	-Emphasis on word order. -"I tell my students that they can't be like native speakers."	-Solid grammatical knowledge is more important than aiming to sound fluent.	"Yes, my confidence is completely different."

Table 8-1 above shows 1) the direct influence of the participants' SA experience on teaching, 2) the formation of provisional new beliefs and their influence on the teachers' practice, and 3) the teachers' change in confidence and its influence on their teaching in terms of language proficiency.

As discussed in 7.1.1, despite a certain level of difficulty that all four teachers went through, they were satisfied with their improved proficiency after their return. Yoshi and Sato currently hold no reservations towards communicating in English with ALTs, who are native English-speaking teachers. Although Yoshi's and Sato's provisional beliefs have not yet been reflected in their classrooms, Masa and Mika now have solid beliefs and these have already been incorporated in their classes. Mika emphasises the importance of accurate grammatical knowledge for efficient communication. Masa provides more feedback on his students' pronunciation than before for attaining higher intelligibility.

8.1.2.2 Impact of MA programmes

8.1.2.2.1 Stage 1: Impact of learning

Attending a UK higher education institution was, except for Masa, these teachers' first experience of in-depth study in the areas of applied linguistics and ELT. This added to the novelty of studying through English under a different education system. Although the expressions that each teacher used in the interviews varied, their high appreciation of this educational experience was described with words such as 'fantastic,' 'excellent,' 'stimulating' and 'worth attending.' At the same time, it is worth mentioning that these teachers were highly motivated and made a maximum effort to attain the goal of their choice, pursuing postgraduate study in the UK, which led to their increased confidence as well as knowledge. This is reflected in their evaluations of the difficulty of the course and the challenges they faced, viz.

> Yoshi: I did it in a foreign country, not in my country**. It would have been tough even if had done the same course in my country** (Interview 2: March 2015).
>
> Sato: I felt that I should have studied more after I came back [...] **but I do not want to do it again under that kind of pressure**, if I am asked whether I want to do it again or not (Interview 2: April 2015).
>
> Masa: I did not feel it was manageable if the requirement was more than it was (Interview 1: April 2015).
>
> Mika: I learned a lot on the MA, had to read and write a lot. There was resubmission if our work was not good enough**. I thought it was really tough** (Interview 4: Nov. 2015).
>
> Jun: **I thought teaching at school is easier** than being an MA student (Interview 2: Sep. 2015).

Similarly to their experience of living abroad, as discussed above, their academic experiences made these teachers achieve more than they had anticipated prior to the start of their study. The following is a brief summary of the impact observed in their accounts.

1) **Green arrow 1**: the direct incorporation of learning outcomes into the classroom.
   Yoshi: Shift to a student-centred approach.

Sato: Desire to integrate grammar teaching in a speaking-focused lesson, and incorporate newly acquired ICT knowledge but feeling uncertain about the possibility.
Masa: A total restructure of lessons to help students cultivate their thinking.
Mika: Uncertainty about the incorporation of the learning outcomes, taking her teaching context (a vocational school) into consideration.
Jun: Introduction of ICT knowledge and techniques.

2) **Green arrow 2**: the formation of provisional new beliefs through the MA learning experiences.
Yoshi: Student-centred teaching enhances students' learning better.
Sato: The techniques and activities learned from EAP tutors will be more applicable in future classes (scepticism towards theory).
Masa: The aim of teaching is to cultivate students' thinking and facilitate originality.
Mika: Enhancing students' ability to express themselves should be stressed in addition to focusing on the strength of Japanese learners (writing skill).
Jun: Incorporation of ICT-based materials and activities helps maintain students' curiosity and motivation for learning.

3) **Green arrow 3**: the confidence gained over the course of their time in UK higher education.
Yoshi, Masa, Mika and Jun: They all explicitly confirmed the increase of confidence through further learning and completing the MA courses.
Sato: He never expressed the increase of his confidence explicitly, but the word 'anxiety' he used to describe his feelings towards the transformation of the lessons along with 'expectation' never appeared in the interviews after his return to the classroom.

The impact of in-service education should not be judged only upon the completion of a programme, but it is still worth mentioning here that a one-year MA programme exerted a huge impact on *transborder* teachers as summarised in this section. Following stage 1, the next section will focus on

the stage 'Change in practice,' which will put the real value of teachers' MA learning to the test.

8.1.2.2.2 Stage 2: Change in practice

At stage 2, with increased theoretical knowledge and aspiration for transforming their classroom practice, the *transborder* teachers were obliged to confront reality back in their classrooms. Having left the classroom for more than one year, returning to it was for many a worrying experience with the added pressure of not knowing how much of their new knowledge they could incorporate in 'Change in practice.' This stage could thus be critical to determine the true value of their postgraduate education; teachers' evaluation towards the MA course could be either heightened or lowered. Likewise, this could be the time of teachers' real development since such implementation of innovation is not as straightforward as we would like it to be; it requires a large number of factors to be favourable, e.g. time, effort, patience, courage, analytical perspective and reflection, to name a few. In addition to the challenge the teachers must go through, this is also the phase during which the quality of MA programmes in the UK could be called into question, with

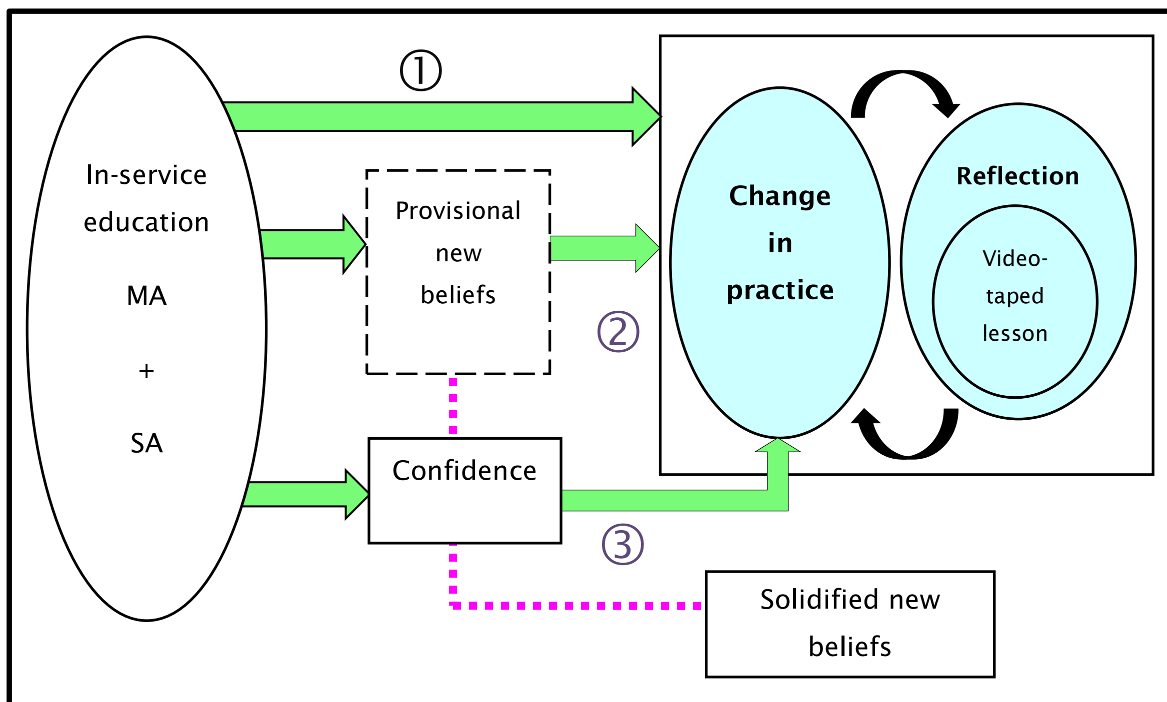


Figure 8-4 Stage 2: Change in practice and reflection

their graduates facing difficult transitions. It is also worth remembering here that in most cases universities do not or cannot follow up their graduates once they leave the programmes, so feelings of isolation and lack of support increase.

At stage 1, I discussed from different angles the potential impact that teachers' MA learning experiences exert on their practice. At this stage, thus, the focus is how much such impact can be seen in these teachers' practices. Nobody, including the teachers themselves, would expect revolutionary change but the question is to what extent they can develop. The following discussion outlines the change traced in teachers' accounts. It has to be noted, also, that these innovations were initiated by the teachers voluntarily, supported by increased knowledge and confidence, and are underpinned by their provisional beliefs.

Change in practice

Yoshi: Student-centred approach

After almost a year and a half of repeated trials, facing the fear of failure, resistance from students and the experience of a nearly-giving-in-situation, Yoshi eventually saw a clear opportunity in transforming his classes into student-centred learning environments, strongly supported by his provisional belief.

Sato: Integration of all four skills in one lesson

Contrary to Sato's provisional belief that techniques learned from EAP tutors would be more useful and his uncertainty of the practicality of implementing new theoretical knowledge, as soon as he recommenced teaching Sato began to draw on his theoretical knowledge to analyse his students' needs. Referring to the theory 'integration of four skills in a lesson' which was emphasised in his course but which he did not believe to be feasible in his classroom, he nevertheless introduced a variety of activities. The comment he made after returning to the classroom "probably the tutors on the pre-sessional were teaching based on theory" supports the fact that the value of theory cannot be fully established until it is brought into the classroom.

Masa: Cultivating students' critical thinking

Thoroughly affected by his MA learning experience under a different educational system, Masa completely changed the focus of his lessons

to the goal of cultivating his students' critical thinking. This took him more than two years when he finally got to the stage of feeling assured himself of his successful transformation.

Mika: Utilising a wide range of learning outcomes

Upon completion of the MA, Mika incorporated her learning outcomes such as the knowledge of corpus linguistics and SLA into her teaching. In addition to these areas, she has now incorporated a variety of acquired knowledge and her experiences on the MA course, e.g. academic writing skills, syllabus design and goal setting for students.

Jun: ICT knowledge and skills to motivate students

Integration of newly acquired knowledge and skills on ICT, the area which was the most influential for Jun, was the first step for her lesson transformation.

In the transformational process of teachers' practice, reflection plays a vital role, which is the reason why it was added as one crucial factor ('Reflection') in this model. However, due to the concern regarding a possibility of participants' withdrawal from this project, no request was made for them to keep reflective journals. It was, therefore, not possible to obtain the precise data in respect to how they reflected on their practice on a daily basis. However, the interview data support the notion that the teachers' MA learning experiences including referring to the course materials supported their reflection, combined with their further effort to resort to outside resources for updating their knowledge.

Reflection

Yoshi

Yoshi showed strong passion and a provisional belief of the value—student-centred teaching, which was a radical change from his previously held beliefs. Nevertheless, he needed to be reflective with regard to his new approach to teaching owing to the discrepancy existing between this and the classroom reality he faced. As tools in his own reflection, Yoshi referred back to the reading materials and his own essays from the MA, seeking ideas to help adjust his new ideal to his teaching contexts. This would be one of the strengths of in-service education, which offers the resources teachers can return to.

Sato

Turning into a critical appraiser of teaching practice by drawing on his acquired theoretical knowledge, Sato's reflective strategy was identical to Yoshi's: reading the course materials and newly-purchased books. Upon his request, I sent him some journal articles.

Masa

While shifting the focus of his lessons from full-of-activity to stimulate-student-thinking, Masa described this process "a kind of maladjustment" (Interview 2: Aug. 2015). He stated that as the time went by after his return, his expectation towards his students to grow into autonomous learners was intensified. Unlike Yoshi and Sato, who referred back to the previous learning materials for reflection, Masa seemed to rely on his experience and his firmly established provisional belief, which implies that his reflection to achieve his goal was considerably challenging. As to the effect of the video-taped lesson for reflection, regardless of his slight scepticism on its contribution, he showed some appreciation towards it.

Mika

Strongly underpinned by her willingness to improve her teaching and herself as a practitioner, she used reading ELT books and attending workshops as strategies for her further improvement and reflection. Hence, when I sought a possibility of videotaping one of her lessons, her reply was very positive. Due to a technical problem, I could not watch her video-taped lesson, but she valued the effectiveness of watching her own practice. Mika's passion towards her development also explains the reason why she accepted administering the student questionnaire as soon as I explained its purpose.

Jun

Following the wave to introduce ICT technology into the classroom, Jun tried to incorporate her updated knowledge and skills regarding ICT into her teaching. Although in her first interview she was not very confident in using ICT, it was obvious that her confidence had increased by the time of her second interview (September 2015). It is assumed that her attendance in additional workshops, while she was going through the stages of 'Change in practice' and 'Reflection,' appears to have contributed to her reflection.

Having learned the specific characteristic of each teacher's possible style of reflection, attention should now be paid to the common features behind their reflection. As I have already pointed out, each teacher's day-to-day reflection could not be captured, but the common tendency is that the teachers make reference to their MA learning in reflection in order to achieve transformation of their classes. Masa, in an attempt to destroy what he previously constructed and totally reconstruct his lessons, was slightly different from the others; his reflection was primarily based on his experience. The other four teachers refer back to their learning by reading the materials they used and seek out more insights by attending workshops and seminars and reading professional literature. Although there appears to exist a difference between Masa and the others, I would like to emphasise again here that the MA learning has a fundamental impact on the *transborder* teachers for their practice and reflection. It has become their basis: the set of principles that they always refer back to.

Regardless of the fact that reflection is indispensable in improving the quality of teachers' practice, it must be difficult for teachers to reflect on their practice all by themselves, particularly in an attempt to renovate their classes. Some participants, viz. Jun, Mika, Sato and Yoshi, found participation in workshops and seminars to provide a valuable opportunity for reflection with a possibility of reviewing and renewing their theoretical knowledge and possibly discussing issues with other participants. As discussed so far, Masa's transformation was, in a sense, rather revolutionary in that his teaching philosophy was completely reformed; even so, sharing views and values might have supported his transformation if he had attended workshops or discussed issues with his colleagues. As Walsh and Mann (2015) argue, collaboration, especially with colleagues who are familiar with teaching contexts, will strongly contribute to teachers' reflection. The establishment of collaborative reflection may pave a way to account for the validity of reflective practice (Walsh & Mann, 2015).

8.1.2.2.3 Stage 3: Student reports

In my 'Model of Teacher Development,' student feedback is placed as an important element, which could affect and determine the direction of teachers' classroom innovation (see 8.1.1 for more detail). As I stated earlier, only three

out of five participants administered the student reports, i.e. Mika, three times, and both Masa and Yoshi once.

Student reports

Yoshi

Yoshi experienced both types of flow, negative and positive (see Figure 8-5), after the administration of the student report the first time in July 2015 and the second time in August 2016. The first student report, which was conducted experimentally without the students' consent to inclusion of the result in this thesis, made Yoshi follow the blue route towards 'Change in practice' and he took his students' feedback into his lessons. As Yoshi started to show reluctance for an interview after this student report, the immediate impact after its administration was difficult to track down. However, his reluctance in participation and the email replies revealed his disappointment, which could have led to momentous loss of his confidence. Judging from the subsequent

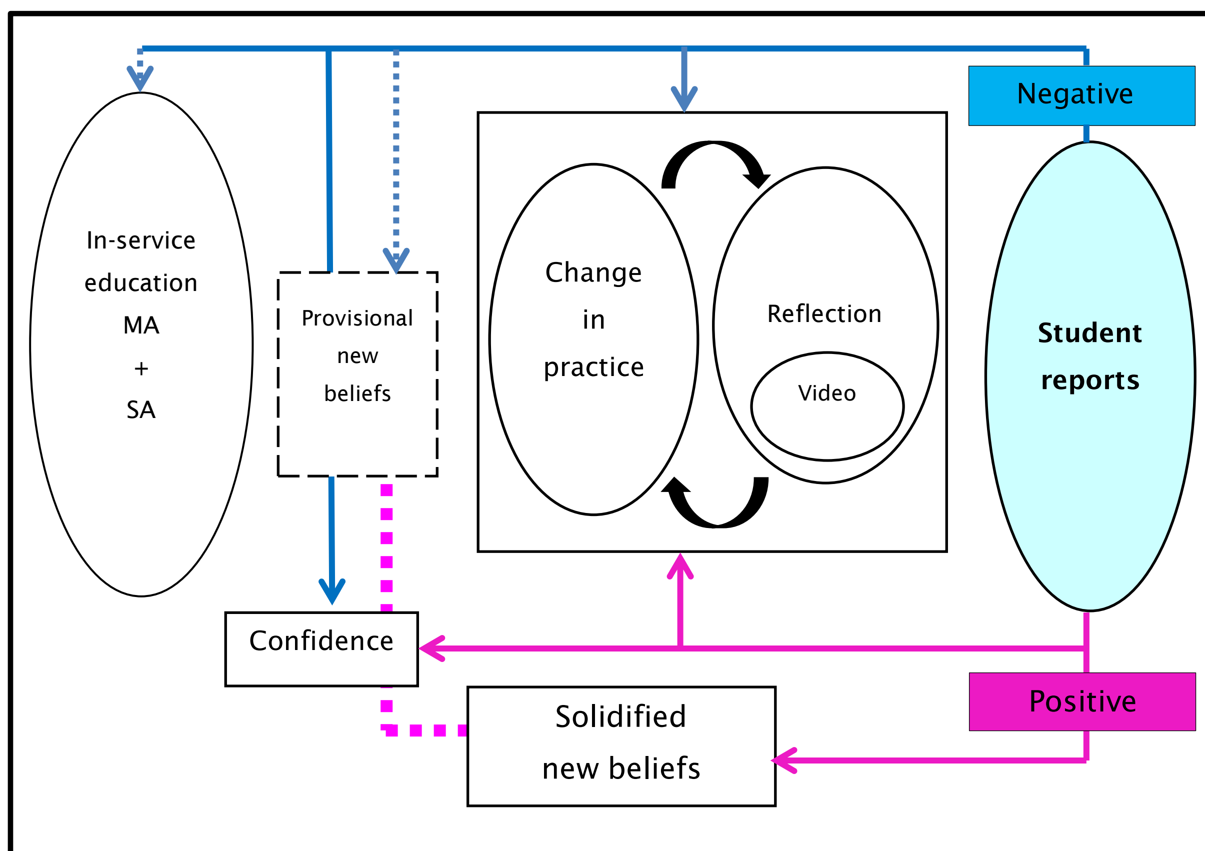


Figure 8-5 Stage 3: Student reports

interview in February 2016, the result did not seem to affect his provisional belief or his satisfaction regarding the learning outcomes on the MA, though it seems to have heightened the conflict between his provisional belief and accommodation towards the students' needs; he eventually expressed his feelings of the year 2015–2016 at the very end of a series of interviews, as in the following excerpt:

> Excerpt 8-1-1
> R: Really? Well, I was wondering whether I should ask this or not but it was tough last year, wasn't it?
> Yoshi: Yes, it was. I had what I wanted to do but after all I could not incorporate it in my lessons. I could not convince my students to do it. It was all the more tough as I knew what I wanted to do. (Yoshi Interview 6: Aug. 2016)

The result of the first student report prevented him from administering the second, causing him to feel insecure in facing the feedback even in his new environment. However, his second student report administered in August 2016 with the students in the summer supplementary lessons was very positive, which impacted Yoshi in many ways, as pink arrows indicate in Figure 8-5. This feedback boosted his confidence, encouraged him to shift his ordinary lessons and, above all, showed clearly that what he believed to be ideal, i.e. his provisional belief of implementing a student-centred learning, can be made to work in his own classes.

<u>Masa</u>

As described in detail in 6.1.3.3, Masa did not completely approve of the effectiveness of the student report. That being said, however, his attitude towards its result was shown to be rather positive, because he used the expression 'relieved' to find out the feedback aligned with his expectation. It can be said therefore that, at the time of a big shift in classroom practice, the result of the student report proved the success of his innovation, which must have increased Masa's confidence. The acceptance by his students appears also to have converted his provisional belief to a solid belief.

Mika

As has been repeatedly mentioned, overall, Mika's positivity towards her improvement was outstanding. What is impressive is that she reflected her students' feedback in her preparation and design of activities in the following terms. In her case, even if the students' feedback was negative, e.g. "The activity was very difficult," she did not seem to take it as personal criticism. She found this type of feedback very useful especially when the students' responses contradicted her expectation, e.g. "I was thinking this activity was difficult but many of them said it was very useful." This exhibits her confidence, strong responsibility towards the students' learning and the professionalism which she aims to achieve, following the tutors she encountered on the MA programme (see 6.2.3.1). As it has been more than nine years since the completion of the MA, her provisional beliefs, which she possessed upon the completion of the degree (see 8.1.2.2.1), might have been already firmly established and her developmental process may not altogether fit into the flow in Figure 8-5. However, the results of the student reports, whether positive or negative, were thrown back to 'Change in practice' and in fact 'Student reports' were effectively employed as a measure for reflection.

In sum, it can be said that 'Student reports' exert a powerful impact on teachers in promoting their development particularly in the process of transforming their lessons after attending a long-term education programme: on their confidence, practice, and strengthening their provisional beliefs. Because of its potential impact on teachers, great consideration will be needed with administration of student reports, especially when teachers are still at an early stage of transformation, as was the case with Yoshi. It might not be easy for teachers to reach the stage of Mika, who uses the students' feedback in every respect as resources for improvement, but the findings undeniably show the positive contribution of student reports.

8.1.3 What the 'Model of Teacher Development' can tell

The basis of my 'Model of Teacher Development' is Guskey's 'Model of Teacher Change' (2002). Contrary to the traditional model of teacher change, this advocated that teachers' beliefs would not change until the teachers witness

the improvement of their students' learning. Although both Guskey's model and my 'Model of Teacher Development' focus on 'development,' there exists a slight difference; the former rather highlights the developmental sequence of different elements and the latter focuses more attention on the process itself, i.e. a non-linear, complex nature of development which can be affected by a multitude of factors surrounding teachers.

In an attempt to capture the *transborder* teachers' development through the lens of the 'Model of Teacher Development,' the following have been identified:

1) The teachers' perspectives towards English, its users and the society reconstructed through their surprise, confusion and struggles lay the foundation of their new provisional beliefs. These were directly inorporated into teachers' practice in some cases. The teachers gradually developed into users of English and their confidence in their proficiency increased through not only pleasant but also painful experiences in using English.
2) The learning on the MA courses forms the solid foundation of the teachers' expertise, which they regularly make reference to after returning to teaching. They seem to acknowledge themselves that their practice (transformation) is firmly underpinned by the theory they have acquired.
3) The exposure to cutting-edge theory on the MA courses does theoretically develop the teachers (input-based development) and their endeavour for transformation develops them into mediators between theory and practice (output-based development) since in the long process of transforming their lessons, it is indispensable to take students' needs, level and motivation into account.
4) The combination of three factors, i.e. the teachers' learning outcomes, provisional beliefs and increased confidence, has an impact on their lesson transformation and also contributes to maintaining their motivation and passion in a potentially long process before a successful change in practice. Mika's current state is clear evidence of the long-lasting impact of postgraduate study.
5) The comparison of the three developmental stages of the participants (Yoshi and Sato, Masa and Jun, and Mika) shows the possibility of Yoshi,

Sato, Masa and Jun developing into the state that Mika has achieved, i.e. being a professional teacher who is passionate about and responsible for facilitation of students' learning as well as one's own learning.

6) Reflective measures, especially video-recording of lessons and student reports, can function not only as bases for teachers' reflection but also for the confirmation of their success in the classroom. This can create a cyclical process for further improvement of their practice (stage 2 and 3). The implementation of these strategies requires consideration and flexibility depending on teachers' developmental stages, e.g. if teachers are forced to adopt them, their effectiveness can be lessened. However, their contribution should not be dismissed.

Taking these findings from the 'Model of Teacher Development' into account, the discussion in the next sections adds new insights into our current understanding and knowledge of language teacher development.

8.2 Teachers learn, practise and develop

8.2.1 Revisiting the research questions

This research project originated in my curiosity about the impact of MA learning in the UK on *transborder* teachers, about which little research had been conducted previously. While I was exploring the existing knowledge, my simple curiosity to explore the impact of MA learning extended to the following research questions:

1. How does the experience of studying for an MA Applied Linguistics/TESOL/ELT in the UK influence the professional development of Japanese teachers of English (*transborder* teachers)?
   1) What impact on teacher development can be attributed to the SA experience?
   2) What impact on teacher development can be attributed to the academic learning on a one-year MA course in the UK?
   3) What differences in teacher development are perceived at distinct stages, i.e. during, immediately after and several years after attending an MA programme in the UK?

2. Do specific reflective strategies (e.g. a video-taped lesson and student reports) contribute to the transformation of the *transborder* teachers' classes? What are their advantages and disadvantages?
3. Do the research findings indicate a possible teacher learning model?

As I have already emphasised, the focus of this project is twofold: impact and development, which have been in the centre of the investigation all through this research. Hence, the discussion in the next sections centres around these two themes, aiming to provide insights into the findings by answering the research questions. The discussions are structured as follows:

1. Impact of their SA experience on *transborder* teachers
2. Impact of MA learning on the development of *transborder* teachers
   1) Input-based development during attendance in the MA course
   2) Output-based development after the completion of the course (theory and practice)
   3) Developmental trajectories
3. Advantageous use of reflective strategies
4. Long-term in-service education and teacher development

The discussions are expected to deepen our understanding of teacher development, which provides a suggestion for the future direction of language teacher education, specifically in-service education.

8.2.2 The unexpected impact of study abroad on Japanese *transborder* teachers

Whether the focus is on students or teachers, it seems likely that the common belief regarding the goal of SA is twofold: improvement of proficiency in the target language and exposure to its society and culture. Although the research focusing on language teachers' SA experiences is limited, when teachers are officially sent to a target language country, their goals are similar to those of students. For example, as seen in Roskvist et al. (2015), the New Zealand government provides language teachers with an opportunity for residence abroad, aiming for improvement in their language proficiency and intercultural competence. Tailor-made SA programmes (see 3.5.4 for more details) partly share the same goals. It seems likely, however, that *transborder* teachers tend to prioritise their learning, broadening and deepening their expertise over the

advance of their proficiency and exposure to the society and culture. This is certainly the case for this group of *transborder* teachers who chose to pursue MAs in the UK. As I suggested in 7.1.1, this does not mean that *transborder* teachers do not embrace these proficiency-based goals, and they do appear as subsidiary goals. In fact, Jun clearly stated that the exposure to the target language culture was one of her aims of choosing a UK university.

As highlighted in Hiver's study (2013), the biggest concern of NNESTs pertains to their language proficiency and SA might be considered a golden opportunity to overcome this issue. Indeed, Yoshi, Sato and Mika reported their realisation of having improved their English proficiency and their increased confidence in using English. Although the environment the *transborder* teachers had envisaged prior to SA was entirely different from the reality of the multilingual and multicultural UK, this provided the teachers with an unforeseen but beneficial opportunity to reconceptualise their pre-perceived image towards 'English, native speakers and the target language society.'

In the next sections the factors which have possibly led to their new perspective reconstruction will be discussed in detail.

8.2.2.1 Re-conceptualisation of English, native speakers and the society in the multilingual and multicultural UK

Largely influenced by the English used in teaching materials in the classroom (Adolphs, 2005), native speakers tend to become the ideal model of language learning for non-native speakers (Tokumoto & Shibata, 2011). Although the legitimacy of the native speaker model has been questioned and is seen as controversial, especially among ELF scholars (see e.g. Jenkins, 2007; Seidlhofer, 2005), the climate of the classroom does not seem to reflect the on-going debate on this issue. Following the native speaker model is certainly still the norm when English is learned as a foreign language in the classroom settings and where the exposure to English is limited outside the classroom, especially in a monolingual country such as Japan. Hence, when residing in an English-speaking country, it is not surprising that people imagine that they would live in a host country by interacting with the 'native speakers' who live in their 'imagined communities.' This was clearly the case with the *transborder* teachers in this study, as has been discussed.

Masa witnessed the reality that even the English of native speakers is not always comprehensible to other natives. Mika and Yoshi stated that they had difficulty understanding the local English at a supermarket, in the library and on public transport, the experiences of which led to their initial confusion:

Excerpt 8-2-1
Yoshi: At first, I was at a loss without being able to understand local peoples' English and wondering what English is in the first place.
(Yoshi Interview 4: Feb. 2016)

Their pre-conceived ideas regarding 'native speakers' and 'English' were compelled to go through a phase of confusion and fluctuation. In other words, this is 'the phase of surprise and disappointment': surprise regarding the diversity and disappointment *transborder* teachers have found in their lack of immunity to reality, and more specifically, their lack of ability or resources to deal with this unexpected reality. It might have been painful for them to accept the fact that they could not understand different types of 'native speaker English'—an eye-opening experience. As a consequence, this awakening to reality has led to the reconstruction of their perspectives regarding 'English.'

Another factor reshaped their concept of 'English' from a different angle, namely the fact that the UK is, unlike its stereotypical image people tend to create, a diverse, multilingual and multicultural country, and so a reality which contradicts the expectations of most Japanese *transborder* teachers towards their host country. While most Japanese are familiar with the concept and term 'melting pot' to symbolise the United States of America, the fact that the current state of the UK can be comparable to it, especially in big cities, is a novelty. Similar to society itself, higher education in the UK attracts a huge number of international students, which indicates that both the society and the universities in the UK might contradict the conceptualisation people generally possess towards an English-speaking country. The *transborder* teachers in this study referred to the experiences which did not coincide with their original expectations: the surprisingly high ratio of immigrants in the city (Mika), and accented English(es) people from various countries speak both at universities and in the community (Masa, Yoshi and Sato). Had these teachers been visiting the UK as tourists, they might not have even realised any of this. As temporary members of the UK community, however, they had no choice but to face and

accept this reality, which also contributed to their re-conceptualisation of the 'English' of others and their own. This would have been their first experience of ELF, which made them realise that they can be accepted as legitimate users of English whether they sound like native speakers or not. This probably was the time when they said to themselves 'I can't be a native speaker' and decided to accept what they were, not by using native speakers as a benchmark but by placing themselves in a multilingual and multicultural society. Now Yoshi states:

> Excerpt 8-2-2
> Yoshi: I think the definition of native speakers varies and if we try to find out who the native speakers are, the discussion can be philosophical. (Yoshi Interview 4: Feb. 2016)

Although Yoshi's renewed perspectives have not been integrated into his teaching yet, they will be reflected in his practice in the future as is seen in Masa's and Mika's practice. The new perspectives and beliefs established through the *transborderers*' lived experiences will be as influential as their academic learning outcomes.

8.2.2.2 Growth of tolerance of ambiguity

In addition to the reconstruction of ideology on 'English' and 'native speakers,' the encounter and cross-cultural interaction with coursemates (mainly international students) and the general public (local people including immigrants with various mother tongues) appear to have created an opportunity to develop the *transborder* teachers' tolerance of ambiguity (TA) towards other people's accented English. As one's experience of managing a life in a foreign country can determine one's TA (Dewaele & Wei, 2013), the surroundings must have been beneficial. As seen in the following excerpt, Sato initially struggled to tune in to the unfamiliar accents of his coursemates. However, in the process of becoming a member of his learning community consisting largely of international students, his TA gradually increased. In addition, it is quite intriguing to find that he was using his (non-native English) coursemates as the benchmark of the improvement in his listening.

Excerpt 8-2-3

R: After you studied English on the EAP course for nearly a year, did you feel that your English had improved?

Sato: My listening has improved a lot. Many of my coursemates were from a certain region and at first I could not understand what they were talking about. […] I had one coursemate who took the EAP course and the MA together [with me] and **I was able to understand him completely towards the end of our MA**. Other Japanese students on the same course said that they were okay with native speakers' English but could not understand their non-native coursemates' English.
(Sato Interview 1: Dec. 2014)

The increased TA does not only indicate a more open-minded attitude towards the English other people speak but also indicates a re-evaluation of the *transborder* teachers' own accent or English. In aiming to achieve nativelikeness, it might not be easy for these teachers to accept their own English but, as my data suggest, this process is vital in establishing oneself as a legitimate English language user, as Sato achieved. As described in 3.5.5, a majority of students on MA Applied Linguistics/TESOL/ELT are *transborderers,* which despite initial disappointment in some participants eventually was seen to provide them with an optimal condition to widen their perspectives regarding how English is used in the wider circle of their life. In this multilingual and multicultural environment, the *transborder* teachers certainly witnessed the reality, which will also have contributed to their acceptance of their own English and proficiency.

Excerpt 8-2-4

Masa: There are many people who really cannot speak English and shop assistants have their own accent […] People make an effort to understand each other as we speak different English. […] **It is worth experiencing this reality.** (Masa Interview 2: Aug. 2015)

With all these experiences, Yoshi came to say that "The English I speak is English and the English other people speak is also English," thus demonstrating his openness and flexibility towards 'English.'

8.2.2.3 Individual choice: aspiration towards nativelikeness

The time when the *transborder* teachers realised that they could not achieve native-like proficiency was a time of disappointment for them, as Masa explicitly described. That being so, it sounded as if all the four teachers, albeit to varying degrees, departed from their prior aspiration towards achieving nativelikeness through their experiences with 'native speakers' and 'English' in a multicultural and multilingual society.

Although in the early interviews I had assumed that all the teachers had abandoned their aspirational goals of 'native speakerness,' the later interviews revealed that these four teachers could be divided into two groups; Yoshi and Mika showed no orientation towards nativelikeness whereas Sato and Masa were still setting their sights on achieving native-like proficiency. Yoshi and Mika prioritise communication effectiveness; this belief has not yet impacted Yoshi's teaching but it has already been incorporated into Mika's instructions towards her students. As to the latter group, Sato still possesses a slight orientation towards nativelikeness but it is not his priority. Although compared with Sato, Masa's aspiration is much stronger (see Excerpt 6-1-5 in 6.1.2.1), this will not be mere yearning towards nativelikeness but the choice he has made after exposure to the reality as a language user. The following excerpt also shows his choice as a language teacher:

> Excerpt 8-2-5
> Masa: As Professor Jenkins has said, it [high English proficiency of teachers] doesn't raise the efficiency of education. Even if you are taught by a native speaker, it does not guarantee the improvement of your English ability. So I don't find any meaning in returning to Japan with beautiful pronunciation after studying abroad. But it does not mean that I ignore my students' wrong pronunciation, saying "Don't worry about the difference between R sound and L sound because now we live in the era of World Englishes. So I will never ever correct your pronunciation." **It is definitely better if our pronunciation is correct.** This is something on which **I need to compromise.**
> (Masa Interview 2: Aug. 2015)

'He compromises' because he knows that native-like pronunciation is not a definite attribute that non-native speakers need to possess, but he is also

aware that the quality of communication can be improved by our deliberate effort to increase intelligibility of our spoken English. Thus, Masa's language learning and teaching goals have changed, and similarly to the findings in Adolphs' (2005) study, they seem to have become "more complex with exposure" (Adolphs, 2005: 130). This complexity is beneficial since it helps Masa make his own decisions instead of being frightened by the shadow of native speakers which he used to possess in his mind.

To sum up, regardless of slight differences observed among these four teachers in their aspirations towards nativelikeness, their life in the multilingual/multicultural UK has at least enabled them to recognise the importance of "mutual intelligibility," i.e. "the ability to understand and to be understood" (Adolphs, 2005: 130). Although it has been controversial whether to conform to native speaker norms or not, as Timmis (2002) suggests, it is nobody's but the individual's own decision. What is noteworthy here is that the SA experience has shown the *transborder* teachers an aspect that they would have never even imagined to be controversial until becoming a temporary resident in the UK, such as the questions of who native speakers are, what English is like outside the classroom and the reality of an English-speaking country. Accordingly, although they used to see 'English' from the classroom towards the outside world, now it is vice versa; they can place the 'English' they teach in the classroom in a bigger picture.

8.2.3 From 'impact' to 'development'

The major themes of this study are, as has been already emphasised, 'impact' and 'development.' Although each exists as a separate entity itself and has its own meaning, the ideal relationship is that 'impact triggers development'; how language teachers develop during their attendance in the MA programme and also how much this development leads to their subsequent development after returning to the classroom. Thus, the discussions in the following sub-sections centre on these key areas.

8.2.3.1 Input-based development

What can be learned and acquired through MA study is not constrained to the mastery of theory, but this is clearly one of the benefits of attending postgraduate courses. As discussed in Chapter 3, for example, Johnson and

Freeman (1998) argued for the need for more focus on technical knowledge in teacher education, but their intention was not to disregard theoretical knowledge, as they later clarified it in their response to Tarone and Allwright (2005).

Tarone and Allwright (2005) argued that experienced teachers who are not equipped with theoretical knowledge might consider acquisition of theory as a foundation for the improvement of their practice. This was exactly the case with all of the participants of this study. Although Masa completed his first Master's degree in Japan prior to his second one in the UK, he recalled that his second MA course served as a solution to the questions that had emerged when studying for his first MA. The theoretical knowledge these teachers acquired thus became a solid foundation they can refer to when necessary and the point of departure for further inquiry by themselves, which impressively is still the case with Mika even nearly a decade since her completion of the programme.

These teachers' high appreciation towards the acquired theory might partly originate in their sense of satisfaction that they were now validly qualified with necessary theoretical knowledge. At the same time, however, the key determinant must be their prior teaching experiences: although Yoshi was the only participant who reported his experiences of 'reflection-on-action' and 'reflection-for-action' occurring in attending lectures and working on the assignments, this might well apply to other participants as well. What should be noted here is that teaching experiences are highly likely to promote teachers' acquisition of theory since they are capable of, both consciously and unconsciously, appraising theory in reference to their teaching experiences and teaching contexts. Accordingly, gaining teaching experience before pursuing further education has a strong potential to enrich teachers' learning. To put it differently, this is the strength of in-service education, which makes their input-based development more fruitful.

8.2.3.2 Output-based development: theory and practice

In the previous sub-section, I argued that the exposure to and acquisition of theoretical knowledge on the MA courses carries significant meaning for experienced teachers, which not only sets up their unshakable foundation but also possibly decides their future direction of development. Taking its powerful

influence into account in scrutinising teacher development, this sub-section is going to be dedicated to the discussion of 'theory and practice' since these teachers are in the position to fulfil a role of 'mediator,' who can close the dissonance between theory and practice themselves and 're-theorise' the theory according to their teaching contexts.

Although the distinctions and relationship between 'theory and practice' have been controversial both among scholars and practitioners (see 3.4.4 for more detailed discussion), the accounts of these *transborder* teachers confirm that they have transformed the lessons, drawing on the knowledge they acquired on the MA courses. For instance, Yoshi and Sato structure their lessons based on the principle of integration of the four skills in one lesson; Mika uses the knowledge of corpus linguistics, material development, and SLA; Jun is keen to incorporate ICT into practice to maintain her students' motivation. Although they have tried to 'apply' the theoretical knowledge in their practice, their approach is not mere transfer of theory into the classroom; Yoshi commented that "if we compare Europe and Japan, as the teaching contexts are totally different, teaching methods will be completely different" (Interview 2: March 2015). While strongly wanting to change their lessons, these *transborder* teachers always observe their students. Negotiation exists between the classroom reality and the theory teachers are inclined to follow. They attempt, fail, reflect, struggle, and succeed but they do not give up; they now see their practice through theory. They want to and do use theory but with their own twist, taking their contexts into consideration, which is why their transformation requires time.

With respect to Masa, I pointed out that Masa's transformation, compared with that of the other four participants, focused more on the renovation of the whole structure of his lessons, aiming to promote his students' critical thinking. Therefore, by comparison, he did not seem to have employed any particular theory in his transformation process. Having said that, the following excerpt reveals that, indeed, the theoretical knowledge he acquired has enabled him to critically appraise it and then make his own choice.

Excerpt 8-2-6
R: Have you integrated anything you learned on the MA in the UK, anything you encountered, for example SLA or ELF?

> Masa: Mmmm, well, **basically I teach based on what I learned.** […] **but do I?** Mmmm, mmmm, at the end of the day, if I say nothing, might be nothing. It's because, for example, what is expected in Japan is not what Professor Jenkins has advocated. […] I learned it and I know it as knowledge but what students really want to acquire is not English as a lingua franca. (Masa Interview 2: Aug. 2015)

Masa first admitted that theory was holistically underpinning his practice, but the next moment he started to wonder whether he was guided by theory or not. Although Masa became slightly sceptical about the influence of theory during the interview, this account is evidence that he appraised theory, referring to his teaching contexts and then made his own choice, thus showing 'agreement in theory but not in practice.' Not following theory proposed by researchers is not equal to abandoning theory, but theory makes teachers contemplate and decide. What was happening in his mind appears to correspond exactly to what Widdowson (2003) calls 'appraisal.'

As a convention, both researchers and practitioners generally believe that theoretical knowledge should be directly linked to classroom practice, which is, without doubt, the ideal. That being said, however, the time might have come when we, both researchers and practitioners, need to re-evaluate the way we perceive theory. As the findings of this study suggest, the effectiveness of theory acquisition should not be restricted to its direct incorporation into practice. The accounts of these *transborder* teachers show that theoretical knowledge not only underpins their practice but also provokes their thinking, leading to their appraisal of theory.

It seems that a theoretical foundation exerts a more powerful impact on teachers than anybody can expect. As discussed so far, it makes experienced teachers grow both into reviewers of theory and decision-makers. Furthermore, as Jun pointed out, it allows teachers to be positively involved even in top-down innovation in the English education system. Without theoretical knowledge, following a language education policy could be perceived as a mere task which has nothing to do with practice.

The data of these *transborder* teachers provide sound empirical support for the claims of researchers such as Ellis (2010) and Widdowson (2003). Whether being able to be a mediator or not depends on teachers, but at the

same time, it is also the responsibility of teacher educators, more precisely, educators who are in charge of the development of prospective/experienced teachers on the MA courses. To these teachers, teacher educators' beliefs and practices are as crucial as language teachers' beliefs and practices are to their students.

8.2.3.3 Teacher development at different stages

The five participants of this study were not all at the same stages of their development after the completion of their MA programmes when our participant-researcher relationship started: with Yoshi and Sato it started upon the completion of the course: with Masa and Jun approximately a year and a half after their completion: and with Mika six and a half years following her obtaining the MA degree. It is thus not always possible to capture their ongoing thoughts since for Masa, Jun and Mika, the previous returnees, their remarks were retrospective when talking about the period of their SA and from their return to the first interview. Admitting the difficulty of accurate presentation of the *transborder* teachers' moment-to-moment developmental trajectories, this sub-section aims to depict the distinctive features of different stages of their development: during, immediately after and several years after attending the MA programme.

8.2.3.3.1 Development during MA

Taking part in UK higher education, as discussed in the previous sections, has substantially facilitated the development of these *transborder* teachers, which did not stop at equipping them with theoretical knowledge but prompted them to become mediators or critical appraisers of theory. Transition from a consumer to an appraiser of theory is a critical step for the *transborderers* since it constitutes a diverging point for their further development. In the worst case, as was concluded in Lo's study (2005), there is a risk of teachers assessing their MA learning as irrelevant to their practice. Although what was reflected in the *transborder* teachers' transformation depended on the individual's choice, none of my participants disregarded what they had achieved by pursuing postgraduate study. Even for the theoretical knowledge they were not directly drawing on at the time of this research such as theory in SLA, they were likely to cherish the knowledge they had acquired, as illustrated in the following comments:

Excerpt 8-2-7

Yoshi: I personally think it is useful because I didn't have any knowledge of that area, in other words, **0 became 1**, so studying SLA was **nothing but a gain for me.** (Yoshi Interview 2: March 2015)

Jun: Well, the module which covered the basics of applied linguistics such as semantics and grammar was my first opportunity to study that area in detail. So, I would say it was difficult, but, at the same time, **I really enjoyed it.** (Jun Interview 1: March 2015).

Thus, establishing a solid theoretical foundation is one of the largest gains achieved during their duration of MA attendance, while developing into a mediator seems to have been a continuing process both during and after their MA learning period.

Additionally, what was intriguing to discover was that long-term in-service education automatically triggered the teachers' reflection. Due to the fact that they concentrated on learning away from teaching, they might not have been able to attain the benefit of instant transfer of their newly acquired knowledge and skills into their classrooms, as argued by Mann (2005) and Wyatt and Borg (2011). Nevertheless, a chance to reflect on their past practice during the immersion to the cutting-edge theory is vitally important since however much the effectiveness and value of reflection is emphasised in the literature, lack of opportunity for reflection is a reality. Hence, in-service education creates an effective and invaluable opportunity to reflect on teachers' practice, as the *transborder* teachers' showed in their experiences.

As I pointed out in 8.2.3.1, except for Yoshi, I was not able to elicit the teachers' vivid experiences of reflection. However, these experienced teachers were, in a way, obliged to reflect on their previous teaching when they were reading books and journal articles, having discussions with their coursemates, and working on their assignments. Jun, for example, referring to one of the modules she attended, recalled that "I thought I knew about *Eiken* [a type of English exam to assess learners' proficiency widely recognised in Japan] but I found that my understanding had been superficial when I was working on my assignment" (Interview 2: Sept. 2015). The *transborder* teachers were thus constantly involved in reflection-on-action, bringing their past practice into the

light and connected it with theory. This type of reflection is not what is usually advocated as 'reflective practice,' which takes place in teachers' daily practice, but it obviously provided the *transborder* teachers with opportunities for reflection.

It should be emphasised that the reflection that the *transborder* teachers experienced during the MA affected their subsequent teaching after their return; they were always able to reflect on themselves and their practice in the process of transforming their lessons. This can be seen as the primary reason why those teachers did not give up their transformation, however difficult they found it to be. The biggest difference between the *transborder* teachers in this study, who invested heavily in their own development (financing and organising their stay abroad) and the teachers in Kurihara and Samimy (2007), who were on a government-sponsored programme, was that the latter cohort of teachers attributed their difficulty of transformation to external factors such as resistance from students, pressure from colleagues and entrance exams. While more data would be needed to be certain, it does seem that for the participants in my study, taking on responsibility for their own learning was already part of their development, development into self-reflective practitioners.

8.2.3.3.2 Development after completion of MA

The completion of the MA courses did contribute to the boost of confidence with the feeling of accomplishment but it also seems that the *transborder* teachers started to feel uneasy about returning to the classroom. While Yoshi was full of excitement with the prospective transformation of the lessons, Sato disclosed his conflicting emotional state.

> Excerpt 8-2-8
> R: Do you think your lessons will change a lot after studying two years here?
> Sato: **I think I have to change.** (2) Although I don't know until I go back to the classroom, I am willing to transform my classes. [...] **I don't know how much I can.**
> R: As you can't predict how much you can achieve, it's kind of exciting, isn't it?

Sato: I have mixed feelings. **Excited but anxious.** Some people might say "Is that all you can do even after completing the MA course?"
(Sato Interview 1: Dec. 2014)

What was contradictory is that Sato, who was slightly sceptical about the practicality of the theory that he acquired, transformed his lessons rather smoothly, following the principle that he once called 'idealistic.' In contrast, Yoshi, who was highly motivated to transform his teaching to the student-centred approach, faced an unexpected reality. The start of his transformation can be called the beginning of his long 'trial and error' period to reach what he aimed to achieve. As I explained earlier, my communication with Sato terminated in the middle of my data collection and I was unable to obtain fully detailed information. However, in April 2016, when we were planning a Skype interview, he mentioned that he was experiencing a 'trial and error' stage with new year-group students. This implies, in spite of his earlier successful transformation, that he was facing a new phase approximately a year and three months after his completion of the MA programme.

This situation of Yoshi's and Sato's coincides with what I witnessed in the first interviews with Jun and Masa respectively in March and April 2015, a year and a half after their return to teaching, when neither of them was very positive about their lesson transformation. It was the time when Masa described his state as "It is different in quality. I probably can say that seemingly the same but profoundly different." Jun was also in a similar stage, striving to integrate ICT-based activities into her lessons:

Excerpt 8-2-9
R: It is a year and a half since you returned to the classroom, isn't it?
Jun: Yes. It is hard to say how much the MA learning outcomes have been reflected in my classes but I can say that now I am able to teach with confidence. [...] And the confidence pushes me to try to incorporate ICT-based activities such as 'flash cards' and 'masking reading.'
R: Are you using them in your lessons?
Jun: I am trying to use them little by little. [...] **now I am exploring and looking for more opportunities** to use them effectively in the classroom. I tried them last year **but I am not satisfied with the**

> **result.** So I want to improve to make them work more effectively next year. (Jun Interview 1: March 2015)

What can be concluded from these four teachers' data is that, as Borg (2016) argued, teacher development does not happen overnight. Regardless of the magnitude of the impact that teachers experience, it is a long process and they undergo a period of 'trial and error,' in this case for nearly two years after leaving the MA course. In other words, this period of 'trial and error' is the most consequential time for their development, following which the struggle and effort will eventually pay off.

It should be noted here that the teachers' provisional beliefs have also supported their development at this phase, especially their difficult 'trial and error' period, along with their learning outcomes and increased confidence. The emergence of new provisional beliefs supports Borg's (2011b) claim that in-service education can impact teachers' beliefs, though they are tentative until the teachers experience successful transformation of their lessons, as seen in Yoshi's and Masa's cases. As I discussed earlier, their beliefs needed to be solid inside but flexible outside for achieving their goals. What Yoshi's and Masa's developmental trajectories have illustrated is an intriguing aspect of beliefs: the dual structure of beliefs and practice. Although the discrepancy between teachers' beliefs and practice is often pointed out, the existence of the gap between them is a natural phenomenon since teacher beliefs seem to underlie their practice as "a basis for action" (Borg, 2011b: 371) . In other words, teacher beliefs lie at the bottom of the dual structure, which suggests that beliefs and practice might not be exactly the same. However, the support of beliefs is indispensable for teachers' transformational stages in particular. The static and resistant nature of beliefs, which is generally critiqued, is an essential element especially when beliefs are provisional.

8.2.3.3.3 Development several years after MA

In the exploration of language teacher development, uncovering the phase several years after their completion of the MA programmes can be most fascinating: where the *transborder* teachers stand, what they have become, and what the impact of the MA learning was. Following the stage of 'trial and error,' as discussed above, Masa and Yoshi finally reached the stage where they materialised what they had oriented towards. Jun was eloquent about her

success in improving the ICT incorporation in her teaching and the use of her theoretical knowledge in a project which was compulsory to all the upper secondary schools in Japan. Although teacher development is not a phenomenon which can be measured by using a time-scale, these teachers' accounts prove that the impact of long-term in-service education starts to emerge in the teachers' practice approximately two years after the phase of 'trial and error.' Although it does not necessarily mean one success leads to the next, realising their own successful transformation must have established the foundation for the teachers' further development.

In predicting further development of Yoshi, Sato, Masa and Jun, who were still at a rather early stage of development after MA attendance, Mika, who obtained the MA degree in 2008, can provide us with a possible future blueprint. As described in the latter half of Chapter 6, Mika perceives that what she learned in her postgraduate course thoroughly changed her in many ways and contributed to her becoming who she is now. As seen in Excerpt 6-2-7 (cited in the section 6. 2.3.1), her image towards what she might have been without the MA learning is far different from what she is now:

> Excerpt 8-2-10
> R: Do you think that one year has formed everything as an English teacher?
> Mika: **It has made me change.** I probably would not have thought about what I do now, for example, setting a goal for my students.
> (Mika Interview 5: Feb. 2016)

Mika is also fully motivated and willing to improve, as seen in her attitude towards conducting student questionnaires and videotaping her lesson, an attribute which has not yet positively emerged among the other participants. Whereas the other four participants were still in the process of 're-theorising' or 'mediating' theory they acquired on the MA courses, Mika has progressed to the stage where she can 'mediate' even new theoretical knowledge gained through reading newly purchased books and attending workshops, by adding her own creativity. Although she still refers back to the materials from her MA course, she does not stick solely to what she acquired there: the MA learning is still her solid foundation, but she now has established herself as "an agent of change" (Tsui, 2003: 94) who welcomes any new

challenge for her own development. Mika now has become a teacher-learner who energetically continues to pursue further improvement, following her belief that "teachers make a difference" (Interview 4: Nov. 2015), which was strongly influenced by the professionalism she saw in her MA tutors.

The other distinctive feature of Mika is that she has been acting as a leading teacher in her current school, and as such is expected to oversee the whole English department. In her role, she has planned a student trip to Australia, created a students' three year target plan with her colleagues, and has been organising an on-going whole school reading activity, to name but a few examples of enriching her students' learning experiences. She is obviously the one who "*seeks* challenges" (Tsui, 2003: 272 emphasis in original) and who develops through challenges.

What can be traced from the interviews with Mika is unquestionably limited and not all the developmental trajectory is identifiable. In addition, there are individual differences among those teachers. However, it should be emphasised that the other four participants all show a potential to develop into what Mika is, especially if they can sustain their current passion for transformation and seek challenges for their development.

8.2.4 Effectiveness of reflective strategies

The two reflective strategies, videotaping lessons and administering student reports, were included in this project with the aim of contributing to the teachers' lesson transformation. Unfortunately, however, these strategies were not necessarily received favourably by the teachers despite their potential strength. Except for Jun, who refused both measures after deep deliberation, the initial reaction from the other participants was relatively positive. However, as I explained more in detail in 4.5.3 and 4.5.4, the final figures of participation are now two for lesson video-recording (Masa and Mika) and three for student reports (Yoshi, Masa and Mika).

In respect to videotaping lessons, its effectiveness for both pre-service and in-service teachers has been highly appreciated (see e.g. Eröz-Tuğa, 2012; Gün, 2010) in that video reflection can sharpen teachers' critical perspectives and help them pay more attention to details. In a vivid description by Mann and Walsh (2017: 167), its effectiveness is to take teachers "back into a

teaching moment, incident, choice or decision." The focal point of videotaping a lesson in this project was self-reflection concerning the *transborder* teachers' transformation and did not aim to promote their reflection for their subsequent day-to-day practice. Regardless of the goal, watching the video-taped lessons at least provided Masa and Mika with an opportunity to observe themselves objectively in the classrooms. Both of them, while feeling slightly embarrassed with their first experience, acknowledged the benefit of the reflection through watching their own lessons. Mika was particularly convinced of its effectiveness in that she was able to see herself from a student's perspective, which led to her eagerness to employ this reflective strategy in the future (Interview 6: Sep. 2016). This attempt still has room for improvement, especially in promoting the teachers' more detailed reflection, but it was a first step for 'data-led' (Mann & Walsh, 2013, 2017; Walsh & Mann, 2015) reflective practice. Masa and Mika initially might have videotaped their lessons as a part of participation in this research, but this type of data-led reflection functioned more effectively than they had envisaged.

Although Mika wondered whether the effectiveness of videorecording lessons outweighs the whole procedure of this strategy—the time for preparing equipment and watching the video for reflection afterwards—there is a possible solution. While Mika's discussion of her video-recorded lesson was only with the researcher this time, involvement of her colleagues can boost its value. If this can be used for "collaborative" and "dialogic" (Walsh & Mann, 2015: 360) reflection, it has a great potential. However, contrary to the trend in the literature to promote the use of video recordings for reflection, judging from the lack of experience among the participants in the current study, it seems that Japan is still far behind in its introduction and that there is untapped potential for increasing its use in reflective practice.

In comparison to videotaping their lessons, the participants reacted more positively towards conducting student questionnaires at the early stage of this project. As briefly discussed in 4.5.4, prevalent use of student evaluation of teaching performance demonstrates its effectiveness, and it more or less contributed to transformation of Yoshi, Masa and Mika. On the other hand, however, as I argued above, some teachers' reluctance for administration might be an indication of their scepticism towards its credibility. For example, Mika was willing to conduct student questionnaires and approved their

usefulness, incorporating the student feedback into her subsequent teaching plans. However, her attitude towards the whole school student evaluation scheme was extremely negative due partly to the nature of the questions included. Judging from Mika's remark that she had never checked the results of the previous student evaluation, despite the widespread use of student evaluations, their benefit and effectiveness do not seem to be accepted widely (Spooren & Mortelmans, 2006). Thus, including a case like that of Yoshi, who was striving to transform his lessons it becomes clear that in introducing a student evaluation scheme, its content needs preparing and administering with care and sensitivity to teachers as well as a detailed plan for feedback.

In sum, the reflective strategies employed in this study have disclosed both pros and cons of these measures. Even though it was difficult to gain all the participants' collaboration, the results validate the potential benefits that both measures can bring to the teachers; reflection with a video-taped lesson and student reports allows teachers to see them and their practice through the students' lens. Both measures can show teachers what they can't see when they stand in front of the classroom. In contrast, the two measures also unveiled the issues which should be resolved for their effective use. Although each has its own limitations, e.g. practicality with videotaping lessons and credibility with student feedback, what is required for wider implementation of these measures is convincing teachers of their advantages. Without teachers' approval, reflection might stay where it is now.

8.2.5 Possible teacher learning model

Observing and pursuing developmental patterns of humans is challenging due primarily to the existence of individual differences including personality, motivation and experiences. The *transborder* teachers who participated in this study are no exceptions to this. They differ in almost every attribute not only internally but also externally such as in language learning experience, teaching career, and the choice of the university in Japan and the MA programmes in the UK and the quality of pre-service education, not to mention their personal characteristics. Taking their differences into consideration, it might not be perceived appropriate to capture the developmental trajectories of each participant in one teacher development model. Despite these caveats, my revised 'Model of Teacher Development' which sprang from Guskey's model

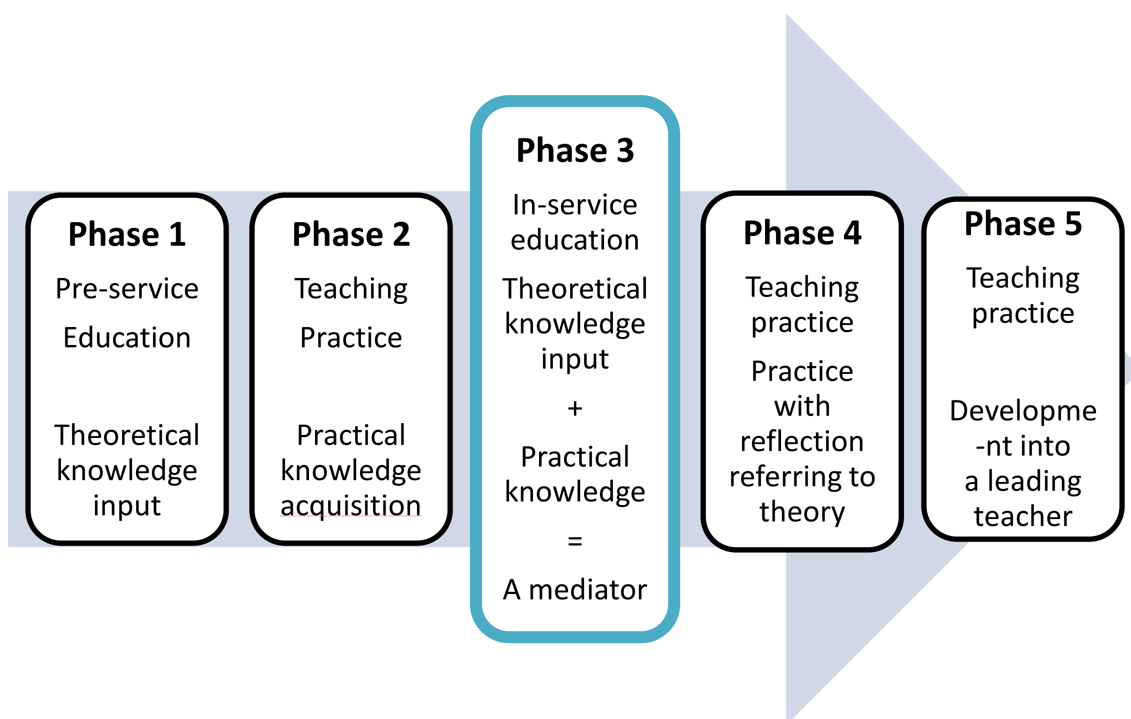


Figure 8-6 Teacher learning model

(2002) seems to have adequately captured the development of the *transborder* teachers investigated.

Based on the findings of this study, Figure 8-6 presents a possible teacher learning model with in-service education to grow teachers into mediators. In reality, although not all language teachers can study abroad for their in-service education, this does not stop them from becoming mediators. However, after gaining a certain amount of teaching experience, further theoretical knowledge input becomes indispensable. It is undeniable that accumulation of teaching experiences will make teachers confident practitioners but in attempting to transform their practice, a lack of sound theoretical knowledge might lead to an unfortunate failure of new approaches (Wallace, 1991).

Even after the acquisition of cutting-edge theory in Phase 3, Phase 4 is not an easy stage since the new input of theory does not guarantee quick success of transformation of lessons, as has been seen in the *transborder* teachers' cases: patience, maintenance of motivation and self-reflection are requirements. However, integration of theory into practice can pave the way for successful transformation in the course of the time. As all of the participants of

this study demonstrate, in-service education does change teachers and their practice. It might be still early to confirm, but Yoshi, Sato, Masa and Jun are in a strong position to achieve Phase 5 as Mika has.

Finally, it should be highlighted here that the involvement in research can contribute to teachers' development, especially during Phases 4 and 5. There is no doubt that all the participants would have developed in their own unique way even without participation in the current study. However, as Burns and Knox (2005: 254) functioned in their study as "catalysts for destabilisation" for their previous MA students in lesson transformation, discussions with me must have triggered the teachers' critical review of and reflection on their learning outcomes and teaching practice. In fact, Yoshi explicitly stated both in his email and in our chat via Skype (personal communication) that his involvement in the current project gave him extra incentives in the process of his lesson transformation. Hence, it would not be too much to say that our joint journey as 'co-investigators' in this research is a definite plus for the *transborder* teachers. This is an aspect which should be also emphasised in in-service education so that teachers' development can be further facilitated by involvement in research.

8.3 Conclusion

The purpose of the analysis of the revised version of the 'Model of Teacher Development' was to add further depth to the exploration discussed in Chapters 5 and 6. If the previous chapters have successfully offered an extensive view of the *transborder* teachers' development on a ground plan, it is believed that this further investigation has enabled us to observe their development more fully in chronological order.

As I mentioned earlier, these five teachers' developmental stages are different but the comparison of three different groups according to the year of their MA completion allows us to see what we would not be able to foresee if all the participants were at the same stage. Above all, what is noteworthy and might have been beyond our prediction was, as seen in Mika's case, a long-lasting impact of MA learning experience on teachers. Regardless of the existence of individual differences in teachers' personality, teaching career, surroundings and so forth, Mika's establishment as a professional provides us

with a heightened hope that the other four teachers can possibly follow the similar trajectory.

The discussion in the latter half of this chapter has revealed possible advantages for experienced teachers of pursuing postgraduate study, which will shed light on future in-service education. Based on this discussion, the following chapter will present the main contributions of this investigation, implications for teacher education and directions for further research in the field.

Chapter 9: Conclusion

This longitudinal qualitative multiple case study has explored five Japanese *transborder* teachers' trajectories of professional development during and after pursuing their in-service education in the UK. Being adult sojourners for their further education seems to have enriched and broadened their perspectives both as language teachers and as language users. Their growth was thoroughly scrutinised by two ways of data analysis, viz. the collection of each piece of development of the participating teachers (Chapters 5 & 6) and chronological analysis based on the 'Model of Teacher Development' (Chapter 8). This chapter concludes the whole investigation by outlining the contribution, implications and limitations of the current study and directions for future research.

9.1 Contribution of the study

Regardless of the fact that a huge number of *transborder* teachers from all over the world choose to pursue their further education in UK universities, to my knowledge, this is the first research which has attempted to enquire into their development longitudinally even after their return to the classroom. Accordingly, its academic and practical contributions are extensive.

9.1.1 Academic contributions

The current study contributes to the research field of both language teacher education and SA. To begin with, thanks to the participating teachers' collaboration, their long engagement in this project has enabled the tracing of multiple intriguing dimensions of teacher development. As I have already discussed these dimensions widely in the previous chapters, in order to avoid redundancy I will highlight only the three most significant aspects that have emerged in this inquiry—the role of theory in teachers' practice, the development of teachers' beliefs and their change in sociolinguistic perspectives.

As discussed in 3.4.4, the relationship or discrepancy between theory and practice remains controversial regardless of long on-going debate surrounding it. However, the participants in this study have demonstrated how teachers can

use theory through 're-theorisation' and how much they embrace their theoretical foundation in their long process of development. Despite the general assumption that it is difficult to find the link between theory and practice, once teachers are provided with an opportunity to be exposed to and acquire theoretical knowledge, it is internalised and referring to theory becomes automatic.

This study has also discovered one process of evolution of teachers' beliefs: teachers' provisional new beliefs formulated through stimulating in-service education underpin their practice and evolve into solid beliefs after successful lesson transformation. This developmental pattern of teacher beliefs, i.e. teachers' belief change is tentative until they return to the classroom, does need further investigation. Nevertheless, this research has suggested one possible path regarding teachers' belief change.

The other distinct feature that this research highlighted is how SA experience impacts language teachers' sociolinguistic views. Although the focus of SA research is generally on students, even with the studies targeting language teachers little attention has been paid to their sociolinguistic changes. However, the teachers' reconceptualisation pertinent to the language, its native speakers and the society in multilingual/multicultural surroundings has shown an intriguing aspect of teacher development, which possibly extends this field of investigation.

Due to the difficulty of engaging teachers—practising teachers in particular—in a research project, conducting a longitudinal study may not appear to be viable. Nevertheless, even though this is a small-scale study, its contribution to the research fields is far beyond original expectations.

9.1.2 Educational contributions to teacher educators and teachers

From the perspectives of teacher educators, general assumptions regarding the impact of teachers' learning on MA programmes would be very simple and straightforward: that MA courses impact student teachers, who incorporate their learning outcomes into their practice and develop both during and after completion of the courses. However, teachers' theoretical knowledge is not automatically woven into their classroom practice (Burns & Knox, 2005) because the classroom is not a space upon which teachers can assume full

control. The dynamics in the classroom are far more complex than teacher educators presume and even with generally highly motivated students the chemistry in each lesson is unpredictable. As has been revealed in this study, for example, both Yoshi and Masa devoted a certain period of time (approximately two years to two and a half years after the completion of the MA courses) before they witnessed a successful transformation of their lessons. Accordingly, one of the findings reassures us that teacher development takes place as a consequence of teachers' investment and commitment, which requires much more time than both teacher educators and teachers themselves expect. This is a very important agenda that all the stakeholders, including teachers, mentors at schools, head teachers and teacher educators, need to bear in mind. Teachers develop slowly and gradually but surely if they receive appropriate stimuli.

Although I have referred to the relationship between theory and practice above, this aspect should also be fully considered, especially by teachers. If teachers do not have an opportunity to attend postgraduate study as their in-service education, they may think that all they need to know and learn as teachers exists in the classroom and school. This is true in a sense but teachers need to be informed that they have a potential for further growth beyond the classroom.

9.2 Research implications

9.2.1 Implications for further development of MA programmes in the UK

As has been discussed, all the five teachers' appreciation towards their MA programmes is extremely high. The way each teacher articulates his or her satisfaction differs and it is not easy to choose only one example from each participant since their high satisfaction is traced on many occasions. For example, Jun gave full marks in her evaluation of the modules, the form which I asked the participants to fill in (see 6.3.2.2 for more details). Yoshi describes his MA learning outcomes as his "inner fortitude" and says that "Everything starts from here."

Although it is presumed that lecturers and professors who are involved in MA courses are also reflective and responsible for their students' learning, obtaining their students' feedback will provide them with an invaluable opportunity for the improvement of the modules of which they are in charge. Also, this will enhance their professional development as teacher educators. Although the number of the institutions which administer their students' feedback surveys is unidentified, the participants in this study have not been given any chance for feedback. Given the fact that a new academic year starts in postgraduate programmes in the UK as soon as one cohort of students complete their courses, administering student surveys every year is not practical. However, their implementation, possibly every third year, would benefit many stakeholders: lecturers, departments, universities and future students.

Another suggestion which has emerged from the current study is to provide continuing support for Master's students after they complete their courses, if possible. The situation might vary from country to country, but all the participants in this study are currently secondary school teachers who have limited access to academic books and journals. If universities allow their graduates to access online books and journals, free or for a small fee, these students will have a great opportunity to deepen their learning. The Japanese *transborder* teachers in this study have strived to continue to learn by reading materials used on the MA courses, purchasing and reading books and attending workshops and seminars. Even so, a little support from their UK institutions could be of great help. What each institution can offer to its students is not limited to development during the course but can be extended to their subsequent development.

9.2.2 Implications for in-service training/education in Japan

The results of this study confirm a close relationship between 'theory and practice,' despite the general belief that it is problematic due to the 'gap' existing between them, as reviewed in 3.4.4. The five cases in this study reveal that each teacher utilises the newly acquired theoretical knowledge in his/her own unique way but the commonality is that theory underpins their practice. Theory becomes internalised and trying to connect theory to practice seems to be a natural procedure for the teachers.

This strongly suggests that teachers need exposure to theory, despite the on-going debate concerning how we can and who can fill the gap between theory and practice. After this exposure to and acquisition of theory, it is each individual teacher's choice regarding how to reflect and incorporate it into the classroom, taking all the necessary conditions into account. Therefore, in designing teacher training programmes, provision of theory should be included as a component of complete programmes along with the focus on classroom practice. In reality, introduction of hands-on activities might be a more practical solution under the time constraint in designing teacher training programmes. However, the theoretical foundation of teachers is a necessary component in looking at teacher development in the long term.

Another suggestion which requires serious consideration is further promotion of in-service education. As reviewed in 2.3.2, opportunities for taking in-service education do exist and all teachers are equally entitled to seek them. However, the current state is not necessarily favourable for teachers who are motivated to develop themselves professionally. In Japan, the number of teachers who are sent to graduate schools officially by each prefectural board of education is limited. Statistically, the number of teachers under the scheme of 'Postgraduate Study Leave' is declining, presumably due to the lack of financial support. There is an SA programme organised and supported by MEXT, but the question is how beneficial a two-month programme is in comparison to a one-year Master's course. Hence, taking all the conditions into account with reference to the results of this study, one possible solution is awarding scholarships to teachers who take 'Postgraduate Study Leave.' Whether teachers choose to study in Japan or abroad, financial support will make a substantial difference in promoting further education. In fact, as the achievement of the *tranborder* teachers in the current study demonstrates, studying abroad can be more advantageous since teachers are required to be independent and responsible for their lives and study: e.g. searching for programmes to apply, taking IELTS, applying for universities and arranging their lives in a foreign country in addition to their academic learning.

Setting up a scholarship system is not an easy process but it will definitely increase the number of teachers who consider applying for 'Postgraduate Study Leave.' It is a scheme indispensable for a country such as Japan, which needs to depend on human resources due to the lack of natural

resources in order to improve the quality of education. It is also hoped that these implications can be taken into account in countries where other *transborder* teachers exist.

9.3 Limitations of the study

All research has its strengths and weaknesses, and this study is no exception. As stated in 9.1, this is the first study which focused on in-service teachers' development at different stages after completing postgraduate study in UK universities, and so several limitations emerged in my reflection on the project.

First of all, this is a qualitative case study which focused on only five teachers. As I stated in the Introduction, the number of *transborder* teachers who attend MA Applied Linguistics/TESOL/ELT programmes in the whole UK per year was impossible to obtain. Yet, based on a possible prediction of their number in these programmes in the whole UK, the number of the participants in this study is extremely small. Accordingly, as with case studies, the results cannot be generalised. Further, my statement—Yoshi, Sato, Masa and Jun can achieve the development that Mika has—is speculation, although the data support this. The developmental trajectory of each individual teacher is unique; therefore, the results of this study may not be applicable to individuals in a different context.

It also needs pointing out that although this is a longitudinal study, the data collection did not proceed as was expected: contact with Sato and Jun was completely lost in the middle of data collection and there was a long absence between interviews with Yoshi and Masa. Furthermore, other types of data—video-taped lessons and student reports—are also limited. Hence, unfortunately, the collected data vary from participant to participant, which occasionally prevented me from capturing more detailed development of each teacher.

In terms of the focus of analysis, regardless of inclusion of the participants' change in their sociolinguistic perspectives, i.e. ideologies towards 'English, its native speakers and the society,' the analysis is immature and far from conclusive. This is due to the fact that it was not originally a focus of the current project. However, the teachers' sociolinguistic development was included since how they see the language they teach can also impact their

practice. In spite of limited inclusion, it is hoped that this addition contributes to further understanding of teachers' growth.

Finally, I must refer to my position as a researcher in this study. In spite of my effort to be reflective on my own position and to be as open as possible to the participants' experiences, there is a possibility that my previous experiences as a *transborder* teacher and secondary English teacher have had an effect on the data gathered and the analyses undertaken. I have counteracted this possible limitation by ensuring systematic coding and inter-rater reliability with one experienced researcher.

9.4 Directions for future research

The current study exhibits quite a few possible directions for future research in language teacher education and development. First of all, further research focusing on *transborder* teachers is required, considering their large number especially in English-speaking countries. It will be of interest to also include *transborder* teachers from the growing group of those who go abroad without any or with only a little practical experience of teaching.

As this study focused on holistic development of language teachers, some of the details of teacher development focusing on specific aspects of theory could not be investigated. Hence, as in Burns and Knox (2005) and Lo (2005), concentrating on the impact of one specific MA module on teachers can provide more elaborate accounts of their growth. Further, commencing a project at the start of an MA programme would definitely allow us to unravel the whole process of participating teachers' on-going development: both input-based and out-put based development and their interface, and so be able to capture development *in situ*. A longitudinal investigation which might stretch to two years from the beginning and one year after the completion of a course is clearly laborious for researchers and demanding of participants. Nevertheless, the findings will definitely provide rich recommendations towards MA programmes and teacher educators as well as researchers in the same fields.

Furthermore, although the current study was not able to offer enough space for the agenda of 'language proficiency' of teachers, this can be an

interesting point for further exploration. As emerged in this thesis, teachers' changes in sociolinguistic perspectives offer an interesting aspect to investigate since they also can be reflected in teachers' practice. In addition, it will be intriguing to see how much teachers can improve their proficiency after a year abroad. Although language improvement is often the focus of inquiry in students' SA research, achieving high language proficiency is an important issue for language teachers as can be seen in Hiver (2013). Looking into this aspect will provide us another line of investigation which will contribute to designing pre-service education programmes for language teachers.

As the current study has demonstrated, engagement in longitudinal study with teachers may be difficult, but its contribution will be enormous both academically and educationally. It is thus hoped that both strengths and weaknesses of the current research can help promote further longitudinal research.

9.5 Concluding remarks

The current investigation originated in my wondering whether, how and to what extent a language teacher can develop through attending one year of postgraduate study in the UK. The five *transborder* teachers in this study have shown me what I was not able to discover in myself as a *transborder* teacher.

'Wanting to develop' is, whether we are conscious to it or not, a natural part of our endowment as human beings. Teachers know the massive responsibility they have to take in educating the next generation which creates our future society and thus are eager to develop themselves. Although teachers generally receive less attention than learners both in research and in the classroom, the role the teachers play is far more crucial than has been acknowledged. It is hoped, thus, that the findings of this research contribute to understandings of how much language teachers invest for their development and how much long-term in-service education can trigger and promote their development. As the Introduction points out, there is no scale to measure development of teachers. This is, in a sense, an elusive concept, but the findings from this study give ample evidence that 'teacher development' exists.

Appendix A Questionnaire for participants

Questions

Could you please answer the following questions so that I can get to know your background before the interview. Thank you in advance for your cooperation!

1. What department did you belong to at your university in Japan? __________

2. What was your major at university? (e.g. ELT, Linguistics, English literature) __________

3. Did you study or live abroad before you attended the Masters course in the U.K.? If so, where, when and for how long?

Location __________ Year/Age __________ Duration of stay__________

4. How long and at what kind of school had you taught before coming to the U.K.?

__________ years at __________ school (e.g. private school or state school)

5. Please list all the modules you took on your Masters course and rank them by giving marks from 1 to 5 according to your preference and the usefulness for your future classroom practice.

5 = very much 4 = quite a lot 3 = so-so 2 = not really 1 = not at all.

	Modules	Preference	Usefulness
1			
2			
3			
4			
5			
6			
Your dissertation theme			

Appendix B Questions for the first interview

1 History as a language learner

1) When did you start learning English? Did you like English from the beginning? Why or why not? If not, when did you start to be interested in learning it?
2) Could you tell me a little bit about your experience as a language learner up until now? For instance, how motivated you were (are), how you studied English, what aspect did you enjoy learning, what kind of lessons you enjoyed in the classrooms (from primary to university) or outside the classrooms or any memorable English teachers?
3) If your students ask you how they can improve their English ability, what would your suggestion be?
4) Which aspect do you think is the most important to focus on in learning English? Why? Has it changed since you came to the UK?

2 History as an English teacher

5) When did you decide to become an English teacher? Why?
6) When you started teaching, did you find teacher education related modules at university useful? (If yes, in what way? If no, why?)
7) Can you tell me a little bit about your experience as an English teacher? What did you enjoy most when you were teaching? Did you encounter any difficulty when teaching?
8) What do you think are the three most important traits as an English teacher? Why? Have they changed before and after your study in the UK?
9) After you started teaching, did you feel that you needed to improve (or learn) anything? What skill or knowledge did you think you needed to improve? Why?
10) Did you attend any training courses to improve your teaching practice before you came to the UK?

3 Studying abroad

11) Why did you choose to study on the Masters in the U.K.? Why not in other countries or in your country?
12) What was your expectation of the life in the UK before you left your country? Did it meet your expectations? (What did you enjoy? Did you go through any difficulty?)
13) Do you think your experience of living in the UK has had any impact on your viewpoint or life (from now on / after you go back to your country)?

4 Development as a teacher

14) Why did you choose to study at the current institution you belong to?

15) What was your expectation of the Masters course? Did the course meet your expectations?
16) Can you tell me about the modules you took on your course?
17) What is your overall impression towards the course? Do you think you have learned a lot?
18) Do you see any changes in yourself through attending the Masters course?
19) Do you think you are going to alter your lessons after you go back to teaching? In what way? Why?
20) Do you think you will encounter any constraints when you try to transform your classes?
21) If you were to give some advice for future English teachers, what would you say to them?
22) Although it is often said that teachers are eager to develop / improve themselves for their students' better learning, would you agree? What kind of development do you think is desirable?
23) (How would you like to keep developing from now on?)

Appendix C A sample student questionnaire

A questionnaire about your English classes

Hello, students! Our second term is coming to an end! Time flies, doesn't it? Before we enjoy our winter holidays (Christmas and New Year!!), can I ask you to answer the following questions about the activities we did in our English lessons. As you know, the results will be used in my interview with Miss Mayumi but your opinions are also useful to make our English classes better so that you can enjoy learning and improve your English ability!

1. Please choose two activities from the list which you found useful and write why you thought so.

1) 2)
3) 4)
5) 6)

The number of the activity	The reasons why it was useful

2. Please choose 1 or 2 activities which you found difficult and the reason why you thought it so.

1) 2)
3) 4)
5) 6)

The number of the activity	The reasons why it was difficult

3. If there are any activities you would like to me to introduce in our lessons, please write what kind of activity you are interested in and why.

The activity you are interested in	The reasons why

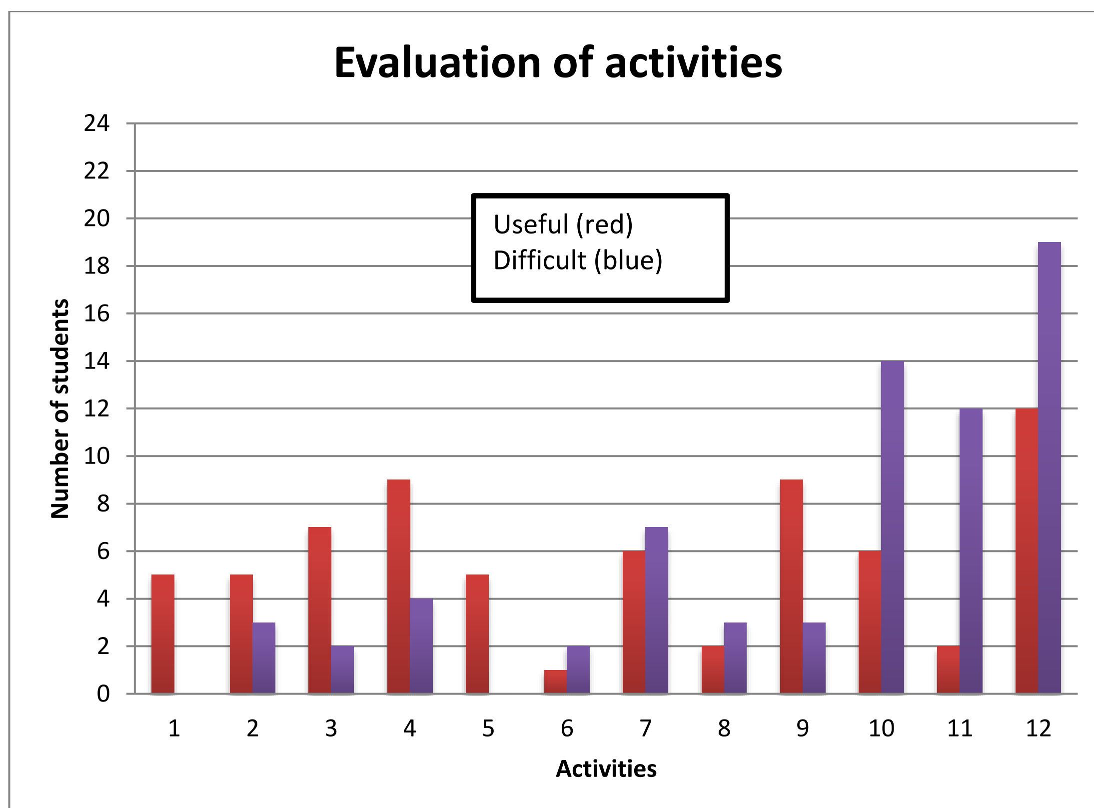
4. If you have anything (opinions or questions) to tell me about our English lessons, please feel free to write it below.

Thank you very much for your participation!

Appendix D Mika's second student questionnaire result

1. Please choose an activity (or two activities) which you think were useful and an activity (or two activities) you found difficult among the ones you did in your class. Please add a brief reason why you have chosen the activity/activities.

	Activities	Number of students	
		Useful	Difficult
1	Preparation for a lesson using a dictionary	5	0
2	Learning new words by using a vocabulary book	5	3
3	Class competition by using a vocabulary book	7	2
4	Read and understand the text by using a worksheet	9	4
5	Reading aloud practice by using a reading card	5	0
6	Exercise in grammar	1	2
7	Story retelling (spoken)	6	7
8	Story retelling (written)	2	3
9	Show and tell	9	3
10	Talking in turns	6	14
11	Introduction to Debate	2	12
12	Problem solving speech	12	19



Some example reasons for choosing the activities as useful	
4	Thanks to the worksheet, I can easily understand important points. (4)*
11	As I needed to choose my own topic, I made an effort to make my speech easy to understand. (2)
	In the process of making my own speech, I was able to learn new words and expressions. (4)
12	I was able to express my opinions and thoughts in this activity. (6)
	While I was preparing my speech, I was able to learn new words and expressions. (3)
Some example reasons for choosing the activities difficult	
10	I could not express my ideas in English. I could not find words on the spot. (9)
11	It was difficult to prepare a rebbutal. (4)
12	It was difficult to find a solution and put it into English. (7)
	The amount we were required to write was too much. (3)
	It was difficult to explain in English so that the audience could understand easily. (4)

*The figure inside the bracket is the number of the students who gave similar answers.

2. If there are any activities you would like to me to introduce in our lessons, please write what kind of activity you are interested in and why.

Activities	Reason
More interaction with people from foreign countries (2)	It will give me chances to know about the culture of other countries and I will be able to improve my English.
English speech	I like to make a speech in English.
Discussing with friends	It will be useful in the future.

*The number of the students who participated in this questionnaire was 35.

Appendix E Mika's third student questionnaire result

1. Please choose an activity (or two activities) which you think were useful among the ones you did in your class. Add a brief reason why you have chosen the activity/activities, please.

	Activity	**Number**	**Reasons**
1	Reproduction (Summary)	16	▪ Difficult but useful. ▪ When I write in my own words, it increases my confidence. ▪ It helped me better understand the story.
2	Word battle	10	▪ I tried hard to contribute to our class to beat other classes.
3	Debate	9	▪ I think my communicative competence has improved. ▪ Now I can express my opinion better than before.
4	Reading aloud	4	
5	English camp	2	▪ It gave me a chance to speak only English.
5	Preparation of lessons	2	▪ I have started to study English autonomously.
7	Extensive reading	1	▪ It gave me a chance to read English books, which otherwise I wouldn't read.

2. Please write briefly about what you put effort into learning this school year.

	What the students put effort into	**Number**
1	Increasing my vocabulary	12
2	Preparation of the lessons	6
3	Reading aloud	3
4	Expressing my opinions in English	1

3. Please write about what has made a positive influence on your learning in your teacher's class (e.g. comments she made in class).

	What has made a positive influence on students	Number
1	Her lessons (e.g.) Thanks to Mrs. M, I like learning English better than before.	9
1	Advice	9
3	Compliment/encouragement (e.g.) She always praises us even if the achievement is not big.	8
4	Talks about her experience	3
5	Her smile	2

4. Please rate the following items from 1 to 10 (1 is the lowest and 10 is the highest), supposing they were 5 at the beginning of this year (Please do not become too modest and be strict to yourself).

		Drop	5 (No change)	Increase
1	English in general	2	5	30
2	Reading	1	8	28
3	Writing	3	5	29
4	Speaking	2	11	24
5	Listening	1	8	28
6	Vocabulary	4	4	29
7	Motivation for learning	3	5	29
8	Reasons for the drop of motivation	▪ Overwhelmed by my classmates' English ability (2 students.) ▪ I was lazy.		
	Reasons for the increase of motivation	▪ Thanks to Mrs. M's classes, which are easy to understand. ▪ Now I am more confident using English and enjoy learning since I have tried many activities in English. ▪ I now have a stronger desire to learn with the increase of my vocabulary and thank to Mrs. K's classes. ▪ Surrounded by classmates who are eager to learn English (3 students).		

*The number of the students who participated in this questionnaire was 37.

Appendix F Transcription conventions

R:	researcher
[ ]	supplementary comments added by researcher to compensate the parts omitted in Japanese
@	laughter
(2)	silence; length given in seconds
Mmmm	ermming in Japanese
[…]	omission of some text from transcription

Appendix G Sample transcript of Japanese and English version

M: なんだろう、やる気が失われてて、しかも授業が粗雑にどんどんなっていってるんですよ、準備が。そういうことよりか、「何を勉強してればいいんですか」とか「何を勉強してればいいんですか」とか「勉強のやりかたがわかりません」っていう人に対して、それを自分で考えるんだ！みたいな、そんな風にどんどんなっていって、これは給料泥棒だなと思ったりしますね。

Masa 2 – August 2015

My classes are becoming less and less structured, in preparation. And, my attitude towards some students, who come to me and say 'I don't know what to study' or 'I don't know how to study,' has been becoming, like, 'That's what you have to think about yourself.' I sometimes think I don't deserve what I get paid.

Researcher: Isn't the situation getting more intense than last year?

Masa 2 – August 2015

(3) Yeah, well, it is escalating. Errm, this is a kind of maladjustment.

R: それって、現場に戻られた去年１年間より激しさが増してません？

M: ・・・そうですね。やっぱり、それは、どんどんそうなってるので、なんだろう？えっと、不適応ですよね@一種の。

R: 日本社会の視点から見ると、そうなんでしょうね。

M: そうですね。

R: でも、それを自分で考えるのがあなたたちの仕事でしょうっていうのは、やっぱりマスターのときの経験に基づいてですか？

M: いや、まあ、それがなければ今そういう風には言ってないと思うんですよね。だから、結局、自分がどうやって何を学んで、何を還元するかっていったら、まあ、不勉強だったしね、だから、学問的に身についてものを還元するっていうことは、なんていうんだろう、具体的な手ほどきを受けたわけじゃないと思うんですよ。「こういうものはこういう風にして教えるといいんだよ」みたいな、そういうことは、やっぱり勉強してなくって。やっぱり、より大きなことだったと思うんですよね。なんだろうか、その、間違った英語はないっていうようなこととか、英語をず

っと聞いていればできるようになるとかっていうような、そういうことではないってことが当然わかるわけだし、むしろずっと絶望して返ってきたわけだし。ひとつもうまくならないわけだし。

Researcher: Do you make the comment 'That's your job' based on your experience on the MA?

Masa 2 – August 2015

Well, I wouldn't say so now without my experience, so, at the end of the day, if I was asked what I have studied, how I learned, and what I can contribute back to my class, I wouldn't think that we were taught how to incorporate our academic learning outcomes into our practice. We didn't learn, 'This is how you should teach A,' but instead, we learned something more all-embracing. What was it, um, for example, 'there is no wrong English' or the fact that we cannot improve our English even when we are immersed in it. [In my case] I came back feeling depressed as I could not improve my English at all.

Appendix H A sample of 'pen-and-pen' strategy used at main coding

A sample of 'pen-and-pen' strategy at main coding

Researcher

Really?

The detail of his 'extreme experience' and its relation to his change?

Masa 2 – 0815

It's, I say, I have had one extreme experience, and because of this extreme experience, in a sense I have started to place little value on what I used to think important such as the detailed structure of 'what to do' in my lessons. … I know some students still expect the traditional style lessons but I don't care about that sort of thing and want to value '*authenticity*' using '*authentic*' textbooks. I have totally lost interest in detailed step-by-step curricula, which is the proud specialty in Japanese education. It is because when I was in such an intense situation and when I thought 'How can I improve my English ability?' what mattered was to keep going but not such a detailed step-by-step learning. … The important thing is to learn focusing on *authenticity* and not to care about the details.

Masa 2 – 0815

Well, I wouldn't say so now without my experience, so, at the end of the day, if I was asked what I have studied, how I learned, and what I can contribute back to my class, I wouldn't think that we were taught how to incorporate our academic learning outcomes into our practice. We didn't learn, 'This is how you should teach A,' but instead, we learned something more all-embracing. What was it, um, for example, 'there is no wrong English' or the fact that we cannot improve our English even when we are immersed in it. [In my case] I came back feeling depressed as I could not improve my English at all. .In Japan, there is a competition [among English teachers] on who can make him/herself sound like a native speaker in pronunciation and conversation. We can't achieve it even if you attend a postgraduate course. It's impossible. As long as you teach in Japan, Japanese teachers of English are not acceptable, however hard we try. I feel so because I teach at a school for returnee students.

Again, 'extreme'!!

What was the biggest source of depression? Not being able to improve English? What was his initial expectation?

The biggest gain is that I had an extreme experience. They don't teach us anything concrete such as what material to use to teach A, how to explain B, and stuff. No course offers such things. Then, the genuine value of studying abroad is probably not having been able to become a good teacher but having experienced depression. Its value is in that we realize, for example, 'Studying abroad is not as nice as it looks' or 'You can't speak Queen's English even if you study abroad.' Then, we emancipate ourselves from a silly dream facing the harsh reality.

Researcher

This is my own speculation, but you like studying, don't you?

Masa 2 – 0815

I don't dislike it but I struggled. **I have never experienced such distress.**

Is this also related to his English ability?

Appendix I Samples of NVivo codes

Name	Sources	References	Created On	Created By	Modified On	Modified By
Nodes-ENG	26	317	15/02/2016 12:07	KM	24/07/2017 01:10	KM
Study Abroad	7	13	15/02/2016 12:07	KM	24/07/2017 01:09	KM
SA_Expectation	2	2	15/02/2016 12:23	KM	01/07/2016 16:15	KM
SA_Experience	2	4	08/03/2016 15:17	KM	06/12/2016 12:17	KM
SA_Frustration	2	3	08/03/2016 22:11	KM	01/07/2016 16:15	KM
SA_motivation	4	4	22/02/2016 14:17	KM	29/06/2016 11:40	KM
MA	15	54	15/02/2016 12:29	KM	24/07/2017 01:09	KM
MA_CW_EVL	7	12	15/02/2016 12:29	KM	06/12/2016 12:15	KM
MA_Extra	3	4	21/02/2016 11:02	KM	01/07/2016 12:41	KM
MA_INFL_AFT	2	2	05/12/2016 17:55	KM	05/12/2016 18:57	KM
MA_Learning_Appraisal	4	5	08/03/2016 14:46	KM	06/12/2016 12:14	KM
MA_Motivation	5	6	16/02/2016 13:21	KM	06/12/2016 11:48	KM
MA_Peer_learning	1	1	06/12/2016 15:16	KM	06/12/2016 15:19	KM
MA_Satisfaction	11	19	15/02/2016 13:45	KM	06/12/2016 12:10	KM
MA_TRANSF W&A	4	5	28/06/2016 08:26	KM	06/12/2016 15:20	KM
Development	25	172	15/02/2016 13:28	KM	24/07/2017 01:08	KM
DEV_ New Perspective	12	20	25/02/2016 19:12	KM	06/12/2016 12:28	KM
DEV_AUTO_Learner	6	9	14/03/2016 20:14	KM	09/07/2017 16:54	KM
DEV_Dilemma	4	8	31/03/2016 12:08	KM	05/12/2016 19:16	KM
DEV_EVAL_new_teaching	2	2	06/12/2016 15:08	KM	06/12/2016 15:11	KM
DEV_LER_Confidence	4	8	25/03/2016 10:52	KM	05/12/2016 19:11	KM
DEV_MA&SA_Impact	13	28	08/03/2016 14:05	KM	06/12/2016 12:15	KM
DEV_New Beliefs	9	22	16/02/2016 10:56	KM	05/12/2016 17:37	KM

Name	Sources	References	Created On	Created By	Modified On	Modified By
Development	25	172	15/02/2016 13:28	KM	24/07/2017 01:08	KM
DEV_ New Perspective	12	20	25/02/2016 19:12	KM	06/12/2016 12:28	KM
DEV_AUTO_Learner	6	9	14/03/2016 20:14	KM	09/07/2017 16:54	KM
DEV_Dilemma	4	8	31/03/2016 12:08	KM	05/12/2016 19:16	KM
DEV_EVAL_new_teaching	2	2	06/12/2016 15:08	KM	06/12/2016 15:11	KM
DEV_LER_Confidence	4	8	25/03/2016 10:52	KM	05/12/2016 19:11	KM
DEV_MA&SA_Impact	13	28	08/03/2016 14:05	KM	06/12/2016 12:15	KM
DEV_New Beliefs	9	22	16/02/2016 10:56	KM	05/12/2016 17:37	KM
DEV_PRV perspective	2	2	05/12/2016 19:13	KM	06/12/2016 12:25	KM
DEV_TEA_Confidence	9	12	25/03/2016 10:51	KM	06/12/2016 11:57	KM
DEV_Theory_Application	5	12	25/02/2016 18:23	KM	06/12/2016 12:11	KM
DEV_Theory_Appraisal	6	9	08/03/2016 13:59	KM	05/12/2016 16:08	KM
DEV_Thoery to BLF	1	1	05/12/2016 18:40	KM	05/12/2016 18:59	KM
DEV_Vision	1	1	05/12/2016 19:08	KM	05/12/2016 19:09	KM
RATNL for Change	1	2	05/12/2016 17:29	KM	09/12/2016 09:40	KM
REFL of TRANSF	3	4	05/12/2016 17:50	KM	05/12/2016 19:04	KM
Role Development	1	1	22/02/2016 14:27	KM	06/12/2016 15:06	KM
TEA_After	12	18	08/07/2016 14:02	KM	06/12/2016 12:13	KM
TEA_Before	10	13	08/07/2016 14:02	KM	05/12/2016 19:12	KM
Language Proficiency	12	37	15/02/2016 14:06	KM	24/07/2017 01:09	KM
AFT_RTN Perspective	1	1	05/12/2016 17:40	KM	05/12/2016 17:40	KM
LP_ENG reality	4	4	10/03/2016 14:11	KM	01/07/2016 16:15	KM
LP_L & S	6	9	15/02/2016 14:07	KM	01/07/2016 16:20	KM
LP_New perspective	11	18	15/02/2016 14:10	KM	05/12/2016 19:11	KM

Appendix J ERGO documents for 11947

Consent Form for Interview (*Version 1, 11/08/2014*)

Study title: Professional Development for English Teachers

Researcher name: Kayoko Mayumi

Staff/Student number: 26435101

ERGO reference number: 11947

Please initial the box(es) if you agree with the statement(s):

I have read and understood the Participant Information Sheet for Interview (11/08/2014 / Version 1) and have had the opportunity to ask questions about the study. ☐

I agree to take part in this research project and agree for my data to be used for the purpose of this study. ☐

I agree to my interviews being recorded. ☐

I understand my participation is voluntary and I may withdraw at any time without my legal rights being affected. ☐

Data Protection

I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

Name of participant (print name)...

Signature of participant...

Date...

Appendix J

Participant Information Sheet for Interview (Version1, 11/08/2014)

Study Title: Professional Development for English Teachers

Researcher: Kayoko Mayumi **Ethics number**: 11947

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

What is the research about?
I am Kayoko Mayumi, a doctoral student at the University of Southampton, UK. This research is undertaken as my doctoral project and sponsored by the University of Southampton. I am interested in professional development of English teachers who have attended a Masters course in the UK, in particular, how their classroom practice changes once they go back to teaching and how they define their development both as a language teacher and as a language learner. This is an under-researched area despite the fact that the universities in the UK have been attracting a lot of English teachers from all over the world and this research project aims to contribute to the field of English teacher education.

Why have I been chosen?
I am asking you to participate in my project because you have attended a Masters course in the UK and your experience will play a significant role in this project.

What will happen to me if I take part?
I would like to interview you twice for between 60 to 90 minutes about your experience in the UK and your perceptions towards your professional development as an English teacher and a learner. The date for the interview will be negotiated to fit in with your schedule.

Are there any benefits in my taking part?
Your participation will provide invaluable data for the field of English teacher education. When I complete my doctoral studies, a summary of my research findings will be sent to you if you would like it to be.

Are there any risks involved?
There will be very little risk involved in this research. No details of any discussion between the participants and the researcher will be shared with the participants' organisations by the researcher.

Will my participation be confidential?
This research complies with the University's ethical policy. The data will remain absolutely confidential, stored on a password protected computer and at the end of the study the data will be completely deleted from the computer. Anonymity is also assured; all names of participants and identifying data (such as names of schools) will be changed or removed.

What happens if I change my mind?
You may withdraw at any time without your legal rights being affected.

What happens if something goes wrong?
In the unlikely case of concern or complaint, you can contact (preferably in English) the Chair of the Faculty Ethics Committee at the University of Southampton, Professor Chris Janaway (c.janaway@soton.ac.uk, +44(0)23 8059 3424).

Where can I get more information?
If you need any further information, you are very welcome to contact Kayoko Mayumi (km5n12@soton.ac.uk).

Appendix K Yoshi's student questionnaire result

1. Please choose two activities from the list which you found useful and write why you thought so.

(1) Reading aloud
(2) Filling in the gaps listening to your partner's reading
(3) Pair work
(4) Explaining the process of problem-solving to your group members
(5) Listening to the group members' explanation of problem-solving
(6) Group work

Activity	Number of Ss	The reasons why it was useful
1	1	•It was a good opportunity to practise reading aloud.
2	2	•I was able to practise listening and my partner taught me when there were words I could not pronounce. •I paid more attention to my pronunciation as I had to have my partner listen to me.
3	1	•I was able to speak to new people by working in pairs.
4	6	•It was a good opportunity to explain my answer so that other group members could understand it. •I started to think about how to make my explanation effective so that others could understand mine. •My understanding improved by giving an explanation to others.
5	4	•I started to pay more attention to listening to other members' explanation. •I understood better by listening to our friends (than our teacher).

*Ss=Students

2. Please choose 1 or 2 activities which you found difficult and the reason why you thought it so.

(1) Reading aloud
(2) Filling in the gaps listening to your partner's reading
(3) Pair-work
(4) Explaining the process of problem-solving to your group members
(5) Listening to the group members' explanation of problem-solving
(6) Group work

Activity	Number of Ss	The reasons why it was difficult
1	2	•I got stuck when there were words I could not read. •I could not read fluently.
2	4	• Sometimes it was difficult to listen to my partner or pronunciation was wrong. •I prefer CDs because I can learn correct pronunciation.
3	0	N/A

Appendix K

Activity	Number of Ss	The reasons why it was difficult
4	4	•It was difficult because I needed to understand well enough to explain my opinion to other members. •I sometimes could not explain though I thought I was ready. •We cannot explain your opinion if you do not understand well. •I could not tell if others understood me or not. I would like to improve myself so that I can make my explanation easy to understand.
5	0	N/A

3. If there are any activities you would like to me to introduce in our lessons, please write what kind of activity you are interested in.

•T's explanation →Group work •Working in a group as we did in these summer lessons •Group work

4. What do you think about working in pairs and groups? Please choose one from the options in the left column and add the reason why you think so.

Answers	Number of Ss	Reasons
1. It is useful.	6	
2. I would like to try it.	1	
3. I rather like it.	0	
1. I think it is difficult.	0	
2. I don't prefer it though I have tried it before.	1	•Sometimes the answers are not clear when we work in a group.
3. I don't want to do it.	0	

*The number of the students who participated in this questionnaire was 8.

Appendix L The third questionnaire for Mika's students

Questionnaire: Reflection on your learning

Dear Mrs. M's students,

The cherry blossom season is approaching. It's been a year since you entered this school. Time flies, doesn't it?

I would like to ask you take part in this questionnaire for reflection on this year in order to make the coming year more fruitful. Please answer the following questions by looking back over your learning this year.

1. Please choose an activity (or two activities) which you think were useful among the ones you did in your class. Add a brief reason why you have chosen the activity/activities, please.

Activity:

Reason:

Activity:

Reason:

2. Please write briefly about what you put an effort into learning this school year.

3. Please write about what has made a positive influence on your learning in Mrs. M's class (e.g. comments she made in class).

4. Please rate the following items from 1 to 10 (1 is the lowest and 10 is the highest), supposing they were 5 at the beginning of this year (Please do not become too modest and be strict to yourself).

1) English ability in general 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

2) Reading 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

3) Writing 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

4) Speaking 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

5) Listening 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

6) Vocabulary 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

7) Motivation for learning 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

8) It is generally assumed that our motivation fluctuates even on a daily basis but if you answered your motivation dropped in 7, can you think of any reasons for that? Also, if you answered that your motivation increased in 7, are there any reasons behind that?

Thank you for your cooperation!

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