

Student-Teacher Professional Development in the English Teaching Methodology Classes

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1. Introduction

This paper is a summary of our action research on the English Teaching Methodology classes taught in our department. In these classes, we have introduced e-Portfolios (EPs) as a means for 1) students to reconcile their learning in the university classroom with their teaching at schools, and 2) articulate their principles of English teaching and learning in light of their aforementioned experiences. Aspiring teachers do not learn merely by applying principles that they learned in the university classroom to their teaching situations. Rather, teachers develop through a continuous process of practice and reflection. During this process, students are constantly trying to make sense of their classroom learning, previous school experience as learners, and their teaching practice.

In this paper, we will first give an overview of teacher development theory relevant to our use of EPs. We will then give an overview of the English Teaching Methodology (ETM) courses and the accompanying EPs. After that, we will examine student EPs to understand 1) the teaching principles students developed in their ETM experience and 2) issues they experienced in enacting these principles.

2. English Teacher Development in Japan

One common issue in teacher education throughout the globe is the divide between theory and practice (Craig, 2013). This is evident in the introduction of communicative language teaching (CLT) principles into the national English curriculum in Japan. Developing students with communicative abilities has been a goal in the Course of Study of Japan (National Curriculum) for secondary school English since 1989 (Savignon, 2005).

However, research in Japan has shown that CLT principles have not been embraced by schools (Butler, 2011; Humphries & Burns, 2015; Nunan, 2003; Sakui, 2004). Why? Nagamine (2014) argues that CLT was conceived by Western academics and might not be compatible with the Japanese school environment. Butler (2011) concludes that if a method such as CLT is to work in Asian contexts, it must be ingrained in local practices.

If CLT is to be ingrained in local practices, then it is the practitioners themselves who must develop a locally plausible theory of practice. Therefore, recent movements in teacher education, from Allwright and Hank's (2009) *exploratory practice* to Craig's (2008) *teacher self-study* see "professional" teachers not as transmitters of prescribed teaching practices but rather as generators of their own knowledge of practice. Therefore, the challenge of ETM classes is to prepare student-teachers to generate their own kind of communicative practice which is compatible with theory but also appropriate to their specific teaching content.

What kind of process can encourage ETM members to generate this kind of communicative teaching practice? As we have written, because there is no correct way to practice CLT (Hiep, 2007), student-teachers will likely confront theoretical and practical dilemmas in their teaching practice. For example, although interaction is considered essential for language learning, in his experience trying task-based language teaching (TBLT) at a junior high school in Iwate over the span of two years (Hall, 2007, 2008), one of the authors learned how difficult interactive pair work and group work can be to conduct. In fact, his first experience trying TBLT in 2007 was so bad that he questioned his own expertise as an English teacher educator, his beliefs about TBLT, and his understanding of JHS students. Based on this, though, in 2008, he was able to conduct a better lesson based at the same JHS based on TBLT principles. Furthermore, this has led to further pilot classes (Hall, 2011) and a better understanding about how TBLT and CLT looks in an EFL environment (Hall, 2013).

As the above example suggests, experiences which cause cognitive or emotional tensions can promote teacher development (Golombek, 2015). These experiences alone, however, will not cause teachers to change in a positive direction. Teachers need to consider why this experience happened

and make appropriate changes to their practice and reconsider their own concepts of English teaching and learning. Kubanyiova (2012) argues that reflective practice is critical for teachers to analyze a problem and consider the best step forward. Reflective practice includes, according to Farrell (2007), “teachers systematically gathering data about their teaching and using this information to make informed decisions about their practice” (pp.12-13).

So far, we have argued that for CLT to be implemented successfully, CLT practice needs to be localized. We have also argued that like one of the authors, student-teachers will likely experience significant difficulties when trying to do this. Therefore, in the ETM classes, we attempt to give student-teachers the opportunity to experience teaching, reflect on the experience and classroom data, and make appropriate changes to their practice. This, we believe, is an appropriate English teacher education practice for the Japanese context.

3. The ETM Program

3.1 Objectives and Overview

The ultimate goal of ETM is for student-teachers to become reflective practitioners who can teach a lesson that enhances learners' communicative

Artifact 1: Richard's (2012) categories of teacher expertise

Contextual knowledge: Understand characteristics of students and schools as well as how they relate to Iwate and the world.

Language proficiency: Become proficient users of English inside and outside the classroom.

Theories of teaching: Understand and apply teaching methodologies such as CLT of other relevant concepts to give a rationale for our teaching.

Pedagogical reasoning skills: Be able to present new learning material to students, anticipate problems, and make appropriate adjustments.

Subject matter knowledge: Understand relevant disciplines such as SLA, phonology, lexis, etc. and be able to use those disciplines to inform their teaching.

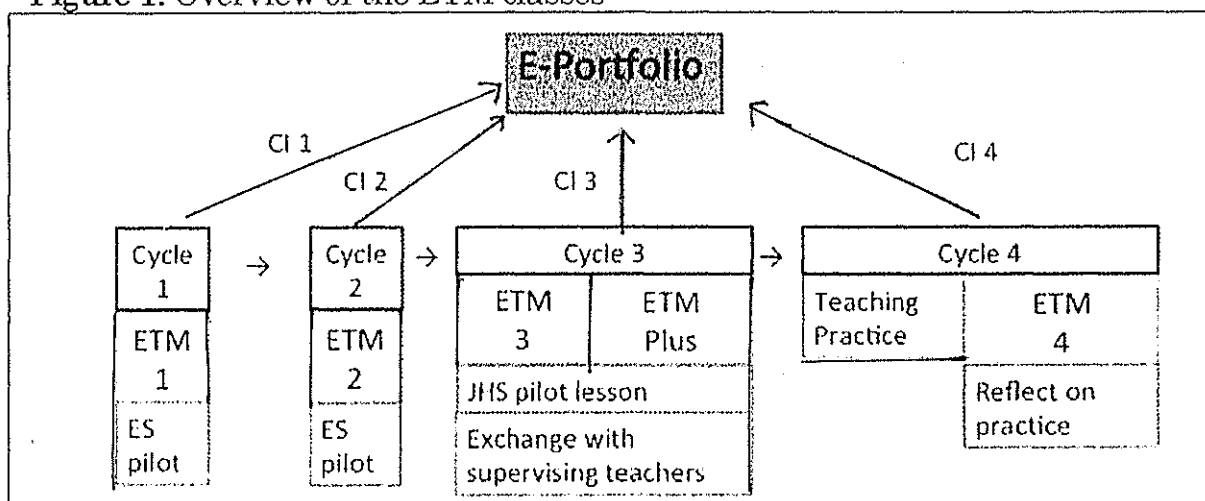
Teaching skills: Have a repertoire of learning activities and classroom management techniques. Be competent in other skills such as blackboard management, using class equipment, making lesson plans, etc.

Identity: Have the disposition of a reflective teacher. Be willing to suspend belief and seek the solution to a problem in an objective way.

abilities and is appropriate to the school context. Based on Richard's (2012) categories of teacher expertise, we have created the following sub-goals to accomplish the overriding goal, student-teachers being able to generate their own theory of practice.

ETM consists of 4 classes that start in the first semester of students' second year with ETM 1. Figure 1 shows these four ETM classes. In ETM 1 and ETM 2, student-teachers also do a one-time pilot lesson at an elementary school. These classes emphasize *contextual knowledge*, *theories of teaching*, *language proficiency*, and *teaching skills*. In the first semester of their third years, students take ETM 3 and ETM Plus. ETM Plus is used to prepare them for a one-time pilot lesson at Iwate University's attached junior high school. The goal of these classes is to prepare students for their teaching practice so they emphasize *language proficiency*, *teaching skills*, and *pedagogical reasoning skills* above all else. When ETM 3 finishes, students have their teaching practicum in the summer. After their teaching practicum, students take ETM 4 and ETM Advanced (not shown in the figure) where the focus is *subject matter knowledge*.

Figure 1. Overview of the ETM classes



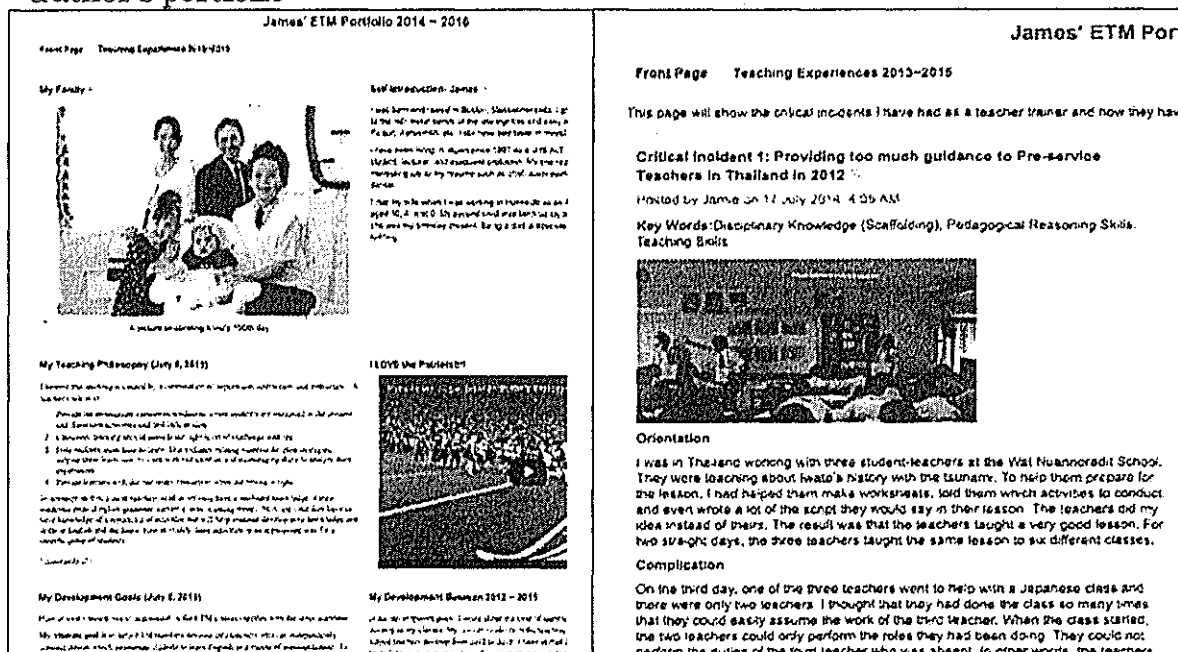
As described earlier, each ETM class consists of a teaching experience. Students prepare for their teaching by using ETM concepts such as giving comprehensible input, encouraging strategy use, CLT, etc. After each teaching experience, students write a critical incident (CI). A CI is defined as unexpected classroom events experienced by teachers that cause them to

critically reflect on their perception of teaching and learning (Richards & Farrell, 2005). In other words, CIs represent the type of cognitive and emotional conflicts considered important for teacher learning.

3.2 E-Portfolio Use in the ETM Program

ETM students will put each of the CIs experienced in the ETM program in their EPs (See Figure 1). An EP is a digital collection of artifacts compiled by teachers to show their expertise in teaching. The EP in ETM consists of two pages. The purpose is to provide a snap shot of an ETM members' development. Figure 2 shows one of the author's EPs written in the ETM format. The first page consists of the following fields: *Self Introduction*, *Teaching Philosophy*, *My Development Goals*, and *My Development in ETM*. *Self Introduction* is to help the reader understand the author of the portfolio. *Teaching Philosophy* is a summary of what the student-teacher considers to be essential elements of good teaching practice. *Development Goals* are their learning goals for the ETM courses. *My Development in ETM* describes how they have changed throughout the ETM classes by providing a brief summary of CIs experienced in each ETM. In the second page, *Teaching Experience*, student-teachers provide evidence by presenting their CIs in their entirety. Their CIs are given keywords, which come from the sub-goals of ETM.

Figure 2. Front Page (Left) and Teaching Experience page (Write) of the author's portfolio



3.3 Evaluating the ETM EPs

As of August, 2015, student-teachers in ETM 3 had written three CIs and were ready for their teaching practice. Up to that point, we wanted to know the teaching principles student-teachers had developed in the ETM courses and the nature of their development. It was hoped that this analysis would help us consider how close we were to accomplishing our ultimate goal: student-teachers becoming capable of doing their own CLT practice. We posed the following research questions:

- 1) What are the principles that govern student-teachers' teaching?
- 2) What is the nature of student-teacher development in the ETM classes?

4. Methodology

ETM 1, 2, and 3 were conducted between April, 2014 and August, 2015. Of 31 students receiving credit for ETM, 30 completed their EPs. Of these 30 students, 19 were JHS English majors, 3 were majors in courses other than English, and 8 were elementary school English majors. All students' EPs were analyzed regardless of their majors.

For this study, students' *Teaching Philosophy* text and *My Development in ETM* text were examined as these fields were directly related to the research questions. Students' *Development Goals* were also coded but not included in the analysis. All text was coded using NVivo. The coding methodology was based on principles from Applied Thematic Analysis (Guest, MacQueen, & Namey, 2012). The primary goal of Applied Thematic Analysis is to "understand how people feel, think, and behave within a particular context relative to a specific research question" (p.13). The style of coding is inductive coding; categories come from the data rather than predetermined classifications.

The process was to first identify themes in the text. After identifying themes, the themes were grouped into categories which became codes. The coding was done by the first author and the veracity of the codes were confirmed by the other authors. The extract below of a students' teaching philosophy shows how the coding was done.

Extract 1. Coding sample from a student's teaching philosophy

There are four things that I think important for English teacher.

1. ^{K e e p a p r o m i s e}
To keep a promise at any time.
 - Who wants to do what a liar said? I would like my students to be polite and honest, so I either do that.
2. ^{P r o n u n c i a t i o n}
To be able to pronounce English
 - If the teacher show a bad way to pronounce, the students would memorize is unconsciously and it is hard to correct it.

The extract above shows that the theme of the first item was *Keep a promise*. This theme was eventually categorized under the code *Interacting with students*, which was used when student-teachers described how they should treat students. The theme for the second item was *Pronunciation* and fell under the code *Teacher Skills and Knowledge*. Anything with this code described the kind of skills and knowledge a teacher should have.

For *My Development in ETM*, the significance, or what students learned from each CI was coded. Below is an extract from the *My Development* section of a student portfolio. In his first CI, the student writes that he was insufficiently prepared and the lesson goal was vague. These were themes that were categorized under the code *Self-Critique*. Anything coded under *Self-Critique* indicated the teacher discussing something they lacked. In the

Extract 2. Part of *My Development* from a student EP

In my development goals, I wrote about the kind of qualities that I want to acquire and improve teaching skills to be my ideal teacher. My critical incidents show how I learned from 2012 to 2015. You can read my critical incidents in my teaching experience page.

Critical Incident 1 (June 2014, Elementary School X): It is my first time to teach English at a school. I could not proceed with the class according to a scheduled plan. ^{I n s u f f i c i e n t P r e p a r a t i o n} It meant an insufficient prepa ^{V a g u e g o a l} This lesson's goal was vague. However, I was able to experience "Teaching English".

Critical Incident 2 (December 2014, Elementary School X): Our lesson was more or less improved in that I was able to conduct it on scheduled. I found ^{h a v e a c o n n e c t i o n w i t h s t u d e n t} new problem that I have to understand and I realized that teachers and students have connection in the class, and we have to have.

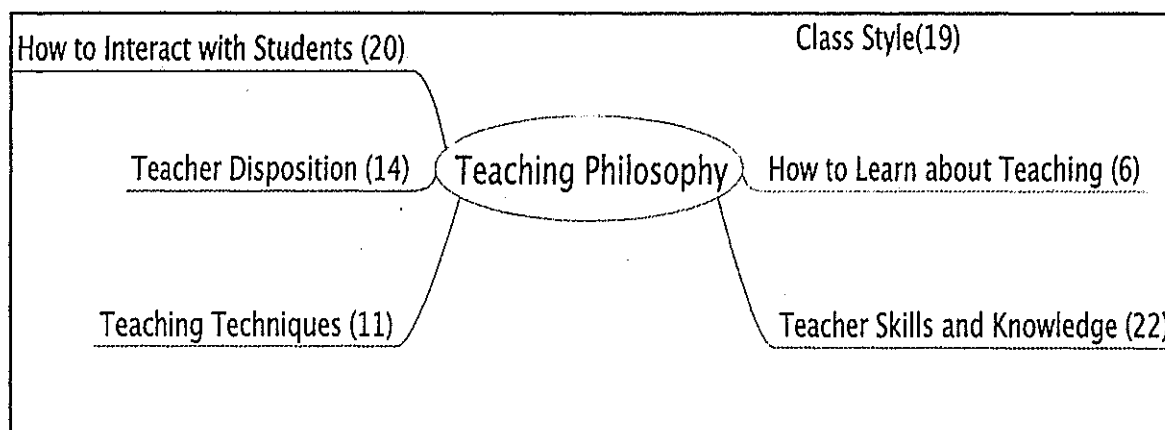
second CI, the teacher discussed the importance of students and teachers having a “connection.” This theme fell under the code *Student Principles*, which was used to code anything that mentioned how student characteristics should be considered when teaching. It is important to note that the hierarchy was more than categories to themes. For example, in the case of Critical Incident 2 in Extract 2, the theme *have a connection with students* was under the code *Student Principles* which served as a subcode for *Principles*.

5. Results

5.1. Students' *Teaching Philosophy*

Figure 3 shows the teaching philosophy of 28 ETM students. Students' *Teaching Philosophy* fell into six categories: *Teacher Skills and Knowledge*, *How to Interact with Students*, *Class Style*, *Teacher Disposition*, *Teaching Techniques*, and *How to learn about teaching*. This section will discuss the three most frequent categories. The largest number of ETM members, 22, wrote that they considered *Teacher Skills and Knowledge* to be important. Examples of skills and knowledge which students thought were important are pronunciation, subject knowledge, and teacher language skills. Extract 3, below, shows student writing about the aforementioned skills/ knowledge. It should be noted that we have not edited student writing for errors.

Figure 3. *Teaching Philosophy*



Extract 3. Examples of *Teacher Skills and Knowledge*

(Language skills) Develop 4 skills reading, listening, writing and speaking in balance. -I should keep on studying English. Studying for TOEIC and Eiken, staying touch with my friends in the US and hanging out with international students in Iwate University or native speakers in Morioka would be good ways.

(Pronunciation) These are my thought about Characteristics of a good English teacher. Teaching with good pronunciation Good pronunciation is very important when we teach language because we cannot communicate well without good pronunciation. Moreover, we need correct pronounce as a teacher who teaches a foreign language. I want the students to have a longing to speak or use English fluently and have a motivation to learn English.

(Language skills) Grammar and Vocabulary are the foundation of learning foreign language including English. If English teachers can teach them simply and clearly, students cannot show an allergic reaction to English. Especially, Acquiring them is effective to read accurately, I think.

(Teacher as a model) Teachers have to be a model. If teachers can answer students' questions, students trust the teacher.

The second category was *How to Interact with Students*. ETM members felt that understanding students strengths and weaknesses, likes and dislikes, interests, levels, etc. as well as developing them as human beings was an essential part of teaching.

Extract 4. Examples of *How to Interact with Students*

(Understanding students) First, understanding students is important. Without it, I cannot notice what students needs in English class and I may provide extra things which causes some misunderstandings. Especially, English is related with communicative activities and it is a way of communication, so I think understanding it is needed to bring out students' interest and attitude for learning English.

(Understanding students) If there are students having weak point consciousness, teachers should create lessons appropriate for each student's level. For example, we give activities depending on the circumstances in the freer activity.

There were 20 ETM members who considered *How to Interact with Students* important for their teaching philosophy. In Extract 4, anything coded with the key word *Understanding students* indicates that teachers should grasp each student's characteristics. After that, they should conduct their classes depending on their students needs.

The third category was *Class Style*. In terms of class style, ETM members felt that there should be many opportunities to use English, the content should be personalized, the class should be enjoyable, and the teaching should be student-centered. Extract 5 shows examples of ETM members' ideal class style.

Extract 5. Examples of *Class Style*

(Opportunities for use) From my experiences, JHS students do not prefer listening to lectures, and thus I want to provide them with a lot of opportunities to use speak and write English.

(English is communication) I want to provide students with enough experiences so that they can regard English as a communication tool. Many students learn something new from real experiences, so teachers have to provide them with many opportunities to interact with each other so that they can think that English is one of the communication tools.

There were 19 students who wrote about *Class Style*. In Extract 5, *Opportunities of use* means that students consider that they should give students enough opportunities of using English in English class. *English is communication* means that students want to conduct their English class for the purpose of communication.

The other teaching philosophies were classified into *Teacher Disposition*, *Teaching Techniques*, and *How to Learn about Teaching*. Briefly, *Teacher Disposition* was the required skills as a teacher such as flexibility and honesty. *Teaching Techniques* was how to use materials and conduct their classes. *How to Learn about Teaching* described how they could improve their teaching skills.

5.2. Student-teacher Development between ETM 1 and ETM 3

To demonstrate how ETM members developed, we will compare the teaching principles they discovered in their teaching experiences in ETM 1, 2 and 3, respectively.

Figure 4. CIs Experienced in ETM practice teaching

ETM 1 CI (ES School) N = 24	
<p>1. Guiding principles for teaching (18)</p> <p>a Designing a lesson (2)</p> <p>b In-class skills (12)</p> <ul style="list-style-type: none"> - Adapt to the occasion (3) - Conduct class with confidence (1) - Prepare for unexpected (1) - Proper amount of explaining (1) - Teacher Talk (5) - Time Management (1) <p>c Preparation (3)</p> <p>d Student principles (1)</p> <p>2 Others (10)</p>	
ETM 2 CI (ES School) N = 26	ETM 3 CI (JHS School) N = 26
<p>1. Guiding principles for teaching (22)</p> <p>a Designing a lesson (2)</p> <p>b In-class skills (8)</p> <ul style="list-style-type: none"> - Atmosphere (1) - Give rules (1) - Quick decisions (1) - Student thinking time (1) - Teacher Talk (3) - Time distribution (1) <p>c Language learning principles (2)</p> <p>d Preparation (3)</p> <p>e Student principles (7)</p> <ul style="list-style-type: none"> - Connect with ss (1) - Learners' cultural background (1) - Predict s behavior + emotions (1) - Dealing with shy students (1) - Students want to have fun (1) - Students are active (1) - Understand students (1) 	<p>1. Guiding principles for teaching (24)</p> <p>a Designing a lesson (8)</p> <ul style="list-style-type: none"> - Clear goal (2) - Lesson plan = creative (1) - Methodology (1) - Small steps (1) - Purpose (1) - Sequencing (2) <p>b In Class Skills (7)</p> <ul style="list-style-type: none"> - Brief instructions (2) - Demonstrations (1) - Guidance in free activity (1) - Teacher Talk (3) <p>c Preparation (1)</p> <p>d Student Principles (8)</p> <ul style="list-style-type: none"> - Look at students (3) - Understand student needs and abilities (1) - Understand student levels (2) - Understand students (1) - Whole vs. Individual (1) <p>2 Others (14)</p>

Figure 4 shows *The guiding principles for teaching* that ETM members discovered through their teaching experiences (ETM 1 CI to ETM 3 CI). The guiding principles fell into five categories: *Designing a lesson*, *In-class skills*, *Language learning principles*, *Preparation*, and *Student principles*. Here, we would like to discuss three categories that show how student learning evolved between ETM 1 and ETM 3.

The first category is *Designing a lesson*. ETM 1 CI shows two CIs about *Designing a lesson*, and ETM 2 CI does as well. However, ETM 3 CI shows 8 CIs about *Designing a lesson*. Extract 6 below shows examples of *Designing a lesson*. The student in ETM 1 CI mentioned the need of an understandable class but did not mention about how to achieve it. On the other hand, *Designing a lesson* remarks in ETM 2 CI and ETM 3 CI referred to how the lesson should be changed, in other words, how to make an understandable class.

Extract 6. Examples of *Designing a lesson*

ETM 1 CI (June, 2014, Elementary School): I noticed that we must make the lesson plan ES student can enjoy. Besides, it needs to be understandable. It is not good that lesson plan is not match them

ETM 2 CI (December 2014, Elementary School): Through the teaching in elementary school, I find that sustaining student's interest is very very difficult. Too easy task is not good, and too difficult task is not good, so challenging task is need in lesson. I think it is important that in weaving the contents that students know and unknown. Contents that is known by students is for example, the thing acquired until last lesson, common sense.

ETM 2 CI (December 2014, Elementary School): We did quiz game, however, every group had same answers, so it was not fun for students. From this incidents, we thought the way which each group have different answers. To tell the truth, we had a good class, so we were very satisfied our class.

ETM 3 CI (July 2015, JHS): At least, we could have noticed that we need to add more small steps in the plan. So when I do teaching practice, I will take care of it and make more understandable class.

ETM 3 CI (July 2015, JHS): I thought we must focus on a goals, and lead students. It's important to set clear goals.

The second category is *In-class Skills*. 12 ETM members mentioned about that in ETM1 CI. For instance, the ETM 1 CIs in Extract 7 below show *Adapt to the occasion* and *Conduct class with confidence*. Some ETM 1 members had trouble adapting to the occasion. The ETM 2 CIs show two in-class skills: *Give rules* and *Teacher talk*. Many of the ETM members did not feel nervous teaching and noticed that they could conduct the class using only English. Lastly, the ETM 3 CIs referred to the following in-class skills: *Demonstration* and *Brief instructions*. Here, many students wrote that brief instructions and using easy English are important when they give a class in English.

Extract 7. Examples of *In-class Skills*

ETM 1 CI (June, 2014, Elementary School): Only talking make students boring. Explanation is always necessary but they don't like only listening. It must be short and easy better. I need to think about the balance of their talking and listening. It is my ideal. (Adapt the occasion)

ETM 1 CI (June, 2014, Elementary School): We taught in the grades first time. We tried that we had small steps. We felt nervous however our nervous traveled students. It is important for us that we have confidence in our ability and smile. (Conduct class with confidence)

ETM 2 CI (December 2014, Elementary School): Although we planned the game as last activity, the students did not use English very much. The class was just fun... I learned the importance of giving rules. (Give rules)

ETM 2 CI (December 2014, Elementary School): I thought that the explanation by simple English and little Japanese is good. In addition to that, I thought that we have to speak to them loud voice and devise ways of explanation to make the students listened to me. (Teacher talk)

ETM 3 CI (July 2015, JHS): I learned that demonstration was very important. Students could not understand our explanation in English very much. So, we must use many demonstrations. When we used demonstrations, students could understand much easier. (Demonstration)

ETM 3 CI (July 2015, JHS): "1 instruction for 1 activity" is important, because if teacher say 2 or more instruction, it is difficult to understand for student what they should do. And I think the main role of class is students. So I think let student do many activity by little teacher's instruction is good. (Brief instructions)

Within the guiding principles, one can see that the number of *Student principles* increased significantly after ETM 1. Extract 8 shows that *Student principles* in ETM 1 CI refer to how to handle shy students in the class. One can also see that the nature of *Student principles* also evolved. In ETM 2, many of the principles referred to how to handle students in the class. Those in ETM 3, however, take a more long-term perspective and discuss the important of understanding students and their various characteristics in general. Extract 8 below shows samples of the *Student principles* written in the ETM 1 to 3 CIs.

Extract 8. Examples of *Student principles*

ETM 1 CI (June, 2014, Elementary School): There were some shy students, so they couldn't speak in public. We should do a rehearsal carefully and suppose various situation. We made small groups, so there were some situations that didn't share their opinions. But I think it's important for them to share their opinions and broaden their thoughts.

ETM 2 CI (December 2014, Elementary School): My critical incident 2 show that predicting students' behaves in English classes is very difficult. I think that predicting only student' behaves is not enough. Teacher have to think about students' emotions because they behave from emotions. In critical incident 2, I used important word: "shy". This word has many meaning in English education. This is related to making classroom atmosphere that students feel easy to use and speak English.

ETM 2 CI (December 2014, Elementary School): I taught in the same class the first term. We thought students want to do funny activity. So we incorporated conversation more than before class.

ETM 3 CI (July 2015, JHS): How to teaching English at JHS was quite different from that at ES, so we have to understand students' situation and learners' learning levels. Besides I would like to get two views that I look whole students and one by one.

ETM 3 CI (July 2015, JHS): Through the experience I understand that I should know and consider the more detailed needs of students. If we had considered student's ability more, we could have prepared more understandable class.

6. Discussion

6.1. The Principles that Govern Student-teachers' Teaching

Firstly, 22 students noticed that they have to improve their English skills as an English teacher. Especially, they thought that pronunciation was important for becoming a professional English teacher. In *How to interact with students*, one ETM member wrote, "Teachers have to be a model. If teachers can answer students' questions, students will trust the teacher" (Extract 3). This means that if the teacher's skills are not sufficient, students will not trust the teacher. Thus, it could be difficult to make a good relationship with students. Through the three experiences in elementary school and junior high school, ETM members realized that their English skills should improve.

Secondly, ETM members thought they have to understand each student well. This was often difficult for them to do because each time they taught at a local school, they were meeting students for the first time.

Thirdly, many ETM members wrote about the importance of providing opportunities for using English in their classes. This means that they understand the importance of CLT in the current situation. Concerning the importance of communication, one ETM member wrote in Extract 5, "Many students learn something new from real experiences, so teachers have to provide them with many opportunities to interact with each other so that they can think that English is one of the communication tools." Most ETM members thought that they have to give sufficient opportunities for their students to communicate with others in English.

6.2. The Nature of Student-teachers' Development in ETM

Here, we would like to discuss about three matters. The first matter is *Designing a lesson*. As mentioned in Extract 6, ETM 1 CIs mentioned the need of an understandable class but did not mention about how to achieve that. On the other hand, the ETM 2 CI and ETM 3 CIs referred to how we should change the lesson, in other words, how to make an understandable class. It means that they became able to solve problems by themselves. However, more research is necessary to determine the extent to which this

result was caused by the ETM teaching practice. On the other hand, we can say that the type of school where the teaching practice occurred can be related to the CI topics. While the teaching practices of ETM 1 and 2 are held in elementary schools, that of ETM 3 is held at a Junior High School. So ETM members have to pay more attention to make a lesson plan that includes the 4 skills: reading, listening, writing, and speaking. Therefore making lesson plans would be more challenging for them.

Secondly, we would like to focus on *In-class skills*. As mentioned in Extract 7, some ETM 1 members felt nervous in the class and had trouble adapting to the occasion. However, few ETM 2 members mentioned this. So it can be said that they were accustomed to doing a class and did not feel this kind of anxiety. In addition, many ETM 2 members tried to conduct the class in English and experienced trouble with this. ETM 3 members also experienced this kind of situation. Both ETM 2 and 3 members regretted that they did not give briefer instructions and used simpler English so that students could understand even if the ETM members used only English. Furthermore, it can be argued that the view of ETM members became wider. When they were in ETM 1, they would mainly think about themselves. However, in ETM 2 and 3, they showed that their focus shifted more on the students and less on themselves.

Thirdly, we will discuss *Student principles*. This was particularly written about in ETM 2 and ETM 3. In ETM 2, ETM members tried to create a fun atmosphere and make students active. However, ETM 3 members tend to learn something new about students in ETM 3. For instance, they could “understand students’ needs and abilities” or “understand students’ levels.” It is our belief that this change in understanding of students could be related to the type of school where the teaching practice occurred. That is because in Junior High School ETM members must teach a target grammar item and students must learn it. In other words, ETM members must be more aware of the students’ levels. So they seemed to notice that understanding students is really important at Junior High School.

7. Conclusion

As we wrote in the beginning of the paper, the ultimate goal of ETM is for student-teachers to become capable of developing their own CLT practice. The

EP serves as a means for student-teachers to document their development. An examination of ETM members' EPs shows that, in terms of teaching philosophy, they favored learner-centered teaching and active learning. Therefore, their philosophy is likely compatible with a CLT approach. In terms of their development, their CIs from ETM 1 to 3 show that ETM members started to concern themselves more with understanding learners as well as the fine details of designing a lesson. After only three teaching experiences, it is hard to discern student teachers' specific development trajectories, however, one can understand that they are developing principles through these experiences which will inform their teaching.

We would like to conclude this paper with areas for future inquiry. First, very few ETM members linked their *Teaching Philosophy* to their CIs. Therefore, we could not discern the type of impact student-teachers' CIs had on their teaching philosophy. Second, we would like to trace student-teacher development beyond ETM 3 to their teaching practice. Third, ETM Members do not relate their experiences with their understanding of theory such as CLT. We hope to accomplish this with ETM students this year. Future EP designs will need to encourage students to not only recount their experiences and philosophy but also discuss these implications on their understanding of theory. Fourth, we took a phenomenological approach in terms of categorizing ETM member CIs. To better understand how their CIs relate to ETM goals, next time we should consider categorizing CIs under the course goal categories given in section 3.

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