8. Discussion

8.1. Introduction

Barnard and Nguyen (2010) advise that teachers are the "executive decision-makers" in charge of implementing change in the classroom; therefore, without their support, "a curricular innovation is likely to fail, or at least have its aims subverted" (p. 78). This study discovered a mismatch between the CLT approach implicit in the new textbooks and the actual approaches used in the classrooms by Akira, Bonda, Chikara and Daiki. This final chapter of the thesis aims to explain the reasons for the divergence, by drawing together the data from earlier chapters and moving the discussion to a broader conceptual level. Sections 8.2-8.4 answer the three central research questions in relation to the textbooks, attitudes of the participants, and their use of the textbooks in the classroom. Section 8.5 then reduces the data into two theoretical models to compare the CLT implementation constraints faced by teachers in regular Japanese high schools (8.5.1) and the *Kosen* (8.5.2). Following the discussion of these constraints, Section 8.6 suggests possible solutions, Section 8.7 advises on the limitations of the study and Section 8.8 discusses possible avenues for further study. Section 8.9 concludes by describing the unique design of the study and its contribution to the field.

8.2. Textbook orientations

This section answers the first of the three central research questions:

How do the previous MEXT-mandated and new CLT-oriented textbooks differ?

Based on the findings in Chapter 4, Table 8.1 illustrates that the textbooks orient towards opposing educational paradigms (transmission-based and interpretation-based) as described by Wedell (2003) (see Chapter 2, Subsection 2.2.3).

Table 8.1 Summary of textbook orientations

Vivid: Transmission-based paradigm (Yakudoku approach)	OTG/OTM: Interpretation-based paradigm (CLT approach)
- *Teacher-centred knowledge*. Extensive teacher's pack. Knowledge withheld from learners.	- *Learner-centred knowledge*. Learners' books contain necessary info for self-study.
- *Reading comprehension emphasis*. Passages dominant. Teachers have full translations and further info.	- *4-skills integrated*. Opportunities for extended speaking, reading and listening, but writing limited to words and phrases.
- *High structure exercises*. Only one correct answer (from teacher's pack).	- *Low structure exercises*. Students can create meaning from the text.
- *Form-focused exercises*. Drills practise pronunciation, vocabulary and syntax.	- *Meaning-focused exercises*. Activities require students to share meanings and construct their own answers.
- *Instructions and explanations in Japanese.*	- *Instructions and explanations in target language (English).*
- *Linear progression*. Vocabulary and sentence structures increase in difficulty.	- *Self-contained chapters*. Users can select route through textbook.
- *Knowledge transferred as facts without room for negotiation.*	- *Learners requested to share opinions about the content.*

Although Table 8.1 is a simplification, its aim is to highlight the different orientations between the textbooks and the potential difficulties that the teachers and students could face as they changed from one style to the other.

Vivid fits within the transmission-based paradigm (Wedell, 2003). The teacher's pack contains extensive information, withheld from the students. The aim is for the teacher to give knowledge related to the extended reading passages and provide the correct answers to the textbook drills. Except for the final chapter, the students' exercises do not provide opportunities to produce language creatively or express their opinions. Instead, the exercises are highly structured, requiring short responses and accurate language reproduction. Within the transmission-based paradigm, the textbook is inclined toward the *yakudoku* approach (Gorsuch, 1998; Hino, 1988). The chapters in *Vivid* increase in difficulty based on the sentence structures that they focus on. The teachers receive an annotated textbook, highlighting the structures in the reading passages; moreover, the textbook contains their explanations and practice drills. Japanese is central to the textbook, because it is used for translations of some key words, and all of the explanations and instructions. In addition, the teacher's pack translates the reading passages in minute detail. Therefore, the nature of the *Vivid* textbook reinforces

the findings of other studies of MEXT-mandated textbooks (Browne & Wada, 1998; Gorsuch, 1999; LoCastro, 1997; McGroarty & Taguchi, 2005; Pacek, 1996; Rosenkjar, 2009) (see Chapter 2, Subsection 2.5.7).

In contrast, *OTG* and *OTM* orient toward the interpretation-based paradigm (Wedell, 2003). Students can use the textbooks without the teacher, because they have access to materials at the back of the textbook (CDs, transcripts, and translations of key words and phrases). Moreover, the content encourages students to express their opinions and relate to their own experience. The units are self-contained, so the students and teacher can select the sequence and focus on the areas that meet their needs. The strength of the CLT orientation could be challenged, because the textbooks contain some structured, low output activities and the texts are *pseudo-authentic* (simplified to simulate communicate situations and functions). Nevertheless, *OTG* and *OTM* contain activities that encourage students to use language for meaning: "tasks that are mediated through language or involve negotiation of information and information sharing" (J. Richards & Rodgers, 2001, p. 165).

Ironically, although *Vivid* is a textbook mandated and approved by the Ministry of Education (MEXT), *OTG* and *OTM* contain learner-centred, communicative activities that mirror the "overall objectives" from the Course of Study. *OTG* and *OTM* could be the basis for developing "students' practical communication abilities such as understanding information and the speaker's or writer's intentions, and expressing their own ideas, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages" (MEXT, 2003a, Overall Objectives section, para. 1).

Despite the textbook orientations described above, it is normal for teachers to adapt them: "teachers do not teach material, they teach students and they use materials in the process" (Edge & Garton, 2009, p. 56). The next two sections respond to the research questions relating to the teachers' attitudes (8.3) and instructional practices (8.4).

8.3. The participants' attitudes to the textbooks

The second of the three central research questions asks:

How do the teachers perceive the textbooks, their teaching approaches and the constraints they face?

Although this question divides into three components, this section (8.3) focuses on the attitudes to the textbooks. Regarding the second component, the next section (8.4) discusses the teachers' conceptions of their teaching approaches. Responses to the third component indicated that, apart from issues related to the behaviour of students, the participants could not perceive any factors that might constrain their classroom practice. The freedom that the teachers felt and the uncertainty that it produced are discussed in the theoretical model in Subsection 8.5.2.

The participants' attitudes to the textbooks form two core categories: the contexts and difficulty level. These are explained in subsections 8.3.1 and 8.3.2 respectively.

8.3.1. Contexts

Apart from Bonda who supplied students with full translations on his worksheets, all the participants discussed the familiarity of the contexts in the textbooks.

In the case of *Vivid*, they felt that there were no contextual problems. The topics were easy to understand (Chikara) and interesting for teachers (Akira and Daiki). However, when asked, they seemed uncertain whether the students shared their enthusiasm. These responses supported the suggestion in Chapter 4 that the topics had been designed for the target buyers – the teachers. Moreover, the transmission-based nature of the content which aligned strongly with their teaching behaviours may have influenced the participants; rather than consider the students' interests, they focused on the ease of explanation.

In contrast to the familiar contexts in *Vivid*, the foreign locations and concepts contained in *OTG* stimulated a range of opinions. Daiki valued the information relating to foreign cultures, but he found some concepts hard to translate. He preferred *Vivid*, because it gave grammatical usage explanations that he could share. Akira asserted that the contexts were irrelevant to the students' everyday lives; therefore, he said that he struggled to explain sections and omitted many exercises. Chikara felt that he could share his knowledge with the students about Western cultures, because he had travelled to North America and Australia, but he struggled to explain the Asian contexts. Daiki said that he searched for the overseas locations on the Internet. These findings support the results of other studies in the East Asian context such as Leng (1997) and Burnaby and Sun (1989) in China, and Li (1998) in South Korea. The teachers in those studies reported pressure to explain foreign sociocultural issues that they did not understand. The perceived need to explain everything contrasted with one of the underlying aims of

the CLT-oriented textbooks, because many *Warm Up* exercises expected the students – not the teachers – to explore and discuss the new contexts. This perceived burden for teachers to explain to students could clarify two phenomena in the MEXT-mandated textbooks. Firstly, the standard textbooks contain extensive explanatory packs for the teachers (Browne & Wada, 1998). Secondly, the oral communication textbooks tend to be restricted to dialogues in school and classroom contexts (McGroarty & Taguchi, 2005). These trends may reflect a preference by JTEs to avoid textbook contexts that they could struggle to explain.

8.3.2. Difficulty level of the exercises

Although Chikara described the extraneous nature of the exercises in *Vivid*, the participants tended to focus on issues connected to two types of activities in *OTG*.

Firstly, Akira, Chikara and Daiki explained that the listening comprehension exercises were too difficult, due to the speed of the native speech on the CD. Chikara generalised that Japanese people are not accustomed to listening to English due to the lack of opportunities to use it with foreigners. His assertion is supported by OECD statistics that show that the population of foreigners in Japan is only 1.7 percent, and consists of people from mainly non-English speaking ethnic groups (China 29.6%; Korea 26.6%; and Brazil 14.1%). Moreover, the classroom studies, described in Chapter 2 (Subsection 2.4.2), illustrated the tendency to conduct *yakudoku* classes in Japanese with low English input (Gorsuch, 1998; Sakui, 2004; K. Sato, 2002). If the second grade students had experienced the CD from *Vivid* during their previous year at the *Kosen*, the listening activities focused on language repetition (dictation and choral repetition) and replaying information that the students had presumably read from the extended reading passages (see Chapter 4, Subsection 4.2.1.3). Therefore, the listening speed and new style of study, combined with unfamiliar contexts (see 8.3.1), probably caused the students to struggle to adapt.

Secondly, the teachers indicated that the lack of structure caused problems when they used the new textbooks. Daiki preferred *Vivid Workbook* and Bonda created his own worksheets, because they valued the concrete nature of these materials. Chikara asserted that it was too time-consuming to explain the procedures in *OTG*. This preference for highly structured activities supports the findings by Sakui (2007) that such activities facilitate smoother classroom management. It also explains the prevalence of mechanical activities in the MEXT-mandated textbooks (Browne & Wada, 1998; Gorsuch, 1999; McGroarty & Taguchi, 2005).

8.3.3. Summary

Due to the problems perceived in *OTG*, we can see the JTEs' inclination towards textbooks that they can use with minimal disruption (containing familiar contexts, background information, and simple exercises for students). Therefore, although Gorsuch (1999) asserts that the MEXT-mandated textbooks are designed to prepare students for entrance tests, responses in this study indicate that these textbooks suit the preferences of JTEs. Moreover, the next section (8.4) shows that these inclinations for simplicity and control were reflected in their use of the textbooks.

8.4. The participants' teaching approaches

This section answers the third research question:

> How do the teachers use the textbooks in the classroom?

Moreover, a sub-question asked, "how did the students participate?" The students exhibited low levels of participation and some resistance to the teachers. The JTEs discussed the student problems, (reported in 8.5.2.3), but this section (8.4) focuses on the teaching approaches. As outlined in Chapter 3, this study focused on the teaching approaches of Akira and Chikara, because Bonda did not use the textbooks and it was difficult to discern a pattern from Daiki.

Three main patterns formed in the teaching approaches of Akira and Chikara: (1) text-level focus, (2) sentence-level *yakudoku* and (3) teacher-led structured activities.

Both Akira and Chikara began new sections of the textbooks by using strategies that they believed would help the students to understand the text. Akira asserted that it was important for students to learn the recurring language structures and salient vocabulary at the beginning, because it would help them to translate sentences. Although *OTG* had no grammatical emphasis, Akira taught key phrases and vocabulary, and he said students needed to memorise these skeleton structures for his tests. In contrast, Chikara altered his text-level strategies between textbooks. He explained that he favoured "top-down processing"; therefore, before he began sentence-level descriptions of reading passages in *Vivid*, he asked students for the overall meaning. Due to the activity-focused nature of *OTG* and Chikara's concern for following the correct procedures, he translated instructions into Japanese and asked students to translate some of the vocabulary.

Following their text-level descriptions, both teachers used sentence-level *yakudoku* for reading passages in *Vivid*. For *OTG*, they both translated the listening transcripts from the back of the textbook. Chikara translated it after the students had completed the listening comprehension exercise. However, Akira claimed that students did not have the linguistic foundation to understand the content of the CD; therefore, his translation replaced the exercise. This concern that students needed to be taught language structures first in Japanese to facilitate understanding, supports the findings from the study by Sakui (2004).

Both teachers guided the students through exercises in a highly structured fashion. The two most common exercises for the students with both textbooks for both teachers were translating individual words into Japanese and choral recitation. Akira orally guided his students through exercises for both textbooks, providing translations and sometimes giving the answers for the students to repeat. Unlike Akira, Chikara used different approaches to the exercises in *Vivid* and *OTG*. As outlined in 8.3.2, Chikara asserted that *Vivid* contained superfluous exercises; therefore, he omitted them. In contrast, he frequently stated that it was important for students to speak and listen to English; therefore, he used pair-work and listening comprehension activities from *OTG*. However, he avoided exercises that required creative language production, because he believed that the procedures would be too difficult and time-consuming to explain (see Sakui 2007).

Unlike teachers who felt that they had to progress through textbooks at the same pace in studies by O'Donnell (2005) and K. Sato and Kleinsasser (2004), which seemed to hinder their capacity to make time for CLT, the *Kosen* teachers could progress independently, and Akira and Chikara both stated that they did not finish the textbooks. However, the patterns and reasons for the *Kosen* teachers' approaches indicated that they focused on helping students to understand the meaning or the structure. In other words, they both allocated the extra time to translating into Japanese.

In summary, although *Kosen* teachers had different textbooks to regular high school teachers, their patterns of teaching behaviours seem to match those found in the studies described in Chapter 2 (Subsection 2.4.2) (Gorsuch, 1998; O'Donnell, 2005; Sakui, 2004; K. Sato, 2002). Their classes tended to be teacher-led, highly structured, conducted in Japanese and focused on recurring linguistic items. In other words, although they covered most of the content, the participants adapted the new textbooks to the traditional *yakudoku* teaching approach. Only one teacher, Chikara attempted

more CLT-oriented activities, (listening comprehension and pair-work exercises), but he avoided letting students engage in creative language production.

The next section (8.5) proposes two theoretical models to explain the persistence of *yakudoku* in high schools and the *Kosen*.

8.5. Constraints

In order to explain the general lack of change from transmission-oriented *yakudoku* to learner-centred CLT shown in this study, this section proposes two theoretical models, which arose from the constant comparison of data from my study and the literature. The first theoretical model (Figure 8.1), based on the literature, aims to explain the factors influencing the lack of adoption of MEXT's communicative goals in many Japanese high schools (Subsection 8.5.1). The purpose of the second theoretical model (Figure 8.2) is to demonstrate how, although major factors differed in the *Kosen* context, the same teaching patterns occurred: teachers continued to use highly structured teacher-centred approaches (Subsection 8.5.2).

8.5.1. Japanese high schools

Figure 8.1 is a reproduction of the theoretical model from Chapter 2 indicating that, although sociocultural traditions may infiltrate the different components of the model indirectly, the tension between MEXT policies and the perceived influence of entrance tests directly affect teachers' attitudes and practices. This influence occurs both directly (yellow arrow) and indirectly via stakeholders (inside and outside the school), training and experience, the textbooks and the schools' internal factors. These factors were described in detail in Chapter 2 and created the framework for comparison with the *Kosen*. In the tension between MEXT and entrance tests to influence high school education, the entrance tests have had the advantage. However, the balance could gradually change in favour of MEXT's communicative policies due to increased globalisation or, more likely, by default due to the falling student population weakening universities' power (Kameya, 2009; McVeigh, 2001; Mulvey, 2001, 2009; Sasaki, 2008).
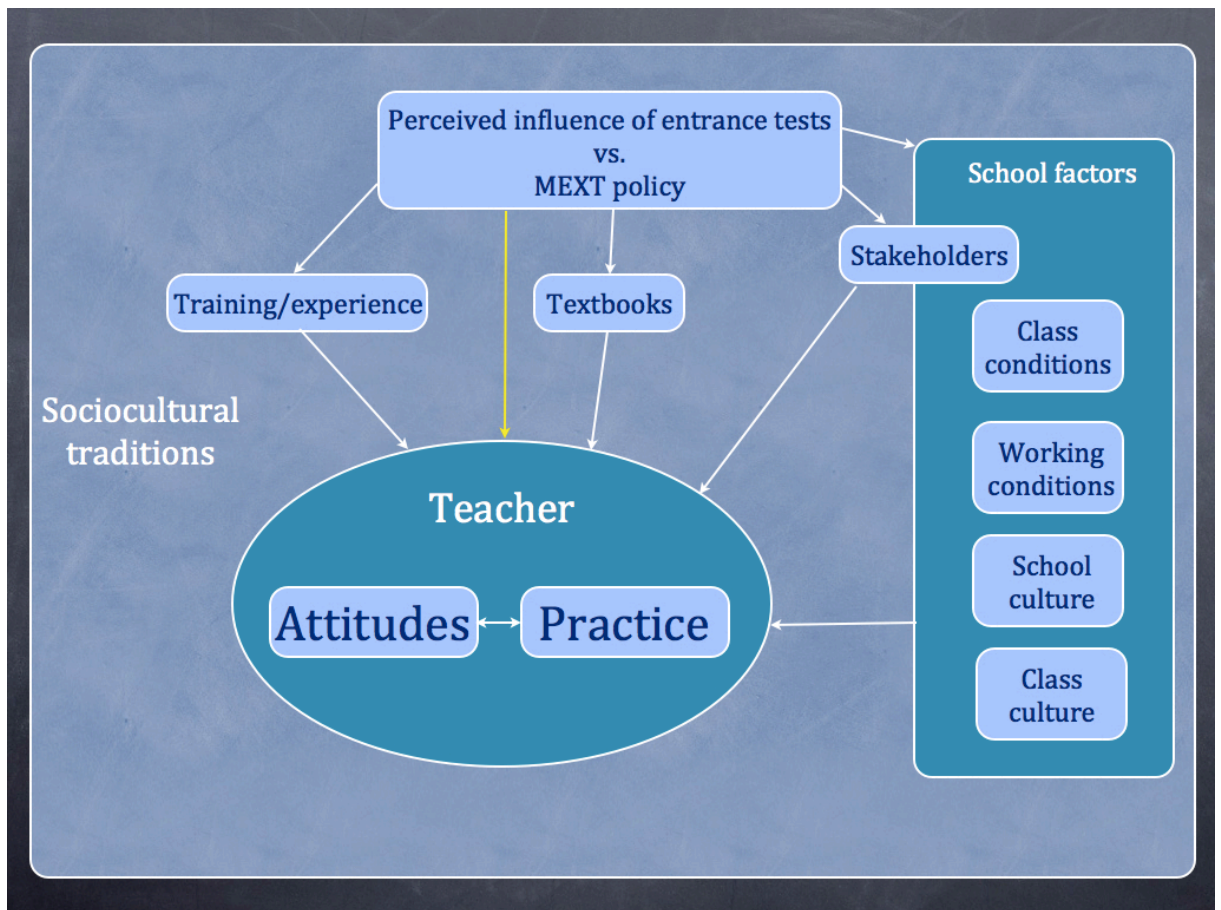
Figure 8.1 Factors influencing classroom dynamics in Japanese high schools

Therefore, factors in the *Kosen* context, as outlined in the next subsection (8.5.2), could indicate future trends as the influence of the entrance tests begin to wane

8.5.2. Kosen

The previous model (Figure 8.1) showed the strong external forces on practice in Japanese high schools in general. The *Kosen* teachers, however, perceived no such strong outside influences on their teaching approach (Figure 8.2).
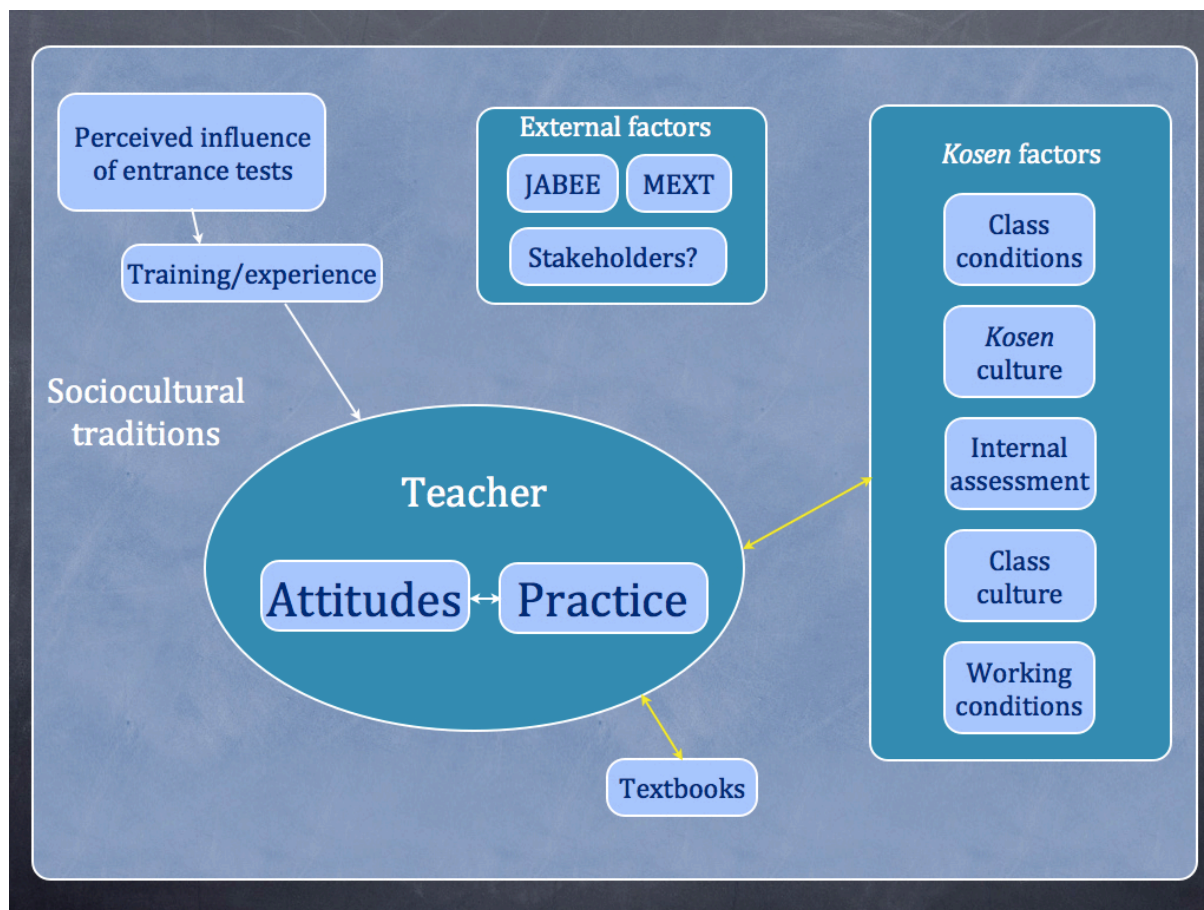
Figure 8.2 Factors influencing classroom dynamics in the *Kosen*

The *Kosen* model (Figure 8.2) indicates that, although evidence existed in the study that sociocultural traditions indirectly infiltrated teaching behaviours in a similar vein to high schools (8.5.2.1), other factors contained different dynamics. Firstly, the teachers did not perceive any external constraints from MEXT, the Japan Accreditation Board of Engineering Education (JABEE) or other stakeholders (8.5.2.2). Entrance tests may have influenced their school and training experiences, but all the teachers reported no such influence in the immediate *Kosen* context (8.5.2.4). In the high school model (Figure 8.1) a one-way factor from MEXT and entrance tests to the teachers could be seen to have an influence on practice. However, in the Kosen model, yellow double-headed arrows indicate an interactive influence between the teachers and (1) the textbooks (8.5.2.5) and (2) the internal factors (8.5.2.3), because the teachers had greater freedom to ignore or manipulate them.

8.5.2.1. *Evidence of sociocultural traditions*

There exists a danger in stereotyping societies, because countries contain diverse individuals and cultures, which are continually evolving; however, Japan shares a Confucian heritage with other East Asian countries (Carless, 1999). CLT approaches are

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based on values from British, Australasian and North American (BANA) institutions (Holliday, 1994b; Wedell, 2003). Following top-down CLT implementation attempts, Mainland China, Hong Kong, Taiwan and South Korea have all faced classroom adoption difficulties (Carless, 1999; L. Cheng, 2002; X. Cheng, 2010; Han, 2010; Leng, 1997; Li, 1998; Liao, 2003; C. Wang, 2002). Not all of the adoption issues stem from clashes in cultural values. However, Confucian values encourage learners to listen quietly and absorb knowledge from the teacher, which contrasts with the CLT emphasis on active learner-driven study (King, 2005; Lamie, 2004; R. Sato, 2009).

The observations in this study supplied evidence of the Confucian culture, because the teachers transmitted knowledge. However, although the students seemed to prefer passive study and many stayed quiet, there was evidence that some of them lacked respect and did not follow instructions (see 8.5.2.3). Therefore, although the Confucian traditions may have had some indirect influence, other factors played a stronger role, including the lack of pressure from entrance tests, described in the next subsection (8.5.2.2).

8.5.2.2.   *Absence of strong external factors*

When asked, none of the participants could think of any factors that might dictate their teaching practice (Subsection 8.5.2.3 describes the lack of internal factors). They denied pressure from any stakeholders such as parents or outside organisations. Chapter 1 described that JABEE sets standards for practical communicative education at *Kosens*. However, the teachers did not know the organisation's goals; they only recognised the paperwork that it created (Chapter 5, Subsection 5.8.4).

In the high school model, two divergent forces exist. Firstly, MEXT issues the "Course of Study" policy statements, which establish standards, regulate content and stipulate the hours per subject (Wada, 2002). These policies began overtly focusing on CLT from 1989 (Kikuchi, 2010). Secondly, entrance exams, which are independent of MEXT policies (Butler & Iino, 2005; Gorsuch, 2000). Top-ranking universities and the national Centre Test continue to assess students based on difficult reading passages and multiple-choice receptive items (J. D. Brown & Yamashita, 1995b; Kikuchi, 2006). Many high school teachers, under pressure from stakeholders such as parents, believe that *yakudoku* is the most efficient way to prepare students for these prestigious tests (Gorsuch, 2000; Watanabe, 2004).

However, these two major external constraints are absent from the *Kosen* model. Firstly, the *Kosen* participants asserted that MEXT policies had no relevance to their

context. Considering the weak influence of MEXT's policies for both *Kosen* and high school teachers, the major difference is the choice of textbooks, because the former group had the freedom not to use the MEXT-mandated materials (see 8.5.2.5). Secondly, in the *Kosen*, the lack of pressure to prepare for entrance tests created freedom for the students and teachers, but it also removed a source of extrinsic motivation (Chapter 5, Subsection 5.8.3.1).

The lack of external forces increased the importance of internal standards at the *Kosen*. However, the next subsection (8.5.2.3) indicates that a lack of principled internal goals and assessment criteria caused what could be termed a *"driftwood effect"*.

8.5.2.3.   *Kosen internal factors*

The high school model (Figure 8.1) explained the influence of (1) work and classroom conditions and (2) school and classroom cultures for the persistence of *yakudoku*. This subsection discusses these factors in relation to the *Kosen* and includes a third key area: internal assessment.

Regarding work and classroom conditions in high schools, problems arose from (1) large class sizes (30-40 students) making it hard to manage students in pair and group work (Nishino, 2008; Nishino & Watanabe, 2008; Sakui, 2007; Taguchi, 2002), (2) limited class contact hours to cover test preparation and communication (Nishino, 2008), and (3) intensive working conditions containing time consuming trivial jobs and meetings, which lead to stress and burnout and reduce the time available for core teaching duties such as lesson preparation and curriculum development (Cook, 2009; O'Donnell, 2005; Okano & Tsuchiya, 1999; Sakui, 2004; K. Sato & Kleinsasser, 2004; M. Sato & Asanuma, 2000; Shimahara, 1998).

In the *Kosen*, apart from the lack of time to complete the textbooks, noted by Akira and Chikara, none of the teachers complained about classroom or work conditions, which could indicate a weak influence of these factors on their teaching. Moreover, in comparison to high schools, the *Kosen* has smaller class sizes. Regarding work conditions, Daiki and Akira worked part-time; therefore, they only had teaching related duties. In contrast, Bonda and Chikara had various additional responsibilities. As a member of *Gakuseibu* (Student Affairs Division), Bonda dealt with student discipline and he was in charge of liaising with the *Gakuseikai* (Students' Union). In particular, he organised annual events such as the college festival and sports day. Moreover, he coached the table-tennis team almost every day, including weekends and holidays.

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Chikara was Head of the English department, but his homeroom duties kept him busier, due to various administrative duties.

It is possible, in the *Kosen*, that the students' conditions had a stronger impact on teaching. The *Kosen* struggled to recruit students; therefore, it attempted to entice them through increasing the number of sports scholarships (see Chapter 1, Subsection 1.2.1). Akira and Daiki asserted that the extensive hours dedicated to training had a detrimental effect on the students' energy levels and time for classwork and homework.

Internal assessment has a strong relationship to the *Kosen* culture. Unlike in high school cultures, dominated by perceived washback from university entrance tests, the *Kosen* experienced, what might be described as a *Driftwood Effect*. Metaphorically speaking, students could float towards the open sea of graduation without any effort, facilitated by the gentle currents created by their teachers. This phenomenon is explained below.

Studies have indicated that high school JTEs work together closely and tend to follow the lead of senior teachers; therefore, norms become reinforced and new teachers are socialised into the existing school culture (K. Sato, 2002; K. Sato & Kleinsasser, 2004; M. Sato & Asanuma, 2000). Colleagues may regard teachers as deviants if they do not follow the school norms (Hino, 1988; O'Donnell, 2005; Pacek, 1996). However, in this study, all teachers commented that they had no constraints: they had freedom to choose their own approaches to instruction. Moreover, Akira indicated that they could control 70 percent of the assessment to make it easier for students to pass. Unfortunately, this freedom caused (1) a lack of direction and (2) a cyclical fall in standards. The part-time teachers felt frustrated, because they had received no guidance from the college management and Chikara agreed that the *Kosen* needed assessment standards. In a similar vein to the high school described by Sato and Kleinsasser (2004), the teachers' meetings failed to discuss issues of methodology or targets. In the *Kosen*, the teachers tended to meet after tests to discuss the transfer of students between classes. Akira asserted that he received advice from a female colleague, but only how to run things, not how to teach.

Teachers at the *Kosen* claimed that students lacked confidence in their own English proficiency; therefore, combined with the freedom and lack of standards described above, their motivation seemed to fall. Akira and Bonda explained that the students did the minimum necessary to pass the credits and Daiki added that the club training was the priority over study. The results of the low motivation could be observed

in the classes, because the students often failed to participate and sometimes challenged the teacher's authority.

In summary, the driftwood effect caused uncertainty, compounded by a lack of training in the cases of Akira, Bonda and Daiki (8.5.2.4).

8.5.2.4.   Experience rather than training

Fullan (2007) describes teacher education as "the worst problem and best solution in education" (p. 278) and CLT is misunderstood widely (Holliday, 1994b; Thompson, 1996); therefore, training, both pre- and in-service play crucial roles in teacher adaptation (Markee, 1997). In Japan, as a result of a lack of practical training (Kizuka, 2006; Nagasawa, 2004; M. Sato & Asanuma, 2000), many JTEs reported that they did not know how to implement MEXT's communicative goals (Sakui, 2004; K. Sato & Kleinsasser, 2004) and tended to fall back on the *yakudoku* approaches that they endured as students (Kikuchi & Browne, 2009).

A similar situation existed in this study. Training tended to be less significant than experience for most participants, which perpetuated the status quo. As described in the previous subsection (8.5.2.3), the teachers did not discuss teaching methodology or classroom problems in meetings. Moreover, no internal training took place. Bonda attended compulsory seminars with high school teachers, but explained that their concerns differed from the *Kosen*, because they focused on entrance tests. Daiki indicated that he regretted not studying to improve his skills. Only Chikara seemed enthusiastic about reading methodology books, attending conferences and applying new approaches. He kept trying to improve, even though he sometimes had to give up ideas that did not work, such as an extensive reading class, where the students tended to use the perceived free time to sleep.

Lack of current training for most of the participants increased the importance of their experience from work and past education. Akira had trained in a different discipline and cited how he had learned from preaching as a pastor and living in Scotland. None of the participants seemed to remember their high school teachers; instead, Chikara and Bonda described their individual learning strategies from *mondaishu* (books containing university entrance test questions). Bonda felt that his university study had been too traditional due to the focus on translation and he could not remember the teaching-related credits. Daiki remembered advice from his undergraduate professor, but he indicated that he could not apply the theories. Only Chikara seemed to feel that his university study, especially his MA in education, had

helped to prepare him for teaching. Therefore, work experience had a stronger effect than past learning for Akira, Bonda and Daiki.

The lack of training, combined with the lack of problem-solving communication in meetings seemed to cause uncertainty. Akira could not find a solution to his students' poor behaviour. Daiki lamented that he lacked confidence in his English proficiency and lacked knowledge about how to teach. Bonda seemed to have a teaching approach matching his values, but indicated that he could not think of a better alternative. Chikara had the knowledge to theorise his teaching (Edge & Garton, 2009) lucidly during the interviews, but struggled to find a solution to non-responsive students.

This section indicated that the teachers felt uncertain about their teaching and this was caused partly by the lack of effective training for Akira, Bonda and Daiki.

8.5.2.5. Textbooks

All public secondary schools must use MEXT-authorised textbooks (Ishikada, 2005; R. Sato, 2010). JTEs have indicated that textbooks are the main influence on their instruction (Browne & Wada, 1998; Wada, 2002) and they use them rather than make their own materials (Gorsuch, 2000). However, the analysis of *Vivid* in Chapter 4 found similar results to other studies (Browne & Wada, 1998; Gorsuch, 1998; McGroarty & Taguchi, 2005; Pacek, 1996; Rosenkjar, 2009): the highly structured focus of these textbooks can hinder many teachers from employing CLT. However, the interviews and observations in this study indicated that textbooks had a weak influence. As shown in 8.3, when the teachers perceived problems in the textbooks, they adapted or omitted the exercises.

8.5.2.6. Summary

The first theoretical model (Figure 8.1), for high schools, indicated the external tension between the perceived washback effect from university entrance tests and the espoused government policies, which encouraged the perpetuation of *yakudoku* rather than a change to CLT (Subsection 8.5.1 and Chapter 2). The second theoretical model showed that, despite differences such as the lack of external constraints and the lack of pressure to conform, *yakudoku* continued in a simplified form. The lack of constraints and the lack of goals in the *Kosen* context led to feelings of freedom and uncertainty. This vacuum caused the *Driftwood Effect*, where teachers guided the students, simplified the instruction and adapted the assessment to help them to pass.

The *Driftwood* phenomenon leads to a cyclical decline in standards and motivation. The next section (8.6) suggests possible solutions.

8.6. Implications of the research

Based on the problems that arose for the teachers in this study, this section suggests three areas of solutions from the perspectives of (1) textbook improvement, (2) *Kosen* improvement and 3) teachers' professional development.

8.6.1. Textbook improvement

Despite the criticisms of Japanese textbooks for their lack of communicative content (Browne & Wada, 1998; Gorsuch, 1998; McGroarty & Taguchi, 2005; Pacek, 1996; Rosenkjar, 2009), the textbooks in this study failed to act as agents of change (Hutchinson & Torres, 1994). Although *OTG* encouraged learning within the interpretation-based paradigm, the teachers adapted it to a transmission-based perspective. They omitted or adapted low-structured creative language production activities in favour of mechanical low-output exercises and gave extended explanations about the language, instructions and topics in Japanese. When the teachers tried to elicit responses from the students – especially if they required English utterances – they often faced silence, long pauses or inaudible responses. Moreover, the interviews indicated that the teachers focused on and struggled with helping their students to understand the content in *OTG*. In particular, they found it hard to explain the foreign concepts and cultures, and they believed that the students could not understand the listening material. The interviews and observations indicated that the teachers preferred textbooks that facilitated simplicity and control: they favoured familiar contexts (or context-free topics) and simple exercises.

Although it is inevitable and even desirable that teachers will adapt textbooks to their – and hopefully their students' – strengths, needs and preferences, textbooks can be useful agents of change when they provide security to the practitioners (Hutchinson & Torres, 1994). The question arises:

How could textbooks like *OTG* and *OTM* be improved to achieve CLT-oriented changes with transmission-oriented EFL teachers?

Unlike *Vivid*, which focused on low-output mechanical activities that drilled language structures and omitted key information from the students' textbooks (but not

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the teachers' pack), the strengths of *OTG* and *OTM* lay in their focuses on meaning, empowerment of students, and opportunities for personalised and creative communication. However, some structural changes could be made to improve the ease of use of the new textbooks.

1. *Role Play* was omitted or adapted by all the teachers. The teachers explained that it was too time-consuming to explain. Moreover, both students receive the same information from the same page. This type of activity could be improved by asking the partners to turn to different pages in the textbook and creating information gaps. This format would make it clear that students had to find/give certain information from/to their partners and simultaneously provide a goal for the communication.

2. Teachers tended to avoid the *Warm Up* exercises that required students to discuss the pictures. These free-talking exercises had the potential to motivate them to share their opinions and use language creatively. However, Akira explained that the students could not relate to the contexts, Chikara struggled to make his students speak, and the analysis in Chapter 4 revealed that the questions often assumed that the students had travelled overseas. Using familiar contexts or providing more information for the students to discuss could improve these exercises.

3. Only Chikara, who taught the highest proficiency learners, used the listening comprehension questions. However, Chikara shared the same opinion as Akira that students struggled with this type of exercise. These exercises in OTG and OTM tended to require minimal output from the students, but the teachers believed that the students struggled with the speed and the content. Before attempting this type of exercise, activities to build the students' linguistic knowledge could help to smooth the transition.

4. Although the teachers received an extensive teacher's pack for Vivid and smaller teacher's guides for OTG and OTM, none of them used these materials except for Daiki, who used Vivid's annotated teacher's book. However, the difficulties that the teachers faced when they tried to explain foreign contexts and concepts indicate that these textbooks needed more information. These problems indicate that western publishers ought to research the kind of information that they could add to help users understand some of the foreign situations.

8.6.2. *Kosen* improvement

This study showed that the *Kosen* teachers considered MEXT policies to be divorced from reality. This finding supports several other studies (Kikuchi, 2010; Kikuchi & Browne, 2009; Nishino & Watanabe, 2008). However, they also explained that they faced no pressure to follow any external forces such as MEXT, JABEE or the entrance tests. The lack of external factors combined with a lack of internal standards led to the emergence of the *Driftwood Effect* (see 8.5.2). In other words, a lack of goals, standards and guidance combined with the freedom to develop their own assessment led to the de facto departmental goal of passing as many students as possible. It consequently caused a cyclical decline in student effort and in the amount of material taught and assessed. This *Driftwood effect* is embedded in the technical culture. Sato and Kleinsasser (2004) distinguished between two types of technical cultures: *routine/uncertain learning impoverished* versus *non-routine/certain learning enriched*. The *Kosen*'s technical culture clearly falls into the former category, where teachers (1) feel uncertain about their teaching practice and students' learning, (2) engage in routine instructional practices, and (3) report a lack of communication about teaching issues among colleagues (K. Sato & Kleinsasser, 2004).

The uncertainty among the teachers could be overcome through a collaborative problem-solving strategy between the teachers and the management called "capacity building with a focus on results" (Fullan, 2007, p. 11). Capacity building creates conditions that enable school managers and teachers to engage in continuous improvement. In the *Kosen*, discussions could focus on the reduction of administrative duties and an increase in time provided for professional development. The focus on results provides some responsibility and standards. Stricter criterion-based examination standards could encourage the students to make more effort and provide more direction for the teachers.

Some discussion is also needed regarding the focus on sports clubs. Chapter 1 described the focus on recruiting students through sports' scholarships. Moreover, Akira and Daiki both commented that the extensive daily sports' training was detrimental to the students' study and awareness of life outside the sports' ground. The *Kosen* could consider introducing academic scholarships and capping the time spent on sports training.

The suggestions above can be undertaken in other institutions facing similar contextual conditions to the *Kosen*. The next subsection (8.6.3) focuses on teachers' professional development.

8.6.3. Teachers' professional development

In this study, all the participants had found some passion for learning English during their post-high school lives. Akira had lived in the UK and wanted to share his cultural experiences. A university professor who had taught about "English only" approaches had inspired Daiki. Moreover, Bonda and Chikara had both continued their studies to post-graduate levels. However, they struggled to relate these learning experiences to helping the students and none could remember positive learning memories from their high school days. Rather than receive inspiration from their high school teachers, they had tended to study alone from university entrance test preparation textbooks. Test preparation methods became irrelevant at the *Kosen*, because most students did not study for entrance tests and the new textbooks emphasised a change toward CLT. Due to this mismatch between their educational backgrounds and the *Kosen* context, the need for continuous professional development with a focus on problem solving became critical.

This lack of teacher training becomes more critical in contexts of educational change. The teachers are the most important resource in educational improvement, because they are the "executive decision makers in the actual setting in which the intended innovation is to be realised – the classroom" (Canh & Barnard, 2009, p. 21). If teachers are involved in the process of making educational innovations work, it can be a chance for them to feel ownership of the changes and upgrade their professional capacity (H. Wang, 2008). However, "the training of teachers for each and every innovation that comes their way will only serve to strengthen the 'oh no, not again' feeling and reinforce and justify their resistance to externally imposed change" (Karavas-Doukas, 1998, p. 50). Instead, Karavas-Doukas (1998) asserts, "Teacher education must ultimately aim to develop teachers' capacities to deal with change, so that they actively seek to experiment and improve their teaching practices and their students' learning" (p. 50). Moreover, Garton (2008) advises that concepts such as the "best method" and "good teaching" should "be abandoned in favour of the recognition of diversity in teachers" (p. 83). Instead, the focus should be empowerment of teachers, enabling them "to become more aware of who they are as teachers, what they do and why, thereby allowing them to establish their own professional development agenda"

(Garton, 2008, p. 85). However, teachers in this study, apart from Chikara, tended to rely on routines developed from experience in a similar vein to the teachers in the study by K. Sato and Kleinsasser (2004).

Action research (AR) is increasingly seen as one of the most powerful ways for teachers to improve their practice (K. Richards, 2003). AR contains two main elements. Firstly, a "reflective practice" dimension: "taking a self-reflective, critical and systematic approach to exploring your own teaching contexts" (Burns, 2010, p. 2). Secondly, action "to intervene in a deliberate way in the problematic situation in order to bring about changes, and, even better, improvements in practice" (Burns, 2010, p. 2). Burns (2010) adds that this research process also includes the systematic gathering of data to understand the initial problem and to evaluate the implemented changes.

AR can be individually empowering for teachers, but this approach becomes more powerful when it is done collaboratively, because the processes "strengthen the opportunities for the results of research on practice to be fed back into the educational systems in a more substantial and critical way" (Burns, 1999, p. 13). The teachers in the *Kosen* worked for their classes and administrative duties without discussing their practice or common problems. Instead, following a collaborative approach to AR, teachers could work together to examine the constraints that they face collectively and increase the potential for whole school changes from the bottom up.

For practitioners in Japan, common options to learn about AR tend to be restricted to distance-learning Master's degree programmes, through universities outside Japan. One exception is the AR programme at Nagoya University of Foreign Studies (NUFS) founded by Kazuyoshi Sato (Mutoh, Sato, Hakamada, Tsuji, & Shintani, 2009). Teacher-researchers in the NUFS programme participate in a yearlong AR cycle. The participants meet at monthly workshops to hear ideas from university professors and share their AR experiences. This form of AR contains much more structure and guidance than is typically found in recommended versions of action research which may focus only on individual teacher researchers (e.g., Nunan, 1989). It introduces a collaborative element, which breaks down teacher isolation and enables teachers to learn from each other (Burns, 1999). It also means that teachers do not need to be involved in full versions of AR but can deepen their understanding of practice while using the basic premises of AR. My study indicates that JTEs prefer guided study; therefore, more programmes following the model at NUFS can help to promote the spread of AR in a way suitable for the Japanese context.

This section (8.6) moved the discussion beyond the common problem of incompatibility of CLT innovations in EFL contexts and the *Kosen* to suggest some solutions from three perspectives: (1) textbook improvement, (2) *Kosen* improvement and (3) teachers' professional development. The next section (8.7) outlines the limitations of this study.

8.7. Limitations of the research

This study was restricted to a small sample size (four teachers and two textbooks) in a unique teaching context. Therefore, the results of this study cannot be generalised to a wider population. However, such generalisation is assumed mainly from research within the (post) positivist paradigm; in contrast, this study is situated within the constructivist paradigm of qualitative research (see Chapter 3, Section 3.2). Therefore, this thesis focused on providing rich descriptions to allow readers to understand the context in sufficient detail to draw their own conclusions (Duff, 2008; Edge & Richards, 1998; Stake, 2003; Stake & Trumbull, 1982).

In order to increase the credibility of qualitative studies, Lincoln and Guba (1985) assert that member checks are necessary to ensure that the researcher's reconstructions are "credible to the constructors of the original multiple realities" (p. 296). However, Richards (2003) states that "some writers have challenged the assumption that members' views are more reliable than those of the researchers" (p. 287). Furthermore, checking is built into the process of constant comparison, used in this study, "it is used as an ongoing process throughout the research, which is clearly different from it being used as a distinct exercise of checking the research findings after the analysis has been completed." (Elliott & Lazenbatt, 2005, p. 51). I did not conduct member checks, because Daiki resigned from the *Kosen* before the completion of this study. Moreover, although I explained in the consent letter (Appendix F) that the teachers could request copies of my research, I preferred not to burden my colleagues by asking them to read through my English transcripts, analytical memos, or this thesis. Therefore, the process of constant comparison relied on my analysis and interpretation; other researchers from different backgrounds and research orientations may interpret the data differently and pursue different lines of inquiry.

My employment at the *Kosen* had several advantages for this research; for example, (1) access to the site (permission from the Principal and my colleagues, participation in meetings, and ownership of internal documents), (2) first-hand knowledge of the *Kosen* and the changes that took place, and (3) my colleagues' trust.

However, three potential problems could have arisen. Firstly, I needed to define my research role clearly from the beginning, because of the "need to negotiate an appropriate relationship with colleagues" (K. Richards, 2003, p. 124). In general, the colleagues appeared to understand the nature of my role in the research, but Daiki seemed to worry in the interviews about evaluation, which seemed to affect his answers. Secondly, the risk existed that my colleagues might believe that I had a vested interest in the communicative changes taking place in the *Kosen*, which could cause suspicion and the creation of "fronts" to conceal or distort information (K. Richards, 2003, p. 127). However, I avoided asking my colleagues about CLT; I did not discuss my own beliefs and they seemed to provide balanced and honest opinions about their teaching and the textbooks. Thirdly, a risk usually associated with qualitative field studies is "going native", where the researcher is so embedded in the context that he or she loses his or her original perspective (Gold, 1957/1958, p. 22). However, I could inquire genuinely about the textbooks and their classes, because I am not Japanese and I taught different courses to my colleagues.

Two problematic areas arose, which relate to the unpredictability of the human element in qualitative research: unusable data and the observer's paradox.

Three areas of unusable data arose, which hindered my attempt to provide a full analysis. Firstly, within and between observations, Daiki changed his teaching approaches frequently, which made it difficult to discern a pattern in his methodology. The interviews supported this phenomenon, because Daiki seemed to change his attitudes to various aspects of language pedagogy and asked me how he should teach. Moreover, he indicated that he lacked confidence in his teaching ability and English proficiency. Secondly, Bonda taught from his own worksheets, which removed the possibility of exploring his use of the textbooks. Although data from Daiki and Bonda's observations lie outside the case boundary for understanding patterns in the application of the textbooks, they can form the bases of two separate case studies, for later analysis, each with their own intrinsic value (Stake, 2003). In particular, Daiki could be considered a "deviant case", and further analysis of the data from interviews and observations, and possibly further data collection from this participant, could lead to greater understanding of his perspectives and practices. Thirdly, many students from all the classes gave inaudible answers. Although their silence formed evidence of the problems that teachers faced if they tried to encourage students to speak, I could only record the teachers' interactions with the confident minority. Therefore, this study could

be extended though the collection of students' opinions, perhaps through interviews or surveys, following the classes, to understand their reticence to speak. However, this addition could face challenges due to the ethical constraints of data collection from minors, and the cultural difficulties on obtaining informed consent from students and parents. Moreover, the teachers might feel concerned about negative evaluation.

A common problem in observation-based studies is the *observer's paradox*: "the act of observation will change the perceived person's behaviour" (Cowie, 2009, p. 177). The multimethod constant comparison approach employed in this study helped me to notice and understand the observer's paradox when it occurred. For example, during the interviews, Chikara explained his reasons for beginning a class earlier than usual and asking students to face the video camera. Moreover, Daiki described his relationship with the students who teased him during the first observation. These phenomena tended to occur during the early observations (except for Chikara's video camera incident). A year-long longitudinal study in a similar design to that of Sakui (2004) or K. Sato (2002) would help to reduce the effect of the observer's paradox as the participants become accustomed to the presence of the observer and the recording equipment (K. Richards, 2003). Moreover, longitudinal studies allow the researcher to capture the dynamic changing nature of the participants' beliefs (Taguchi, 2005).

Despite the limitations outlined above, there was extensive triangulation and a series of stages of investigation that led to a deep portrayal of the research questions. The next section (8.8) suggests further avenues of inquiry.

8.8. Agenda for research

This study filled a gap in the research by comparing how JTEs adapted to the introduction of different types of textbooks and their use. All the teachers, including Chikara, used the MEXT textbooks in the traditional way. Further research could reveal if it is possible to use the textbooks in a communicative fashion. Studies of other MEXT-mandated textbooks and their implementation in different contexts could provide more insights. The *Kosen* was a more favourable context than regular high schools for the implementation of CLT (no entrance test pressure, medium class sizes and communicative textbooks), but it was constrained by the culture of a failing college (see 8.6.2). One line of research could be to conduct further case studies in secondary institutions that contain conditions that are more favourable. Two possible contexts for such research include (1) "Super English Language High Schools" (SELHi), where content is intended to be taught in English (see Chapter 2, Subsection 2.3.3) and (2) high

schools affiliated to prestigious universities. This latter category of high schools has two advantages for the potential implementation of communicative approaches. Firstly, the students' English proficiency should be high, because they need to pass a competitive high school entrance examination. Secondly, in a similar situation to *Kosen* students, they can enter their parent university through the *suisen nyugaku* (recommendation system). These two factors should remove the perceived need to use *yakudoku* for student comprehension and grammatical entrance tests. Lines of research would pose questions such as the following. How would teachers in these advantageous contexts use the MEXT-textbooks? Would they supplement them with more creative language production activities and authentic materials? Alternatively, would different constraints emerge?

In this study, the students seemed to provide the main constraint perceived by the participants and their reticence to participate was observed in most of the classes. However, the reasons for the student reticence remain unknown. Many studies have collected teachers' attitudes and *retrospective* opinions from university students (see Chapter 2, Subsections 2.4.1 and 2.5 respectively), but there is a clear gap in the research for a large-scale survey of high school students. Studies connecting teachers and students views would also have the advantage of exploring the impact of teaching on students and what factors contribute to or impede effective teaching-learning outcomes

As indicated in 8.6.3, the natural next step for this study would be concerted action to try to transform the teaching culture of the *Kosen*, and to suggest that AR could be an effective way to contribute to this goal. However, there is a paucity of published studies showing evidence of how successful collaborative AR could transform school cultures in Japan. The exception is the work led by K. Sato in his study with Takahashi (2008) described in Chapter 2 (Subsection 2.4.2) and his AR programme at NUFS (see 8.6.3). The NUFS website (NUFS, n.d.) contains reports by teacher-participants undertaking year-long AR studies.

A strength of this study was the opportunity to explore the use of the new textbook during the same weeks of instruction as the old textbook. Therefore, this reduced the influence from external factors that may occur over a longer period – before and after the implementation. However, although teachers had experienced time to adapt to the new textbooks, the students had not. They had only used the new textbooks for two months; therefore, they probably needed more extended exposure to adapt to

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the new communicative norms (Sakui, 2007). A longitudinal study would reveal if the students' attitudes and behaviour to the new textbooks changed over time. Possible lines of inquiry could include studies based on these questions. How did the students respond at the beginning of the educational change? How did they adapt later in the course? Did they report increased confidence in listening and speaking? Did teachers maintain new practices or return to old routines?

This section (8.8) suggested further avenues of inquiry that arose from this study. The next section (8.9) concludes the thesis by summarising the unique aspects of this study and its contribution to the field.

8.9. Summary and Conclusion

This study arose from three unique factors in the *Kosen* where I worked. Firstly, lack of pressure from university entrance tests removed this major factor perceived to hinder CLT in regular high schools (Gorsuch, 2000; Kikuchi & Browne, 2009; Nishino & Watanabe, 2008). Secondly, the *Kosen* had the freedom to develop its own curriculum and implement textbooks that were not mandated by MEXT. Thirdly, the implementation of the new textbooks was only partial, because first grade students continued to study from a MEXT-mandated textbook. This partial implementation enabled a unique study setting, because I could study JTEs' approaches (their attitudes to- and use of) textbooks based on different educational paradigms (transmission-based and interpretation-based) during the same period. As a result, it was an opportunity to study during a time of transition without the effects caused by time lag when participants are studied before and after the implementation.

Problems associated with the new textbooks that were discussed by the participants helped to illuminate the suitability of MEXT-mandated textbooks for JTEs. The findings indicated that, although *Vivid* failed to match MEXT's communicative goals, this textbook's familiar contexts and mechanical activities reduced the risks attributed to *OTG*. The teachers felt concerned by their ability to explain the foreign cultures and the loosely structured activities in the new textbook. Although the teachers were not explicitly asked their opinions in relation to CLT, their beliefs and teaching practices were consistent with transmission-based approaches (Wedell, 2003). In a similar vein to results of other studies in transmission-based cultures in East Asia (Burnaby & Sun, 1989; L. Cheng, 2002; Leng, 1997; Li, 1998), the teachers' concerns focused on their ability to explain knowledge and control the classes. Therefore, these results indicate

that it may be premature to attribute the widely reported failure to implement CLT in Japan to university entrance tests or MEXT-mandated textbooks.

The absence of collective norms reported in high schools, such as preparation for entrance tests and lockstep progression through the textbooks (K. Sato & Kleinsasser, 2004), combined with the freedom to develop their own methods of assessment, provided the potential for the study's participants to teach according to their beliefs. However, although Chikara reported satisfaction formed from his professional development, other factors such as, a lack of training, lack of problem-solving communication among teachers, and problems associated with students' behaviour and participation, led to a culture of uncertainty. The curricular freedom combined with teacher uncertainty contributed to the *driftwood effect*: the JTEs in this study simplified their instruction, guided the students and reduced the cognitive requirements of their tests. As a result, the students seemed to make less effort, leading to a downward spiral of learning. Due to the lack of weight placed on high school records in Japan (Watanabe, 2004), combined with the reduced competition to enter universities caused by the falling birth-rate (Mulvey, 2001), many high schools may begin to experience the driftwood effect instead of the entrance test washback effect (Watanabe, 2004). Therefore, like the *Kosen* teachers, high school JTEs may also use simplified *yakudoku* where they teach fewer linguistic items, rather than attempt to increase the perceived complexity of their instruction through CLT.

The risk of the driftwood effect transcends the debate between *yakudoku* and CLT. Changes in the way teachers experience professional development would do much to increase the capacity of teachers to make educational improvements in a principled manner. One approach, which has been shown to hold out promise, is through collaborative action research following the kind of model at NUFS, where university professors involved with teacher education work on an ongoing program with teachers to explore classroom practice. Such programmes would not only sensitise and empower teachers; this interpretation-based learning paradigm could also filter through to their own classroom practices. In the search for, and evaluation of, classroom improvements, teachers would be likely to draw upon the opinions of their students. Therefore, without necessarily adopting CLT, JTEs could adjust to one of its fundamental principles: learner-centred education.

In conclusion, this study arose, because I wanted to explore the effects of a change in textbooks on my colleagues' attitudes and teaching practices. From a

superficial perspective, it can appear that this study supports findings that CLT is likely to fail in EFL contexts, and in particular, in Confucian heritage cultures, because, despite positive contextual factors such as teacher freedom and communicative textbooks, the participants continued to teach according to a transmission-based paradigm. However, all the participants showed some empathy to the difficulties faced by their students. The teachers had learner-centred attitudes, but they did not know how to solve the learners' problems in learning English; these factors combined to create the driftwood effect. Although the driftwood effect emerged through a desire to help students, it led to a fall in motivation.

In other contexts, examination-focused and textbook-focused routines may mask teachers' uncertainties and distort debates about classroom implementation in favour of external factors rather than deeper local issues. However, in this study, the lack of external test pressure and the flexibility to change the textbooks exposed the teachers' lack of problem-solving capabilities. As long as teachers share the same desire as the participants in my study to help their students, improvement is possible, but they will need effective support to expand their concepts of language teaching beyond traditional practices. This problem is not unique to Japanese EFL or to language teaching in other Confucian-based societies. Fullan, speaking from experience of general education in North America states "the teaching profession must become a better learning profession" (Fullan, 2007, p. 297). It is to be hoped that this thesis will contribute to ongoing discussions of educational change and encourage policy-planners, training agencies, schools and teachers to work together to ensure that a culture of continual learning lies at the heart of future innovations.

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Appendix A: Final ethics approval letter

MACQUARIE
UNIVERSITY - SYDNEY

17 March 2008

Mr Simon Humphries
Kinki University Technical College

2800 Arima, Kumano, Mie

Reference: **HE22FEB2008-D05628**

Dear Mr Humphries

FINAL APPROVAL

Title of project: *Investigation into the effects on teaching practice caused by the adoption of communicative-oriented tests and course-books*

Thank you for your recent correspondence. Your responses have satisfactorily addressed the outstanding issues raised by the Committee. You may now proceed with your research.

Please note the following standard requirements of approval:
1. Approval will be for a period of twelve months. At the end of this period, if the project has been completed, abandoned, discontinued or not commenced for any reason, you are required to submit a Final Report on the project. If you complete the work earlier than you had planned you must submit a Final Report as soon as the work is completed. The Final Report is available at http://www.ro.mq.edu.au/ethics/human/forms
2. However, at the end of the 12 month period if the project is still current you should instead submit an application for renewal of the approval if the project has run for less than five (5) years. This form is available at http://www.ro.mq.edu.au/ethics/human/forms. If the project has run for more than five (5) years you cannot renew approval for the project. You will need to complete and submit a Final Report (see Point 1 above) and submit a new application for the project. (The five year limit on renewal of approvals allows the Committee to fully re-review research in an environment where legislation, guidelines and requirements are continually changing, for example, new child protection and privacy laws).
3. Please remember the Committee must be notified of any alteration to the project.
4. You must notify the Committee immediately in the event of any adverse effects on participants or of any unforeseen events that might affect continued ethical acceptability of the project.
5. At all times you are responsible for the ethical conduct of your research in accordance with the guidelines established by the University (http://www.ro.mq.edu.au/ethics/human).

If you will be applying for or have applied for internal or external funding for the above project **it is your responsibility** to provide Macquarie University's Research Grants Officer with a copy of this letter as soon as possible. The Research Grants Officer will not inform external funding agencies that you have final approval for your project and funds will not be released until the Research Grants Officer has received a copy of this final approval letter.

Yours sincerely

Dr Margaret Stuart
Director of Research Ethics
Chair, Ethics Review Committee [Human Research]
cc. **Associate Professor Geoff Brindley**

Appendix B: Syllabus for the second grade (English translation)

Subject: English			
Instructors: Akira, Bonda, Chikara, Daiki and Nana (pseudonyms)			
Human Sciences Dept.	Grade: 2	All students	All year
Compulsory	Number of periods: 5	Classes sorted by profiency	

Subject schedule

Semester 1	Semester 2
Week 1 Unit 0 Welcome to On the Go	Week 16 Test feedback & Unit 9 Bargain Hunting
Week 2 Unit 1 Just Arrived!	Week 17 Unit 10 Checking In
Week 3 Unit 2 On Campus	Week 18 Unit 11 A Day Tour
Week 4 Unit 3 Make Yourself at Home	Week 19 Unit 11 A Day Tour
Week 5 Unit 4 Out and About in LA	Week 20 Unit 12 Two Lattes and a Chat
Week 6 Unit 4 Out and About in LA	Week 21 Unit 12 Two Lattes and a Chat
Week 7 Review Plus 1	Week 22 Review Plus 3
Week 8 Mid-semester tests	Week 23 Mid-semester tests
Week 9 Test feedback & Unit 5 Dinig Out	Week 24 Test feedback & Unit 13 Temples, Tours and Treks
Week 10 Unit 6 Surf's Up	Week 25 Unit 14 Out on the Town
Week 11 Unit 7 Getting Around Town	Week 26 Unit 15 Tell Me About YOur Country
Week 12 Unit 8 The Grand Hotel	Week 27 Unit 16 Keep in Touch!
Week 13 Unit 8 The Grand Hotel	Week 28 Unit 16 Keep in Touch!
Week 14 Review Plus 2	Week 29 End of semester tests
Week 15 End of semester tests	Week 30 Test feedback

■Subject summary

Students are separated into classes based on proficiency. The English communication foundation is developed. The focus will be on speaking and listening activities.

■Attainment targets

1. (E-G2) Develop an interest in daily conversation.
2. (E-G2) Develop knowledge of fundamental vocabulary for daily conversation.
3. (E-G2) Develop knowledge of fundamental sentences for daily conversation.
4. (E-G2) Develop an interest in foreign culture.

The two highest proficiency classes (C & N) aim for targets 1-4. Lower proficiency classes (A, B & D) aim for targets 1-3.

■Instructional procedure

Use the textbook. Preview the meaning if the vocabulary. Get the gist of the conversation meanings. Actively practice the conversations. Concentrate on listening activities. Speak aloud to review the content from the textbook. Memorise words.

■Textbooks

On the Go (Longman), Learners' English Grammar in 38 Stages (Sukken Shuppan)

■Reference books

■Related subjects

■Assessment method

Term tests four times per year. Focus on writing and multiple choice.

■Assessment criteria

Common test (30%), classroom test (50%), short tests (10%) and exercises (10%)

The end of year results will be the average score from the four test periods.

80+ (distinction), 60-80 (merit), 50-60 (pass), below 50 (fail)

■Teachers' locations

Appendix C: Second semester third grade mid-term common test (made by Bonda)

3年後期中間共通試験模範解答

次の各文の（　）に入る最も適切なものを1～4の中から1つ選んで番号で答えなさい。

(1) When Jim began to sing at the party, everyone covered their ears and ran for the door to ( ) the horrible noise.
1 trade　2 escape　3 attend　4 serve

(2) A: The river looks really ( ) these day. Don't you think so, Mike?
B: Yes, I do. I haven't seen any fish here recently.
1 wise　2 fair　3 dirty　4 modern

(3) A: Karen, did you receive an ( ) to Betty's party?
B: Yes, I got one yesterday.
1 invitation　2 attraction　3 experience　4 entrance

(4) A: Were you able to get all the way to the top of the mountain last week, Ed?
B: No, but I'm going to try to ( ) it again next week.
1 pause　2 climb　3 lift　4 rob

(5) The ( ) from Tokyo to New York is about 11,000 kilometers. It takes around 12 hours by jet.
1 direction　2 width　3 height　4 distance

(6) When Ted and I went to my grandma's house, we ( ) a chocolate cake together.
1 bent　2 burned　3 burst　4 baked

(7) A: Look at all those different kinds of fish! There are so many of them!
B: That's true. I've never seen such a ( ) of fish.
1 variety　2 piece　3 code　4 lock

(8) A: What kind of music do you like, Nancy?
B: Well, I listen to all kinds, but I ( ) like classical music
1 accidentally　2 especially　3 luckily　4 endlessly

(9) A: I have a date tomorrow night. Can you ( ) a good restaurant?
B: Sure. The Palace on 12th Street is very romantic.
1 express　2 request　3 promise　4 recommend

(10) Many countries have the ( ) of celebrating the new year. In Japan, people like to see the sunrise on New Year's Day.
1 introduction　2 suggestion　3 tradition　4 position

(11) A: Is Becky still in her room?
B: Yes. She hasn't ( ) all day. She must be playing video games in there.
1 come out　2 taken in　3 brought in　4 broken out

(12) When Harry saw the car accident, he ( ) action quickly. He called an ambulance on his mobile phone.
1 kept　2 held　3 took　4 made

(13) A: Betty, we have to leave ( ) now or we'll be late.
B: Wait! I'm not ready yet.
1 back　2 often　3 even　4 right

(14) Chris's old computer broke down all the time, so yesterday he finally decided to throw it ( ) and buy a new one.
1 off　2 away　3 apart　4 into

(15) Sooner or ( ) we will have to buy a new car because ours is getting old.
1 quicker　2 slower　3 later　4 faster

(16) Since it was raining, the tennis match had to be ( ) off until next week.
1 turned　2 put　3 sent　4 set

(17) After Jeffrey got married and left home, his parents chose to make his old bedroom ( ) a new guest room.
1 at　2 for　3 from　4 into

(18) Either Harry ( ) his brother will be able to drive us to the airport.
1 or　2 and　3 nor　4 but

(19) Kate really wanted to buy the diamond ring, but it was too ( ) for her.
1 expensive　2 far　3 interesting　4 many

(20) I usually drink a ( ) of milk with breakfast.
1 pair　2 piece　3 glass　4 block

(21) I usually get up at seven o'clock and go to bed ( ) nine and ten.
1 before　2 on　3 still　4 between

(22) Tom is ( ) at badminton. He was the school champion last year.
1 full　2 well　3 good　4 right

(23) My brother has a new car ( ) was made in Germany.
1 what　2 that　3 who　4 whose

(24) A: I'll give you my phone number in case you ( ) to contact me.
B: Thank you.
1 need　2 needed　3 have needed　4 had needed

解答欄

(1)	2	(2)	2	(3)	1	(4)	2	(5)	4	(6)	4
(7)	1	(8)	1	(9)	4	(10)	3	(11)	1	(12)	3
(13)	4	(14)	2	(15)	3	(16)	2	(17)	4	(18)	1
(19)	1	(20)	3	(21)	4	(22)	3	(23)	2	(24)	1

※(1)～(18)：各1点、(19)～(24)：各2点。

Appendix D: Letter of consent: Principal of the *Kosen*

8th November 2007

The *Kosen*
Principal K

Accept	Reject

Request for time to observe English Classes in the 2008 academic year
semester 1

Human Sciences Department
Simon Humphries

Thank you for supporting me with my doctoral study. In the English department, last year, we implemented a communicative-oriented curriculum that prepares students for the TOEIC test and JABEE aim E. The TOEIC Bridge test has been implemented as the new placement test and new communicative textbooks have been introduced. For my doctoral thesis, I would like to analyse the effects of these changes on the teachers and students.

Could I please have permission, if the teachers agree, to observe and record their classes in the first semester next year? Moreover, may I use my team-teaching hours to do this (three hours 2nd grade, three hours 3rd grade)? I will also use additional hours that are available when I do not teach.

I am sorry to cause a burden through observing classes and reducing my teaching load for one semester, but I think that our college has been very innovative through the introduction of these changes and my research will be very publishable. I will also offer feedback for the English department teachers once my research has finished.

Summary

1. Research content: qualitative study of the effects of the communicative innovation at our college
2. Time-period: April to September 2008
3. Permission to observe and record English classes for a qualitative study.
4. Permission to use six hours of my team-teaching time to do this.

Appendix E: Letter of consent: study participants

Information and Consent Form

Name of Project: **Investigation into the effects on teaching practice caused by the adoption of communicative-oriented tests and course-books.**

You are invited to participate in a study of classroom teaching. The purpose of the study is to understand the influence of the new course-books in your classroom and your views about the new course-books.

The study is being conducted by Simon Humphries (International Liaison Department, telephone extension: XXX). This research is being conducted to meet the requirements for the degree of Doctor of Applied Linguistics under the supervision of Professor Anne Burns (Linguistics Department, telephone: +61 2 9850 8604)

If you decide to participate, you will be asked to answer questions about your teaching/learning practices and beliefs. You will also be asked to allow me to observe ten classes from April to July. You will be asked to allow me to video-record your classes and audio-record interviews. You will not be asked to alter your teaching style and I will not intervene in any way in your classroom. This is not an evaluation of the quality of your teaching practice. There will be two types of recorded interviews. The first type will be one 20-minute interview that will discuss your views about language learning and teaching; the main influences on your teaching practice, and your opinions of the textbooks. The second type will be short post-class interviews to discuss your teaching strategies. This second type of interview will be after most observations, but it will last no longer than five minutes.

Any information or personal details gathered in the course of the study are confidential. No individual will be identified in any publication of the results. Results of this study will be submitted for dissemination in national and international journals and conferences. On completion of the study, you will have the opportunity to have a one-to-one debriefing session with me and, if you wish, you will be provided with copies of any publications arising from the research.

If you decide to participate, you are free to withdraw from further participation in the research at any time without having to give a reason and without consequence.

I, _____ have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep.

Participant's Name:
(block letters)

Participant's Signature: _____ Date:

Investigator's Name:
(block letters)

Investigator's Signature: _____ Date:

The ethical aspects of this study have been approved by the Macquarie University Ethics Review Committee (Human Research). If you have any complaints or reservations about any ethical

aspect of your participation in this research, you may contact the Ethics Review Committee through its Secretary (telephone +61 2 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome. Moreover, if you have concerns that you would like to discuss with a local contact, you may contact Dr. N, our college counsellor. The counselling office is on the first floor of the main building (ext. XXX).

Appendix F: Data collection schedule (interviews and observations)

May 12~	Mon 12	Tue 13	Wed 14	Thu 15	Fri 16
1 (09:00~ 09:45)			No Classes Heavy rain	No classes Ball sports	2A (1)
2 (09:50~ 10:35)			Int B1 & B2		2A (2)
3 (10:40~ 11:25)	1A (1)				1A (3)
4 (11:30~ 12:15)	1A(2)	1A			1S
5 (13:00~ 13:45)		1B (1)			
6 (13:50~ 14:35)	Int A1	1D			Int A2
7 (14:40~ 15:25)	5C	5E			Seminar
8 (15:30~ 16:15)	5C	5E			

May 19~	Mon 19	Tue 20	Wed 21	Thu 22	Fri 23
1 (09:00~ 09:45)					
2 (09:50~ 10:35)		2B (1)			
3 (10:40~ 11:25)	1A (4)	Int B4 & B5	2A (3)	2A (4)	
4 (11:30~ 12:15)	1B (2)	1A	1C		1S
5 (13:00~ 13:45)		1B (3)	4S	1B	
6 (13:50~ 14:35)	Int B3	1D	Int A3		
7 (14:40~ 15:25)	5C	5E	5M		Seminar
8 (15:30~ 16:15)	5C	5E	5M		

Key:
Observations = grade, teacher initial (observation)
e.g., 1A (2) = First grade, Akira (second observation)
Interviews = Int + teacher initial + interview number
e.g., Int B3 = Bonda's third interview
My classes = faded grey
e.g., 5C

May 26~	Mon 26	Tue 27	Wed 28	Thu 29	Fri 30
1 (09:00~ 09:45)		2D (1)			2B (3)
2 (09:50~ 10:35)		2B (2)			2B (4)
3 (10:40~ 11:25)	1D(1)	Int B6 & D2			
4 (11:30~ 12:15)	Int D1	1A	1C		1S
5 (13:00~ 13:45)		1B (4)	4S	1B	
6 (13:50~ 14:35)		1D			
7 (14:40~ 15:25)	5C	5E	5M		Seminar
8 (15:30~ 16:15)	5C	5E	5M		
		Int B7			

June 9~	Mon 9	Tue 10	Wed 11	Thu 12	Fri 13
1 (09:00~ 09:45)					
2 (09:50~ 10:35)					
3 (10:40~ 11:25)			Int D3	2D (2)	1D (2)
4 (11:30~ 12:15)		1A	1C	Int D4	1S
5 (13:00~ 13:45)			4S	1B	Int D5
6 (13:50~ 14:35)		1D			
7 (14:40~ 15:25)	5C	5E	5M		Seminar
8 (15:30~ 16:15)	5C	5E	5M		

Key:
Observations = grade, teacher initial (observation)
e.g., 1A (2) = First grade, Akira (second observation)
Interviews = Int + teacher initial + interview number
e.g., Int B3 = Bonda's third interview
My classes = faded grey
e.g., 5C

June 16~	Mon 16	Tue 17	Wed 18	Thu 19	Fri 20
1 (09:00~ 09:45)		2D (3)			
2 (09:50~ 10:35)		2D (4)			
3 (10:40~ 11:25)		Int D7			
4 (11:30~ 12:15)	Int D6	1A	1C	2C (1)	1S
5 (13:00~ 13:45)		1C (1)	4S	1B	
6 (13:50~ 14:35)		1D		Int C2	
7 (14:40~ 15:25)	5C	5E	5M		Seminar
8 (15:30~ 16:15)	5C	5E	5M		
		Int C1			

June 23~	Mon 23	Tue 24	Wed 25	Thu 26	Fri 27
1 (09:00~ 09:45)		2C (2)			2C (4)
2 (09:50~ 10:35)					Int C6
3 (10:40~ 11:25)	1D (3)	Int C3			1D (4)
4 (11:30~ 12:15)		1A1	1C	2C (3)	1S
5 (13:00~ 13:45)		1C (2)	4S	1B	Int D8
6 (13:50~ 14:35)		1D		Int C5	
7 (14:40~ 15:25)	5C	5E	5M		Seminar
8 (15:30~ 16:15)	5C	5E	5M		
		Int C4			

Key:
Observations = grade, teacher initial (observation)
e.g., 1A (2) = First grade, Akira (second observation)
Interviews = Int + teacher initial + interview number
e.g., Int B3 = Bonda's third interview
My classes = faded grey; e.g., 5C

June 30~	Mon 30	Tue 1	Wed 2	Thu 3	Fri 4
1 (09:00~ 09:45)					
2 (09:50~ 10:35)					
3 (10:40~ 11:25)	1C (3)				
4 (11:30~ 12:15)	1C (4)	1A	1C		1S
5 (13:00~ 13:45)			4S	1B	
6 (13:50~ 14:35)	Int C7	1D			
7 (14:40~ 15:25)	5C	5E	5M		Seminar
8 (15:30~ 16:15)	5C	5E	5M		

Key:
Observations = grade, teacher initial (observation)
e.g., 1A (2) = First grade, Akira (second observation)
Interviews = Int + teacher initial + interview number
e.g., Int B3 = Bonda's third interview
My classes = faded grey
e.g., 5C

10

Appendix G: Japanese questions for Daiki

Do you use the teacher's manual?
kyoushiyo no shidoyouryou o tsukaimasuka?
What extra background information do you give? From manual or own knowledge?
kyoukashono naiyouni motozuita atarashii setumeiya jyouhouo wa donoyouna monodesuka. sorewa shidouyouryou karano jyouhoudesuka. soretomo, Daiki-sensei no chishikini motozuita monodesuka.
How far through the books do you get b4 the end of the year?
gaku nendomatsuga owaru koroni, kyoukashono donoatarimadeo oemasuka.

Can you remember any good English teachers from your school/university days? *Daiki-sensei no gakuseijidaide, kokoroni nokotteiru ii senseiwa imasuka.*
What kind of studying have you done to become an English teacher? at university etc
eigokyoushini narutameni daigaku nadode donoyouna benkyouo shimashitaka
Do you still study English or teaching approaches?
genzai eigono benkyou ka shidou houhou o benkyou shiteimasuka.
Have you or do you still teach at other schools private classes etc?
genzai matawa koremadeni hokano gakkou ya jyuku de oshietakotoga arimasuka.
How is it similar or different to teaching here?
hokano kyouikukikande oshierunoto kousen to dewa donoyouni niteimasuka. matawa chigatte imasuka.

How do you select students to answer your questions?
Daiki-sensei ga gakuseini shitsumon a surutoki ateru gakuseio donoyouni * kimemasuka.
Do you share or borrow materials with other teachers like Chikara or Bonda or any part-time teachers?
kyouzai o Chikara-sensei ya Bonda-sensei ya hokano hijyoukin no sensei to kashikari o shimasuka.
How useful are teacher's meetings? (The official ones)
hokano eigokyoushi tono kaigiwa yakunitatte imasuka.
How do you assess students during term time? Mini tests? Notebook work?

What do you think about student motivation?
gakuseino gakushuu iyokuni tsuite danoyouni omoimasuka.
What do you think about student discipline?
gakuseino shitsuke ya taido ni tsuite donoyouni omoimasuka.

How much do you know about JABEE? JABEE aims
JABEE matawa JABEE no mokuteki nitsuite doredake shitteimasuka.
How much do you know about MEXT? MEXT aims?
monbu kagakushou ya monbu kagakushou na mokutekinitsuite doredake shitte imasuka.
What do you think about these aims?
korerano kikan no makuteki nitsuite donoyouni omoimasuka.

Do you feel any pressure to teach a certain way? by parents, students, other people in the college?
kousende oshieru kotonitsuite, hogosha ya gakusei matawa kousen no kyouin niyoru. Pu-ressha- o kanjimasuka.

Do you feel any pressure to teach a certain way for tests such as TOEIC Bridge, eiken or entrance tests?
TOEIC Bridge ya eiken ya daigaku nyushi no tameno tesuto benkyou o surutameno jyugyo o surukotoni pressha- o kanjimasuka.

If you could design/write your own textbook, what changes would you make?
moshijibunde kyoukasho o tsukurukotoga dekitara, nanio kaetai desuka
What would you include from the books we have now?
genzai shiyouchu no kyoukasho nitukekuwaeruto shitara nanio kuwaetaidesuka.
What would you exclude from the books we have now?
genzai no kyoukashokara naniwo torinozoki taidesu ka.
What should be included in the teachers' manual?
kyoshiyou shidouyouryou ni tsukekuwaerubeki monowa nandesuka.
What do you think the students like the best? Or
When you were a student what did you enjoy?
eigo gakushuunitsuite kyokashono nakade gakuseiga ichiban sukina tokoro,mata, sukina gakushu houhou wa nandato omoimasuka.
Daiki-sensei ga gakuseinotoki donoyouna benkyou houhou o tanoshimi mashitaka

Can you give a quick summary of the strengths and weaknesses of the three books? (Vivid, On the Go and New Cutting Edge)
Vivid to On the Go to New Cutting Edge no sansatsuno kyoukashonitsuite yoitento waruiten o oshietekudasai.

Through the interviews and observations, do you feel that your teaching style might have changed?
kono intabyu to jyugyou sankan no aidani Daiki-sensei no kyoujyu houhou ga kawatte kiteiru to kanjimasuka

Appendix H: 2C(4) observation memo

2C(4) Observation Memos
Areas of textbook covered
What did the teacher do?
What did the students do?
Reflective observations from diary
Reflective observation ranscript/translation
Reflective observations from the video
Links to other 2C classes
Links to 1C classes
Links to other teachers
Links to Study 1
Links to Study 2

2C(4) 27 June 2008. Period 1 (09:00-09:45)

Areas of textbook covered
OTG Page 18 (Unit 3: *Listening* section) & the corresponding transcript from the back of the Student txtbk (p.89)

What did the teacher do?	*What did the students do?*
1. Tells Ss to stand and bow. Checks the name list.	6. (09:14) A few Ss at the front answer Qs
2. (09:03) reviews previous class	8. (09:38) Reading with CD whole text (a few Ss)
3. (09:05) instructions to listening (E then J)	9. (09:40) Choral repetition key words from BB (2-3 Ss)
4. (09:08) plays CD.	
5. (09:10) CD (2) stopping after the answers in the passage	
7. (09:15) transcript (p.89) C translated and highlights lexico-grammatical areas.	
8. (09:38) Reading with CD	
9. (09:40) Choral repetition	

Reflective observations from diary
Tells Ss to sit up straight.

Lack of S participation:
When it comes to answering Qs, only a few Ss from the front tend to answer. C relies on 2-4 Ss.
Only a few Ss do the reading with CD and choral repetition.

One Q – "who is Carlos?" was skipped.
(09:17) C wakes up a sleeping S and tells him to turn to the correct page. This S was on the window side of the room. I could see from the corridor side that all the Ss were on the wrong page (<mark>check video: page number written down</mark>?)
(09:19) Interesting strategy: he now fills in the answer to the missing section of a S answer "10 o'clock at night"
He also corrects "only ____ weekends" to the transcript version "only at the weekend" – Is he staying loyal to the transcript version or uncertain of the answer? But later he

hesitates when he gets to (09:26) " in the evening on weekends". (09:29) explains about the usage of "s" in "on weekends" this would be an interesting episode to transcribe.

Reflective observations from transcript/translation
This class continues from the previous listening exercise.
At the beginning of the lesson, C reviews the answers to the previous class. Then he translates the answer hints.
He plays the CD twice and stops it in the middle the second time to help them to answer the Qs. It is interesting to note that every time he stops the CD, he tells the Ss that his machine is not broken.

It is interesting to note that when he collects the answers from the Ss, they miss the prepositions, so C says that he will return to the answers later. He then fills in the answers when he covers the transcript.
C looks up "settle" in his dictionary.

Bouncing Ball: Asks the Ss if Frank is the given name or surname, but then answers this himself. He explains how Mari nearly got the names wrong.
He wakes up sleeping Ss and tells them the correct page.
Pronunciation advice/empathy: prepositions are said quieter than main words.

Linguistic advice:
Explains the imperative sentence structure (where to place "not").
"I will" used as an answer to an instruction.
"only at the weekend" – use of singular after "the". Later explains the difference to "on weekends", but he delayed his answer to this (did he need reflection time?)
Highlights the use of the antonym "during the week" and the synonym "weekday"
Explains alternative meaning of mind (*kokoro*, which means the noun for the mental process) and says that in this case mind is related to dislike.
Highlights the use of "it" by one of the speakers on the telephone in the question "who is it?"
At the end of the lesson, C briefly translates and explains the situation about Carlos' phone call. He is running out of time, so he does not use much detail.

Reflective observations from the video
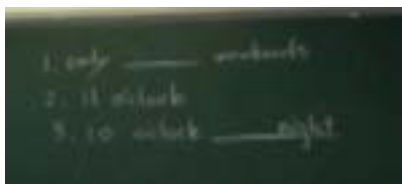Explains about what was studied yesterday in English, then switches to Japanese.
Tells Ss to tidy themselves up.
Gives instructions in E then J.

No instructions on the BB b4 the listening begins. Just explanations given orally.
Ss very quiet during the listening.

There is no break or explanation between the two recordings. Stops the CD though during the second listening. Second time laughs after saying this.
"invite friends over…" asks Ss - one S misses the preposition.

Underlines the missing prepositions and then returns to these later during the transcript analysis. One S actually fills in night after being given the chance.
<u>The page is not written on the BB.</u>

When C asks about Frank – "surname or first name?" – he does not look at any Ss in particular. No S answers, so he gives the answer.

Fills in the missing preposition during the class.

Demonstrating the use of the imperative on BB then adds not later.

Demonstrates the ellipsis I will (tell them)

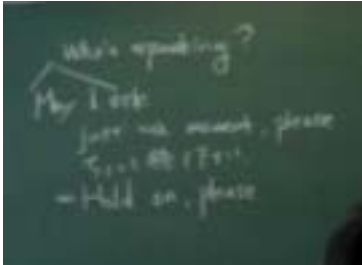Fills in the missing preposition <u>at the</u> and then crosses out the "s". Weekend~~s.~~

Shows the antonym at the weekend ←→ during the week.

He pauses when he comes across "on weekends" but keeps "at the weekend" as the answer, because it appears in the text.

Verbs highlighted and translated: guess & mind

Grammatical structure with translation "*O shite hoshii*" We want you to + object
Walks around the room waking up Ss and checking they have books.
Goes through the transcript translating and highlighting key words/phrases and a few sentence structures.

C checked these phrases with me, to give the Ss some alternatives to the textbook:
Who is it = May I ask who's speaking
Just a moment please = hold on please
During the choral repetition – each phrase is repeated twice.

Links to other 2C classes
<u>Aware of my presence in the room:</u>
Similar to 2C(3), C reminds the Ss at the beginning of the class that I'm videoing them and he asks me Qs about England: He asks me Qs about the use of "it" and about the polite alternatives and the use of "hold on" or "just a moment please".

Links to 1C classes
Similar to 1C(1), which involved the translation of text: C translates everything orally, but just highlights the key words and phrases on BB.

Links to other teachers
Links to Study 1
Links to Study 2

Appendix I: Contents pages (*Vivid*)

Appendix J: Textbook analysis Level 2 categories

Turn taking	-Initiate -Respond -Not required
Focus	-Language system (rules or form) -Meaning -Meaning/system relationship -Correcting errors (students listen and correct their own errors: not clear if this leads to awareness of meaning or form or both)
Mental operation	-Retrieve from long term memory (learners expected to retrieve knowledge/information from prior experience. Knowledge not contained in the textbook) -Build text (create original text) -Retrieve from medium term memory (learners expected to retrieve knowledge/information from earlier exercises in the textbook) -Compare -Decode semantic meaning -Select information (multiple choice) -Repeat with expansion -Deduce language rule -Apply language rule -Retrieve from short term memory (learners expected to retrieve information/knowledge from the activity) -Dictation -Repetition -Translation to L1
With whom?	-Learner to class -Learners individually simultaneously -Learners in pairs/groups -From teacher
Learner input	-Graphic -Oral words/phrases -Oral extended discourse (more than 50 words) -Written words/phrases -Written words/phrases (L1) -Written extended discourse (more than 50 words)
Expected learner output	-Oral words/phrases -Oral extended discourse (more than 50 words) -Written words/phrases -Written words/phrases (L1) -Written extended discourse (more than 50 words) -Checking boxes (no linguistic output)
Source of content	-Materials -Teacher -Learners
Nature of content	-Personal opinion -Non-fiction -Fiction -Personal information -Metalinguistic knowledge

Appendix K: Contents page (*On the Move*)

On the Move

Table of Contents

Hiro is in the International Student Office on campus.

Hiro: Hi. I'm a new student and I have a few questions about the campus facilities.

Advisor: Sure. _____ want to know?

Hiro: Well, _____ make an international phone call?

Advisor: _____ telephones in the Student Lounge.

Hiro: And where's that?

Advisor: It's in the Wentworth Building. On the second floor.

Hiro: Great. And _____ a computer center I can use?

Advisor: Yeah. _____ near the library.

Hiro: _____ the hours?

Advisor: Sure. It's open every day from 9 to 5.

Hiro: Great. Thanks a lot for your help.

WORDS & PHRASES

施設、設備: 　　　　　　　　　国際(の):

談話室、ラウンジ: 　　　　　　(建物の)階:

図書館: 　　　　　　　　　　　　開いている:

学生指導教員:

ヒロは校内の国際学生室にいる。

ヒロ: あの、新入生なので構内設備について、2、3お聞きしたいのですが。

学生指導教員: いいですよ。どんなことがお知りたいのですか。

ヒロ: えーと、国際電話はどこでかけられますか。

学生指導教員: スチューデントラウンジに電話があります。

ヒロ: それはどこですか。

学生指導教員: ウェントワース館の中にあります。その2階です。

ヒロ: わかりました。それから使用可能なコンピューターセンターはありますか。

学生指導教員: ええ、図書館の近くにあります。

ヒロ: 利用時間帯を教えていただけますか。

学生指導教員: はい、毎日9時から5時まで開いています。

ヒロ: わかりました。お手数をおかけしてどうも有り難うございました。

EXPRESSIONS

1. それには疑いの余地がない。

   (　　　)(　　　)can(　　　)(　　　) about it.

2. その本を見せていただけませんか。

   (　　　)(　　　)(　　　) me the book?

Appendix M: Physical layout of the *Kosen* and classrooms

Students in the first and second grade studied two types of courses: engineering and general education. Engineering subjects were taught in separate buildings depending on the specialisation, but all the general education lessons took place in the *honkan* (main building). The *honkan* was a three-storey 45-year-old concrete building. It contained two perpendicular wings that formed a "backwards-L" shape. One wing stretched north containing a corridor facing mountains on the west side and classrooms that had windows facing the Pacific Ocean to the east. The other wing pointed to the west and contained classrooms that faced south. Teachers were located in administrative offices on all three floors. My office was next to Akira's on the far western tip of the ground floor. Bonda worked in the northern tip of the ground floor. Chikara and Daiki both had desks in an office facing east on the top floor. The first and second grade classrooms were all on the top floor, facing east and south respectively. When the chimes rang for classes to begin and end, the teachers moved to the students' classrooms. The students did not need to transfer unless they were changing between PE, engineering and general education classes.

The classrooms contained thirty-six individual desks and chairs facing the front of the room in rows of six-by-six. Students could enter and exit the classrooms through doors from the corridor at the front and rear. Large windows stretched the length of the non-corridor side and air-conditioners were fixed to the ceilings to the rear. The teacher's area dominated the front of the classrooms. In each room, the teachers could stand on a wooden platform that was raised 20cm from the ground. It stretched the equivalent length of the middle four rows of students' desks. A lectern was placed centrally between the teacher's platform and the front row of students' desks. The blackboard was the same length as the teacher's platform and it was flanked on each side by bulletin boards that contained homeroom notices and the college goals. The bulletin boards had no subject-related content. Clocks were placed centrally above all the blackboards. The electricity sockets were centrally located near the floor beneath the blackboard. English teachers could connect small portable CD-players to this power supply. Homeroom students took it in turns to clean the classrooms and other parts of the *honkan*. Dustbins and a cabinet containing cleaning materials were located at the back. The cleanliness varied. Students could eat food in the classrooms during break

times. Food wrappers, drink containers and chewing gum lay on the floor or in the desk trays of most rooms. Many desks and walls had pencil graffiti on them.

Except for a few new chairs and desks, the classrooms appeared not to have been renovated during their 45-year history. The teacher's lecterns and platforms were made from old splintered wood. The platforms creaked when people stood on them. A cream-coloured synthetic layer littered with scuffmarks, holes and rips covered the concrete floors. The concrete walls had faded blue-grey paint up to approximately a metre high, then white paint above this level. The walls too contained scuffmarks. The wooden sliding doors had the remains of the previous padlocks. Each door had a shiny new lock, but they opened with difficulty, because of the age and condition of their tracks. The view outside the classrooms contrasted with the dirty interior. The first graders could see trees, rice fields, residential housing and the Pacific Ocean to the east. The second graders could watch baseball games on the college sports ground, see palm trees below their windows and the mountain to the west.

To summarise, the classrooms had not changed since their creation forty-five years previously. They were designed for students to work individually, see the blackboard and listen to the teacher. However, the aesthetically pleasing exterior could easily draw students' attentions away from the tuition in the decrepit classrooms. Moreover, the rooms functioned primarily as the students' homerooms where the English teachers made guest appearances.

Appendix N: Matrix of Akira's textbook coverage, instruction and student participation (1A observations)

Observation	Areas covered by Akira	Teacher/student roles
1A(1)	Vivid (Lesson 2 Part 1 p. 14) reading passage	*Akira*: grammar-translation and pronunciation *Students*: Choral recitation and Japanese translation
1A(2)	1. Vivid (Lesson 2 Part 1 p. 14) comprehension questions 2. Vivid (Lesson 2 Part 1 p. 15) Communication (T/F) 3. Workbook (p. 8) Words & Phrases (Pronunciation) 4. Workbook (p. 8) Keys to Reading 5. Vivid (p. 15) Exercises (gap-filling)	*Akira*: Japanese guidance & plays CD *Students*: nominated to translate questions orally into Japanese and give 1-word answers.
1A(3)	1. Word test 2. Words & phrases 3. Vivid (Lesson 2 Part 2 p. 16) listening & reading 4. Vivid (Lesson 2 Part 2 p. 17) Study Points	*Akira*: returns tests, explains new words, explains grammar *Students*: copy new test vocabulary into notebooks, repeat chorally from CD
1A(4)	1. Vivid (Lesson 2 Part 2 p. 17) Study Points 2. Vivid (Lesson 2 Part 2 p. 16) reading	*Akira*: explains next test, explains grammar *Students*: nominated to translate into Japanese

Appendix O: Matrix of Akira's textbook coverage, instruction and student participation (2A observations)

Observation	Areas covered by Akira	Teacher/student roles
2A(1)	1. Word test explanation 2. OTG (Unit 2 p. 13) Conversation	*Akira*: explains tests, plays CD, creates and translates comprehension questions, explains grammar *Students*: nominated to answer comprehension questions orally, repeat chorally
2A(2)	Learners (p. 36-7) grammar exercises & explanations	*Akira*: explains grammar *Students*: nominated to translate into Japanese
2A(3)	OTG (Unit 2 p. 14) Listening (used transcript p. 88)	*Akira*: translates transcript *Students*: copy from blackboard
2A(4)	1. Word Test 2. OTG (Unit 2 p. 14) Role Play 3. OTG (Unit 2 p. 15) Travel Guide	*Akira*: creates and translates RP dialogue, guides students, translates TG and creates comprehension questions *Students*: nominated to recite sentences and answer comprehension questions orally

Appendix P: Matrix of Chikara's textbook coverage, instruction and student participation (1C observations)

Observation	Areas covered by Chikara	Teacher/student roles
1C(1)	Vivid (Lesson 4 Parts 2 & 3 pp. 36 & 38) reading	*Chikara*: Grammar-translation *Students*: copy from blackboard, nominated to translate orally, repeat chorally
1C(2)	Vivid (Lesson 4 Part 3 p. 38) reading	*Chikara*: Grammar-translation *Students*: copy from blackboard, nominated to translate orally, repeat chorally
1C(3)	Vivid (Lesson 4 Part 3 p. 39) reading	*Chikara*: Grammar-translation *Students*: copy from blackboard, nominated to translate orally, repeat chorally
1C(4)	1. Vivid (Lesson 4 Part 3 p. 39 reading 2. Vivid (Lesson 4 Study Points p. 41)	*Chikara*: Grammar-translation *Students*: copy from blackboard, nominated to translate orally, repeat chorally

Appendix Q: Matrix of Chikara's textbook coverage, instruction and student participation (2C observations)

Observation	Areas covered by Chikara	Teacher/student roles
2C(1)	1. OTG (Unit 3 p. 16) Unit Goals 2. OTG (Unit 3 p. 16) Warm Up	*Chikara*: Guides students through exercises *Students*: select correct pictures, answer orally (single words and Japanese), repeat chorally
2C(2)	Learners (pp. 62-3)	*Chikara*: Grammar-translation *Students*: copy from blackboard, nominated to translate orally, repeat chorally
2C(3)	1. OTG (Unit 3 p. 17) Practice 2. OTG (Unit 3 p. 18) Listening	*Chikara*: Explains procedure in Japanese, plays CD *Students*: practice in pairs in English, listen and select correct pictures, repeat chorally
2C(4)	1. OTG (Unit 3 p. 18) Listening 2. OTG (p. 89) Listening Transcript	*Chikara*: Explains procedure in Japanese, plays CD, translates the transcript *Students*: listen and complete gaps, recite chorally with CD, repeat chorally after teacher

Natural speed yeah

Quite fast, quite fast for them and of course sometimes words or expressions which are ... unfamiliar to them

Do you tend to teach the unfamiliar words after listening? Or before [listening

[After listening first without any, only easy questions and answers with blanks. They have only those hints, and after listening I explain words and expressions

Key expressions

Yes that's right

How long do you usually spend on each section do you think?

For the Introduction, 1 lesson time and for conversation 1 lesson time and a half I think, this is because after for the conversation section, I say to you, first they will be engaged in listening and then I let them ... make a conversation, based on this dialogue, so I mean more than one lesson time

Ah the students also speak then

Yeah they make a pair they also use the substitutes written at the bottom of this page.

Practising

Yeah that's right, and I think this kind of pair work, work better for them I think. Many of them are talking with each other and it's very good for them, because, without this kind of activities Japanese students tend to be silent I mean ... they usually don't read English sentences aloud only they read without pronunciation and they just copy the sentences without speaking

How do they do in this kind of role-play on page 18?

My opinion is that the role play is the most important section of this textbook, this is because when I use the er ... textbooks authorised by the Ministry of Education, I liked this role-play section. But, in this textbook to utilise this section, role play, too difficult for them and I don't let them ... engaged in this section ... I don't use it this is because ... for students who learn English as a foreign language, this section is not enough, I mean, the direction is not so kind and it's difficult for them.

This one better directions then, conversation

And if I want to use this role play section, I must explain it more in detail and it takes time and even in that case I wonder how they understand it. Too difficult, I say to you, before, I used the textbook authorised by the Ministry of Education in that case, role

Appendix S: Observation 2C(4) transcript excerpt

Simon: May be OK. It's not the most polite. It is thinking about it. Not polite. May be OK.

T: ima iwaretanowa, ano tatoeba ieno tokoni dareka koraretene sonohitoga mienai toki doa ga attari fensuga attari shite *[handwritten:]* He said that for example, someone visited me and if I can't see this person mienaitokiniwa ma Who is it? Tsukattemo eeto. Sorekara denwa no tokiwa Who is it? Tsukaunyakedo koretsukauto demo *[handwritten:]* because of the door or fence, you can say "who is it?" And on the phone, too. But also he sa anmari ano teineiyanaina to iukoto iimashitane. Saimon sensei, so in order to be polite what expression do you use? *[handwritten:]* this expression isn't so polite. Simon,

Simon: Who's speaking?

T: Who's who's speaking?

Simon: Yeah.

T: Who is speaking?

Simon: Who's apostrophe S.Yeah. Who's speaking?

T: Who's speaking.(Writing) *[handwritten:]* In English.

Simon: Or to be very polite May I ask who's speaking?

T: May I

Simon: Very polite. May I ask ~~you~~ *who's* speaking? *[handwritten:]* Asks me about polite way.

T: May I ask you who's speaking?

Simon: Yeah.

T: May I ask ~~you~~ *who's*

Simon: Most polite.

T: (Writing) ano~ kore tsukauto May I o tsukauto ichiban teineininaru cchukotoyane. Ano donataga hanashiteru noka ano *[handwritten:]* Instead, you can use "May I". It is the most polite expression, he said. "May I ask you tazunetemo yoroshiideshouka.ne. Who is it? Dareya cchuufuuni narun deshoune. De May I ask you who's speaking? Xx May I who's calling?" ask you who's speaking? Koredato teinei nix. Hai, sorekara soshitara koremone aitenitaishite anatawa dareka *[handwritten:]* "Who is it?" is less polite. It is polite. So when you don't know the person, you use "it" I think. wakaranaitokiniwa it o tsukau iu kanjiga shimasune. Dakara it o tsukawanakeraba wareware xxhennakanjiga shimasuyone. *[handwritten:]* He feel strange to use it for person S kun hen na kanji shimasuyone. Hi, e~ tto sorekara I see.. just a moment, please. Wakarimashita. A~ just a moment xxne *[handwritten:]* S, don't you think so? And, just a moment(Writing on the board) e~ chotto matte kudasai. Mari e~ it's e~ a~ saimon sensei! Here he uses the express *[handwritten:]* Simon, a~ just a moment please. But on the phone you sometimes say hold on, please.

Simon: Un, that's ok too.

T: Hold on, please. *[handwritten:]* In English. Asks me ~~again~~ about alternative expression.

Simon: That's ok.

T: (Writing on the board) iidesuka? Denwano tokinine denwano hyougen ga arundesune. Dakara hold on please nante *[handwritten:]* OK? there are certain expressions for phones. So you sometimes say "Hold on please" hyougen tsukau tokiga arimasuwa. Chotto omachi kudasai. Hold on please. Ne, hold on please. Xxxne. E~tto sorekara e~ *[handwritten:]* on the phone. And,

Mari, e~ It's for you. Mari, Mari ni taishitedayo. It's Carlos. E~ dakara kyaroru kyaroru dayo yuutene. Kyarorukara dayo. A

student in your class at the language school. Ne gogakugakkouno anatano kurasuno gakusei dearu kyaroru dayo ne. It's *[handwritten:]* Translation

Carol. Kyaro kara dayo tteiunowa It's Carol. Oh, thank you. Arigatou. Maybe he just wants to check the homework. Ne.

tabun shukudai no koto o chekku shitagatte irun dawa. Hmmm, I wonder how he got this number? Demo doushite

konobangouga wakatta nokana~? To iufuuni xx. Oshietemo iikana tte kyokao eteirunoni sono maeni sudeni ittetan dana. Ne. *[handwritten:]* Mari is getting a permission to give a phone number to her friends, but she's hai soshiotara mouichido kakemasukara kono CD to doujini ookii koede yonde kureyo. Eeka? Hayaina. Iidesuka? (Playing the *[handwritten:]* already told it befor I'm going to play CD, so read aloud the conversation with CD. OK? getting the permission. CD and said)hayaku yonde kudasai.(CD is on) *[handwritten:]* Read it fast.

Ss: (Reading the Textbook with the CD)

[handwritten:] Reading w/ CD. Briefly translates + explains the situat.

2C (4) page 4 of 5