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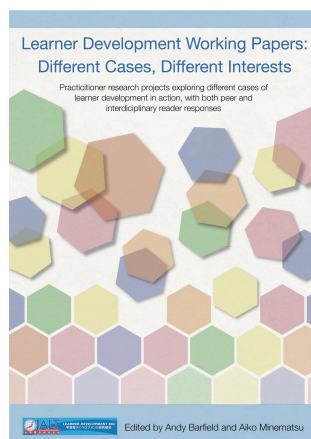
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Collaborative and Reflective Advising for Teacher and Learner Autonomy in a Japanese Junior High School EFL Education Context

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Chapter Four

Collaborative and Reflective Advising for Teacher and Learner Autonomy in a Japanese Junior High School EFL Education Context

Hideo Kojima, Hirosaki University, with Masuko Miyahara, International Christian University, and Atsushi Yoshinaka, Hirosaki University

Abstract

This chapter presents a case of advising in English language teaching (ELT) in a Japanese junior high school education context, where teachers are expected to promote students' communicative competence and autonomy in language learning. The study aimed to examine to what extent the collaborative and reflective advising (CRA) was effective in developing teacher autonomy for learner autonomy in strategy-based instruction of English as a foreign language (EFL), and to explore how CRA promoted the advisors' professional development as well as the advisee's autonomous development. A Japanese junior high school EFL teacher was required to give a demonstration lesson at a major annual conference for all Tohoku EFL teachers. Three experienced EFL teachers and I assisted him before and after the conference in directing his own path and promoting his students' autonomy in language learning. In spite of various constraints on teacher and learner autonomy, CRA seemed to be effective in promoting the advisee's autonomy, his students' autonomy, and the advisors' professional development within the sociocultural context of the study. For further research, the potential of CRA needs to be explored in various communities of EFL learning and practice.

要旨

本章では、生徒のコミュニケーション能力とオートノミーの育成をこれまで以上に期待されている中学校英語授業における教師へのアドバイジングを研究事例とする。研究の目的は、協働的・省察的アドバイジング（CRA）が、学習ストラテジーに基づく英語授業において、学習者オートノミーを育む教師オートノミーの向上にどの程度効果的か、また被助言者の自律的成長とともに助言者の専門的成長をどのように促すかを探求することである。東北六県英語教育研究大会で公開授業を行うことになった中学校英語教員が、主体的に授業に取り組み生徒のオートノミーを育むことができるように、3名のベテラン英語教員と本研究者がアドバイザー役を担った。教師・学習者オートノミーの向上を阻む多様な要因が存在するものの、本研究の社会文化的コンテクストにおいては、被助言者・学習者のオートノミー及び助言者の専門的成長を促す上でアドバイジング効果があると思われた。CRAの潜在力に関しては、多様な学びと実践の共同体において今後さらに考究する必要がある。

Key words

collaborative and reflective advising, teacher autonomy, learner autonomy, professional development
協働的・省察的アドバイジング，教師オートノミー，学習者オートノミー，専門的成長

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Part One

Introduction

Today, one of the focuses of policy debate regarding teacher education in Japan is quality assurance in university-based teacher education. School teachers are expected to promote professional competence and continue to learn throughout their lives. In secondary EFL education, in order to develop students' communicative competence and autonomy, EFL teachers need to enhance their technical knowledge, pedagogical skills, interpersonal skills, and personal qualities.

This chapter presents issues around a case study with a Japanese junior high school EFL teacher in his thirties, who was in charge of a class composed of 32 third-year students (16 males and 16 females), with beginner to post-beginner level of English. The teacher, who I shall refer to by the nom de plume of "Hiroyuki" (all the participants in this chapter are given noms de plume except me), was required to give a demonstration lesson at the 60th Annual Conference and Workshop of All Tohoku Secondary School English Teaching held at Hirosaki Cultural Center. The theme for the conference was *English education for enhancing students' output ability through the integration of the four language skills*. The president of the conference asked me as an experienced teacher educator to be an advisor to Hiroyuki. Together with a group of three experienced EFL teachers (Akinobu, Eisuke, Toshio), I assisted Hiroyuki in directing his own path and promoting his students' integrated communication skills and autonomous language learning. I discuss how the collaborative and reflective advising (CRA) carried out by these experienced teachers was effective in promoting Hiroyuki's and his students' autonomy in language teaching and learning within their specific local context. As a teacher educator, I have developed collaborative and reflective approaches to EFL teaching/learning (Kojima, 2012). CRA is my original framework for advising in language teaching, where collaboration and reflection are essential for the advisor to promote the advisee's autonomous development.

Advising in language learning "involves the process and the practices of helping students to direct their own paths so as to become more effective and more autonomous language learners" (Carson & Mynard, 2012, p.

4). Taking this definition into consideration, I have come to believe that advising in language teaching (ALT) might entail (Kojima, 2012, p. 86):

• helping teachers to identify problems and goals
• facilitating teachers' consciousness-raising in the process of teaching
• helping teachers to play their roles in promoting learner autonomy
• helping teachers to improve their instruction through reflective teaching cycles
• assisting teachers in developing professional competence and autonomy
• helping teachers to promote teacher learning in communities of practice.

Advising as a general term is likely to be directive and "most commonly suggests an imparting of knowledge, or transference of information from an expert to a decision-maker" (Carson & Mynard, 2012, p. 11). However, in order to help Hiroyuki to solve various ELT-related issues, I implemented a model of CRA based on collaboration among the following four parties: Hiroyuki, myself as his advisor, three experienced teachers (Akinobu, Eisuke, Toshio), and 32 students. They were expected to promote their growth through positive interdependence in a sociocultural context. Taking into consideration the "Bergen Definition of Learner Autonomy", which states that autonomy is " a capacity and willingness to act independently and in cooperation with others, as a social, responsible person" (Dam, Eriksson, Little, Miliander, & Trebbi, 1990, p. 102), and Little's (2000) suggestion that the growth of learner independence could be supported by learner interdependence, I would like to emphasize the social aspect of autonomy in EFL education and the promotion of group dynamics in communities of learning.

Teacher autonomy can be defined at least partially in terms of the teacher's autonomy as a learner, or more succinctly *teacher-learner autonomy* (Smith, 2000). EFL teachers in Japan are expected to learn how to teach as life-long learners. Constraints on teacher autonomy can be broadly categorized under the macro (decisions taken outside the institution) and the micro (institution-internal decisions) (McGrath, 2000). Hiroyuki is required to follow the new Course of Study set by the Japanese government and negotiate various constraints on collegiality at his school. Navigating and sustaining a sense of professional expertise is critical to how Hiroyuki will ultimately position himself and his work in the sociocultural teaching context.

According to Johnson (2009, p. 1), "the epistemological stance of a sociocultural perspective defines human learning as dynamic social activity that is situated in physical and social contexts, and is distributed across persons, tools, and activities." Answering the question, "What does a sociocultural perspective on human learning have to offer the enterprise of L2 teacher education?," Johnson (2009, pp. 2-6) elaborates on *five changing points of view*: (a) teachers as learners of teaching, (b) language as social practice, (c) teaching as dialogic mediation, (d) macro-structures and the L2 teaching profession, and (e) inquiry-based approaches to professional development. I will use these viewpoints to interpret Hiroyuki's teacher learning over time in this research study.

In line with Johnson, who points out, "a major challenge for the future of L2 teacher education will be to uncover how teachers' professional learning influences their teaching and, in turn, how that teaching influences their students' learning" (Johnson, 2009, p. 116), I would, in this chapter, like to explore the complex relationship between teacher professional learning and student EFL learning. My aims are therefore to examine to what extent CRA was effective in developing teacher autonomy for learner autonomy as framed within the strategy-based approach to EFL instruction that Hiroyuki developed, and to explore how CRA promoted the advisee's autonomous development, as well as the advisors' professional development. In the first part of this chapter I focus on the six group-based advising sessions that Hiroyuki and I took part in,

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before I look more closely at the demonstration lesson and the participants' reflections on collaborative and reflective learning/advising. I conclude the chapter by identifying certain critical learner development issues that a CRA approach in in-service teacher education invites us to explore further.

The CRA sessions

The CRA sessions were carried out six times for about half a year. The first session was held in my university office, but the other sessions were held at a civic center in Hirosaki. "Dialogue is central to the advising process and is defined as a psychological tool in sociocultural theory" (Mynard, 2012, p. 34). In a previous study (Kojima, 2012), I analyzed the discourse of each session and discussed how I gradually shifted responsibility onto the advisee through careful use of purposeful, co-constructed dialogue. The features of these six CRA sessions can therefore be summarized as follows.

CRA session 1
The first session was a voluntary face-to-face meeting between the advisor and the advisee. The session drew to some extent on discourse practices from counseling. I actively listened to Hiroyuki talking about the problems that he felt he faced in his English classes. Most of his students were not good at English and lacked positive attitudes towards language learning, although some female students liked communication in English. Hiroyuki lacked teaching strategies to motivate his students and promote their autonomy in language learning. In order to promote good human relationships between students, his school expected teachers to employ group work in their daily classes. Although Hiroyuki was interested in group work, he was not sure how to implement collaborative learning in the EFL classroom. I encouraged Hiroyuki to get more information about collaborative learning, keep field-notes and observe his students carefully, and reflect on his pedagogical practices so as to promote their autonomy as well as communicative competence. As the advisor, I was mindful of wanting to facilitate the advisee's autonomous work in ways that would respect his values, personal resources, and his own capacity for decision-making in EFL teaching.

CRA session 2
The teachers concerned met altogether in this session for the first time. Eisuke, a junior high school EFL teacher and vice principal, played the role of official organizer and gave us some information by e-mail before each session, where a dialogical process would involve the co-construction of technical knowledge or pedagogical skills among the participants. In this session I asked the three experienced teachers to promote collaboration and offer their expertise to Hiroyuki. Hiroyuki and the experienced teachers discussed the significance of self/peer reflection in the process of collaborative learning. The concepts of learner autonomy and teacher autonomy were very new to them all. Thus, they needed to learn how to implement autonomous language learning and teaching. I suggested to Hiroyuki that the Cognitive Academic Language Learning Approach (CALLA) by O'Malley & Chamot (1990) could be applied to his strategy-based instruction, and introduced some resource books for strategy training such as *The Learning Strategies Handbook* (Chamot, Barnhardt, El-Dinary, & Robbins, 1999).

CRA session 3
The discourse in this session revealed that advising sometimes involves using more directive discursive devices such as telling or strongly suggesting. Hiroyuki needed further advice to enhance his students' motivation and autonomy. In order to be less directive, I introduced my way of employing Deci & Ryan's (1985) "self-determination theory (SDT)" in the university classroom. This theory proposes three main

intrinsic needs involved in self-determination: *competence*, *autonomy*, and *relatedness*. Hiroyuki was recommended to fulfill the students' needs for competence and confidence, foster the students' metacognitive abilities for learner autonomy, and promote the five key elements of collaborative learning: *positive interdependence*, *individual accountability*, *face-to-face interaction*, *social skills*, and *group processing* (Johnson, Johnson, & Smith, 1991). In particular, Akinobu, a junior high school EFL teacher and principal, took interest in these key elements because he had been looking for a new approach to promoting learner/teacher collaboration. The teachers exchanged ideas with each other about how to employ collaborative learning in their junior high school education contexts.

CRA session 4

School culture appeared to have a profound effect on Hiroyuki. In this session he talked about the community of practice at his school and complained about the lack of collegiality. I needed to give advice or offer suggestions for collaboration among school teachers. In my advisory role at this point I considered "a combination of non-directive and appropriately introduced directive interventions" (Carson & Mynard, 2012, p. 9). The advisors suggested that Hiroyuki could consult his fellow teachers and principal/vice-principal so as to build an effective community. I encouraged him to develop new skills, new understandings, and new ways of working in the wider school context. After the session, Toshio, a junior high school EFL teacher and vice principal, visited Hiroyuki's school, talked with the principal, and encouraged Hiroyuki's students to do their best in their EFL learning. This helped Hiroyuki to continue to improve his EFL instruction, although it was still very difficult for him to build an effective community of practice at his school.

CRA session 5

At the beginning of the fifth session, Toshio reported on his school visit and made sure of the students' positive attitudes towards learning to learn and attending the demonstration lesson. Hiroyuki worried about designing a lesson plan for the conference and asked for some advice. In response to this direct request I involved the experienced teachers in the advising process so as to enhance the advisee's professional awareness of the demonstration class. Hiroyuki and the advisors talked about the advantages/disadvantages of demonstration lessons at previous conferences. Taking into account the theme of the 60th conference, they decided to demonstrate a learner-centered, skill-integrated, collaborative learning approach to ELT and agreed to implement a group interview project, which involved all attendees at the conference. I further supported Hiroyuki in designing the CALLA model that he was trying to implement in his demonstration lesson.

CRA session 6

In the last session, we focused on how CRA could help Hiroyuki to plan the demonstration lesson more practically. He explained that he would like to develop his students' language skills and autonomy through the dynamics of social participation in the community of learning. In response to his request, I introduced Vygotsky's (1978) *sociocultural theory* and encouraged Hiroyuki to help the students to interact with competent others and promote self/peer reflection interdependently. This might provide them with an important opportunity for skill integration and authentic language use. Hiroyuki responded that he and his students were looking forward to carrying out the demonstration lesson collaboratively.

In the advising sessions above, I kept track of how the three experienced teachers and I needed to give advice, offer suggestions, and answer questions on a variety of levels. CRA was a dialogical process involving co-construction of knowledge through collaboration and reflection. The process placed Hiroyuki's autonomous development at its core in the hope that he could better facilitate his students' communicative

and autonomous language learning. He paid much attention to how to scaffold instruction to provide the appropriate amount of support in the daily classroom. Some of the key issues that started to emerge from the advising sessions were my advisory role, Hiroyuki's advisee cognition, and the effective involvement of the experienced EFL teachers.

Peer reader response from Masuko Miyahara, International Christian University, Tokyo

In my view, what appears to stand out is the importance of dialogue in the advising process as all parties involved engage themselves in a "mediational dialogue" not only with each other, but also through the inner dialogues with themselves. For instance, particularly in Advising Sessions 3 & 4, Kojima-sensei takes great heed in maintaining a balance between directive and non-directive discursive interventions by taking into account the issues and concerns of Hiroyuki. Furthermore, Kojima-sensei carefully orchestrates space for Hiroyuki "to think" in order to enhance his autonomous development. In Session 5, Kojima-sensei involves the three experienced teachers to help plan the demonstration lesson. These are the results of the internal dialogue of Kojima-sensei as he contemplates how best to respond to his advisee's needs in order to encourage reflective processes. Thus, in the CRA advising model, Kojima-sensei acts as a facilitator overseeing and navigating the entire advising process. His role is to determine and provide the necessary "tools" and context for the advising encounter. The advising sessions are tools that structure the advising process. Other tools include imparting theoretical knowledge on language teaching and learning to Hiroyuki. The pedagogical skills that the three experienced teachers offer to Hiroyuki in preparing for his demonstration lesson could be considered as another type of tool that Kojima-sensei provides for his advisee.

Whatever tools are employed, the key factor that clearly emerges in the advising process is, thus again, dialogue. By underscoring "collaboration and reflection", CRA recognizes dialogue as one of the crucial elements in the advising experience. Dialogue encompasses the dialogic process that occurs among the advisee, advisors and students, the inner dialogue they hold within themselves, and also what emerges as the result of these exchanges and interactions.

I would like to see the collaborative process among the four stakeholders presented in a more explicit manner. For instance, asking people to keep track of their thoughts after each advising sessions could, perhaps, be a way forward to further examine how the tools presented in the study are deployed as well as to seek the interrelationship among tools, dialogue and context in advising in language learning. For me, the following questions need to be further asked by the stakeholders themselves: How and in what ways did the advisors cooperate to offer their expertise to Hiroyuki? What did each party contribute? What part did the students play in the advising scheme?

Part Two

Hiroyuki's demonstration lesson

Taking into account the peer reader response from Masuko Miyahara, in Part 2 of my exploration of CRA, I

would like to describe the demonstration lesson at the conference and then discuss each party's learning/teaching/advising experience in the CRA scheme. The collaborative and reflective efforts were epitomized in the form of the successful demonstration lesson by Hiroyuki and his students.

Based on the CALLA model, Hiroyuki's group interview project in the demonstration lesson had the following five phases: *Preparation*, *Presentation*, *Practice*, *Evaluation*, and *Expansion*. Activating a variety of learning strategies, each student group made an English questionnaire, interviewed some Japanese or foreign teachers at the conference, reported the results of their interviews on the stage, and reflected on their group work.

Group interview project

[1] Theme or Content Topic
Interviewing and introducing EFL teachers at the conference

[2] Class
English 3-3 32 students (16 males and 16 females)

[3] Objectives
(1) Language Objectives
a) **Language awareness**: Activating their prior knowledge, the students can be aware of the social and linguistic conventions for interviewing and introducing other people. They can know the way to ask different sorts of grammatically correct questions, including WH- and Yes/No questions, and to avoid impolite questions.

b) **Language use**: Making use of integrated language skills, the students are able to interview and introduce other people. They can use the relative pronoun *who* in summarizing their interviews.

(2) Content Objectives
a) **Knowledge**: The students are able to acquire their knowledge about interviewing and introducing other people in authentic and instructional contexts.

b) **Processes/skills**: The students can set their goals for the task, discuss how to collaborate with one another, activate various learning strategies, interview other people in English, organize their information, and report their interview in effective presentations.

(3) Learning Strategy Objectives
a) **Metacognitive awareness**: The students can be aware of their mental processes involved in their task. They are able to understand various aspects of group work for introducing other people through planning, practicing, monitoring, and evaluating.

b) **Strategies to learn/practice**: The major learning strategy that can help the students to complete their task successfully is *collaboration.* Moreover, they can use many other learning strategies, such as *ask questions to clarify, take notes, summarize, use imagery inference, monitor, reflect, evaluate, activate background knowledge,* and *use resources.*

[4] Teaching Procedure
(1) Preparation: To develop the students' metacognitive awareness of this type of task, the teacher lets them recall their prior experiences. This time, the teacher plans a new task for more authentic, collaborative activities. The teacher should find out what the students already know about this topic, what gaps in prior knowledge need to be addressed, how they have been taught to approach this sort of task, and what learning strategies they already know for the task. They

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think aloud about the strategies and discuss how to apply them to their new task.

(2) Presentation: This type of activity is interactive, cooperative, and communicative in an authentic situation. In order to help the students to understand the topic and learning strategies, the teacher tells them the outline and meaning of the project, and the three sorts of objectives mentioned above.

a) Outline and meaning of the project: This is a collaborative learning project to develop communicative competence and learner autonomy in language learning. The students interview some teachers at the conference, using a questionnaire made in English. After interviewing, they have to report their interview. They reflect on their activities and evaluate themselves.

b) Objectives of the project: The teacher explains the three objectives above.

(3) Practice

After understanding the overall activities, the objectives of the project, and the learning strategies, the students complete group discussion, interview, and presentation & reflection.

Group Discussion
<Handout>

a) Make a group of four students (two males/females).

b) Share some roles: *coordinator, recorder, interviewer, reporter,* and *monitor.*

c) Discuss and make a questionnaire for your interview. Be aware not to ask impolite and silly questions.

Interview
<Handout>

a) Interview the people of your choice, using a questionnaire.

b) Organize the collected information and make an English report.

Presentation and Reflection

a) Presentation by each group

The students report their interview and introduce some teachers. The students share their information with many attendees on the floor.

b) Reflection

The students reflect on the interview project. The teacher listens to them and gives positive comments to each group and the whole class. Then the teacher explains the way of self-evaluation and group evaluation.

(4) Evaluation

The performance assessment in this project covers the cited objectives in the following sorts of evaluation: teacher evaluation, student self-evaluation, and group evaluation.

a) Teacher evaluation

The teacher assesses each group, and the evaluation is recorded in the following form:

Sample Form 1 Teacher Evaluation
[5-excellent 4-good 3-average 2-poor 1-very poor]

Group Members		
1. Language Objectives: language use, vocabulary, pronunciation, fluency	5 4 3 2 1	
2. Content Objectives: organization, comprehension, creativity, information	5 4 3 2 1	
3. Learning Strategies Objectives:	5 4 3 2 1	

collaboration, autonomy, audience appeal, interaction		
Comments [Total]		

b) Student self-evaluation

After the interview, the students evaluate themselves using the following form:

Sample Form 2 Student Self-Evaluation

[5-excellent 4-good 3-average 2-poor 1-very poor]

Name Group		
1. I could participate in discussion.	5 4 3 2 1	
2. I could give personal opinions.	5 4 3 2 1	
3. I could agree/disagree appropriately.	5 4 3 2 1	
4. My contribution was relevant.	5 4 3 2 1	
5. I could collaborate with others.	5 4 3 2 1	
6. I could use learning strategies.	5 4 3 2 1	
7. I could use appropriate English.	5 4 3 2 1	
8. I could use non-verbal signals.	5 4 3 2 1	
9. I could interview successfully.	5 4 3 2 1	
10. I could report successfully.	5 4 3 2 1	
I. Collaborative and reflective group work [Total] II. Strategy-based instruction:		

c) Group evaluation

Each group is asked to submit a group information sheet after reflecting on their group work.

Sample Form 3 Group Information Sheet

Group   Members
1. The people you interviewed and introduced: 2. Reflections on your group work:

(5) Expansion

In the expansion phase of the lesson, the teacher introduces various opportunities to think about the potential of the project. It is suggested that each student will work with others, demonstrate a process or product, share knowledge, solve problems, give and receive feedback, and develop social skills to become a motivated, self-directed learner.

At the joint review meeting right after the demonstration class, Hiroyuki shared his teaching principles and reflections with all attendees at the conference. Many of them seemed to be impressed by the students who showed positive attitudes towards interaction and presentation in group work; by Hiroyuki, who played a vital role as facilitator; and by many attendees' voluntary contributions to the interview project. At the end of the meeting, I referred to Hiroyuki's various forms of scaffoldings in his classes such as CALLA, strategy

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instruction, and reflective group work, and emphasized the students' growth as language learners and Hiroyuki's professional growth as a language teacher.

Results and discussion

In order to examine to what extent CRA was effective in light of the purpose of my research study, I later analyzed and discussed the students' reflections on their group work in strategy-based instruction, Hiroyuki's reflections on his teaching practice under CRA, and the advisors' reflections on CRA. I have translated these reflections from the original Japanese into English.

Students' reflections

The students' comments on their collaborative and reflective group work were more positive than we had expected, although there were a few negative remarks:

> *I was not confident in my English ability and was afraid of making mistakes in the classroom. However, I felt relaxed and less anxiety in group work. I learned how to reflect on my learning for the first time.* (Yoko)

> *I enjoyed learning English in group work, where I made efforts to communicate with others and make myself understood in English. I improved my way of learning through individual/group reflection.* (Tadashi)

> *I was not able to collaborate with others very well. It was difficult for me to be responsible for my roles. I'd like to do group processing more effectively.* (Taro)

> *I was liable to be dependent on the group members before the demonstration class. However, I managed to contribute to the group interview project. I must develop my social skills as well as language skills.* (Misa)

The comments showed that the students tended to like group work, but it was not easy for them to realize the key elements of collaborative learning. As Taro and Misa claimed, they needed more training for collaborative group work. Through the CRA session Hiroyuki and the advisors agreed on the need to regard *collaboration* and *reflection* as effective strategies for developing the students' language skills, internal motivation, and autonomy in the sociocultural context. Although it was necessary for the students to promote positive interdependence more effectively, collaboration seemed to play as a motivational strategy, which increased their involvement in organizing the learning process and filled their needs for competence and confidence in skill-integrated EFL learning. Moreover, individual and collaborative reflection helped them to develop their metacognitive abilities for learner autonomy.

Regarding strategy-based instruction, the students were likely to claim that it was effective not only in working on the interview project but also in learning English individually. Some of their reflections in this connection included:

> *I composed correct English sentences or made sure of my answers by asking questions to clarify or consulting dictionaries as resources. I'd like to make use of learning strategies so as to be an autonomous EFL learner.* (Sanae)

> *While interviewing some English teachers, I activated background knowledge, took notes, asked questions to clarify, and summarized our interview collaboratively. Learning strategies made EFL learning easier and more enjoyable.* (Kaori)

I was happy to be able to interview some native speakers or Japanese teachers of English in the demonstration class. Although I was very nervous, I managed to be responsible for my role. I'd like to use learning strategies in my individual learning. (Manabu)

The majority of the students had consciously learned to use various learning strategies for the first time. In particular, the focus on various metacognitive processes helped them to take control of their own learning inside and outside the classroom.

Hiroyuki's reflections

In order to be successful in the demonstration lesson, Hiroyuki collaborated with many people and enhanced continuing professional development. Such collaboration strengthened Hiroyuki's internal motivation as he himself revealed when he reflected on his practice:

As an EFL teacher, I needed to promote my technical knowledge and pedagogical skills. Through several advising sessions, I could promote my professional consciousness-raising. I'd like to thank Kojima-sensei and the other teachers for supporting my teaching practice. Fortunately, most of my students enjoyed strategy-based instruction and learned various learning strategies. Their language skills and autonomy seemed to be enhanced in the community of learning. Their reflective comments tended to be more positive than I had expected. It was not easy for me to facilitate their autonomous learning, but I learned how to promote teacher autonomy and learner autonomy from Kojima-sensei and others. I'd like to continue to practice and research to improve my approach to ELT. (Hiroyuki)

The reflective teaching cycles under CRA offered Hiroyuki an important opportunity to develop his professional identity and growth. He recognized the importance of learning to learn or teach through the advising sessions. Hiroyuki played an important role as facilitator of autonomous learning in the classroom, although it was still difficult for him to promote innovation in ELT within the wider school context outside of his classroom.

Advisors' reflections

After the conference all the advisors reflected on CRA. Their individual reflections follow below.

In the social space of the final demonstration lesson, I observed good relationships and mutual respect among all the participants. I learned many effective learning and teaching strategies through CRA. I could also recognize the significance of innovation in EFL education. (Akinobu)

Collaboration in small groups seemed to motivate the students to use a greater range of language functions and social skills than in whole-class activities. As the area that the students had to cover was large in the project, I felt that collaborative group work was more efficient than individual work. Hiroyuki assisted the students in developing their communicative competence and autonomy. (Eisuke)

The students worked collaboratively and reflectively in the project and enjoyed exchanging and reporting the information about the interviewees. I wonder how much I could contribute to Hiroyuki's professional development, but I had an important experience with regard to the role of advising in language learning and teaching. (Toshio)

I recognized the interdependent relationship between Hiroyuki's autonomy and the students' autonomy. Group work reduced the teacher's dominance in his teaching practice and promoted the students' self-determination and individual accountability. Collaborative reflection among the students helped them to enhance their metacognitive strategy use and self-directed participation in the classroom. CRA was also effective in raising our own professional consciousness. (Kojima)

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From these observations by the different participants it is clear that CRA enabled the teachers concerned to develop greater awareness of the roles of learning/teaching advisors. Professional advisors are required to possess the ability to offer support and guidance on language learning/teaching, and knowledge of the counseling techniques required to guide learners/teachers (Kodate & Foale, 2012). In order to encourage the experienced teachers to consider the relationship between learner autonomy and teacher autonomy, I involved them in the process of CRA. As a result, all of them had good opportunities to develop fundamental advising skills and promote personal enquiry or reflection, which might help them to grow further as professionals in the future.

Interdisciplinary Reader Response from Atsushi Yoshinaka, Hirosaki University, Aomori

　オートノミーの支援という問題は、単にやる気を出させるという問題ではない。たとえやる気があったとしても、独善に陥ったり、活動の方向性に誤りがあったりしたならば、実績には結びつかないどころか有害なことさえあるだろう。今回の、中学生の英語学習におけるオートノミーの達成によって英語教師のオートノミーを評価するという課題は、教師が全くの独力で達成するのは相当難しいことが推測される。確かに文部科学省は教師のオートノミーの重要性を謳ってはいるが、現実の学校教育ではオートノミーないし自律的な学びの姿勢よりも、その成果としての学力の向上の方が重視されがちであり、教師にとって正面からその課題に取り組む機会は少ないであろうからである。もっとも教師自身がこれまで積み重ねてきた体験の中に、課題達成のためのヒントとなるものもあるだろうが、十分にそれらの体験が整理・統合されていなければそのことに気づくことは難しい。

ヴィゴツキーの最近接の発達領域の理論は、生活体験の中で学習者が獲得した自然発生的な概念が、支援者によって教授された、整理統合された科学的概念と結びつくことによって、自分はどんな概念を知っているのかを自覚し、必要な概念を必要な時に使えるようになった結果、より高い知的水準に到達すると説く。これは近年のメタ認知につながる理論である。今回の英語学習における中学生のオートノミーの獲得のような難易度の高い課題は、教師が独力で達成できるようになる以前に、科学的理論の裏付けのある指導法について教師が支援を受けることが必要である。本研究は、CALLAをそのような科学的概念として位置づけ、Hiroyukiが、同じ領域での教育経験を有するベテラン教師を含む周囲からの支援を受けながら、自分自身の経験と結びつけ、実際の公開授業に適用できる形にアレンジし、生徒のオートノミー達成という課題を解決できるようになるところまでのプロセスを記述したものとして捉えることができる。今後は、この教師がアドバイザーの支援無しに、今回の試みを通して学んだ数々の概念を駆使しながら、独力で同種の課題を達成できるようになるまでのプロセスを追うことが求められよう。

本研究は、一つの成功例を獲得したといえようが、結果を一般化・再現するためには注文がある。この種の研究においては、どのような対象者たちに、どのような支援を行ったのか、そして、所定の目標を達成できたといえるのかを明確に記述することが求められる。このうちのどれが欠けても今回の支援に効果があったと主張するのは難しくなり、後続の研究が参考にするのも難しくなるからである。本研究に当てはめるならば、Hiroyukiと生徒達が本研究のプロセスに入る前にどこまで達成できていたのかについての明確な記述、各セクションにおけるアドバイスがHiroyukiと生徒達にどのような変化をもたらしたのかについての明確な記述、そして、最終的にHiroyukiと生徒達が所定の目標に到達したといえるかについての綿密な評価が求められる。本研究では特に前二者につ

いて、より一層、記述を充実することが望ましい。

Part Three

Conclusion

In this chapter I have examined to what extent CRA was effective in fostering the growth of autonomy in Hiroyuki who helped his students to develop language skills and learner autonomy. I have also explored how CRA promoted the advisors' professional development as well as the advisee's autonomous development. I would like to conclude my study by taking into consideration the above interdisciplinary reader response.

As the teaching advisor, my central goal was to facilitate the development of Hiroyuki's autonomy connected with fostering the ability in students to identify language needs and develop metacognition and autonomy in language learning. Together with three experienced teachers I assisted Hiroyuki in theory and practice through CRA. Regarding developing Hiroyuki's professional autonomy, CRA tended to help him to:
- foster a disciplined way of thinking about his teaching in relation to his students' communicative and autonomous language learning
- recognize the roles of learners and teachers in autonomous language learning and teaching
- develop a professional ability to take in the feedback from his students and use it to make thoughtful decisions about what and how to teach
- promote reflective teaching cycles so as to improve his instructional practice
- promote the integration of theory and practice and develop new approaches to ELT.

With regard to the assumption that "teacher professional development will lead to greater student achievement" (Johnson, 2009, p. 115), we need to avoid an overly optimistic and inadequate understanding of the dynamic and complex nature of EFL education in Japanese junior high schools. As the interdisciplinary reader points out, many Japanese teachers might not know about the concept of learner autonomy or how to promote students' autonomy inside and outside the classroom. Hiroyuki could recognize the importance of learner autonomy, but it was not easy for him to implement autonomous learning in the classroom. Most of his students lacked positive attitudes towards EFL learning. In addition, Hiroyuki had to consider a variety of individual and institutional constraints to promote collaboration with his fellow teachers at his school.

However, it should be noted that Hiroyuki's strategy-based instruction under CRA tended to help his students to promote face-to-face interaction in English/Japanese and social skills through positive interdependence. I could observe the development of an effective community of language learning, where there were good relationships and mutual respect among the participants. The students increased their involvement in organizing the reflective and metacognitive learning process, and the instructor was given the power and the opportunity to track his students' autonomous progress. It might be said that continuous strategy training was effective in helping the students to learn how to learn, to enjoy working on the communicative project, and to foster the willingness to learn English autonomously.

Different Cases, Different Interests

The three experienced teachers and I also recognized the importance of mutual engagement, although we varied in our professional and educational backgrounds as well as in the length of our experience as learning or teaching advisors. Diversity within the CRA community might be one of the elements that helped Hiroyuki to acquire expertise in his professional practice. Different people might see things from different perspectives. We needed to discuss our ideas and opinions through our own honest analysis and share them with one another. We could enhance our awareness-raising of the role of the learning/teaching advisor, evaluate our own advising skills, reflect on our broader professional practices, and expand our repertoire of professional competencies.

Through CRA all the teachers concerned came to understand the complex social, cultural, institutional, and educational factors that would affect teaching practice and student learning. In the sociocultural context of the study, CRA tended to be effective in promoting Hiroyuki's autonomous development, the advisors' professional development, and the students' autonomy interdependently and reciprocally. In my further research, I am planning to carry out a follow-up study on Hiroyuki's continuing professional development. I also believe the potential of CRA needs to be explored in different communities of EFL learning and practice.

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