

Pre-service Teachers' Perceptions of Teaching English

Akiko Takagi

Aoyama Gakuin University

The purpose of this study was to examine pre-service teachers' perceptions of teaching English and the reasons behind these perceptions, based on positive and negative learning experiences prior to starting their pre-service teacher education program. The participants were 200 Japanese pre-service teachers in an English teaching methodology course from five cohorts at a private university between 2015 and 2019. These individuals recorded their reflections on their prior learning experiences in the personal statement section of the JACET SIG on English Language Education's (2014) reflection tool, The Japanese Portfolio for Student Teachers of Languages. The results of a thematic analysis revealed seven categories of learning experience. Moreover, the reasons participants cited for evaluating their experiences as being either positive or negative involved affective, cognitive, and linguistic factors. Teacher educators working in teacher preparation programs would benefit from taking into account the nature of student teachers' preconceptions about teaching before encouraging reflection on and development of their didactic knowledge.

本研究の目的は、英語科教員養成課程を履修する前の肯定的及び否定的な経験に基づき、教員養成課程の学生の英語教育に対する認識とその背後にある理由について調査することであった。参加者は、2015年から2019年に、私立大学で英語科教育法特論の授業を受講した5グループ200名の学生であった。彼らは、『成長のための省察ツール：言語教師のポートフォリオ』（JACET教育問題研究会、2014）の「自分自身について」のセクションにおいて、学習経験を振り返り記述した。テーマ分析の結果、学習経験について7種類のカテゴリーが明らかになった。また、参加者が経験を肯定的または否定的と評価する理由として、感情的、認知的、言語的要因が挙げられた。教員養成課程に携わる教師教育者が、履修生の教育に対する先入観を考慮した上で、教授法の知識についての省察と向上を促すことは意味があるであろう。

<https://doi.org/10.37546/JALTTLT46.4-1>

Teacher Learning and the Role of Reflection in Pre-service Teacher Education

In Japan, the importance of reflection has been widely accepted in both in-service and pre-service teacher education. Reflection *in* action and reflection *on* action (Schön, 1983) are crucial to promote teachers making sense of teaching and improving their practice. For pre-service teachers, reflection *for* action is also meaningful because it provides them with an opportunity to verbalize plans, predict outcomes, consider possibilities, and reflect on prospective pedagogical practices before they experience teaching practicum (e.g., Moore-Russo & Wilsey, 2014; Urzúa & Vásquez, 2008).

To enhance reflection for action, teacher educators can help pre-service teachers reflect on didactic knowledge and skills necessary to teach English for the purpose of linking teaching theory and practice. Oftentimes, however, because pre-service teachers have observed English teachers and their teaching for prolonged periods as learners before enrolling in pre-service teacher education programs, they already have preconceived notions about the nature of teaching and learning. This is a well-known phenomenon called the apprenticeship of observation (Lortie, 1975). Calderhead and Robinson (1991) revealed how pre-service teachers' experiences affect their beliefs. Student teachers' preconceived notions and beliefs may even impede their acceptance of teaching theories they have been taught. Thus, teacher educators need to understand the notions and beliefs of student teachers by investigating the kinds of experiences they have had as English learners. Likewise, student teachers would benefit from such an investigation through developing an awareness of the assumptions they already have about teaching and learning by reflecting on their own learning experiences.

J-POSTL as a Reflection Tool for Pre-service Teachers

Adapted to the Japanese education context from Newby et al.'s (2007) European Portfolio for Student Teachers of Languages (EPOSTL), the JACET SIG on English Education's (2014) Japanese Portfolio for Student Teachers of Languages (J-POSTL) is a didactic portfolio for pre-service and in-service teachers. The downloadable and freely available J-POSTL can be a useful tool to encourage student teachers to reflect on the competencies they need to attain and on the underlying knowledge that feeds those competencies. The J-POSTL consists of three parts: a personal statement, a self-assessment section, and a dossier. The core of the J-POSTL is a self-assessment section consisting of 180 self-assessment descriptors, which are grouped into seven categories: *Context, Methodology, Resources, Lesson Planning, Conducting a Lesson, Independent Learning, and Assessment of Learning*.

I use the portfolio throughout my teaching methodology course mainly for the purpose of promoting critical reflection on didactic competencies based on selected self-assessment descriptors. At the beginning of the course, student teachers fill in the personal statement section, which encourages them to reflect on their own learning experiences and verbalize their expectations of the teacher education course. This section is essential because it fosters student teachers' awareness of their current beliefs concerning teaching. The present study focuses solely on this personal statement section.

Previous Research on Teachers' Perceptions of Effective Language Teachers

Numerous studies (e.g., Borg, 2006; Brown, 2009; Dincer et al., 2013; Göksel & Rakıcioğlu-Söylemez, 2018; Salahshour & Hajizadeh, 2012; Tajeddin & Alemi, 2019) have examined the characteristics of language teachers that pre-service and in-service teachers perceive to be effective. To determine what makes EFL teachers distinct from other subject teachers, Borg studied more than 200 practicing and prospective language teachers in various contexts and compared them with teachers of other subjects. The results of the analysis revealed 11 distinct characteristics of EFL teachers such as the nature of the subject, the content of the teaching, teaching methodology, the teacher-learner relationship, and non-native issues. Although the teachers were perceived as distinct from a range of perspectives, the results suggested that teachers are defined mainly by the subjects they teach. In a more recent study, Göksel and Rakıcioğlu-Söylemez (2018) investigated 170 EFL pre-service teachers' conceptions of characteristics of an effective English teacher in Turkey. Based on an analysis of concept maps and focus group interviews, several themes emerged, and these themes were grouped into four categories: academic concepts, personality, socio-affective skills, and teaching competence. In another study, Tajeddin and Alemi (2019) compared the beliefs of 50 pre-service and in-service teachers about the attributes of effective teachers. Their analysis of questionnaire and interview data revealed that pre-service teachers valued personal characteristics such as patience, kindness, friendliness, knowledge, enthusiasm, and reflection to improve teaching. Although in-service teachers also valued friendliness, they emphasized the importance of teachers' knowledge, energy, and sense of humor as well. Finally, in their overview of more than 30 studies on the characteristics of effective language teachers, Dincer et al. (2013) found four common main features: socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics.

Although past studies have clarified the characteristics of effective language teachers, they have mainly explored the qualities of teachers rather than investigate the general characteristics of effective teaching; although, as noted by Borg (2006), the distinctions between a teacher and teaching are blurry. Another problem is that studies have tended to focus only on positive teacher qualities rather than negative ones. Moreover, I am unaware of any that examined the reasons why participants regarded characteristics as effective or ineffective. Thus, the purpose of this study was to explore pre-service teachers' perceptions—based on their own positive and negative experiences of being taught as learners—of effective and ineffective teaching and the reasons underlying it. This can provide teacher educators with valuable information on pre-service teachers' assumptions at the beginning of a reflection-oriented teacher education program.

Methodology

Research Questions

This study sought to answer the following three research questions:

- RQ1: When did pre-service teachers have positive or negative experiences in their English learning careers?
- RQ2: What were positive and negative aspects of pre-service teachers' experiences learning English?
- RQ3: Why did pre-service teachers perceive their English-learning experiences as positive or negative?

Participants

The participants were 200 Japanese pre-service teachers (81 males and 119 females) in a one-year, 90-minute weekly English teaching methodology course (30 class sessions) from among five cohorts at a private university in Tokyo between 2015 and 2019. The course was a requirement for students seeking a secondary-level English teacher's license. The aim of the course was to understand the theoretical aspects of teaching English as a foreign language and to acquire basic knowledge about how to teach the four traditional communication skills (i.e., reading, writing, speaking, and listening). The majority ($n = 182$) of the participants were third-year students; the remainder ($n = 18$) were fourth-year students. These students belonged to three departments: Education ($n = 113$), English and American Literature ($n = 80$), and French Literature ($n = 7$).

Data Collection and Analysis

At the beginning of the course, a paper version of the J-POSTL was distributed and the background, purpose, and significance of the portfolio were explained. A Word file of the personal statement section was then distributed via the online platform. The student teachers completed the form and submitted it electronically up to one month after the start of the course. As this was part of a course assignment, informed consent was obtained from the course attendees each year to ensure only the voluntary use of student teacher data. All 200 pre-service teachers who voluntarily agreed to participate noted both positive and negative experiences in the personal statement section.

The data were analyzed via thematic analysis (Guest, MacQueen, & Namey, 2012) with the support of NVivo 12 Plus. All written comments were first entered into a spreadsheet and then imported into NVivo 12 Plus. Student teachers' positive and negative experiences were coded when words related to school appeared in the text of their descriptions. Thereafter, an exploratory investigation was conducted to identify common themes in the student teachers' experiences and the reasons for perceptions of these experiences as positive or negative. After the themes were identified, the themes of the participants' experiences were organized into broad categories. The themes of the reasons were not classified into categories due to their small number. Additionally, the total number of comments for each theme was tabulated. Since a single comment could contain more than one theme, the total number of comments exceeded 200. All comments were written in Japanese. The English translations provided here were done by the author.

Results

Categories and Themes Related to Positive Experiences

With respect to the first research question, as the participants were not required to indicate the timing of their positive experiences, some did, but others did not. Of those (53%) who mentioned the time of their positive classroom experiences, 12 referred to elementary school, 68 to junior high school, 59 to high school, three to university, and nine to institutions outside of formal education, such as cram schools and English conversation schools.

Regarding positive experiences in answer to the second research question, the data analysis yielded seven categories and 78 themes. The seven categories were (1) activity, (2) class style, (3) content and skills taught, (4) teaching material, (5) teacher

characteristics, (6) native speaker issues, and (7) teaching skills. The number of themes per category ranged from 1 (native issues) to 25 (activity). Table 1 shows the categories and themes for those positive experiences whose comments numbered more than 10. Although not all the participants indicated their reasons, 10 themes were identified, as shown in Table 2, which answers the third research question. The themes comprised affective (*arousal of interest and good feeling when understood by native teacher*), cognitive (*learning retention, enhancement of understanding, self-management of learning, and enhancement of critical thinking*), and linguistic aspects (*improvement of English proficiency, learning practical English, acquisition of English rhythm, and usefulness for entrance exams*).

Table 1

Categories and Themes Related to Positive Experiences

Category	Theme	Number of Comments
1. Teaching Material	English Music	55
	English Movies	14
2. Activity	Games	25
	Reading Aloud	22
	Regular Quiz	21
	Presentation	10
3. Content and Skills Taught	Emphasis on Speaking Skills	40
	Grammar Instruction	35
	Vocabulary Instruction	15
	Teaching Pronunciation	11
4. Native Issues	Native English Teacher	36
5. Class Style	Learner-centered Class	29
	English-only Instruction	14
	Small-size Class	10
6. Teaching Skills	Clear Explanation	10

Table 2*Reasons for Participant Perceptions of Experiences as Positive*

Theme	Number of Comments
Arousal of Interest	58
Learning Retention	45
Improvement of English Proficiency	37
Learning Practical English	35
Enhancement of Understanding	21
Acquisition of English Rhythm	10
Good Feeling When Understood by Native Teacher	6
Usefulness for Entrance Exams	5
Self-management of Learning	4
Enhancement of Critical Thinking	3

Teaching Material and Activity

Themes under the teaching material category were *English music* (55 comments) and *English movies* (14 comments), which were authentic teaching materials but not the primary materials used in class. These materials were often seen to be connected with the reason *arousal of interest* (58 comments). As one student teacher said “When I was in my second and third year of junior high school, I had fun learning English because I was able to learn it through various materials, as English books, movies, and music were used.”

Among the four themes in the activity category, *games* (25 comments) also contributed to *arousal of interest* in learning English, as the following excerpt shows: “One teacher always tried to spark our interest by using games and songs in the introduction to the class.” The theme *reading aloud* (22 comments) was often connected to enhancing *acquisition of English rhythm* (10 comments). One person commented “Reading aloud and shadowing activities were effective to get used to the unique English rhythm by listening.” *Reading aloud* also elicited the second most cited reason in response, *learning retention* (45 comments). This comment is one example:

An English teacher in junior high school emphasized a reading-aloud activity. We were not allowed to sit down until we had read aloud from the textbook with proper pronunciation three

times. Thanks to that, I was able to acquire vocabulary and proper pronunciation.

Similarly, *regular quiz* (21 comments) was also regarded as a positive experience because it benefited *learning retention*.

Content and Skills Taught

The participants valued *emphasis on speaking skills* (40 comments) and *teaching pronunciation* (11 comments) under the content and skills taught category because student teachers had a sense of *improvement of English proficiency* (37 comments), especially in their speaking skills. One participant wrote “In one class, we did a range of speaking activities, such as talking about our daily lives and exchanging opinions with our classmates. First, I struggled to make myself understood, but gradually I improved my speaking skills.” On the other hand, student teachers also appreciated *grammar instruction* (35 comments) and *vocabulary instruction* (15 comments). One student teacher said that being taught grammar contributed to improving her reading skills “My classes were mainly taught by a grammar translation method. Although I do not argue the pros and cons of this teaching method, I can say that I surely acquired reading skills.” Another recollected that grammar instruction contributed to *enhancement of understanding* (21 comments) “When I learned grammar, we were asked to explain why grammar is incorrect in a false sentence. This was useful to deepen my understanding.”

Native Issues

Under the native issues category, 36 references were made to native English teachers. In contrast, no single comment referred to non-native teachers. Although the native speaker issues category had only one theme, it was separated as a category because *native English teacher* cannot be categorized into any other categories. According to Borg (1996), non-native issues (p. 20) is one of six distinctive characteristics referred to in his respondents’ accounts of what makes languages teachers different from other subject teachers. In the present study, the term *native speaker issues* was employed instead of *non-native issues* since the respondents only referred to native English teachers. A popular reason cited by the participants as to why learning from a native teacher was positive was *learning practical English* (35 comments). For example, one participant noted “In writing class, I had my essay corrected by a native teacher. I was able to learn practical English and identify inauthentic English expressions.” The

fact that some participants used the term *native* implies the existence of the native speaker fallacy (Phillipson, 1992, p. 185) which is the belief that the ideal teacher of English is a native speaker, especially in terms of learning authentic English and essay writing, according to the students' comments.

Class-style and Teaching Skills

Next, three themes under the class style category were *learner-centered class* (29 comments), *English-only instruction* (14 comments), and *small-size class* (10 comments). The participants preferred the learner-centered class because a sense of improvement in English proficiency made learning English fun and meaningful. One participant commented "I remember the learner-centered class well, where students actually did activities. The class was fun because I had a feeling of using English and a sense of achievement." Finally, only the theme *clear explanation* (10 comments) appeared under the teaching skills category. As one student reflected, this theme enhanced understanding:

In high school, I studied English for a university entrance examination. My teacher explained about etymology and the reasons behind the grammar structure. It helped me a lot to understand, so I did not need to learn by rote.

Categories and Themes Related to Negative Experiences

With respect to the first research question, 72 comments made by 60 respondents (30%) referred to the participants' negative experiences. Two were in a class in elementary school, 20 in junior high school, and 50 in high school. Negative experiences in high school were referred to more often than those in junior high school. Regarding the second research question, the categories of negative experiences were the same as those for positive experiences. The total number of themes was 46, which showed less variation than the positive experiences. There were 13 themes for activity, two for class style, eight for content and skills taught, four for teaching material, nine for teacher qualities, one for native issues, and nine for teaching skills. The salient thematic differences for the negative experiences compared to the positive experiences were *teaching material* and *teaching skills*. There were fewer comments made about *teaching material*; and more comments made about *teaching skills*. Table 3 shows the categories and themes related to

negative experience which had more than 10 comments. With respect to the third research question, as shown in Table 4, seven themes emerged concerning the reasons why the participants perceived their experiences as negative. The themes comprised affective (*boredom, loss of motivation, waste of time, and embarrassment*), cognitive (*being unable to understand*), and linguistic aspects (*being unable to improve oral skills, being unable to acquire English proficiency*).

Table 3

Categories and Themes Related to Negative Experiences

Category	Theme	Number of Comments
1. Activity	Translation	76
	Explanation of Grammar	37
	Memorization of Words and Sentences	32
	Exercises for Examinations	26
	Less Emphasis on Speaking Skills	45
	Preparation for Entrance Examinations	35
2. Content and Skills Taught	Less Emphasis on Listening Skills	22
	Emphasis on Grammar	18
	Lack of Teaching Pronunciation	11
3. Class Style	Teacher-Centered	51
4. Teaching Skills	Insufficient Explanation	21
	Monotonous Class	18
	Lack of Teacher Support	10
5. Teacher Characteristics	Teachers' Poor Pronunciation	11

Table 4*Reasons for Participant Perceptions of Experiences as Negative*

Theme	Number of Comments
Being Unable to Improve Oral Skills	47
Boredom	38
Being Unable to Acquire English Proficiency	20
Being Unable to Understand	19
Loss of Motivation	12
Waste of Time	9
Embarrassment	2

Activity

Four themes under the activity category were: *translation* (76 comments), *explanation of grammar* (37 comments), *memorization of words and sentences* (32 comments), and *exercises for examinations* (26 comments). All four themes are related to each other and reflect on the widely used grammar translation method. Some students felt that these activities made them *bored* (38 comments) and sleepy, while others found that they could not improve their English proficiency, especially their oral skills (*being unable to improve oral skills*: 47 comments). For instance, one said:

We were required to copy the whole English text and write down its Japanese translation in the notebook as preparation. We just checked whether or not our translation was correct. It was boring, and I was not able to improve my speaking and listening skills at all.”

Others found that *explanation of grammar* was meaningless for acquiring any English skills (*being unable to acquire English proficiency*: 20 comments), as one student teacher recollected “We needed to do exercises in a grammar textbook at home, and teachers explained and checked the answers. I found it extremely boring and did not feel a sense of acquiring anything at all.” Another referred to *loss of motivation* (12 comments) as a reason:

Completing exercises for the entrance examinations became the main activity in class from the middle of second year in high school. We repeatedly worked on grammar exercises and listened to my teacher’s explanations. I started to question the purpose of learning English, and lost interest in learning English.

Contents and Skills Taught and Class Style

The activities mentioned above are also closely related to the themes under the contents and skills taught category: *less emphasis on speaking skills* (45 comments), *preparation for entrance examinations* (35 comments), *less emphasis on listening skills* (22 comments), *emphasis on grammar* (18 comments), and *lack of teaching pronunciation* (11 comments). These themes indicate that less emphasis was placed on listening and speaking skills, probably because these skills are not required for many university entrance examinations. The student teachers regarded this instructional tendency as negative and lamented *being unable to improve oral skills* (47 comments), as shown in the following comment: “We learned English mainly for a university entrance examination. The class emphasized reading and grammar exercises. I had little opportunity to speak and listen to English, so I was not able to develop these skills.” *Teacher-centered* (51 comments) approach was a typical class style in which the above-mentioned activities, content, and skills were employed. Another added “I learned from various teachers in high school, but all of them mainly explained the contents of the textbook. It was one-way, and not good.”

Teaching Skills and Teacher Characteristics

The *monotonous class* (18 comments) theme under the teaching skills category also related to teacher-centered classes that focused on translation and grammar. In addition to that theme, two additional themes—*insufficient explanation* (21 comments) and *lack of teacher support* (10 comments)—emerged under the same category. Insufficient explanations made it difficult for the students to understand English (*being unable to understand*: 19 comments). One participant explained how he struggled in a class where his teacher’s grammar instruction was insufficient “I was not able to understand my teacher’s grammar explanations because he or she did not explain in what situations the grammar could be used. So, I just memorized the grammar rules.” Finally, *teachers’ poor pronunciation* (11 comments) was the only theme to emerge under the teacher characteristics category.

Discussion

The results of this study reveal that the participants’ positive experiences were drawn mainly from junior high and high school, while about 70% of their negative experiences were from high school.

The participants’ descriptions of their positive and negative experiences in learning English mainly

fall into seven categories. These categories are closely related to subject-matter knowledge, which is included among Dincer et al.'s (2013) four main traits of an effective teacher. These results indicate that the participants know English should be taught to communicate and to develop oral skills in school, not for exams. Still, ineffective teachers they encountered might not have possessed enough subject-matter knowledge to help them develop their verbal fluency.

For teaching materials (English music and movies) and activities (games, reading aloud, and regular quizzes), which the participants regarded as positive experiences, there are no activities associated with the development of higher-order critical thinking skills. We can assume that few participants experienced instruction that promotes such skills. Moreover, although some participants mentioned that translation and grammar exercises were effective in improving their reading and writing skills, questions remain as to how they define reading and writing proficiency. Because pre-service teachers lack experience, they may not be aware that teachers need to get students involved in higher-order thinking skills to develop a higher level of communication skills.

According to their negative experiences, quite a few participants considered traditional teaching methods, such as grammar translation, to be characteristic of ineffective teaching. At the same time, since many of them were exposed to such methods, it might be difficult for them to concretely imagine how the four communication skills could be taught in an integrated way. The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has emphasized nurturing practical communication skills in English education since its *Course of Study* introduced new oral communication courses into the high school English curriculum in 1989. Accordingly, MEXT advocates the use of Communicative Language Teaching (CLT) in English education (Nishino, 2008). However, a certain number of students referred to experiences not associated with CLT, such as translation, teacher-centeredness, and less emphasis on speaking skills, as negative. Thus, it can be inferred that CLT had not yet been fully implemented in junior high and high school English classes.

The information obtained from student teachers' reflections suggests a starting point for encouraging student teachers to reflect on and develop the didactic knowledge necessary for teaching in an action-oriented classroom. For future research, it would be ideal to investigate how students' perceptions changed at the end of the teaching methodology course.

Conclusion

The results of this study suggest that pre-service teachers' perceptions of teaching English and the reasons behind these perceptions are drawn from their positive and negative learning experiences, mainly in their junior high school and high school days. Seven categories of positive and negative experiences were identified, and the reasons behind these experiences could be categorized as affective, cognitive, and linguistic aspects. The participants noted several reasons for their positive perceptions, including the arousal of interest, learning retention, improvement of English proficiency, and learning practical English. Although nurturing communicative skills has been promoted in the *Course of Study* in Japan for decades, the participants' negative experiences indicated that traditional teaching methods such as grammar translation are still widely used and that the participants were clearly aware of the ineffectiveness of these methods for improving skills, especially oral skills. To attain the didactic competencies necessary for EFL teachers, pre-service teachers need to understand not only teaching skills but also the theories underlying these skills. Portfolios, such as J-POSTL, can be useful teacher education tools because they take into account the nature of student teachers' preconceptions and encourage constant reflection on and development of their didactic knowledge.

References

- Borg, S. (2006). The distinctive characteristics of foreign language teachers. *Language Teaching Research*, 10(1), 3–31. <https://doi.org/10.1191/1362168806lr182oa>
- Brown, A. V. (2009). Students' and teachers' perceptions of effective foreign language teaching: A comparison of ideals. *The Modern Language Journal*, 93, 46–60. <https://doi.org/10.1111/j.1540-4781.2009.00827.x>
- Calderhead, J., & Robinson, M. (1991). Images of teaching: Student teachers' early conceptions of classroom practice. *Teaching and Teacher Education*, 7(1), 1–8. [http://dx.doi.org/10.1016/0742-051X\(91\)90053-R](http://dx.doi.org/10.1016/0742-051X(91)90053-R)
- Dincer, A., Göksu, A., Takkac, A., & Yazici, M. (2013). Common characteristics of an effective English language teacher. *The International Journal of Educational Researchers*, 4(3), 1–8.
- Göksel, Ş., & Rakıcioğlu-Söylemez, A. (2018). Becoming a professional: Exploring EFL pre-service teachers' conceptions of an effective foreign language teacher. *Journal of Language and Linguistic Studies*, 14(4), 111–135.
- Guest, G., MacQueen, K. M., & Namey, E. E. (2012). *Applied thematic analysis*. SAGE Publications, Inc. <https://dx.doi.org/10.4135/9781483384436>

JACET SIG on English Language Education. (2014).

Japanese portfolio for student teachers of languages. Full version: For English teacher education. <http://www.waseda.jp/assoc-jacetedu/FullVersionJPOSTL.pdf>

Lortie, D. C. (1975). *Schoolteacher: A sociological study.* University of Chicago Press.

Ministry of Education, Culture, Sports, Science, and Technology. (1989). *The Course of Study.* https://www.mext.go.jp/a_menu/shotou/oldcs/1322544.htm

Moore-Russo, D. A., & Wilsey, J. N. (2014). Delving into the meaning of productive reflection: A study of future teachers' reflections on representations of teaching. *Teaching and Teacher Education, 37*, 76–90. <https://doi.org/10.1016/j.tate.2013.10.002>

Newby, D., Allan, R., Fenner, A., B., Jones, B., Komorowska, H., & Soghikyan, K. (2007). *European portfolio for student teachers of languages: A reflection tool for language teacher education.* Council of Europe. <https://www.ecml.at/Resources/ECMLresources/tabid/277/1D/51/language/en-GB/Default.aspx>

Nishino, T. (2008). Japanese secondary school teachers' beliefs and practices regarding communicative language teaching: An exploratory study. *JALT Journal, 30*(1), 27–50. <https://doi.org/10.37546/JALTJ30.1-2>

Phillipson, R. (1992). *Linguistic imperialism.* Oxford University Press.

Salahshour, N., & Hajizadeh, N. (2013). Characteristics of effective EFL instructors. *Procedia - Social and Behavioral Sciences, 70*, 163–173. <http://dx.doi.org/10.1016/j.sbspro.2013.01.052>

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action.* Basic Books.

Tajeddin, Z., & Alemi, M. (2019). Effective language teachers as persons: Exploring pre-service and in-service teachers' beliefs. *TESL-EJ, 22*(4), 1–25.

Urzúa, A., & Vásquez, C. (2008). Reflection and professional identity in teachers' future-oriented discourse. *Teaching and Teacher Education, 24*(7), 1935–1946. <https://doi.org/10.1016/j.tate.2008.04.008>

Akiko Takagi is a professor in the College of Education at Aoyama Gakuin University. She earned her Doctorate in Education at University of Exeter, England. Her research interests include teacher education, professional teacher development, practitioner research, and qualitative research methodology.



TD SIG: Teacher Journeys

The Teacher Development SIG is inviting everyone to present at the annual Teacher Journeys conference in October. You can find more information about the conference and all the important deadlines by visiting:

<https://tj.td.jalt.org>

Call for The Listening Conference 2022

A Listening SIG/Kyoto Chapter event
(Deadline 24th July 2022)

The Listening SIG is delighted to announce their first ever event in affiliation with the JALT Kyoto Chapter. The Listening Conference 2022 will be a one-day event taking place in Kyoto on Sunday 25th September. Our call for presenters is now open. We are looking for 20-minute presentations + 5-minute Q&A sessions on topics related to listening and teaching, pedagogy, assessment, and resources. We are also keen to hear from you if you have another research area in listening that you would like to share. Please submit a 200-word abstract at:

<https://forms.gle/cQz5N2VpvZiT7ddZA>

The call closes on 24th July 2022. If you would like to find out more, then please contact us at listening@jalt.org

- Conference Date: 25th September 2022
- Location: Campus Plaza, Kyoto