Teaching English Through English (TETE) Curriculum Policy in Praxis:
Case Studies of Three Teachers at a Private Secondary School in Japan

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ABSTRACT

This study is designed to research pedagogy and the practices of three secondary Japanese teachers of English (JTEs) working in a private school in Japan. Under the new national curriculum policy, secondary school JTEs are expected to basically conduct their classes in English, referred to as teaching English through English (TETE). Curriculum policy implementation can be problematic when it does not meet or reflect the particular realities of the teachers, including their teacher development needs. These realities are complex and researched in this study. The following research questions are:

1. How is the new national curriculum TETE reform policy perceived by the JTEs in this study?
2. How do they teach English in their classrooms, and what are the constraints, if any, of successfully implementing the TETE policy in their particular teaching and learning contexts?
3. How can JTEs be facilitated in their teacher development to implement the TETE policy in praxis?

Questions 1 and 2 reflect the exploratory and interpretive nature of the study by addressing teacher thinking and behaviors, respectively, to better understand why the JTEs do what they do in their practice. In question 3, teacher development is put into action through the concept of praxis, bringing theory and practice together.

The JTEs go through several documented lesson study cycle interventions working with the author to further their development toward TETE. Case studies of each JTE are approached qualitatively and grounded theory methods were used to collect data from interviews, observations, stimulated recall and field notes. Data analysis using a coding system resulted in conceptualizing the practices of the JTEs into three areas of *harmony provisionally maintained* (HPM), a static state; *existing positive disharmonies* (EPD), a possible change state that can lead to development, and *reconceptualizations of practice* (ROP), opportunities to see change successfully implemented in action. The core theme of *many possibilities of friction* was conceived as metaphor showing forces of change. Case studies of each JTE are presented through the categorical descriptions of the data and a cross case analysis was conducted to search for commonalities and differences.

Results show that for JTEs, in the beginning stage of the study, thoughts on the TETE policy as a part of their teaching reality are ephemeral; the policy had no lasting impact. However, when it was linked to meeting the interrelated communicative goal in the national curriculum course of study, the JTEs see a need to use more L2 in their classrooms. This awareness produces conflict and frictional forces emerge, keeping the JTEs either in a HPM state due to a belief that a heavy reliance of L1 use is needed to focus on accuracy based instruction, and knowing that they lack professional knowledge, skills and training to make changes in their teaching; and EPD states of wanting to make their classes more active as students are bored with long explanations of scripted teaching for grammar instruction; this prompted a willingness to change to try introducing communicative activities. The ROP interventions produced several implications: The JTEs saw the value of student-centered activities; less use of scripted instruction with long explanations of grammar and vocabulary, and trusting that students could do more in communicative activities if given the chance. Implications were that friction could have static or productive influences on teacher development.

Several conceptual frames are presented: A depiction of routine practices of the JTEs; a map of the JTEs developmental process, and a proposed model for future on-going development that emphasizes providing JTEs with professional knowledge of constructivist methodologies and complementary teaching methods. The broader focus of this study is to promote the development and dissemination of pedagogical research to better inform professional teacher development.

Table of contents

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

Chapter 1 The Study

1.0 Introduction

This study is conducted for the sole purpose of researching pedagogy and the practices of three Japanese teachers of English (JTEs) in Japan. The study does not measure, experiment nor hypothesize, but it does attempt to delve into the practices of the JTEs through natural inquiry gaining depictions of their practices from their perspectives. The study is classroom based. It is underpinned by the premise that there needs to be more empirical investigations into the teaching processes as they naturally occur in the classroom so that richer conceptualizations of teaching can be documented to promote the development and proliferation of pedagogical research to better inform professional teacher development.

The title of this study indicates that the focus will be on a particular national curriculum policy referred to as teaching English through English (TETE), and its implementation through teacher development. The curriculum policy and its implementation in practice are linked together in the concept of praxis. First, a brief discussion on curriculum theory and the role of praxis is presented in order to give the reader an early sense of the study according to its title. Next, the problem this study sets to find solutions for is presented. The argument will be made that curriculum policy made at national, institutional, regional and local levels have advantages and disadvantages. Advantages are that they carry the weight of authority to mandate change. They provide an array of support for teacher development programs to meet curriculum aims. However, practitioners, who attend lectures, workshops and model presentations, might view that support as not meeting the realities they face in their particular teaching situations. Nonetheless, it is acknowledged that the support these governmental educational agencies provide can be at least somewhat beneficial for teachers. Unfortunately, most of this support goes to public school teachers. The problem this study addresses is what about private secondary school teachers in Japan of which there is a significant amount. Private schools are also under the umbrella of the Ministry of Education, Science and Sports Culture (hereafter referred to as MEXT). For example, the school selected for this study has been appointed by MEXT to join selected public high schools in becoming 'Super Global' schools that are asked to change their curriculum with an eye on preparing students with special skills needed for an increasingly globalized society.

The study addresses the above concerns in two ways according to the research questions presented below. First, the author researches the instruction of three private secondary school teachers working in the same school environment. The study sets out to gain an understanding of each teacher's situation, practice, and concerns about their teaching. Then, by going through several interventions to meet the curriculum policy objective, their practices are explored, documented and interpreted. Finally, the aim of the

study is that hopefully, implications taken from the three case studies may resonate with others in their teacher development not only for private school teachers but also for public school teachers.

1.1 The Various Interpretations of Curriculum

The word curriculum comes from the ancient Greeks to describe the running of chariot races. It was literally a 'course'. In Latin, *curriculum* represented a racing chariot and its cognate, *currere,* was to run. A general understanding of curriculum as it applies to schooling is to view it as learning that is organized, planned and guided for the purpose of school implementation (Kelley, 1999). This rather broad definition can be further unpacked into four areas that formulate curriculum theory: *Curriculum as transmitted, Curriculum as product, Curriculum as process, and Curriculum as praxis.*

- ▪ *Curriculum as transmitted*

A transmitted curriculum represents a syllabus that is to be carried out in order of contents. There is a prescribed logic of subjects and content knowledge given to teachers to implement. "Education in this sense, is the process by which these [subjects] are transmitted or 'delivered' to students by the most effective methods that can be devised (Blenkin, Edwards, Kelly, 1992, p.23). However, a preconceived formation of curriculum content formed at the institutional level that is then transmitted to teachers as an expected guideline to follow has limitations. Teachers do not see themselves as active stakeholders as participants in carrying out the curriculum. Consequently, there are often gaps between curriculum policy made at the top at the higher rung of the institutional hierarchy (such as at the national level) and its implementation in practice by teachers (Fullan, 2007). Kelly (1985, p.7) claims, "[Teachers] have regarded issues of curriculum as of no concern to them, since they have not regarded their task as being to transmit bodies of knowledge in this manner".

- ▪ *Curriculum as product*

Another way to view curriculum is to see it as product, a systematically organized means to reach overall identifying objectives. Curriculum as a process determines the degree of implementation that is based on results of learning that are measured by test scores (product). This approach is influenced by the views of F.W. Taylor on scientific management thinking (see Smith, 1996, 2000). In terms of schooling, if teachers are seen as products of their actions, they become technicians carrying out instruction systematically and efficiently. Behavioral objectives and competencies are clearly formed with a clear idea of the outcomes so that teaching methods and content of instruction can be evaluated (Smith, 1996, 2000). This approach taken in curriculum had an impact on

teacher development research in the 1970s called process-product studies (see Dunkin & Biddle, 1977). In these studies, the effectiveness of the teaching process in a course was determined by the results of student test scores (product). A criticism of a curriculum theory informed by industrial management systems is that it determines the teachers' quality based on assessment of learner test scores. Moreover, it reduces instruction to a measurable list of teaching behaviors or a list of 'can do' competency criteria that ignores the process of teaching, of what teachers actually do in the classroom in terms of the impact that teacher thinking and classroom interaction have on teaching and learning.

- *Curriculum as process*

Viewing curriculum as a process provides an alternative to the externally driven, behavioral curricula (transmitted, product-driven) above. Curriculum as an active process moves from carrying out objectives written in a document to viewing it as interactions that take place between students, teachers and content in terms of "…what actually happens in the classroom and what people do to prepare and evaluate" (Smith, 1996, 2000, p.12). One of the major principles of curriculum as process can be seen in the comments of Stenhouse, a leading authority on curriculum over 40 years ago. He pointed out that curriculum does not mandate a syllabus that unquestioningly should be covered. He argues that any educational idea presented in a curriculum should be critically viewed and tested in practice in situations particular to each classroom. He wrote, "…[G]iven the uniqueness of each classroom setting, it means that any proposal, even at school level, needs to be tested, and verified by each teacher in his/her classroom" (1975, p.143). Curriculum as a process requires a critical stance to implementation with more authority given to the teacher as a stakeholder to decide what is applicable to her particular classroom setting. Nonetheless, under a national curriculum designed for uniformity, the process approach has limitations depending on teacher quality−without a high level of experience and knowledge, problems can occur (Smith, 1996, 2000). Here is where praxis can play a role, which is relevant to this study.

- *The concept of praxis and curriculum as praxis*

In the above, there is shift in curriculum theory that views teaching and learning as an active, constructive process. In curriculum as praxis, the process is clearly defined as being propelled by a dialectical interplay of reflection and action. Grundy writes, "[T]he curriculum is not simply a set of plans to be implemented, but rather is constituted through an active process in which planning, acting and evaluating are all reciprocally related and integrated into the process" (Grundy 1987, p. 115). Central to the process is the concept of praxis.

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                    ┌──────────────┐
                    │    Theory    │
                    └──────────────┘

┌──────────────┐          ╭─────────╮          ┌──────────────┐
│  In practice │         │  Praxis  │         │  In practice │
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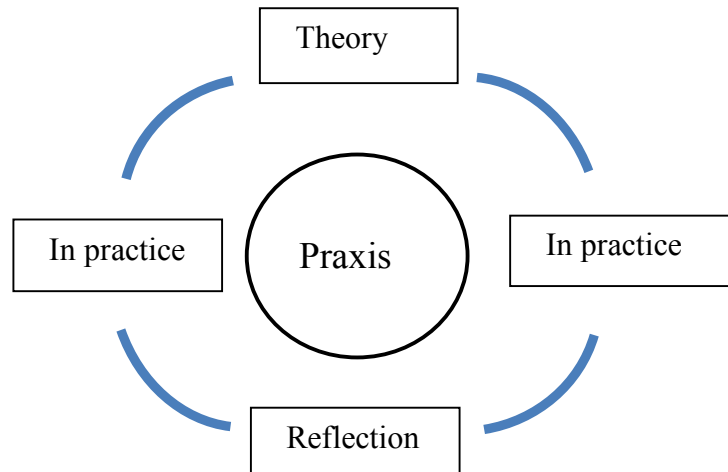
Figure 1.1 The process of praxis

    Praxis according to the ancient Greeks develops through dynamic interaction of theory in action (i.e. practice). Praxis powerfully involves the individual in a process of "informed, committed action" (Kemmis, 1985, p.141). Praxis has a transformative nature that has a moral goal of making positive change. It also involves reflection as part of its developmental process. Carr (1995) offers a view of praxis in education. He looks at practice (using the Greek concepts) as having two approaches by comparing poises with praxis. The former implies carrying out a skill (*techne*) in a non- reflective mode, a sort of following the rules without question. The teacher as a passive technician, implements a transmitted curriculum or carries on following routines in her instruction without being reflective or theoretically informed about why she is doing what she is doing in practice. This approach would not seem to be conducive to change. Praxis on the other hand, involves reflective action that brings theory to practice for the purpose of change. The teacher is a reflective practitioner. As Hobley (2003) writes, "[T]eachers have the opportunity to continually reconstruct theory in response to their own praxis (active reflection). In this way, they are involved with the ongoing development of knowledge related to their own practice…" (p.30). Praxis empowers teachers. If they are willing through praxis to consider why things are happening in their teaching informed by theory and reflection, then " [they] are taking the first steps toward knowledge creation in contrast to routine knowledge replication" (Hobley, 2003, p.30).

    As a part of this study, praxis was selected as a centerpiece to document teachers in their own inquiry process toward teacher development to actively transform instruction stimulated by changes in curriculum policy.

1.2 Background of the Problem

JTEs, especially in secondary schools, have been facing growing demands to make changes in their instruction to meet the needs of globalization. Although this study focuses on the TETE policy, it is impossible to tease apart it from MEXT's ongoing policy goal to push JTEs to change their teaching practices to accommodate the Ministry's dictum of developing students' abilities to communicate in English to meet global standards (see Chapter 2).

In short, the TETE policy further encapsulates MEXT's aim to push for secondary school JTEs to develop students' communicative competences in English. This aim suggests that teachers change the way they teach and can be seen as running counter to what JTEs do in their classrooms. That is, developing communicative abilities require TETE. However, asking teachers to transform their teaching approaches has produced complaints by JTEs that MEXT dictates what to teach, but not how to teach it. This study partially agrees with this statement.

Teacher change implies a need for teacher development. The study takes the position that a national body of education as MEXT plays an important role. Their position brings foresight and force to state and then mandate change, but the details of how to do it should be left in the hands of teacher educators at the local levels and most importantly teachers as researchers, examining their own classroom environments to find suitable teaching approaches stated in the curriculum formed at institutional levels. The solution to meeting changes in the curriculum is found in teacher development and engaging teachers to actively participate in it through praxis.

In summation of the above, the following are relevant to the study:

- MEXT defines the TETE aim, but it does not clearly detail the type of classroom activities and ways of teaching which it expects teachers to adapt even though they direct teachers to conduct classes using more communicative approaches and more English.
- The lack of clear directions on types of activities and teaching approaches can suggest a role for teacher educators and teachers as researchers to become involved in the process of praxis by coming up with abstract (in theory) and concrete (in practice) conceptualizations on how to implement the curriculum that meet the particular needs of teachers. This is a rationale for this study.
- MEXT has started implementing the teacher-training program for English teachers in public schools. Professional development programs are conducted by National Center for Teachers' Development and by prefectural board of education for public schools.
- So what about teachers in private schools? There are a significant number of

private secondary schools in Japan that lack adequate teacher development training. For example, 26.7% of high schools in Japan and 7.4 % of junior high schools are private making up almost one-third (32.7%) of secondary schools in Japan (Association of Japan Private School Education Institute of Research, 2015). Teachers in private schools also need appropriate teacher development models.

1.3 Research Questions

After review of what has been previously stated, the following questions provide the guidelines for the study. The questions are designed to focus on praxis. The first research question attempts to provide a context for the study by examining the JTEs perspectives on the TETE policy; the second question focuses on teaching in practice in view of the JTEs' classroom instruction regarding the implementation of the policy, and the third question further explores the JTEs in action as they go through an intervention developmental process to meet the TETE policy. Finally, outcomes from these research questions are used to make empirical contributions to teacher development. The research questions are as follows:

1. How is the new national curriculum TETE reform policy perceived by the JTEs in this study?

2. How do they teach English in their classrooms, and what are the constraints, if any, of successfully implementing the TETE policy in their particular teaching and learning contexts?

3. How can JTEs be facilitated in their teacher development to implement the TETE policy in praxis?

1.4 Significance of the Study

The study addresses the solution to the problem from two perspectives:

1) On the one hand, MEXT does organize and highly support workshops, lectures, and model schools with teachers demonstrating aims of policies at the local levels that are supported by boards of education. On the other hand, the problem is that model schools, workshops and lectures can be seen as not having a major impact because their content and approaches may appear to be at a distance from the realities of every day teaching (Cohen & Spillane, 1992; Fullan, 2007). Workshops and model schools with demonstration classes are limited because they provide prescriptions of what teachers 'ought to do' in their classrooms without knowing the particular realities teachers face (Block, 2000; Gorsuch,

2000). In this study, the author works with teachers at a local school regarding teacher development concerned with their particular situations.

2) Nonetheless, it is not in the premise of this study to determine whether or not the support MEXT provides at the regional and local levels is ineffective. The point being made is that these development programs constructed for the purpose of cohering curriculum policy with implementation are fully supported by public educational institutions (MEXT, board of education and public schools) and carried out in public schools for the development of public school teachers. There are very little teacher development programs out there for private school teachers that match what MEXT and locally affiliated institutions bring to the developmental process in terms of support. The significance of this study is to document three private school teachers going through their developmental praxis processes that are both exploratory and interpretive for the purposes of getting close to the reality that each participant faces so that what occurs is particularly relevant to their particular needs. Outcomes may encourage further studies of private secondary school teachers engaged in a constructed teacher inquiry process.

1.5 Research Design

The design of this classroom-based research is constructed from the view that classrooms are complex environments embedded within various contextual layers:

> The educational context, with the classroom at its center, is viewed as a complex system in which events do not occur in linear causal fashion, but in which a multitude of forces interact in complex, self-organizing ways, and create changes and patterns that are part predictable, part unpredictable. (van Lier 1996, p.148)

The above observation is grounded in complexity theory, which takes a non-reductionist, non-linear view toward research. In traditional, positivist science, the phenomenon is reduced to its parts and measured in a linear fashion. The examination of each part in isolation produces results, which contribute in a piece meal way to a validated, mechanical description of the phenomenon under study. In complexity theory, Finch writes (2004, p.4), "A basic characteristic of complex systems is that everything influences and is influenced by everything else." This statement has particular relevance to this study because the events in which participants interact are not seen as happening in isolation, but as having mutual relationships. That is, following van Lier above, they are seen as having inter-connectivity in ways that might seem chaotic but also can emerge as a self-organizing system within the ecology of the classroom. From this perspective, the whole is bigger than the sum of its parts. The holistic view found in complexity theory is taken into

consideration in the research design of the study. Moreover, in consideration of the complexities that surround classrooms and seeking holistic pictures of its environment, qualitative modes of investigation are argued to be appropriate.

The study is consonant with a qualitative approach. The aim is to understand why the participants do what they do in the process of their teaching rather than to isolate their practices to measure certain teaching behaviors or learning outcomes. The study addresses the particular concerns of each teacher. Case study is selected for its particularity. On the one hand, this may be viewed as a limitation because one cannot generalize the findings. That is, if one were seeing this study through the lens of a positivist or quantitative study, which it is not. Taking a qualitative approach using case study allows the researcher to get close to the data, to be specific and therefore to provide rich in-depth descriptions of what is happening and why for each teacher. Case study allows for looking at each teacher as a single entity to delimit her practices. To generate broader knowledge, however, cross case analysis is used. Cross case analysis allows the researcher an opportunity to generate new knowledge by comparing the cases of each participant searching for commonalities and differences (Chaney-Cullen & Duffy, 1999). Finally, procedures associated with grounded theory (Corbin & Strauss, 1998, 2015; Miles and Huberman, 1994, 2014) are conducted in this study to provide rigor to the data collection and analysis process that are complementary to a qualitative approach.

In Chapter 2, the aim is to draw empirical connections between research conducted in the field and literature that is relative to this study. First, in order to provide a broader educational context in which the JTE participants are embedded, a review of MEXT's TETE policy is presented by weaving it with its [MEXT's] communicative goal to show how it would alter present traditional approaches. This will be followed by a review of literature on challenges to enact curriculum policy asking for teacher change and appropriate approaches in teacher development to bring about change. In relation to this study, the approaches taken in teacher development bring into a further discussion offering a review of why classrooms are complex environments and therefore why more classroom-based research documenting teachers carrying out their instruction are needed. Outcomes from research on teaching processes can inform teacher development in ways to facilitate teachers to conduct their own inquiry processes. Lesson study, a teacher development framework used in Japan and in this study, is introduced as a suitable framework to engage the JTEs in their teaching praxis.

In Chapter 3, the methodology used in the study is detailed. Reasons for why the study takes a qualitative approach and descriptions of complementary methods using case study and cross case analysis are given. Grounded theory methods and techniques to collect and analyze the data are detailed. The core theme and supporting categories that emerged as a result of applying grounded theory analysis are presented in Chapter 4.

In Chapters 5, 6, 7 the case studies of each teacher are analyzed. The data for each case study are depicted within the categories and core theme explained in Chapter 4. In Chapter 8, findings of the case studies are analyzed using a cross case analysis framework that looked at commonalities and differences between the JTEs for purposes of generating deeper understandings and new knowledge beyond each single case. These findings will be used to address the research questions.

In Chapter 9, a discussion of the results is presented by first addressing the research questions as they pertain to the three teachers in this study. Then, the discussion will expand to discuss possible implications of the findings for shedding some light on what aspects of the study might resonate with other JTEs. In particular using the data that emerge in the findings as a basis, suggestions will be made for teacher development models that can help JTEs meet the TETE curriculum policy with considerations to their particular realities, some of which may be similar to the teachers in this study. Limitations and suggestions in this study will be put forth for future research. Finally concluding remarks will be made and the research will conclude in Chapter 10.

Chapter 2 Literature Review

2.0 Introduction

This study attempts to provide an in-depth analysis of the perceptions and practices of three JTEs regarding the new curriculum initiatives that they are expected to carry out. In this chapter, a literature review on several areas relative to this study is presented. The review will be divided into two interrelated parts. The first part will focus on aspects of curriculum policy pertaining to English teaching in Japan and traditional influences on the instruction of JTEs. The discussion provides insights into the educational context that the participating JTEs are embedded. In this regard, an historical account of curriculum policies found in the COS of English will show that traditional methods of teaching were originally aligned with the curriculum. However, as the COS evolved toward a communicative focus, instruction has still remained in a traditional form, which is not conducive to meeting TETE policy demands. A discussion of the new TETE policy will further show that a gap may be widening between curriculum policy and implementation in the classroom.

A premise of this study is that the new policy initiative to have teachers TETE is directly linked to MEXT's emphasis on its communicative goal in the COS. The basis for this view is that more English would be required in the classroom to meet the overall communicative goal. The focus will be on unpacking what it means to TETE, especially when trying to develop communicative abilities of students. The latter, as the discussion below will show, requires knowledge of communicative approaches, which present challenges to JTES who are used to traditional, grammar oriented, translation approaches, limited to so-called classroom-English in Japan. Solutions to having teachers effectively implement policy are through teacher development, which is the purpose of this study.

Therefore, in the second part of the chapter, literature on teacher development staking the position this research takes will be presented. Teacher development will be discussed from three areas: 1) as a solution to narrowing the gap between curriculum policy made at the institutional level and implementation at the local school and classroom level; 2) the role of developing professional discourse in practice to increase teacher knowledge, and 3) approaches to teacher development in consideration that classrooms are complex learning environments. Considering complexity, a discussion on lesson study as an appropriate teacher development model is presented. Given the view that classrooms are complex environments, the chapter ends with a discussion on the concept of friction, which is central to this study (also see Chapter 4).

2.1 The Course of Study

The COS represents a series of standardized guidelines released by MEXT, and the

guidelines have been revised approximately every 10 years. In 1947, MEXT introduced the first COS guidelines (*Gakushu shido yoryo*—a curriculum outline). It should be noted that at that time, the COS was merely a guideline of suggested standards and aims that teachers could be encouraged to follow. It was not a requirement imposed by the MEXT. However, after a few years, the COS guidelines became mandatory as Okano and Tsuchiya (1999) write, "In 1955 the new Course of Study was no longer presented as a tentative plan, but as legally binding" (p.39). In short, schools, teachers, teacher educators, administrators and textbook publishers are expected to follow the contents of the COS including the attainment of curriculum goals.

In 2008 and 2009, MEXT released the latest versions for the purpose of emphasizing the importance of communication ability in learning English, which were to be implemented in 2011. The policy to develop students' communicative abilities in English is in accordance with the national curriculum. The goal is stated as follows:

> To develop students' communication abilities such as accurately understanding and appropriately conveying information, ideas, etc., ... and fostering a positive attitude toward communication through foreign languages [English] (MEXT, 2011, p.1).

This indicates that both language knowledge and communication ability are required for students in order to adapt to the global society and improve intercultural understanding as a means to fostering growth.

Although the overall objective to develop students' communicative abilities has been an ongoing goal for the past three decades, what is remarkably different in the new COS English guidelines is the added policy initiative that places more of a priority on increase use of English in the classroom as it states, "Classes are to be conducted in English, in principle" (AJET, 2011, p.1). The policy further states that the English in principle (EIP) objective is,

> …[N]ot only to increase opportunities for students to come into contact with English and communicate in it, but also to enhance instruction which allows students to become accustomed to expressing themselves and understanding English in English (AJET, 2011, p.1).

The fact that the new guidelines explicitly state that English classes should be carried out in English represent a major shift in policy and have pedagogical repercussions for English teaching in Japanese schools. To better understand the effects of the new policy in context and to offer insights, I present a brief history of MEXT's COS guidelines that have emphasized the development of communicative abilities, which in this study will be argued

is connected to the revised TETE policy.

2.1.1 Contextualizing the TETE Concept: A brief history of MEXT's COS guidelines

In order to demonstrate the friction many JTEs are experiencing between their traditionally formed approaches and suggested changes in their teaching to meet the TETE policy, it is necessary to provide a brief historical analysis of policy as an accumulating influence on traditional instruction. When the new English COS Guidelines of MEXT were released in 1947, they were steeped in the principles of behaviorism. Among the guidelines, it was stated that habit information was the ultimate goal in learning a foreign language; listening and speaking were the primary skills, and that it was advisable to accurately imitate utterances. Under these statements, students should get used to English focusing on its sounds and rhythms without using textbooks for the first six weeks (MEXT, 1947). Moreover, in those days MEXT's main focus for English education was to acquire Western knowledge (Tahira, 2012).The latter aim was focused on reading, writing and listening skills to comprehend established ideas through translation, and communication goals of interacting with a global society was less of a focus at all.

In the 1950s, there was a remarkable change in the guidelines, which emphasized the importance of grammar rules and language structures. The change formed a change of a teaching approach of the grammar translation method, which is often called *yakudoku,* where the teacher provides translations giving grammatical explanations of written English in Japanese; at the other end are students who are the passive recipients of transmitted input (Nishino & Watanabe, 2008; Tahira 2012). As the data will indicate in this study, the impact of the grammar translation (GT) approach still has a large impact on instruction with regard to Japanese English teachers.

A shift in curriculum policy did occur with Japan's social and economic development in the 1960s and 70s. Japan had come to meet the globalized world such as the experiences of the Tokyo Olympics in 1964 followed by the Osaka International Exposition in 1970, which had led to MEXT's guidelines to focus on communicative ability, and policy initiatives "turned from teaching four skills separately to a more integrated communicative ability to comprehend the foreign language" (Yoshida, 2003, p.291). In this way, MEXT's guidelines formally focused more on developing students' communicative abilities to comprehend the foreign language though there still remained a grammar-driven curriculum (Tahira, 2012).

In the 1970s, Japan's economy grew even more, and with this, travel abroad also grew sharply (*Hiragana Times,* 1998) and in the 1980s, Japan experienced rapid growth as a leading economic country. To that end, MEXT guidelines began to indicate a stronger recognition of the communicative purposes of language learning (MEXT, 1977, 1978) as

English was considered the primary international language. However, MEXT evaluated Japanese people's English ability as being quite low and insufficient (MEXT, 2003). Tahira (2012) in citing Kikuchi and Browne, 2009 and Yoshida, 2003, mentions that MEXT in the 1989 COS guidelines clearly places an emphasis on communicative competence and developing students' communicative abilities as the main aim of instruction, and this was the first time for mentioning the importance of students' communicative abilities.

Regarding MEXT's continued push for developing students' communicative competencies, Tahira further writes, "Since 2000, MEXT has taken a strong interest in the effects of globalization, and this has influenced MEXT's perspective on Japanese education" (p.4). In turn, in 2002, they started the Action Plan to 'Cultivate Japanese with English Abilities'. The action plan was formed by the view that if students lack English skills, they will be at a disadvantage at the global level because of the importance of English as an international language in the twenty-first century (Shimamura, 2009).

In 2003, MEXT listed several supporting policies to support the Action Plan. These policies were broadly defined and covered several areas of instruction that were aimed at developing students' communicative competencies in English such as the inclusion of more student-centered activities in English classes, introducing English in elementary schools with the focus on conversational activities. At the high school level there were several major changes, among them, the biggest being the introduction of a listening test in the University Center Examination in 2006. In addition, an most notably relative to this study, MEXT required English language teachers to basically conduct classes in English instead of in Japanese in high schools. In this way, many of the sub-policies have led to major changes in the latest guidelines (Tahira, 2012) that have all focused more intensively on meeting the overall goal to develop students' communicative abilities in English.

In 2009, MEXT revised the Course of Study (to be implemented four years later in 2013) to emphasize the importance of encouraging the students' use of English, which further requires English teachers teach English through English (TETE). In addition to the TETE policy, in April 2011, another new guideline focused on developing students' communicative abilities in English was released, which states the goal is "To develop students' communication abilities such as accurately understanding of language and culture, and fostering a positive attitude toward communication through foreign languages" (MEXT, 2011 p.1). Figure 2.1 shows the shift of COS and a proposed shift of teaching approaches.

1947
- Focus on sound and rhythms
- Focus on listening and speaking

1960'~70'
- Grammar translation
- *yakudoku*

1980'~
- Emphasis on communication ability
- Four skills are integrated

2000~
- Globalization
- MEXT started Action Plan
- Teaching English at elementary schools
- Listening test at center examination
- Develop students' communicative abilities

2009~2011
- Globalization
- MEXT emphasis on developing communicative abilities
- Teaching English through English
- Classes should focus on TETE (by2011)

Teacher-centered Approach

↓

Students-centered Approach

Figure 2.1 COS goals and shift toward student-centered instruction

In 2014, corresponding to the rapid interest in globalization, MEXT announced the New English Education Reform Plan in December 2014 in order to enhance English education substantially throughout elementary to lower/secondary schools. This reform plan places more emphasis on developing the communicative competence of students and ensuring they nurture English communication skills by establishing coherent learning achievement targets as Table 2. 1 shows.

Table 2.1

The purpose of English education for communication skills

Lower Secondary School	Upper Secondary School
-Nurture the ability to understand familiar topics, carry out simple information exchanges and describe familiar matters in English. -Classes will be conducted in English in principle.	-Nurture the ability to understand abstract contents for a wide range of topics and the ability to fluently communicate with English speaking persons. -Classes will be conducted in English with high-level linguistic activities (presentations, debates, negotiations).

(Adapted by 'The New English Education Reform Plan' in 2014)

The implication of these major reforms of MEXT placing a stronger emphasis on developing communication skills for an increasing interconnected world, and calling for conducting classes in English have had a disruptive impact on JTEs in their traditional ways of teaching English. Underwood (2012) citing Henrichsen (1989), writes, "In Japan, as in many countries, national curriculum innovations have long been a complex process

with implementation of policy mandates competing against the influence of contextual and, at times, historical factors" (p.116). In other words, approaches to instruction have not developed along the continuum with changes in the COS. This will be addressed below.

2.1.2 Friction Between TETE policy and Traditional Teaching Approaches

Since the new English COS guidelines for senior high schools in 2009 further emphasized that Japanese learners are expected to develop more communicative skills, it would seemingly require more participation in student-centered communicative activities. Moreover, the statement that 'teachers should conduct their classrooms with using English in principle in their classrooms', which would involve more use of English by teachers and students brings a remarkable addition to the new curriculum. In view of this shifting of TETE in senior high school English classes, the statement in the new COS is worth emphasizing as it states:

> When taking into consideration the characteristics of each English subject, classes in principle, should be conducted in English in order to enhance the opportunities for students to be exposed to English, transforming classes into real communication scenes. Consideration should be given to use English in accordance with the students' level of comprehension. (Original in Japanese in MEXT 2009a, p. 92, English version in MEXT 2010, p. 7).

The objectives from TETE policy are:
   (1) To enable students to understand the speaker's intentions when listening to English.
   (2) To enable students to talk about their own thoughts using English.
   (3) To accustom and familiarize students with reading English and to enable them to understand the writer's intentions when reading English.
   (4) To accustom and familiarize students with writing in English and to enable them to write about their own thoughts using English.

The objectives and the COS statement above clearly show that the approach teachers should include in their instruction has shifted from a behaviorist approach that has traditionally emphasized grammar instruction with a heavy emphasis on L1 use. The framing of the new guideline TETE objectives seemingly has shifted toward a constructivist approach, which coheres with communicative methods in the classroom (Williams & Burden, 1997, also see Igawa, 2013) with a challenge for JTEs as stated above "to enhance the opportunities for students to be exposed to English, transforming classes into real communication scenes". In an approach grounded in principles of

behaviorism, the learning environment is externally controlled by teachers' transmitting knowledge to passive learners often using texts to merely practice language structures or to recite vocabulary. A constructivist approach, on the other hand, places an emphasis on the students' mental processes (informed by their experiences and knowledge) attempting to make learning more meaningful to the learners' own experiences (e.g. see Williams and Burden, 1997, Richards & Rodgers, 2001) through creating situations for communication in L2.

In the sections above, an historical background concerning the COS English guidelines was provided. The guidelines have evolved in important ways that are relevant to this study. First, they went from being suggestive to prescriptive as the guidelines eventually became mandatory for teachers to follow. Second, over the years a policy shift has occurred that continually states goals for teachers to develop their students' communicative skills and to reflect those aims in their instruction. These aims are reflective of, as MEXT views it, to prepare learners for the growing demands of living in a global society. An outcome newly instilled in these aims is the TETE policy that until now has been broadly mentioned. In the next section, a closer look at what it means to TETE will be looked at. The emphasis will be placed on showing that the new TETE policy requires different teaching approaches than the traditional ones used by JTEs.

2.2 The Rationale Behind TETE in the Classroom

As stated, English teachers are mandated to conduct their classes in English in principle since MEXT released the new COS in 2009. In order to provide a working definition for TETE in the literature on language teaching, we turn to Willis (1982) who writes:

> Teaching English through English means speaking and using English in the classroom as often as you possibly can, for example when organizing teaching activities or chatting to your students socially. In other words, it means establishing English as the main language of communication between your students and yourself; your students must know that it does not matter if they make mistakes, or if they fail to understand every word that you say. They must recognize that if they want to use their English at the end of their course they must practice using it during their course (p. xiii).

In Willis's view, TETE puts the onus on the teacher to lead the way in using English. Igawa (2013), in Japan, draws a distinction between 'teaching English in English' and TETE, in which the former implies an emphasis on the language used in teaching and the latter "signifies not only the language, but also the process of the teaching" (p.193). Therefore, TETE requires the full repertoire of teaching using the target language from not

16

only teaching subject matter to the students, but also presenting the language through instruction, classroom management, creating socially interactive activities, dialoging with students and flexibility with error correction by prioritizing fluency over accuracy. In theory this would be a definition of TETE and what MEXT would like teachers to do, however, in practice this most likely does not reflect the realities of the JTEs in practice.

The implication of these major reforms of MEXT placing a stronger emphasis on developing communication skills for an increasing interconnected world and conducting classes in English must have an impact on JTEs traditional ways of teaching English in their classes. Igawa (2013) writes in regard to the policy changes:

> This was shocking to many practicing high school teachers of English because the teaching method most popularly employed in Japan now is grammar-translation, where the medium of instruction is predominantly Japanese. In addition, virtually no professional development programs for this particular way of teaching have been offered. (p.191)

Given these actual situations, it is still unclear how the current reforms and conditions are conceptualized by JTEs and how much these new policies are implemented into actual teaching. In other words, in order to find solutions to problems concerned with JTEs making changes in their instructional approaches, we need to explore the realities they face. Knowing their concerns with implementing the reforms, we can move on to make suggestions for their teacher development, which is the aim of this study.

2.2.1 Contemporary Condition of TETE in EFL Japanese Environment

In order to gain insights in the impact of the TETE policy, a brief look at how JTEs are presently using English in the classroom is helpful. One particular study is discussed here to provide a context for an in-depth analysis of the three JTEs that will be presented in the data analysis chapter. Tsukamoto and Tsujioka (2013) did a small survey of JTEs teaching at public senior high schools in 2012 about current conditions of teaching English through English (TETE). Regarding their survey based on the question asking them how much JTEs use English in Oral communication 1 course, they concluded that the results in their survey were similar to those found by MEXT (2010). Out of 64 teachers who teach Oral Communication 1 (OC1), a course that is targeted at getting students to express themselves in English, it was found that less than 20% of English was used a majority of the time by JTEs. Tsukamoto and Tsujioka (2013) mentioned that there were no age gaps among JTEs (from inexperienced to experienced) in the results of answers. Furthermore, they did a survey of clarifying

which parts of a class teachers conduct in English. Their survey showed that 71.5% of them are classroom instruction (i.e., words and phrases for classroom management) greetings and warm-up; 44.2% is for oral instruction, and vocabulary instruction and vocabulary explanation are about 30%. Only 3.2% of them use English for grammar explanation and 8.4% of them use English for grammar exercises.

Although the results indicate that classes are not generally or mostly not taught in English, Tsukamoto and Tsujioka (2013) suggest that the reason for the results of their survey are that MEXT (2009) states English classes should be conducted in 'English in Principle', which does not mean they should use English all the time and they can switch between English and Japanese depending on the classroom situations or activities as shown above. However, MEXT (2009) firmly states the requirement to TETE as follows:

> The use of English in the classroom is the expected medium to use in order to meet the new policy goal to use English in Principle as a mean to further develop students' communicative abilities in English and emphasizes language activities as the center of language teaching to develop students' communicative ability (or skills).

Although the TETE is stated as the 'expected' medium, its interpretations over what that implies cover a broad range and can lead to vague understandings by the JTEs, which produce confusion among the teachers. One reason that curriculum policy initiatives made at the institutional level, far from the classroom, are problematic (an issue that will be addressed later in this chapter) is because of their ambiguities in interpretation. Although Tsukamoto and Tsujioka's study offer some general insights, what is missing from their study is how JTEs conduct their actual classes in consideration of the TETE policy from their lived experiences in the classroom. In order to do this, insights of the JTEs' perceptions of the policy and observations of their actions in the classroom are needed, which is the intention of this research.

2.2.2 Grammar Translation and Communicative Approaches

In the above, the case has been made that traditional approaches to English teaching in Japan are based on teaching grammatical structures through translation. This continues even though the COS guidelines have changed. The study cited above further indicates that teachers are using translation and strongly use Japanese when teaching grammatical structures, which may occupy a large amount of class time. The issue of a heavy emphasis on teaching grammatical structures and the use of GT methods form a tradition of teaching by JTEs. The strong reliance on a GT approach seems to be in

contrast with MEXT's TETE policy and the stated overall communicative goal. That is, a change in teaching to create more communication opportunities in the classroom will lead to more TETE. Thus, if the instruction of JTEs is to reflect changes in the curriculum, there needs to be an understanding of what communicative approaches entail.

In terms of communicative language learning, Wills (1996, p.11) mentions three essential conditions that students need:

- exposure to language in use (rich input),
- opportunities for learners to interact and experiment, and to achieve things using the language (learner output),
- materials and methods that motivate learners and make them feel successful.

Willis further states the important role of instruction, which is teacher's role, is to facilitate opportunities for students to express their ideas in English. She believes the language learning process needs to be opened up, freeing the learners to use the target language. She writes:

…[T]hese processes need to be supported by language use in the classroom allowing learners to begin by improvisation, stringing together words and phrases to get meanings across, and later to consolidate, systematizing and incorporating items into their own language use" (Willis, 1996, p.11).

This approach contrasts with a GT approach that focuses on translating sentences, memorization and then production of learned sentences.

Table 2.2 below shows the success of implementation depending on parameters of exposure, use of language, motivation, and instruction (focused on language form).

Table 2.2
Conditions for Language Learning

Essential			Desirable
Exposure:	Use:	Motivation:	Instruction:
−to a rich but comprehensible input of real spoken and written language in use	−of the language to do things (i.e. exchange meanings—thus providing output opportunities)	−to listen, read, speak and write the language	−in language (i.e. chances to focus on form)

(Willis 1996, p.11)

When these four conditions (Exposure, Use, Motivation and Instruction) are examined based on grammar translation (see Table 2.3), the 'exposure' becomes less abundant and the term of 'use' might focus more on 'usage', producing the structures of the language rather than for communicative purposes. In regards to motivation, the students would be tired of the monotony of learning from the same GT teaching approach, which might result in losing motivation for learning, except for the strong motivation, such as desire for passing the entrance exams. In regard to instruction, most of the lessons as we see in Table 2.3 are prone to be done in Japanese translation or explanation rather than utilizing basic knowledge or language rules. Table 2.3 below shows conceivable features of grammar translation with respect to Table 2.2.

Table 2.3

Grammar Translation

Exposure	Use	Motivation	Instruction
Limited	No use for Communication	Decrease	Almost in Japanese

Shizuka (2002) defines grammar translation as follows;

> When the English classes are addressed in grammar translation, the main purpose of language learning focuses on all-translation, which leads students to feel confident of surface-level translation, or negatively, they fall into having bad habits of incomprehensiveness unless they translate into Japanese. Moreover, it takes them more than three times as long to understand the content through grammar translation as it does to understand directly in English, and they are supposed to have the knowledge of Japanese itself and are required to have another skill of translation, which is not directly related to comprehensive skills. (p.48: Originally Written in Japanese translated by the author)

Following a traditional GT method has limitations in regards to meeting MEXT's goal to increase students' communicative abilities and to TETE. The challenge teachers face in trying to change is that once they are accustomed to dealing with one specific teaching method, which does not require a lot of energy to prepare for teaching rather big class sizes, it might be hard for teachers to get out from under it because the they would be required to spend more time and energy for preparation.

In this way, most of the class time is conducted in Japanese, and there seems no end to criticism of English education unless students have sufficient oral communication abilities due to inefficient English education. English teaching has repeatedly been criticized as useless in terms of communication and fluency (Tsukamoto & Tsujioka, 2013). However, as with the previous 2009 COS, Underwood (2012) writes, the new revised curriculum

"stops short of providing any specific guidance or referring to any methodological framework for integrating grammar with communicative work" (p.122). There seems no clear way to integrate grammar and communication skills of students. Again, as argued in this study, these should be the undertakings of teacher developers and researchers.

2.3 Summary of curriculum policy and traditional instruction

The discussion above suggests that although there has been a shift in curriculum policies, the change has not occurred in traditional teaching approaches that seem to rely on methods and techniques grounded in GT. These traditional approaches are most familiar to JTEs and looked upon as easy to implement routinely in large classes, where teachers are transmitting language structures to the students, who are passively receiving them. There are limitations in the GT method. It is time consuming, monotonous and largely involves L1 use. On the other hand, methods associated with CLT offer a contrast to GT as reported above. Teachers are asked to provide activities that engage students to express their ideas in interactions with each other in topics that are relative to their lives. Students move from being passive to active agents in their language learning and the teachers move from the center stage to allowing for student-centered activities. In addition, CLT approaches would seemingly require more L2 use, which is the aim of the TETE policy. The challenge emerges, therefore, of how to integrate instruction in classrooms that aim for developing communicative abilities. Since an aim of this study is to help teachers make pedagogical changes in instruction through the process of praxis, we turn to the topic of teacher development.

2.4 Facets of Teacher Development Regarding This Study

There are three areas of teacher development that are relative to the research in this study that will be discussed below. First is the role of teacher development to help narrow the gap between curriculum policy and its implementation in practice. In particular, why curriculum policy made at institutional levels is often difficult to carry out in practice, and how teacher development can help. Second, research on increasing teacher knowledge through the development of professional discourse among teachers to better conceptualize teaching practices is presented. Finally, the discussion will pick up on the view that classrooms are complex learning environments suggested in Chapter 1. Complexity in the classroom has significance in this study in two ways. Complexities that surround classrooms, which are particular to each teacher, require exploratory approaches that assist teachers in their own inquiry process to improve on their teaching. Additionally, the view that classrooms are complex environments helps to establish the classroom-based approach taken in this study.

2.4.1 Gap between Curriculum Policy and Implementation

The problems of carrying out curriculum policies in the classroom have historically been acknowledged (Cohen & Spillane, 1992; Fullan, 2007; Guskey, 2002). A major dilemma emerges when formal policies made at the top rung of an educational system by administrators or university professor consultants, who often are not in the classroom and therefore may not know the particular realities teachers face, are not recognized as being practical by teachers (Fullan, 2007). Consequently, teachers will either ignore or alter policy mandates as they see fit to meet their particular concerns. The gap is clearly articulated in Lipsky's (1969, 2010) well-known metaphorical phrase that policy implementation or versions of it depends on the discretion of those who deliver it: those who represent the face of policy to the public, the "street level bureaucrats" (p.1). Following Lipsky, Cuban (2011) writes :

> ...[T]hese professionals [e.g. teachers, police and social workers] work within large rule-driven organizations but interact with the public daily as they make on-the-spot decisions. Each of these professionals are obligated to follow organizational rules yet have discretion to make decisions. In effect, they reconcile the dilemma of obligation and autonomy by interpreting, amending, or ignoring decisions handed down by superiors. (p.1)

Lipsky and Cuban point out that when workers are given policies to carry out, they have ways to either consciously or unconsciously deal with them. They develop a sort of street level filtering system that mediates what is possible or impossible to implement based on their particular realities. Some areas that cause street level bureaucrats, such as teachers, who are the faces of policy in the classroom, to reject policy initiatives are "…lack of organizational and personal resources, physical and psychological threat, and conflicting and ambiguous role expectations" (Lipsky, 1969, p.1). The last area representing conflict emerges in this study among the three participants as they experience friction (see Chapter 4) between policy expectations that would mean a change in their teaching and daily realities they face in their classroom instruction.

The factors listed by Lipsky above have implications for teacher development. Fullan (2007) argues formal policy initiatives asking for teacher change have to first recognize three areas that lead to change: new approaches to teaching, new or revised materials, and a change in teacher beliefs. Moreover, he states that all three areas have to happen for change to occur. Guskey (2002) adds that if change in professional development is to occur it has to happen in practice (also see Chapter 4). That is, teachers will change their beliefs about teaching, which will motivate their actions, if they see new approaches or materials

work in practice with their learners. One way to do this is to develop effective ways for teachers to articulate what they do in practice through professional discourse to better inform their instruction. The discussion will unpack the concept of the teacher development role of professional discourse below.

2.4.2 Professional Discourse and Teacher Development

Policy initiatives that are substantiated in practice are powerful motivators in teacher development and being able to articulate why ideas at a deeper professional level are working are part of the developmental process. Ball and Cohen (1999) pointed out limitations of historically lecture-like approaches to teacher education focusing on prescribing facts and skill knowledge that have produced a "conservatism of practice" (p.5). They write, "Teachers hone their skills within that frame of reference and have few opportunities for substantial professional discourse" (p.5). The value of professional discourse can be seen in Gee's development of the term "Discourse" (with uppercase "D"), which is distinct from the normal lower case use of "discourse". While discourse denotes connected sequences of utterances between speakers, Discourse (Big "D") acknowledges the way language is used in specific social contexts to reflect interpersonal social relationships and identities (Gee, 1990). Gee points out that there are various types of Discourses used within different social contexts, and that Discourse is more than language. He referred to Discourses as identity kits that represent ways of thinking, talking, valuing and acting which form both one's individual and social identities as a member in a group or profession or a community.

The influences of Discourse on one's thinking, actions and values through social interactions within a community are linked to a Vygotskian view of language as a vehicle to develop and stimulate thought (Vygotsky, 1978). Vygotsky believed that social environments, such as a community play a vital role in the learning process. Gee's theory of Discourse has strong implications for teacher learning.

Freeman (1996) claims that by acquiring Discourse through professional development, teacher change occurs as teachers are "renaming experience/reconstructing practice" (p. 222). However, substituting one technical name for another does not necessarily involve learning and teacher change, therefore, the additional latter term of "reconstructing practice" is more applicable. The interrelated terms have social and cognitive benefits (Freeman & Cazden, 1991). Socially, articulations of teaching are shared by those in a professional community of practice. Practitioners articulate why they do what they are doing in practice in a manner that can be unilaterally understood or conceptualized by others in the field. Cognitively, when teachers are able to depict their practices through Discourse, they form conceptualizations of teaching to better inform their practice.

Freeman (1996) also makes an important distinction between local and professional languages identified with teacher Discourse. Local language is the sort of the common language used for daily interactions that occur among teachers as they talk about what goes on inside the classroom and within the school environment. He adds there are two sources for local language. The first comes from the teachers' own experiences as learners and these represent primarily held beliefs about teaching formed when teachers were students (Lortie, 1975); the second derives from the normal ways of thinking and talking that occur within members of a particular school community. Freeman makes an important observation regarding local language. He writes, "These two often overlapping sources of local language provide static and limited explanations of classroom practice" (1996, p. 228). The limited nature of local language is what Gee refers to as only having a single or primary, locally grown Discourse (see also MacKay, 2007). Freeman (1996) posits that teachers' primary discourse "expresses their tacitly held, unanalyzed conceptions of practice... [and] can create a barrier to reconceptualizing their teaching and to changing their classroom practices" (p.228). What is needed is to provide opportunities for teachers to acquire a secondary Discourse, one that challenges their singularly held primary Discourse based solely on experiential knowledge. For teachers, developing a secondary professional Discourse is grounded in professional concepts of pedagogy found in the literature or in-service programs. In this way, teachers develop a professional language, an acquired Discourse to both internalize and express concepts of teaching and learning in ways that better inform their instruction. In short, acquisition of secondary Discourse has an impact on professional self- development.

In this study, we look at the practical aspects of teacher development through the praxis process by observing and documenting professional Discourse in action in the cases of three JTEs involved in their own classroom inquiries going through a co-constructed lesson study process (see 2.4.4).

2.4.3 Teacher Development as a Co-constructed Process

Truth is not born nor is it to be found inside the head of an individual person, it is born between people collectively searching for truth, in the process of their dialogic interaction" (Bakhtin, 1984, p.110).

The above subtitle and quote are complementary to the approach taken in this study which is based on the view that teacher learning is a social process. This view follows Vygotsky (1978) that learning is a socially mediated process. It is also the trend in recent approaches to teacher development highlighted by Johnson's (2009) claim that teacher education has taken "a more general sociocultural turn in the human sciences" (p.235). This is a

departure from the limited behavior-oriented prescriptive forms of teacher development that provide "best" models of teaching. Outcomes of these models are in the form of a list of isolated components of teaching that are broken down into measureable behaviors. Teachers are asked to emulate these behaviors in their teacher training. In this approach, teachers react to external stimuli of behaviors and are given a passive role in their own teacher development. However, as Roth, Tobin and Zimmerman (2002) write regarding their preference for what they call activity theory in teacher learning is that it is important for the teachers' thought processes and experiences to actively come into play. They state:

> Activity theory is explicitly based on an assumption that humans are co-creators of their (learning) environment. They are agents of change with the power to act. Hence, activity theory regards learners as active creators of their learning environments rather than as passive reactants in a learning environment. (p.4)

Whether it is called activity theory or allowing teachers more agencies in exploring their own inquiries in the classroom for developmental purposes, the important point is that teachers are active participants in the teacher-learning process. As Tobin et al. posit, "This agency, or power-to-act, includes the capacity of individuals to participate in creating their lived-in world rather than merely being determined by it" (p.2).

Furthermore, having teachers reshape their own learning environments is enhanced through dialogue. Bakhtin (1986) wrote about the generative effects that dialogue has on learning. Through dialogue responsive understandings emerge. We hear from each other. Bahktin argues that in monologue we do not recognize the 'others' and the richness of input that would have been generated from the knowledge and lived experiences coming from their social worlds. Thus, dialogue allows for co-generation of teacher knowledge that is co-constructed with teachers as they participate in their development. The recognition that dialogic interactions with members of a community of practice, as in the case of teachers, can lead to change is also seen in the work of Freire in critical pedagogy (1970). Similar to the role of professional discourse (see 2.4.2), he writes through dialogue members are given opportunities "to name the world in order to transform it" (p.136).

In this study as the participants go through their teaching processes, they are constantly in dialogue with the researcher (the author) who is a teacher and, therefore, another street level bureaucrat. Lipsky (2010) writes, "People who work in these jobs [street level bureaucracies] tend to have much in common because they experience analytically similar work conditions" (p.4). Thus, the co-construction of the JTEs teaching practices and co-generation of their teacher knowledge with the author is particularly enacted during the praxis interventions stages of the study in which the participants make attempts at changes

in their instruction in view of the TETE policy along with the research as a co-constructor. Lesson study is used as the teacher development framework to encapsulate this process.

2.4.4 Lesson Study as an Appropriate Teacher Development Model

Lesson study (*jugyokenkyu*) originated in Japan over 50 years again and it incorporates much of the principles found in action research (AR). Ideally, in AR teachers work through a cyclical process in various stages focusing on a particular problem or puzzle, planning an intervention, implementing the plan, observing, reflecting and revising (Kemmis & McTaggert, 1988, Wallace, 1998). The reflective and interventionist nature of AR is aligned with the process of praxis bringing theory in action for change. Lesson study is complementary to AR.

In lesson study, teachers are empowered to explore their own classrooms and take control of their professional development by going through a cyclical research process centered on preparing a lesson (Lewis, 2002). As part of the co-constructing process, other colleagues (in this case the author) go through stages with each participant. During the research process (note the similarity to AR) teachers go through several stages as they prepare a research lesson, teach the lesson, observe the lesson, reflect on it, revise it and report on its outcomes. After observing the benefits of lesson study in Japan, Stigler and Hiebert (1999) highly encouraged its spread in America as it supported their belief that the improvement of teaching takes place in the context of the classroom. With the interest of lesson study abroad, it has been given a fresh look in teacher development. Kuno writes (2011):

> In Japan, with a long history and rich professional background in lesson study as school-based in-service teacher training, teacher educators, educational researchers and practitioners have started to look at lesson study as an effective model… for expanding 'professional learning. (p.11)

In Japan, since lesson study is deeply ingrained in the Japanese educational culture, it is a most suitable teacher development framework to use in language teaching for the JTE participants in this research as an effective model to reinforce the implementation of TETE into their instruction. Thus, in the second stage of this study (see Chapter 3), the participating JTEs go through a lesson study cycle (LSC) several times and by doing so participate in their own teacher development (co-constructed with the author) with the aim of finding ways to TETE.

2.4.5 Complexity in Classroom-Based Research

Locating classroom research within principles associated with complexity theory as shown in Chapter 1 are directly relational to the research on the teaching of the three JTEs. Finch writes (2004):

> Language learning is now acknowledged to be a highly complex and dynamic process, driven by affect (confidence, motivation, attitudes, anxiety) and teacher (T)/student (S) perceptions. In this situation, the Newtonian view of causative reality, which was extremely effective in fulfilling the industrial requirements of 19th century Europe, is insufficient for the purposes of 21st century research into second-language learning. (p.2)

Complexity as it is used in the new science does not infer difficulty, but it is 'complex' because there are many contributing elements that emerge through interconnectivity as discussed Chapter 1. However, there is an organizing principle within complexity. Through numerous, and perhaps chaotic, interactions, a holistic self-organizing system forms, and the whole is bigger than the sum of its parts.

In such a complex, but whole or holistic learning environment as the classroom, research in the social sciences that uses reductionist and statistical approaches to teacher research may be offering limiting pictures of what goes on in practice. They may miss the big picture. Byrne takes a more critical view of positivist approaches in social sciences, "…[T]here is a serious risk of getting very important things seriously wrong" (Byrne, 1998, p. 9). Without considering complexities that surround a learning environment by taking a reductionist approach, research comes up with preferred learning environments depicting what ought to happen in classrooms as opposed to grounding outcomes in frames that are representative of teachers' own particular realities. Roth et al. (2002) write, "Preferences often do not lead to useful actions because, as the popular adage goes, 'the (preferred) actions are *possible in theory* but *not in practice*'" (p.7). The disconnect between theory and practice in research occurs when researchers are not close to the data. That is, they are removed from the lived experiences of the participants of that environment. Again we turn to Finch (2004),

> When examining the classroom (for example), with a view to assessing its effectiveness in the promotion of meaningful learning, it is useful to look at it from a holistic, systems perspective, and to see all the participants (T, Students) as individual systems, each subject to their own influences and dependencies. (p.3)

In this study, case studies of the three participating JTEs are viewed as individual systems formed by inter-connective contextual influences and events that emerge in learning environment of the classroom. Moreover, in regards to classroom as being complex and fluid learning environments, the data from the participants showed that conflicts in the form of friction emerged in their instruction.

2.4.6 Friction in Complexity

Friction can occur in complex environments, especially when change is introduced. The concept of friction will be briefly discussed here and further in Chapter 4, where it emerges as a core theme in the study. Friction itself is fueled by opposing forces that often lead to some action. "Friction reminds us that motion is never unconditional or effortless…Rubbing two sticks together produces heat and light; one stick alone is just a stick" (Yoo, 2006). In physics, the wheel of a plane would spin meaningless in air, but on the ground, the friction caused by the touch of the wheel on the surface effects the movement of the plane. In social science, friction inflects motion and has many possibilities offering different meanings and uses (Tsing, 2005).

Recently, the concept of friction seen as a metaphor is used in peace and conflict studies. In these studies, conflicting forces are brought together because of friction occurring between larger global forces and those at the local level. In her ethnographic study, Tsing (2005) shows the productive possibilities of friction caused by the collusion at the global level between Indonesian higher government authorities and Japanese wood importers that contributed to the depletion of forests. Their collusion caused friction among those at the local level, activists and farmers who at times were at opposite ends to then come together as a united force to effect change pressuring agreements between Japan and Indonesia that curtailed the depletion of the forests. Tsing (2005) defines friction as fluid, dynamic and contradicting forces that emerge to impact differing cultural subsets:

> Cultures are continually co-reproduced in the interactions I call "friction": the awkward, unequal, unstable and creative qualities of interconnection across difference. (p.4)

Tsing used the metaphor of roads to show the qualities of friction "where the rubber meets the road" (p.6). Roads provide lanes that make movement easier and efficient, but they also limit the options of where to go—one must follow the road. The element of movement motivated by frictional forces becomes a robust concept to discuss teacher change. Roth et al. (2002) in their research on teaching giving more agency to the participants using

activity theory mentioned previously are indirectly applying friction as a possibility to develop professional Discourse though praxis as they write:

> Contradictions are not inherently bad. Rather, in activity theory, contradictions – dilemmas, disturbances, paradoxes, and antinomies – are the driving forces of change and development (Il'enkov, 1977). These contradictions become central to our approach because, once understood – not only in terms of lived experience but also in terms of their structural origin – they lead to the articulation of actions and change. (p.6)

In this study as will be shown in Chapter 4, qualities associated with friction emerge as a core theme that is able to encapsulate the sub themes (categories), which are grounded in the data from the participants. Suggestions for recognizing the many possibilities of friction for teacher development will be made in the discussion chapter.

2.5 Chapter Summary

In the first part of this literature review chapter, I discussed the COS policy goal to TETE, which is aligned with its communicative goal. An historical analysis showed the evolution of the COS to strongly emphasize communicative goals and TETE policy. The two are interwoven. It was pointed out that there is also a mismatch with COS policy goals and traditional instruction that is still largely carried out in Japan. In order for JTEs to meet policy demands they would need to integrate communicative approaches into their instruction. A comparison of GT and communicative approaches was presented to indicate the kind of development JTEs would require.

The second part of the chapter focused on teacher development needs by looking at three areas. When conducting teacher development the aims should be to narrow the gap between curriculum policy and implementation. The discussion showed the importance of involving teachers in their own inquiry processes in development to make policy directives made at the institutional level more meaning in practice. Integral to teacher development and policy implementation is to have teachers increase their teacher knowledge through development of professional Discourse, which leads to better conceptualizations of practice. In order to do this, the teacher developer can play a role by involving teachers in co-construction of practice. As the phrase implies, the discussion showed that learning is a socially mediated process. Dialoguing was shown to be a generative tool to increase teacher knowledge and development. Having teachers go through an exploratory, co-constructed developmental cycle consisting of planning, doing and reflecting stages enriches the teacher's development. Bringing these developmental stages to bear, it was argued that lesson study, a teacher development model used in Japan, was appropriate.

Touching on principles associated with complexity theory, it was shown that classrooms are complex environments. This is in contrast to research approaches that examine classrooms as closed systems where events are isolated and measured. This study takes the complexity position. Therefore, the participating teachers are seen in view of the complexities that surround them, and the connective events that make up why they do what they do are relative to this study in interpreting and co-constructing their practices. Finally, amidst complexity with numerable emergences occurring out of interconnecting actions comes friction. The concept as it emerges in this study as a core theme suggests the many possibilities of friction in teacher development.

Chapter 3 Methodology

But relation and connection are not somewhere and sometimes, but everywhere and always—Ralph Waldo Emerson, *The Conduct of Life* (1860)

3.0 Introduction

This chapter introduces and contains a discussion of the research design and the methodological approach suited to examine the research questions. A qualitative approach is primarily used. Methods associated with case study research and grounded theory (Glaser and Strauss, 1967, Corbin and Strauss, 1990) were applied to collect and analyze the data. Single case study was used to gain in-depth understandings of each participant; followed by cross case analysis of each case study to generate further knowledge. Grounded theory procedures were applied to data collection and analysis. The data and analysis occur in three phases. The chapter details the three phases of the study in consecutive order.

3.1 The Conceptual Background of the Study: Qualitative Research

This study overall takes an exploratory and interpretive approach. It is consistent with qualitative research in its research design to reveal perceptions of JTEs' possible conflicts with the TETE policy and to investigate the participants' inquiry process to find ways to access their professional development needs. Nunan (1991) writes of the importance of selecting a research approach that suits the research issue or project in question. He states, "The research method or methods one chooses should be consonant with what it is that one wishes to discover" (p.250). I have selected a qualitative approach as being the most appropriate for the exploratory/interpretative classroom-based research attempted in this study. The study takes on a qualitative approach because it sets out to understand rather that explain the data. Thus, the exploratory/interpretative nature of the study is directly associated with principles found in qualitative research in that one can get 'close to the data'. Oxford (2011) states, "Qualitative research methods can richly depict individuals and groups in authentic sociocultural environments" (p.218). Taking a qualitative approach means that the researcher can intensely collect data from a smaller number of participants and go back to the data (further documentation through watching and asking participants) to gather more focused data to better understand the outcomes as they emerge. The appropriateness of selecting this approach in the research design can be seen in Denzin and Lincoln (1994), who write,

> Qualitative research is multi-method in focus, involving an interpretative, naturalistic approach to its subject matter. This means qualitative researchers study things in their natural settings, attempting to make sense of, or interpret,

phenomena in terms of the meanings people bring to them (p. 2).

This qualitative study uses a multi-method, exploratory/interpretive approach focusing on gaining in-depth insights into the JTEs' perceptions of the TETE policy. Then in the process of praxis, this knowledge is applied to what the JTEs do in their teaching to find better ways to assist or "empower" them in their teacher development, which this study documents. As a means to provide "in-depth" accounts of the JTEs perceptions and actions taken in this research using a multi-method approach, the case study research of each participant, followed by cross case study analysis was carried out. In addition, data collected from these approaches were analyzed using grounded theory as a method. In this way, a grounded theory approach will give a new twist to the frameworks of case study (and cross case analysis) "…because both case study and grounded theory are integrated under the umbrella of interpretative qualitative research, the combination of both as a methodology involves finding a mutual basis on which to evaluate that methodology" (Halawah, Fidler, McRobb, 2008, p.9). Next, the features of the research design are discussed beginning with describing the conceptual frameworks of case study and cross case study.

3.2 Case Study Research

Case study research seeks depth rather than breadth in its scope and analysis. Its goal is not to universalize but to particularize and then yield insights of potentially wider relevance and theoretical significance" (Duff, 2012, p.96).

In this research on three teachers at school, case study method is selected. A basic foundation of case study is to focus on a subject and relevance. In a case study, the researcher sets out to separate an individual or small group, a larger organization an event or even an action as an analytical frame or unit of analysis to view it holistically by one or more methods within its relevant context (Thomas, 2011). However, the use of the term 'case study' has been knotted up in various definitions and reflect the researchers' ontological perspective as Gerring writes, "Evidently, researchers have many different things in mind when they talk about case study research" (2006a, p.17). May adds, "[E]ven the most fervent advocates acknowledge that the term has entered into understandings with little specification or discussion of purpose and process" (2011, p.220). He argues one reason is that case study takes on a different form depending on whether it is utilized in social research using interpretivist applications (qualitative) or positivist traditions using statistical applications (quantitative). Therefore, it is important for the researcher applying case study to clarify how it will be used to avoid confusion. One way is to draw a distinction between idiographic and nomothetic case studies (Gerring, 2006b). The former

focus on the uniqueness of an individual phenomenon, emphasize particularization and are somewhat interpretive. The latter focus on general law in natural science concerned with larger populations in order to generalize findings, as in the tradition of positivism. Consequently, in this study, case study should be seen as following a qualitative perspective in that it is idiographic, interpretive, and focuses on a particular context in which each individual is embedded.

The application of case study as it applies to this study is to focus on each individual as a case, a single entity or unit of analysis. In describing the feature of case study research, Duff's rationale for adopting case study is accessible even though her definition of case study is for applied linguistics:

> The individual's behaviors, performance, knowledge, and/or perspectives are then studied very closely and intensively, often over an extended period of time, to address timely questions regarding language acquisition…or other current topics in applied linguistics. (Duff, 2012, p.95)

Stake (2005) places a high priority in the power of case study to provide and in-depth analysis of the subject under study. He points out that more than seeing it as methods of inquiry, it should be marked by interest in individual cases. This study will take the view of Stake and employ case study first and foremost as a powerful means to focus on the individual teaching practices of the participants. Nonetheless, Creswell (2013) points out that the inquiry methods have to be clarified. In citing others (eg. Merriam, 1998; Yin, 2009), he writes that there seems to be a broad brush concerning case study as some present it either a robust research strategy to even being a methodology.

According to Yin (2003b), case studies "…can offer rich and revealing insights into the social world of a particular case" (p.49). Stake's (1995) view is particularly relevant to this study as he writes that qualitative case study often begins with a narrative description, then presents a thematic analysis, and finishes with claims about what personal or theoretical understanding can be gained from the case study.

Yin (2012) states the rationale of adapting case study as "case studies are pertinent when your research addresses either a *descriptive* question –'what is happing or has happened?' – or an *explanatory* question –'How or why did something happen?'" (p.5). In this study, descriptive case study analysis is chosen as one of the analytical procedures in this study because accounts of what is happening with individual teachers in their instruction from subjective and objective descriptions are necessary to further skills needed to be developed and utilized in their own teaching.

So far, the type of case study analysis adapted in this study is identified, however, the type of case study design needs further defining as well to determine the number of cases

to understand a phenomenon (Baxter & Jack, 2008). The next step is to decide which case study design can be chosen.

3.2.1 Single Case Design and Multiplicity

Case studies refer to a broad area of approaches. In this study, in order to examine the individual JTEs, the single–case study design is used to "…allow the researcher to note complexities arising from the distinctive history and influences specific to that individual" (Nock, Michel & Photos, 2007, p.338). Yin suggests that "a single-case design is appropriate and justifiable when studying critical or revelatory cases" (2003a, p.45), and " the single case can represent a significant contribution to knowledge and theory building" (p.40). Similarly, Walsham (1995) states that a single-case study provides the researcher with the method to perform an in-depth investigation of the phenomenon and the collection of data offering thicker or a rich descriptions. Although, single-case design provides the in-depth investigation of the study, Yin (2003a) points out that single-case designs may be unpredictable, "therefore [single-case design] requires careful investigation of the potential case to minimize the chances of misrepresentation and maximize the access needed to collect the case study evidence" (p42).

In order to "maximize the access" to a case, the number of participants is a concern. So, there must be a need to identify the number of participants of single-case study and the rationale behind it. Eisenhardt (1989) suggested that the number of cases from four to ten is desirable for theory building using case study research. According to Creswell (2013), "there is no answer to this question"(p.101). However, Creswell advocates a smaller number to not only maximize access, but to avoid forming shallow interpretations. He writes, "Researchers typically choose no more than four or five cases" (p.101). Creswell posits that with each case study added, the less in-depth each single case becomes. Duff (2008) suggests that "[H]aving two or more cases can help assuage concerns that cases are unique in unforeseen ways" (p.113).

Thus, three JTEs, who are each considered as a unit of analysis working in the same context of a private secondary school, are chosen to be analyzed as single-case design. With each case, the aim is to explore real-life experiences through a detailed in-depth data collection involving multiple sources of information, such as observations, interviews, audio materials, and documents and reports. These data sources are used to report case descriptions and case themes through the data analysis method of grounded theory (see section 3.3 below).

Although the study uses a single case design, the units of analysis are expanded by including more than one case. As mentioned, having two or more cases can diminish concerns that cases are unique in unforeseen ways as "[It] enables the researcher to explore

differences within and between cases" (in Baxter & Jack, 2008, p.548, citing Yin, 2003). According to Merriam (1998), there are two possible stages of analysis in case study: single-case and cross-case analysis.

3.2.2 Cross-Case Analysis (CCA)

As part of the methodology in this research, after analyzing data collected from each participant within their particular cases, the case study method is broadened with CCA. Writing about CCA, Miles and Huberman (1994) state "Each case must be understood on its own terms yet we hunger for the understanding that comparative analysis can bring" (p.172). They go on to say that even though each individual case study allows the author to gain deeper insights by narrowing the focus on a single bounded entity searching for internal and external factors of an individual, a case study is often demeaned as being treated "as if it were monolithic" (Miles & Huberman, 1994, p.40), in which it "has been commonly criticized for having little or no generalizability value" (Yin, 2012, p.18). Although one must be careful not to make broad generalizations in a case study, the literature does support the allowance of generalizability. Regarding the issue that touches on generalizing from the data, Miles and Huberman (2014) explain the reason why CCA is often adapted. They write, "One reason is to enhance *generalizability*. Although it's argued that this goal is inappropriate for qualitative studies (Denzin, 1983; Guba &Lincoln, 1981), the question does not go away" (p.173). Instead, they cite (p.173) Firestone & Herriott, (1983) who suggested to avoid "radical particularism" that the researcher can investigate commonalities and differences across cases searching for relevance and applicability of outcomes in similar situations in order to overcome too narrow of a lens to view the data..

However, how can the data analyses proceed when it comes to analyzing data across single case studies? Yin (2012) explains that the most critical part of the process is to bring together the findings from individual case studies. He points out that, "A stronger and potentially more desirable use of the [CCA] method is in conducting… a single empirical inquiry or study that contains two or more cases" (p.131). In order to make the different outcomes from the single case study more generalizable (at least across the cases of this study), CCA is therefore used as a means to draw conclusions from the ways relationships operate among cases, gather new knowledge, and to either tighten up or develop new concepts (Ragin, 1997), as well as constructing and substantiating theories (Eckstein, 2002). Miles and Huberman assert (1994, 2014) that by making comparisons across cases, the researcher can find negative outcomes that further substantiate a theory that is constructed by analyzing commonalities and differences. In this way CCA can ground particular conditions for the occurrence of a finding and at the same time help the researcher to discover and support general categories that may be linked.

Regarding techniques and procedures for conducting CCA, Miles and Huberman (1994) argue for the use of matrices using code displays as means to handle data to reduce a large text database into a manageable cohesive text. They indicate that "cross-case data also need to be made comparable via common codes, common displays of common coded segments, and common reporting formats for each case" (p.178). As to the specific way to display the CCA, they state, "So the task is to imagine a matrix display that best captures the dimensions you are interested in, and arranges all of the pertinent data in readily analyzable form" (Miles and Huberman,1994, p.183). In the interests of this study, the aim is to look for a core theme that is grounded in evidence taken from participants, so that the emerging theory and its supporting categories can be substantiated and consonant with the data (Orlikowski 1993; Eisenhardt 1989). Since the study is largely investigated with grounded theory using comparative analysis of data taken from three teachers, the data display matrices grounded in the research questions, categories and core theme are adapted in Chapter 8 to follow a case-oriented meta-matrix strategy (Miles and Huberman, 1994, Ragin, 1997, Marks & Gersten, 1998).

A second, more fundamental reason for cross-case analysis is to deepen understanding and explanation. As discussed, within single-case analysis, the data is singularly focused within each case. Individuals are analyzed, where the unpredictable data might be gathered though data sources, such as interviews and observations. After the single case analyses, CCA is conducted to compare and construct the characteristics and themes of the various cases (Merriam, 1998; Yin, 2003a). Duff (2008) explains that in single-case studies, researchers analyze a large amount of data as they emerge within the entity of the subject. Conceptualizations are made and conclusions are drawn depicting the outcomes that emerged within the bounds of the subject. However, by including CCA in a research design that involves several relevant case studies of subjects with the plan to compare the data, there is a two-stage process: first, analyze the individual cases and then conduct a comparative cross-case or collective analysis. Duff indicates comparative analysis is conjoined with case study as a technique to search for understanding. She writes, "Cross case analysis can also refer to the analysis to cases studied for commonalities, difference, and major themes. (2008, p.165). Therefore, CCA provides an opportunity for the researcher through comparative analysis of cases to dig further into the data, making sense of it and to create or 'mobilize' new knowledge (Khan & VanWynsberghe, 2008).

In CCA, the researcher is able to make cross connections between related concepts, which lead to deeper meanings and knowledge gains. Khan and VanWynsberghe (2008) write that when we make cross connections between related concepts, learning becomes meaningful and knowledge increases. Referring to Ausubel, Novak and Hanesian's (1978) study on the concept of meaning or meaningfulness, they state their " conception of cross-connections can be applied to cross-case analysis: relating one case to another, building

cross-connections between case…can accumulate and produce new knowledge."

The concept of meaning or meaningfulness as clarified in the work of Ausubel et al. are analogous to the use of CCA in this research－assuming that the way a researcher learns and gains expertise is similar to the way an individual develops proficiency. Ausubel et al. in their book, *A Cognitive View,* explore how one learns cognitively through meaningfulness. They write that when we make cross connections between related concepts, learning becomes meaningful and knowledge increases. This can occur in two ways. If new information fits with established conceptual frames, then it is assimilated and knowledge increases. If the information does not have a related conceptual frame, then we accommodate it by modifying existing knowledge to make room for new experiences, and again knowledge increases. Parallel to the work of Ausubel et al., CCA provides a means for the researcher to draw meaningful connections between cases.

Regarding this study, CCA is adapted in order to facilitate the processes of mining data searching for commonalities and differences among the particular subjects that might influence their classroom instructions and developmental process. More will be said about CCA in Chapter 8.

3.3 Integrating Case study with Grounded Theory

Case study method, when it is conducted within a qualitative approach (as in this study) is seen as a compatible method to analyze and interpret the data (Halaweh, Fidler& McRobb, 2008, Johansson, 2003). Grounded theory and case study are joined for the following reasons. In case study, which provides a means to collect large amount of qualitative data there is no standard approach to analysis. Yin (1994) points out that the aim of the researcher is to expand and generalize theories by looking for patterns and offering explanations. However to achieve these aims, a criticism of case-study method is that its analytical procedures are not rigorous. Halaweh et al. (2008) argue that a grounded theory method (GTM), because of its systematic procedures in the analysis of data collection, is compatible with case study method. This justifies the need for the inclusion of grounded theory in order to provide rigor to collect and analyze the data from case studies of the three JTEs. Moreover, with grounded theory, the researcher is provided with a framework that affords her opportunities to go beyond descriptions found in case studies to theoretical conceptualizations of subjects grounded in data.

3.3.1 Grounded Theory

In their book, *The Discovery of Grounded Theory*, Glaser and Strauss (1967) set out to provide an alternative methodological framework that would directly derive categories from the data of social research as Kelle (2007) writes,

The book was written in order to give examples and rules for category building with the help of empirical data. Both authors wanted to provide an alternative to the hypothetico-deductive approach in sociology which demands that precise hypotheses are developed before data are collected. (p.192)

In grounded theory, data are analyzed as they appear from the voices of the participants without being influenced by a biased filter or preconceived notions of the researcher. The purpose is to represent the perspectives of the participants as they reveal their reality as they see it. The data analysis is a bottom-up procedure that is systematic. The researcher sorts through the data using a labeling coding system. The coding system is systematic as the coded data are subsumed into broader categories and eventually larger selective, theoretical core categories that conceptualize the data in a grounded theory. The category building occurs through the coding process informed by constant comparisons of data aided by theoretical sensitivity. Regarding the latter term, Glaser and Strauss write (1967), "To discover grounded theories one needs 'theoretical sensitivity,' an ability to have theoretical insight into [one's] area of research, combined with an ability to make something of [one] insights" (p.46). Through theoretical sensitivity, the researcher can inductively search for categories that will emerge from the data instead of forcing the data into categories that are preconceived (by the researcher).

The relationship between 'emergence' and 'theoretical sensitivity' are controversial in grounded theory and it is important to address it in this study. Can emergence occur without any preconceived notions of the researcher? In many research contexts, this would be difficult to control. For example, in this study, the teacher as a researcher (author) doing research on other teachers without having some preconceived notions regarding emergence of data, would be a naïve proposition. On this issue, Glaser and Strauss originally did allow some room for the researcher's notions based on knowledge and experience to enter into the analytical procedures, which they believed would be informed by degrees of theoretical sensitivity. However, they eventually went their different ways on the issue (see Table 3.1).

Glaser still maintained that a researcher should enter a study with a *tabula rasa,* a clean slate of mind with a very highly tuned theoretical sensitivity letting in no or very minimal preconceived ideas. He wrote researchers should "remain sensitive to the data by being able to record events and detect happenings without first having them filtered through and squared with pre-existing hypotheses and biases" (Glaser 1978, p. 3). On the other hand, Strauss argued that this type of theoretical sensitivity would require years of experience and would be hardly expected of younger researchers, such as those doing post-graduate study. In the work of Corbin and Strauss (see Table 3.1. below), they lay out a systematic procedure for the researcher that is imbued with techniques to collect and analyze the data

and help the researcher in category building to conceptualize the data. Their approach will be used in the data collection and analysis.

Table 3.1

The major differences between Glaser and Strauss (Onions, 2006, p. 5)

Glaserian Approach	Straussian Approach
Beginning with general wonderment (an empty mind)	Having a general idea of where to begin
-Emerging theory, with neutral questions	-Forcing the theory, with structured questions
-Development of a conceptual theory (abstraction of time, people and place)	-Conceptual description (description of situations)
-The theory is grounded in the data	-The theory is interpreted by an observer
-Inductive method	-Inductive-deductive method
-The researcher is passive, exhibiting disciplined restraint	-The researcher is active
-Data reveals the theory	-Data is structured to reveal the theory
-Coding is less rigorous, a constant comparison of incident to incident, with neutral questions and categories and properties evolving.	-Coding is more rigorous and defined by technique.
	-The nature of making comparisons varies with the coding technique.
-Take care not to 'over-conceptualize', identify key points	-Labels are carefully crafted at the time.
	-Codes are derived from 'micro-analysis which consists of analysis data word-by-word'
-Two coding phases or types, simple (fracture the data then conceptually group it) and substantive (open or selective, to produce categories and properties)	-Three types of coding, open (identifying, naming, categorizing and describing phenomena), axial (the process of relating codes to each other) and selective (choosing a core category and relating other categories to that)
-Regarded by some as the only 'true' Grounded Theory Methodology (GTM)	-Regarded by some as a form of qualitative data analysis (QDA)

Regardless of which GTM method is applied, the foundational underlying principles are that it is a study of concepts and those concepts are identified in patterns found in the data. GTM goes beyond descriptions to enable the researcher to form conceptualizations of data that are encapsulated by categories. Category formation plays a critical role in linking underlying concepts and their interrelations to the data. The conceptualized categories earn their way into a study and are selected when it can be said that they are fully substantiated by data. This final process is referred to as *theoretical saturation*. Lawrence and Tar write,

> This means until (a) no new or relevant data seem to emerge regarding a
> category, (b) the category is well developed in terms of its properties and

dimensions demonstrating variations and (c) the relationships among categories are well established and validated. (2013, p. 34).

In short, the researcher feels secure in the selected categories when sampling of data offers minimal insights because what she is observing has occurred often enough before (Glaser,1978 ; Glaser and Strauss, 1967).

In summarizing the grounded theory approach taken in this study, several important foundational principles were discussed. GT is inductive, categories must be supported by data in a bottom-up manner, the categories are theoretically driven, interpreted and conceptualized by the researcher with theoretical sensitivity and are based on data selected from a carefully crafted coding system. The GT approach taken in this study is more aligned with the criteria listed above from Corbin and Strauss because of its clearly defined coding system and an allowance for the researcher to enter the study with a general idea of the phenomenon under study.

3.4 Three Case Study Participants

Participants for the study are three English teachers at a private junior and high school located in Sapporo, where the author is employed as a teacher as well. Participants' background information is presented in Table 3.2. Three JTEs with three years of teaching experience participated in the study. Although they work at the same private secondary school in suburban area of Sapporo-city in Hokkaido, they teach at the different grade levels.

The three teachers are referred to as TA (Teacher A), TB (Teacher B) and TC (Teacher C) in order to avoid compromising of personal information. Although they teach at the same private school, their teaching experiences are slightly different. TA has been teaching at junior high school only. TB started to teach at junior high school in her first year of teaching, and taught solely at the high school in her second year and now she teaches at junior high and high school. TC has been teaching at high school without any experience of teaching at junior high school.

3.4.1 The Rationale as Participants

In the context of private school with a unified lower and upper secondary school program, it is common for the teachers to teach both at either junior high, high school or both. In grounded theory, theoretical sampling is used by the researcher to select from a range of participants or situations to allow for diverse perspectives. I chose TA as a junior high school participant, TB as a teacher of junior high and high school with the experience of teaching at both levels and TC as a high school teacher. Aside from the teaching context relevance, teaching background can play an important role for teacher development. All

three teachers are recruited because they have three years of teaching experiences and more importantly were willing to participate. Borg (2012) states the importance of indicating the reason why participants were selected for the particular study by saying that " [t]here needs to be some logic for the inclusion of particular teachers–even if it is simply convenience (i.e. teachers were available and willing to participate)" (p. 16).

In terms of teaching experience, Kumaravidelu (2003) describes language teachers on a development spectrum as having little to a lot of experience and knowledge as follows:

> From a historical perspective, one can glean from the current literature on general education and language teaching at least three strands of thought: (a) teachers as passive technicians [those will little experience other than to follow directions or lessons], (b) teachers as reflective practitioners [those with more experience and knowledge that can enrich their cognitive processes of teaching], and (c) teachers as transformative intellectuals [those with high levels of experience and knowledge and the pedagogic capabilities to effect change in their own and their students' lives]. (p. 8)

From this perspective, teachers with three-years experience could be thought of as being beyond beginner teachers, passively following the textbook or other materials given to them. With three years of experience, it is plausible to assume that they have acquired enough teaching time to gain some experience, knowledge and, therefore, are better able to reflect on their instruction in ways that can improve their teaching. As reflective practitioners, they have potential to improve, to embark on making transformative changes in their instruction. In being involved in the study, these participants would hopefully be at a fertile stage for development to benefit their teaching practices.

Table 3.2

Backgrounds of JTEs teaching and learning experiences

Background	TA (Female) 26 years old	TB (Female) 27 years old	TC (Female) 30 years old
Present Teaching	Junior High school (16 classes in total) Teaches 2nd grade at Junior high school	Junior High school and high school (16 classes in total: 10 classes at 3rd grade at junior high and 6 classes at 2nd grade at high school with team teaching)	High school (18 classes in total) 2nd grade at high school
Qualification	Bachelor degree in English literature	Bachelor degree in communication studies	Bachelor degree in Swedish language
Teaching Experience (As of 2016)	3years (Junior high school)	3years (1st one year Junior high and 2nd year for	3 years (Public high school in Tokyo region)

		high school and now junior high school)	
Experience of learning foreign language abroad	Intensive English program for 2 months in America	Pre-ESL program for 1 year and ESL program for 1 year in America	Swedish learning program for 1 year in Sweden

3.4.2 My Association with the Participants and Role as Researcher

Since I teach English at the same secondary school as the participants, it is important to mention my position within this study as one who is an outsider and an insider within the study. I moved to Hokkaido five years ago to teach English at this private secondary school. At that time I had already taught at the private secondary school in Fukuoka-city for 23 years and teaching English at a different school context was not supposed to make much of a difference for me. However, this school lists in its brochure a teaching approach of English referred to as " Listen, Speak, Memorize" at junior high school. The latter term demonstrates an expectation of its high school students to get sufficient test scores to pass the entrance examinations. Having started to teach at the first grade at junior high and now I am teaching second graders at high school, I have noticed some problematic and controversial points in teaching English at this private secondary school, especially because there was no ongoing teacher development at the school. During these five years, I have accomplished a MA of TESOL and have been in a doctoral program, where I have gained the knowledge of teaching and learning theories and approaches. In other words, it is not much to say that my association with participants is in my capacity not as leader but as more knowledgeable other (MKO) co-constructor.

The concept, MKO, comes from Vygotsky's (1978) use of the phrase to represent a mentoring role of someone with more knowledge on a particular topic to assist the learner. However, as the reader will note (see section3.5.2), I reserved the MKO co-constructing status for the second phase of the study. In the first phase, where I set out to elicit general understandings of the each participant's perceptions of teaching regarding the TETE policy, and insights into their classroom instruction, I consciously tried to play the role of an outsider, remain neutral as best as I could so as not to force data because of my status at the school. However, from the perspective as an insider, and also as a fellow street level bureaucrat (see Chapter 2), I think that I could understand the heavy workload aside from teaching English and several conflicts English teachers face. Sharing these understandings may have helped me to have a rapport and trust with the participants because of my association with them as colleagues, which created closer collaboration with them during the lesson study cycle stage in phase 2. More will be said about my role in the lesson study cycle below in section 3.5.2.

3.4.3 Ethical Issue

As concerns for ethical issues, I obtained prior approval from a school principal by explaining the aim of the research and the nature of the study assuring that the privacy and confidentiality of teachers and students were respected through the research process with notifying them beforehand.

Also, it was made clear to the teachers and students that their privacy and confidentiality were respected through the research process beforehand. In the students' case, the aim of the research and the nature of the study were explained before each stage of the observations and they were also assured that participation or non-participation would not affect their grade or relationship with the school. Three teachers and all students were assured that the information they provided would be used to fulfill the aims of research only and their identities would remain anonymous and that the data would not be accessible to others as it would in a secured place. In this way, informed consent was gained. Moreover, after translating all recorded interactions with the JTEs, they were shown the transcripts to validate if what they said matched their intended responses.

3.5 The Three Phases of the Study

Data collection and analysis occurred in three phases (see Figure 3.2. further below). The data were coded using Corbin and Strauss coding system. Figure 3.1 shows a procedure of coding.
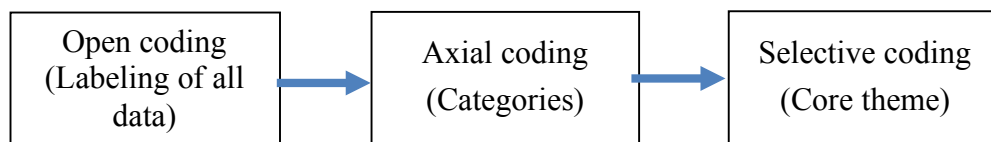
Figure 3.1 The procedure of the coding

In open coding all of the data were first identified and named line by line or in a few lines, or sometimes a paragraph when appropriate to form a relative concept. The coded labels were linked and subsumed under axial codes and finally these codes were selected to form a major core category grounded in the data that offer theoretical assumptions in the study. The data collection and analysis were simultaneous. The codes were developed through comparative analysis. However, the three stage coding process was carried out in chronological order as shown above during the duration. Furthermore, the data were recoded when necessary to encapsulate new insights.

The first phase is to gain personal perspectives in each case of the three participants about the TETE policy shift of COS and an introspective account of JTEs' perceptions of policy implementation. Data were collected through in-depth interviews, classroom

observations, stimulated recall sessions and reflection notes in order to discover emerging themes of how JTEs conceptualize their teaching practices within the shift of the COS. The second phase represent the intervention stages of each participant. At each intervention, the JTEs went through a lesson study cycle (LSC) that provided a praxis framework to investigate their practices and teacher development. The praxis process of planning the lesson, teaching the research lesson, and reflection and revision at each stage of LSC are documented; analectic memos (see section 3.7.1) are taken at each stage for the following deeper investigations. The third phase is the stage for CCA for finding out commonalities and differences to generate more knowledge of teaching. These three phases will be described in the following sections.

3.5.1 First Phase of the Study: Contextualizing the JTEs Teaching Situation

The first phase largely tries to construct a broader context in which to frame the participants' teaching situation. First, introspective accounts of the three participating JTEs' perceptions of policy implementation were gathered through in-depth interviews, classroom observations and following with stimulated recall sessions (see Table 3.3 below). Singh (2007) writes, "Exploratory research is the initial research, which forms the basis of more conclusive research" (p.64). The interviews were conducted with semi-structured questions (see Appendix 1), which allowed both the interviewees and interviewer to construct the issues. The purpose of the initial interview was to try to unpack JTEs' problems and concerns from their perspectives by giving them 'voices' to describe their practices on their terms. Eliciting the JTEs voices was sought to explore and describe the participants' perceptions about the reforms to better understand their actions, which then hopefully would lead to finding effective ways to help JTEs in their teacher development.

Following interviews, classroom observations were conducted three times for each teacher within natural settings of their usual instructions. The classroom observations were videotaped and later transcribed. The reason for three observations at the first phase was to grasp and confirm patterns of their teaching approach or behavior as much as possible. Then, stimulated recall (SR) sessions were conducted with focused questions concerned with areas of classroom instruction that emerged beforehand through transcriptions from interviews and observations. Data analysis from this stage was further used to inform the LSC teacher development interventions in the second phase as shown in Table 3.3.

Table 3.3

Sources of data collection and analysis of 1ˢᵗ and 2ⁿᵈ phases

			TA	TB	TC
			Number of Times		
Single Case Analysis	Phase 1	Interviews	1	1	1
		Observations	3	3	2
		SR	3	3	2
	Phase 2 (LSC interventions)	Planning	5	4	5
		Observations	5	4	5
		SR	5	4	5
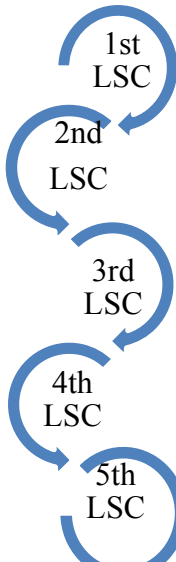
3.5.2 Second Phase of the Study: Teacher Development Interventions of the three JTEs

At the second phase, in relation to what was said previously, case study is adapted since it allows researchers to "examine, in-depth, a 'case' within its 'real-life' context." (Yin, 2004, p.2). The use of a single-case study approach is applied to trace the JTEs' individual's development and the complexities that surround each teacher, through sequential teacher development interventions as shown below (see Figure 3.2). Thus, case study is used for the second phase. The research in the second phase focuses on the individual teachers through documenting the process of each stage of the LSC, that is, setting the goals and planning through co-constructing sessions, observation of research lesson and the reflective stimulated recall sessions with the three participants (see Table 3.3 above) as they move through the intervention stages focusing on teacher development. The LSC interventions are aimed at praxis, where thought and reflection are turned into action. In the praxis cycle, theory also plays a significant role throughout the intervention stages.

Regarding CLT, for example, the article from Richards's 'Communicative Language Teaching Today' (2006) was used to have JTEs come to understand CLT by reading through the article and asking them some planned questions for deeper understanding of the value of CLT. This is referred to as Pedagogical Content Knowledge (PCK) in Figure 3.2 below. Each stage of the sessions is closely examined to determine how each of the JTEs forms and makes use of informal planning sessions to improve her instructions (see Appendix 2 & 3 for details of each JTE).

The JTE's aims and goals with the intention of putting them into practice were the focal point. Following MEXT's COS goals, lesson plans were co-constructed to have the class focus more on encouraging students' use of the target language in communicative activities and to increase language knowledge. The goals of the classes and expected students' outcomes were examined at the planning stage of each lesson plan and integration of the JTEs' ideas addressing concerns for the lesson are sought after. Figure 3.2 shows the content and brief noticeable points at the planning stage. Then, as a part of

the analysis, notable points that occurred during the research lessons in practice were recorded and explained based on observations of the class (see Appendix 2b,3b,4b).

	Planning purpose	Research Lesson Activity	Expected Students' outcomes	JTEs' ideas integrated into the plan
1st LSC	-PCK addressed Set the goal for the whole unit -Select goal for the targeted lesson	Targeted activity	Reflection on noticeable points	Suggestions from JTEs put into lesson
2nd LSC	-PCK addressed -Select the goal for the targeted lesson -Decide on next activity	Targeted activity	Reflection on noticeable points	Suggestions from JTEs put into lesson
3rd LSC	-PCK addressed -Select goal for the targeted lesson -Decide on next activity	Targeted activity	Reflection on noticeable points	Suggestions from JTEs put into lesson
4th LSC	-PCK addressed -Select goal for the targeted lesson -Decide on next activity	Targeted activity	Reflection on noticeable points	Suggestions from JTEs put into lesson
5th LSC	-PCK addressed -Select goal for the targeted lesson	Targeted activity	Reflection on noticeable points	Suggestions from JTEs put into lesson

Figure 3.2 LSC intervention process of the three JTEs

During the LSC, I performed the role of a MKO. Mentioned previously, Vygotsky used the label to represent a mentor who assists those with less knowledge within a zone of proximal development (ZPD), "the zone in which an individual is able to achieve more with assistance than he or she can manage alone" (Wells, 2000, p.57). In carrying this role, I co-participated in the co-construction of the participants' teaching, especially in the planning and reflective stimulated recall stages. In attempting to give the JTEs agency in their own development, I tried to raise questions, add new perspectives when asked, and not tell participants what to do.

The focus on the planning stage of the LSC took more time than the other stages. It is at this stage where teacher learning is heightened as each JTE constructs the lesson. Lewis and Hurd write, "the point of the lesson study cycle is not simple to produce a lesson, but to study the topic and student thinking in some depth" (2011, p.46). Laskowski and Waterfield (2014) found in their study that planning stage is the most important and overlooked stage of the LSC by researchers. Being somewhat informed of the JTEs' practice in the first phase as an MKO, I felt I was in a better position to be able to co-construct the lesson with the participants to assist them in their own inquiry process.

An early indication from the data on the JTEs in the first phase of the study was that the teachers followed a scripted plan lesson plan without a clear focus on a learning goal. For example, in a reflection note of TC's class, it was observed:

> Through the previous classroom observations at the first phase of the study, it was obvious that she started with the no specific purpose and she finished the class without much progression. (RFN-1)

At the beginning of the planning stage, it seemed worthwhile to get the JTEs to focus on the goals of the lesson. The following list taken from Lewis and Hurd (2011,p.51) was referred to as a guideline of the planning session at the each stage keeping the holistic goal-oriented idea of lesson:

1. What do students currently understand about the topic?
2. What do we want students to understand at the end of the lesson?
3. What is the "drama," or sequence of questions and experience that will propel students from their initial understanding to the desired understanding?
4. How will students respond to the questions and activities in the lesson? What kind of thinking, problems, and misconceptions will arise, and how will the teacher use these ideas and misconceptions to advance the lesson?
5. What will make this lesson motivating and meaningful to the students?
6. What evidence should we gather and discuss about students learning, motivation, and behavior?

Meanwhile, three main purposes below were embedded while making the teaching plan to set the long-term goals for the students' learning and to delineate the direction of English classes aligned with the purpose of the curriculum, and these purposes were continually maintained through the LSC:

1. To make the general understanding the shift of COS and MEXT's TETE policy.
2. How to bring CLT into the JTEs instruction as potential approach?
3. How to help the JTEs form conceptualizations to teach English through English?

3.5.3 Third Phase of the Study: Cross Case Analysis to Form Theoretical Constructs

In this stage, data analysis moves from a single case study viewing each of the participants as a particular entity to a cross case multiple case analysis of each teacher. Data from each case are compared to search for commonalities or differences between the JTEs as a way to

mobilize or generate new knowledge. From the comparisons of the three cases, themes are formed into categorical and theoretical constructs encapsulating the data. Careful consideration (through theoretical sensitivity) was given not to force the conceptualizations of the data when forming the thematic constructs. All constructs were finally selected when saturation occurred: meaning there was enough data to substantiate each construct. Figure 3.3 illustrates the procedure of three phases of the study with integrating GTM and case study research.

For each single case study and cross case study, a memo analytic process referred to in GTM as memoing (Glaser and Strauss, 1967) was used as a part of the comparative analysis process. Memos were used by the researcher to take reflective notes based on interviews, observation field notes and stimulated recalls for the purpose of generating personal analytical insights of the data that could lead to forming theoretical assumptions to further substantiate. The memoing process will be further explained in section 3.7.1 below.

Phases of Study	**Coding strategies**

Phase 1: Identify the initial features of JTEs
Data: Semi-structured interviews and observations and stimulated recall

Phase 2 Lesson Study Cycle Intervention

1. Study curiculum and formulate goals
4. Reflect
2. Plan
3. Conduct research lesson

Phase 3 Cross-case analyses
Commonalities / New theory / New knowledge

Case A   Case B   Case C

Open [initial] coding

Axial Coding: Conceptual Categories

Selective coding: Core category model

Figure 3.3 Procedures of integrated ground theory method and case study research

3.6 Data Collection

Multiple sources of data were collected to gain more insights or in-depth understandings of each case of the JTEs. Yin (2003b) points out that any case study inquiry is only successful when built on the collection and analysis of data from multiple sources. These multiple sources of data allowed for triangulation, which enables the researcher to corroborate other views or statements and explain more fully from more than one point of view or explain more fully the complexity of each teachers' behavior and beliefs. Even though triangulation can be employed in both quantitative and qualitative studies, Merriam (1998) states that for qualitative research, it can especially increase reliability and internal validity. Farrell (2011, p.51) explains triangulation as it appears in his study,

> The technique of triangulation was also utilized to ensure the findings were credible. During data triangulation, a piece of evidence was compared and crosschecked with other kinds of evidence (such as comparing the researcher's log [memos] with interview notes, audio taper transcripts [with] group discussion transcripts.

The multiple sources of data used for this study as shown in Table 3.3 were collected from May in 2014 to February in 2016 at different times with respect to the busy schedules of the three teachers as well as myself. Japanese was used in the interviews for deeper discussion and purposes of clarity in a relaxed atmosphere with privacy. The interviews were recorded on an audio tape recorder and later transcribed and translated into English, and classroom observations were video-taped and later transcribed as well. A more detailed procedure of data collection will be subsequently described.

3.6.1 The Multiple Data Sources

In this section, the data used as the multiple data sources are described, starting from interviews and then classroom observation and stimulated recall. As part of the LSC, the lesson planning sessions are separated from interviews and explained as co-constructed dialogue (also see Chapter 2).

3.6.1.1 Interview Data

At the first phase, the interviews based on the semi-structured questions (Appendix 1) were used to gain background knowledge of teachers. The JTEs were encouraged to talk about their professional histories and teaching contexts under a relaxed atmosphere with taking advantage of idle time in a space that we call the 'relaxing room', where all teachers can talk about teaching, make teaching plans or eating lunch etc. This room was also used for

later stimulated recalls after class observations, co-constructing dialogues and stimulated recalls for the intervention cycles. The interview was done by sitting side-by side to make the interview atmosphere relaxed. Walker (1985) believes proxemics should be considered when interviewing and that it is better to sit side-by-side with the interviewee. He believes the interviewee will be more relaxed and feel like the interaction is meant to be a positive undertaking, which will produce better results in the interview

Nunan (1992) writes about the benefits of a semi-structured interview. He points out that unlike an unstructured interview, that leaves the researcher with no or little control or a structured interview, where "the agenda is totally predetermined by the researcher, who works through a list of set questions in a predetermined order (p.149)" a semi-structured interview gives the researcher more flexibility, "particular to those working within an interpretive research tradition" (p.149).

Although the interview questions prepared beforehand were lined in order from 1 to 6 including follow-up questions such as "why do you think so?" or "Could you explain more?" in order to leave teachers more room and flexibility, the interviews were adjusted in accordance with the situation. In this way, "information-rich cases" (Patton, 2002, p.230) were gained from the interviews of three JTEs who work in a local teaching context where the study takes place. Dowsett (1986) explains the semi-structure interview as follows:

> [Semi-structured interview] is quite extraordinary – the interactions are incredibly rich and the data indicate that you can produce extraordinary evidence about life that you don't get in structured interviews or questionnaire methodology – no matter how open ended or qualitative you think your questionnaires are attempted to be. It's not the only qualitative research technique that will produce rich information about social relationships but it does give you access to social relationships in a quite profound way. (p.53)

In order to incorporate interviews into the interpretation of the data, they were tape-recorded for later transcriptions. The other data resource from interviews was to use the technique of taking notes. This memoing technique gave the option of the researcher to take notes as an aide to reconstruct insights into the interview at a later date (Nunan, 1992). Data from note-taking is later explained as the part of memo analysis in section 3.7.1.

3.6.1.2 Classroom Observations

Classroom observations in the study were the key tools for collecting data for real time teaching, and they were monitored through phase one and phase two depending on the

schedule of each teacher and my teaching schedule. The schedule including classroom observations and planning sessions and following stimulated recalls was decided beforehand through checking out a prep (time for lesson planning) period of both of the participants and the researcher and the schedule was sent to each teacher via campus e-mail to confirm and change in consideration of their convenience.

The observations were video-recorded and transcribed and later translated into English. As is the case of interview, the technique of taking notes was adapted since it was impossible to write down everything that happened during the class. The focused points of classroom observations for memo taking were targeted to the inquiry process of teacher development of TETE, and the points were basically divided into two large categories of teacher's talk and students' outcomes. For some other significance observed in the lesson, there was also room for free comments on the memo. The memo taking of video-taped data is also explained in section 3.7.

Although there might be possibility to establish observation schemes by using the analytic frames such as Communication Oriented of Language Teaching (COLT), "which was developed to enable researchers to compare different language classrooms and the aim of the scheme is to enable the observer to describe as precisely as possible…" (Nunan, 1992, p.97), these schemes with predetermined lists of behaviors and events may end up controlling classroom observations too much and result in leading to a paradox of using grounded theory to analyze classroom observation data.

As for my role in observations, Creswell distinguishes observations into four types:

- Complete participant: the researcher is fully engaged with the people he or she is observing, This may help him or her establish greater rapport with the people being observed.
- Participant as observer : The researcher is participating in the activity at the site. The participant role is more salient than researcher role. This may help the researcher gain inside views and subjective data. However, it may be distracting for the researcher to record data when he or she is integrated into the activity.
- Nonparticipant / observer as participant: The researcher is an outsider of the group under study, watching and taking field notes from a distance. He or she can record data without direct involvement with activity or people.
- Complete observer : The researcher is neither seen nor noticed by people under the study. (2013, p.166-167)

However, these roles are changeable during observation (Creswell, 2013). Thus my role as an observer mainly took a place of nonparticipant and of participant as observer depending on the activities and depending on the teacher.

3.6.1.3 Co-constructed Dialog: planning session

Having spent time interviewing and observing the participants provided insights into their teaching and this proved to be quite fruitful in this first stage of the interventions. In the LSC a dialogue between each participant and the researcher took place at the stage of the lesson planning session. These dialogs were audio-recorded and simultaneously, some significant issues such as expected students' outcomes and teacher's deliverance were noted in memos. In this stage, we started to set the purpose of the lesson and construct the lesson plan discussing how to solve each participant's teaching concerns they were facing and to use 50 minutes more effectively focusing on the expected students' outcomes and so on.

New ideas were introduced based on the theory of CLT, which brings in the theory aspect in praxis, when teachers needed to use and create the activities to enhance practice within each teacher's existing teaching approaches with the aim of developing students communicative abilities. These processes during planning sessions were constructed though the intervention stages focusing on how classroom activities could be more effective with regard to how each teacher's existing beliefs and practices have been developed or what kind of the conflict existed in their teacher development as well.

The lesson plan sheet was prepared for writing out the plan with three columns. Lesson plans were constructed considering the students' level, expected outcomes and performances focusing on establishing the purpose of each lesson and subsequent lesson.

However, the problem was that all three participating JTEs in the study did not have a holistic picture of the whole lesson nor the purpose of it (i.e., expected outcomes), which led us to make the unit plan before going into planning each lesson. Establishing the main goal of the unit and how many classes to be used for finishing the unit and how to conclude the class, such as what activity should be for the conclusion of the unit was mutually agreed up as features that needed to be discussed.

In this way, teachers could figure out the image of the whole lessons and focus more on why they are doing what they are doing through time. Especially establishing the purpose of the unit, which may provoke teachers to critically reflect on their teaching, and examine collectively what and how much students can gain from the unit, may help to develop their pedagogical skills.

The dialogue of the co-constructive process of planning sessions helped us to maintain a focus on the 'how to teach', as well as the 'what to teach ' and 'why we use this teaching approach for meeting the goal of TETE.'

3.6.1.4 Stimulated Recall

The video-recorded classroom observations were also conducted with stimulated recalls,

where some selected specific segment of the classroom activities were focused on by using some general questions such as "What were you thinking at this point?" or "What made you decide to do this?" or "What is happing here?" to promote the response from the teachers. Before conducting stimulated recalls, because of time constraints, the video-recorded classrooms were checked and some specific points were selected beforehand. As Friedman (2012) writes,

> For most qualitative researchers the purpose of a stimulated recall is not to determine participants' thought process, but to allow participants to provide interpretations of their own or others' actions. These interpretations are not taken as fact, but as one of many possible perspectives. (p.190)

Stimulated recalls after each lesson provided the teachers with chances to reflect on their own teaching through the eyes of seeing themselves and students' activity, objectively, which may be left unnoticed during the lessons.

Stimulated recalls were also audio-taped and transcribed and translated into English for later examining. The teachers' interpretation and reflection through stimulated recalls enabled the researcher to better understand what was observed and what was emerging in their thoughts as a decision maker in the classroom.

3.6.1.5 Transcription of Data Proceedings

Data from open-ended questions, planning sessions, observations and stimulated recall sessions were all transcribed at each stage. These data was rather large (e.g., the case of Teacher C has about 80 pages of transcription on document file), which prevented me from analyzing data smoothly. Thus, I decided to copy the data of word file into the *Microsoft Excel* file as Dornyei and Taguchi (2010) recommended as one of the several useful spreadsheet formats to use in the field of Social Sciences. Then, these data through constant comparative analysis were used for coding, labeling, categorizing, and forming themes.

3.6.1.6 Validation and Reliability of the Data Among Participants

The multiple data collected through phase one and phase two were shared with the participants for the validation and reliability of data. Checking was conducted to have the JTEs both acknowledge and to be able to see interpretations of the data to know how they are being interpreted (Cole, 1996), especially on the transcriptions, which were shared with the participants. Each teacher was asked to read through the transcriptions in Japanese (which were later translated into English) and they gave feedback freely for confirming

credibility of data. This gave them the opportunity to discuss and clarify the data and add new or additional perspectives if any (Shulman, 2000). The timing of checking was carried out at each stage before going to the next stage. In addition, several researchers (Lincoln & Guba, 1985; Creswell & Miller, 2000) agree to the inclusion of peer debriefing in to increase the credibility and dependability of qualitative research. Peer debriefing means getting a second opinion by selecting someone who is familiar with the research theme and can provide an objective analysis of the data. Thus, using peer debriefing can also reduce researcher bias (Lincoln & Guba, 1985). A colleague working at the same school site as the author and participants was chosen to assist in the peer debriefings. For example, the peer was asked to go through the data and label themes according to the categories. The labeling was compared with the author's and similarities reinforced further substantiation of the final selection of categories. Differences occasionally emerged and were also discussed to refine the analysis.

3.7 Data Analysis: The use of memos to generate emerging themes

An analytical device used to help construct themes and their relationships in the data was a form of note taking referred to as "memoing" (Corbin & Strauss 1990; Glaser, 1978; Glaser & Strauss, 1967). Bogdan and Biklen point out that a weakness of researchers on first projects is that they use too much time on recording details and not enough on freeing themselves to contemplate what is going on. They write "Rather than allowing the recording of detailed description to dominate your activities to the exclusion of formulation hunches, record important insights that come to you during the data collection before you lose them" (1998, p. 161). Glaser refers to the importance of writing memos because they can lead to the formation of ideas. Glaser writes (1978), "Memo-writing continually captures the frontier of the analyst's thinking as he goes through his data, codes, sorts or writes" (p. 83). Charmaz also favours writing memos:

> Memo-writing is the pivotal intermediate step between data collection and writing draft papers….Memo-writing constitutes a crucial method in grounded theory because it prompts you to analyze your data and codes early in the research process" (2006, p.72).

Memoing provides an analytic instrument that avails the researcher opportunities to conceptualize the data and at the same time prepares the researcher for writing up the study.

3.7.1 Memo Analytical Process (MAP)

Memo writing occurred in three types of note taking: Text Analysis Notes, Observation

Field Notes, Reflection Field Notes. They were conducted at each stage, and the range of the memos ranged from a few paragraphs to several pages. The length of memos can be anything from a short writing on how something in the text or codes relates to the literature, to several pages developing theoretical implications (Borgatti, 2004).

- *Text Analysis Notes (TANs)*

TANs were memos that provided opportunities for the researcher to reflect on text transcripts of data taken from

- Interviews,
- Co-constructed dialogue
- Stimulated recall

Memos from TANs were used to draw on what to focus on in future interviews, LSC interventions or in classroom observations

- *Observation Field Notes (OFNs)*

After every class observation, notes from the observations jotting down what was going on in real time were written out in prose style to generate analytical insights on the participants' instruction.

- *Reflection Field Notes (RFNs)*

RFNs provided the researcher with a means to look at notations made in TAN and OFNs and draw on creative analysis that might lead to theoretical assumptions. In short, RFNs memos are similar to what Borgatti (2004) refers to as theoretical notes, which help the researcher to visualize the data by allowing for reflection and analytical insight without the pressure of working on (the paper" The memos were labelled and dated for analytical and record keeping purposes.

3.7.2 Documenting MAP

As mentioned, the MAP was conducted in each stage. The memos were labeled and dated, especially noting the type of memo and in what stage it occurred as shown in the Table 3.4 below:

Table 3.4

Memo Analytic Process (MAP)

	TANs	COFNs	RFNs
1st phase	TAN-1 Interview note TAN-CO1 Classroom Observation TAN-SR1 Stimulated Recall	COFN-1 Classroom observation field note	RFN-1Reflection field note

2nd phase LSC	1st LS	TAN-2 Co-constructed Dialogue TAN-CO2 Classroom Observation TAN-SR2 Stimulated Recall	COFN-2 Classroom observation field note	RFN-2 Reflection field note
	2nd LS	TAN-3 Co-constructed Dialogue TAN-CO3 Classroom Observation TAN-SR3 Stimulated Recall	COFN-3 Classroom observation field note	RFN-3 Reflection field note
	3rd LS	TAN-4 Co-constructed Dialogue TAN-CO4 Classroom Observation TAN-SR4 Stimulated Recall	COFN-4 Classroom observation field note	RFN-4 Reflection field note
	4th LS	TAN-5 Co-constructed Dialogue TAN-CO5 Classroom Observation TAN-SR5 Stimulated Recall	COFN-5 Classroom observation field note	RFN-5 Reflection field note
	5th LS	TAN-6 Co-constructed Dialogue TAN-CO6 Classroom Observation TAN-SR6 Stimulated Recall	COFN-6 Classroom observation field note	RFN-6 Reflection field note
3rd Phase		TANs ⟷	OFNs ⟷	RFNs

The MAP throughout the study provided an important means to help code and generate coding categories. In the first phase, it helped with gaining insights for the first stages of coding data. The second phase MAP was crucial to developing understandings of the participants inquiry process as they went through the LSC. In the third phase during the CCA, data from MAP played a large role to further mobilize findings.

3.8 Summary of Methodology Chapter

In this chapter, detailed descriptions and rationales for the methodological approach taken in this study were presented. A qualitative approach was seen as appropriate because of the exploratory-interpretive nature of the study. Seeking an in-depth analysis of teaching, single case study was selected and CCA is included in the research design to look for commonalities and differences among the three participants as a means to generate deeper

understandings of the data. Grounded Theory (GT) was selected as a method to conduct data collection and analysis because of its rigorous procedures. The inductive nature of GT allowing the data to grow into thematic categories through comparative analysis provides a richly formed organizational framework to explore and interpret the findings. In the next chapter, the abstracted categories and major core theme that encapsulate the data are presented.

Chapter 4 Descriptions of Conceptual Categories

4.0 Introduction

In this chapter the thematic categories that were identified and substantiated through GTM coding are presented. The single case study analysis is representative of the first two phases of the study (Analysis of third phase using CCA is given in Chapter 8). First, the core theme, *Many Possibilities of Friction,* is explained. Under the umbrella of the overriding core theme, supporting categories arising from axial coding procedures are presented. The axial categories are briefly introduced and then data are analyzed and presented with each teacher, respectively. It is important to note that two categories, *Harmony Provisionally Maintained* and *Existing Positive Disharmony* are substantiated from data that emerged in the first two phases of the study. The third category, *Reconceptualizations of Practice,* will appear under the second phase (intervention stage) since this was the stage where the JTEs went through the LSC praxis process to further their teacher development attempting (whether successfully or unsuccessfully) to transform their instruction. In other words, data from the LSC interventions are the main source for supporting the Reconceptualizations of Practice category.
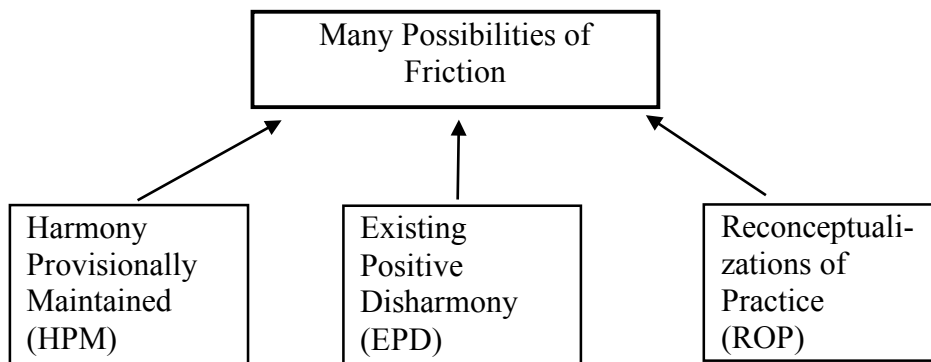
Figure 4.1 Core theme and supporting axial categories

4.1 Core theme: Many possibilities of Friction

Corbin and Strauss (2015, p.62) explain 'theory' in the role of a core theme in the following:

> Theory denotes a set of well-developed categories (themes, concept) that are systematically developed in term of their properties and dimensions and interrelated through statement of relationship to form a theoretical framework that explains something about phenomenon….The core abstract concept summarizes in a word or two what theory is all about and provides a means

for integrating the other concepts around it.

In order to derive the core theme, all sources of data were reviewed and sorted out several times through comparative analysis and substantiated in conceptual categories. *Many possibilities of Friction* has been identified as the core theme of this study as "the last step of integration of concepts around a core concept that elevates description or conceptual ordering to the level of theory " (Corbin and Strauss , 2015, p.62).

The following lists are provided by Strauss (1987, p.36) for researchers to help them determine if a concept qualifies as a central category.

1. It must be sufficiently abstract so that it can be used as the overarching explanatory concept trying all the other categories together.
2. It must appear frequently in the data. This means that within all, or almost all, cases there are indicators that point to that concept.
3. It must be logical and consistent with the data. There should be no forcing.
4. It should be sufficiently abstract so that it can be used to do further research leading to the development of general theory.
5. It should grow in depth and explanatory power as each of the other categories is related to it though statements of relationships.

In this study, friction as metaphor emerged as a key concept of the core theme. In Chapter 2 (see section, 2.4.5.1) friction is used metaphorically in global peace and conflict studies as a way to understand complexities that surround issues to better conceptualize resolutions to conflicts. Friction as a metaphor in this study emerged as a useful framework to encapsulate the data that depicted the JTEs teaching practices. Lakoff and Johnson's (1980) seminal work of metaphorical frameworks have been used in research to show links between language and cognition. In their research, they point out that metaphors offer windows into our minds depicting how we conceptualize things. More than mere words, metaphors offer conceptually rich understandings of how we experience one thing in terms of another kind of experience. For example, as Lakoff and Johnson would suggest, *sports is war*. We conceive of competitive sports as war, form strategies accordingly, and use the same descriptive language to describe them. A team or player attacks, destroys, kills, runs-over etc. its opposition. "The concept is metaphorically structured, the activity [sports] is metaphorically structured, and consequently the language is metaphorically structured" (Lakoff & Johnson, p. 5).

Viewing things metaphorically create larger conceptual frameworks and are a useful means to present data. Bogdan and Biklen (1998) write, "Another way to expand analytic horizons is to raise concrete relations and happenings observed in a particular setting to a higher level of abstraction" (p.166). They posit that the researcher should "play with

metaphors, analogies and concepts… [in order to avoid] nearsightedness that plagues most research" (p.166). Metaphor can also work as a way to help the researcher reduce the data by taking a number of particulars and making a generalization (Miles & Huberman, 2014).

In second language research, the use of metaphor to conceptualize teaching practices can be seen in the work of Oxford, Tomlinson, Barcelos, Harrington, Lavine, Saleh and Longhini (1998), and Katz (1996). Oxford et al. (p.4) write, "In short, metaphor is an essential mental tool, which should be harnessed as an instrument of *imaginative rationality* (Lakoff & Johnson, 1980)—a problem solving device applicable to all fields, including language learning and teaching." Oxford et al. linked descriptions of teaching to learning styles (e.g. teacher as a nurturer to connect to humanistic teaching approaches), and Katz described individual teaching styles metaphorically (e.g. teacher as a choreographer to suggest a style of a teacher who clearly arranges her class with planned techniques). Katz also makes it clear that using metaphors to describe data should only come later on in a study when data can fully substantiate the metaphor. She writes how the selection of metaphors emerged in her study (1996, pp. 6264):

> (a) The metaphors emerged over the course of time (the semester of observation), only becoming fully developed at the end of this period of data collection and analysis; (b) as well, the decision to use the metaphor as a research tool was made well after data collection was underway as a means of dealing with the nature of the data uncovered.

In this study, the use of friction as a metaphor only emerged as a core theme later on when it was determined that it could be complementary to the three categories to raise the level of abstraction to conceptualize the individual cases of the JTEs.

4.1.1 Friction as a Metaphor

A simple definition of *friction* (also see Chapter 2) according to *Merriam-Webster Dictionary* is 1) the act of rubbing one thing against another; 2) the force that causes a moving object to slow down when it is touching another object, and 3) disagreement or tension between people or groups of people. In these definitions, friction denotes physical properties of opposing forces that can have an effect on the movement of objects. It is also applied to the mental world of having a psychological effect that can create or motivate thought triggering opposition and heightened emotions. Although the connotation of friction appears to be a negative construct in the latter definition, the wide range of friction operating as a motivating force in the externally physical and internally mental world present the many possibilities of friction as a rich concept for the core theory.

The concept of friction encapsulated the data taken from the participants, as it was a force that influenced how the teachers perceived their situations, and it was seen as a force of tension or creation either hindering (HPM) or propelling the participants (EPD), respectively to make changes in their instruction, which then be observed in practice (ROP) leading to teacher change. Vermunt and Verloop (1999) write that friction can have destructive or constructive influences on the developmental process. In the former case, there is a decrease in learning if learners (i.e.,teachers as learners in professional development) feel they are under-challenged in terms of what they are learning either because it is not stimulating their cognitive thinking skills, or developing potential skills. On the one hand, they claim that constructive friction represents a challenge, a motivation for learners to increase their learning skills and potential. The polemic forces of friction also cohere with the title of the study. Conflict over meeting the demands of curriculum policy has been substantiated in the literature as shown in Chapter 2. More importantly, friction over the expectations to meet the TETE and communicative goal prevailed in the data as will be shown in the following chapters. The participants in the initial stages of the study were not at all positive that they had the necessary skills to meet the policy demands. They also believed that the demands were unrealistic and did not meet students' needs nor everyday teaching realities. On the other hand, for the participants, the constructive aspect of friction became a motivating force to break up the finite loop of teaching routines to look for ways to transform their instruction through praxis (ROP). In this chapter and throughout subsequent chapters, an attempt will be made to show how the nature of friction grounded in the data of the three participants serves as a theoretical construct for teacher development.

The many possibilities of friction also provide a controlling concept on the three axial codes that underpin it: HPM, EPD and ROP. A broad description of the three axial codes will be presented. The categories are then substantiated by the data of the three JTEs. They will be delineated according to each teacher within the bounds of each case.

4.2 Supporting Categories Through Axial Coding

In the process of finding the core theme, the supporting categories, through constant comparative analysis during axial coding, were selected as they could be substantiated by the data of the three JTEs. The data from the two following categories are presented. As mentioned, ROP will be discussed solely in the second phase as it emerged during the LSC.

4.2.1 Harmony Provisionally Maintained (HPM)

When a combination or an arrangement of things comes together in a pleasing way, there is harmony. Although, the concept of harmony is positive and conjures feelings of pleasantness, its use in this category is different. Harmony can also be viewed as a state of complacency, a safety zone to resist the surrounding conflicting forces of friction. Furthermore, the connotation of harmony changes with the use of the word 'provisionally' which implies a temporary state, but likely to change.

The data depicting the JTEs as carrying on with HPM represented the ways they avoided attempts at meeting the TETE challenges and making progress in their teacher development. HPM provided a means for the JTEs to carry out their duties in a non-reflective manner. In doing so, their teaching was largely reduced to fixed teaching behaviors and routines. A cause for this state of inertia can be found in the concept of complexity as discussed in Chapter 2. Classrooms are highly complex environments with many layers of embedded subsystems forming larger contexts. For example, Finch writes (2004, p. 28),

> We find that the classroom is part of the school system, and that the teacher is the interface between this higher order system and his/her pupils. Finally, the school is a subsystem of the education system, with the school principal interfacing between ministerial demands and teaching practicalities.

In complexity theory, if organisms feel they are overwhelmed by a highly changeable environment (such as teaching), they can resist change brought on by opposing forces (curriculum and administrative demands) and become static and fixed in their thinking and behavior. That is, they can linger in HPM situations.

On the other hand, the many possibilities of friction can create motion to push the teachers out of the temporary HPM state, which would begin the process of gravitating toward productive change if situations are too static.

4.2.2 Existing Positive Disharmonies (EPD)

<div style="text-align:center">

O heavy lightness! Serious vanity!
Mis-shapen chaos of well-seeming forms!
Feather of lead, bright smoke, cold fire, sick health!
--Shakespeare, *Romeo and Julliet*

</div>

Where HPM at a first glance appears to have positive connotations because of the use of the word 'harmony', EPD, with the juxtaposition of the words positive and disharmony might appear to be an oxymoron, and have a negative sense to it. However, the concept of

bringing two opposites together in a harmonious union has been around a long time in the Chinese philosophical concept of *yin-yang*. Interestingly, Hang (1988), a scholar of Chinese philosophy, takes the view that even the *yin-yang* concept can fall into a non-productive complacency and needs to be destabilized. He writes,

> I see evolution in the following way: Simultaneous and successive *yin-yang* unity suggests a certain provisional harmony. But if evolution toward a higher level takes place, there must be a break in this provisional harmony, in the form of a new impetus. (p.221)

In this way, the goal of evolution is to bring us to a higher level of harmony through a kind of destabilization, an impetus for change to evolve from the static state of HPM.

The destabilization of teaching practices to break teachers out of an HPM state caused by being overwhelmed with the multi-dimensional complexities that surround teachers as stated previously, can be found in Woods (1996) claim that there can be "no end of possible disharmonies" (p.292). Although Woods points out that teachers in a highly evolved state of harmony might not need to change, he believes this situation is rare. His view is that in most cases, friction, if used wisely, can lead to the evolution of practice. He writes, "An important function of research, or new teachers, or new systems of teaching, is to create disharmony, and thus a movement forward" (p. 292). Burns and Knox (2005) did a follow-up study on postgraduate teachers in Australia who attended their program a year earlier. When they went to their classrooms, they found the teachers were not implementing in practice what they learned in the program a year earlier. However, when they began to work with the teachers at their classroom sites, they found the teachers began to put into practice what they learned from the programs. Being part of the process of praxis, they concluded that they were 'catalysts for destabilisation'. Woods also concludes that breaking teachers out of their comfort zones is effective in teacher development and that an aim of developers should be "to encourage productive disharmonies" (Woods, p. 292). In this study, the EPD category emerged during the study to bring together data that depicted indications that the participants wanted to break out of their comfort zones (HPM) to make changes in their teaching practices.

4.2.3 Reconceptualizations of Practice (ROP)
Following the process of praxis, the ROP category and the data to support the category are directly connected to three JTEs' participation in the LSC in the second phase of the study. During the LSC interventions, the teachers were focusing on making changes in their instruction. To what degree each teacher was in a sufficient change state to produce positive disharmonies will be explored in the data within the case of each JTE. The term

reconceptualization was viewed from Freeman's connection to the work of Gee (1990, also see Mackay, 2007) in Chapter 2 and it is revised here because it is directly applicable to the category. Gee wrote about the social influences of Discourse (the capitalized use is distinguished from the lower case form used normally in linguistics), which become our identity kits. He suggests that Discourse is more than the way we use language, it is who we are and how we see or conceptualize ourselves in the world.

Freeman (2000) posited as discussed in Chapter 2 that in teacher development and in-service teacher education a role should be to get teachers to develop a secondary professional Discourse, an evolved professional identity that will lead to the changes in practice. He writes that most teachers enter teaching with a localized, primary discourse, a primitive or unexamined way of looking at teaching based on years of experience as a learner in classrooms. In addition, this primary Discourse is also influenced by the mundane side of teaching centered around discussing routines of daily schoolwork and classroom management. Freeman argues that for teachers, these two types of interrelated "local" Discourses offer limited descriptions or explanations of practices and can have a debilitating effect on teacher learning.

Freeman's view above speaks to praxis. If we engage teachers in a professional discourse to stimulate thought informed by theory and reflection, than it might move teachers into changes in action. Moreover, Freeman posits that teachers need to experience professional Discourse in practice for teacher development to take place. Fullan (2007) has written that teacher change occurs in three simultaneous ways: changes in teaching approaches, new or revised materials and changes in beliefs about teaching. Guskey (2002) as mentioned in Chapter 2, further adds that teacher change occurs when teachers see ideas about teaching (such as those suggested in workshops or in the literature) work in practice in how effective they are for their learners. Below Guskey's development model shows the flow of teacher change:
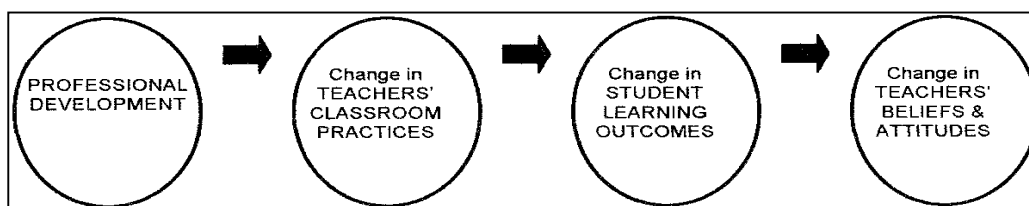
Figure 4.2 Guskey's alternative model of teacher change. (2002, p.383)

In the model, professional development is used as a means to trigger changes in classroom practice. However, for teachers, suggested changes must be realized in students' outcomes, which further lead to the change of the practitioner's beliefs and attitudes.

In the planning stages of the LSC, through interactions with each JTE discussing

theory and practice, it was hoped that the teachers would develop a professional Discourse, a way to reconceptualize their practice. In the research lesson stage of the LSC, where lessons were implemented, the participants were given chances to see their conceptualizations carried out in practice. Therefore, the ROP category was selected as it provided a conceptual means to include data from interventions conducted during the LSC.

4.3 Summary of Themes

The core theme and axial supporting thematic categories were discussed in a top-down manner. However, they were not formed that way. In accordance to the principles of GTM, they emerged through a comparative bottom-up analysis. HMP was explained as representing data that depict teachers in a rather static state, teaching in a kind of comfort zone, somewhat resistant to the forces of change and the complexities and uncertainties that surround their teaching. EPD and the data to support it suggest that out of uncertainty and chaos can emerge a productive state of destabilization propelling teachers to change, to evolve. Change needs to be demonstrated in practice. The ROP category allowed the researcher to present data showing outcomes of JTEs going through the LSC teacher development model. Through the ROP category, the process of praxis focusing on transformative action could be documented. Successful or unsuccessful attempts at ROP suggest that change or transformation of practice is not easy because of the compelling positive and negative forces that surround the teachers. Finally, the overall controlling core theme of the many possibilities of friction was discussed. Formed by a contradicting, driving forces beneath it, friction as the core theme serves as a concept that provides an abstraction to generate understandings of the real and very complex environment the three teachers are in and possibilities to create positive change in their teaching.

4.4 Case Study of the Three Teachers

Next, we move from the broad descriptions of the categories to specific connections to each teacher within their own particular case. The cases of each teacher will be presented in order of educational level from junior to senior high school. First, background information will be presented, followed by a data analysis within each of the axial categories presented in the order of above. However, before the ROP category is presented, an outline of each LSC intervention is given to provide a context for data in the ROP category. HPM and EPD largely emerged from the first and second phase. The other supporting category of ROP mainly emerged from the intervention cycle of lesson study, where through the developmental process of praxis, each of the JTEs participate in and discuss outcomes of their own practice.

Chapter 5 Teacher A

5.0 Introduction

Teacher A (TA) is from the environs of Sapporo City in Hokkaido and she started to study English at a public junior high school. She continued learning English as a major subject. She felt her English classes were focused on translation, grammar and on passing tests, eventually for the purpose of getting a sufficient score at the center examination at public high school. Referring back to her school days, she examined her learning experience as follows at the initial interview.

> Well, in junior high, I never took an English class with communicative teaching method. All English lessons were focused on grammar translation. Transcription from the textbook was our daily homework in junior high. We had to write down English on the half of the left side of the notebook and Japanese translation on the right side through for three years as our homework. Then in the class teachers often translated English into Japanese and we checked our own translation and teachers explained the grammar. For example, the teacher explained how to use relative pronouns and this is the reason why we could get a lot of Japanese translation. The main purpose or final destination was 'translation', I think (laughter). (TAN-1)

> In high school, the classes were mainly focused on explaining grammar and drills and translation for almost three years in high school days. I feel that we could get accuracy as knowledge of grammar. Having students get good scores on the test (especially for the Center Examination) and getting them to pass the entrance exam were the main purpose for English teachers, I think. (TAN-1)

She enrolled in a private college near Sapporo City, where she majored in English literature. This college is the same college that Teacher B studied at and graduated from. Teacher A was interested in the education system in Finland, whose language education system has been well evaluated internationally due to a good use of the CEFR (Common European Framework of Reference for Languages) as setting a goal of language learning. However, TA's interest at that time was not focusing so much on language teaching but on the general teaching approaches and system in Finland. Looking back on her college days, she regretfully states that she should have studied more about Finnish language education system. As for the experience of being abroad, she attended an intensive English program for two months in America. Graduating from the college, she started to teach English at the private secondary school, where this study takes place. For the first year, she did not have any homeroom teacher duty, and from following year she started to take charge of the class and now (as of 2016) she is in charge of the homeroom class of third graders in junior high. She deals with the guidance activities *(seikatsu shido)* such as career guidance, consulting

with students about the condition of students' homework submission and occasionally consulting with their parents as a homeroom teacher. Besides the heavy workload as a homeroom teacher, she is in charge of track and field activity club, which always makes her stay and practice with students after school almost every day including Saturday afternoon and Sunday morning. These duties are more or less related to the parents' expectations in the teaching environment of private secondary schools since parents pay considerable amount of high tuition for their children's education and the tuition is supposed to meet the parents' expectation of their children's achieving the good result of subjects and social development in club activities and fostering morals as well.

However, these busy duties seem to eventually become mundane as TA' comments at the first interview indicate:

> I am busy as ever, though, every teacher is dealing with these duties, which can't be avoided because this is private school and the other teachers seem busy as well as I am. Yes, there is a lot we are expected to do to meet the parents' expectations, to meet the students' needs with considering the expenses of the tuition. But for me, teaching English is my priority and I would like to brush up on my skills. (TAN-1)

The comment indicates that TA is asked to deal with a rather heavy load of daily work, which might keep English teachers away from professional development even though she is conscious of her priority as language teacher.

The Class

TA had 16 classes at second grade in total in this study. The class we focused on was the class from 2-1 and 2-2 with 17 students since they divided the two classes into three depending on students' comprehension levels, mainly based on the test scores. TA was in charge of the middle level class since the new school year started. All students in the class had passed level 3 of the English Language Proficiency Test but no higher than that level.

The Textbook

The textbook they are using is mainly *New Treasure 2* of *Z-kai* publishing company, which provides a variety of business enterprises including providing correction services, publishing books, practical training workbooks and so on, mainly supporting students (from elementary to master candidate) to get sufficient scores and pass tests. They do not use the authorized textbooks by Ministry of Education. The series of *New Treasure* was first published in 2009, focusing on developing four skills of English proficiency. Each lesson has 3 to 4 sections and one reading material to cover the grammatical items that students have learned.

Although students keep authorized textbooks of *New Horizon*, it has been seldom used as a means of practical learning material since they adopted the use of the *New Treasure*

two years ago. Each section consists of dialogic text with quite a number of new vocabulary and grammar items. As the main purpose of the publishing company is on heightening the scores of students or getting them to pass exams, grammar explanations are well demonstrated at the end of each section. Although the structural focus seems fine with TA, she remarked that using this textbook is frustrating as sometimes they have ridiculous dialogues and it makes it hard for her to explain and have students understand the reason why they put in these unrealistic conversations (see below). This implies that TA sometimes feels at a loss with following the textbook.

Being herself in a dilemmatic situation among what she is expected to do not only as a language teacher to improves students fluency, but also a teacher in private school where test scores mean a lot, she seems caught in the middle. TA struggles to make her class more active and more communicative in order to prevent having her students experience the same kind of instruction that she got from her school days, including university. Referring to this complex situation, TA is somewhat in a HPM frictional situation, which prevents her from refining and improving her teaching approach accordingly.

5.1 Harmony Provisionally Maintained (HMP)

For TA, four salient factors, which support HMP, emerged among several categories that come from interviews and classroom observations and are documented in the form of story lines accordingly:

- Previous experiences as a learner
- Ambiguity of TETE
- Harmony of following the previous lesson plan
- Routinized teaching behavior

Previous experiences as a learner:

A lot of what teachers do in their classrooms are informed by personal theories of teaching that are largely influenced by experiences when they were learners. Lortie (1975, also see Chapter 2) refers to this as "apprenticeship of observation," in which he argues that prior learning experiences in schooling play a crucial role in determining teaching beliefs and practices, and that teaching beliefs are formed on the basis of experiences as students even more than as teachers. Two major experiences as a learner can be seen in TA. One dominating experience is TA's lack of the training in university education. Although she graduated from a teacher education program in university, she does not feel comfortable with her teaching English through English at all. TA's previous experience as a learner at university did not reflect the shift of COS and she did not take any training:

> I feel myself that I cannot use English overall without any training. (TAN-1)

As discussed in Chapter 2, personal theories of teaching are also (or should be) influenced or informed by professional theories and knowledge of teaching (Freeman,1996; Kumaradivelu, 2001). However in the comments below, it seems that as a teacher and as a learner, TA felt that there was a lack of pedagogical knowledge in using English in the classroom. TA mentions that the lack of pedagogical knowledge when studying to be a teacher has led to insecure feelings about how to implement the reform even though she is aware of the policy initiatives.

> I'm afraid that it might be hard for all English teachers to conduct all their lessons in English, putting myself in the position of an English teacher, because we have never had the training for using English in teaching English and I graduated college only two years ago (as of 2015). In the college we did not have any training for classroom English even though we already knew about the shift of new course of study (COS), which emphasizes teachers' using English in class. In fact, I have no idea about what kinds of classroom English should be used and how we should use it as we have never taken any training for meeting that purpose. (TAN-1)

TA further elaborates on her uses of English in the classroom:

> In my class, I approximately use English 30% or 40% including repetition, however, more than half [of class time] is in Japanese… Others are for repetition and reading aloud…I use English about half for the direction of the activity…Mainly directive phrases I use such as 'Do this' and 'Do that'. I use simple phrases such as ' Be quiet' to the whole class, but to the individual students I use Japanese such as 'Look at the board'…[On the other hand] Students approximately use English 30% in the class including repetition and reading aloud, I think. (TAN-1)

TA is fully aware of her English use in the classroom and that the uses are limited to directions. However, without having developmental training, as she says, TA does not know how to increase ways to use English in the classroom. Thus, she resorts to a HPM state when it comes to using the target language by continuing with the amount and level of English she has been using to conduct her classes.

The other previous experience as a learner is from her school days in junior high school and high school. Notably, TA's background as a language learner comes from public junior high and high school, which means that the learning approach is directly affected by policy of MEXT. Considering her age, when she was in secondary school, MEXT already started the action plan to develop students' communicative abilities corresponding to globalization around 2000 (see Chapter 2) at the time. However, TA's comment below (and as briefly stated further above) shows that in her classes they did not take any different or more interactive learning approaches to meet the demands of the shift of MEXT. Moreover, and remarkably, this pattern continued when she was a student at the university:

> When I was a junior and high school student, the English classes were mainly focused on having students get better scores on the tests, especially at high school, and never focused on improving their communicative skills. And in the university I found myself far from what we call communicative ability even though I had already taken a 6-year period of English learning education at the public schools. So the aim of the ongoing course of study (COS) English goal, which focuses on developing students' communicative abilities, sounds good for me. (TAN-1)

From the above statements of TA, we continue to see that she feels the language courses she took did not adequately help with her English communicative abilities. There is also an EPD indication in her statement welcoming the COS goal. Moreover, in her major study at university, she was interested in the education system in Finland, but what she studied was about the general education system in Finland. In Finland, pre-service teachers intensively do specifically structured coursework that focuses on the subject they are planning to teach. They receive ongoing feedback from mentors who are knowledgeable of the field of study. They also do a year of teaching practice in a school and their research must focus on controversial topics that relate to their field. Thus, the emphasis of Finnish education is not only theoretical but practical in relation to their field of study (Ripley. 2013). In TA's case, however, she did not have chances to connect Finnish education with language learning:

> What I learned at the university was general theory and those theories were not so practical. Now that I think what we had learned as a theory in university should have been implemented beforehand in some ways before we started teaching. But we weren't told nor taught how to use theory in the classroom [in university]. We were thrown in the air after graduating, then faced the reality of how complicated teaching in a school system and students are as well. (TAN-2)

TA's comment above indicates that she did not receive adequate professional training at the university to have her prepare for the COS policy demands. Even though TA learned about the Finnish education system in university, it still remained superficial, theoretical knowledge, which makes her resort to relying on her previous experience as a learner and is reflected in her teaching approach was seen in her teaching:

> TA used a lot Japanese as shown in three classroom observations before intervention classes. TA appeared to be just giving the students the sentences to memorize [in Japanese], but there were no activities that gave opportunities for students to produce these sentences in meaningful contexts. (RFN-1)

It seemed hard for TA to change her teaching approach. Her approach is basically a teacher-centered approach giving students questions to get right answers, which makes it difficult to have students use what they have learned communicatively. This was noted in observing her class:

> *Donna-imi?*(What does it mean?) *Donna-hito?*(What is he/ she like ?) She
> uses a lot of questions to confirm the content as a separate syntax and some
> students cannot follow her continual questions. (TAN-CO3)

Especially, the reading class seems to TA as an opportunity to focus, solely, on vocabulary
or structures of the text just as noted in the following classroom observation of TA's class:

> The reading class seemingly is done with a lot of explanations of grammar and
> vocabulary to have students understand the text sentence by sentence through
> translation. TA expressed that she didn't like to teach reading nor was she
> confident in reading class as she did not have any idea to use reading material
> as to get students to use language communicatively. (COFN-4)

The heavy use of Japanese continued even after the five interventions of getting her to
implement CLT:

> She uses Japanese to explain the content. (TAN-CO6)

The reason may be strongly affected by her experiences as a learner, especially being
introduced to theoretical approaches without having opportunities to see them put into
practice:

> Perhaps, I learned the outline of CLT at the university, though, I don't have any
> opportunity to make use of it and I don't know how to implement it! Even
> though I am conscious of it, I don't have enough time to make a plan and the
> energy to put it into practice by myself. (TAN-2)

What she says above infers that there is a lack of opportunities to put theory into practice.
Her statements support the premise of this study that teachers in development need to
participate in the process of praxis. Otherwise, as in the case of TA, she does not have any
chances for triggering her to change, and therefore she remains in a state of HPM.

Ambiguity of TETE

According to Willis (1981), "Language is much better learnt through real use than through
pattern drills and exercises" (p.1). As for the effectiveness of using the target language in
the classroom, Mee-Ling (1996) states that English used by the teacher is a major source of
language input for his or her students (p.186). Likewise, Hughes (1978, p.6) expresses the
advantage of TETE as follows; "the classroom situation is a genuine social environment,
which allows the meaningful situational use of the language"(p.6). Although these are
strong rationales and roles for target language use, regarding the TETE policy, there are no
clear guidelines on English use in the classroom, which can leave teachers (without
constructive teacher development) to decide to use their language in their classrooms
according to their convenience; without involving teachers in praxis to see the practicality

of those aims, ambiguity emerges. TA's comment shows that TETE policy still leaves uncertainty of how and what English to use:

> I think that the class conducted in English is effective because students may increase their learning motivation if they can watch and listen to what and how English teachers are using English for their instruction. Students themselves may try to use more English if teachers use more English and they may intend to use more English.…However we were not informed of using English overall in classroom, right? (TAN-1)

At the initial interview, TA stated that her using English was mainly in the form of directions and greetings:

> Well, most of them are for greeting such as "How is the weather? " "Hello" "Good morning," or for giving students instruction, such as "Stand up ", "Sit down", "Repeat after me" or encouragement phrases, "Good job." Others are the ones that ask students to repeat after me and read aloud. (TAN-1)

However, her directions in English were rather simple:

> I use mainly directive phrases such as do this and do that. I use simple phrases such as 'Be quiet', ' Open your textbook to page…', ' Raise your hand' to the whole class. (TAN-1)

These classroom English phrases are observed well all through her classes, before and after interventions as well. TA used a lot of Japanese to explain syntax and grammar. However, when she explains grammar or syntax or vocabulary one after another, students seemed to get bored putting their heads down not looking at TA. When it comes to having students read the sentences in the textbook together after explaining grammar, students showed no emotion, just following her reading, sentence by sentence:

> However, I feel that we have to choose classroom English carefully, for I think just to push through using English such as explaining grammar without considering students' proficiency may cause the confusion and may not be effective. (TAN-1)

TA's comment above demonstrates a belief and explanation for maintaining her teaching approach. TA switches and uses a lot of Japanese to explain grammar and syntax, but ironically the explanation seemed to cause boredom in the classroom:

> TA:*Kore-wa ushiro kara setsumei shite irukara kouchi−shushokugo desu. Kore-wa kannkei- shi ni kakikaeruto dou narimasu ka. Hai sou desune.* [The word is modified by the following part. This is called modification. And how can this sentence be rewritten with a relative pronoun clause? [A student quietly replies] Yes, you are right. (TAN-CO2)

72

Students' reaction to continued use of Japanese to explain grammar was noted in the following:

> TA explained the structure of post modifier in Japanese and tried to have students rewrite the sentence into the one with relative pronoun but students got bored. (COFN-2)

Below are data showing that TA continues with explanations in Japanese followed by an entry in an observation memo:

> TA: OK, let's read together. Repeat! [Students repeat after TA.] OK, *dewa daijina tokoroni senwo hiite kudasa*i [Please underline the key sentences] (TAN-CO3)

> No interaction was seen during the explanation of grammar. Students did not have any chance to use the target sentence. They automatically underlined the sentences. Some students just looked at the text. (COFN-3)

This code-switching to Japanese occurred a lot in grammar explanations of TA. Although the TETE policy does not advocate that the JTE should use English all the time and instead allows teachers to choose judiciously between use of L1 and L2, TA has interpreted the purpose of the TETE policy to mean teaching 'all in English':

> The purpose of 'all in English' must be to improve communicative ability of students by entirely teaching English in English. … However, it might be hard for me to implement because I don't know how to teach grammar in English. (TAN-1) Even though I explain in Japanese, students may not really get it. (TAN-2)

TA's interpretation of the policy to entirely TETE and her stated beliefs in several of the above comments that she thinks Japanese is needed to teach grammar and if she had to do it in English, she would not know how has exerted a lot of pressure on her to remain in a HPM state. Although there are scholars who argue that English should also be used in these occasions [grammar and vocabulary explanations] as they present genuine opportunities for teacher-student communication in the classroom (Harbord, 1992; Moody, 2003), what is happening in teaching grammar and vocabulary is that TA explains them in L1. Unless the ambiguities are clarified within TA, meaning if she is able to see that more use of English applied throughout the lesson can play a major role to have students achieve the goal of improving their skills of English (an intended aim of the interventions later in the study), then she will remain in this fixed position. For example, code-switching is maintained in her instruction and in her lesson planning as we will see next.

Harmony of following the pre-dominant lesson plans

As a young teacher with three-years of teaching experience (at the time of 2016), TA tends to follow the teaching plan from the previous year, which becomes a pre-dominant teaching pattern in her instruction. As often is the case in Japan, teachers who are moving on to a higher grade to teach within the school hand off yearly pre-planned lesson plans from the previous year to teachers who will now teach that year, respectively. In this private secondary school, the yearly lesson plan given to TA includes the use of PowerPoint. Consequently, most of the teachers bring their computers to use PowerPoint in their lectures. Following suggested uses of PowerPoint, TA, as well as the other teachers, uses it to teach English:

> Well, usually I explain the reading section in Japanese. For example, this story is about this and that. Every section is copied and projected on the board. Then I introduce a long list of vocabulary with the PowerPoint to have them practice with it. Students read the new vocabularies, around twenty sometimes or more, in one time. Then, vocabulary training with PowerPoint goes with translation from Japanese to English or English to Japanese. (TAN-2)

However, TA does not know the reason why they use PowerPoint in the lesson. When I started to observe TA's class, students practiced each vocabulary introduced with mechanical signals on PowerPoint when it switched to the next slide with the lights turned off. I asked her the reason why she used the sound signals with vocabulary practice and why TA turned off the lights. TA commented:

> They [teachers from previous year] have left their handout and teaching plan and PowerPoint slide as well on the computer. I don't like some of them actually. But, when any other better idea doesn't occur to me, I usually reuse the same slides for saving time. These teachers [in previous year] told us that their students were successful with this lesson plan, so we should follow or use their PowerPoint and handouts to save time. (TAN-2)

Since TA had already mentioned that being busy is a hindrance in her development, it becomes convenient to use the same teaching plan or procedure. Thus, HPM is seen as TA kept using PowerPoint for explaining grammar because she doesn't have "any other better idea". Therefore, she remains using slides for explaining grammar and a teacher–centered approach without reflection as follows:

> Students listen to the CD and repeat and work on the handout for confirmation. After a while we check the answers with the PowerPoint. Answers are on the PowerPoint. Students can check answers by themselves. (TAN-3)

By using the same procedure or teaching approaches, TA may feel comfortable. This sense of being in a comfort zone naturally prevents her to create newer instructional approaches to have students become more active by giving them more chances to use the target

language in the class. Regarding this point, it was observed that students have rare chances to read for meaning other than reading or repeating the text out loud (COFN-1 / 2). When asked about this, TA stated:

> I will use slides to have students to grasp the meanings of the reading section. Giving them the comprehension questions first and let them listen to the text and check the answers. This is what we have taken over from last year. (TAN-SR4)

The above by TA indicates that one contributing factor of a HPM state is following previous lesson plans from other teachers because a teacher does not have any idea to further the lesson in ways that are more beneficial to students. Thus, if a teacher is detached, lacking a deeper praxis understanding of a lesson by knowing why (in theory) she is doing what (in practice) she is doing, then there is the existence of HPM. An over-reliance on routines is one outcome of this static state.

Routinized teaching behavior

Routines in teaching can be positive. Routines give stability to the students as they can expect certain organizational frameworks of a lesson and activities in the classroom to be carried out, such as beginning a lesson with a warm up and ending with some review of the lesson. Consistency in teacher behavior can also help students adjust to their teachers. Routines also help the teacher to efficiently conduct classroom activities (going over vocabulary, introducing topics, checking homework), which frees them to find time for more creative activities. These are positive features of routines. However, when there is too much of a reliance on routines, teachers run the risk of becoming mechanical in their teaching. In other words, teachers may stop reflecting on what is happening in an activity, what Schon (1983) calls reflection-in-action. Doing the same things over and over again, especially if there is no reflection can create a static, mechanical lesson without a desire of the teacher to build on it for improvement.

Several comments from TA demonstrate her routinized teaching behavior: First, it is worth reviewing TA's comment previously presented above regarding her perceived amount of TETE and use of Japanese:

> In my class, I approximately use English 30% or 40% including repetition, however, more than half is in Japanese. (TAN-1)…Students approximately use English 30% in the class including repetition and reading aloud, I think. (TAN-1)

TA feels that the amount of English she routinely uses corresponds to the amount her students use. Part of her routine instruction as mentioned is using PowerPoint slides even though she is not sure if they are effective. TA further talks about using PowerPoint routinely in the following:

> Well let me tell about what we are usually doing; first vocabulary learning, and this is the PowerPoint slides, though, I'm not sure whether this material will be effective or not. (TAN-2)

TA again indicates that she uses PowerPoint slides to teach reading, which she stated previously is used to analyze structures and vocabulary in the text. Below, she says that she uses PowerPoint mainly because of her insecurity about teaching grammar as she has regularly stated at different intervals in this study. She uses PowerPoint as one of her routines to confirm students' answers:

> I think I have to teach grammar and I don't know how to teach grammar….Well grammar point is so complicated for students to understand and I have to explain a lot in one time. (TAN-2)…As everything is in the PowerPoint, maybe for me it is much easier to use for confirming the answers. (TAN-SR1)

The routine use of English in teacher-student interactions to confirm or to do comprehension checks has been an issue in teacher education. Tharp and Gallimore (1989) write that recitation type interactions often in the form of rapid fire questions limit student responses to yes/no responses. They write "…only rarely are they [questions] used to assist students to develop more complete or elaborate ideas"(p.29). In this regard, another routine behavior of TA is that she feels her tone of voice (from rapid fire questions) is too authoritative, which makes students hesitant to interact with her. She also believes she provides too many explanations and that her recitation questioning approach is limited:

> I think still I used a assertive tone and explain a lot, I need to elicit students' ideas by using wh-questions, or putting them in activities to let them use English in more applicable measures. It is really hard to get out the habit once we receive. (TAN-SR3)

As TA's final comment above indicates, she is stuck in a HPM state because of not knowing how to create more meaningful interactions with students. On reason as stated is over the type of interactions JTEs have with their students. Japanese students (not only students of TA's) tend to ask questions to know vocabulary in writing sentences, reading texts and working on drills on grammar training. JTEs often get questions such as "What is ~ in English?" The teacher, in turn, as TA showed answers the questions with the one word answer the student was looking for. Tharp and Gallimore (1989) refer to this as "scripted

teaching" (p.22), which is little more than having students respond to low level questions that go beyond challenging them to further develop their ideas. These situations, as Tharp and Gallimore would argue, are ripe for assisting students to express themselves or at least to further thoughts on what they want to say before quickly giving them the word they need to know. In the following, TA demonstrates an example of scripted teaching and its limitations after it was noted at the planning stage of 1st intervention. She unconsciously uses a lot of recitation questions to confirm the meaning of each vocabulary, idiom or phrasal verb, when she simply asks, "what is ~ ?" (usually asked in Japanese of '*Nan-datta ?* or *Nan- desuka?)* 'without giving the students any assistance that could expand on their learning regarding what situation or context they are supposed to use these phrases or vocabulary:

> Simply I ask the meaning of some vocabulary such as 'carry out' *wa nan-datta*? ' (What does 'carry out' mean?), 'look for' *wa nan-datta?*(What does 'look for' mean?) I confirm the vocabulary word by word in Japanese translation. (TAN-2)

TA examined the reason why she tends to use those phrases even though she noticed that language learning should not always be scripted teaching like getting one specific answer as in mathematics. The scripted approach to her teaching is further routinized or normalized by students, who also have been habitually conditioned to follow the script. The following two notes show that her discourse in the class is affected by the discourse from students, which leaves less room for getting the teacher and students to go beyond limiting one word interactions:

> But language learning is not so linear. It is really complicated. Usually students pick only one word and ask me to let them know how it is expressed in English, saying that ' *nan-te iunnde-suka ?*' meaning what we should say in English. It is really hard for us to conceptualize what they really want to express. Japanese and English are not easily translated to each other. But I usually give them the answer without giving them the chance to let them explain the content of what they want to express in English. (TAN-SR3)

> Or very often students use the phrase of '*~dake shite-okeba iinndesuka*' meaning that they ask whether s/he can only remember this for understanding the grammar point. And I might say 'Yes', and try to explain grammar point [in Japanese] to make them feel at ease for learning syntax. But what I was doing in the class is to get the only one right answer like mathematics because students like to know the easiest way to get the right answer, too. I noticed that I am also affected by these students' tendency by looking back in what I was doing in the class. (TAN-SR3)

The phrase of "what I was doing in the class" means that she gave recitation questions to get only one right answer immediately and to explain grammar items in the scripted way

leaving less room to have students use them. Moreover, an added reason for routinized and scripted recitation teaching (and students expectations for single word answers) is the influence of tests for which students have to remember grammar items or syntax and vocabulary. TA reinforces this point when she tells students the following:

> This is very important and is often on the test. You had better remember for the practical test and term test as well. (TAN-CO1, 2, 4, 5)

In reality, the existence of recitation type teaching that produces a scripted teaching approach is evident when considering that there are a lot of practical workbook series and cram schools (*Juku*) promoting their business in the way that 'This is the best method' or 'You just have to remember 150 syntax'. In this environment, it may be understandable that students want to get the right answer and teachers, especially who have been trained to achieve the goal of getting their students to receive sufficient scores and passing the tests, will give the answers correspondingly. More will be written on issues addressed by Tharp and Gallimore in the discussion chapter.

As we finish this section, the following, is another example of how TA, by sticking to routines and being non-reflective (HPM), misses an opportunity. The following situation occurred after the author mentioned that the students did a grammar activity that included a fictitious city name in the sentence. When asked if it would have been more meaningful to have the students use the names of their city or town, she replied:

> Yes, [but] it didn't occur to me at that time. Maybe students would be more active if I said something related to their real life… I missed another chance…(TAN-SR1)

TA's last two comments explicitly points out that she is aware of her routine habits that contribute to HPM, but at the same time through reflection in praxis she is beginning to recognize missed opportunities, which brings her along the continuum touching on EPD, the next category to be discussed.

5.1.1 Summary of HPM

The areas where TA's teaching and professional development were seemingly in a static state were expressed in several ways. As in the case of TA, she has been largely influenced by her previous education as a student, including her time spent at university preparing to be a teacher. Her English teachers taught from a traditional approach. They did not use much English and when they did it was to translate. This pattern continued in university, where she received very little training regarding teaching English for communicative purposes and for using English in the classroom. This pattern is a factor in her uncertainty

over the TETE policy. Another factor for TA was that she feels there is a gap between the curriculum policy and the realities she faces in her instruction. In addition to not being adequately prepared to TETE is her reliance on the yearly lesson plan, which was handed down to her and she merely follows it. Finally, a result of HPM is that teaching becomes over-routinized to the point that a teacher can become deskilled. TA's recitation approach drawing on scripted teaching, which limits opportunities for students' to express themselves, has been both observed by the author and stated by TA. Finally, TA's last comment realizing a missed opportunity is positive and suggests the emergence of Friction and a development opportunity toward EPD.

5.2 Existing Positive Disharmony (EPD)

Just like HMP, there were some areas that emerged to support the EPD category, which are related to the impetus for changing or developing teaching skills.

Following are the list of factors:

- Fortuitous outcomes from students
- Conflict of using the textbook
- Telling signs from the classroom environment
- Dilemma over in-school teacher development

Fortuitous outcomes from students

TA became stimulated from noticing unexpected learning outcomes regarding her students. This created an EPD in TA's thought processes. To contextualize this point, the following example was observed in the class of 1st intervention. At the planning stage, it was agreed that TA should interact more with students with the intention of making the lesson more meaningful for students. At a point in the dialogue, TA was trying to explain the meaning of a 'lift' from the vocabulary list. A student suddenly mentioned the lift in a ski ground. It was coincidence that during the planning of the lesson, we had prepared an image of the ski ground full of people with colorful ski wear aiming to have students associate the target adjective phrase complementation of 'predicative use of an adjective' and 'use of adjectival infinitive' with their actual life and practical knowledge. The class got excited to know the vocabulary of 'lift' in various meanings and parts of speech such as nouns and verbs and that it is used differently in different cultures as well – lift in Britain and elevator in America. TA chose a jumper named *Sara Takanashi*, who is a ski jumper medalist for aiming to have students associate what they learn from textbook with what they can see in the real world. Here is the dialogue observed in the class after having students make the sentence of the ski jumper regarding her ability:

TA: So what kind of ability does Yoshiaki have?
S 1: He have…
TA: He has [error collection]
S1: He has an ability to make a happy mood.
TA: Good! Yes, you are right!   He has an ability to create the cheerful
    atmosphere. He has an ability to …
S 2: [continue to make TA's sentence] to make us happy…to make people laugh..
TA : Good! Yes. He has an ability to make us happy. He has an ability to make
    us laugh. Shunsuke, please introduce your friend. So what kind of ability
    does he have?
S 3: [Suddenly another student cried out not Shunsuke] Shintaro has an ability to
    tell us history!
TA: Oh, yes! He has a lot of the knowledge of history.
    OK, What kind of ability does Daiki have?
S 4: He has an ability to speak Japanese. [All students laughed.] (TAN-CO2)

In the above sequence between TA and her students, she has moved away from a scripted, rapid fire, recitation approach to teaching (see in HPM, Tharp & Gallimore, 1989) toward assisting students to elaborate on the concept of ability in a way that is more meaningful to the students. The dialogue between TA and students stimulated TA's perspectives to deliver more interactive activities, which in other words means, more student-centered learning and in turn more TETE.

It was a sort of my new discovery of my students. It was interesting to see
how students connect the word from the classroom to outside of the
classroom. (TAN-SR2)

Further, this new perspective in teaching stimulated TA to make the class active by trying to connect what students can learn with what they can express in the real world.

Yes, I would like to plan another activity to have students get involved more.
This time, I could feel the good harmony with students. One of the students
came to ask me to let her know the New Years' phrase that I showed them
during that class. [they studied the phrase of 'I wish.']   Maybe she is going to
use that phrase on her new year's card. This has never happened to me before.
(TAN-3)

In the comment above, there emerges a new interest to change as new ideas are beginning to percolate in the thinking of TA. Below TA comments show she is becoming a reflective practitioner:

Students want to use what they have learned, which may be quite natural and
simple thing as a process of learning. But we teachers usually think that we
have to teach [over-explain] and tend not to try to put ourselves in the place
of the students and see their point of view. (TAN-SR3)

TA's comments indicate that new perspectives on teaching from both the side of teacher

and students are starting to percolate as she enters into an EPD state. As for TA's case, there is a positive disharmony between doing what she had been doing in the past and making new activities that are more student centered. This view is seen in the following as students have come to ask her whether she can provide them with more interactive activities:

> Since that class, students have asked me about the next activity. (Laughter) They ask me whether I have activity in my mind. They enjoyed the activity, which really surprised me. For a while, I can use the same type of activity or make minor change of it, still I have to create the different activity, don't we? (TAN-SR2/SR3)

The comment above indicates that the new teaching knowledge and experience gain produces in TA and another concern of developing more activities, which seem to require endless energy for preparing different types of activities for every class. This point emerges during a final SR session:

> Can I go back to you and ask about other activities? As what we have got through, the planning is not so easy. Of course for some great teachers, who are full of ideas, they could create the lesson by themselves, though, we [inexperienced teachers], especially, I had only three years of teaching experience. …That is, everything is new to me as a teacher. Every year, every single class is the new experience for me. It is much easier to follow some already-made plans. But meanwhile, there is some weird atmosphere in the class I noticed when I follow those. I can see that teaching is not so simple and there is no one right method, since we took time to construct the lesson together this time. (TAN-SR6)

TA clearly shows that EPD has emerged in her teaching during the co-constructed experiences of planning and then teaching the lesson. On the one hand, seeing positive outcomes from students were fortuitous in getting her to constructively reflect on making changes in her instruction. However, disharmony exists as well because she finds it is easier to merely follow the lessons prepared previously by preceding teachers, but she is also aware that lessons do not go smoothly or contribute to a "weird atmosphere." Besides, the limitations of using lessons planned by others, TA also realizes that there is no one way to teach. Thus, her thinking suggests an optimum opportunity to evolve from an HPM state.

Conflict of using textbook

Textbooks are the principle teaching material in school curricula and fulfill an important role in students' pursuit of learning. As such, enhancing the quality and quantity of textbooks is essential, and the authorization of textbooks is constantly underway to ensure

compliance with each new COS. Two aspects of using textbooks in language learning need to be concerned. One is for teachers and the other for learners. Richards (2015) states that textbooks may serve primarily to supplement the teacher's instruction and for learners textbooks may provide the major source of contact they have with the language apart from input provided by the teacher. For TA, without much teaching experience, using the textbook is supposed to serve to provide ideas on how to plan and teach lessons. However, that is not necessarily the case for her. Since private schools can decide by themselves which authorized textbooks they use or whether they use authorized textbook or not, the course book that TA and her students are using is not an authorized textbook. Instead it is more of a reference textbook with a lot of grammar explanations and related exercises and vocabulary lists. TA critically makes a remark about the textbook:

> I don't know whether students can remember all the vocabulary in one time. The dialogue in the text sometimes includes unrealistic conversation…The textbook says "he has an ability to carry a big bag." Strange(laughter). Forcibly they put the odd dialogue such as 'Do you want to buy a CD at the shop where an unfriendly salesman with rough clothes works?' I don't think this situation happens. (TAN-3)

Even though "the textbook can provide language models and input" (Richards, 2015, p.2) as one advantage, the mismatch between real world topics and rather far-fetched stories may result in confusing students to use language effectively by having them focusing on superficial forms and lexical information. TA shows her own conflict with using the present textbook:

> I don't want my students to focus on learning word by word but try to express what they want to tell at the sentence level. (TAN-SR3)

> Of course I know that using the textbook has a crucial role to teach English, however, I would like to make the better use of textbook to wake students up by letting them notice that they can use the phrases. (TAN-2)

When a textbook is designed as the source of information of having students acquire the knowledge of English, students may come to see their learning as accumulation of correct answers. TA does not only want her students to focus on just language knowledge, but wants students to be involved in activities by using the textbook more judiciously. Thus, TA is conflicted between the reality of using textbook and the need for techniques to "put back some of the creativity that may have been lost in the process of textbook publication" (Richards, 2015, p.6).

Telling signs from the classroom environment

The third factor to support TA's positive disharmony is the classroom learning environment, which she perceived to have changed because of the interventions. Generally, it seems that Japanese students are accustomed to the conventional style of classes in which students independently carried out their learning doing deskwork. The teacher usually lectures in front of the board and students learn subjects individually with less interaction between students and students and teachers as well. Before the interventions, TA's class was completely a teacher-centered one, and students had few chances to talk before implementing LS. However this learning environment had bothered her because of her own learning experiences. Again, here shows TA's experience as a learner:

> Well, in junior high, I never took the English class with communicative teaching method. All English lessons were focused on grammar translation. Transcription from the textbook was our daily homework in junior high. We had to write down English on the half of the left side of the notebook and Japanese translation on the right side of it all through three years as our homework. Then teachers translated English into Japanese and we checked our own translation and teachers explained the grammar in the class. For example, the teacher explained [in Japanese] how to use relative pronoun and this is the reason why we could get that Japanese translation. The main purpose or final destination was 'translation', I think. (laughter) (TAN-1)

The following COFN also depicts a description of TA's learning experiences in the classroom and the conflict she has as she is teaching in class:

> It might not be surprising that TA's teaching style has been affected more or less from her experience as a learner. Nonetheless, TA does not want to do the same lectured type teaching but instead to take in a new approach to make students more actively involved in the class. However TA in not having known how to implement a communicative or interactive teaching approach has caused some students to start to yawn and other students had their head down on the desk when she explained grammatical items in Japanese. (COFN-1)

Furthermore, TA shows awareness in knowing the students appear to be bored with her teaching style:

> It is really awkward to feel that there is a big gap between students and me. (TAN-1)

This awkward manner between students and TA triggered in her a desire to change. During the time spent with TA, it was apparent that she has kept showing her positive perspectives for development. It was through the LSC that supportive positive disharmony emerged. Within it, we can see two influencing factors emerging from the classroom environment.

One is the active engagement of chatter created by students, and the other is the gap rooted in the learners' learning preferences.

Below is a transcription of a stimulated recall of the second intervention. The activity brought students to associate their images with a corresponding vocabulary word and that got students to talk, which naturally caused the class to became very active:

> TA: This is the amusement park, which an American made in Japan.
> S 1: Park… American…
> S 2: Disneyland!!
> S 3: No. No! USJ!
> S 4: *Nannde USJ nano* [why do we call it USJ?]
> S 5: University…
> S 6: No Universal! [laughter]
> S 7: *S ha nani?* [What does S stand for?]
> S 8: S *ha….*
> S 9: *studio dayo.* [In Japanese S9 said *sutajio*]
> TA: Studio *desu yo.* [TA check the pronunciation]
> S10: *USJ ha yuniba-saru stajio Japan no yaku tte nan te iunn desuka* [What do we say that UFJ stands for universal studio in Japan in English ?]
> TA: What does USJ stand for?
> S11: What does the TDL stand for? (laughter)
> TA: OK, make your quiz with your partner. (Students actively take part)

While students made the question of 'Who is this? What is this? Where is it?' including the relative pronoun, the class became active, which made TA worried since it was hard for her to judge whether the noisiness should be acquired as a positive sign of students' interaction in language learning:

> Yes, they were (laughter) excited. It was hard to stop them to talk. They talked about the mountain, people, skiing, their experiences, food and etc. The class became very noisy, but I don't know if that is good or bad. (TAN-SR3)

The liveliness of the class was also noted in the COFN:

> Noisy though, they were practicing asking how to pronounce the vocabulary…During the activity, students went and asked TA whether their questions made sense or not. Students tended to ask TA for single word translations and TA asked them back for more information to let them know the content to make the complete sentence that they want to say. (COFN-3)

In the above COFN, we can see progress in TA's approach to students' questions moving away from scripted, recitation type teaching (as reported in the HPM category) and have students elaborate more on what they are trying to say. Moreover, getting back to the noise factor regarding TA's comment, "But I don't know if the noisiness is good or not" (TAN-SR3) suggests an EPD moment and a possibility for friction in teacher development. In other words, it might be hard to distinguish what is productive interactive discourse and

what is not. Mulyati (2013, p.6) point outs that "The student talk is divided into four main exchanges: asking questions, creating talk exchanges, repeating, and answering teacher's or peers' questions." She also points out that the students will not only get the answer of the questions, but also learn how to construct the meaning by asking questions, and the advantage of creating students' talk is that they can acquire the knowledge and exchange the information through interaction. However, not knowing how to view what is interactive discourse and what is merely chatting, TA was not so confident to put herself in a 'noisy' classroom environment but at least she was motivated to know how she took the measure of students talk, which later related to her teacher development as will be shown in the subsequent ROP category.

Another concept to support TA's reflections on the classroom environment that created EPD was formed by her noticing the two different learning preferences of students, that is to say, active learner and passive learner, which she felt caused an awkward classroom atmosphere. TA's comment below shows that she was struggling between the two contrary learning preferences.

> First of all, the students who are fond of communication enjoyed the class and they asked me to do it again. They got involved a lot. The students who like to talk with people gave me a really positive feedback. However, the students who prefer studying by themselves said that they got tired or didn't want to be bothered. The group with these low motivated students was not so positive. And they said that they preferred studying by themselves [I think] because they could be passive and it is much easier for them to attend the class passively. (TAN-SR4)

However, TA noticed a positive outcome in that even those students, whose passive learning attitudes are frequently passed over unnoticed by teachers because of their quietness and therefore lack of visibility, were forced to interact with others during activity:

> I was a bit excited to get responses from very passive students. They're usually quiet and only utter a few words. But [in the activity] they did. Yes, they did. I am happy to know that they tried to participate at least. (TAN-SR2)

TA worked as a bridge to connect two different types of students, one was passive and the other was active, which encouraged her to consider about teaching more.

Dilemma over in-school teacher development
It would seem that for teachers the most suitable and convenient place for the teacher learning to take place is at their schools. (Due to volunteering to participate in this study, the three JTEs are involved in teacher development at their workplace.) However, Elmore (2004) points out that:

The problem (is that) there is almost no opportunity for teachers to engage in continuous and sustained learning about their practice in the settings in which they actually work, observing and being observed by their colleagues in their classrooms and classrooms of other teachers in other schools confronting similar problems. (p. 127)

Before participating in this study, this seems to apply to TA's predicament. Below, several comments are given to show her desire to further her instructional skills and then her quandary over whether this can be done at her school.

As stated already, TA's experience as a learner of learning English was far from being communication oriented. On the contrary, she felt as a learner that too much emphasis was put on language knowledge focused on linguistic usage with translation-oriented instruction while ignoring the development of learners' learning skills of communication (as MEXT has emphasized). In contrast to her language learning experiences, TA is positive about the COS communication goal and its emphasis on TETE.

> Looking back to myself in my school days, maybe I gained knowledge of English [as a subject to analyze its structures] through the education system in junior high and high school, but I didn't have any chance of communicating in English... These movements of focusing on improving communication ability is great though, the problem is that not so many teachers know how to teach English communicatively and what is 'communication' itself either. 'Communication' is not thought to be relevant to the subject of English but just as merely talking or speaking. (TAN-1)

TA's comment above implies that a considerable number of English teachers have not received enough professional development to teach English in a communicative manner. This theme emerges constantly in this study with all three teachers. Moreover, her last comment is particularly revealing as she states a belief that she thinks JTEs have. For JTEs, a priority is that teaching English means instruction of linguistic or grammatical knowledge, the usage of the language, and that communication skills are ancillary to language learning. This is directly opposite to MEXT's approach to focus on communicative development and that grammar should be taught as a supplement to that goal. If JTEs feel communication is not relevant to the subject of English, what does that mean for implementation of the TETE policy?

Actually when I asked the three JTEs how they feel about the shift of TETE at the first interview, all three teachers replied 'Oh, you mean 'all English?' They believed it meant speaking in English all of the time. Not knowing what lies behind the TETE policy and its strong attachment to communicative teaching creates a barrier to interpret and implement policy without training. However, TA shows her positive view for TETE policy. She noticed the value of the language teacher using the target language for communicative

purposes in the class because it would stimulate learners' motivation for learning the target language.

> Well, the classes I took [in junior high and high school] were all done in Japanese and far from what is called communicative teaching. I think students had better be exposed to English. When it comes to having students use more English or speak more in the class, I think English teachers' using English in English class is quite natural...The purpose is to develop communicative skills, especially speaking skills, [so] the shift of the COS will be helpful and effective if the classes are implemented referring to the suggested guideline. In order to let students improve on their communicative skills, teachers are of course required to handle those skills in the classroom. (TAN-1)

TA clearly indicates that she sees the value in JTEs using more English in their classrooms. Below she states her positive attitude to get training for teaching techniques, enabling her to acquire skills to TETE and how she should decide to use the target language in the class. She sees a role for both JTEs and ALTs to provide support, Additionally, she indicates an EPD of noticing the unenthusiastic faces of her students.

> I assume that what I can do now is to ask some teachers to let me observe their classes. I want to observe the class operated by the ALT teachers or JTEs who can handle English effectively and learn how they use English and teach English in English and how we teachers can use useful phrases in English. I want to know what kinds of phrases ALTs are using at what kinds of situations in class….And I want to know some effective approaches if possible as it is painful to see students' unpleasant faces during classes. (TAN-1)

Moreover, the following comment has implications for TA's EPD between gaining insights about teaching from colleagues and wondering if they can effectively help her.

> I am trying to get chances to study how to teach. I know that it is not sufficient to implement the existing teaching method [what colleagues are doing] as my students and their students are not same. We are busy as you know and we rarely have chance to talk about teaching and share problems we have on teaching and in classrooms, [if I could find the time] then I can do something more interesting and some thing more effective for students. (TAN-2)

TA has realized that what her colleagues are doing, which she refers to as "existing teaching methods" do not always fit to her teaching context. What is missing, she believes is that her instruction does not always reflect the actual conditions that exist in practice in the classroom (such as students' proficiency level, motivation and harmony between teacher and students etc.). The dilemma of seeking in-school development is further intensified because of the lack of time to seek opportunities to learn about teaching.

> Of course I need help. We are busy. I don't have much time even though I want to study how to teach. I am busy as ever, though, every teacher is dealing with

these duties, which can't be avoided because this is a private school and the other teachers seem busy as well as I am. Yes, there is a lot we are expected to do to meet the parents' expectations, to meet the students' expectations and to meet the expenses of the tuition. But for me teaching English is my priority and I would like to improve on my skills. Teaching English must be my priority. (TAN-1)

TA's dilemma over seeking teacher development is evident in her comment above. The point that JTEs are too busy dealing with busy schedule has been an ongoing detriment in their teacher learning. Nonetheless, this obstacle needs to be overcome. TA along with the other two participating JTEs in this study is partaking in in-school development through the interventions. As seen in the case of TA and soon in the ROP category, involving teachers in a teacher learning process at their workplace in their own classrooms has very positive benefits—unfortunately, as this study is continuing to document, there needs to be more efforts at finding ways for private school secondary teachers to be involved in this process.

5.2.1 Summary of EPD

The data under the EPD category provides evidence of movement in TA's views on teaching. New insights emerge as she becomes aware of students' outcomes, which show more enthusiasm in lessons. Students were able to make connections to what they were learning to their real lives outside of the classroom. TA saw how interactions with students can be made more meaningful. She was encouraged to do more interactive activities. At the same time, a conflict arose over limitations of the textbook and being too controlled by it. TA wanted to venture out from the textbook and become more creative in her lessons giving students more interactive communicative activities. On the one hand, after doing one such activity, she faced the dilemma over student talk as to whether it is noisy chatter or productive talk. Her resolve to continue with more interactive activities was found in her observation that even passive learners were speaking more. Finally, EPD over teacher development was evident. On the other hand, she is willing to learn from colleagues as they are the most assessable at her school, but she wonders if what they are doing is relative to her teaching concerns. She also mentions that finding time to seek teacher development is a factor. This is a realistic and ongoing concern of not only TA and the other two teachers in the study, but also JTEs in Japan. This issue will be addressed in the discussed later in the study.

5.3 Reconceptualizations of Practice (ROP) Through Praxis

As well as the other two teachers, this category reflects teacher development in action setting out to advance TA's teaching practice as she participates in her own teacher inquiry

through the LSC praxis process. See Appendix 2a and 2b for a detailed outline of TA's five intervention stages. The data under this category were noted in memos taken from stimulated recall sessions after classroom observations of TA's research lessons. Watching videos of her lessons triggered TA to reflect on her own teaching practice and to develop knowledge as evident in actual classroom events that would guide her practice to be transformative. ROP will be discussed through the following properties of the category:

- CLT activity led to more TETE
- CLT accelerates inductive grammar teaching
- Need for subject matter knowledge of English
- Willingness for co-constructing teaching: Teacher as a learner

CLT activity led to more TETE

TA's use of English had changed through the intervention cycles, especially when she put the students in pairs or groups, in which she worked as facilitator to encourage their work. At the first cycle of the intervention, professional theoretical knowledge gain in the teaching of TA was evident. The use of an information gap activity associated with CLT was implemented. Students had to ask their classmates for their missing parts of information in English. TA was actively involved in the activity. Among TA's interactions with students, 'scaffolding' was noticeable. "Scaffolding refers to providing contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning" (Ovando, Collier, & Combs, 2003, p. 345). Throughout the activity, TA naturally used English with students, correcting their errors or encouraging their work and stimulating cooperation among groups.

At the first intervention cycle it was noted that TA's use of English significantly changed. Before the intervention, she used prescriptive CRE (e.g. non-interactive classroom management directional commands), repetition and reading the text in the course book. She used English to confirm the answer (e.g. 'Yes, Russia is the largest country in the world'). By reviewing the video, it was found that TA used English for approximately one-third of her instruction at the initial interview:

> In my class, I approximately use English 30% or 40% including repetition, however, more than half is in Japanese. (TAN-1)

TA's self-feedback later after the initial interview at the first stimulated provided an eye opening analysis:

> I talked a lot. I kept asking questions in Japanese. I feel I used more English in the class. (TAN-SR1)

She then realized why she used more English when it was pointed out that she helped students ask questions in the information gap activity. She responded:

> Oh, did I? I did not want to break the atmosphere of students using English. (TAN-SR2)

The revealing observation of TA led her to an important realization. From this observation a ROP emerges:

> Now that I think what I have been doing such as repetition must have been really boring for students. Actually I was not sure why I ask students to repeat after me sentence by sentence, plus these sentences don't connect in the meaning. Students just automatically follow the direction from me. Something really dry… (TAN-SR2)

Later in the lesson, TA was able to further observe a positive change in her teaching when it was noted (by the author) that she helped facilitate interaction among students in groups to ask each other questions in the information gap activity:

> This time, this group work is a challenge for me too, so I asked for feedback from each group. There were comments like, "We used our heads", "This is not passive so I got tired, but it was interesting." They also left their [individual] feedback on their journals, saying that "We could do the activity" and "We had a chance to present our own ideas in English. That was cool." … I did not break the atmosphere of students' using English… Yes, they left positive feedback. They responded well when they were involved in tasks. Group work saved some weak students too. (TAN-SR2)

The classroom environment created by TA under a CLT framework provided students chances to use the learned forms with the students who held higher proficiency levels and with the teacher (TA) as well. This outcome is supported in the literature. Celce- Murcia (2015) writes, "When learners encounter new forms, they may be able to produce them accurately only in contexts that provide them with instructional support or scaffolding from the teacher or other peers" (p. 9).

Through the five stages of intervention, more of English-used classroom environment has been created. This means that students had to use the target forms during the activities and this environment accelerated TA's use of English not to break the active classroom atmosphere and to encourage students' use of English. TA states:

> While students were preparing questions and practicing in the group, I tried to use English as I felt switching to English to Japanese back and forth seemed to make students confused. When they were involved in the activity using their target language [English], using the target same language [English] was natural for me too. (TAN-SR5)

It can be said that CLT can create more English to be used in the classroom environment. TA has learned that by introducing a variety of activities to focus on target points, students can develop not only accuracy, but fluency as well because students are given more opportunities to create uses of English (Doughty & Williams, 1998; Fotos & Ellis, 1991). Thus, both students and the teacher are able to use more of the target language.

CLT accelerates integrated inductive grammar teaching

Taking a traditional approach to teaching grammar centered on the *yakudoku* method causes JTEs to rely on L1 use to deductively explain grammatical structures. Celce-Murcia (2015) takes up the issue over whether grammar should be taught deductively or inductively:

> Major issues in teaching grammar have been related to whether grammar should be taught explicitly (i.e., through rules) or implicitly (i.e., through meaningful input without recourse to rules) or whether it should be taught deductively (i.e., through rules which can be applied to produce language) or inductively (i.e., through examples of language use from which rules can be generalized) (p. 3).

TA, although she has tried to find a more effective and retainable way of grammar teaching, seemed to have the belief that 'grammar should be deductively explained in L1' as the comment of the initial interview below shows:

> I can't explain grammar in English as I don't know how to do it. My students would be confused if I explain grammar in English even if I had the knowledge of how to do it. (TAN-SR1)

However, TA's belief that 'grammar should be explained' gradually changed during the interventions through implementing CLT oriented activities, where students were given chances to communicatively use grammar items in order to complete their information gap task. For example, participial adjective, past–modification, and adjectival modification were targeted grammar structures in the first intervention. In the first 20 minutes, TA cut her time to introduce grammar points using PowerPoint from one slide to the next. In this way, she allowed students to have more time by letting them work in an information gap activity in the class. Later, in two subsequent stimulated recall sessions she recalled:

> My explanation of grammar used to make them bored and confused. But this time, [information gap activity] less explanation and more understanding [occurred by] letting them use the targeted sentences. I found that even the dialogues in the textbook could be used to have students involved in the activity. I noticed that it is important to create the situation or activity to fit what they have learned or have to learn and what they can do in the class. (TAN-SR2)

They can be so active during the class. And they can be really creative. They try
to speak and communicate in English. And best of all I don't have to explain
[grammar] a lot. (TAN-SR4)

By seeing positive results of getting students to use grammar structures in a communicative way in the information gap activity, TA has begun to reconceptualize her instruction moving from a heavy reliance on grammar explanations. In doing so, her practice is more aligned with MEXT's guidelines (2009) that "grammar should be taught in a way to support communication, and in a way that it is integrated into language activities" (p.42), and "grammar instruction should be given as a means to support communication" (p. 7).

Brandl (2007) points out the complexity of grammar teaching if the focus on solely on rules by stating that "[i]n many cases, rules are too complex or language structures are not transparent enough for students to figure out underlying rules, as is the case with many syntactical aspects of the language or with expectations to the rules" (p.112). Larsen-Freeman writes, that it will be important for language teachers to notice that "[g]rammar is about much more than form, and its teaching is ill served if students are simply given rules" (2001, p.251). What is emphasized here is that grammatical rules are learned when teachers design learning tasks that allow the students to apply them (rules) in practice, which will make a difference in learning grammar communicatively. TA has come to reconceptualize her teaching with this understanding.

Need for subject matter knowledge of English

TA's self reflection through LSC has brought her the chance to 'think back' about her knowledge of English. "Reflecting determinedly to improve something requires effort and sustained, focused thinking centered on a particular issue or concern you might have about your development as a teacher" (McGregor, 2011, p.1). TA's reflection of inner questions such as 'How would I have responded to the unexpected questions?' or 'What should I have known before the classes?' led to thoughts about what is missing and how to improve the situation. At first, TA remarks:

The handouts we usually use in the classes are well organized. Students have to
answer the questions in a linear way. To tell the truth, giving them a work sheet
for drill is a bit easy for me because we usually have only one right answer and
I can prepare for the answers. (TAN-SR2)

TA's comments above demonstrate why she has relied on a teacher-centered approach that allows her to control student responses. However, embedding CLT into classroom activity was to give TA more chances to be communicative with students and to be more students-centered in her approach, which also provides students chances to ask TA questions of vocabulary and English expressions that do not appear in textbook.

Nonetheless, taking this approach can be risky for a JTE. From students' perspectives, an English teacher knows everything and can answer every question as a more knowledgeable authority as TA is well aware of:

> During the activity students ask me what to express in English, which didn't occur to me at all at the time. Before we included the [communicative] activity in the lessons, I prepared all answers for the class and wrote them down. However, I noticed that I needed to gain more knowledge of English because I found myself not being able to answer their questions immediately and I got confused a little. (TAN-SR3)

On the one hand, TA is expressing a concern and an insight into why JTEs might avoid introducing communicative activities in the classroom because of a lack of target language proficiency. On the other hand, this can be seen as an EPD state where teachers realize they should make a change to gain more teacher knowledge:

> However having students engaged in activities requires another energy. Students have the right to ask questions, which require us to gain more knowledge about English itself. Yes, we need to gain knowledge of English vocabulary, synonym, grammar etc. ... (TAN-SR3)

In Shulman's well-known teacher development model (1987, 1998; Higgins & Leat 2001; McGregor 2007), 'Subject' knowledge' is one major component of teacher knowledge needed. (The other three components are 'Curriculum Knowledge' 'Pedagogical Knowledge' and 'Acknowledgement of Educational Values'.) TA further shows she is reconceptualizing her instruction through valuing knowledge gain:

> They [students] are really critical of the teacher's faults (laughter) and now I recognize that I have to gain more knowledge of English. (TAN-SR4)

An outcome of TA's interventions is that it has enabled her to realize that she needs to gain more subject matter knowledge (e.g. language proficiency including syntactic knowledge), which did not happen in her previous to experiencing the LSC process.

Need for pedagogical knowledge of teaching English

In addition to subject matter knowledge of English, what has emerged through LSC is that TA has come to notice that she needs to improve her teaching skills, to know how to organize the class; how subject knowledge ought to be organized effectively and used by the students. In other words TA notices that she needs to know more about 'How to teach', which Shulman (1986) refers to as *pedagogical content knowledge* that:

> …embodies the aspects of content most germane to its teachability. Within

the category of pedagogical content knowledge I include, for the most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations - in a word, the ways of representing and formulating the subject that make it comprehensible to others. (p. 9)

More specifically, McGregor (2011, p.10) points out that "Pedagogic knowledge, or knowing how to teach, is multi-faceted" and lists three areas:

--Practical teaching knowledge

--Beliefs about teaching (intuitive and experiential understandings of what works)

--Understanding of learners and their unique capabilities

With three years experience of teaching, we cannot blame TA for having limited knowledge of teaching. Therefore, it is understandable that she needs pedagogical skills. Likewise, with subject matter knowledge, language teachers are to be expected to have the knowledge of how students acquire the target language. TA shows ROP in the following response from a SR session at the 4th intervention stage:

> Well, this [implementing activities through LSC] is my study, too. I feel I'm learning how to teach. … I would like to know more about it. I'm now trying to make my English teaching better. Every time I go to class, I have come to think about the class deeper.…They [students] love being involved in activities, which I never imagined before. (TAN-SR4)

These reflective comments that evolved out of several LSCs imply that the co-constructed interventions are awakening in TA a new awareness of teaching and a desire of finding ways to adapt new teaching knowledge. Further, teaching knowledge is gained in responding to the students' outcomes corresponding to new teaching approaches.

> I was really moved to have the experience that meaning [focus-on meaning] is important and feedback from students motivates me ... Since I have only three years experience, only in this school, it was really difficult to apply new teaching approaches. I think we teachers also learn how to teach and how a subject should be taught taking into consideration students' feedback into our next class. They [students] are honest. When the class was not so interesting, they show their honest feeling to me. I think we have to accept the students' outcomes and feedback seriously and reflect on them to the next class to make our teaching skills better. Yes, teaching is not one direction activity [not linear]. (TAN-3)

The comment above also implies that TA's belief about teaching has changed from

accuracy-focused (grammar and vocabulary) and less fluency-focused to focusing more on fluency and meaningful activities. However, through adapting new teaching techniques in intervention cycles, TA has recognized why what she used to do did not work so well and why what she challenged worked. Besides, TA conceptualized what teacher and students could do in the classroom environment together and what students are supposed to do by themselves. The following is one example:

> But at least I have noticed that what they can do by themselves at home to take time and what they should try in the class. (TAN-SR3)

TA believed that she had to teach and explain drills in her class, though, she has awaken to know what is the value of students learning in the class, that is to say, students can improve language skills with engaging activities and solving problems with the help of the teacher.

> So we should keep implementing focusing on keeping the balance of what we can teach in the class, which must be connected to what students can do in the real communication and to what students must do. I mean tests and so on. (TAN-SR4)

Gudmundsdottir (1987a, b) stated in his view as a science teacher that pedagogical content knowledge is a form of knowledge that makes science teachers rather than scientists and that teachers differ from scientists, which can go for language teachers as well. In other words, how subject knowledge is organized and used in the classroom requires pedagogical skills.

TA shows her awareness of the importance of pedagogical skill development beyond subject matter knowledge by looking at the affective side of learning concerning the characteristics of students:

> No student likes to be humiliated in front of the other students, so they will try to do their best. And when they make mistakes, they can be really generous to recognize the mistake of each other. Their humanities are beyond our expectations. They are not passive. It can be that teachers make students passive. (TAN-SR3)

The last comment is particularly revealing showing TA's ROP. Her observations show that students can work as peers helping in each other in student centered activities. Moreover, if teachers can frame activities that engage students, then the latter are willing to get out of their confined cocoon an take an active role in participation. This willingness can apply to teacher learning as well.

Willingness for co-constructing teaching: Teacher as a learner
TA's positive view toward collaborating with colleagues to develop her teaching skills was

obviously seen from the initial interview, where she stated that she was willing to ask other teachers including ALTs to let her observe their classes and see what kind of English phrases are used and what kind of approach would be effective in order to avoid boring classes, which often end up seeing students' unpleasant faces. (see also section 5.2)

John-Steiner & Meehan (2000) write, "Teachers, too, need colleagues in the staff room with whom to talk through the various phases of their inquiries" (p.50). They add that teachers need colleagues to whom they can talk reflectively about what they are learning and how new learning experiences can be put into practice in ways that lead to a change in practice. The fruitfulness of dialog and its relationship to teacher development also plays an important role when constructing teacher workshops.

Through LSC, TA states two beneficial points. One is chronological in that the co-constructive process through LSC helps TA save time for planning lesson. She spent rather much time planning the lesson by herself, still leaving the uncertainness of whether the teaching plan would work or not. However, the co-constructed LSC helped her save time:

> This [LSC planning session] helps me a lot. Usually it takes me more than 2or 3 hours to make the teaching plan and still remains ambiguous because I am usually not so confident about what outcomes from students should be expected. But it[planning] saves me a lot of time and helps me find the direction [for teaching]. (TAN-3)

The other is conceptual in that LSC has stimulated TA's creativity for making the class more active and her teaching more effective. It is TA that knows her students most. The co-constructive conversation has brought TA to a more student-concerned stage of teaching:

> I think that I have come to imagine why the approaches we planed together make my class more interactive and how students learn through the new approaches. For next class, I will prepare the work sheet. This activity includes listening and speaking and writing. This quiz is great. Advanced version of the 'picture description' [students describe missing information in a picture] I will prepare. Could you check those? (TAN-3)

TA's last request shows that she is eager to develop her teaching and is seeking guidance. JTEs are required to TETE to promote the willingness of communication. However, without the clear guidance, it would remain just an ideal policy. TA's comments below show that she woke up to the value of adapting communicative activities through collaboration, in the co-constructed lesson:

> Considering communication, we [JTEs] cannot be so fluent as a native speaker of English, [even though] we need to learn how to encourage students to use English by providing situations without hesitation. Using only simple phrases

such as 'Did you understand?' or 'Got it?' did work and it never occurred to me that implementing these phrases would work to stimulate classroom activity more communicatively. Students said that today's class was for reading, but it was fun as they had more chances of speaking and listening. (TAN-SR4)

Maybe this activity could not come to me by myself. We need to talk [dialogue with other teachers]. (TAN-SR6)

Well through the conversations [co-constructed dialogue], we could expect what students could do, what students could achieve through the activity, what skills could be improved and what questions would be expected. (TAN-SR6)

The SR data suggest that seeing some success in her classes has triggered her ROP as we further see below:

I would like to make a copy of framework of lesson plan and I will use it as a reference of planning the lesson. Teaching is not forcing students to receive knowledge from teachers but trying to help students get knowledge and use the knowledge. And knowledge should not be only for getting good scores on the test but for adapting them in the real world. (TAN-SR6)

The above comments show that TA is developing a professional discourse leading to ROP that better will better inform her teaching. It is hard to say that TA has perfectly conceived more effective ways in her teaching; continuing effort for teaching is also required. Nonetheless, the interventions of putting her through the LSCs have encouraged her to keep working with aspirations. Next, a view of TA's developmental progress resulting from data presented in the ROP as well as HPM and EPD categories are presented.

5.4 Many Possibilities of Friction and TA's Developmental Process

Well, this is my study, too. I'm learning how to teach … I'm now trying to make my English teaching better (TAN-SR4)

After analyzing the data taken from TA, a positive, co-constructed developmental process is evident as indicated by the above comment after the third LSC intervention. As the study progressed with TA, she became highly engaged in discussing her teaching and planning the lessons during the interventions. The high engagement was propelled by the appearance of friction as TA began to see her students becoming more active in student-centered activities. The data on TA show that involvement in her own professional development is used as a means to trigger changes in classroom practice. Moreover, suggested changes

must be realized in students' outcomes, which further lead to the change of the practitioner's beliefs and attitudes.

Though the process of praxis involving TA in interviews, SR sessions and the LSC interventions, TA was able to evolve from being a passive follower of the lesson plan to a reflective teacher. By going through the praxis process, she began to question what she had been doing and why she was doing it. Friction in her instruction emerged and once revealed mobilized her to make changes in teaching. In other words, the desire to activate her teacher development has commenced.

The frictional forces in TA's developmental progress can be located in the data by first mapping it in a static HPM state. Most of that data were taken from the early stages of the study and are reflected in the HPM category, which show her reluctance to make changes in her teaching. First of all, her learning experiences both as a student and as a pre-service teacher student have positioned her to continue her instruction in the traditional *yakudoku* style. She mentions that she received little if any training on communicative approaches and how to conduct classes with TETE. Having no training in these areas, she mentions early on in the study that grammar needs to be a priority, and it needs to be done in Japanese through explanations and translations. The English she does use is limited to CRE type of classroom management phrases. Lack of teaching skills also underpins why she resorts to following the yearly pre-planned lesson plan handed to her by the previous teachers who taught her grade. An indication of HPM is that she believes following the yearly detailed plan is a convenience for her, a sort of defensive teaching approach, even though "there is some weird atmosphere in the class." This is further substantiated when she discusses the use of following PowerPoint slides given to her to explain grammar points. She believes that she resorts to following it because she is not confident in teaching grammar.

The HPM areas of TA's instruction also have been analyzed to contribute to an over-routinized teaching behavior. A heavy reliance of following the pre-planned lesson plan has created a scripted, recitation teaching style (Tharp and Gallimore, 1989) for TA, such as asking comprehension questions that require limited responses citing the correct answers. Although TA's instruction at this stage is in a HPM state, she feels something is out of sync in her teaching. There is friction. She notices that there is a gap in engagement between her students and her instruction. This awareness from TA as a result of participating in the study is an early indication for possibilities of exploiting friction in her teaching for teacher development.

The data under the EPD category also reveals friction in the teaching of TA. A sign for friction comes when she starts talking about following the textbook. At a first glance one would imagine that following it would harmoniously allow TA to move along in the textbook, efficiently covering each page. It would make her job easier and convenient as

the onus would be on the students to learn the material in it as presented on the pages and transmitted by her. However, data indicate that TA shows awareness and discomfort about merely following the textbook. For TA, EPD surrounds its use. She feels the topics are not relative or meaningful to the students, and the dialogs are unrealistic. As she becomes involved in the study, she expresses a desire to "wake up" the students with activities that could engage them more with materials in the textbook. This friction creates a ripe opportunity to introduce, through co-construction, planning of engagement activities for students during the interventions, which occurs as we will see later in the ROP category below.

In addition to friction over the textbook, TA begins to experience EPD during an interactive questioning session with the students. Having been used to using scripted, and controlled recitation type questions, TA ventured out to engage students' questions beyond checking for comprehension of the reading about the ability of a skier to asking questions about the abilities of her students. The students became lively over asking questions relative to their lives and TA was pleasantly surprised with the interactions between her and the students. However, friction over changing her style was evident in relation to the classroom environment when she worried whether a lively interactions and class noise was good or not. On the other hand, after a SR session of her class, she was quite affected by the fact that even learners that she identified as passive learners became active. In teacher development, following Guskey (2002), 'seeing is believing'. That is, seeing the success from changing the way she interacted with students had a percolating effect on TA, and it demonstrates how EPD can lead to ROP. After observing the success of her interacting with students beyond scripted instruction, she started to begin thinking about making changes in her instruction.

The data on TA reveal a teacher who is now engaged in trying to improve on her instruction. She was able to recognize the need for more subject matter and pedagogical knowledge. She has been awakened to the need for more professional development. She positively states that she would like to continue with her teacher development in a collaborative manner with colleagues, but there is friction over whether or not the realities of her colleagues are similar to hers. However, a ROP outcome that emerges in this study is that the co-constructed LSC has had positive effects on TA. If teachers join together in collaboration, friction can mobilize development; they might realize they can help each other more than they think. The results found in the ROP of TA demonstrate the effectiveness of collaborating in teacher development as well as observing the transformative effects of seeing teaching applications in action as powerful influencers on practice and teacher change. For example, she was able to articulate what it means to allow her students to become more active through implementing interactive activities. She saw that if she avoided a lot of deductive explanations of grammar and gave students more

opportunities to use the target structures inductively that they would become less bored and more energized and creative to use them in meaningful ways. As she said, "And best of all I don't have to explain a lot." Her comments show that she is developing a professional discourse to better describe and conceptualize her teaching, which can better inform her practice to use less L1 and more TETE resulting in more English in the classroom.

Chapter 6 Teacher B

6.0 Introduction

Teacher B (TB) is from a town in the suburbs in the industrial area in southern part of Hokkaido. She finished her 9 years' compulsory education and high school education in the same town and moved into Sapporo for university. She started to learn English in junior high school and continuously in high school. Looking back to her school days, she commented that in junior high, what she learned in the class was how well she would translate English to Japanese and how grammar knowledge was integrated into the translation. Following the traditional *yakudoku* method, what she experienced at the junior high and high school English classes was a heavy reliance on grammar translation and she tried to catch up with the approach by filling in the puzzling translations by herself.

After graduating high school, she enrolled in a private university in the suburb of Sapporo, where she majored in psychology and applied communication in a department of humanities. TB's first interest was how to communicate through English rather than teaching English. Soon after she finished her study in university, she took ESL courses at a university in America and studied English approximately for two years. The knowledge of teaching English was limited to her ESL experiences from classes in America. Without any experience of teaching English, TB started to teach English at this private secondary school as she states in the initial interview:

> I have to learn how to teach from other experienced teachers, of course. I love to communicate with students, however, I feel that I have to teach *'Juken-Eigo'* ['exam-English'] in this school since the goal of this school is having students get into the good universities, right? (TAN-1)

TB's comment shows that she has started her teaching career not having known principles of education of teaching and suddenly she had to work as an English teacher with reasonably fluent English brushed up through the experience in America. Moreover, her comments show that she relies on experienced teachers for her teacher development. (This reliance on experienced teachers becomes a factor in the outcomes of TB's professional development in this study as will be discussed later.) At time of 2016, she has taught English for three years including junior high and high school. In her first year, she taught only third-year students at junior high school under the supervision of a five-year experienced teacher as an apprenticeship. Then next year, she started to teach first-year students at high school having been recognized for her English proficiency abilities. Followed by the teaching experiences of different grades, TB teaches 18 classes in total at different grades with adjusting her teaching style to accommodate the various levels. TB teaches 18 classes as a solo teacher: 12 classes at third grade at junior high and 6 classes at

second grade at high school. She does team-teaching with a native English teacher for Science English at second grade for two classes. Besides teaching English, TB has homeroom teacher duties and is charge of baton twirling club as well.

The Class

The class focused on in this study is third year at junior high school because TB teaches 12 classes in a week. Having a busy schedule, she said that she felt rather comfortable to let me watch her junior high classes, as they were the most convenient for her to arrange the time schedule. This class consisted of around 22 students being divided from two classes into three classes according to the scores of term tests, and TB is in charge of the middle level of the three. Most of the students in the class have passed the level pre-2 of the English Language Proficiency Test, but a few students remained at the level of 3. In the initial interview she commented that the class atmosphere is active and students are rather positive for the learning language for communication:

> Yes, I would like to choose this class, as they are usually full of energy. They can talk and like to interact with each other in the class even though their level is not so high. (TAN-1)

The Textbook

Since TB teaches several different courses, the text used by her was four different textbooks. At high school, she taught 'Communication English Ⅱ' with the textbook of '*CROWN English Communication Ⅱ*' at the second year of high school. During the intervention cycles in the study, she used *New Treasure Stage 3* of *Z-kai* publishing company, which is not the authorized textbook by MEXT. The textbook of '*New Treasure*' series contains a lot vocabulary, syntax and grammar items.

As a private secondary school, students already have an high school authorized textbook of '*Unicorn English Communication 1*' as an early learning program, but they do not have any chances to use the authorized textbook as the priority is test preparation. She recognizes the communicative value of using the authorized textbook, however, she believes that there is no arguing about implementation of the material as she does not have enough teaching experience, and the chief English teacher usually makes the teaching plan for all classes based on '*New Treasure Stage 3*'.

In TB's case, it is necessary to talk briefly about the role of the chief teacher. At each grade level, one teacher is selected to be the managing teacher of a grade. This position is called *gakunenshunin* (hereafter referred to as the 'chief' teacher). In general, chief teachers are responsible for curriculum implementation and can manage according to their discrepancy depending on their management and teaching style. Some may like to take a hands-on approach and organize the curriculum, such as the yearly lesson plan and expect

teachers to follow it strictly. Others may have a loosely based management style giving teachers more room to adapt the curriculum to fit their teaching ideas and styles. (Previously, in TA's case, she was handed a yearly outlined plan and although she often followed it because of a lack of ideas to create activities, her chief teacher did not insist on her following it so closely.) In TB's case, the chief teacher, who is also an English teacher, exerted a lot of control and took a rather traditional *yakudoku* approach toward lessons; the yearly lesson plan reflected this approach. Furthermore, in TB's situation, there was an assistant to the chief teacher, a senior teacher, who helped out with organizing the pre-planned lesson plans that were mostly recycled on PowerPoint slides showing deductive grammar instruction and grammar translations. The English teachers at this grade level, were expected to cover the yearly plan very closely using the slides, which made it challenging for TB in this study to adapt to the suggested changes in the interventions. Being asked to strictly cover the yearly lesson plan had an impact on TB that will be shown in the data analysis.

6.1 Harmony Provisionally Maintained (HPM)

For TB, several notable factors supporting HPM through axial coding emerged. Among them the three categories are:

- Grammar teaching: quick use of English and Japanese use for explanations
- Keeping up with the pre-planned yearly lesson plan
- No time other than the accuracy focused teaching of grammar and vocabulary

Grammar teaching: Quick use of English and Japanese used explanations

In contrast to the other two participants, TB is confident of using English as she had a two-year experience living in an English spoken country. She mentioned at the initial interview:

> Help? You mean some workshop or training for example. I think English proficiency is the ability of what the individual person has. In that sense, I do not feel I need help for the proficiency, and do not see any problem in my using English myself. But when it comes to using English in the classroom to have students understand effectively, it may be another issue. (TAN-1)

This comment implies that holding an ability of using language and knowing how to use the language for teaching ought to be considered. One could argue that for the language teaching profession, having target language proficiency (subject knowledge) is not enough if one does not have teaching skills (pedagogical knowledge). From the first classroom

observation before beginning the interventions, it was obvious that she did not have much trouble using English in the classroom. For example, the natural flow of using English in communicating with students was seen not only in CRE expressions, such as giving directions, but also in the delivery in the repartee with the students:

> (Review from the previous lesson)
> TB: Three, that's right. Then, what happened?
> S1: He lost his mother.
> TB: That's right. He lost his mother. So what happened after that?
> S2: *Nanndattake, sonoato hitoribocchini natteshimatte, (What was it? What happened after that? Yes, he became alone….)*
> TB: In what way?   Well, how? And Why? How did it happen?   Why did it happen?
> S3: He lose…
> TB: What is it?   Yes, he LOST …   He lost what? What did he lose?
> S3: Nest …   He lost nest ... He lost nest after she lost his mother. Then, she shared the nest.
> TB: Yes, HE shared the nest. Right?   Yes, then the story told that they shared the nest and food. OK? OK, Yuki, Do you remember that?
> S4: Oh, OK, OK! (laughter)
> TB: OK. So, let's check the answers. There are five questions on this paper. Do you have this? (She showed the paper to students) So, try to answer the questions. Please write your answer on your handout and later on the board. I will ask some of you to come to write the answer on the board.
> Ss: *E~, yabai yabai..* [Oh, no!] (laughter)   (TAN-CO1)

However, when it comes to grammar points, her English turns to be a bit quick and it became hard to grasp what she was trying to say. TB was aware of her inclining rapid use of English in general:

> …[B]ut my English is fast, so I know I have to be careful not to make students confused. (TAN-1)

However, what she was not aware of was her using English at a faster speed that was remarkably observed in the grammar explanations:

> Although TB seems confident to use English in the class, she speaks rather fast in explaining the text, which she already mentioned at the initial interview. She uses English rather naturally to communicate with students, for instance, scaffolding their work or trying to help students derive content understanding from text. But, when it comes to grammar explanations it becomes more mechanical, quicker and it was hard to follow what she was saying. (COFN-1)

At the stimulated recall, she commented that she did not notice her use of English when explaining grammar became suddenly quick. This tendency of TB has implications of her switching from English to Japanese in grammar teaching as she mentions in a joking

manner:

> I didn't know why my English became ambiguous in grammar explanations. But I think students don't listen to explanations anyway (laughter). Maybe, it does not matter whether grammar explanation is done in English or Japanese. (TAN-SR1)

TB further elaborates that she should use more English with students, but in teaching grammar, she was not joking; she believes it needs to be done in Japanese:

> I think that I should ideally use English to explain the content of the textbook and situation, and then students would listen to what the teacher says more or learn today's point. However, when it comes to grammar explanation, it naturally shifted into Japanese. …. I don' think I can teach English 100 % in English as I have to use Japanese to explain grammar, which seems much easier for students to understand grammar. (TAN-1)

As TB has not had chance to learn how to teach English as her background indicates, it might be natural based on her experience as a learner for her to consider that grammar teaching is transmitting knowledge to students. However, this view does not cohere with MEXT's shift about de-emphasizing the teaching of grammar moving toward instruction to support the overall goal to develop communicative competence, which suggests that grammar teaching should be integrated with content. Duff points out in her research of functional grammar and teacher change through development that teaching language functionally for communicative purposes requires specific pedagogical knowledge skills. She writes, "The movement toward teaching language from functional perspectives requires that teachers have a certain set of skills and knowledge" (2015, p.151).

TB's approach to grammar teaching, as stated previously, suggests that high language proficiency skills and skills of teaching English are not synchronously operationalized in the classroom. Regarding the latter case, TB seems not too concerned with her teacher development to require more knowledge of how learners acquire L2 and how to apply different teaching approaches in the classroom. She acknowledges that grammar teaching is boring for students and that it needs to be taught in Japanese, which tends to intensify the boredom of students. She also states openly that even if she could use the communicative textbook, she would not know how to do it. Perhaps because of confidence in her language proficiency, the comments of TB reveal a lack of concern for further teacher development. Thus, seemingly it is a cause for remaining in an HPM state. However, there are other inter-connective reasons for HPM as seen in the next category.

Keeping up with the yearly lesson plan
Unlike the other two teachers, as mentioned previously, TB's lesson is based on the yearly

lesson plan made by a chief teacher and she is expected to cover it. The reason the chief teacher gave to the JTEs, under his supervision, for using the same teaching plan and PowerPoint slides, accordingly made by him, was that they could provide students the same quality of learning. That is, if each JTE of that grade follows the lesson plan consistently a standard can be maintained. TB seemingly conducts her class under this plan without any qualms:

> Yes, it is very easy. Every thing has perfectly been planned. I don' t have to use my energy and time for planning and making handouts, either (laughter). I have only to follow the teaching plan and use PowerPoint that the other teacher made. Yes, easy. (TAN-2)

TB appears to accept the pre-planned lessons approach because it makes her job easier, at least for chronological purposes. However, below, she also shows that she agrees with the conceptual flow of the lesson:

> Everything seems to be set perfectly, and every grammar point has to be covered… Every step of the each lesson is well constructed and after covering each steps (sections) we have the page of 'critical thinking', which might be more productive training for students. (TAN-2)

TB seems to be confidently on board with following the plan. However, these comments emerged at the beginning of the planning lesson stage at the 1st intervention cycle, where co-constructive discourse through dialogue was expected for developing her teaching skills. Consequently, during the dialoguing with her to make the intervention lesson, TB reveals problems she is having with keeping up with a pre-planned lesson not made by her:

> Well, first of all, I have to check students' notebooks walking around and stamping checking marks on each student's notebook to see whether they wrote the whole dialogue in the notebook. This is their daily homework. Actually, this takes me around 10 minutes. I would like to finish this as soon as possible. But, I can't do it. I don't know why I am doing it, either. (TAN-2)

Although TB is in a HPM state when it comes to following the pre-planned lessons, she shows some frustration because she does not know the pedagogical rationale for why she is doing some of the things she is doing, not having herself been involved in the planning stages of the pre-planned yearly lesson plans by the chief teacher. She continues:

> Before the term test, I count the number of the stamps for their grade [making sure students have done work in the notebook]. Students seem to deal well with this system and they already make a box for my stamping (laughter). While I am stamping, the other students are chatting…. And more than that, by the time I finish checking all students' notebooks, it already passes more than 10 minutes. Then immediately, I have to turn on the computer to have

students show the PowerPoint for vocabulary practice. But it takes time to switch from the mode of homework checking to study. Then, we are going to read a vocabulary sheet of 90~100 vocabulary in one time! It is like a "Cheer up Cheer up!" [*Gambatte! Gambatte*!]. You may be shocked to see students read the vocabulary like that (laughter). (TAN-2)

TB seems rushed in her instruction. She feels like a cheerleader as she encourages her students to maintain their engagement while learning almost 100 vocabulary words during the lesson! Although she even laughs at this activity, she has continued to do it in a HPM state. She further elaborates on her lesson:

After reading 98 vocabularies this time, then we are moving to the section of introduction. We read introduction three times together. When I start to read the dialogue, it already passes 20~25 minutes. When I move onto the today's target, we have only 20 minutes left. Rushing, rushing, rushing. I need to breathe (laughter). Here is the example. On the PowerPoint, students can see the Japanese translation and they translate it into English all together and I click, then the words 'grow up ' 'brought up' show up, and on and on…Review, vocabulary check, dialogue, unrelated expressions… Time is flying (laughter). (TAN-2)

From TB's comments, it appears that she is controlled by the chronological flow of the lesson to keep up with it. The problem of maintaining the expected pace of the yearly lesson not made by her, regardless of the particular realities of each JTE, has limitations as we see below:

Even when a student asks me some questions, usually these questions are interesting and need more time to response, so I have to skip these questions because I have to keep clicking the slides until reaching the target point, which is usually at the slide at the end of the class. Again, I feel that I am fighting with time. And sometimes I miss the useful expression and put them off to the next class. The main part of more useful expressions is often postponed to the next (Laughter). (TAN-2)

TB's laughter seems to show that she is uncomfortable. Noticing that there seems no teacher-students interactions nor students-students interaction, other than drilling for vocabulary retention, I asked TB what she thought about implementing some content based learning activities, since she seems a bit negative against following the teaching plan and using the PowerPoint. However, she responded:

It might be good for them to give chances to use it [English] more. But they don't have enough time and chances while the class goes in this way. And surprisingly students somehow can follow this. (TAN-2)

Again, TB demonstrates being in a HPM state of teaching as she at first acknowledges that although it would be good to add some more interesting activities to engage students, time is a factor and they find the lesson design to be appropriate. What we can see from TB's teaching environment is that she has to make sure she is on pace in covering the yearly lesson plan, which she approves of even though she feels rushed and, at times, not knowing the learning purpose of an activity. In the end, HPM for TB is justified in keeping up with the yearly lesson plan:

> Yes, it is. For me it is really easy to follow, but I don't see much meaning or value of my teaching this class. Every one can do it (laughter). (TAN-SR2)

No time other than the accuracy focused teaching of grammar and vocabulary

The following data from TB depicts areas of her instruction that show she is firmly embedded in an HPM state. In the following passages TB explicitly states that her first priority is to teach her students grammar and vocabulary through memorization. She further states that she must teach in this way because the yearly lesson plan drives her instruction:

> The [yearly lesson plan] goal is to have students understand the difference of the grammar. Their homework was writing translations from the textbook and grammar exercises. So the goal is to establish the grammatical knowledge of *seem to do/ seemed to have…*. Yes, we teach a lot of grammar items and drills. It is really grammar-focused lesson. Furthermore, these include a lot of important structures. Students have to memorize, and they have to take tests to confirm whether they memorize them well or not… We have to do something to have students get good scores on the tests (TAN-2)

TB's comments above show that her teaching style is firmly embedded in traditional instruction centered on grammar and translation for the instrumental purpose of passing tests as we will see below. When asked about having students express themselves in English, she adds that the goal is not on use, but on usage (structural knowledge about the target language).

> Well, nothing like that… The goal is not having them use the target grammar but having them understand the grammar syntax. They are never asked to create their own sentence by using the targeted grammar and syntax. They only have to write Japanese ア,イ,…in the right order to make sentences. (TAN-2)

It would appear that a large portion of the instruction of TB seems to be fixed on teaching grammar with translation for tests. Moreover, data continuously show that the yearly lesson plan drives her instruction and following it takes up most of class time. When asked about altering her instruction to meet the TETE and communicative goal of the COS, she

clearly responds in the following passages in a manner that shows she is in a HPM state. After seeing her instruction during an SR session after class, TB confirms her fixed position about not being able to make any more changes in her instruction:

> We don't have enough time and everything is well organized. No more spare time for extra activity. (TAN-SR2)

In the comment above, TB in a straightforward manner says she is limited in what she can do in her instruction. In her view, the curriculum is organized with an emphasis on learning grammar and memorizing vocabulary, and it leaves her with little time other than to follow it. In this way, she remains steadfast that there is not much room for change.

6.1.1 Summary of HPM

TB's instruction and why she remains in a HPM state can be seen by the data above. The priority is to teach grammar points and have students memorize vocabulary, which are taught according to the fixed lesson plan. TB seems to be at harmony with the yearly-organized plan made by the chief teacher. In addition, TB unlike the other two teachers in the study, is quite confident with her English proficiency. It should be noted that even with her confidence to use English, it does not mean that she is therefore able to teach English in a communicative way nor in her case does she seem to think it should be a priority. Grammar is important and it should be done explicitly and through translation, she believes. Moreover, she clearly states that there is no room for communicative activities and even if she had time, she is not sure how to teach it. TB therefore remains firmly in a HPM state and this has repercussions for her teacher development that will later be discussed. However, there are some areas in her instruction that do reveal EPD in her teaching and opportunities for teacher change.

6.2 Existing Positive Disharmony (EPD)

Even though TB seemingly strongly adheres to HPM state, the following three factors emerge in TB, which later impel her to reflect on her own teaching.

- L1 use bores students
- Incrementally embedding activities in the lesson
- An awareness for more teacher development

L1 use bores students

This factor to support TB's EPD has two dominant segments; one is TB's experiences as a learner, and the other is from her three-year teaching experience. TB offered some

optimistic perspectives for TETE policy at the initial interview, where she mentioned that her experiences as a learner give her positive thoughts to use English as an English teacher. She admired the English teachers who used English in the class and this experience as a learner seems to put her in the position of students:

> When I was a junior high school student, most of English teachers used Japanese in the class. However through six years of education in secondary school, only a few teachers used English and we admired them as great teachers and we adored them. I preferred the classes that used more English, where teachers asked some questions in English and we students felt more stimulation [compared] to the classes [when mostly] Japanese [was] used. [pause] Although they used English, their English was rather what is called Japanese-English [laughter]. (TAN-1)

The experience as a learner has encouraged TB to use more English, and to know that she should do it to stimulate her students. Her class usually starts with the greeting with small talk about homework or making 'light' announcements. Below, EPD is evident as she feels that using Japanese too much may lead to the lack of concentration of students' learning in the language class. TB usually starts her class in English with small talk about assignments or new information etc., which contributes to creating a language-learning environment. Even though she uses Japanese a lot for grammar translation and explanations, students pay attention to what she says in English, except for the quick pitch of her English:

> Well, I would like to use English more. I sometimes reflect on my class, thinking that "I should have used more English in today's class." When I used too much Japanese, students sometimes seem to be inattentive, as they can understand Japanese so easily. At times, I try to use English. Students seem to tend to pay more attention in English rather than in Japanese. Their emotions of 'What?' are clear on their face when I use English. However, my problem is that I speak English my pace, which is a bit fast for the students to follow. (TAN-1)

TB comments above provide a picture of a reflective teacher, and it is no surprise that EPD can be revealed as an outcome of reflections. She shows an awareness of her dilemma of having a high proficiency of English, which causes her to speak too quickly for students to grasp at their level. Moreover, she shows she is aware of the positive value of using English as students become alert and engaged trying to monitor their understanding of what she is saying as opposed to when she uses Japanese. This is further acknowledged regarding the teaching of grammar in the following:

> I think it is not a question of whether we teach grammar in English or in Japanese but how we teach grammar. Whenever I start teaching grammar

students easily get bored, teaching grammar itself usually makes students bored; but I don't know what to do about this. When I use English, students seem to pay more attention to that than what I say in Japanese. (TAN-1)

The above stated EPD of TB, again points out a positive awareness of TETE because it created more engagement among students. However, she seems caught between teaching grammar deductively in Japanese and knowing students get bored, but not knowing how to change the situation. Moreover, EPD emerges because of not only positive, but negative experiences when TB was a learner. These points are further triangulated after a SR session:

> When I was a student, language teachers, who had sufficient knowledge of English such as grammar, explained in Japanese a lot. I couldn't understand their explanation. So I had to bring what I learned back to my house and study by myself in detail. I was a kind of slow learner. I don't want to be a teacher like the ones I was taught, so I try to avoid such approaches and have students understand during the class. (TAN-SR2)

TB's experiential awareness continues to underpin EPD insights. As a student she felt she didn't benefit from ongoing explanations of grammar. Like her students, she would turn off and become inattentive. A slow learner in class because of the teachers' traditional grammar translation approach to teaching grammar, she had to do extra study at home to catch up. So why does she do the same as her teachers did? She believes there are also practical considerations. For example, a factor relating to EPD over grammar instruction and TETE is chronological:

> In high school, though drill or grammar or reading long articles are mainly focused, I would like to implement many activities in my class asking students in English and engaging students in more activities by using more English. But I cannot spare time for these activities. (TAN-1)

TB is clearly conflicted over use of L1 and L2. Teaching grammar seems to force her to use Japanese even though she believes students become inattentive. She draws on her own learning experiences to maintain the view that students get bored. Although knowing that, friction emerges over time pressures to follow the scripted yearly lesson plan (See HPM above), and over development issues as she doesn't know ways to teach grammar other than deductively with L1 explanations even though students get bored. After these frictional forces are expressed by TB, she shows EPD by indicating an interest to take some steps toward making constructive changes in her teaching.

Incrementally embedding activities in the lesson

During the early planning stages for the 1st intervention, TB was shown statements by MEXT that grammar should be a tool to help students understand meaning, but should not be the main focus of instruction, and was shown some literature regarding this point (see

Chapter 2, section 2.2.2). She was then asked if she might consider making changes in her instruction. The following dialog took place (Author is interviewer ((I)):

TB: Uh… Oh! Me!? You mean I have to do?

I: We teachers can do something different if we want to. For example, have the students make pairs and express themselves through using the targeted grammar 'seem' and 'seemed to do' might be possible?

TB: I don't think I can do something different as everything is tight. The textbook we are using is full of items we have to cover. There are many tasks, which I have to cover. So I can't do anything more than that. (TAN-2)

TB believes that she has to cover the text, and implementing the MEXT policy and CLT activities are additional to her instruction and does not see them as being integrated or embedded in her lesson plan. However, after making the above comment, TB pauses and says the following:

Uh… If we have time… I can do it after explaining today's point and reading the dialogue and still I have 5 minutes to go. (TAN-2)

TB shows EPD, friction in her teaching and possibilities for change as she shifts her position to be more open to adding, although incrementally, a more meaningful, inductive activity of having students make sentences using the target grammar point that relates to their lives. However, conflicts remain because of the yearly lesson plan that puts limits on her teaching:

I understand, though, this style of the lesson [not CLT] is easy for me and for students as well. However, once they get behind the rhythm of the lesson, it's going to be miserable, as they have to remember tons of the vocabulary and grammar structures. (TAN-2).

A recurring pattern emerges. TB is caught between making conceptual changes to her lessons and chronological pressures to keep up with the yearly lesson plan. Friction is further evident in the following:

Again I want to do something more communicative. [However,] I have to use and share the same plan with three teachers, otherwise, parents or students complain, maybe. I don't want to take a risk (laughter). Slides of PowerPoint have everything. (TAN-2)

However, after the seeing her instruction in a SR session below adding the grammar example embedded in students real life, she did agree that it would be useful to make changes in the lesson to make it more engaging for students. She felt some small adjustments could be made, but again because of the fixed yearly lesson plan, there were hesitations at first:

I: Is this part [after she had added the grammar example embedded in students real life] do you think you can add some more activities?

TB: More activities? You mean that you want me to give more activities to the students.

I: Yes, more activities, more expectation of students' talk, I guess.

TB: I understand what you mean. However, I don't think I can do it. Maybe I can add some small change like riddles or add some extra questions. But activities, I have to change the whole schedule of teaching plan. (TAN-SR2)

TB's thinking about making some changes in her instruction are taking root. She further adds:

The framework of each lesson [lesson plan] is already settled, though, still there is a little room for me to add more things accordingly if it does not require a big change. (TAN-SR2)

The above comments show a teacher who is grappling with making changes within a fixed lesson planned curriculum, but she appears ready to make incremental changes. TB's comment below indicates this during the SR session:

I added some examples [extra interactive examples] since you [the author] said something about 'teach to the moment'. I have thought that we HAVE [emphatic] to follow the lesson plan, but since I heard the words of teach to the moment, I feel as if I got permission that I CAN [emphatic] add more. (TAN-SR2)

The last comment of "teach to the moment" is of particular interest. The author mentioned that sometimes adjusting the lesson to address a student's or students' inquiries that suddenly emerged can provide a meaningful learning moment. This is what Bailey referred to as *teach to the moment* (1996). When TB heard this idea, she reacted positively, "teach to the moment… What a nice phrase" (TAN-2). In the case of SR comments above, students were practicing the target phrase 'looked up to' in a reading about a skier who looks up to an important person in her life. TB apparently assimilated the teach to the moment concept and suddenly made the activity more meaningful by asking students who do they look up to in their own lives (see further below in ROP). She was quite pleased with the lively

engagement of students. TB had received a teacher development suggestion and saw it work in action. This outcome further represents the need for effective teacher development to suit the particular needs of the teacher. It also shows that TB is not so resistant to applying new ideas to her instruction.

An Awareness for more teacher development

EPD continually emerged in the data in the case of TB over having awareness for the need to conduct classes in more communicative and engaging ways using more English and the lack of pedagogical skills to do so. Perhaps, the most important step in wanting to develop and find new ways to teach is to be aware of what skills one is lacking. TB was quite frank when she stated:

> To tell a truth, I really want to talk with students and engage with them, but I can't. (TAN-2)

TB had indicated awareness in lacking skills to develop students' communicative abilities and using more English early on in the study. She responded to a question as to whether there is a gap between the communicative goal and teaching English genuinely in the COS, and realities of doing them in practice:

> YES [there is a gap]. When we aim at a more communicative approach or increasing the communicative skills for students, still we need to realize that we are scarce in skills for teaching communicatively [content-based instruction] though content and English expressions in the course books [recent ones] are more communicative ones [compared to old ones]. (TAN-1)

TB clearly states that the problems for not carrying out MEXT's goals are because of lack of skills to do so. She further offers some insights about a dilemma JTEs face over meeting curriculum demands to use more 'genuine' English and having low expectations of students to meet them:

> Genuine English [pause] I think that communicating in English does not mean [pause] using perfect native like pronunciation. As you know Japanese students usually speak only a few utterances like 'Oh, yes…' 'Well…' etc., and they hardly make a sentence. And we Japanese teachers understand somehow what they try to say. How to have students try to complete or finish the sentence in English must be considered by [English] teachers. So I mean we should know how to teach, I think. (TAN-1)

An interesting insight into JTE instruction at least for TB is that perhaps they tend to nurture their students too much with low expectations. If as TB claims JTEs allow their students to make short utterances, they fail to challenge them to go beyond the one utterance or

sentence level and development remains stagnant. As indicated in the case of TB, she received very little training in approaches that engage students in interacting with the target language. When specifically asked about one such method, she stated the following:

> I: Have you ever heard about Task-based approaches?
> TB: I have. But … I forgot. (laughter) (TAN-3)

The pattern continues when she was asked about her pedagogical knowledge and skills regarding communicative approaches:

> Well, uh… I am not sure if I can teach English communicatively or not, because I have never been taught English communicatively in my school days. I think many teachers think that speaking all the time in class is communication as a tool of making them understood in English, but I feel it is more than that. It is not that shallow. More knowledge about what communication IS [emphatic] is needed, I guess. And in class of course we need to design or provide the situation that students can feel that they use what they learned in the class [and] exchange their concern about the topic, etc. But, I am not sure how to do it. Even I am not sure if I will be allowed to do that only in my class. (TAN-2)

TB's thoughts manifest several important insights in her development. First of all, the data continue to substantiate that she believes she did not receive adequate training in university. If it were up to closely adhering to the yearly lesson plan, she would not need that training as her final statement implies. Nonetheless, TB shows her awareness for teacher development. She makes an important intuitive observation about teaching in that just talking to students does not simply mean one is developing their communicative skills. As she says, what is needed is pedagogical knowledge of how to implement TETE and communicative approaches in class; how to utilize principles of CLT and social constructivism so that activities have to be meaningful and interactive. TB believes that these are pedagogical skills that need to be learned and she did not seem to grasp or see them as being practical at university:

> Maybe I took the course of English Education at the university and there are many methods in the book, however, nothing reflected on my practical approaches. It's worth challenging. (TAN- 2)

TB's final statement showing some readiness to address her teacher development was encouraged during the co-constructed process of getting her to reflect on her teaching and putting some ideas into practice. This further substantiated below:

> But if someone is allowed to wish so much, I would like to do something interesting every class. Now our class is dry. It's bland and innocuous (laughter). (TAN- 2)

Although TB, as revealed in the HPM category, seems to be in a static comfort zone of teaching, the data under EPD underpin friction in her teaching to form a somewhat constructive attitude to makes some changes in her teaching.

6.2.1 EPD Summary

The above comments of TB reflect the complexities of teacher thinking and the impact beliefs have on teacher actions. She clearly states from her own learning experiences why she should use more English so that students don't get bored. She felt it as a student and she can see it in the faces and reactions of her students. She believes using too much L1, especially when deductively teaching grammar, leads to inattentiveness of her students. There is also the conflict over chronological constraints. Because of the fixed yearly lesson plan, TB feels constrained to introduce activities, ones that would incidentally help meet the communicative and use of English goals in the COS. Nonetheless, data for the EPD category indicate using possibilities of friction to effect change in TB's instruction. She has moved a little toward teacher-development in two subtle, but important ways. She wants to integrate at least a few interactive, L2 use activities. She also shows a consciousness of her own inadequacies of teaching, which are viewed as positive possibilities of friction in her teacher development. To what extent these gains toward this development are revealed and to what degree TB resorts back to an HPM state in this study are analyzed in the following ROP category.

6.3 Reconceptualizations of Practice (ROP) Through Praxis

TB's data under the ROP category was taken from four intervention LS cycles of three stages of planning, classroom observation and stimulated recalls (see appendices 3a and 3b for descriptions of cycles). The category reflects teacher development in action setting out to advance TA's teaching practice as she participates in her own teacher inquiry through the LSC praxis process. Unlike the other two teachers, the LSC interventions with TB occurred four times since it was found that theoretical saturation was reached (Glaser, 1992; Eisenhardt, 1989), where incremental learning is minimal because the researcher is observing phenomena seen before (Glaser and Strauss, 1967) and each category is saturated (Glaser,1978 ; Glaser and Strauss, 1967, also see Chapter 3, section 3.3.1). As shown in the data above, TB was strongly influenced by the chief teachers' control about following a pre-planned yearly lesson plan, which she seems to partially support. Thus, she felt there was room for only small incremental changes in her instruction. This became

evident in the data by the 4th intervention cycle and theoretical saturation set in. However, TB did make progress in the study and more on this is stated below in the ROP category. The data under this category were noted in memos taken from stimulated recall sessions after classroom observations of TB's research lessons. The aim of having TB watch videos of her lessons was to trigger reflections of her own teaching practice and to develop knowledge as evident in actual classroom events that would guide her practice to be transformative. ROP will be discussed through the following properties of the category:

- *Knowledge of CLT stimulates incremental change*
- *Need more professional knowledge of how to teach English*
- *Willingness to gain more discourse for teaching*

Knowledge of CLT stimulates incremental change

Through the intervention cycles of LS with embedding the principles of CLT (e.g., student centered, meaningful, dialogic, focus on fluency), TB gradually has come to show the reflective perspectives for taking this approach. The observations of TB's classroom were strongly constrained with the yearly lesson plan as mentioned in HPM, that is, classes were strongly teacher-centered and scripted with using PowerPoint for explanations of form and accuracy over fluency and meaning. However, TB's learning experience in junior high school and high school, and the atmosphere created by teacher-centered teaching raised questions in TB about the influences of traditional approaches in her instruction. She tried to change and began to reflect on what she could do to make the class more active and to avoid the similar teaching approach that she experienced from her teachers.

Even though TB seemed to be confined within the well-scripted teaching plan, she showed some transformation in her teaching. The first sign of her transformation was seen when TB picked the question of 'What is a riddle?'; showed the example of the riddle, had students practice it out loud, and led them to understand what a riddle was. At that time, she could have given the direct translation of '*nazo-nazo*' (Riddle) in Japanese, but instead of that, she showed one example of it in English, which was not firmly planned in the intervention stages. However, at the planning stage, I did show her the CLT principles from Richards (2006) and more simply, two CLT characteristics out of Brown's six interconnected characteristics of CLT (Brown, 2001, p.43), trying to get her to be concerned about (1) the role of teacher and (2) teaching techniques underpinned by CLT:

> (1) The role of the teacher is that of facilitator and guide, not an all-knowing best owner of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

(2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

Having accommodated the role as a teacher and teaching technique of having students engage in the classroom activity in her mind, TB seemed to be awaken to the prospect of teacher-students and students-students interactions. The following is the note that I took after the second intervention classroom observation:

The riddle was successful; they tried to figure out the riddle by pronouncing it several times. And she picked up the odd expression in the text and asked students to stop to think about the odd expression and make the new version of the sentence based on their experience in NZ [their school trip to New Zealand]. She strongly adheres to the lesson plan but a small change to have students be involved in the activity (context) was seen. (RFN-3)

Through the LSC, TB seemed to start shed the others' cloth and show her own perspectives about teaching, which might be stimulated in practice:

Students like to talk in the group or pairs and they can share their ideas. Maybe I would like to ask them to describe the person or incident that forces them to do so by using the forms that they are going to learn, and even the mistakes made by students will work. And present or have him or her ask all classmates, etc… But basically I don't think I can make a big change. But since one of the targets was 'be looked up to'…, I would like to ask students to add the reason why. Let's see what will happen in the class. (TAN-5)

Here is the transcription of classroom observation after the planning accordingly:

TB tried to explain group [phrasal] verbs of 'look up to', 'look into' ' look for' and how to change the voices. On the PowerPoint the group verb of 'look up to' was on the screen and Japanese translation with animation function of power point showed up when TB clicked the slide.(COFN-5)

TB: 'Her teammates look up to the captain. 'Look up to.' Repeat!
Ss : Her teammates look up to the captain. [No emotion]
TB: OK, ' look up to' *ha 'sonkei-shiteimasu' desu. Dakar*a, [in passive voice],'The captain is looked up to by her teammates.' *To narimasu.* ('look up to' means respect. And we can change this into passive voice of 'The captain is looked up to by her team mates. By the way, *sonnkei shiteiru hito ha imasuka? Bunnshou wo tukutte mite kudasai. Chotto kiku yo.* [Do you have someone who you look up to ? Please make your own sentence. I will ask some of you.] Ryu, Who do you look up to?
Ryu: *Gakkou de desuka* [You mean in school?]
TB: *Doko demo ii desu.* [I don't care the place where you have someone who you look up to.]

Ryu: … all over the world. I look up to my father.
TB: Good. So Ryu's father is …
Ss: looked up to by Ryu.
TB: Good!   Shota, who do you look up to?
Shota: [Pause]
TB: OK, please ask your friend "who do you look up to and why?" You will tell us the person that your partner looks up to and the reason why [a few minutes later] Seira, please tell us about your partner.
Seira: He looks up to Komatsu Nana.
TB: because..
Seira: because she is pretty!
Ss: *Nannka henn* [something strange] (Laughter)
TB: Well, something weird. Do you respect someone because she is cute?
Shota: Oh, no no! (Laughter) Because she is good at singing and acting.
TB: Say it again from beginning, everyone!
Ss: Shota looks up to Komatsu Nana because she is good at singing and acting.
TB: Good! So in the passive voice … *ukemi de*
Ss: Komatsu Nana is looked up to by Shota because she is good at singing and acting. (TAN-CO5)

In the above transcript noting the dialog between TB and students, it is apparent that there is a teacher-students and students-students interaction, that is, ROP is recognized. The teacher is no longer asking only assessment type questions, but also assisted questions to get students to expand on scripted teaching (see Chapter 5) to express their own ideas. Tharp and Gallimore referred to this process as instructed conversation (1989). Kojima and Kojima point out that "[t]here should be always ongoing dialogue between teachers and learners" (2005, P.67) in terms of a learner-centered communicative approach in the classroom. However, this was not firmly planned at the planning stage, rather we talked about the teacher as decision maker simply advising her that she could teach to the moment like picking one of the students and asking one to describe her(or him)self based on what they learn. (TAN-2, see EPD) According to Kojima and Kojima (2005),

> Decision-maker teachers make decisions on a moment-to-moment basis. Their knowledge of learning theory and educational practice allows them to plan flexible learning experiences and to respond sensitively to learners of differing language ability levels and varying backgrounds, interests, and needs. While providing the necessary linguistic and emotional support, teachers encourage students to use their abilities to the utmost. (p.68)

In TB's case, during the co-constructed interactions and planning stages during interventions, she became more aware of her teaching and further developed her knowledge of learning theory and educational practice. Her development seemingly has moved forward as she was able to accommodate or reconceptualize her practice through the professional dialogue between the author and herself about CLT, which seemingly has given her a teaching flexibility to encourage students to interact more in their language

learning in meaningful ways that communicate things that are relative to their own lives. Below, the next factor to support TB's ROP is also associated with CLT.

Need more professional knowledge of how to teach English

As the other teachers in this study, TB also did not receive sufficient education of how to teach English in university. Even so, she does not remember well enough to adapt the knowledge to the actual teaching environment in the classroom as mentioned above previously (see EPD above), she took a course on teaching methods, but was not able to make any realistic connections of what she read to her practice. A pattern in the instruction of TB seen in the data from both HPM and EPD categories has been emerging. It depicts a teacher, who not only did not receive adequate teacher education in the university, but also the English classes in her school days were not helpful as TB did not experience the learning of English in a communicative way. What continues to be remarkable is that considering the education at university and her schooldays, MEXT had already started the shift of its policy to enhance students' communicative competence before she was a student in secondary schools and university. This outcome implies that it might be hard to implement a teaching approach without receiving the appropriate practical education (other than the minimal three or four weeks of teaching practicum pre-service teachers receive.) However, after TB has begun to reconceptualize her own practice to view student-centered activities in a positive light, she offered an opinion about teachers' general perspectives about CLT, which are not so positive:

> I think that implementing interactive and communicative activities are often underestimated. It sounds very childish [just chatting], and it is considered that it is not related to the exams at all. I think many teachers believe that teaching [teacher-centered approach] is very important. And especially, in the private school, students and parents expect us to provide the high quality education, which means we NEED TO TEACH [emphatic to point out lecture, teacher-centered type teaching is expected]. So implementing communicative activities are usually underestimated. (TAN-4)

TB offers her view of how classes that are interactive with student-centered activities are seen. These interactions from a traditional teaching standpoint seem like students are just chatting and not learning. Her statement above also shows that how little the purpose of the shift of MEXT and COS is conceived by JTEs, especially at the private school. On the one hand, they might be eager to find prominent teaching approaches aligned with the Ministry's communicative goals to have the parents or students feel they are getting benefits from language education. However, ironically far from a communicative approach, TB's comment shows a reconceptualization of her practice. She seems opposed to following other teachers in what she perceives as too much of a teacher-centered approach

with a lot of deductive explanations that might fall into the result of just teachable teaching and scattered grammatical items and interpretation:

> I feel that students can't see the forest for the tree, as I myself was getting tired explaining everything about who did that, when and where was that, etc.… So were the students, I guess. I felt so in the middle of my detailed explanations in reading class. (TAN-SR4)

TB's ROP brings her to the belief that it can be good time to stop to think that continuing to pour knowledge from teacher to students in a transmission teaching model rather than trying to have students more actively involved the learning process has limitations. However, she feels restricted because:

> I have not got any chance of learning of how to teach. The senior teachers [*Two chief teachers—Shunin*] usually say this teaching approach is best of all teaching style because their students usually get good scores on the test, which is the good evidence. But, on the other hand, I know that some students have started complaining about this teaching approach. Such as sentence-by-sentence explanations, no connection between reading materials and real life that the *Shunin* asks us to do. (TAN-4)

In the case of TB, the data show that she is socially constrained by the planners (*Shunin*) of 3rd grade junior high school English curriculum. Therefore, a factor that emerges in TB's practices is related to social influences on teacher learning, which Freeman posits "teacher learning is situated socially; it takes place among students, fellow teachers, and other community members" (2006, p.2). Moreover, recognizing very little teacher learning support at her work community (i.e., school site), TB was able to conceptualize what her problem is after experiencing an actual practice of LSC:

> The problem with me is maybe that I don't know much about teaching. (TAN-4)

This reflective ROP statement shows that TB is becoming more aware of the lack of and the need for more teacher development. It would have been helpful for her to know how language is acquired and why, which should be ideally developed at an early stage of in-service teacher training or in university courses. If TB had knowledge of how to teach underpinned by the professional theories of teaching and learning, she could have created a more student-centered interactive learning environment using more English with her high proficiency level of English—all of which would be meeting the English COS goals of MEXT.

Willingness to gain more professional discourse for teaching
Following a forced, unyielding lesson plan can stunt teacher development. Bailey (1996)

writes about the benefits of not being too rigid about following a lesson plan and wonders about whether or not lessons really do exist. She writes that "teaching and learning transcend temporal lesson boundaries, and this fluidity is reflected in the discourse" (p.28). In the case of TB, following the lesson plan restricted opportunities for instructional discourse not having instructed conversations (Tharp and Gallimore, 1989) with students and professionally with teachers. For example, TB and the other three English teachers, who teach 3rd grade usually do not have much spare time to discuss lessons even though the lesson plan and related PowerPoint slides are supposedly already constructed. TB points out that the assistant to the chief teacher who makes PowerPoint slides is also busy, and usually the lesson plan and PowerPoint slides are made at the last minute plus they are hastily rewritten and superimposed from previous lessons:

> Yes, as usual, X-sensei [JTE who makes slides] is going to make the PowerPoint. However, it is usually done at the last minute since she is busy too. We don't have much time to talk about the lesson. But, the brief lesson plan seems to be made. Let me see (she checks the computer). Yes, I think this is it. (TAN-5)

The lesson plan and slides are given to TB at the last minute and there is little time to discuss them. Being given a pre-planned lesson and materials at the last minute, it is very difficult for TB, who has to follow and carry out the lessons, to discuss. There seems no time for collaborative teacher development to allow a secondary professional discourse to emerge. For example, TB notices a positive outcome after watching her students during an activity in the SR session. Then, the following conversation with the author (I) takes place:

> TB: To see that students' active outcomes of biting under their lips [facial gesture of concentration] or making sentences of 'someone they respect, because ~' [see dialog transcript above], I feel that I am teaching. Uh, I felt students and I were doing something same. Uh, maybe I cannot express clearly what I feel, though, teaching is difficult, isn't it?
>
> I: Yes, sure it is. I am struggling all the time, but I try to think why I am doing what I am doing.
>
> TB: That's interesting … I need to know those kinds of things. Then, I can feel that it might clear a few things up. (TAN-SR5)

TB's comments speak directly to her desire to conceptualize her practice in ways that help her better understand why she is doing what she is doing. In the above, she perceives a positive outcome with her students, but cannot professionally conceptualize what she is doing and this leads her to saying in frustration that teaching is difficult. For a teacher, being able to express what she is doing is more than just spewing out words, it provides

rich conceptualizations of teaching that lead to further development. As discussed in Chapter 2 (see section 2.4.2), Freeman (1996) claims that by acquiring a secondary professional discourse through teacher development, teacher change occurs as teachers are "renaming experience/reconstructing practice" (p. 222). TB shows a desire to gain this secondary discourse as she is stimulated to overcome some constraints:

> To tell the truth, I don't like doing the same thing again and again. Sometimes I feel as if I were working for a noodle shop, I mean franchise chain restaurant in Japan [she gives the name], you know that shop. Nothing wrong, good taste and good system, well-organized system, the customers can get the same quality of taste and services. They don't have to worry about the taste at the different shop. And customers who go to the shop expect the same tastes and quality of the noodle without any doubt. But something is missing...   there is no meaning of 'my' teaching. It is true that following the lesson plan is easy and helpful for me… yes for me as my teaching experience is only three years ... but I think we had better talk about teaching more. (TAN-5)

TB vents her frustration in the comment above criticizing the managed one-way planning that she has been expected to follow. Just like her students who are put in a passive role and are expected to follow a rigid form of scripted teaching, so is TB expected to do the same. However, as she becomes more engaged in ROP, she opens up in the following way complaining about what she feels in overly standardized curriculum (like a chain store noodle shop) she is expected to implement. This statement was gained at the end of the LSCs. ,

In trying to move away from a scripted teaching approach, TB and the author continually have made some assumptions of students' outcomes by embedding possible activities trying to have students connect grammar items with meaning and function (semi-CLT activity), incrementally, as TB requested trying not to interfere with the whole procedure of the pre-planned lesson. This is the partial transcription between TB and myself (I) at the planning stage. We felt as if we were stuck in the static lesson plan, trying to find a room for semi-CLT activity

> I: So how about trying to make your students produce original sentences based on the targeted grammar. This key sentence of "Maori is spoken in N.Z" might be used in different ways. And maybe students will bring you their unique ideas. Then you can help them create more realistic ones.

> TB: OK, I think I can do that. This is more interesting. The point is whether we language teachers know how grammar can be learned. *Bunpo wa, bunpo ni sugi nai* [Grammar is only grammar]. (Laughter) (TAN-3)

At the actual class, students find that the sentence of 'Maori is spoken in New Zealand' is strange since they notice that everyone they spoke to or interacted with on their school trip

in N.Z. used English, and they never heard. That is the sentence gave the impression to students that Maori is commonly spoken there. What was needed to be clarified was that Maori is specially protected language and is of course spoken there by Maori's, who are the minority. This is what TB meant by "Grammar is only grammar" if students study a target structure without meaningfully understanding its content. Moreover, as will be seen below, there was no interest at least on the slides to teach this cultural point. Instead it was just one of five semantically unrelated sentences:

> TB: OK, I will show the today's target [On the Power Point, five irrelevant sentences are projected on the screen. The fist one was ' Maori is spoken in New Zealand']
> TB: Now, you can read by yourselves. OK, please underline the key points and Japanese translation
> TB: OK let's translate into Japanese. No.1. Maori is spoken in N.Z. *Nihon-go no imi wa?*[please translate into Japanese]
> S1: *Maori- go wa N.Z de hana sarete iru.*
> TB: Good ! *Tsugi wa*_[Next is]   Computers are used in every field.
>   [The middle is omitted]
> S2: Maori *ha honntou ni hanasarete irunn desuk*a [Is Maori really spoken even now?]
> TB: You are right. *Ja, imaha nanigo?* [So what language do they speak?]
> S3: *Eigo* [English]
> TB: You are right. *Soshitara itugoro made Maori-go ga ooku hanasarete itanodeshou* [So until when was Maori mainly spoken in N.Z?]
> S4: *Ni hyaku nenn mae* [200 years ago]
> S5: 500 years ago!
> TB: OK, then 500 years ago, Maori was spoken.
> S6: *Ima wa eigo ga hanasare te* [Now English is spoken]
> S7: 90 % *wa Eigo ga hanasare* [90% of the language in N.Z is English](Laughter)
> S8: *Omoshiro-sou* [seems interesting]
> TB: Well, *Maori-go wa* [Maori has….]
> S9: Maori has not been spoken in N.Z. these days. (laughter)
> S10: But it was spoken well 500 years ago.
> TB: Yes, *sugoi!* [excellent]
> S11: *Maori go wa saikinn deha kimarenai ha dou ittara iinndesuka* [How can I say that Maori has not been heard these days in N.Z.?]
> TB: Uh, Maori cannot be heard spoken these days in N.Z. or has not been.
> S12: *Nan de* 'can not be heard spoken 'ni naruno*? [Why does it become so?]
>   [Continued]

This transcription shows that TB and students interact in the class in order to use the syntax to help students' learning. Although there is translation, there is also use of English. In this way, TB has veered away from the scripted approach that she had so often used before and instead has a constructive dialog with her students. Later about that class, TB said:

> Through conversation about teaching, I have come to think about the lesson itself more deeply. (TAN-SR3)

The ROP in the case of TB shows that she has begun to incorporate in her instruction the

concept of teaching to the moment and having instructed conversation with her students. In doing so, she is able to make an incremental change in her teaching. In the same manner, the co-constructed, dialogic process of working with TB in the study shows a positive change in her teacher development. When teachers share the same purpose of teaching, such as improving students' language skills, they can talk about issues together, bringing different opinions, discussing and finding solutions to problems that they encounter in their instruction. This can be achieved by going through LSCs. TB's comment also shows that teachers need more chances to develop a secondary professional discourse about teaching (see Chapter 2, section 2.4.2). The result leads to further productive conceptualizations of teaching, which are evidenced in practice.

6.4 Many Possibilities of Friction and TB's Developmental Process

> As I told you I am happy to follow the lesson plan because I don't have to use extra time and energy, and I don't have to worry to be criticized while following plan. I feel I am protected, but on the other hand, I question whether we are O.K to do the same thing as the popular noodle shops are doing. (TAN-SR5)

The above comment from TB that came in the last SR session provides a window into the internal and external forces of friction that impact on her instruction. Like the other teachers in the study, conceptualizations of teaching cannot simply be viewed to be moving in a linear direction from HPM to EPD to ROP. Nonetheless, there are indications that TB's developmental process did advance incrementally during the study. When the study began, she held a firm view that changes in her instruction could not be made because she had to follow a yearly pre-planned lesson plan that incidentally was not made by her. Moreover, the plan was built on a traditional grammar-based curriculum, giving a priority to structures and grammar translation, which did not follow MEXT's TETE policy and goal to develop students' communicative abilities. Although TB was aware that the plan did not meet MEXT's expectations, she had no qualms about following it. It made her instruction easy not having to plan herself, and her students did not mind it as well. For these reasons, TB was safe and secure in her non-developmental state of instruction. However, through the process of praxis, giving her opportunities in this study to examine and reflect on her instruction, she began to reveal discomfort with an overly standardized approach to her teaching. Her metaphor for describing this state as a chain noodle shop having the same menu everywhere and the same standard way to serve it represents a critical analysis of the yearly lesson plan. No one goes to a chain restaurant because the chef is particularly good. It is the standardized system that counts and the system should be 'chef-proof'—the chef has no input on making any changes. When applying the metaphor

to teaching, it implies that an overly standardized curriculum is given priority over what the individual teacher can bring to the classroom in terms of creativity and innovative skills.

In the case of TB, who showed a high proficiency of English improved by studying abroad, one might expect more English in the classroom. However, TB seemed to stick to a way of teaching that has been underpinned by a belief that what the students needed (and supported by the design of the yearly lesson plan) was grammar-based instruction with many L1 explanations. The data suggest that the design of the curriculum fit her teaching style and demands put on her. Furthermore, her experiences of having limited pedagogical knowledge further anchored her to a HPM state (although as shown in the EPD category, an awareness of lack of skills can be used to stimulate her development). TETE and incorporating communicative activities require time, energy and of course teaching knowledge. These are factors for keeping her in a HPM state. TB claimed to have no time other than focusing on accuracy activities and chasing the clock to keep up with the pre-planned lessons, but there are promising signs in TB's developmental process reflected in praxis.

The core theme *many possibilities of friction* in the case of TB shows promise as indicated in the data that were listed in the EPD category. An indication of EPD emerged when she revealed awareness that using L1 bores her students. Experience is a major nutrient that contributes to teacher actions. TB's recalling of her positive experiences as a learner with English classes and teachers that used more English created in her an awareness that with too much L1, students become inattentive. TB made a noteworthy observation regarding L1 use. In her reflections on actions in the classroom (Schön,, 1983), she found that using L1 is easy to monitor for students, but it also requires less attention and going off-task, especially if the students have heard pattern practice explanations of grammar before. In this case, familiarity and repetition leads to boredom. However, when TB used English, she noticed students became alert because the familiar was suddenly strange as explanations were packaged in a new L2 way. Teacher awareness is a necessary contributor for teacher change. However, change is not an easy task. She also mentions in the same breath that although she wants to create more engaging activities in English because she does not want to bore her students with too much L1, she slips back into a HPM mode when she says there is not enough time to do so.

Following Lortie's (1975) apprenticeship of observation concept, TB's own experiences as a student are powerful motivators for her actions and can be informative for teacher development. Even though she consistently points out that a controlled curriculum prevents her from making changes, the EPD state of her instruction causing friction mobilizes in her a willingness to make at least incremental changes. As the proverb says: *A small change makes a big difference*. Part of that difference is that TB expressed the need

for more teacher development and the willingness to learn from colleagues. As pointed out in Chapter 2, collaboration is beneficial in teacher learning. Teachers need opportunities to participate in co-constructed dialogue about their teaching with colleagues. TB is ready and willing to do so.

An initial sign showing positive development in TB regarded the introduction of a riddle activity. During the initial planning stages of the interventions through praxis, she was showed the principles of CLT (Brown, 2001, Richards 2006) that emphasized the role of the teacher as a facilitator and giving students inductive opportunities to understand the target learning points. Following the literature, instead of explaining what a riddle was, and translating one on the board, she simply wrote the riddle and had students figure out its meaning and what a riddle is on their own. This small incremental change made a difference seeing upon seeing the outcome during the subsequent SR session. TB was amazed at the lively engagement of the students as they negotiated meaning of the riddle with each other and with the questions they asked her as they tried to figure its meaning out. Realizing the success of the activity having seen it work in practice, TB added that she would like to do more interactive activities with her students. TB began to reconstruct her practice. She mentioned that in a following reading activity, where the point is made of looking up to someone in the story using the target phrase 'be looked up to' that she would like to do something different, "I would like to ask students to add the reason why [they look up to someone]. Let's see what will happen in the class" (TAN-5). The dialog as presented above shows that TB successfully interacted with her students and encouraged them to participate in a meaningful way by asking questions creating an 'instructed conversation' (Tharp & Gallimore, 1989). Importantly, the questions she asked them were not assessment type comprehension questions, but ones that assisted them in getting them to form their own thoughts by having them express whom they look up to in their own lives. TB was quite pleased with the outcome and this shows a ROP. This was further achieved when she was able to employ what was discussed previously with the author about the power of teaching to the moment, which prompted the instructional conversation to take place.

The awakening of TB as seen in the ROP category coincides with the process of praxis. As she takes part in the interventions, she shows more frustration with using the traditional *yakudoku* style of teaching. In later interviews, she mentions that she is getting tired of explaining; students are tired too, and that interactive activities are underestimated in a teacher centered, transmission model of education. However, through praxis of planning, learning about some principles of CLT and instructed conversation, reflecting and watching her instruction, she stated several times in the study that she lacked and needed more professional knowledge of teaching. Toward the end of the study, TB has come to understand the value of gaining teaching knowledge, to know more, to be able to talk about

it more, to develop a professional discourse that allows the teacher to reconstruct practice so that she can better conceptualize why she is doing what she is doing, as TB said, "Through conversation about teaching, I have come to think about the lesson itself more deeply" (TAN-SR3).

The many possibilities of friction for TB reveal positive attributes for her teacher development. The data listed and analyzed under HPM, EPD and ROP categories regarding the case of TB substantiate the claim that teaching is a complex activity and that in order to understand pedagogical practices, one must consider the various contexts that surround the classroom contributing to its complexity. TB on the one hand remains adamant that she can only make small changes in her instruction. However, she at least shows willingness to make a change and this shift in thinking was observed over the existence of friction in her teaching state. Thus, the data reflect a teacher who has become more engaged albeit incrementally in participating in teacher development through the process of praxis because of the LSC interventions. Whether or not this process will continue depends on her taking an active role in development through the process of praxis. However, as with the friction metaphor, there needs to be an instigating force to encourage her to continue with praxis as an ongoing part of her professional development. Here teacher educators and educational institutions can play a role as will be discussed in Chapter 9.

Chapter 7 Teacher C

7.0 Introduction

Teacher C (TC) is from Morioka, northern Kanto area and started to study English at a public junior high school and continued in a public senior high school. After graduating, she enrolled at Osaka University of Foreign Studies, where she majored in Swedish. In her words, her language learning experiences basically came from public education, however, they have not held a special place in her heart. As of April in 2015, when the first interview was conducted with her, she had 3 years experience of teaching. When I interviewed her about the English classes that she took in her high school, she said:

> No teacher used English in my school days. What I remember is that both teachers and students didn't use English.(laughter) But I don't remember well. We were always working on exercise books. We finished using the textbook at the 2nd grade of high school and at the third grade we were working on an exercise book for entrance exams. (TAN-1)

She talked about her experiences learning Swedish at university:

> My major at the university is Swedish and I learned Swedish in the rote manner. I simply learned Swedish sentence by sentences by heart. I just listened to what the teacher was saying or to the CD. I'm wondering what I was doing at that class. The way we learned Swedish at university was exactly the same one [approach] that Japanese teachers used to teach us English at high school in Japan. I can't speak, I can't listen, I can write a little and read terribly slowly. …I wrote my dissertation in Japanese. The language education that I got at university was intolerably the same as I got at high school. (TAN-1)

Consequently, she felt her communication ability in Swedish, even after being there for one year, was very little:

> I stayed there for a year. But nothing! I couldn't speak Swedish nor communicate in Swedish. Well, [pause] the memorization did not work. Just writing was OK. I came to understand what they were saying and spoke just a little at the end of my stay. (TAN-1)

Without experiencing much success in learning a second language or foreign language either in Swedish or English, respectively, she became an English teacher four years ago. After spending a few years for passing the examinations, she made it and started to teach in Tokyo. She then taught in a school which she remarked in an interview was a pretty low level high school. At the school, and throughout Japan, teachers spend a considerable amount of time on guidance activities, such daily life guidance (*seikatsu shido*), which took time away from focusing on teaching their subjects.

Having taught English for three years at public high school as a regular teacher in Tokyo, she moved to Sapporo in Hokkaido in April in 2015 when she started to teach at this school. This is her first time to teach at the private secondary school.

When she came to our school on the first day, she seemed to be a quiet person and to try to keep a harmony with other teachers. However, she showed her interest of being involved in my study without hesitation by responding in positive manner when I asked her whether it was possible to join my research explaining the aim of the research to her. What was clear from the first impression about her and more obviously from following interviews and classroom observations was her willingness to partake in the praxis process of the study.

The Class

TC teaches 18 classes in total in a week at second grade in high school during the study. The level of the students is not so high, to borrow her phrase, some of the students in the target class thought of themselves as having an 'aptitude for science' since they do not like studying English or are not good at learning English. However, she felt comfortable teaching these classes. She teaches four classes as a sole teacher (2-B, 2-C, 2-D, 2-E) and one class (2-B) with a native English speaker of English with two classes in a week. She does not have any homeroom teacher duties but she is in charge of volleyball club activity, which makes her stay with students every evening until 7 o'clock including Saturday and Sunday. Considering her classes and scheduling situations, class 2-B with a class size of 32 students is chosen as target class in the study

The Textbook

The approved textbooks by MEXT, play a large role in instruction. It is worthwhile to note the textbook used by TC, which was *Crown Communication English Ⅱ*, was a restructured version of former *English Course* in 2013 complied by MEXT. The new guidelines place language activities at the center of language teaching, and emphasize that all four skills in "language activities should be interlinked for comprehensive learning" (MEXT, 2009, p. 2). MEXT (see Chapter 2) has taken the position that "grammar instruction should be given as a means to support communication" (2009, p.7), and the textbooks are supposed to include some language activities and integrated grammar activities to foster four well-balanced skills in English. However, in a study comparing and analyzing the former version of '*English Course'* and new version of '*Communication English*, Glasgow and Paller (2014) state:

Most of the activities in both books focused on grammar and translation exercises....There were few opportunities for students to express themselves freely through communicative practice. Furthermore, ample opportunities for free written expression were lacking as much of the language was already provided to the students, and the lesson provided little scaffolding for learning as the major activities that required student output were before the grammar exercises. (p.118)

In this sense, it can be said that the success of the using textbook to put 'language activities at the center of language teaching' and 'interlinking language activity for comprehensive learning' as MEXT emphasizes is likely to depend on the teachers who use the textbook practically everyday. But then one specific difference between the former versions of textbooks and the new version ones can be seen in the teachers' manual, where very detailed scripted English is presented for JTEs to have them conduct English classes in English. However, one thing we can say is that it is hard to conduct classes by following these manualized scripts since the class a teacher conducts has its own particular realities and may not go as pre-planned in a manualized script.

Difficulties of implementing the TETE policy through using textbooks may be a contributing factor among other factors that led to areas of TC's instruction being on the one hand, in a state of HPM and remaining unchanged. On the other hand, this state made her feel uncomfortable, causing EPD, which further triggered a motivation in herself to change. These contrastive factors could be seen as properties for the many possibilities of friction. The data relating to each of the two categories and later the ROP category will be presented.

7.1 Harmony Provisionally Maintained (HMP)

For TC, there were several areas that emerged to support the HMP category. Among them four salient factors which support HMP come from interviews and classroom observations and are documented in the form of story lines accordingly:

- Previous experience as a learner
- Previous expertise
- Proficiency level of students
- Harmony with the other teachers and students

Previous experience as a learner

As indicated throughout the cases of the three JTEs, teachers often teach based on their personal theories of teaching that are largely influenced by experiences when they were learners (Lortie, 1975).

TC's previous experience as a learner at high school, university and pre-service teacher training are explained chronologically:

> The approach I took in high school was completely grammar-translation, no communicative language learning. Of course the goal of COS is great, though, it is not realistic considering the reality of entrance examination. (TAN-1)

> The English teacher at high school explained English word by word in Japanese, though the class was not so impressive, so I don't remember very well. We were very quiet in the class. (TAN-1)

It became apparent that TC's experience as a learner is reflected in her own instruction and may be why HPM is happening. Through three consecutive classroom observations, she conducted the classes almost in the same procedure. The following memo captures TC's routine procedure:

> TC started with greetings and moved on to vocabulary definitions, and students listened to the CD, repeating after her. Then, a comprehension quiz (T or F), followed by grammar explanations with a handout and grammar drills. Finally, a quasi-interactive activity. For example, students were put into a pair of two and one student read Japanese and the other translated into English by listening to Japanese with handout and they switch the role at another next paragraph. There was little room for students to use English communicatively. Only a few utterances from students referring to other classmates, such as 'smiling ... He is smiling' were observed. The English used most frequently by TC was descriptive, classroom management English such as 'Pass your handout to the front' or 'Look at the blackboard.' (RFN-1)

Later at the stimulated recall, TC further shows that she is at a rather frozen state in her development. She stated that she did not know how to use English to teach it and it was hard to see the advantage of implementing TETE policy since passing the entrance examination was the overall goal for the students:

> Well, while there is an entrance examination, I think we have to teach English for the purpose of having students getting good scores on the tests. And this is what students want to get through the English class. Unless the test changes, how can we teachers change the way of teaching? (TAN-SR1)

132

Since she felt that the entrance examination was the main factor of teaching English, TC felt forced to use L1 to achieve accuracy. This resulted in conducting the class in the similar approaches as she took when she was a high school student. A belief formed by the need to prepare students for tests was a reason to have HPM.

As for teaching language communicatively, TC clearly pointed out that she lacked knowledge of teaching English for that purpose in the interview:

> I think I took a course of something related to communicative language teaching in a teacher license course at the university, it must have been needed for a required course, though, I don't remember what we did at the course. Maybe we read some textbook and wrote some report, maybe. (TAN-1)

Further she mentioned the teacher training as follows:

> I did my practice teaching at my alma mater under the head teacher who taught me English when I was a high school student. (TAN-SR1)

The fact that the head teacher at her school, where she received very little learning in developing her communicative abilities as a student, was training her is very telling. Very often if senior teachers are training younger teachers in the same traditional manner as they taught, then a fixed cycle is maintained that produces static, routine planning instruction. Maintaining a traditional teaching approach was observed in the author's reflection notes after viewing her class:

> Aside from teaching English with L1 and using a few classroom English words and phrases, one particular pattern with TC was that the flow of the class was rather teacher-centered. (RFN-1)

The comments above and her actual teaching of the lesson gave an early indication that TC's teaching approaches were formed when she was a learner. Moreover, her teacher training was not on using English for communicative purposes although the COS has emphasized it for more than 20 years, but on learning the old same routines of grammar translation and a teacher centered approach. This result shows that how previous experience as a learner including pre-service training has an impact on why teachers do what they do in the classroom because of those early teacher-learning experiences. In TC's case, it substantiated a reason for HPM.

Previous expertise

Even though TC taught at the public high school, where officially MEXT-supported teacher development programs had been going on, TC explained the reason why those development programs seemed solidly unsuccessful.

> When I was working at public school in Tokyo, most of the teachers ignored that policy shift because we had no time for thinking about the shift and still less time to talk about how to change our teaching approach because the daily life guidance duties [counseling students] took up most of the time of school. These school issues kept us away from teaching itself. (TAN-1)

This implies that a busy schedule according to TC tends to keep teachers away from their development even though JTE's at public schools are well provided with teacher education programs to create change. However, that is not the only reason:

> When I was at the workshop operated by the study group of the board of education during summer break, I was exhausted from the schoolwork and did not remember what was going on very well. What they spoke about was, I think, rather in vague generalities. (TAN-1)

Thus, for TC, teacher training for in-service teachers was superficial:

> I feel that knowing is one thing and doing is another. I am not sure whether I can implement the activity or new approach introduced at the seminar because they don't know our students, they don't know about school. So when I got back to daily schoolwork, I think I easily get back to the way I usually did. (TAN-1)

The above clearly suggests a reason for why TC attempts to remain in a HPM state. It is known that people hardly change their habits or beliefs once adapted (Pajeres, 1992) and so it is the same for teachers. A reason for resistance to teacher change for TC is because of a mismatch between what is said at workshops about what she ought to do and what she actually faces in her classrooms. Being too busy exasperates the issue. There is confusion and doubt about moving forward in development for TC, so she resists and resorts to a HPM position by not adapting ideas from the workshop. However, working with TC in this study, facilitating her own inquiry process proved to be fruitful as discussed later.

Proficiency level of students

Another factor that supports HPM and that keeps TC from applying the TETE policy was related to the students' learning capacity and learning process. As for learning capacity, TC

was concerned that the policy does not consider the proficiency level of students, stating that:

> All-English policy means that we have to explain everything in English, doesn't it? If so, it is unrealistic for students and for teacher as well…I don't think students can understand my explanations in English and I don't know how to explain those in English either. For both of us (students and teacher), using Japanese is much easier without any trouble. (TAN-1)

Further TC states that the big change in policy might get students confused and that she did not want to make a dynamic change in her approach to a lesson:

> If I ask students to do a totally different approach from what they were used to, they might get confused and get at a loss of what to do. (TAN-2)

Concerning students' understanding levels, TC believes that her role is to explain, in other words, classes should be conducted in teacher-centered, transmission model approach in order to help students to improve their accuracy in English through using the minimum English and less varieties of the teaching patterns so as not to confuse students. Moreover, TC conceives that TETE policy may mean that a teacher explains grammar, and gives vocabulary definitions in English even though MEXT states, "grammar instruction should be given as a means to support communication" (MEXT, 2009, p.7). Even though her view is in contrast with MEXT's approach, she has understood the policy through her own HPM filter that allows her to assimilate the new policy in a way that does not alter her teaching approach. In this way, the state of HPM continues.

Harmony with the other teachers and students

As mentioned previously, TC's students use handouts with vocabulary definitions, and receive explanation in Japanese sentence-by-sentence; in comprehension questions including true or false questions, and grammar explanations. Students did a quasi-interactive activity based on the handout as well. TC explained it saved time and it is convenient to use the same handout with other teachers:

> I think I have to keep harmony with the other teachers who teach at this grade level. We use the same handouts at each unit, which was made by the chief teacher for our convenience of not spending much time of preparing each class. (TAN-SR1)

Further, she mentioned that it must be helpful for students to be given the same handout:

> I think it is comfortable for students to share the same learning material with

the other classes because they know that all the students have to take the same term examination and they need to have something shared. (TAN-SR1)

This comment illustrates how TC unconsciously avoided causing friction though maintaining harmony with teachers and the students. Furthermore, the issue of saving time is mentioned again.

7.1.1 Summary of HPM

The reasons for TC to remain fixed in her teaching patterns and therefore be in a HPM state were given from several perspectives. A powerful influence on what teachers do relate to their learner experiences. Sitting in classrooms for more than six years forms certain behaviors and beliefs that inform TC as a teacher. Coming out of those years learning English in traditional teacher-centered, grammar translation classrooms have had an influence on her. For one, her previous teacher training either reinforces the way she learned as a student or appears to be unrealistic to the demands of her classrooms. She also thinks that carrying out the TETE policy, puts unrealistic demands on students because of their low levels, and that if she does use English, it should be for explanations of grammar and vocabulary to better prepare students for accuracy training to pass exams. She also maintains her teaching approach because of work influences from other teachers with using the same handouts. One emerging factor that seems to prevent TC from advancing in her development is the reality of being too busy and not having enough time, which is a strong contributor to reasons for HPM.

However, there was part of TC's experience as a learner that suggest she is not so comfortable being in a HPM state. Although she is aware from her own experiences learning Swedish that a traditional approach does not help with communicative ability development, and even though she still resists teaching that way, her statements indicate conflict or disharmony.

7.2 Existing Positive Disharmony (EPD)

Just like HMP, there were some areas that emerged to support the EPD category, which are related to the impetus for changing or developing the teaching skills. Following are the list of factors:

- *Predictable and fortuitous outcome from students*
- *The use of course book*
- *Willingness to collaborate to develop their skills*

Predictable and fortuitous outcomes from Students

One supportive factor of EPD is that TC already predicted the students' outcome beforehand when we were on the way to the lesson. She felt that at the end of the lesson:

> Students use or speak English in the class almost zero. (TAN-1)

Seeing what was happening in her language learning class, TC noticed the outcomes from students were very limited because the procedure of the class had little flexibility to afford them opportunities to express themselves. TC showed the handout with a well-organized set of accuracy-focused activities; a list of new vocabulary with translation, true or false questions, comprehension questions, detailed grammar explanations under each line and list of parallel translation of each sentence:

> Yes, it is really easy for me to follow the handout and maybe for students as well. But, on the other hand, it is really painful to spend more than 15 minutes for vocabulary definitions… because students are deadly quiet, only my voice rings empty. Is it really so important to use time for vocabulary definition? (TAN-SR1)

The above suggest an EPD opportunity as TC is questioning what she is doing and what are the expected outcomes of her students during the lesson. In the observation notes, the students did not appear to be actively engaged:

> As she mentioned, the vocabulary definition took time and some students put their heads on the desk and most of them seemed not to pay attention to her explanation. She checked the answers in katakana words and most of the students worked on their handout solely (COFN-1).

EPD occurs with awareness of the teaching situation; this can be found in the following comment by TC:

> However hard I try to explain, students don't pay attention about it and get sleepy. (TAN-SR1)

This EPD statement implies the potential of teacher development that emerged in her later lesson study cycle in the second phase, where TC found a way to talk and communicate with students through dialogue. As Freire (2004, p.93) asserts, "[w]ithout dialogue there is

no communication, and without communication there can be no true education", TC stated that communicative competencies would not be developed if she continued with the same teaching approach in the class. These predictable outcomes, that is to say, the non-interactive classroom atmosphere pushed her to want to change it into more communicatively interactive ones, which were noted as an impetus for teacher change. It was no surprise to her that only a few utterances from students' were seen at the stimulated recall.

> I use prescriptive English such as 'Stand up' ' Open your textbooks' only. Student use English almost zero. No more than 5%. Only when they do dictation practice in pairs, they have a chance to use English. (TAN-1)

> But I don't think that students come to use English in the class…. I know… I know that I have to do something to let students use English in the class. Studying English abroad [for students] is the only way to use English? (TAN-SR1)

Again TC shows awareness and a frustration that she should change her approach. The following observations and reflections were recorded:

> In the class, she lectured most of the class time (COFN-1).

> There was little room for students to use English, which was already recognized by TC. Furthermore, both TC and students seem to take it for granted that the English teacher is the transmitter (explainer) of the knowledge of language (accuracy focused) and students are the receiver of the knowledge from the teacher, which is tacitly understood by both of teacher and students. (RFN-1).

> As a language teacher, this static language-learning environment triggered her to move to action. She found some particular students used English during class and she cheerfully commented that there must be a way to create a new learning environment by involving these students to change the others (COFN-1).

TC's awareness of the need to find ways to change the learning environment emerged as a *Fortuitous outcome* when she noticed improvement in action when some students were actively using English. She mentioned that most of students were quiet in the class because they felt they were not good at English. On the other hand, she noticed a few boys got active when they were put in a pair, which sometimes created an active atmosphere. She wondered whether she could change the atmosphere with those active students.

138

> If I have an idea, I would change the class to be more active. It is really, really painful. Students look as if they were dying…But my students may get active when they are asked to do something different from what they are doing now. The problem is that I don't have a good idea. (TAN-SR1)

During stimulated recall, she analyzed herself and asked me how she could change the procedure to get out of the terrible boredom situation. Meanwhile she noticed that most of the students became a bit more engaged in the pair work, which made her notice that there must be an effective way to make the students more active. Her interest provided an impetus for co-construction of her teaching to suggest ways to increase student interaction during the intervention stage and they came to fruition (see ROP category below).

The use of course book

As long as textbook is the main material for students to learn English at school, there must be some applicable activities to put the policy shift in practice. However, as mentioned previously, only a few changes in the course book have been made. Also, TC pointed out that the topics in the textbooks are not so much related to the students' real life. In other words, it is up to teachers to have students associate with the textbook materials they learn in meaningful and interactive ways so that students gain the communicative competence in the class. In the comment below, TC shows dissatisfaction with the way she is using the textbook and indicates she wants to change:

> After all, everything in the reading material is not real for students and for me either, and the communicative activity usually appears in the section of supplemental reading with a small space labeled 'Let's think about this issue and share your idea with your friends'. If I have enough time to create some activity and plus finish textbook, I would like to make better use of it. (TAN-SR1)

This statement shows that TC was conflicted about using the textbook more effectively to inspire the students to develop their skills. Moreover, she has to be where other teachers are in the textbook to keep harmony with the other teachers to keep the same pace of teaching progress. The lack of clear and practical definition of classroom activities through using textbook may result in JTEs' staying away from implementing the revisions stated in curriculum policy even though they want to. Nonetheless, the reliance on the textbook and her willingness "to create some activity" offers insights into TC's development by helping her co-construct communicative lessons using the textbook, which does occur during the interventions. Help is further discussed in the next category.

Willingness to collaborate to develop their skills

A positive sign for getting TC to implement the new TETE policy is that she is open to development.

> Definitely, in order to meet this goal, I need help! Teacher-education! I think English teachers are still teaching English in Japanese, so if there are some hints, it will be a big help…. It may sound like a contradiction, though, going to the one-shot workshop seminars didn't work on me as everything was too perfect to implement and they don't know what is actually happening in the classroom. (TAN-1)

However, she was not satisfied with visits from teacher educators, as she puts it, that do not have realistic solutions because of their outsider status. The implication here is that teachers working in collaboration exploring and co-constructing ways to improve their teaching are more meaningful. Nishino (2011) points out the positive impact of involving peers in teacher development. She argues that teacher learning among peers can be an effective means for teachers to make changes in their instruction to gather more opportunities to implement communicative approaches into their instruction. Teachers need opportunities to interact within a professional dialog (or Discourse) with colleagues so that they can reconstruct better understandings of teaching (Freeman, 1996, Takegami, 2015). The comments below are relevant to the role of dialogue in teacher development:

> Again, it is important to think about it. I found myself to need to know more about teaching. I would like to talk and construct teaching rather than doing by myself. We can share our ideas and the realities we are facing, such as students' behavior, teaching and learning point. (TAN-2)

TC's comment indicates that there is potential for JTEs to help each other in professional development. She strongly mentions that she needs help and is willing to share with others to improve teaching skills through collaboration. She also mentions that the content of seminars seldom works on teacher development, which implies that we need to have in-depth professional Discourse associated with concept carried out in practice based on the context of classroom situations. These in-depth dialogs to help teachers better conceputualize their practice might be rarely gained at a one-shot workshop. Further TC mentions the detailed dubious point of her teaching.

> How can I teach grammar without using Japanese? I'm usually disappointed at myself whenever I found students start to sleep. Yes, they start to sleep whenever I explain the grammar items, There is something wrong with my teaching. (TAN-SR1)

Since teaching is complicated and never goes like a modeled plan, John-Steiner & Meehan (2000) write, "Teachers, too, need colleagues in the staff room with whom to talk through

the various phases of their inquiries" (p.50). They add that teachers need colleagues to whom they can talk reflectively about what they are learning and how new learning experiences can be put into practice in ways that lead to a change in practice. The fruitfulness of dialogue and its relationship to teacher development also plays an important role when constructing teacher workshops.

7.2.1 Summary of EPD

TC's comments above show that she wasn't entirely comfortable in a HPM state of teaching. In teacher development through praxis awareness is important. In order to reflect, one needs to be aware. TC shows awareness that her students are not fully engaged. She knows that the planning of lessons and instruction have predictable outcomes that are unfortunately negative. Students are bored and do not use much English. If she were totally in a state of HPM, she would suppress that awareness and return from the class in a non-reflective manner. She would move on to the next lesson and the static cycle of routines in her teaching would continue. However, EPD emerged in her teaching. The course book reflects the conflict of having to use it, but she does not know how to develop students' communicative abilities though its contents. These EPDs show she is ready to change as she says she knows she has to do something different. She'd like to know how to use the course book more effectively and early on in the interventions stages, she notices that some students became more active in pairs. These outcomes were informative for helping TC in subsequent intervention stages.

The data in the EPD category of TC have implications for her teacher development. First, TC is becoming engaged in her inquiry process. Noticing changes in her students, she has become more motivated to change. Second, a very positive sign for TC's beginning to take initiative in her teacher learning process is that she is quite open to the idea of collaborating with other teachers to better form better conceptualizations of teaching.

In the next category, we continue to see a gradual transformation of TC's teaching approaches.

7.3 Reconceptualizations of Practice (ROP) Through Praxis

This category reflects teacher development in action setting out to advance the TC's teaching practice as she participates in her own teacher inquiry through the LSC praxis process. Along with the LSC, each lesson took three steps of planning stage, research lesson stage and reflective stage. The lesson study with TC occurred 5 times as she asked me to continue her lesson study up to the point that she could recognize student's improvement and the process itself. The lesson study cycles and descriptions of the stages

are presented in appendices 4a and 4b. In the following, the changes that TC made in the way the classes were conducted in English are shown in the ROP category reflecting the action phase of praxis.

The data under this category are taken from memoing regarding stimulated recall after classroom observations of TC's research lessons. Watching videos of her lessons triggered TC to recognize her own teaching practice and to develop the knowledge as evident in actual classroom events that would guide her practice to be transformative. ROP will be discussed through the following properties of the category:

- *Outcomes from students triggers teacher to change*
- *Reconstructing teaching: Teacher as a learner and co-constructor*
- *CLT accelerates TETE and inductive grammar teaching*

Outcome from students triggers teacher to change

This factor emerges through the stimulated recalls at each intervention. Watching her own class curiously, TC commented:

> Looking at my class objectively, I found that students got active in the pair work, more than I thought during the class. (TAN-SR2)

Even at the first intervention, where slight changes were made on her usual lessons, the active attitude of students leading to a positive outcome stimulated her further to implement the engagement activities. At the 2nd intervention, students had more challenges to use English by being forced to be more active. TC was pleased to see this result in practice:

> I think that I made new discoveries about students; this is surprising. (TAN-SR3)

Student activity was particularly noticeable after the poster presentation, where TC seemed a little excited after noticing the outcomes from the students:

> Please look at this student. (TC pointed to a student who was interactive both as a presenter and observer.) He used to be very quiet or sleeping during the class, however, he tried to communicate and interact with others. I never imagined that he asked the question such as "How big is your robot?" "How can your robot get energy to clean the school yard? (TAN-SR6)

TC explained the learning styles of students after reviewing the 5th stage of poster presentations.

Those students who thought themselves good at English [however] were not so active during the poster session. Those students were good at vocabulary tests, in other words, they are good at memorization. … Actually they told me that they studied English by memorizing. For those students, studying English means memorizing English. On the other hand, the students who are not good at memorization were active and gave a lot of questions during the presentation without hesitation. Those students said that one of the biggest reasons that they don't like English is that there are tons of vocabulary and grammar, and sometimes long sentences for memorization. (TAN-SR6)

It is interesting to note that students who become good English learners from memorization tend to lack in communicative competence. That is, they have difficulty using the language for communication. However, as the teacher of the whole class, TC is also concerned about those students who tend toward memorization as a learning style. She feels their memorization skills can be used to further develop communicative skills:

It might be my role to help the students who feel comfortable being in their own cocoon to get out of it. They have a great skill for memorization, so it will be really great if they can use both knowledge of the language skill gained by self-learning and skill developed through communication. (TAN-SR6)

Further comments by TC indicate a transformation in practice:

I'm getting excited! No sleeping students are expected… .I am happy that I could get out of the deadly quiet atmosphere in the class. (TAN-SR2)

I will study next chapter more deeply, which I used to be lazy (laughter) because some lazy students make me lose my motivations for teaching.(laughter) (TAN-SR3)

Yes, it will be challenge for both of us [students and TC]. It will be the same 50 minutes whether I use 50 minutes with a lot of explanations or I try to have students think and talk.(TAN-SR2)

Reconstructing teaching: Teacher as a learner and co-constructor

However, while making lesson plans during the interventions, TC's understanding and the purpose of setting up the lesson plans were not always congruous. The following are TC's concern while making the plan based on CLT, which has many possibilities to create the activity. The following comments show that course content on CLT at the university was difficult to apply to the actual teaching in the real classroom:

I haven't read these statements [about CLT] before, I think. When I took teacher-training course at the university, I think I learned something like that. Maybe we had to take the course, didn't we? Though, I have no idea how to implement this approach because we took the course as it was required to get the

teaching license. No training. And the definition was too broad. (TAN-2)

The above indicates that the process of praxis for TC regarding CLT did not occur. She has no recollection of principles associated with CLT nor did she have any opportunities to see it carried out in practice. This is remarkable as communicative goal has been in the COS for more than 30 years (see Chapter 2). Further, after getting the job, TC had several chances to learn about teaching as a public school teacher. However, ironically, the teacher development program supported by a board of Education in Tokyo seemed not to work effectively in the way that the program was supposed to be.

TC states:

> In Tokyo, we had to go to seminars during summer holiday and write a report about the seminars to the board of education, which gave us more things to do.…I don't remember what they actually said. I think it sounded all desk theory. (TAN-SR2)

That is, it can be said that the mandated policy and related program aiming to develop teaching skills is also a drain on teachers' energy and kept them away from meeting the goal. Moreover, what was being taught at the official workshop sponsored by the board of education seemed to be far cry from the realities of TC as she refers to the content as "desk theory." However, through the lesson cycle, which enabled us (TC and the author) to construct the lesson considering the students' proficiency level, TC could bring a concern of her teaching and step in to the new challenge and reflect on her own teaching:

> I realize how important it is to set up the goal aiming for the outcomes from students. Without a purpose, there is no action. This (setting goal) is easily forgotten by us teachers   (TAN-3)

> . ...I think that I have created this teaching habit by myself. If we hadn't had any chance to be involved in this LSC practice, I would never get out [to know] 'my best' teaching style without re-thinking about why I am doing what I am doing. Maybe I would go with the flow with just being dissatisfied with myself. (TAN-SR6)

In the above comment, TC clearly shows a perceptive change in her approach. She further substantiates the HPM category by saying without seeing the success of her teaching in practice that she probably would have continued to sail along in a dissatisfied state of teaching. Getting teachers to explore and discuss their teaching allows them to become them engaged in the teacher learning process, at least for TC:

These days, a lot of teachers, I mean, not only English teachers but other subject teachers say, 'Active learning, active learning'. I think they [might] know what active learning is, but I haven't. So only one thing that I did was not to touch the 'Active Learning.' However, what we have done through LSC to make the students active thinkers in the class and to make the students active presenters, based on the reasons why I am using the approach. Active learning is NOT to make the teachers active (laughter). (TAN-SR6)

The above comments reveal a teacher who is starting to see positive changes in the co-construction of her practice. She is shifting gradually toward a student-centered approach (see next category). TC is getting students to think more critically and use the target language more. These aims not only create active and productive learning in her practice, but they also cohere with MEXT's TETE policy.

Based on the principles to create more communicative interactions, pair work and group work were adapted. TC comments show an understanding that she needs to know the rationale behind implementation of activities. Although TC already has used the teaching approach of putting the students in the groups, she never thought about the reason why:

Only applying the strategy of putting students in a group or in pair work is not sufficient. What was lacking behind putting students in a group or pair work was maybe I used it as a functional or physical reason, not to get them sleepy and to save time for my explanations. (TAN-SR6)

Block (2000) makes the argument for the process of praxis by taking the position that otherwise, "…[T]he entire enterprise is strong in the theory but very difficult to carry out in practice"(p.138). Generally it is not so easy to put into practice what teachers have learned and are asked to do, however, though LSC, TC has come to rename what she has been doing and reconstruct her instruction through seeing positive outcomes emerge in practice. From this comment, we might say that it is not only students who can learn by doing, but teachers as well. In addition, learn by doing can be a socialized process as she would like more opportunities to co-construct lessons:

I found myself to need to know more about teaching. I would like to talk and construct teaching rather than doing by it by myself. We can share our ideas and the realities we are facing, such as students' behavior, teaching and learning points. …I was not sure whether my teaching style was effective or not, though, I think that I could come to have a clearer image of what I am doing. Having the conversation with you about teaching, I have come to figure out what I have been doing, and what approach we should implement. (TAN-SR6)

CLT accelerates TETE and inductive grammar teaching

This factor mainly emerges from the classroom observations through intervention cycles of LSC. At the first cycle TC's teaching was based on her previous lesson style and we carefully co-constructed the lesson. That is, there still remained room for TC to teach or explain the material. However her teacher-centered approach gradually shifted to a student-centered approach, in other words, she shifted from working as a knowledge transmitter to facilitator or mentor to allow students to have more chances to choose alternative ways to express themselves in L2. Thus, by taking a student-centered approach, she chose to step back and guide the students when needed to let the activity work effectively. She also filters what she is going to do with what she has been doing through the CLT approach (shifting to inductive approach). For example, in a reading activity, she designed the lesson to give students chances to find understandings of the material together. She later commented:

> The progress of the class used to be so slow, yes, that was terribly slow. Sometimes I covered only 2 or 3 sentences in one class. However, this time we could read the whole section at one time [students worked together], which made us easy to grasp what the author tries to convey to students. (TAN-SR2)

In the following memo, TC's progress was noticed:

> This comment indicated that she used to believe that she had to explain the grammar items line by line, which ironically slowed down the progress of the lesson delivery. The more she tried to have students understand the contents of the reading items and related grammar points, the less students made progress on understanding items and the less fluent outcomes were resulted. (RFN-1)

Later at the stimulated recall after the fourth intervention she mentioned that:

> I never imagined that students could make the posters by using the grammar points. Yes, they referred to the textbook to confirm the grammar and vocabulary by themselves. (TAN-SR5)

This statement indicates that using CLT helps the learner to use grammar items that they have previously learned to express their ideas. In other words, the CLT activity helped the learners to learn grammar items inductively or in a more meaningful way as they integrated them with their work. TC also noticed that students were engaged and motivated in their learning enough to go back to the textbook for possible solutions to the task they had to complete.

In the poster activity, where students were given a lot of flexibility to produce solutions to a task, she was able to see the CLT approach work in practice and lead to more use of English, including herself:

While students were presenting the poster, it was interesting to see that students used English and I did too. Unconsciously, I used English. (TAN-SR6)

During the poster presentation, the class became active. TC helped and encourage students work as COFN-6 shows. Below she is recasting a student's question to provide corrective feedback through TETE:

Wait, wait, what did you say? Please say it more clearly. Oh, you mean that your robot can pick all the garbage and generate the energy from garbage by burning them? (TAN-CO6)

Meanwhile, TC helped students' presentations in English by correcting the grammatical mistakes and use of vocabulary. It is common for Japanese students to make the grammatical mistakes of time tense, active – passive voices and subjunctive and conditionals. TC's immediate error correcting and scaffolding the students' work commenced as followed:

S1: We.. we are been working on this.
TC: had [been]..
S2: Yes, have come to the idea to make
TC: making..
S3: making this garbage robot
TC: garbage picking robot?
S3: Yes, garbage picking robot and if you buy this robot, your school is be clean
TC: will be..
S4: Yes, will be clean and you don't have to clean your school every day.
(TAN-CO6)

Finally the comments below indicate that teaching learning is not a linear process but rather complicated. Like their students, what teachers hear or see at workshops become meaningful when they see ideas work in practice:

We have to be careful not to empty [throw] the baby out with the bathwater. And I think we have to trust students. Yes, they can do [it] if we give them the chances to do [it]. And now I understand what I have heard at the one-shot workshops [board of education sponsored seminars] 'Please trust your students' they can do it. (TAN-SR6)

As expressed in this study learning is accelerated when it is meaningful and carried out through social constructions. Meaningful activities and creating social interactions in the activities form principles of CLT. These principles are applicable to learning in general and were applicable to the teacher learning of TC. She was able to reconceptualize her practice by seeing ideas formed in the planning stages materialize in practice. This is a powerful aspect of the teacher learning process of TC encapsulated in the ROP category that will be

further discussed below along with implications depicted in the HPM and EPD categories.

7.4 Many Possibilities of Friction and TC's Developmental Process

> Teaching English is not teaching the textbook… nor is teaching English teaching or explaining English. The point is whether we can teach English through a textbook, like cooking.   Whatever great ingredient we have and whatever advanced cooking material we have, it is impossible to cook great meals, if we don't know how to cook and integrate them for making a great meal (Laughter). (TAN-SR6)

The comment above came from TC at the 5th and last LSC intervention. Although TETE is not a formally recognized language teaching approach or method, TC is reconceptualizing what it means to do so. No longer being comfortable with what was the norm (manifested in the state of HPM), the data analysis of TC demonstrates the many possibilities of friction (Tsing, 2005), and in this case constructive friction (Vermunt & Verloop, 1999) that has led to advancement in her development. What she has come to understand is that teaching English is not a mechanical, rote, linear process. If teaching were simply a cause and effect process there would be no gap between what teachers expect students to learn and what students actually learn. Using TC's metaphor, simply following a recipe does not make one a good cook. One needs skills. Similarly, learning is accelerated with the help of the teacher's pedagogical skills. This is what makes teachers professionals. TC's skills as a professional emerged in this study because she could see the results of her actions work effectively in practice, which led to reconceptualizing her practice.

The literature concerned with teacher change regarding Guskey (2002) reviewed in Chapter 2 and in Chapter 4 is appropriate in this discussion. In Guskey's model (see Figure 4.2), a positive change toward professional occurs when practitioners can see its effects in practice. That is, suggested changes must be realized in students' outcomes, which further lead to the change of the practitioner's beliefs and attitudes.

Though the process of praxis using the LSC interventions, TC was able to see some of her ideas, accelerated through co-constructive collaborations, come to fruition in practice with the increased activity of the students to apply what they were learning in a CLT-oriented poster activity. And she was able to articulate those ideas through professional Discourse (Gee, 1990, Mackay, 2007). Taking on the role as a facilitator in the activity, TC found that not only students used more English, but she effortlessly ("unconsciously" [autonomously]) did so as well. That is, she was conducting her classes in a TETE approach. This occurred because she was given opportunities to reconceptualize her teaching through practice.

In the case of TC, she did make progressions in her practice. Data listed under the three categories, HPM, EPD and ROP, showed a growth flow. On the one hand, the flow grounded in the data document that in the HPM state TC was in a static safe zone because of lack of training before becoming a teacher, and unsuccessful development during her three years of teaching according to her. All and all the data in this area show that TC had received very little education regarding communicative approaches to teaching even though developing students communicative abilities has been an ongoing focus of the COS for more than 25 years. This situation upon further examination revealed that she also was not comfortable in what could be seen as a non-growth mode. She was aware that her students as well as she were not using English in class other than limited responses from students. TC also felt her English use was limited to classroom management. She felt the textbook limited her instruction. She did not know how to expand on the materials to make CLT activities. These were all confirmed in the author's observations as well. The more the author visited her classes, the more TC began to reveal her dissatisfaction with her instruction and her willingness to change. Friction became apparent as she explicitly began to indicate conflicts in her teaching.

As EPD emerged, TC became more engaged and willing to not only try out the author's ideas, but she suggested her own ideas during co-constructions of the lessons. She became especially engaged with trying to activate her students' interest to participate in activities in English. She expressed a desire to supplement activities linked to the textbook materials that had a communicative development focus. The EPD state shows that TC was open to change as the five intervention stages demonstrate her willingness to participate in the co-constructions of her lessons.

ROP of TC provided the opportunities to construct teaching ideas and see them being realized in practice. She used more English in working with students in the CLT designed poster-making and presentation activities. Students used more English as well and were actively using previously studied materials to produce and express their own ideas. These were realized in practice, expressed in conversations with her, and noted during class observations.

In the previous section, it was mentioned that the presentation of the categories as representing teacher change need to be made with some reservations. First, we will look at this flow in terms of Kumaravadivelu's (2003) idealized concept of teachers' progression as briefly explained in Chapter 2. At the first stage, teachers lacking in professional knowledge and experiences are 'passive technicians', such as following the textbook and teachers' manual. This might be renamed as being in a HPM state. In the second stage, with hopefully more knowledge and experiences, puzzles in teaching emerge that require more thought to ponder why things are happening in the classroom. This state could be

EPD. They evolve to being reflective practitioners, an important phase of the praxis process. Finally, informed by knowledge, experiences and reflection, teachers put their ideas into transformative action, which completes the praxis process. This could be termed ROP.

Although the three phases by Kumaravadivelu (2003) suggest a parallel flow in the developmental process, it should be pointed out that the stages offer an idealized view. The classroom environment is much too complex to assume that stages cleanly progress from a 'left-to-right or one-to-the other- to- the- next' linear process. Nonetheless, TC did make progressive changes in teacher thinking, beliefs and approaches. Teacher change occurs with new teaching approaches, revised or new materials and a change in beliefs (Fullan, 1997). Teacher change is further accelerated when the practitioner sees new applications work in practice (Guskey, 2002). TC saw that after she implemented student-centered activities using new materials that required them to use more English, they could do it. She also found that during these activities, using a new teaching approach in the role of a facilitator that she herself used more English. She has begun to believe that the new additions to her teaching are effective. TC has progressed and is making transformational changes in her teaching through being engaged in praxis.

However, the HPM, EPD and ROP categories are or cannot be cleanly separated. Unlike a cicada, TC does not simply at each stage shed one skin for another. The realities of these states are much more messy and less linear than should be expected. Realities, such as preparing students for exams and keeping harmony with what other teachers are doing continue to play a role in her resorting to HPM teaching state. TC still puzzles in a state of EPD over how much English to use because of students' proficiency levels and how to get adequate teacher professional development. However, engagement in her own teaching has progressed and this was accounted for in the consecutive interventions.

The many possibilities of friction for TC's offer positive outcomes for her teacher development. The three categories are representative of the complexities and tensions that surround her teaching, and by having them made explicit to her (in this case the author), they provide a context from which to better inform why she is doing what she is doing and how to continually improve on her instruction to meet her teaching goals. The data listed above portray TC as a teacher who is open to change and willing to implement changes in practice. The data has shown a teacher who has become much more engaged in participating in teacher development through the process of praxis because of the LSC interventions.

Chapter 8 Cross Case Analysis

8.0 Introduction

The developmental processes of the three JTEs are previously presented in Chapter 5, 6 and 7, individually, as a single-case study, illustrating and documenting the transformative process of improvement as well as constraints throughout the LSCs. In this chapter, results from conducting a Cross Case Analysis (CCA) of the individual case studies are presented. As indicated in the methodology chapter (Chapter 3, section 3.2.2), conducting CCA provides the researcher with a method that increases opportunities to give meaning to or make sense of the data and further mobilize knowledge by searching for commonalities and differences. The CCA analytical data are framed in matrices that encapsulate the core theme and categories of the study and research aims of the study. The matrices are designed to be comparable using common codes, coded segments and common reporting formats for each case. The aim is to present data that display and capture the dimensions that are pertinent to the study and to organize the data in appropriate analytical formats (Miles and Huberman, 1994).

Several matrices are used to frame the data to show commonalities and differences among the three JTEs. The first data display matrix displays commonalities and difference that begin to address the research questions. Then, the following matrices display commonalities and differences across cases. The data in the matrices are formed from conducting a comparative analysis across each case study and are underpinned by three domains of teaching: teacher perceptions, teacher behaviors and frictional forces. These domains are organized around the three common categories, HPM, EPD ROP, and will be analyzed accordingly to address the core theme, *many possibilities of friction.*

8.1 The initial CCA Matrix

The first matrix presented below is refined to meet the outcomes of the study for the initial CCA. To remind the reader, the overall purposes of the study are to gain insights into the perceptions of the three teachers' regarding the shift of national curriculum policy; how these perceptions are filtered and reflected in their practices, and how their perceptions are shifted and reflected in their practices by taking advantage of the exploratory nature of the LSC interventions. The matrix adapts a framework from Marks and Gersten (1998), who set out to look for teacher engagement and its impact outcomes from a teacher development project they conducted. They compiled their matrix from the literature on collaborative construction (Friend, 1988; Idol, 1988); teacher efficiency (Gibson & Dembo, 1984) and teacher development and change in instructional practices (Richardson, 1994).

The matrix consists of seven categories. Categories 3~6 were taken from Marks and Gersten and 1, 2 and 7 were generated from this study (see below). In the following data display matrix (Table 8.1), the seven categories are listed on the horizontal axis, the vertical axis lists the three teachers. The categories are aimed at their developmental process during the study: (1) View of TETE (How they are filtering the policy); (2) View of overall communicative goal; (3) Level of engagement of LSC; (4) Impact on teaching; (5) Needs from teacher's perspectives (what she wants to do); (6) Coaching activities and suggestions, and (7) Constraints.

The respective seven categories were selected because they directly relate to the research inquiries of this study that set out to know the JTEs perceptions of TETE policy and instructional practices that might achieve it; their desire to make changes in their teaching and to what extent they have adapted these changes; what they need to meet the policy demands; their responses to the developmental interventions, and any limitations that are seen as barriers for making changes in their teaching. The matrix is presented below, followed by an analysis of each category.

Table 8.1

Data Display Matrix of Three JTEs' Developmental Process

	(1)View of TETE (How they are filtering the policy)	(2) View of overall communicative goal (How they are filtering the goal)	(3) Level of engagement of LSC	(4) Impact on teaching	(5) Needs from teacher's perspectives (what she wants to do)	(6) Coaching activities and suggestions	(7) Constraints
TA	- Belief that English teachers using English is quite natural, but difficult for students. - Lack of training and experiences leave her with no idea of how to advance the CRE she uses now to meet TETE policy expectations.	-Important factor for students. - Feel a gap exists of reaching goal because of lack of training and experiences. -TETE policy is seen in favorable light when linked to the goal.	-High	-High/Moderate (in concept), but: -Limited (in teaching behaviors in practice).	-Have the class be more interactive. -Use the textbook more effectively. - Interact with students in a less assertive way and avoid recitation type interactions with students. -Want to know more about CLT.	Inductive grammar teaching. -Introductory CLT activity. -Information gap activity.	-Lack of experience and professional training. -Using textbook -Priority given to testing. -Lack of English proficiency.
TB	-Positive view of TETE because JTE should be a role model. - Using English all the time is impossible to explain grammar.	- Important factor for students. -Feel a gap exists of reaching goal because of lack of training and experiences. -TETE policy is seen in favorable light when linked to the goal. -Tests prohibit the communicative goal.	-Moderate	-Moderate (Moderate in concept) -Somewhat limited in practice)	-Have the class to be more impressive for students. --L1 makes students bored. -Make the learning items more retainable for students	-Inductive grammar teaching. -Introductory CLT activity. -Teach to the moment. - Engage students in instructed conversations.	-Lack of experience and professional training . -Using textbook. - Priority given to testing. -Yearly structured lesson plan.

| TC | -Belief that fully TETE is impossible.
-It is armchair plan" most of the teachers ignore it"
-Difficult to implement as no knowledge of how to TETE | -Important factor for students

-Feel a gap exists of reaching goal because of lack of training and experiences

-TETE policy is seen in favorable light when linked to the goal

- Tests prohibit the communicative goal
-Using English all the time is impossible. | -High | -High (in understanding concept)
-High (in implementing) | -Avoid boredom of vocabulary definitions

-Have the class be more interactive

-Want to know more about CLT | -Inductive grammar teaching

-Introductory communicative reading activity

-Poster presentation
(recommendation
from reform plan in
2014) | -Lack of experience and professional training
-Using textbook

- Priority given to testing |

(1) View of TETE (How they are filtering the policy)

There are commonalities in this area. While all three teachers have a somewhat favorable view of the TETE policy, they interpret it as one being not defined in explicit detail in three reasons. They consider that TETE policy is unrealistic since 'speaking English all the time, (TC uses the word of 'All English')' is impossible. They also held two common assumptions; one is lack of consideration of students' proficiency level and the other is of teachers' teaching knowledge. They are not clear on what it means to TETE. When they use English it comes in the form of Classroom English (CRE) used mostly for management, (e.g. in command form, giving directions). It seems that they are being asked to use more English, but they want to know how and when to do it, and can it be done considering students' understanding level. The goal seems unrealistic to them as TC mentions it is an "armchair plan" and that "most of the teachers [in the public high school she previously worked] ignored the policy." One reason for ignoring or avoiding TETE is that L1 is strongly needed for grammar teaching. However, TB provides an anecdote that has given her a positive view of the TETE policy. This comes from her experiences as a learner with one particular English teacher's ability to use English a lot when talking with students. TA commented that when the teacher used English when communicating with students, the use of English attracted her attention to listen attentively to the teacher's English. In this way, a JTE becomes a very important positive role model when TETE.

(2) View of overall communicative goal; Mention more about TA and TB

All of teachers showed both positive and negative perspectives for the overall communicative goal with slightly different supportive reasons. They all felt it was more of a realistic goal unlike the TETE one. However, an important outcome that emerges from the data is that once they see the communicative goal as being interrelated with the TETE policy, they take a more positive view of the latter. (This has positive implications for teacher development that will be shown in Chapter 9.) However, regarding the communicative goal, there are negative reactions. They recognize the existing gap of their own learning experiences of mostly not having experienced communicative English classrooms throughout the education system from junior high to high school, and a lack of gaining knowledge about teaching English for communicative purposes at university. Moreover, TC mentions that the goal is difficult to implement in the actual classes as long as the entrance exam system will not be changed along with the shift of COS.

Interestingly, the JTEs felt there is no clear guidance or approaches to take to implement the communicative goal. There was confusion about what it means to have communication activity in the classroom as a goal, and pondered over whether it was 'just chatting' (TA/TC) or blabbering' (TB/TC).

(3) Level of Engagement of LSC

Each teacher has different levels of engagement. For example TA and TC are analyzed as having high engagement since they showed an eagerness in trying to incorporate the knowledge and teaching techniques in their classes during the interventions; they brought their ideas and questions for deeper understanding into the planning stages and SR sessions. TB is listed as having a moderate level of engagement since her research classes were impacted by the yearly lesson plan more than taking coaching activities and suggestions during interventions. This occurred because of managerial expectations of the chief teacher for her grade who planned the curriculum.

(4) Impact on Teaching

With internal constraints and external constraints, the degree of impact of teaching differs. During discussions, TA showed an understanding of the principles of CLT, which means 'High in concept' and when she implemented the co-constructed activities in her intervention lessons, she successfully did so. However, in other areas of her lessons, implementation was controlled by her teaching behavior (resorting to routinized teaching behaviors), so she was analyzed as 'Limited in practice'. This is observed because of her reliance on a GT approach to teaching grammar and mentioning several times that she lacks in professional teaching knowledge, which is related to the final column of the Table 8.1. TB's impact is ranked as 'Moderate in concept' since she is conflicted between a teaching approach of following the pre-planned yearly lesson plans, which call for teacher centered, scripted-oriented, recitation approach and finding the time to conceptualize and implement CLT. TB's teaching impact is ranked 'Limited' since she adapted limited CLT activities, incrementally, with moderate to low impact. On the other hand, TC's impact on teaching is 'High' both in understanding concepts and in implementing the concept in the class. Unlike TA and TB, TC has already experienced teacher development seminars, however, she notices that the 'one-shot' or a 'silver-bullet' breakthrough does not have a sustainable impact and that there is no one-size-fits-all solution to the problem. Interestingly, she remarked during the intervention cycles that

she was now recalling for the first time some of the ideas introduced at those seminars. The interventions had a spiraling effect on TC. Thus, while going through five supportive co-constructed interventions, she was further encouraged and able to understand the theory of CLT and to continue challenging the implementation of activities.

(5) Needs from Teacher's Perspectives (what she wants to do)

One commonality is that the teachers wanted to make their class active and more interesting. Actually, they liked to interact with students. TA does not like a quiet (non-interactive) class since she is not sure whether what she wants to teach is conveyed to students properly or not when there is no interaction. Some fortuitous outcomes from students during the interventions stimulated her to want to make the class active by leading students to the places in the lessons that create more teacher-student, student-student engagement in the class. From her own experience, TB wants to have her students retain what they are supposed to learn and stimulate students to get attracted to English by interacting in it. TC feels extremely uncomfortable about the deadly quiet class with vocabulary definitions on the handouts and having them memorize them. Her approach to teaching vocabulary has had a negative affect on the students' learning attitude, such as sleeping in the class, associated with the boredom with her teacher centered approach.

(6) Coaching Activities and Suggestions

The coaching activities and according suggestions varied depending on the content of the textbook and grade of the students. The coaching activities were in the form of co-constructed dialogue during planning before the lessons and after the lessons. The contents of the discussions were grounded in what emerged from interviews and classroom observations. After implementation during interventions, follow-up suggestions were made for the next classes. One particular approach was to have three teachers experience the inductive grammar teaching. In each case, the JTEs noticed that they used a lot of grammar explanations in L1 and students got bored. Wanting to increase engagement and avoiding too many explanations, CLT activities were designed allowing students to give opportunities to practice grammar structures without the JTEs' continuous explanations. TA used information gap activity; TC used a reading activity and interacted with the students in ways that got them to actively respond to her using grammatical structures during interactions. In a somewhat similar fashion to TC, TB also

decreased her explanations through interacting with the students. During a SR session, I mentioned the idea of "teach to the moment" from the literature, which led to an accommodation in her teaching as reported in Chapter 6, where the teacher detracts from the lesson plan to take advantage of an interaction with a student or students at an opportune moment that links to what they are studying at the time. During the following intervention, TB was interacting with students and suddenly switched to asking them about the target structure that was relative to their lives. After the lesson, I further added that what she was doing by talking with the students and asking them pointed questions was in the form of "instructed conversation" (Tharp & Gallimore, 1989), which allowed TB to adapt a teaching approach that called for more interactions with students. In the case of TC, a poster activity was carried out as described in Chapter 7 that reflected one of the suggestions by MEXT in the new curriculum to incorporate more interactive activities. TC was able to take this suggestion and apply it effectively.

(7) Constraints

The JTEs share three commonalities in constraints that retarded improvement in their development. The main constraint is that the lack of the knowledge of how to implement the policy, which is reflected in their view of the TETE policy in category 1. That is, without the professional knowledge of how to bring theory into the class in the appropriate techniques for the purpose of developing the students' skills, it is understandable that they opt for the simpler or routine practices that would be easy to handle and follow, for example, following the textbook. The three teachers feel constrained by the textbook, which emphasizes grammatical structures. By covering the targeted structures in the textbook, and without having professional skills or knowledge to make changes in their instruction, the three JTEs fell in line with a traditional *yakudoku* approach giving a priority to explanations of grammar in L1. In relation to the textbook is preparing students for tests, which place an emphasis on grammatical knowledge, the JTEs felt there is not enough time to focus on other learning objectives, such as developing students' communicative abilities. There are some differences in constraints. TA believes her lack of English proficiency is a constraint whereas TB is heavily influenced by having to follow the yearly lesson plan. In the case of TC, who is solely a high school teacher, the test continued to loom heavily on her instruction.

The initial CCA matrix above provides a broad overview of the developmental

process of the three JTEs concerning the issues of this research. In the following, a more detailed CCA is presented showing commonalities and differences across cases within the framework shaped by the categories and core theme in this study.

8.2 CCA of the three Categories and Core Theme

In this section, the three categories that were depicted in each case study will continue to be examined across cases to form more general perspectives in order to examine interrelationships with the larger core concept of 'Friction'. The factors selected in 'Commonalities' are aggregated if more than two teachers shared the same factors, and they will be identified, respectively. If all three JTEs show commonalities on a particular factor, then there will be no need to identified them. Factors are classified in 'Differences' if they are exposited by one teacher only. The table is divided into three columns of 'Teachers' Perceptions', ' Teaching Behavior' and 'Frictional Forces that are represented as interrelating factors as shown below.
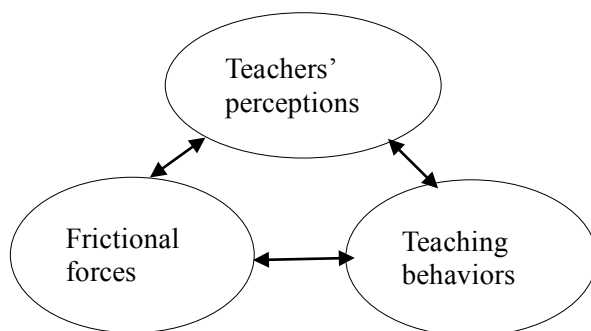
Figure 8.1 Interrelations of frictional forces on classroom instruction

The first two categories (Teachers' Perceptions', Teaching Behaviors) are grounded in antecedent classroom-based research that has long been acknowledged. In a seminal review of early studies on the teachers' thought processes underpinned by intuitions, senses of the mind and cognition (all of which inform perceptions), Clark and Peterson (1986) presented a model that shows the teacher's thought processes domain (including perceptions) as a complement to the teacher's actions (involving behaviors) domain. They write, "The process of teaching will be fully understood only when these two domains are brought together and examined in relation to one another" (p. 258). Clark and Peterson had made an important observation, which at the time was a novel concept

and Peterson had made an important observation which at the tome was a novel concept that what had been lacking in classroom research until the 1980s in general education studies (see Clark & Peterson, 1986; Erickson, 1986) was the inclusion of research on teachers' thought process, which act as powerful motivators on the individual teacher's behaviours or observable actions that underlie classroom procedures. Soon after, in second language classroom research, there emerged a plethora of studies on teacher thinking (e.g., Borg, 2003; Burns, 1992; Johnson, 1994; Woods, 1996). This literature reveals that the teachers thought processes (e.g., decision-making, planning, theories and beliefs) are major indicators of how teachers conceptualize their instruction and largely impact teaching behaviors (classroom actions) that are manifested in the classroom regarding teachers' instruction. Clark and Peterson's widely accepted model was based on the bi-directional influences of thought and action and it demonstrated that both must be examined in order to better illustrate what happens in the classroom from the teacher's standpoint.

In the CCA, a third area will be added to the model as an analytical framework to display commonalities and differences among the three categories and to link them to directly to the core theme of friction. As pointed out in this study (see Chapters 2 and 4), the core theme of friction was conceptualized metaphorically. Considering the complexities that surround the classroom (Chapter 1, section 1.5 and Chapter 2, section 2.4.5), friction goes beyond a linear simplistic bi-directional (thought and action) view of teaching to a third place, one that encompass the messy realities and complexities that surround the environment of the classroom. In physics, friction is everywhere and it occurs whenever two objects come in contact with each other creating a reaction. Depending on various intervening factors, the forces of friction on an object can move it along a spectrum of drastically reducing or increasing its movement. It can move an object along at a faster pace, slow it down or immediately make it come to a standstill or static position. Metaphorically, for the JTEs, frictional force is used as the third analytical concept above in Figure 8.1 and below in the following matrices. Frictional force reflects the process of connecting the JTEs to the three categories (HPM, EPD, ROP) as they react to or encounter various internal and external conditions acting as objects that surround their practices. Accordingly, elements of 'Teachers' Perspectives' and 'Teaching Behaviors' represent the interrelated factors for 'objects', and 'Frictional Force' represents factors that objectify reasons for the JTEs remaining static in a HPM state or it

might objectify reasons to exert movement into a EPD state in their teacher development that is realized in ROP. (It should be noted that in the following matrices, when all three JTEs show commonalities, there are no references to them, respectively, and when there are two references of the JTEs, then they are cited.)

8.2.1 Commonalities and Differences in HPM

This section analyzes interrelated factors that affect the participants to resist the movement of force for developing students' communicative skills and implementing the corresponding TETE policy. Data have been presented to depict reasons why JTEs have not made changes in their instruction to address institutional, external realities to reflect MEXT's policies, or for personal, internal reasons not to take initiatives in their own professional development, even if they feel they should. This has been conceptualized as the JTEs being in a HPM state. Previously, influential factors specific to the cases of each JTE for remaining in this state were given. In the CCA, searching for commonalities and differences, Table 8.2 is created in accordance with the factors that cause static or destructive friction (Vermundt & Verloop, 1999), which would have a negative or non-growth impact on teacher development.

Table 8.2

Commonalities and differences of HPM

HPM		
	Commonalities	**Differences**
Teachers' Perceptions	-Ambiguousness of TETE (There is not a clear distinction between TETE all English classes and CRE) -Using English all the time is impossible because of students' levels.	-Impact of entrance examination (TC) -Most of the teachers ignore the policy (TC). -Students' proficiency level (TC) -JTEs proficiency levels (TA, TC)
Teaching Behaviors	-Experiences as learner lead to: *yakudoku* for reading classes, and, -Recitative/scripted English teaching; -Lack of professional training in university and in-service; -L1 use for grammar teaching and explanation; -Routinized teaching behavior;	-Uses fast-paced English (TB) -Controlled by yearly lesson plan (TB).

	-Tendency to follow the previous lesson plan (TA, TC)	
Frictional Forces	-Understand the value of developing students' communicative skills, but do not make the connection to TETE policy.	Teaching subject is not only the workload in secondary school. (TA)
	-No experience in terms of 'developing communication skills' as a learner.	-Keeping up with the pre-planned yearly lesson plan (TB).
	-No Experience in term of TETE as a learner.	-No time for activities (TB).
	-No training of TETE and CLT	-Unsuccessfulness of attending "one-shot" professional development programs (TC).
	-The use of textbook as too focused on accuracy training and grammatical structures.	
	-Test scores of practice test	
	-No (or Limited) time for studying material	

8.2.1.1 Commonalities in HPM

Teachers' Perceptions

As we can see in Table 8.2, the teachers in this study perceive the shift of the emphasis on developing students' communication skills as an important goal. However, they are not fully clear on whether TETE policy is a practical and accessible goal to be carried out in their actual teaching. Below, TA offers her perception of what communication means based on her experience:

> "When I started to go about getting a job, I was taught that communication does not mean the ability of speaking, only. Students who have difficulty to communicate in Japanese must find it hard to communicate in English, too. Of course we need to communicate verbally… but, then what should I do in the class for communication?"(TAN-1)

TA seemingly knows that having communications skills are more than merely speaking out or reciting utterances. Although it may appear that she has some understanding that the communicative process involves forming ideas, expressing them and receiving ideas of others, this view is ambiguous when we view her practice. She mostly uses English for classroom management purposes in what has been referred to as CRE , "I use English for greeting and directive English such as 'Open your text books to page~". (TAN-1). This was observed with all three JTEs: When they used English it

162

tended to fall into the CRE category of classroom management phrases or for preparing students to do recitation activities, such as 'please repeat after me', 'read aloud' etc. These uses are not dialogical but done in a one-way dimensional form from teacher to student(s), which contradicts TA's own perception of the communication process. Use of CRE is English use, but its link to developing communication skills and TETE is not clearly defined and rather muddled.

The purpose of TETE should be expanded to correspond to increasing the students' skills of communication and for JTEs to improve on their professional development. One significant outcome that emerges in this study as a pattern is that teacher development should take concrete steps to provide training in communicative approaches, which seeming make it clear to the JTEs that it would create more L2 use from students and teachers. Otherwise, the policy of TETE may be easily perceived to be overwhelming as TC stated "You mean 'All English?" (TAN-1). There needs to be clear definitions to shed light on the ambiguities that exist between CRE and CLT as showing the interrelationships of these concepts to produce more TETE.

One of the reasons for the ambiguousness of the TETE policy and for the JTEs maintaining a state of HPM can be found in the way the mandated policy was released. They do not show clearly the way of implementing the policy in the actual class. (An ongoing comment by many JTEs around the author's school and with others, whom the author has spoken with is that MEXT tells us what to do, but not how to do it.) As TA and TB claim that it is very difficult to find out the time to study materials as they are not only English teachers, but also they have to deal with the duties as homeroom teachers, club activity advisors, and PTA, etc. Even TC, who does not have any duty as homeroom-teacher, is in charge of a volleyball club everyday. JTEs being quite busy, it seems almost impossible to read through all the descriptions of COS for understanding the policy and direction and to design teaching approaches which are supposed to reflect policy demands, it can be easy for them to teach English in the way they were taught as a learner or in the way everyone can easily adapt to without using a lot of energy or creativity and therefore remain in a rather defensive HPM state.

Teaching Behaviors

Teaching behaviors can be underpinned by experiences as a learner. Although all the teachers in this study started to study English at public junior high and high school in different areas in Japan, it was almost at the same time when MEXT gradually started to

take a strong interest in globalization and set out for the 'Action plan.' (see Chapter 2) for cultivating students' communication skills. From around 2000 to 2010, when they were students in junior high school and high school, however, what they took as 'English education' was a teacher-centered approach of grammar translation and *yakudoku,* where no communicative approach can be expected. For example, in their own statements, TA learned English at public education system from 2002 to 2007, TB from 2001 to 2006 and TC from 1998 to 2003, they did not attend classes focusing on developing students' communicative skills nor being taught English in English, but rather on traditional teaching approaches for passing entrance examinations, where a lot of Japanese was used from teachers. Not having any experiences of being taught English communicatively as a learner, it seems to be a difficult challenge for the JTEs to adjust their behavior to adapt the new policy into practice.

Another experience as a learner is the lack of the knowledge of theoretical frameworks and related training in the course of education in university. In order to get the teachers' license of English, they took a course or courses on pedagogical principles on how language learning would be acquired or something related to learning and teaching theory at least. However, as the data showed, these theoretical principles were difficult to be implemented in actual classes without any practical training at university including their pre-service practicum, and even in their three years as in-service teachers. The experiences acquired at apprenticeship without adequate acquisition of professional theory in practice has led to teaching behaviors, such as recitative English teaching and routinized teaching, and a heavy reliance of following the previous lesson plan because of lack of knowledge to create activities for lessons.

The teaching behaviors of all three JTEs to use Japanese for explicit grammar teaching are strong factor for remaining in HPM. Once teachers come to the point of the grammar section in the textbook, they use L1 for explaining each grammar item as all three mentioned this at the initial interview, and it was later observed in their instruction. TB and TC claim the two reasons for using L1 in grammar teaching : one is because of students' proficiency level and the other is of using textbook. Both of two are interrelated. The textbooks are consisted of a lot of explanations of grammar points and reading section and with quite limited activities for communicative practice other than the part of the very end of the each lesson of 'Challenge: Please talk with your partner about this topic'. They claim that students cannot understand their English if they explain grammar

items in English. In turn, they teach grammar explicitly, where a lot of Japanese is used and recitative teaching is adapted (TA also uses recitation in her teaching). Interestingly two teachers, TA and TB, mention that test scores of practice tests are one of the sales points in the private school to attract the attention and interest of population to take the test of the school. Teachers, especially novice teachers are exposed to the feeling of obsession of having their students get good scores on practice test for the school honor or personal recognition. Placing a priority of teaching to the test is an antithesis to meeting the communicative goal and TETE, and therefore offers resistance to the JTES engagement in teacher development.

Frictional Forces

In the HPM category, for the three JTEs, the forces of friction are considered to cause static friction that act to resist their making changes in teaching. This state has repercussions in professional development. Without interventions of seeking professional knowledge and/or participating in praxis these behaviors can be maintained if they do not meet any chance or force that would awaken in them the recognition for the need to change. Otherwise they remain in a non-growth state. In the matrix above, recognition for change is critically minimized according to the data taken from the JTEs showing they do not really understand the TETE policy; how they would go about implementing it, and do not think it is even realistic. A criticism of curriculum policy made institutionally, far from the classroom (and until this study, not paid attention to at the local school), can be seen as a force of friction that cause resistance because it does not meet the realities of the JTEs. For the three JTEs, uncertainty and impracticality surround the TETE policy and they resist it. On the other hand, the JTEs do see the value of developing students' communicative skills, which as this study argues would create more opportunities to TETE and could be exploited positively for their teacher development. This outcome will be discussed in the next chapter.

Teasing apart the TETE policy from developing CLT skills seems impossible and unnecessary. They are linked and they are both resisted because of unfamiliarity. A commonality among the three JTEs throughout the study and listed several times above is that as learners they have not experienced classes that were taught mostly in English. Conversely, their classes were taught in Japanese and far from a communicative approach. Amazingly, as this study found, is that this pattern of unfamiliarity continued with the

JTEs in pre-service as students and in-service as teachers.

Friction causing resistance to change is also a common theme when it comes to the daily routines at school caused by both academic and non-academic factors. The study clearly documents that the lesson plan and textbooks, which are both artifacts of the curriculum are not conducive to using English or taking on a communicative approach. Reliance on a yearly lesson plan and selected textbooks focusing on grammar with the aim of preparing students for test (the latter representing a major component of the hidden curriculum), all contribute to a traditional grammar-based curriculum that present obstacles to making additional changes in instruction. Adding to this situation is the extra non-academic duties JTEs have that further take them away from any opportunities to pursue teacher development. All of these frictional forces weigh the JTEs down into a static state of HPM.

8.2.1.2 Differences in HPM

Teacher perceptions

Tests in Japan are still as Rohlens wrote three decades ago are "…the dark engine driving high school culture" (1983, p. 317). Gorsuch (2000) writes that in Japanese high schools preparing students for entrance exams is the most important element in their instruction. Although the other two JTEs were concerned and influenced by their students getting good scores on practice tests, TC's instruction was strongly influenced by tests, especially because she previously taught at a public high school, where the entrance examination is always a major issue. Therefore, her thoughts about the testing system reflected a wider view than the other two teachers do. As Brennan (2012) points out,

> The influence of the university entrance exam system on English education
> in Japan is significant for a variety of reasons, but particularly because
> anyone teaching English in Japan must appreciate the English portion of
> the entrance exam's strong impact on students' views of English (p.172).

TC shows her wariness of the shift of COS emphasizing the students' communication skills and corresponding TETE policy, stating:

> But, how about the entrance examination? Unless they change the test type,
> at least, that the test reflects what MEXT is emphasizing on in the COS, it

might be difficult for us to apply it [new policy] to our daily practice, and of course, it is hard to meet the students' needs. (TAN-1)

It has been already more that 20 years ago that Fujita points out the influence of the entrance examination in Japan, "The status of universities in Japan is determined by two factors: the difficulty level of the entrance examination, and the quality of the career opportunities that students have when they graduate" (1991, p. 154). It seems apparent that in terms of reality the entrance examination is the paramount important factor to decide the students' future. As for the high school English teachers like TC, or even the other two teachers in the study, there is a strong perception that it might be better to teach using *yakudoku* grammar translation with the expectation of having students get sufficient scores on the tests, either on the center examination and second university entrance test or practice tests. Seeing the gap between the mandated TETE policy and teaching realities of preparing for exams, it is understandable that TC says that 'Most of the teachers [at the public high school she previously worked] ignore the policy"(TAN-1). This perspective of TC further denotes that teaching to the test in one particular area of her teaching that provides a reason to remain at a HPM static state. The other difference for remaining in a HPM situation can be seen in TA, who claims, "I feel myself that I cannot use English overall without any training. I cannot be like a native speaker of English" (TAN-1). This comment suggests a perception by JTEs that one must have a high proficiency level of English to implement the TETE policy. Having this view is disruptive for TA, which further leads to an HPM static state.

Teaching Behaviors

Among the three teachers, TB can be seen as having a high proficiency level of English. It was observed that, "Her class is largely delivered with the natural flow of English, grasping the students' utterance in Japanese and encouraging them to speak in English" (COFN-2). However, more often than not, her natural flow of English suddenly switched to quick use of English and followed by Japanese with grammar explanations. TB was also aware that she spoke quickly to her students when using English. This teaching behavior is heavily controlled by the yearly lesson plan, where she needs to explain every grammatical item on pre-planned PowerPoint slides and that makes her rush to finish using English, compared to the other two teachers, who have more flexibility of teaching their classes. However, even in the cases of TA and TC, although they do not have to

167

mandatorily follow the yearly plan, they tend to follow it anyway due to a lack of ideas and knowledge of how to make changes in their instruction to accommodate curriculum goals. Adhesion to the yearly lesson plan creates static friction and an HPM state for TA. She feels she lacks skills and knowledge to implement communicative activities and having to follow the yearly lesson plan justifies her not making or seeking changes. In a different way, a static impact on the teaching behaviors of TA and TC is not as much influenced by a mandatory lesson plan, but similar to TB, they did not have any professional knowledge or skills to create new or revised activities that would reflect the curriculum policies. Therefore, they followed the suggested yearly plan keeping them in an HPM state.

Frictional Forces

Being too busy is a strong frictional force that keeps the three JTEs in a HPM mode. Each teacher has an array of administrative work to do at the secondary school, which can take the JTEs away from their primary duty of English. TA's comment that "teaching the subject is not the only workload in secondary school, and this situation [administration work] puts studying or searching for supplemental material on the bottom of daily work" (TAN-2) may present the reality of busy daily work schedule at school. TB has a slightly different frictional force from TA for why she finds it hard to adapt any extra changes, such as policy initiatives; she needs to keep up with the pre-planned yearly lesson plan. As reported in her case study this is a major frictional force for causing resistance to change. Another area that causes resistance to change is the view that teacher development programs organized for teachers are unrealistic. TC, with the experience of working at public high school, mentioned that even teacher officially board of education development programs in which she participated, where ideal teaching approaches were introduced, did not effectively reflect her particular realities of actual teaching. She felt that the failure of the teacher development programs is that planners from board of education do not seem to understand the problem each teacher has or how much busy teachers were.

All of three JTEs have different forces of interfering friction that further contribute to their remaining in a HPM mode, which creates a resistance to a teacher change environment. However, in the cases of each teacher by going through the praxis process, EPD and the possibilities of friction for teacher development emerged among the JTEs.

8.2.2 Commonalities and Differences in EPD

As opposed to HPM, the CCA of EPD across the three case studies suggest patterns of the JTE's perceptions, behaviors and frictional forces that give them a somewhat positive and supportive push, to go beyond a static state in their teaching, and take initiatives to advance in their teacher development. In Table 8.3, the matrix reflects the data from three cases combining nearly all the initial interviews and initial classroom observations and following stimulated recalls. The commonalities and differences will be analyzed in the three factors individually as to the interrelating factors of teacher development.

Table 8.3

Commonalities and differences of EPD

	EPD	
	Commonalities	**Differences**
Teachers' Perceptions	-Positive view for developing communication skills of students. -Recognize the potential of TETE policy.. -Awareness and need for teacher development to implement policies.	-Desire to know what English should be used by teachers and how teachers teach to use English. (TA) -Less problems with English use but lacking in practical knowledge of how to teach English (TB). - A desire to avoid isolated vocabulary definitions contributing to negative learning atmosphere (TC).
Teaching Behaviors	-Grammar explanation in L1 is prioritized. -Teachers' limited use of English lead to students' limited use of English (TB/TC).	-High in interest in learning about new ways to teach, but moderate changes in practice (TA). -Incrementally embedded activities (limited flexibility of teaching) (TB).
Frictional Forces	-The contrasting force from the experience as a learner. -Students' positive fortuitous outcomes -Preference of active classes -Desires to find effective use of textbook (TA / TC).	-Reaction to tight curriculum and student boredom open up opportunities for change (TB) -Positive experience as a learner to experience a teacher using English. (TB)

8.2.2.1 Commonalities in EPD

Teacher perceptions

A similar pattern of teachers' perceptions as to the view of 'improving students' communication skills' can be seen in the comments of all three JTEs reflecting their belief that communication abilities are a very important factor. However, the positive perception of each teacher toward the communicative goal in the COS varies to some degree. TC articulates the significance of developing students' communication skills:

> Many Japanese students still don't have an ability of speaking English and communicate through English. Still we are far behind the international standard. (TAN-1)

TC seems to clearly understand why MEXT emphasizes communicative competence in English. She recognizes that communicative skills are crucial factors to keeping up with a global society, which is the main rationale that MEXT puts forth in the new COS. Having this perception has motivated TC to be highly engaged during the interventions.

As for the TETE policy, EPD is evident among the three JTEs. On the one hand, as shown in the HPM CCA analysis (see Table 8.2), the teachers are not sure what it means to TETE. However, all of the teachers also had some positive perceptions of the policy. This commonality was also observed in Takegami's (2015) survey with 30 JTEs about their perception of the TETE policy. In that study, most of the teachers recognize the advantages of TETE because it provides students with a foreign language environment conducive to learning English. The JTEs appreciate students' exposure to English since they think TETE has the potential of increasing students motivation for learning English including listening and speaking. These positive teachers' perceptions for TETE policy are noteworthy for teacher development.

The other teacher common perception is that they all have been aware of their lack of teacher training and the pedagogical knowledge of how they should implement the new policy in their actual classes. In each case, the JTEs consistently observed the reasons that are preventing them for making changes are due to their lack of professional skills to do so. However, a positive outcome was that they were willing to seek the proper development if appropriate opportunities arose. Having a perceived awareness for the need to improve has implications for teacher development in the case of all three JTEs.

Teaching Behaviors

Three commonalities of teacher behavior emerge in the JTEs regarding grammar translation (GT) and *yakudoku*; behaviors of teachers talk, and students' talk and participation. GT and its uses in Japan were defined in Chapter 2 (see section 2.2.2) and are further addressed in the following. Ellis defines grammar translation, "It is a traditional teaching approach involving the presentation of grammatical rules, the study of lists of vocabulary, and translation exercises. It emphasizes reading rather than the ability to communicate in a language" (2014, p.338). In the environment of learning English as a foreign language in Japan, some see the nature of language learning in a structural approach (Richards & Rodgers, 2001) and believe GT may be the accessible way to learn for Japanese learners. Narita (2001) claims that grammatical knowledge is a priority when the grammatical systems between L1 and L2 are significant since unlearned grammatical features are hard to predict for learners. Following Narita, Otsu explains the importance of using time for an accuracy first, fluency second approach by teaching grammar intentionally and gaining the essential knowledge of English for preparing the time when students need to use English (2013).

However, as this study has shown too much of an emphasis on GT with L1 use bears a conflict between the teacher and actual conditions of the classroom. As is seen in the classroom observations (TA TB TC / COFN-1), students easily get bored with grammar translation and students were just putting their heads down looking at their notebooks. By overemphasizing structure over content in a *yakudoku* method, which is like focusing on the trees before the forest, students lose the focus of an activity. Even when the JTEs asked grammatical questions for comprehension of structures from the textbook soon after they explained the exact point of grammar earnestly with using power point, the answers from students were similarly observed in TA and TC's class as students said, "*Doko desuka*? (Which part are you talking about ?)" These outcomes, showing lack of attention and confusion from students disappoint teachers of course. The inattention of their students makes it obvious to them to know what problems lie under the grammar translation and *yakudoku* methods in L1. Having this awareness led to an EPD state, which further induces the JTEs during the interventions to make changes in their teaching and begin to take steps to find solutions to know what they can do to improve instruction within the limited teaching environment at school. Another factor is that teachers are not sure about what English to use and when they are supposed to use it as mentioned in

171

HPM. However, they notice that CRE, such as giving directions in English is limited regarding the development of communication skills. TC exclaimed "No, not at all." (TAN-1) when she was asked whether directions or classroom management English phrases coming from the teacher to the students in a one directional, non-interactive manner is sufficient enough input to help students develop their communication abilities. Similarly, TA expressed her uncertainty of English use by saying that "there must be ways to use expressions that are spoken by native teachers, so I want to find a way to use English in the class"(TAN-1). This shows at least they have acknowledged that they want to use English in ways that provide effective input, which have implications later in the ROP matrix for introducing productive questioning techniques, such as asking more guiding questions to assist student performance (Tharp and Gallimore,1989). The other similar pattern that corresponds to teaching behavior is seen in students' talk. As TB and TC mentioned that their students' use of English is 'almost zero' (TC, TAN-1) and 'Even when I ask them in easy English, they usually answer in Japanese' (TB, TC, TAN-1). As a result of an overreliance on GT and *yakudoku,* students are so familiar with the use of L1 to learn L2 that they respond accordingly in their native language. The teachers' frustrations, with limited responses in English of students, also indicate an EPD with their own limited uses of English that are creating the situation. This existing factor in their teaching can be used to motivate the JTEs to make changes in their instruction as will later be seen in the ROP matrix.

Frictional Forces

In the EPD category, the forces of friction are considered as the initiative force to set out to inspire change. The frictional forces examined here are not linear, but rather complicated in the way of internal and external influences on the JTEs. These complicated internal and external frictional forces will and can play an irreplaceable role for their teacher development and its process.

The internal force emerges from the JTEs' experience as learners. As already mentioned in HPM, all of the teachers' experiences when they were learners were far from the ones that focused on developing students' communicative skills nor were they aligned with TETE, which by lacking the experience with the former has had a contributing negating impact on the latter. However, these experiences, at least, represent a frictional force to push the JTEs out of an HPM state. The JTEs tried to avoid the same

static approaches since they knew that GT and *yakudoku* do not work for the purpose of cultivating communication skills. Participation in this study allowed the JTEs to become reflective practitioners. Consequently, the internal force rooted in the above reflective insight about teaching, which is contrasted through their own experience as a learner, stimulated them to move from a static place.

Another commonality of frictional force is the external force of students' positive attitude of being involved in the class, which produced lively outcomes. The fortuitous outcomes from students may by and large, convince the teachers that their students are paying attention to what teachers are saying and what the class is doing. Actually, when the teachers started to join this study, they each preferred to choose a class for observation that was somewhat active. The teachers' preference of active classes over classes where students are lacking in enthusiasm and participation reflect a learning environment where we can expect interactions between teacher and student and students and students to motivate teachers to be positive to make changes in their teaching approaches that may contribute to creating a lively language-learning environment. On the other hand, a passivity factor concerning learner behavior is seen as deriving from Asian students, who are lacking in involvement in classroom interaction influenced by teachers' preference of knowledge transmission style (Ellis & Shintani 2014). However, what has emerged in this study is that Asian students' personalities are not the cause for their passive behavior, but teaching styles are a cause (Cheng, 2000; Littlewood, 2000). If teachers are provided an impetus, a frictional force to question what they are doing, then they will start to move in their teacher development to create classes that are active.

The other frictional force is seen in the effective use of textbooks and all teachers express this conflicted external force of wanting to use teaching materials more effectively. The textbooks are teaching materials to expose the students to the cultures and people and events in a global world with written forms of the targeted language. However, how to use textbooks effectively for conveying the contents from textbook are highly influenced by teachers' planning, decisions and their competence. If teachers merely follow the textbooks or rely heavily on them as the three JTEs in this study did, then the textbooks can cause TETE limitations. For example, Ellis and Shintani describe textbooks in particular to East Asia region as, "Language textbooks published in China and Japan, where the rubrics for activities are generally in the L1 and where translations equivalents for L2 words are frequently provided" (2014, p.228). For the JTEs, the

contrasts may lie in using the textbook for meeting the curriculum communicative and TETE goals or focusing on the more specific goal, which is part of the hidden curriculum and not stated in the COS, such as getting good scores on the tests or passing the entrance exams. As the textbooks used by three teachers are according to Ellis 'contrived materials' meaning "…the materials consisting of input that have been specially designed for L2 learners to teach language"(2014, p.164), the teachers face the challenges to change the approaches to following the textbook by finding ways in their professional development to make the 'contrived material' more meaningful in order to expose students to opportunities to develop their communicative skills and in doing so will be able to implement the TETE policy in their classroom.

8.2.2.2 Differences in EPD

As for the differences in EPD, a few emerge in each category of teacher perceptions, teaching behaviors and frictional forces.

Teacher perceptions

Although all three JTEs share a common concern to find ways to teach in English more, they differ in how to go about it. Compared to the other two teachers, TA more specifically indicates that she would like to improve her level of English. She mentioned that she would like to observe classes that at least attempt to use more English or those that thoroughly are TETE classes. She mentioned that she would like to observe classes by native speaking English teachers (ALTs) to gather the native-like phrases they use and the timing of using them. Regarding EPD, TA needs to know more ways to increase her English skills and using English might strengthen a positive perspective of entering into a state of readiness toward preparing for the TETE policy. TA's desire to observe classes as a means to search for ways of using English to implement the TETE policy have implications for designing teacher development activities that will be addressed later in Chapter 9.

Whereas TA is concerned about her English ability, TB, who has a high level of English because of learning experiences abroad, is less concerned about proficiency and more concerned about finding ways to use English to explain grammar points as will be seen in the following category.

TC sees the English use somewhat differently from the broader points of view from TA and TB. TC specifically notices that her class starts with vocabulary definitions with

correcting answers, which she believes creates a deadly quiet environment. This perception that was revealed in the study pushed her to know more about teaching to avoid over-explaining vocabulary definitions. This EPD state relating to vocabulary teaching at the beginning of class led to improvement in teaching as an outcome of co-constructed planning and teaching during the interventions.

Teaching Behaviors

The proverb "To know is one thing, and to teach it is quite another thing" is applicable to TA and TB, however, for different reasons. In TA's case, she showed enthusiasm and a willingness to participate throughout the study even though the impact on her teaching was seen to be moderate (see Table 8.1) as she was observed to make some changes in her instruction, such as planning and teaching an interactive reading activity. However, other observations showed that she resorted to familiar teaching patterns outside of the co-constructed ones she did during the interventions. Nonetheless, teacher development is a process and TA's high engagement with showing a willingness to learn new concepts of teaching have created an EPD state that can stimulate her to continue with future growth.

With TB, the knowing and applying knowledge distinction emerges because of having two years experience of learning English at ESL classes in America, which allows her to use English more compared to the other two teachers. However, she finds that her use of English is too fast for the students, especially when she explains grammar points, as shown in HPM. Knowing that her explanations in English seldom work, she tends to uses English limited to CRE, such as giving directions in English. TB has become aware that she needs to adjust her English in ways that can accommodate her students to learn English in more interactive ways with more use of the target language and less explanations in L1. Therefore, the EPD has stimulated her to find ways to adapt her high English proficiency level in terms of TETE.

Frictional Forces

In the case of TB, two interrelated forces of friction that represented an ongoing theme is pressure from having to follow a yearly lesson plan and having an awareness that students get bored enabled her to make some incremental changes in her teaching. In an activity that was discussed in her case study, she introduced a riddle and instead of explaining though translation what a riddle is and then even explain its answer, she got away from a scripted approach to instruction and allowed the students to come to their

own understanding of what riddle means in English and what the riddle meant. In this activity, she used English more and interacted with students in English. She acknowledged the success of the activity, which can be seen as a positive EPD force to make changes in her instruction, but unfortunately HPM largely remains intermingled in her teaching, further substantiating the complexities that surround her as she stated that doing these activities will be limited because of being expected to follow a tight curriculum.

On a positive note, unlike the other two teachers, TB has the experience of having an English teacher who spoke English in the class when she was a junior high student. This experience created a positive force for TB to use English. " Yes, when a teacher used English, even though these teachers were very few, we paid more attention to what he was telling us" (TAN-1). The impressive experience convinces her that the use of English from teacher would have a positive impact on students.

8.2.3 Commonalities and Differences in ROP

The ROP categories are formed by a comparative analysis of data taken from the three JTEs during LSC interventions. The categories are based on observations during the co-constructed planning sessions, and SR sessions, which recorded teacher and learner behaviors during the lessons. Thus, the CCA of ROP reflect the JTEs' personal views (perceptions) on their actions (behaviors) that were informed by co-constructed professional knowledge they received during the intervention stages. The factors listed under ROP were viewed as being significant.   When teachers observe their limitations or successes from their actions (e.g., in newly tried activities), then observances can impact on their teacher beliefs that lead to change (Fullan, 2007; Guskey, 2002)

Table 8.4
Commonalities and Differences of ROP

ROP	
Commonalities	**Differences**

Teachers' Perceptions	-Seeing advantages of creating L2 learning environment. -New perspectives about students' L2 use (TA TC). - A perceptual change of grammar teaching: There are possible grammar teaching approaches through CLT (TA TC) -Awareness of the differing natures of language learning.	-Noticing a lack of subject knowledge of English (TA). -Recognizing more attention is needed for studying teaching materials (TA). -Starting to question heavy reliance on yearly lesson plan (TB). -A change in attitude about trusting students' ability to do challenging activities (TC). - Recalling knowledge "Now I can understand what I learned in the seminar" (TC)
Teaching Behaviors	-A gradual shift in approach allowing for more student-student and teacher-students interactions. -Implementing integrated explicit and inductive grammar teaching. -Partial extrication from scripted teaching (TA TB). -Creating activities under a interactive view of learning	-Teacher as a decision maker (TB)
Frictional Forces	-Planning sessions construct new challenges -Reflective outcomes from students trigger teachers to change their practice (TA TC). -Need more chances of co-constructive teacher learning. -Need more professional discourse.	-High engagement led to higher impact on teaching (TC). -Moderate engagement and impact on teaching (TB). -High in engagement and moderate in impact (TA).

8.2.3.1 Commonalities of ROP

Teachers' perceptions

The analysis of all three JTEs had showed that at the start of the study, the COS did not have much of an impact on their actual classes. The JTEs taught their classes from beginning to the end with less concern about giving students chances to use English. They used a teacher-centered, *yakudoku* approach. They often stood at the center of the classes, standing on the platform, explaining the grammar structures and reading materials sentence by sentence and correcting the answers from students. However, as the study continued the JTEs began to see these teacher-centered approaches, where most of

the class is covered with the teachers' one-way explanations in L1, as a limitation in their practice. They began to see advantages in creating an L2 environment, one that did not keep students away from interaction between teacher and students and between students and students for creating a target language focused environment.

An example of forming new perceptions of L2 use emerged in TC, who noticed that there lies a gap between teacher development seminars and teaching realities. Through LSC, where we co-constructed the lesson plans in order to embed the CLT activity as much as possible, gradual perceptional transformations are seen. In the cases of all three teachers, they have come to a realization that their own previous teaching styles were completely teacher-centered approaches. The language activities given to students were limited to repetition or answering to the questions. The JTEs focused heavily on transmitting language knowledge by explaining all the grammatical items and reading materials corresponding to the use of the textbooks.

Throughout the LSC, they gradually organized their classes to create an L2 environment, where students have more chances to ask their teachers about what vocabulary they need to use for expressing what they want to say in English, and whether their grammar was correctly used to express the content of their messages. The change of attitude born in co-constructive dialogues regarding CLT activities during the interventions, produced perceptions and a professional discourse of the JTEs to better understand their role working as facilitators to help and encourage their students' learning processes. In this way, they saw advantages of creating an L2 learning environment. For example, they recognized that their students tended to interrelate with the newly learned vocabulary and sentences in activities that allowed them to interact with their own contexts connected to their lives in order to conceptualize what they learned. Correlating what students learned in the class with their actual lives had awakened the JTEs to notice that students can be active learners though the LSC interventions. The new perspectives about students' L2 largely impacted on the perceptions of TA and TC since they carried out CLT embedded activities compared to TB who could only include incremental changes as discussed in her case.

A change in the JTEs view of grammar teaching emerged in the study among all three JTEs. They thought that that they always needed to explain grammar items in L1, but they saw that these long explanations in Japanese resulted in their students showing low attention and boredom. The notion of the inherent conflict became apparent during the

interventions when they began to see the benefits between viewing the nature of language learning as solely being focused on structure and an approach that is underpinned by an interactive view in language learning (Richards & Rodgers, 2001).

Teaching behaviors

Despite variations of transformation in practices among the classrooms, four common features are seen as teacher behaviors as commonalities in ROP. Firstly, the gradual shift in approach allowing for more student-student and teacher-students interactions was seen during the LCS. For example, this is most notably seen in TC's classes, where she had more flexibility as to what kind of activities she could adapt. Among the activities, the poster presentation which was recommended by the COS and simultaneously underpinned by principles of CLT gave students chances to work collaboratively and challenged students to take on new roles and responsibilities, which and further allowed students to have chances to negotiate meanings in describing English with their groups.

Although to a lesser degree than TC, TB, who was tightly controlled by pre-constructed yearly lesson plan, found the chance of interacting with students through the new knowledge of 'teach to the moment' at the planning session, and in following classes she became to interact differently with students' questions at opportune times and tried to give students hints rather than directly giving them the answers. Often these questions were done in a way to relate the content to the students' own lives. In this way, TB's English proficiency was activated to make her class more meaningfully interactive between teacher and students.

As for TA, since she had already acknowledged an awareness between her own teaching behaviors and a desire to change them upon entering the study, her teaching behavior, which she noticed was with more use of Japanese than she thought, changed after the first SR session. By objectively examining her own teaching behavior at SR sessions, TA recognized that her talk with a lot of explanations in Japanese occupied most of the class-time and that her talk rarely gave students chances to interact with each other. By adopting CLT activities that were student centered, TA also altered her behavior to step away from the center of the class, and performed the role of a facilitator as a part of the activity. TA's change in teaching behavior transformed the class atmosphere into a teacher-students and students-students interactive environment.

Next is for grammar teaching, which had a significant impact on the JTEs instruction.

The JTEs believed that grammar items needed to be explained in Japanese as isolated items and not for communicative purposes, which resulted in parsing words, structures and sentences with explicit explanations in Japanese, then following substitutive practices until the target grammar is remembered. This teaching approach is somewhat analogous to teaching approach of 'presentation-practice-production (PPP)', which is typically promoted in the teacher guides (e.g. Harmer, 2007; Ur, 1996). Since this teaching approach is familiar with JTEs, they provided the students with explicit knowledge of a target feature but they failed to "[f]acilitate the cognitive changes needed for automatic processing"(Ellis, 2015, p.196). In other words, outside of memorization, the students were not given chances to use target structures in a meaningfully and contextual way.

When the JTEs were observed at the beginning of the study, Japanese was used as a medium of grammar teaching, and there was little room of using English for communication for both students and teacher. Translating sentences from English to Japanese (or vice versa) were the typical exercises. However, as the discussions with the JTEs continued during the study, and especially during the SR sessions, it became apparent that they were not complacent about what they were doing, recognizing that their approach to grammar teaching was exactly the same as those that they took in their school days. There were less opportunities for communication in the L2 and further too much explanation in Japanese easily had students bored.

However, the LSC interventions provided the JTEs the chance of facilitating the students' cognitive challenge to use the target grammar in the activities, where students made errors and these errors were discovered by students and corrected by teachers. For example, TA gave students time to make quizzes after she presented how to use the relative pronoun and practiced them. Students made their own questions such as 'This is the place which both children and adults can enjoy and which an American made. What is this place?' (Answer: Disneyland) (TAN-CO3). TB had students make additional comprehension quizzes after answering T/F questions. The question such as 'How do you think *Torajiro* get money?' (TAN-CO4) was uttered from one student after they practiced the pattern of 'Who do you think he is?' TC challenged students to write original questions in pairs on the worksheet after parsing words and grammar from the textbook. The work sheets were collected and the errors were checked by TC. Later in the class students presented their questions, which included previous knowledge learned. Seeing success of the activities helped the JTEs to conceptualize differing ways to integrated

explicit grammar teaching with inductive grammar teaching and the powerful effect that the latter has on learning. Dekeyser (1998) points out that for full automatization to happen, learners need to practice the target feature in real communication (i.e., in communicative grammar task). Consequently, what was attempted with the JTEs in praxis was to create an activity to have students engage in a task that was close to the real communication as much as possible.

The third feature was seen in TA and TB. Their teaching experiences were only in this private school, where they started to teach English as scripted by their senior teachers. It is true that this scripted teaching helps the inexperienced teachers to give students standardized quality of instruction as a means to overcome their lack of experiences of teaching. However, now that they have three years experience, the classes of TA and TB needed the teachers' creativity or flexibility of teaching to provide their students more meaningful instruction. That is, they needed to move on from the role of being passive technicians. Through LSC, they began to take a critical view of scripted teaching, which suggested a change in their instruction, moving away from over-explanations of targeted points of the L2 that are encouraged by traditional *yakudoku* methods into more interactive teaching. By being empowered with the view that they can adopt their own teaching characteristics and knowledge gained at the planning sessions of LSC, they realized that they do not have to rely too much on scripted lesson plan. Conceptualizing their practice in a new light led to a partial change in the practices of TA and TB.

Finally, the JTEs' teaching approaches have shifted gradually from a 'structural view' (Richards & Rodgers, 2001) approach, where the nature of language learning is seen as a system of related parts for the unlocking of meaning, aiming to control of the parts of the system including phonology, grammar, and vocabulary to a 'functional view' (Richards & Rodgers, 2001) approach, which treats language as a tool for communication focusing on meaning and communication rather than on grammar and to an 'interactional view', where language is seen as a device for building and keeping social relationships. (Richards & Rodgers, 2001). Richards and Rogers (2001) state, "[they] focus on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges"(p.21). By objectively examining their own teaching behavior through SR of LSC, they recognized the value of communicating with students with more meaningful approaches compared to the just focusing on transmitting the knowledge of forms.

Frictional forces

As to frictional forces of commonalities, which stimulated JTEs to move toward change, four factors emerge. The first factor mainly arose at planning sessions through LSCs, where the awareness of the lack of the knowledge of the nature of how language is learned came out through the co-constructed, dialogic conversations. In theory, regardless of the experiences, teachers are expected to act, teach in classes and talk with students once they started teaching as professionals. However, as Ingvarson (2003) points out, "there are no short cuts to education improvement"(p.63), teachers need to take rather complicated steps to be improved. In the LSCs, all three teachers, to a greater or lesser extent, had chances of talking, bringing their problems, building up their professional capacity of teaching, negotiating possible teaching approaches with themselves and finally implementing their constructed activities in the lesson plans. Among these steps, the planning sessions, where we assimilated the students' learning behavior into the plan in order to give students more chances to engage in the classroom activity and avoid putting students in situations of being just passive learners were considerably constructive. These constructive sessions created a positive frictional force that stimulated teachers to gain more theoretical knowledge of nature of the language learning, and challenge the new knowledge gained through co-constructive conversations in practice through the praxis cycle.

The second frictional force in ROP comes out of the students' reflective outcomes aligned with the implementations of co-constructive activities that impacted on the teaching of TA and TC. The approaches adopted through LSC provided impetus to have students become more interactively involved in activities. The teachers began to conceptualize their practices that cohered with an emerging view of the nature of language learning that moved along the continuum from a structural view to more of an interactive one in the planning of lessons. The friction caused by confronting new ways to view language learning were supported by student feedback, which helped move the process along. For example, TA's students started to ask her whether she prepared more interactive type activities, and during activities what English phrases they could use to most nicely fit to what they wanted to convey. TC's students reflected in a constructive manner after the poster presentation that they were lacking of the knowledge of English and oral proficiency. They showed their feeling of taking on a positive challenge by telling her that they would do better in the next poster presentation. These positive

reflective outcomes from students trigger teachers to challenge their practices or to reconceptualize ways for creating more interactive conditions for language leaning.

The third factor of commonality is the JTEs' desire to have more chances of co-constructive teacher learning. Solely constructing lessons is always challenging for JTEs, and even more so for those who have less experience. However, the JTEs saw that the co-constructive teacher learning process especially at the stage of planning saves a lot of time of planning. The comments from TA and TC similarly expressed that they need to collaborate for learning. "I usually spend two or three hours for making a teaching plan for each class myself thinking back and forth but this time we can make a plan within one hour" (TA: TAN-2). "I need someone to talk about the teaching and create the activity, which is difficult to do by myself" (TC: TAN-3). TB, who had less chances to talk over the lessons with her senior teachers, who suggested that following the yearly lesson plan was enough, also expressed her hope to collaborate for teaching "…but I think I had better talk about teaching more" (TB: TAN-5).

The fourth commonality is that JTEs felt a need to develop more 'professional discourse' as a professional language teacher, which would distinguish them from a layman's level to those who should know about their practice and be able to articulate why they are doing what they are doing (see Freeman, 1996, for developing a secondary 'professional' discourse in Chapters 2, 4). The JTEs began to be able to articulate and understand the importance of being a facilitator; of creating student-centered activities, and allowing students to inductively learn target points, and therefore a secondary discourse was being acquired. Next, the differences of ROP are described. The differences of ROP are not negative but rather supportive in details from the each teacher's perceptions through LSC.

8.2.3.2 Differences of ROP

Teachers' perceptions

The differences of perception emerge from each teacher. TA reflectively stated her lack of the subject knowledge when she got the questions from students that required her to give students adequate English expressions. The lack of proficiency can be a factor for why she stuck to scripted teaching. In TA's case, she was familiar with a scripted teaching style, which did not require her to add extra English expressions and did not allow students to ask questions. Although this caused friction with the implementation of communicative approaches, TA recognized that she needed to gain English knowledge to

answer the unexpected questions from students. At the same time, this conflict turned into a frictional force as TA recognized the importance of studying material more deeply to figure out the goal of teaching from a broader view, and not just teaching page by page. Her awareness implied an ongoing need in professional development to gain more subject matter knowledge as a language teacher.

TB started to question whether it is really effective for the students to rely on a yearly lesson plan since she has come to see the difference of what teachable teaching (e.g. in TB's case, teaching that is justified by following what the script says, ignoring the 'teaching to the moment' opportunities) is and what she can teach as a professional English teacher having flexibility to make adjustments during the lesson. TB started the study with confidence that the yearly lesson plan was perfectly fine, but as she participated in the interventions, her perceptions about the yearly lesson plan changed as friction emerged over noting students' boredom with her long explanations in L1, explaining target structures using PowerPoint slides which she didn't even make.

TC's reflective perception is different from the other two teachers. Her experiences of attending one-shot workshops, which are supposed to provide teachers the chance to develop teaching skills or knowledge, were rather jaded. However as the comment from TC indicated, the knowledge or skills suggested at the seminar or workshop rarely reflect their actual teaching realities. "It may sound like a contradiction, though, going to the one-shot working seminar didn't work on me as everything was too perfect to implement and they don't know what is actually happening in the classroom" (TC: SR-5). The five interventions in this study gave TC a chance to advance her development through praxis by planning lessons collaboratively and making changes in practice. Importantly, the five LSCs interventions provided follow-up opportunities as opposed to one time (one-shot) training sessions. TC was eager to adopt new teaching approaches throughout interventions, where she finally combined theoretical concepts learned at the seminar or workshop with practice. Realizing that her students showed positive attitudes of engaging in interactive activities and communicating with their classmates, she began to understand what she was told at the seminars. She articulated her understanding of her own teaching, "Now I understand what I learned at the seminar and why they said we [teachers] should trust our students."

The marked difference of teaching behaviors is seen in TB. Since TB's instructions were overall controlled by the yearly lesson plan, her teaching style hardly offered a variety of learning activities to her students. However, as TB gained knowledge of teaching through co-constructive planning sessions, she began to develop an individual approach that "[d]raws on an established approach or method but that also uniquely reflects the teacher's individual beliefs, values, principles, and experiences"(Richards & Rodgers, 2001, p.251). TB adjusted the established lesson plan accordingly to the reality of the classroom such as reacting to students' faces (reactions) and classroom atmosphere. She did this incrementally so as not to abandon the yearly lesson plan approach that TB was expected to follow. In other words, although TB's yearly lesson plans and according PowerPoint slides were tightly organized into a script she had to follow to finish the textbook, she began to find optional time, to 'teach to the moment' responding to students' questions in English and bringing some related examples. She also tried to find time to listen to students' interests as much as possible when they were doing pair work, which she referred to as 'in pair training time'. By going through the co-constructive LSCs, she began to see herself as a facilitator for more effective teaching and not always as an explainer.

Frictional forces

Throughout the interventions, JTEs showed different levels of engagement and this led to a differing impact on their teaching (see Table 8.1). The levels of engagement and impact on instruction can be seen in terms of friction.

TC was highly engaged in all intervention cycles willing to bring CLT and more English use into her classes, which resulted in leading to higher impact on teaching. TC entered the study with a sense that she needed to make a change in her teaching practices, and like the others did not know quite how to do it. Her heightened sense to change had created frictional force spurring her to acquire new teaching approaches through co-constructive teaching with less resistance to internal and external obstacles. Throughout the LSC interventions, she enthusiastically kept asking me for possible activities. She was motivated to implement new activities after being pleasantly surprised with unexpected positive outcomes of her students after implementing new activities, such as the highly interactive poster activity.

On the other hand, for TB, the constraining yearly lesson plan created a frictional force that lowered her engagement in the study to a moderate level, and this impacted on her teaching. In spite of TB's high proficiency in English, external forces of friction had a restraining impact on her. She believed she had to keep harmony with other teachers who followed the plan, and already feeling she was too busy by following an inflexible lesson plan also provided a rationale not to change, which restrained her professional development as an English teacher.

TA showed her high engagement throughout the interventions, however, her impact on teaching is analyzed as moderate because TA's scripted teaching seemingly remained to the end. Teaching is a complex activity and so is development. When TA was observed implementing the planned co-constructed activities, she was able to successfully do them and could use English to talk with students during the activity. However, in other parts of the lesson that were not co-constructed, she fell back to scripted teaching approach using L1 with long explanations. One reason was due to her language proficiency and subject matter knowledge, which she stated needed to be improved. Nonetheless, TA's high level of enthusiasm to participate in ways to make her lessons more engaging for students and agreeing that she needs more professional development led to a positive frictional force, which has more potential to work in a positive direction. Fullan (2007) points out, "Positive pressure is pressure that motivates. …and it is pressure that is seen as fair and reasonable." (p.60).

Thinking of friction as a positive force for change, in the case of all three teachers, links to the core theme of the study in that there are many possibilities of friction, especially for understanding realities of teaching and to inform teacher development.

8.3 CCA Themes to Address Research Questions

In the preceding discussion, the three categories, HPM, EPD and ROP, from each case of the three JTEs, detailed in the previous chapters, were compared to determine commonalities and differences between them. Through CCA, several themes emerge to further mobilize understandings of data within each category. The aim is to develop conceptualizations across each of the categories that address the research questions. The themes are presented below:

- *Theme 1: JTEs have conflicting views on TETE policy because it doesn't meet their reality*
- *Theme 2: JTEs implicitly see the value of TETE when it is linked to the communicative goal of the COS*
- *Theme 3: English Teachers are too busy at secondary schools (A feature of the hidden curriculum)*
- *Theme 4: A scripted routinized and patterned instructional approach*
- *Theme 5: Limited interactions between JTEs and students because of heavy reliance on deductive explanations of grammar in L1*
- *Theme 6: When L2 is used it is generally for CRE purposes*
- *Theme 7: Lack of training and professional knowledge are major obstacles to making changes in their instruction aligned with TETE and COS goals*
- *Theme 8: The impact of LSC interventions on the JTEs' professional development*

The listed themes above will be discussed in the following chapter to address the questions and as well forming implications linked to the core theme, *many possibilities of friction*.

Chapter 9   Discussion of Findings

9.0 Introduction

In this chapter the research questions of the study will be addressed. The findings listed at the end of the previous chapter, conceptualized as themes from the CCA, will be used to address the questions. The themes emerged in a bottom-up process and are grounded in the data taken from the single case studies of the three JTEs. Next, a discussion on the implications of the findings will focus on how outcomes in this study can be used to inform teacher development. The discussion will lead to broader implications in teacher development for the purposes of meeting the MEXT TETE policy.

9.1 Addressing research questions

In Chapter 1, three research questions were listed. The first question was framed to elicit the JTEs' perceptions of the TETE policy. This question is aimed at exploring the JTEs' teacher thinking. Gaining insights into their thoughts, beliefs, attitudes and therefore perceptions regarding their instructional practices provide better understandings of why they do what they do in the classroom. Inquiring what they do in the classroom is the purpose of second research question. This question is aimed at documenting the practices of the JTEs to better understand their practices as well as their classroom realities by identifying any constraints that might prevent them from carrying out the TETE curriculum policy goals and the related communicative goal. Finally, the third question was formed as a means to take action in the research by using the data collected from the three JTEs to see how their professional development can be enhanced to advance their teaching practices.

9.1.1 Research question 1: How is the new national curriculum TETE reform policy perceived by the JTEs in this study?

The following three themes address the first research question. These themes are grounded in data that emerged from the HPM and EPD categories.

Theme 1: JTEs have conflicting views on TETE policy because it doesn't meet their reality

Although the JTEs seemingly understand the reason for TETE as a means to provide effective input, where students are exposed to the target language, they are conflicted over the TETE policy. TC ultimately states that the TETE policy is likely perceived as 'an armchair plan', made by those who are far removed from the JTEs' classroom realities, sitting at their desks making policy from that position. Thus, static frictional forces are imminent for why the TETE policy in the COS is not being carried out by the JTEs. There are several interrelated realities that impact on the JTEs' perceptions (and behaviors) for planning and teaching lessons that heavily rely on L1 use with a teacher-centered approach using a lot of time for explanations (see Figure 9.1): the need to use L1 to teach grammatical structures and vocabulary translations; preparing students for tests that are not aimed at evaluating communicative abilities; textbooks that do not in their view reflect the TETE policy, and a lack skills in supplementing the material to introduce more English communication activities.
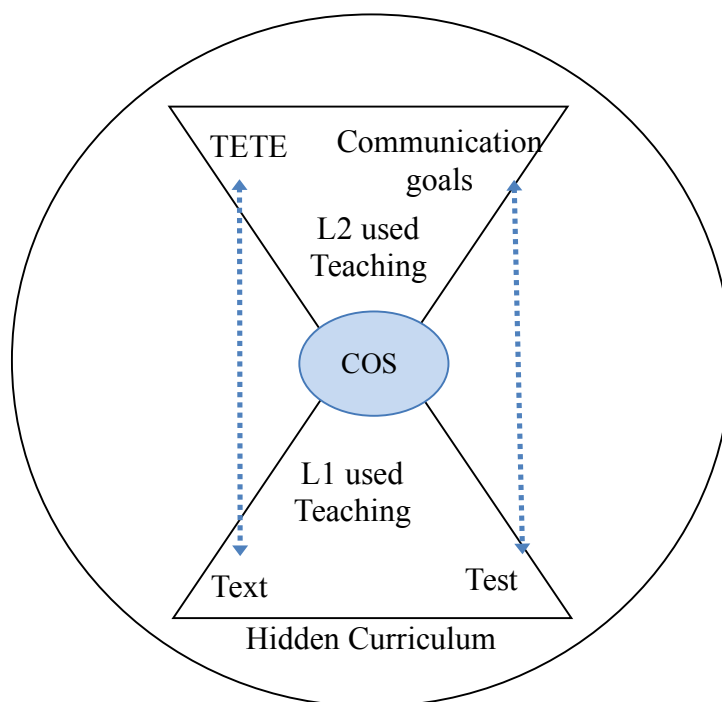

Figure 9.1 JTEs perceived realities for blocking implementation of TETE policy

In the above figure, the COS is juxtaposed between policy made at the instructional level and implementation at the classroom levels. At the institutional level, the above triangle shows interconnections between the TETE policy and the stated communicative goals in

the COS, which are aimed at increasing use of L2 in instruction. However, there is a gap in implementing these COS features because the JTEs perceive that the institutional policies do not reflect what they do and are expected to do at the local classroom level, which is shown in the lower inverted triangle. The JTEs follow textbooks that they believe focus more on target sentences requiring translations and are not conducive to introducing communicative activities and TETE as they broken arrows show in the figure. Focusing on target structures over understanding content, and translating those structures and vocabulary are implicitly aligned with preparing their students for tests. Tests are a crucial part of the hidden curriculum (Gorsuch, 2000) as Rohlens was cited in the study by saying they …are the dark engine driving high school culture" (1983, p.317, see Chapter 8, section 8.2.1.2). Throughout the study the JTEs felt they lacked the skills to supplement the textbook with communicative type activities. Moreover, they were conflicted because students needed accuracy training or least they placed a heavy priority on explaining grammar and introducing vocabulary, which they believed needed L1. In taking a teaching approach that mainly uses explanations in L1, the JTEs were implicitly influenced by preparing students for tests, which evaluate grammatical knowledge, reading and vocabulary skills as the broken arrows show in the figure.

The JTEs wonder how they can change their instruction to mostly TETE when they face the reality of teaching vocabulary through translation and grammatical structures, which they believed must be a priority and that it should be done in L1. For example, they most repeatedly indicated conflicting beliefs about TETE over the role of L1 to teach grammar, and expressing the limitations of English use when they teach grammar. Generally, teaching the grammar of a target language reflects a strongly held belief among JTEs that it should be carried out in L1 with a lot of explanation. This is an issue for teacher development. The GT method might be efficient when needed such as checking the students' understanding the meaning of English passages and the construction of English sentences. However, there are various studies suggesting that grammar can be taught communicatively in L2 (Brandl, 2007; Celce-Murcia, Dornyei & Thurrel, 1998; Glasgow & Paller, 2013, Larsen-Freeman, 2001).

It should be made clear that in this study, there is no outcome to form a basis to claim that JTEs solely use English. There are some advantageous occasions when using the students' L1. Harmer articulates the benefit of using students' L1, "Where teacher and students share the same L1, it would be foolish to deny its existence and potential value"

(2007, p.39). He states the benefit of L1 use such as for confirming students understanding of the teacher's instruction in L2 and for explaining complicated instruction where students need individual help or encouragement "[T]o help them to see the connection and differences between the L1 and the L2 and teacher's use of the L1 may help them to understand things that they are finding difficult to grasp" (Harmer, 2007, p.39). However, using L1 does not mean explaining everything through grammar translation because "students translate in their head anyway" (Harmer, p.39). Likewise, Harbord (1992) notes that "translation/transfer is a natural phenomenon and an inevitable part of second language acquisition even where no formal classroom learning occurs. Learners will inevitably (and even unconsciously) attempt to equate a target language structure or lexical item with its closest or most common correlate in the mother tongue, regardless of whether or not the teacher offers or 'permits' translation" (p.351). Consequently, research does not fully support the claim and beliefs held by the JTEs that grammar and translation are highly needed in L1. However, what is needed is target language input. Harmer (2007) states (also see Willis, 1982 in Chapter 2):

> An English–language classroom should have English in it, and as far as possible, there should be an English environment in the room, where English is heard and used as much of the time as possible. (p.38)

The comment above points out the value of L2 and seemingly includes the teacher as the best provider of comprehensive input. However, the JTEs in this study are apprehensive that students might be confused and fail to understand English instruction due to their low proficiency level of English, consequently they posit that Japanese is required to explain the target language and to teach grammar. And accordingly, these perceptions are coming from their beliefs formed by the high school culture that students need to get sufficient scores on the test, where they believe that traditional grammar translation and accuracy focused questions are needed to be given. However, a recent noteworthy change in 2014 is MEXT's announcement in the 'Improvement of English proficiency evaluation and entrance examination at high schools and universities' in reform item 3', we can predict the shift of the test as follows:

> High schools and universities will assess and analyze students' English proficiency and learning status in terms of the four language skills and utilize the

results to improve teachers' teaching techniques and students' English proficiency. In entrance examinations, communication skills in terms of the four language skills need to be evaluated properly.

MEXT has already announced that the basic academic achievement test for high school students will begin in fiscal 2019, while the academic assessment test for university applicants will be launched in fiscal 2020. This means that JTEs also need to consider whether their teaching beliefs and according teaching method and environment are appropriate to correspond with the shift of COS and evaluation system in MEXT that will evaluate teachers' qualifications based on developing communication abilities. Assuming that the new test is aiming to integrated communication skills into the evaluation, spending a lot of time on grammar explanations and translations sentence by sentence, may fall well short of their stated communicative objectives. This new directive by the MEXT can operate as a frictional force to alter the perceptions of the JTEs to make possible changes their teacher development.

The other reality that the JTEs feel conflicted about between policy and implementation is using the textbooks. Since the textbook is "written input" (Ellis, 2014 p.163), using a textbook needs to contribute a great deal to development of students' communicative competence. As for the EFL classrooms, Matsuda (2012) describes using the textbook as an input "Because the contact with the target language is limited outside the classroom, the quality and quantity of the language input in class is critical in acquiring the language" (p.167). Although using the textbooks play a critical factor, most of the textbooks hardly reflect the shift of the curriculum policy in their content. English textbooks for junior high schools are written in a conversational style containing everyday situations and traveling abroad etc., and reading sections are often provided at the end of each section or lesson and the grammar explanations and related practices are followed. English textbooks for high schools are mainly divided into two kinds of subjects of *Communication English 1, Ⅱ, Ⅲ, a*nd *English Expression 1, Ⅱ*. The former is generally taught in four classes in a week and the latter is two classes. Generally, *'Communication English'* textbooks consist of around 10 lessons for reading. The reading materials contain topics on science, social morality, social media, humanity, history and literature, etc. to draw the attention of students. Teachers' manuals have English scripts for teachers to use corresponding to 'All English'.

In the above Figure 9.1, the TETE policy and communicative goal seem frictionally disconnected from the JTEs realities, but there are possibilities to make connections to the two when they are seen as being linked.

Theme 2*: JTEs implicitly see the value of TETE when it is linked to the communicative goal of the COS.*

One of the reasons that create confusion over the TETE policy may be that MEXT does not clearly define the type of classroom activities and ways of teaching which teachers are expected to adopt in their classrooms. In addition, the definition of TETE to conduct classes appears vague to the JTEs. They do not see a clear definition between TETE and CRE (also see Theme 6 below). The JTEs perceive that they (i.e. teachers) are asked to use English as much as possible under the new policy, but as mentioned in Theme 1, they know that teachers' using English all the time is almost impossible and teaching grammar or explaining everything in English is beyond students' comprehension. What is noticeable here is that the JTEs believe that they have to teach or explain input, where more of a teacher-centered approach and less student-involved activity are expected so the TETE policy is abstract and unrealistic for them. On the other hand, when asked about the communication skills required by the COS, the JTEs show positive perceptions. They are concretely aware of the need to develop communicative abilities in their students; they realize their lack of training, in the case of TA lack of proficiency, are obstacles, but at least they show a willingness to change their teaching to introduce more communicative activities. As the interventions show, the activities created student-centered activities and interactions with the JTEs that produced more English. In other words, there were more increased opportunities to TETE. Therefore, the JTEs did not totally ignore the policy. Rather, they noticed the value of communication competence, but were not sure how to link the two. While they have conflicted views to TETE, they implicitly have come to see the value of TETE policy as tool to communicate with the students and to have students communicate with each other

The ways JTEs used English was often through CRE, which was limited. They realize that there lies a gap between using CRE and implementing TETE. For example, TC, who states that TETE policy is an 'arm-chair' plan, could not imagine how her CRE uses of English could be expanded to the TETE policy. However, when talking about developing communicative abilities, She stated, "Students can hardly express anything from the

English, when I say 'Please read aloud', they just do what they are told to do." (TAN-SR6). It implies that she views limitations of CRE, which usually directs students to know what they should do, and little communication is expected. Similarly, TB would like to implement something that she would like to give students more meaningful impressions that they could remember from her classes. As we can see from CCA, the JTEs want to go beyond their CRE to integrate more communicative approaches, to give students opportunities to express themselves in L2 from their classes. The JTEs prefer active classes, where students-students interactions can be seen and even students-teacher ones as well, that is, not classes where the teacher 'actively' and solely speaks English. In this way, they are dimly aware that there may be (and should be) ways to connect the communicative goal and TETE as a means to go beyond their CRE so that they can conduct classes with more English. This situation shows possibilities of friction for teacher development.

As Tahira, (2012) points out that "[i]n spite of a stated policy shift towards a focus on communication, the teaching principles advocated by MEXT are not fully practiced and understood by teachers, and the Ministry needs to provide further support for them" (p. 3). What is needed to fully understand the policy for implementation, is to gain deep insights of teachers' perspectives which affect their practice. In order to support JTEs who are conflicted between curriculum policy and realities of introducing actual communicative activities in the classroom, Nishino (2011) stresses the importance of opportunities for teacher development among peers. He suggests that teachers can continuously learn from their colleagues to share experiences and knowledge, to make the implicit, explicit, and switch to new ways of teaching, allowing time and opportunities for them to accumulate skills in using communicative approaches

Theme 3: English Teachers are too busy at secondary schools (A feature of the Hidden curriculum)

To understand the JTEs realities, they have to be seen within the contexts that surround them. The JTEs are part of a secondary school culture that require a lot of involvement of the time toward academic duties outside of the their subject teaching. These duties are considered here as being part of the hidden curriculum because when teachers are asked to make changes in their teaching in the national curriculum, the time-consuming duties are not accounted for. So, what is expected of the secondary school teachers? Different from the elementary teachers, the teachers in secondary school (junior high and high school)

have to teach their own subjects and they are required expertness and know how. However, they have to deal with a lot of duties besides teaching their subjects. In junior high, TA takes charge of the class and she manages the classes, such as the moral education classes and a homeroom class, where students hold discussions about school events such as athletic games, school festival, music festival. Teachers have to perform the roles of being counselors giving life guidance (*Seikatu-shido*)*,* which widely occupies their teaching work, such as supporting each student by consulting with them and encouraging them in their school life, their extra study helping students who are attempting to get into high level universities or preparing for proficiency tests (see below), advice concerning relationships with friends or sometimes their parents.

As for TB, while she teaches in junior high school, she has a *tannin* (homeroom teacher) duty in high school. As a homeroom teacher, as well as TA, she has to consult her students and also give career guidance. As an administering duty in high school, TB and TC have to visit students' dormitory once a month at least and they have to be there until 11 o'clock at night after working.

Meanwhile, school expectations for English teachers are more than we can imagine. TA, TB, TC have to teach extra classes after school for *Eiken* examinations and TOEFL tests and university entrance examination practice tests. This all relates to the test-driven education system, and makes the JTEs even busier. In sum, there are many duties on daily basis that are hidden in the curriculum that make the JTEs busy and keep them away from focusing on professional development as a language teacher.

Overall, the extracurricular duties mark the reasons why JTEs are defensive of their time and perceive that TETE policy as not being fully applicable for their reality. They feel they cannot devote time to change and the TETE policy is not well understood. Their perception is superficial, such as 'Talking and teaching English in English all the time is impossible". There defensive posture to change is further supported by their teaching realities as they perceive them (see Figure 9.1 above). They perceive that students must precisely understand grammar knowledge and sentence comprehension through translation in L1 because grammar knowledge and Japanese translation occupies the major parts of tests and using textbooks to meet the communicative goal requires much more effort. High-stakes examinations are their reality. Moreover, the JTEs are too busy to create activities based on the textbooks. In this situation, they perceive a lot of their teaching needs to be done in L1 suitable for the test and TETE as they perceive it is

limited to CRE. However, in connection to Theme 2, they see the value of communication skills. and in implicitly linking the communicative goal of COS to the TETE policy, they implicitly value TETE.

9.1.2 Research question 2: How do the JTEs teach English in their classrooms, and what are the constraints, if any, of successfully implementing the TETE policy in their particular teaching and learning contexts?

In Chapter 8, Clark and Peterson's (1986) model was included to illustrate the importance of focusing on teacher thinking and teacher actions, which has now been accepted as two important domains that must be considered when doing research on teaching. In addressing question 2, the JTEs' teaching behaviors before intervention are examined. The data to answer the question largely comes from initial interviews and classroom observations before the interventions took place.

Theme 4: A scripted routinized and patterned instructional approach

Clark and Yinger (1977) point out that teachers' employ routinized mental scripts in the classroom leading to patterns of instruction and they are generally reluctant to abandon them. Although each JTE varied in their teaching approach, there were similarities as seen in Table 9.1. The table shows the routinized and patterned forms of instruction that were observed of each teacher. In the table, the JTE is listed, the time used for each activity is shown, and descriptions of those activities are listed. The contents in the table represent a compilation of data taken from observations that reflect the daily teaching and routinized practices of JTEs that Tharp and Gallimore (1989) previously cited in this study, refer to as 'scripted teaching', where each lesson is dutifully and similarly planned in routines with patterned instruction and followed to the utmost. In this approach, teachers resort to recitation teaching and students are the passive receptors. The JTEs have few chances to talk and interact with their students. Tharp and Gallimore argue that although there are contemporary approaches, such as Vygotskian approach that emphasizes the value of social interaction in learning, the reason teachers will remain in a stagnant HPM in their instruction and continue with teaching from the same routines and patterns is because of a lack of professional training. They write, "Briefly stated, it is simply because teachers have not been trained to do anything but the traditional recitation script " (p.24). This is the situation that the JTEs were in at the beginning of the study.

Table 9.1

Instructional Patterns of the JTEs

JTE	Min.	Scripted routinized teaching patterns
TA	10	-Begins class with checking the homework (grammar based practice in L1)
	5	-Introducing new vocabulary list with translation on PowerPoint (PPT)
	10	-Pre-reading introductory 'today's grammar target point' in L2 with PPT
	2	-Pre-reading comprehension quiz about reading material in L2
	5	-Read material out loud, repeating after teacher and then again in pairs
	2	-Post reading comprehension quiz about reading material in L2
	15	-Explanations of 'today's grammar target point' in L1 with PPT or handouts
TB	5	-Begin the class with checking the homework
	5	-Introducing new Vocabulary list (vocabulary expansion adding prefixes and suffixes) with translations on PPT
	2	-Pre-reading introductory 'today's grammar target point' in L2 with PPT
	2	-Pre-reading comprehension quiz about reading material in L2
	5	-Read material out loud, repeating after teacher and then again in pairs
	5	-Confirm comprehension quiz about reading material in L2 with PPT
	20	-Explanations of 'today's grammar target point' in L1 with PPT
	5	-Check 和訳 (check the translation in L1)
	1	-Explain the homework for the next class (Listening to the CD, Write the key points twice in L2 and translation in L1, Work on workbook)
TC	10	-Begin the class introducing new vocabulary list (with vocabulary definitions in L2)
	5	-Read material out loud, repeating after teacher and CD
	10	-Grammar translation sentence by sentence (Student A reads sentence in L1, then translates in L2; Student B reads next sentence in L1, then translates in L2)
	5	-Comprehension quiz and check the answers
	10	-Explanations of 'today's grammar target point' in L1 with PPT
	10	-Work on the handout individually or in pairs (Student A reads sentence in L1, then Student B translates in L2)

Using PowerPoint as a tool of education material is common in the school culture of the JTEs. Not only English teachers but also most of teachers use PowerPoint as teaching tools. Since PowerPoint is a tool that offers a "complete presentation graphics package" and "it gives you everything you need to produce a professional-looking presentation" (PowerPoint/power.html), there might be an effective way to use it for communicative teaching. However, using PowerPoint might not be because a teacher wants to use it, but as clearly stated in the case of TB because the other teachers are using it. The teachers in junior high always leave the lesson plan for all teachers to refer. Starting to teach English at this private secondary school, TA and TB must have accepted the teaching pattern with using PowerPoint without question since they did not have anything to compare except

their own experience as learners. It might have been helpful for them to trace and follow the teaching patterns already scripted with PowerPoint and to be well blended into school culture when they were novice teachers. This was the case of TA and TB as they reported that they were teaching English without trying to know why they were doing what they were doing at times when using the slides.

On the other hand, TC taught English based on her own experience of teaching at public high school in Tokyo. TC's pattern was less controlled by external forces that following what other teachers had been doing in the school context, but rather her teaching used self-constructed teaching patterns. Although there are differences to some extent among three teachers, the teaching patterns, the JTEs used were affected by their perceptions and experiences and the degree of training they received.

As the data in the HPM category shows their teaching behavior and routinized teaching patterns would remain once they fall into habits. Table 9.1 shows that TA and TB share almost the same approaches. This was why the lesson plan was often shared through an online computer in the school system. The recitative, scripted approach of reading material out loud, repeating after the teacher and then again in pairs was well observed for both in TA and TB, where students repeat what they heard (teacher's model reading or CD) as soon as s/he heard it, sometimes without looking at a textbook. Their patterned routines are grounded in traditional language teaching training using activities referred to as, 'Transformation', 'Integration', and 'Rejoinder' which have distinctive features of teacher-centered training techniques, were applied (Brooks, 1964):

Transformation: A sentence is transformed by being made interrogative or through
   changes in tense, mode, voice, aspect, or, modality
Integration : Two separate utterances are integrated into one (relative pronoun,
   to infinitives etc.).
Rejoinder : The students makes an appropriate rejoinder to a given utterance such as
   'Answer the question' and 'prefix and suffix vocabulary training'. (p 156-61)

TA and TB used these activities based on dialogues from the textbook. The above activities using dialogues were traditionally used in audiolingualism that are very much rooted in the structure-focused, scripted, recitation type teaching that prevails in Japan. Richards and Rodgers (2001) write, "[D]ialogue and drills form the basis of audiolingual classroom practices"(p.59) and that "it is a teacher-dominated method and the teacher

models the target language, controls the direction and pace of learning, and monitors and corrects the learners' performance" (p.62). They add " learners are viewed as organisms that can be directed by skilled training techniques to produce correct responses" (p.62).

However, the criticism against these methods was obvious because "[S]tudents were often found to be unable to transfer skills acquired through audiolingualism to real communication outside the classroom and many found the experience of studying through audiolingual procedures to be boring and unsatisfying" (Richards and Rodgers, 2001, p.65). All three JTEs understood the criticism and felt the frictional forces on their instruction. They were well aware that their scripted, recitation type approaches produced boredom in their students, but they felt their students needed this approach because of their low proficiency levels. At times, they simply resorted to this approach because of not knowing what else to do. For example, TC used pair work for grammar translation. It is always seen at the end of the classroom as if she tries to fill up the remaining time in the lesson. In the activity, one student reads Japanese and the other translates what s/he listened to into English and then changed partners. This activity may look to be socially interactive, but it reflects techniques that reflect the JTEs teaching practices of *Repetition Transformation, Integration,* where communicative outcomes from students are less expected.

Theme 5: Limited interactions between JTE and students because of heavy reliance on deductive explanations of grammar in L1.

The JTEs limited their English use, especially when they taught grammar and they relied heavily on L1 to explain grammar structures and reading materials and dialogues. Under question one above, it was shown in the literature that explanations of grammar items in L1 may be helpful to learn English, especially for Japanese learners, since there lies a big difference between their L1 and L2. The JTEs spent a fair amount of time on explanations on grammar deductively in L1 in the classroom. Students were knowledge receptors waiting to be filled up by their teacher and teachers who were the knowledge transmitters, where no interactive activity took place among students and between students and teacher as well.

During the interventions, when the JTEs were shown some ways to increase interaction with their students and avoid overuse of deductive explanations of grammar they were pleasantly surprised and began to enter into ROP. The outcome shows that as

Tharp and Gallimore stated with effective development teachers can make substantial and effective changes in their teaching. Through teacher development and the interventions such as in this study, teachers can become acquainted with several ways of teaching grammar and its expected effects underpinned by theory. They could realize that there exist a variety of grammar teaching methods using explicit /implicit and deductive / inductive approaches that would make their class more communicative and avoid boredom from students as well.

Theme 6: When L2 is used it is generally for CRE purposes
The JTEs' practical use of English in CRE was consistent in their beliefs. The JTEs used English referred to as CRE, mostly for instructional purposes. English for instructional purposes implies directions for classroom management and other functional phrases such as in greetings, managing the class and giving students direction. These uses are referred to as classroom English (CRE) among the JTEs and are seemingly representative of the English used by JTEs (Laskowski, 2014, also see a list of CRE phrases categorized by functions in Aichi, Education Center School Handbook-Revised Edition, 2004). However, as Igawa (2013) and Willis (1982) argued previously, teaching English through English needs to go beyond the limited explanations and uses of CRE. This touches on Vygotsky's (1978) concept of the zone of proximal development (ZPD) in that if students are sufficiently challenged by someone at a higher level (e.g. a teacher as a mentor) to go beyond what they can learn on their own, their learning potential is increased.

The JTEs use of CRE never went too far above the students' level. The students easily understood CRE without any effort, and since it was not interactive, they remained passive and as the JTEs observed, inattentive. It can be because their routine and scripted teaching already allowed students to know what to expect and know what the English phrases meant without paying too much attention. In other words, for them learning had become routinized and static. Thus, when using English for mostly CRE purposes matches what the students already know would naturally be an issue with ZPD. If we accept the concept of ZPD, then students need to be challenged and stimulated in their learning beyond CRE as it is defined in this study otherwise limitations are put on their learning. This is an issue that emerges in this study that can be addressed in professional development.

Theme 7: Lack of training and professional knowledge are major obstacles to making

changes in their instruction aligned with TETE and COS goals

Throughout this study a major obstacle that will be further addressed in question three, is the JTEs' lack of adequate training when they studied to be language teachers and this continued when they were in-service teachers as well showing a need for more professional knowledge to help them make changes in their practice. In short, until this study, the JTEs lacked any experiences to encounter professional development in praxis. As we can see through the CCA in Chapter 8, the JTEs' experience as learners in their apprenticeship of observation (Lortie, 1976) was far from what the present curriculum policy requires of them. What they learned from their language teachers was grammar translation or drill practice from the entrance examination to university. Without experiences as a learner, it may be hard to imagine what a class conducted in English with a students-driven approach should be like. In addition, and probably more noticeably problematic was that they stated they did not receive adequate pedagogical knowledge about teaching regarding language learning theory and corresponding adequate training for teaching at the university. If they did receive any, it was not effective as they do not remember whether they took the course or not. In their pre-service teacher training, their apprenticeship training programs were carried out at the public junior high or high school where they graduated and they experienced their first teaching. Nagamine (2012) found that the participants of his study were still affected by perceptions of teaching formed by their pre-service training in regards to what they "thought about possible approaches to conducting English classes in English" (p.131).

Considering an inadequate circulation of the JTEs learning process to become language teachers, it is not so difficult to imagine that what they learned at pre-service teacher training was not so much different as the one that they experienced as learners. Therefore without pedagogical knowledge in theory and in practice, they may easily adapt themselves to the teaching approaches that are easy for them to implement or adapt the same approach that they see their colleagues doing without being able to articulate why they are doing what they are doing in their own practice. To break this static cycle, on-going professional pedagogical knowledge is needed.

Then how can language teachers gain their pedagogical knowledge? Is it effective to attend seminars or workshops to gain professional knowledge and skills, accordingly? Fullan (2007) points out:

> Professional learning is not about workshop and courses, or even meeting

high standards and qualification frameworks. If done well, these are all important inputs, but they represent only a portion of the solution, let's say, 30%, the other 70% concerns whether teachers are learning every day. (p.283)

Through CCA, it is clear that the JTEs are lacking the professional knowledge and language learning theory, which are obstacles to development, however, going to a workshop also does not bring about desirable effects for the change as seen in TC. TA and TB hardly have been given chances to go to seminars or workshops because of their busy schedule, which leaves them to conduct their classes based on knowledge derived from their own experience as a leaner and apprentice, which Freeman (1996 also see Chapter 2) had referred to as a static state of knowledge. The JTEs need more professional development. With the professional knowledge of teaching and learning approaches underpinned by theory that could allow them to articulate, reflect and reconceptualize their practices, the JTEs' teaching behaviors coming from their own experience informed by professional theory and development can lead to improvement of their practice and to meet the TETE policy demands. Further implications of the JTEs regarding teacher development are addressed in the next question.

9.1.3 Research Question 3: How can the JTEs be facilitated in their teacher development to implement the TETE policy in praxis?

Teachers everywhere are faced with the challenge of aligning their teaching self in congruence with contemporary realities while at the same time attempting to transgress any artificial boundaries the realities might impose on them. Teachers' identity formation, then, resides largely in how they make sense of the contemporary realities, and how they negotiate contradictory expectations, and how they derive meaning out of seemingly chaotic environment. (Kumaravadivelu, 2012, p.58)

In the above, a "seemingly chaotic environment" could also be interpreted as 'frictional forces' that impact on teachers. As we can see from previous questions of 1 and 2, the JTEs' perceptions and teaching behaviors are intertwined in a complex manner within the teaching environment surrounding them to implement the curriculum policy.

In order to answer the question of how the JTEs are facilitated in their teacher

development the following theme is addressed.

Theme 8: The impact of LSC interventions on the JTEs' professional development

The impact of the interventions on the JTEs can be seen in Figure 9.2. At the top-left are the mandated TETE policy and the related communicative goal in the COS that effect the JTEs' existing internal and external fictional forces defined as states of HPM and EPD. These forces need to be made explicit in the teacher development process aiming at implementation of curriculum policy.

The curriculum policy of TETE formed at the institutional level, above the classroom, in a national curriculum framework aims at developing students' communicative competence (see top-left box in Figure 9.2). The downward solid arrow leads to expectations by MEXT (coming from the higher end of the bureaucratic hierarchical level) that the policies will be implemented. However, implementation of curriculum policies must filter through the realities of the JTEs who are the street level bureaucrats (see Lipsky, 1969/2010, Chapter 2). These realities are identified in this study as internal and external frictional forces. The policy is seen by the JTEs as being imposed on them to use English without clearly indicating why and how. This demand, partially perceived by the JTEs as unrealistic, put them in an HPM state and can be seen as an existing external friction. They felt the TETE policy was too idealistic and impractical in a teaching environment that emphasizes grammar translations, based on a traditional, teacher centered, *yakudoku* approach. They also believed they needed to use L1 because of the low proficiency levels of their students. However, internal friction was identified early on in the study when discussions came up about trying to meet the communicative goal. The JTEs did see the value of developing their students' communicative abilities, and a need to make their classes more socially interactive and student centered. Internal friction emerged as the JTEs expressed their conflicts over not having any ideas of how to introduce communicative activities in their classes because of a paucity of professional skills due to a lack of training and experience with communicative approaches, and in the case of TA, who felt a lack of proficiency as well. The internal friction over wanting or willing to change, but not knowing how, was identified as EPD. The JTEs implicitly experienced positive, internal frictions that were stimulated by external frictions of policy and professional knowledge expectations, which had potential to affect their perspectives and teaching behaviors during the interventions. The data listed under the category of

EPD were viewed as powerful factors to trigger change in the JTEs' teacher development. The solid line with EPD in Figure 9.2 shows that the EPD has brought them to teacher development. On the other hand, the dotted lines of HPM show that some parts of their perceptions and teaching behaviors prevented them from developing and brought them back to the state of HPM. This movement shows that the categories, as seen within the complexities that surround teaching, are not linearly directed, and can operate at times in a chaotic manner.
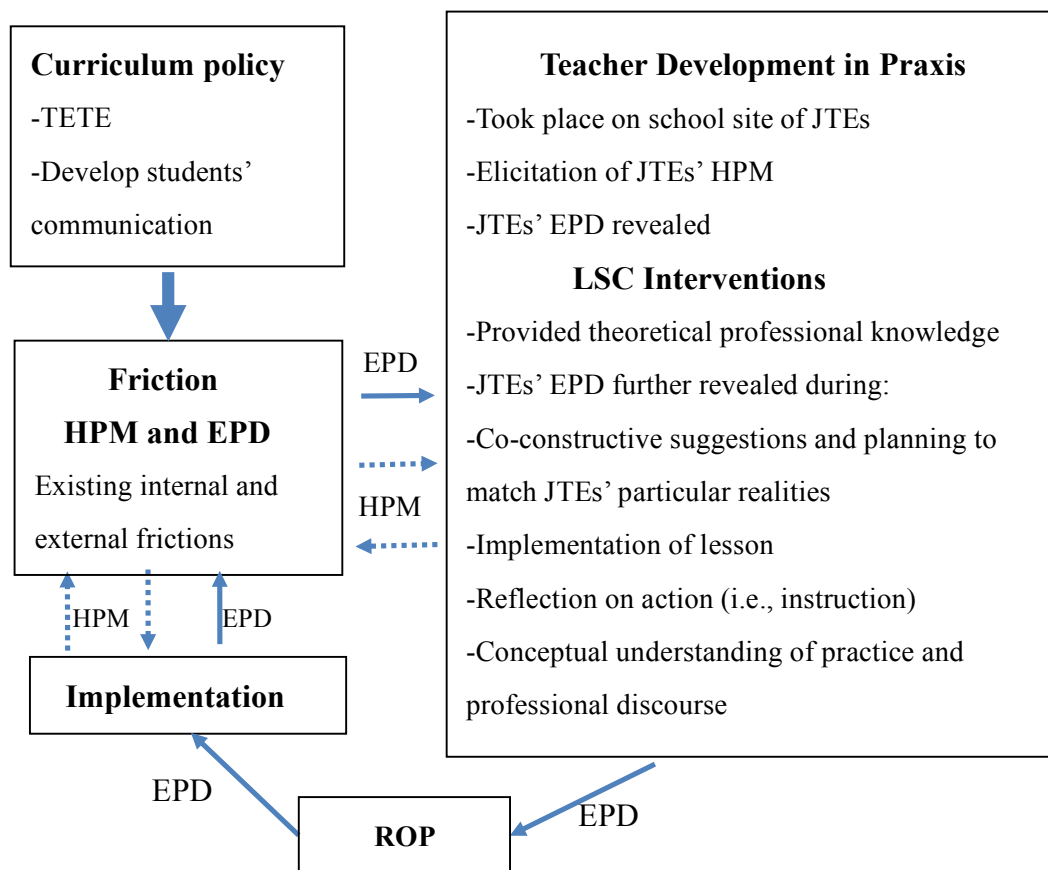

Figure 9.2 Policy implementation and teacher development through LSC interventions

The right hand box of Figure 9.2 represents JTEs' teacher development in praxis. The concept of praxis is used in this study as framework that emphasizes the need for professional knowledge underpinned by theory that informs the practice of the JTEs. Praxis is seen as an exploratory process and reflection plays a seminal role on the JTEs development as they go through several interventions. It is important to note that the interventions were conducted in the actual classrooms of the JTEs. Therefore, in conducting praxis within the school context, the teachers are engaged in teacher learning

and are involved in reflective action that brings theory to practice for the purpose of change. In this way, the teacher evolves from a passive technician to a reflective practitioner. In this study, a praxis environment was first created by eliciting the JTEs' HPM and coexisting EPD states, which were revealed through co-constructive dialogue aimed at 'awareness raising'. Without the opportunities of for the JTEs' inner voice to emerge the 'awareness raising' would not occur.

The planning stages were seen as a crucial step of LSC interventions. My role was to construct knowledge with the JTEs and not to be prescriptive and transmit it. Following praxis, professional theoretical professional knowledge was provided through dialogue. Doing this at the early stage of development process was aimed not to achieve an immediate perceptional and behavioral change in the way the JTEs teach, but to initiate change in teachers' reflective perceptions by encouraging them to question their existing practical concerns that would have potential for development. In order for the JTEs to effectively reflect on their practice, the aim was to challenge their primary discourse and knowledge of teaching so that they could be better able to critically view their instruction. For example, in my role as the MKO, the JTEs became acquainted with professional theories of teaching that pointed out the value of student-centered activities; teacher as a facilitator, and teacher talk as an important element of comprehensible input (see Figure 9.3 below).

Therefore, the use of LSCs were not to focus on measured, results-oriented outcomes for transmitting teacher training techniques nor to guide the JTEs to be all-round English teachers, nor even to be good lesson planners because teacher change can be years in the making. On the contrary, the aim of the interventions were on providing the teachers with theoretical knowledge underpinned by appropriate teaching approaches (see Figure 9.3 below), learned collaboratively, in order to give them chances to develop richer conceptualizations of how they can help learners to learn and use English in their particular classes. Then, the JTEs subsequently can seek to adjust their actual practice in a self-constructed manner enriched by their revised perspectives for teaching.

Since this LSC was not aiming at solely establishing and carrying out the best lesson, it mattered little whether it was successful or not in this exploratory and interpretive study, rather it was more meaningful to know what the JTEs could learn from their own practice in ways that would have potential to be activated. During the LSC interventions, when the JTEs saw successful implementation, they could see the outcomes from

students, which could be the evidence of their practice. Lewis writes that LS gets teachers to focus on their instruction and develop the "…eyes to see students" (2002, p.12). Moreover, when implemented unsuccessfully in terms of what they wanted to do, they could challenge to re-consider the reasons and construct the next plan. In this way, teacher development must be seen within the framework of praxis, which is achievable through LSCs as a co-constructed process.

Through practice, their EPD could bring them to the reflective stage of ROP. The JTEs mostly saw the value of using L2 and recognized that there is a way to have the students talk and interact through student-centered activities, and providing these activities in the class often changes the teachers' teaching skills, such as being a facilitator and not an explainer. The new knowledge stimulated their desire to provide the students with a L2 learning environment and these experiences are accumulated gradually, which have chances to become part of their personal teaching theory informed by professional knowledge. For example, the reconceptualizations of teaching that grew from TA's realizations for the need of her own subject and pedagogical knowledge had an impact on her to be an active learner in her teacher development. Even after the study, TA would ask if we could continue to find the time to talk more about teaching and activities. TB, who was strongly controlled by the yearly lesson plan, gained new knowledge of 'teaching to the moment' and it triggered her to use more English to communicate with students. This is especially significant for TB because she has a high proficiency of English, but saw it as a disadvantage at the beginning of the study because it made her use English too rapidly with students. Teaching to the moment allowed her to slow down and interact with the students at opportune and meaningful times. TC learned the value of a CLT poster presentation activity underpinned by theoretical knowledge that continuously led her to awareness raising in getting students involved in communicative student-centered activities throughout the LSCs. Thus, the co-constructed LSC interventions provided the JTEs with chances to reflect on their own practices and to correlate their practice with curriculum policy of TETE and professional knowledge behind it through adapting and revising the lessons.

Although the discussion above points out some favorable outcomes in the development of the three JTEs, there were also drawbacks. TA was highly engaged and willing to change and try new activities, but when she went to other areas of her instruction, she resorted to the same teaching ways, routines and patterns. TB could only

206

make incremental changes in her development because of pressures from following a yearly lesson plan. TC, although perhaps the teacher who gained the most from the study and increased the conducting of her classes in L2, still resorted to L1 use in her instruction. As mentioned, teaching exists within a chaotic environment. In order to account for these realities, the chart also includes broken arrows, which reflect frictions of the JTEs that overwhelmingly put them, at times, in an HPM state blocking implementation of curriculum policy. This result implies that what practicing teachers do in their classrooms and teacher change are both difficult to measure, and these conditions need to be recognized as an ongoing process that teachers themselves need to be engaged in. Further limitations that address the study are discussed in the next section.

9.2 Limitations

Naturally, limitations occur in a study using an exploratory-interpretive, qualitative approach, employing case study and grounded theory. Glaser points out that eventually the study has to stop. For example, in working with the JTEs in their on-going professional development, this is the case. When the research is written up, it leaves the real time sense of being with the participants, as Glaser writes, "It freezes the ongoing for the moment" (1978, p.129). By stopping the study to write it, produces a fixed conceptual description of the JTEs. Glaser writes, "it is unfortunate that writing has this slice of reality character" (p. 129). What Glaser infers is that it is impossible to offer a complete picture of the JTEs' teaching practices. One can only claim that the themes that emerged in this study provide validated depictions of the JTEs practices and their teacher development.

Another limitation of the study emerges from the very nature of the research approach and methods stated above. In grounded theory, researcher bias over the issue of emergence needs to be addressed (also see Chapter 3). As a teacher myself, it would be impossible to claim there were no biases in the interpretation of the data. The data analysis and direction of the study were filtered through my own experiences and knowledge of teaching. However, through triangulation, efforts were made to temper researcher bias. Moreover, limitations over the use of single case study need to be addressed. In case study, the results are not generalized, and in this study they were not. Great efforts were made to write about each JTE within their own case. However, generalizability of results was presented only by comparing the data of three JTEs to

mobilize more understandings of the data collected from each JTE that might have implications for their teacher development.

9.3 Implications for teacher development for TETE policy

There were several outcomes in the study that offer productive insights into the teacher development of the JTEs. They are: The value of on-site, continuous development using a collaborative LS framework to implement praxis; friction as a positive force in teacher development, and a proposed pedagogical model to achieve TETE (see Figure 9.3 below).

9.3.1 There needs to be ongoing collaborative teacher development at schools

When you're finished changing, you're finished. -Benjamin Franklin

Assuming that we had more cycles with the JTEs, the results would be different. This implies that we need continuous on-going teacher development within the community of a school cite. A community of practice refers to a group of people who are bound together by commonly-shared concerns or passion for something, and regularly interact with each other in order to deepen their knowledge, sharpen their skills, and enrich their experience (Lave& Wenger 1991). In this view, what is needed for the JTEs is that they need to have chances of on-going teacher development practices in their school cite and through which they may have chances to see their role as language teachers within the school as a "professional learning community" or "collaborative work culture" (Fullan & Hargreaves, 1992). This need for on-going teacher development is evident with the three JTEs when the study ended. As mentioned TA eagerly wanted to continue to talk more about teaching and activities; TB especially in her high school class, working with an ALT, was asking for more ideas to teach her students at that level; TC was encouraged by student feedback and asked several times for help in her development to find more ways to engage students. The eagerness of the JTEs to keep in contact with me regarding their development was stimulated by explorations of their own practices through the LSC interventions, which had relevance to their particular concerns. On this Kumaravadivelu (1999) writes:

208

Pedagogy knowledge, to be of relevance, must emerge from the practice of everyday teaching. It is the practicing teacher who is better placed to produce, understand and apply the kind of knowledge. (p.35)

Teacher development advances when teachers continuously explore ways to improve on their own classrooms through discipline inquiry. Through the LSCs, the JTEs were able to go through a praxis process to further learn about and improve on their instruction. A major outcome of this study is that LS and its cyclical process was a very good teacher development framework to use. First of all, it is a teacher development framework that originated in Japan and it is very familiar to the JTEs. Second, as shown in Figure 9.2, LSCs have potential to provide the JTEs the chances of professional development to collaboratively help them explore their own classrooms to better conceptualize their teaching practices for purposes of improvement. Third, when LS is done collaboratively, there emerge innumerable opportunities for teachers to engage dialogically and share teaching experiences and knowledge. Lastly, knowledge gain can further occur if a MKO is part of that collaborative process to facilitate professional development. Otherwise, when JTEs are asked officially to do LS (as it can happen in secondary schools in Japan) it can become a mere decorative form of development of asking one teacher to plan and teach a lesson solely and others come and watch to later give some kind of feedback. In this scenario LS barely touches on the concept of praxis. Instead what takes place is it falls into merely classroom observations of one teacher's research lesson and exchanging views of teaching, based solely on the JTEs' own personal theories of teaching. More will be said about this in 9.3.3 below.

9.3.2 Friction can be a positive force for teacher development

Without a doubt, the central goal of teaching English, to paraphrase MEXT, is to foster the students' learning and to motivate them to use English for communication. In the school context, it is the responsibility for English teachers to create a learning environment to meet the goal as much as possible. However, there exist many factors impeding the JTEs' attempts to do so. As shown in this study, the JTEs are conflicted in their coexisting HPM and EPD states to fully implement the goal. However, these two frictions are not diametrically opposed like two sides of a coin, rather they are contrasting characteristics that holistically exist, and are in one united body. Recognizing the

important role these salient frictional forces play on the JTEs is crucial in their development to meet MEXT's goals.

In qualitative research by setting out to explore and interpret the JTEs teaching, an aim is to make the implicit explicit. As mentioned, through LS they come to notice the two sides of friction coexisting within them and the value of these frictions to motivate them to move or change. As this study focuses on private secondary school JTEs, the fact that there were no existing teacher development programs to adequately address changes in the curriculum at the school becomes a noticeable factor in the JTEs' development. For example, friction was evident over the JTEs awareness of their lack of professional knowledge, which was made even more stressful by the non-existence of adequate on-site teacher development programs. The frictional forces emerged as the JTEs were left on their own to deal with their own daily struggles, such as the realities of a busy schedule fraught with extracurricular duties; preparing students for tests; following yearly lesson plans and textbooks using a traditional teaching approaches emphasizing memorization and *yakudoku* methods aligned with grammar translations and a heavy reliance on L1 use.

When the study began with the JTEs, their thinking about TETE was in the far distance, and their concerns about meeting the communicative goals, which they did see as important was still not much of a reality or priority in their practice. They perceived their realities as being not relative to the policy goals. Without professional knowledge and training and a lack of adequate in-school professional development, the teachers' behaviors remained in static, seemingly safety zones, which were categorized in this study as HPM. Identifying the HPM state had implications for this study regarding the JTEs teacher development. These implicit frictional forces were made explicit in the LSCs, initially at the planning stages. Having gained insights into their HPM states in phase one of the study, provided me with opportunities to trigger in them an awareness to get out of their comfort HPM zones and to question their static state of teaching. Another force of friction was labeled EPD. The frictional forces involved with EPD represented areas of the JTEs instruction that they had already questioned and wanted to make changes, such as having a preference for active classes; avoiding the students' boredom, and making effective uses of textbooks, but they had no idea of how to do so. Thus, both types of friction have a synergistic effect when they are reveled and modified. Identifying forces of friction is messy because of their complexities. It is difficult too tease them apart, but nonetheless, these forces play a salient role in understanding the

contextual influences that surround and impact on the JTEs in the classroom as well as getting them to make changes in their teaching.

This study has identified the forces of friction that were revealed in praxis, and the need for teacher educators to consider these forces in teacher development. In other words, friction can be a static or motivational force and this needs to be included in teacher education when planning and being involved in teacher development. Then, if developers can recognize that JTEs are in HPM and EPD states, these states can be exploited for the teachers' development to encourage them to try things in practice leading to ROP.

9.3.3 Appropriate language pedagogy for TETE teacher development

Since LSCs provide a practical teacher development framework at the school site, what this study has shown is that we need theoretical understanding in praxis in order to maximize teaching and then teacher learning is activated through collaboration. As pointed out in 9.3.2 and throughout this study, the planning stage of the LSC is crucial in teacher development, and it is the stage that is often not done collaboratively in secondary schools in Japan (Laskowski & Waterfield, 2014). It has been argued in this paper that the JTEs need to go beyond their primary discourse of conceptualizing practice. In other words, without it being informed by professional or theoretical knowledge, instruction and development remain static (Freeman, 1996). This seems relative to the JTEs as all three of them lacked professional knowledge, and saw it is a weakness in their practice. Considering teacher development in praxis, it is important to provide teaching and learning theory in collaboration at the early planning stages of LSCs with the teacher who will teach the lesson.

Regarding the above, the TETE policy is seen as an abstract concept to the JTEs. They use CRE, which the study showed was limited to classroom management, being non interactive and requiring very limited or no responses from students. When asked about the TETE policy outside of what they do, they wondered if it simply means 'just talking or chatting' in English. An implication in this study is that the TETE policy, to be delivered in the classroom, must be clearly understood, and concrete steps in the JTEs development are needed. This implies that given the JTEs all expressed a lack of professional skills and knowledge to implement more English in communicative ways, effectively that one concrete step in their continuing development is the acquisition of

professional knowledge.

Figure 9.3 proposes an interrelating pedagogical model to introduce TETE that includes relative learning and teaching methods that represent professional theoretical knowledge the JTEs would continue to need along with the importance of teacher interaction labeled as 'teacher talk' in L2.
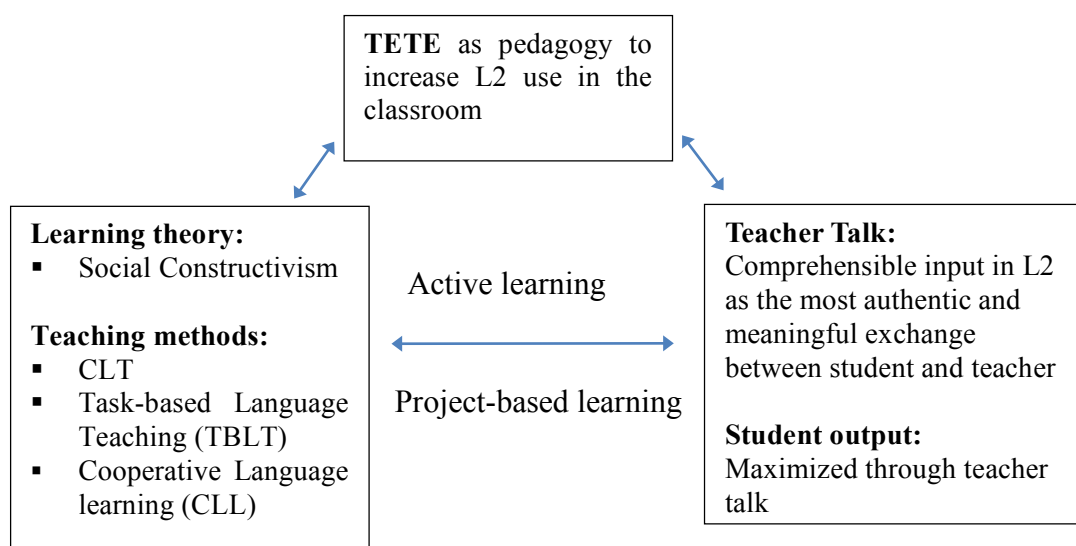

Figure 9.3 A proposed pedagogical model to introduce TETE in JTEs instruction

Assuming that the JTEs would continue in their on-going LS development, in the planning stages is where they would receive input to increase their knowledge of professional theories of teaching that would enable them to better conceptualize way to TETE. In the box on the left of Figure 9.3, it lists social constructivism as a learning theory and related methods (e.g. see Williams & Burden, 1997) that are relative to TETE. In language education throughout the world, there has been an educational turn in pedagogy that has been shifting from the science of behaviorism that underpins teacher centered, rote learning methods to student centered active learning methods grounded in constructivist methodologies. Social constructivism emerged from theories of Vygotsky (1933/1978) to Bruner (1960/1999) and is based on the idea that learning is a social activity. Learners are able to form new ideas based on current and past knowledge. Moreover, in view of its social nature of learning, these new ideas are formed through social interactions. Learners interact on both inter- and intra-psyhological planes, to discover and work out or construct knowledge (see Lee & Smagorinsky, 2000). In the classroom, taking a social constructivist approach to learning infers that the teacher

moves from a transmitter of knowledge to a facilitator assisting students in a ZPD environment, and the learners shift from being passive to active participants in their learning process. Bruner writing on constructivism and active learning posits:

> …[M]otives for learning must be kept from going passive… they must be based as much as possible upon the arousal of interest in what there is be learned, and they must be kept broad and diverse in expression. (1960/1999, p. 80)

Teaching methods listed in Figure 9.3 are examples of ways to implement active learning through social constructivism in the classroom (see Richards and Rodgers, 2001 for a full account of these methods). The principles behind CLT, mentioned throughout this study, tend to mimic activity in real life communication, such as information gap activities. TBLT (Nunan, 1989, 2004) provides purpose to communication by presenting problem solving activities, in which students actively construct solutions. CLL (Johnson & Johnson, 1994) offer a set of principles a teacher can follow to make group work interactive, interdependent and cooperative as students work together on tasks.

There are other derivations of the above methods, but they basically are formed from their principles. For example, recently in Japan active learning (underpinned by social constructivism) and project-based learning (connected to CLT, TBLT and CLL) have been promoted by MEXT (see Figure 9.3). If the JTEs were presented with ideas associated with social constructivism and its related methods, they would be able to richly conceptualize and actively implement areas of their instruction that adeptly integrate active learning and project-based learning in their classrooms. Moreover, the very nature of constructivist methodologies and related teaching methods are conducive to more target language use in the classroom. The JTEs would increase not only their students L2 use, but theirs as well, which is shown on the right side of the model. According to Nunan (1991):

> Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive

(p.189).

For this statement, Ellis (2014) points out the dual function of teacher-talk. That is, teacher-talk "as a tool for carrying output pedagogic activities and as a source of input for acquisition" (p.167). Since the purpose of TETE policy is to foster the students' communication skill through English to a corresponding to the global society, students' output must be maximized through teacher talk.

In order to derive the above outcome, constructivist learning theories, student centered teaching methods and interactive activities underpinned by professional theoretical knowledge might help teachers to be informed of what kind of teacher-talk can foster learning of students. Moreover, the theoretical understanding of interactive learning theories and methods can offer concrete steps to accelerate implementing the TETE policy.

9.4 Broader Implications and Contributions

Great care was given in this study not to generalize the results. However, it should be pointed out that what the JTEs are experiencing in terms of their situations and realities may also be experienced by other JTEs throughout Japan. For example, JTEs are teaching under the umbrella of MEXT that is educationally organized around a national and standardized curriculum, using MEXT approved textbooks. In addition, JTEs have to prepare students for standardized entrance tests, including the national entrance exam regardless of working in private or public schools. Consequently, it is hoped that what has been presented in this study regarding the cases of three JTEs can resonate with JTEs and teacher educators throughout Japan who share similar situations and experiences. For these JTEs and educators, the outcomes and implications of this study can contribute to teacher development as it takes on the challenge of shifting pedagogy away from teacher centered, traditional approaches to teaching and learning toward more suitable approaches as listed above that will help JTEs make sense of and facilitate the implementation of the TETE policy.

Another contribution this study hopes to make is to offer rich depictions of teaching in the Japan. The study about JTEs in Japan is written in English for an international readership. Hopefully, teachers and teacher educators abroad will find the study interesting as it describes teaching in a Japanese educational context. If they visit Japan to

214

explore the educational system perhaps studies like this can better prepare them to understand why teachers do what they do in their classrooms.

However, broader contributions of the study have to be stated with a *caveat*. Although the JTEs in this study do teach under two important and similar external conditions much like JTEs throughout Japan stated above, the reader needs to be reminded that because of the personal characteristics of three JTEs is this study and where they teach, great care again is needed when making broad claims. This is so, especially because the JTEs are three young teachers with three years of experience. Moreover, the school in which this study took place might not be reflective of an average private or public school since it has been recognized and rewarded by MEXT to be selected as a super-global school. Finally, because the school site is located in a relatively larger city of Sapporo, differences between schools situated in rural areas or locations with less population and highly populated urban areas, such as Tokyo and Osaka would also have to be taken into consideration.

In closing, it is important to note that although the focus of this study is on teaching, in the end it is about those who the JTEs teach, the learners. They are young, dynamic and in the thrall of an ever-changing world. Their future is also in flux and speeding toward them. Their teachers are put in a privileged position to be a link between a changing world and the frictional forces that are at play in the everyday realities they both (teachers and learners) face in the classroom embedded in complexities that surround them. So, change is inevitable and teachers must be part of the change process. It is hoped that this study encourages teachers to have the willingness to change and not to resist but to meet the frictional forces in their teaching in positive and professional ways that help them to prepare for the challenges that await them.

> The world as we have created it is a process of our thinking. It cannot be
> changed without changing our thinking. -Albert Einstein

Chapter 10   Conclusion

As stated at the beginning of the dissertation, this study is about pedagogy and the teaching practices of the JTEs. In Chapter 1, the research inquiries of this study focused on the implementation of the new TETE Policy. It was pointed out that curriculum policy does not get automatically implemented. There are various and complex conditions that surround teaching and whether teachers will implement policy is determined by how much it meets the realities of what teachers face in their daily classrooms. Therefore, when setting out to understand policy implementation is this study, the focus was on teachers to learn why they do what they do in practice in order to better understand their views on and the implementation of bringing more English into their classrooms. This was the purpose of the first two research questions. Furthermore, question 3 was framed for the purpose of making empirical contributions to teacher development using the concept of praxis. The LSC framework and the interventions were seen as a form of praxis by having the JTEs go though a cyclical process of planning, teaching and reflecting on their practice. Results showed that the planning stage of each lesson was crucial to the process as it was found to provide opportunities to inform the JTEs of theoretical and professional knowledge of teaching, which the JTEs felt they lacked. This outcome is important because in secondary schools and mostly in high school, teachers often plan the lesson by themselves and miss fertile chances to share ideas and experiences while creating lessons, collaboratively with other teachers.

At the conclusion of Chapter 1, a rationale for the study was given. Although MEXT does provide and support teacher development for public school JTEs, there is very little teacher development available for the JTEs in private schools (as was the case of the three participants in this study). However, private schools in Japan are still very much under the umbrella of MEXT. For example, the school where the study takes place has officially been appointed by MEXT as a 'Super Global School' reflecting selected schools to develop students with global leadership skills. This reality furthered the drive to include the teacher development interventions in this study.

In Chapter 2, a context for the study was presented from two perspectives. One was to offer an historical account from the literature that showed the evolution of MEXT's English policies that began by emphasizing accuracy-based skills using grammar translations that were conducted in a teacher-centered approach, which produced a lot of

L1 use. Later, although the curriculum had changed and continues to evolve toward a fluency-based, student-centered approach with an emphasis on developing students' communicative skills, instruction in Japan still continues to reflect an older traditional accuracy-based approach with a heavy reliance on L1. The JTEs' instruction was very much embedded in this approach in phase 1 of the study.

Another perspective to further contextualize the study in the literature review chapter showed that classrooms are complex environments and that any linear cause and effect way to depict teaching is limited. Research on teaching thinking and behaviors in the classroom is often a messy project and variables are difficult to control when using measurement or positivist methods to view why teachers do what they do. Therefore, in a classroom-based study, such as this, approaches and methods aligned with exploratory and interpretations of practice were used. Reasons for using a qualitative approach, case study and CCA were presented in Chapter 3. Moreover, GTM was presented as complementary method because of its rigor using a systematic coding process in the formation of the thematic categories, HPM, EPD and ROP.

Chapter 4 provided a description of the categories under the umbrella of the major core category, *many possibilities of friction*. A good core theme should form an abstraction from the data that leads to rich conceptualizations of the findings. Friction as a metaphor richly described the conflicts the JTEs face. The theme is robust because it covers a full range of depicting the JTEs in static HPM states, and conflicted EPD states that push them to want to change, which were used in the ROP category. If teachers can see success in practice, they can begin the process to reconstruct their practice and make changes. This was the purpose of the LSC interventions through praxis.

The single case studies of the three teachers depicted in Chapters 5,6,7 uncovered perceptions and practices that were unique to their cases, respectively. The CCA in Chapter 8, provided opportunities to enlarge the database by searching for commonalities and differences across the cases. These were listed in the initial matrix. Then, through CCA, eight themes emerged that could be used to discuss the research questions.

In Chapter 9, results show that for JTEs, thoughts on the TETE policy as a part of their teaching reality in the first phase of the study was ephemeral; the policy has no lasting impact on their day to day teaching realities. They remained in a HPM static state regarding its implementation However, when the communicative goal in the COS was brought up, all three JTEs saw relevance to those goals as being important for their

students although they were uncomfortable about the goal. They felt they lacked the knowledge of how to implement communicative activities in their classes. This would require more L2 use and friction intensified because it would take them away from their comfort zone of teaching from an accuracy-based approach that is rewarded by following the hidden curriculum, which focuses on grammar and test scores. The EPD state was further bolstered when it was found that the JTEs all felt they needed and wanted to make changes in their teaching because of the students' boredom with their long explanations of scripted teaching of grammar in L1. This was an opportunity to suggest changes in their instruction weaning them away from their teacher-centered approaches to introducing some interactive activities, which shifted the dynamics of the class to be student-centered. The ROP interventions produced several implications: The JTEs saw the value of student-centered activities; less use of scripted instruction with long explanations of grammar and vocabulary, and trusting that students could do more in communicative activities if given the chance.

The implications were that friction could have a static or productive influence on teacher development. The contribution of this outcome is that the JTEs need on-going teacher development and that they need MKOs to work with them, collaboratively. The MKOs and teacher educators as well, especially, need to be aware that the JTEs come into development with HPM and EPD states and that they are not linearly structured, but are intertwined and in somewhat messy states that need to be recognized and used effectively by teacher educators.

Finally, a proposed TETE model was presented showing the value of informing the JTEs with professional knowledge of constructivist methodologies and complementary teaching methods. These theoretical areas of professional knowledge as pointed out in the study should be addressed at the planning stages of the LSC interventions to help the JTEs better conceptualize their instruction and make changes in practice. Applying theory to practice was identified as an important and necessary element of teacher development in praxis. Through implementation of activities built on constructivist methodologies and related teaching methods, such as CLT, TBLT, CLL the teachers would be meeting the active learning and project-based learning recently pushed by MEXT. More importantly, they would be using more English and moving away from teacher-centered approaches focusing on rote learning with long explanations in L1 by implementing these activities, and their students would be using more English as well as they participate in

student-centered activities. In other words, the JTEs would find themselves meeting MEXT's policy goals. Hopefully, this will continue to happen with the JTEs of this study and it is also hoped that this study will contribute to the call for private secondary schools to recognize the need for on-site teacher development.

Finally, the claim was made that a broader focus of this study is to promote the development and dissemination of pedagogical research to better inform professional teacher development throughout Japan. Although the results and implications are based on case studies, it is feasible to assume that JTEs throughout Japan share some of the same experiences and realities the JTEs in this study do. The study ended with a broader international implication. There is a possibility that this study written in English for an international audience may contribute to teachers and teacher educators abroad who are interested in knowing about the realities the JTEs face within the educational context of Japan.

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Appendices

Appendix 1. General interview questions at initial interview

1)What do you think of the ongoing COS English goal to focus teaching on developing students' abilities to communicate in English?

2) Are you aware of the new change (in the COS)of MEXT to enhance the use of English in classrooms ?

–Why do you think they added TETE to the COS?   What do you think about the concept of TETE?

–MEXT is asking teachers to TETE, do you think teachers need help in meeting this goal? What? How?

3) Roughly about what percent of English do you use in your classes?

　　– Roughly about what percent of English do your students use?   – What kind of English are you

　　using (or try to use) in your class? – For example, what situations/activities/teaching acts in the

　　classroom, do you use English?

4) Do you want to use more English (or teach English in English) as MEXT emphasizes?

　　– Yes (Please tell me more) / No (Why?)

5) Do you think using English is effective for the students? Yes (More) / No (Why?)

6) How were you taught English? Do you think that influences your own teaching?

Appendix 2a. TA's Co-constructed Lesson Planning through LSC

Int. stages	The purpose	Activity	Expected Students' outcome	TA's ideas integrated into the plan
1st	-PCK addressed -To have students describe their friends abilities by using target grammar point. -To provide students more chances to use vocabulary and grammar in the class.	Information gap activity embedded in principles of CLT.	-More use of English is expected in lesson. - Active engagement in L1 from students-students and teacher-students interaction.	-To create activities avoiding boredom of long explanations on grammar & vocabulary. -Making worksheets for the activity.
2nd	-PCK addressed -To have students notice the function of sentence structure through CLT activity -To avoid pattern practice of reciting dialogues or texts of learning material.	-Picture description using target grammar of relative pronoun -kinetic activity embedded in CLT to complete sentence.	-Active engagement of the activity. -All students should actively participate in the class using English.	-Prepare the worksheets for the activity of 'whom & whose' as well. -Prepare the pictures for the activity.
3rd	-PCK addressed -To provide all students chances to speak, listen, write, read though group work of CLT. -To have students notice importance of	-Jigsaw reading activity embedded in CLT.	-More chances to use English beyond the sentence level. -All students should actively participate in the class -Present students'	-Adapt CLT to reading classes. -Summarization in L1 since summarization in L2 is far beyond students' level. - Handout can be

			own ideas clearly and listen to others.	used for homework as individual study.
	communication with reading about the history of telephone.			
4th	-PCK addressed -To provide students chances to integrate what they have learned with what they can do. -To have students summarize the reading section in their group and present them.	-Summarize the reading section in English with the help of key words. -Present summary in the group. -Vocabulary checking at the end of the class.	-Find out key phrases & key words in groups. -Advanced writing skills through summarization. -Use more English interactively through presenting summaries.	-Have students find out the key words. -Implement the vocabulary test as a part of conclusion after the presentation. -Make the vocabulary check test with minor changes.
5th	-PCK addressed -To have students think about how appearance affects on one's decision to act -To have students point to cultural differences and how they affect communication. -To have students use the target vocabulary & grammar interactively.	-Mini presentation with four-frame cartoon in groups of four to have students draw and make the script & later present.	-Using confirmation phases such as '*Got it,*' etc. and active interaction through the mini-presentation. -Using the target grammar of infinitive and relative pronoun inductively.	-Give students Oscar award to elicit ideas & going back to read the textbook to have them point to cultural differences of behavior. -Prepare the four-frame cartoon sheets and script sheet. -Make the evaluation sheet for group work of mini presentation

Appendix 2b. Notable points of research lessons of TA

1st Intervention :

TA's typical style of teaching English was to explain grammar in Japanese, with a *yakudoku* approach in the assertive tone. It seems to be a bit difficult for TA to change her teaching behavior suddenly because the first 20 minutes of the class was almost the same procedure as the ones before the intervention. However, when it came to the information gap activity, students-students interaction and students-TA interaction were also observed and they used English more compared to the first 20 minutes. Students became alive when they asked their classmates what kind of ability they had. Unexpected responses from a student such as 'my T-shirt has an ability!'[T-shirt printed the word of 'Ability'] was seen during the activity.

2nd Intervention

TA's assertive tone, which she wanted to avoid, was getting less along with adopting the activity. She used to explain grammar and sentence structure explicitly as if there were only one answer. Instead of using an authoritative tone, she seemed to try to use the question form of 'Why do you think so?' 'What do you mean by?' to stimulate students' use of English and TA's use of English as well. At the 2nd intervention, TA prepared several A4 size pictures for the activity. In pairs, two students worked together to describe the picture that they had. One student described the picture and the other students guessed. During the activity,

the confirmation phrases such as 'Do you understand ?' 'Got it?' (see Appendix 4) were introduced and students got excited and became lively. Instead of using long explanations about how to use relative pronouns, we decided to use the cards, which had words or fragments of sentences broken into some parts. These cards were from sentences for picture descriptions. Students could complete a sentence by using the cards in pairs, reading and listening to what each student had. As for TETE, she increasingly used English while helping and facilitating students' work.

3rd Intervention

Since TA has come to experience a communicative teaching approach, she showed a positive attitude to adopt CLT. This time we decided to divide the reading section into four parts and used a jigsaw technique, asking students to make the two questions to find their missing segments in their working groups. Here is the procedure.

Step 1: Make home groups

Class was divided into four groups (1, 2, 3, 4) of four students, which were called home groups. Since TA had 17 students for the research class, one group had 5 students and the other had 4 students. TA announced that each student would have responsibility in their expert working groups of A B C D.

Step 2: Work in expert group

Four students, one from each home group, got together in expert groups (A B C D) to work on assigned tasks for generating ideas. In the expert groups, students were given responsibility to make at least two questions needed to complete the text. The divided segment of reading material had around 60 words. The teacher worked as a facilitator to encourage students to use English in asking questions and helped them with writing questions in English and practicing the reading the questions. TA tried to use English as much as possible during these group interactions.

Step 3: Back to home group

After working in the expert group around twenty minutes, students went back to their home groups and asked their questions. A student who may have an answer from his or her segment a working group was supposed to answer the questions. During the activity TA engaged with the students' work group by group more closely and facilitated their work. This time TA did not have to explain grammar structure unless students asked her.

4th Intervention

As for the conclusion of the reading section, we decided to have students summarize their segment, which was the same segment from previous jigsaw reading class. TA used PowerPoint to have students practice and get feedback of vocabulary and grammar structures. With TA's idea, the key words for summarization were expectedly found out by the students in the group work. TA worked to help their writing, correcting

grammar. A leader assigned in the group practiced to read their summary of the group for the presentation. For 2nd year junior high school students, as they do not like being humiliated in front of the others, they practiced well. Vocabulary quiz was implemented at the end of the activity to see whether vocabulary knowledge retains well after involving the activity.

5th Intervention

The material for 5th intervention was also based on the dialogue from textbook. TA used PowerPoint slides to elicit and give ideas of authentic information and students paid attention to the picture on it. However, TA's assertive tone and scripted teaching seemed to come back. After checking the new vocabulary and phrases such as 'be confident' 'be stressed out', TA explained the grammar and translated each sentence in Japanese to determine comprehension of the dialog. The topic tells how appearance and attitude and looks of the speaker in the conversation influence the way we recognize the person and how we should behave in the different cultures. Then the class moved on to the activity of making four scale cartoons in groups of 4 or 5, where each group were supposed to draw what they would be supposed to do (1) in the morning, (2) at school, (3) at lunch, (4) at the night for the coming New Zealand class trip. After working on making cartoons for around 15 minutes, students made skits and present their cartoon.

Appendix 3a. TB's Co-constructed Lesson Planning Through LSC

Int. stages	The purpose	Activity	Expected Students' outcome	TB's ideas integrated into the plan
1st	-PCK addressed -To try to find chances for students to use & learn English through activities.	-Dialog based teacher-centered teaching	-Few chances for students to use language in the class	-To create a students-teacher interactive learning environment.
2nd	-PCK addressed -To have students integrate learning grammar points in meaningful context & have them present.	-Dialog based teacher-centered grammar teaching -Use the idea of "Teach to the moment" to have students make their own sentences in semi-CLT activity	-More chances to make English sentences based on target grammar points and presentations.	-To implement something retainable in students' learning. -To carry the previous learning to the present learning.
3rd	-PCK addressed -To have students have more chances of active reading -To create a learning environment of student-student interactions.	-Reading activity embedded in semi-CLT activity -Having students make comprehension questions in groups.	-Unexpected comprehension questions made by the students. - Lively students-students interactions.	-To provide students chances to be more creative.

4th	-PCK addressed -To have students make their own English sentences. -To have students understand the grammar point through interactive activity.	-Dialog based grammar teaching -Collaborative pair work.	-Interesting students' outcomes from N.Z trip and school life. -More realistic & contextual learning	-To adapt content based activity as much possible

Appendix 3b. Notable points of research lessons of TB

1st Intervention :

The procedure of following yearly lesson plan was well organized by the senior teacher in order to provide the same quality of lessons with the use of PowerPoint presentations. Although some of the students actively kept up with following the slide presentations, some students lost attention to the shoot vocabulary practice and long explanations of grammar as TB mentioned at the planning stage. However, most students became active when the lesson moved on to the riddle activity. A question from a student 'what is riddle?' TB in aiming to make the lesson more interactive did not explain what a riddle is and instead showed one example of a riddle of 'Why is No 6 afraid of No.7?' Students had to guess answer: 'Because 7 8[ate] 9'. Students were quite active trying to work out the riddle without TB over explaining and giving students the Japanese- translation.

2nd Intervention

The class again contains a lot of grammatical explanations in the PowerPoint slides. Some slides had nothing to be related to class activity such as using Disney characters on them. Even though it was hard for TB to break away from the pre-planned yearly lesson plan, we tried to find a way of having students involved at in a semi-CLT activity. Textbook had written that Maori is spoken in N.Z., however, students recognized that English is the main language in N.Z. [and Maori is not so commonly spoken] through the experience of a trip to N.Z. Students gave the critical nuanced view of the sentence in the textbook and they made their English sentences such as 'Maori has not been spoken in N.Z. these days.' ' But it was spoken well 50 years ago' 'Maori cannot be heard spoken these days in N.Z.' 'We cannot hear Maori spoken these days in NZ.' Students became active and at least they tried to use the target grammar sentence to express in English in several ways, in other words, they were active learners at that moment.

3rd Intervention :

It seemed to be really hard to change the lesson plan supposedly to be shared with the other teachers. TB tried to do a new approach in the interventions, but lectured-type teaching approach seemed remained. Her comment of ' implementing a new teaching approach may create awkward atmosphere in the class without any announcement to the students, as students don't know what is going on, she felt. Since the 3rd

intervention was a reading class about a Japanese, Yamada Torajiro, who established the friendship between Japan and Turkey, the adapted activity was to be student centered by having students make the comprehension quiz in pairs and then present. One unique question such as' Why do you think his name is Torajiro?' from TB triggered the other students to answer the question, 'I think he was born in *Tora-doshi* (tiger year)!'. TB's English ability was good enough to make the class more active.

4th intervention :

The class went back to the dialogic teacher-centered approach with grammar explanations and drills. However TB gave students chances as much as possible to express their experiences in English by giving them proper wording and to have students be involved in the activity. TB used English considerably when encouraging them to create English sentences. All students in the class focused on the students who were presenting.   In today's class, TB used more English and so did students.

Appendix 4a. TC's Co-constructed Lesson Planning Through LSC

Int. stage	The purpose	Activity	Expected Students' outcome	TA's ideas integrated into the plan
1st	-PCK addressed -To have students use L2 and learn through collaborative activity. -To have students come to understand targeted vocabulary and grammar working collaboratively.	-Vocabulary activity embedded in CLT -Reading activity embedded in CLT and making questions.	-More English from students is expected through collaborative language learning	-To change the pairs so as to have students rotate and interact more. -To create the activity to avoid the boredom of TC's explanations longer than 5 minutes. -Choose challenging questions and have students figure out an present ideas.
2nd	-PCK addressed -To have students grasp the content and summarize working collaboratively. -To have students notice and reflect in their errors. -To have students have chances to use English.	-Reading activity with making a summary and having students present.	-Engage with classmates through error correction -Gradual critical thinking	-Error correction -Make corrections of errors and have students involved the finding mistakes.
3rd	-PCK addressed -To have students connect and relate to the reading material. -To have students use grammar point through mini presentation. -To have students have more chances to share their own ideas in English.	-Writing down students own ideas on the topic and having them present them.	-Create sentence level English (not one word utterance) -Present students' own ideas clearly and listen to others.	-Change the groups to have students communicate with different partners and groups.

4th	-PCK addressed - To have students improve on the sense of group accountability. -To have students reflect on what they learn from reading material. -To have students practice English.	Poster preparations	-Attitude to help with each other through involvement in the poster making projects. -More English (not incomplete sentences)	- Put active students as leaders of the each group to promote the group work.
5th	-PCK addressed -To have students meet challenges of making poster presentations. -To have students improve the skills of communication through poster presentations	Poster presentations	-Unexpected outcome of active English though Q and A session at the poster presentation. -Communicative competence (beyond incomplete sentences) -Fluent delivery of English	-Have the students who will listen and evaluate sit for the presentations. -Prepare the evaluation sheet

Appendix 4b. Notable points of research lessons of TC

1st intervention

Vocabulary definition is to be minimized in the pair work: student A read the definition of vocabulary in English (e.g., 'The definition of this vocabulary is ……' 'What do you think this vocabulary is?') and student B answers with the vocabulary without looking at the handout. If student B wants student A to repeat the vocabulary, then students are expected to use the confirmation phrases in English written on the board for help in their understanding and interact with each other.

Then, the next step is to have students read the sentences paragraph by paragraph in turn in pairs and switch parts by having them use those communication strategy confirmation phrases on the board, which is to create more English use. The first pair was in horizontal rows and the next pair was in tandem rows. In this way students may have chances to read and listen to the whole section.

Instead of having students working individually, the next step is to have students create five comprehension questions and prepare answers for 10 minutes in pairs and then they ask their questions to another pair. TC has to work as a facilitator while students are making questions walking among the students' desk with checking, encouraging and occasionally checking their grammatical mistakes.

It was decided that TC could conclude the lesson by choosing some good questions, have them present and have all students involved in the activity.

A –san	← →	B- san
Got it?.		Could you say again?'
Did you understand what I read (aid)?		Could you read more clearly (slowly, loudly)?'
Do you want me to read it again?		

2nd intervention

In this intervention, one more activity, 'summarization', was added on TC's request. Before moving to the summarization, we needed to correct some errors of students' question forms from the 1st intervention. TC corrected the handout and took the copies of their writing and picked up some of them and printed them out to make the error corrections. Based on the principles of CLT and TETE policy, the goal of the class was focused on more of a students-centered approach, which would leave her more chances to use English and students as well. Followed by error correction from the previous class, the class would go on reading the next section in pairs with encouraging students using the confirmation phrases and vocabulary definitions. At the stage of the planning, the goal of the class and expected students' outcome was examined as well. We went back and forth between the textbook, the CLT definitions and lesson plan list (from Lewis and Hurd, 2011) several times to decide the lesson.

The lesson is focused on the summarization of the reading material to have students grasp the overview of the content. Students in pairs work on summarization with the hint of the key words and key expressions to make their work smoother and better. TC works as a facilitator, checking students' writing and asking questions to see that their work goes smoothly.

Since they finished the reading section 1 and 2 so far, TC decided to conduct the class in the similar way for the next two sections of 3 and 4. My suggestion was that students would choose four presenters of their summarization from the group of eight, where four students can be chosen from a pair.

3rd intervention

At the end of the reading class, we decided to challenge the students more by making mini presentations. In order to stimulate their critical thinking along with the purpose of the reading material and using grammar point, students are expected to write their own ideas of "What is happening every 20 minutes in the world? " aiming to have students connect to the reading material. Then, present in the group and pick the best one in the group and present to the class.

4th intervention

At the conclusion of the reading unit, it was decided to do presentations as MEXT's English reform plan suggests (see Chapter 2). Since TC did not have any idea about how to provide students with directions of the

procedures, we spent rather much time to establish the procedures. The aim was to bring students' creativity together by having students work collaboratively and critically.

The title was 'Robot' along with the content of the reading unit. Since TC mentioned that the content of the textbook was not related to the students' real life (TAN-1,TAN-2), we decided to have students in the group of four create a robot to promote.

A group of four students have to decide the name of the promotion company, and each student had a role to present their robot, such as a mechanic, a designer so on. A3 size paper is distributed to each group to draw the image of the robot and make the script for presentation. Students in the group make their scripts to get attention from viewers. Each student has to make her/his own script respectively, and has a responsibility to present her/ his role and answer and defend it.

5th intervention

In poster presentations, regarding TC's interest to conduct lesson's with more English, students are given guidelines of English phrases to use to increase target language use for making presentations as follows:

> *Hello, let me introduce myself (ourselves)..*
>
> *Now, I will explain our catch phrase...*
>
> *Next, I'd like you to look at our Robot ....*
>
> *Now, let me explain the robot. First,.. then,.... after that...*
>
> *Here is how we will motivate the public to support Robot, first...*
>
> *Now, I will tell you how the robot will be (useful) to (support) our life. First....*
>
> *Please remember (remind audience of one good idea in plan)...*
>
> *Finally, (closing statement)…*
>
> *Are there any questions?*

Before starting presentations, students have chances to practice. They are told to think about eye contact, gestures and voice intonation for smooth delivery. The teacher goes around to groups reminding them that they are expected to practice English as fluently as possible without reading their script. Their posters are located in four areas of the classroom and the first four groups start to present their projects. The other groups who present later, form the role of rotating viewers. As the class is divided into two big groups of 16, each group of four members has four chances to present to each rotating group. Question and answer sessions between viewers and presenters are in English and evaluations were carried out through viewing students and teacher. In this way, the presenters have four chances of speaking English and communicating to four different viewer groups.