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Brief history of professional experience David Jeffrey has been a university-level English teacher in Japan for several years

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David Jeffrey is an English teacher at the Centre for English Language Education of Asia University in Tokyo, Japan. Teacher diaries have wide-ranging applications for professional development, as they give teachers an increased sense of responsibility and the confidence to seek new ways of improving their teaching. In this article, he shares his personal experience of undertaking a teacher diary study that led to an awareness of the need to promote and internalise the ownership of international English among his students.

A Teacher Diary Experience

1. Introduction

I have been an English teacher in Japan for several years and I was interested to know if I had gained experience over this time that I may not have been aware of but could be usefully applied. I felt I was becoming less innovative and lacking the impetus for more creative ideas. I needed to take stock of what I had experienced, and was currently experiencing, in order to find new insights that would help me further my professional development. My concern that I may begin stagnating as a teacher led me to towards undertaking this teacher diary study.

Introspective methods can be very useful as tools for the professional development of English teachers. One simple example would be taping oneself on video and playing it back. This could be very useful in helping to see things from a new perspective, which usually leads to new ideas about teaching. Teacher diaries serve a similar function, but they are more thorough.

Teachers can easily find themselves in a comfort niche that causes their professional development to slow down. Alternatively, teachers may become very frustrated and bored

with teaching. This leads to stagnation and ultimately burnout. A diary can be valuable in forming a foundation from which to seek new possibilities for professional development.

2. Diary Studies

Teacher diaries are recognized as useful introspective methods that assist in the professional development of teachers (Maneekhao and Watson Todd, 2001; McDonough, 1994; Thornbury, 1991; Lowe, 1984). Despite this, published experiences by teachers who have undertaken diary studies are rare. Perhaps this is because diary studies are written for the purpose of honest self-observation and are therefore very personal. If teachers are truly honest about what they write they may indeed want to keep them private, but it is good to share experiences, both good and bad, for the benefit of all teachers and their students.

They are personal accounts of classroom experiences with the aim of finding new insights. They involve an inwardly reflective procedure by thinking back carefully over the lessons, putting our thoughts into writing and then analysing these for deeper insights. The self-awareness generated by this contemplative procedure can be beneficial for the personal-professional development of teachers.

Teaching experiences should be ‘documented through regular, candid entries in a personal journal and then analysed for recurring patterns or salient events’ (Bailey 1990, 215). As such, diaries form a foundation upon which to build self-awareness, responsibility and a confidence in one’s own teaching ability, all of which create ‘an enthusiasm for change’ (Jarvis 1992, 142).

The exploration of self-awareness thus assists in leading to new professional frontiers. Diaries give teachers the courage to take the risks to explore new adventures. They do this through ‘overcoming a resistance to new techniques in teaching’ (Hundleby and Breet 1988, 62). Therefore, a teacher diary could also be referred to as an agent for change by laying the foundation for professional development.

To benefit the most, it is important that teachers substantiate their written assertions fully, including the use of specific examples, and to be ‘systematic, thorough and honest’ (Bailey 1990, 221). It is important that insights are clearly reflected and elaborated upon to assist with the sifting process that comes later. The sifting process is where the insights

are derived and can be demanding in that the journal entries should be looked back over a couple of times in order to find patterns within. For this, the writing has to be thorough because 'simply writing diary entries does not yield the maximum potential benefit of the process' (Bailey 1990, 224).

Diaries can be time-consuming because of the need for consistency and writers must be dedicated to thoroughly completing the study. This is a possible drawback given that teachers are very busy people, but without dedication teachers would 'probably not complete them thoroughly, if at all' (Bell 1993, 23). Supporting this Bailey (1990, 218) points out that 'the procedures for keeping a diary are relatively simple, technologically speaking, but the process does require discipline and patience'. Thus, despite their fairly challenging nature, diaries are useful undertakings through the insights they provide. More thorough and consistent writing helps greater personal benefits to accrue later, and much time can be saved with the use of computer programs.

3. My Diary Study

3.1 The Setting

The semi-intensive Freshman English program where I teach (at Asia University, Tokyo) adopts an international communicative approach. The primary goal is conversational ability, and to help the students speak English in a relaxed, confident and real-life manner. Study courses focus on oral communication, listening and reading skills, but of these oral communication is by far the most important.

I teach four Freshman English classes in the Faculties of Business, Law, Economics and International Relations, and these are compulsory one-year classes for all freshman students. It is important to note that all my classes are at the lowest proficiency levels, and it is in these classes that most students have a chance to use conversational English for the first time in their lives. Each class lasts 45 minutes and has between 20 and 25 students. Classes are held in the mornings from Monday to Friday.

These students are extremely passive, especially at the beginning of the academic year. Much of their time at high schools was spent preparing for the university entrance exams as the principal goal, where their studies were not for the most part aimed at acquiring speaking and listening skills, but on grammar and reading skills. Once they enter the

university, passing their entrance examination no longer remains a goal and de-motivation quickly sets in. They are fairly skilled at basic grammatical structures and reading, but are only capable of the simplest utterances, and have a poor listening ability.

However, as mentioned above, Asia University emphasises the communicative approach. The communicative approach, in contrast to their former experience with English, emphasises meaning above structure, fluency above accuracy, and meaningful social interaction above grammatical accuracy (Gray 1990). This places much responsibility upon the teacher to help students make this challenging transition in the space of a year.

3.2 Pilot Study

I undertook a 3-day pilot diary study from Wednesday November 5th ending on Friday November 7th. The purpose of the pilot study was to check if any major difficulties existed prior to writing up the main diary.

I used my lesson plans and handouts as prompts to write rough notes on in the classroom to assist my memory with the writing up of the diary entries after the class and the Wordsmith Tools 3 Program (Scott 1997) was used to analyse the texts. This Program was effective in the scrutiny of my diary in that it found the common words and created concordances (or blocks of texts) with them. It also provided the contexts in which these words appeared. Patterns and perspectives could then be derived leading to new personal insights. There are many concordance programs on the market that make diary studies much less time consuming than they once were.

Without the help of the Wordsmith Tools 3 Program it is doubtful whether I would have finished the evaluation phase of the diary study. The main screen of the Wordsmith Tools Controller has four menu options (File, Settings, Utilities and Help), three buttons for main tools (Concord, Keywords and Wordlist) and tabs (Main, Progress, Ideas, Accents and Previous lists). It is thus fairly straightforward and user-friendly, and I encountered no problems with it.

Some concordance examples of the word “feel” look like this:

N Concordance

1. What I "wanted" to see becomes "what I actually" saw and what I "wanted" to **feel** becomes "what I actually" **felt**...

2. Yes, that is how I wanted to **feel!** I wanted to **feel** good all the way, but with a certain amount of reserve because of the low level...
3. Yes, what a mixture, so although I want to feel good I'm not ever sure what to expect. I wanted to **feel** good, and the first couple of minutes in the class usually set the tone of my mood consequently.

An example of a wordlist of significant concepts in diary data looks like this:

N	Word	Freq.	%
1.	ME	31	1.01
2.	FEEL	25	0.81
3.	GOOD	24	0.78
4.	STUDENTS	23	0.75
5.	CONVERSATION	20	0.65

The journal entries of the pilot study were not scrutinized any further, as their examination at this early stage might have unduly influenced, consciously or unconsciously, the nature of the entries in the diary study. This would in turn have impacted negatively on the validity of the diary study.

The pilot study did make me realize that time was too limited to write all the journal entries after each class as was initially desired since this is the time that impressions can most easily be remembered. I therefore chose to write the entries of the main study on the same day but in the afternoons, straight after lunch.

The pilot study established the feasibility of the diary study and highlighted no potential difficulties. The main study was undertaken over a two-week period starting Monday November 10th and ending Friday November 21st.

3.3 Specific Diary Study Insights

The main study went smoothly with no major problems being encountered, which confirmed that the pilot study had been a useful undertaking. The writing of the entries was time consuming, but it was still possible to do within the confines of my fairly tight work schedule. There were interruptions from time to time making consistency difficult, but with some persistence I managed to get through.

There were a number of things I noticed when I analysed my journal entries. For example, I realized that my focus was shifting away from issues such as nervousness, class atmosphere and concern for activity sequencing. These had been my foremost concerns when I first started teaching. Although these were still of concern, I felt that they were less prominent than before. I assumed this to be an indication that I was becoming more experienced, and possibly more mature as a teacher. I was becoming less conscious of my underlying motivations of being a teacher and instead becoming more concerned with the actual process of teaching. Because of the bulk of information generated by a diary study, space will allow for only a few excerpts:

I'm no longer so worried about whether I'm doing the right thing. Well, I am still concerned but not like it was before. I felt calm this morning, even when time was running out on covering what I had set out to do. Yes, I do feel confident, and much more than before.

The diary confirmed that there was a good atmosphere in all classes. The students seemed to be enjoying them despite still being somewhat passive, and were making more effort to communicate. I noticed a tendency among my students to be somewhat less inhibited than they used to be about making mistakes, especially during conversation activities. As another excerpt reveals:

The students, whilst somewhat reserved in the grammar activities, improved when it came to talking time. I remember how passive they all were at the start of the year. This pleases me, and makes me feel that teaching, despite its challenges, is worthwhile.

I had changed jobs at the beginning of the year. Adjusting to a much larger teaching program at a much larger university in Tokyo after three years at a fairly small university in the semi-rural setting of Niigata was challenging. I had been quite tired during the first few weeks of adaptation, mostly straight after each class, but my entries made me realise that I was feeling more energetic now both during and after the classes. This suggested that I had adjusted and was beginning to feel comfortable with my new surroundings. I had not fully realised this until analysing what I had written:

Remember how tired I'd feel just a few months ago? Things have changed. I still have energy despite four rather intensive classes today. Tokyo also

no longer seems as strange a place as it was. Why did I feel so tired before? I guess it was because things were so new to me here, and the move to Tokyo was a busy time. I feel I have adapted to my new environment more than I had realised before.

At the beginning of this academic year, there was a large margin between my expectations and what the students did. I realised that my expectations when first coming to Tokyo had been somewhat unrealistic in that I had expected the students to be less passive than Niigata's students. I also realised that there is very little difference in the passivity levels between students from Tokyo and students from Niigata – but both do improve somewhat with encouragement.

I've lowered my expectations of their communicative performances. I thought Tokyo students would be much more outgoing, but they're just like the Niigata students. I wonder if it's the same in other parts of Japan? Progress is being made, albeit slow, but I do need to help them in the *art* of conversation, especially keeping to a subject and ending off nicely because they often leave things up in the air at the end.

I thus felt that my students had improved, but my expectations had also become moderated in terms of having acquainted myself to their low proficiency levels, especially with respect to their speaking skills. More students were succeeding in initiating and maintaining conversations for longer periods of time, as well as asking and answering more questions. However, the diary showed that more attention needed to be paid to helping students stay on topic and properly close conversations.

The study also confirmed that I felt confident with managing activities in the classroom, such as beginning and closing lessons, as well as with transitions between activities. These were things that were very challenging for me when I first started teaching. I felt comfortable playing the role of facilitator once I had initiated tasks whereas I had not felt so before. I also felt that the technical side of my teaching had also improved. They ranged from creating new materials such as making crosswords as vocabulary building exercises, cue cards as well as rearranging activity sequencing in a way that begins with accuracy-based tasks and ends with fluency-based tasks (i.e. grammar and vocabulary, then reading, then listening, then speaking).

Once I had started undertaking this diary study, I also began to create supplementary material using websites that had facilities for lesson creation. In the past, I had merely used the lessons from the Internet in the exact form as presented. Thanks to the diary I can now go another step further and create my own lessons with the help of the Internet:

That went fine, no problems, but I have a better idea of what I should do next time. I'll start with a five-minute grammar task, and then we could do a listening task. It gets them ready for talking. They need to be better prepared. They liked that crossword puzzle I made for them, all with words from their texts. I'm glad I found that Website, it's better than what I was doing before.

I noticed that my approach to teaching had changed in other ways too. When I first began teaching in Japan, I used to give students fairly big tasks at one time. The diary showed that I had changed my teaching style towards breaking tasks down more and more into their respective components, and these components down even further into sub-components:

How did they manage with that big task now, when it would have been beyond their grasp before? I know why, it's because I break it into little, easily digestible pieces, and they could do each part. If I gave them this whole task in one piece there would be a complete breakdown. I learned this the hard way and will never forget it.

This is because Japanese students feel the need to fully understand each step before proceeding to the next step along a process. I used to simply give them tasks with little preparation beforehand, whereas now I do a number of consciousness-raising tasks beforehand (such as vocabulary and grammar exercises). It is better for students to do some simple tasks well, than one big task poorly. The diary made me realize that I had changed in this way, and that I had grown much more conscious of such issues.

Things about my teaching and my relations with the students became clearer. For example, I realised that I am a better teacher when I am no longer over-concerned about the successes or failures of the lesson, but focus more on the tasks at hand. There was a time when I imagined that each lesson had to be a success, but I came to the realization that sometimes things do not turn out as intended. This should be accepted as going with

the territory of teaching:

I felt apprehensive before that class, because we had to cover quite a bit. Things were not even going well in the first half of the class. The students seemed to be missing the point. So I thought that I'd just let things take their natural course, and if things didn't go as I expected them to I wouldn't feel upset about it from an emotional point of view.

When I'm relaxed, and not attached to self-expectations, the students are more relaxed too, and success comes of its own accord. I realised that I had once agonised over my self-perceived limitations and that the students had interpreted this subconsciously as incompetence on my part:

I used to persevere in such classes with the same thing, being afraid to change course should that lead to even more problems. Now, if things are not working out, I can change to a different task with relative ease. Perhaps such things come only from experience. I was once a risk averter, but now have enough confidence to take risks in the classroom, but within reason of course.

Thanks to the diary, I have also come to the realisation that it is best for the teacher to keep things simple, rather than complex, and maintain realistic standards for students:

We struck an obstacle with that writing task this morning. I thought they had a good grasp of the issues, and could apply them but clearly they didn't. What did I do? We went over related issues so that they could understand things from another approach, and they will do some more tasks for homework.

I now appreciate as a result of the diary that I have been making progress as a teacher, but perhaps the routine and the deadlines, and the many other activities that keep me busy all the time, did not give me the chance to reflect on my personal development objectively. This was a very positive aspect of the diary study and it gave me much encouragement.

However, while becoming surer about the effectiveness of my teaching activities and consequently less anxious with how students perceived me, I was somewhat bothered

with other things. The main one was a general lack of students wanting to go beyond merely fulfilling my expectations and to really take up the challenge of learning English seriously. I really wanted to write in my diary that I had at least one or two high achievers who were seriously committed to become as proficient as possible in English in the space of a year. I found that I was keeping myself satisfied more by lowering my expectations of the students, rather than by succeeding in having the students achieve something more than what could be considered standard. For example:

Yes, what they did was fine. But what do I mean by “fine”? Do I mean “fine” to be what I have come to expect from what I have grown used to? Or does “fine” mean they surpassed my expectations and challenged things more? It’s the former. It would be nice to have a few real stars in the class.

In addition to this was the continuing lack of total motivation among some students despite my efforts, the continued reliance upon turn-taking behaviour and talking in their first language despite being constantly reminded that speaking English and making mistakes is an essential part of learning English:

These irritations relate to about only a few students in each class, but these students disrupt the class especially during times that I explain activities and take role. I need to continually tell them to be quiet during my talking times but no matter how many times I tell them they persist in their disruptions.

Although I was conscious of it before, the study highlighted my awareness of just how important it is to have patience, persistence and tolerance especially when teaching very low proficiency levels where some students have a low proficiency due to a negative attitude towards English. If some students remain disruptive despite the best one can do, one has to accept it. Again, it goes with the territory:

Oh why don’t those students at the back just snap out of it? Don’t they realize that they are wasting a valuable opportunity? No matter how much I try to encourage them nothing works. It is important to persist and not give up on them. It is far easier to become cynical and apathetic towards them but I can’t allow myself to become that way.

This contribution, which could be referred to as the “darker side”, helped me see my circumstances in a new light that contributed to the wider insights. The following excerpt was very revealing in this regard:

I guess I could go on teaching like this, the university will be happy and most of my students will be happy, but there is something missing. I really have to do something to help my students see more *meaning* in learning English. I really need to have them think beyond the tasks at hand. I think the key is in motivation, but how do I successfully motivate them? I want them to take responsibility for learning English. I want them to take a sense of ownership of English, and I want them all to say “I am Japanese and I can speak English” rather than “I am Japanese so I can’t speak English”. How do I do this?

The study thereby raised my awareness of the need for ownership of international English and program philosophy internalisation among my students, especially in terms of its importance on the one hand and the challenges involved in its realization on the other. As a result of this finding in the diary, I decided to do further research on ownership and internalisation, and the following is the result. In this sense, my diary study flowed over into further research, together with the wider insights that are discussed below.

3.4 Wider Diary Study Insights

To take ownership of English and internalise the teaching philosophy, students would need to understand and accept it and perceive English as something belonging to them that they can use in a practical sense, rather than as something external that they learn about in an abstract sense (to which they have already been preconditioned before coming to university). For this to happen, my students need to perceive that they both approve and benefit from the way English is taught, and express a wish to transfer their skills once they have finished the course. Motivation is therefore also an important consideration in ownership and philosophy internalisation. Ownership and internalisation are ideals towards which I now strive to achieve as a teacher as a result of the diary.

It is also important to formulate firm guiding principles around these ideals to adhere to as a teacher, which become the values and assumptions that will guide me to structure my

class in a particular way, and to encourage my students to understand and adopt them as well. My guiding principles have now become the following:

- Promotion of the ownership of international English, defined by Suzuki (1999) as English that is free from the cultural and linguistic influence of any one particular country, and which can be used to successfully communicate with other educated native or non-native speakers of English in any country of the world. The students need to be encouraged to communicate as Japanese speakers of English on issues that are of interest to them, by taking ownership of the English language as their means for international expression.
- Motivating students through encouraging the internalisation of a teaching philosophy, which supports the ownership of international English. This aims at reversing the students' negative Junior and Senior High School grammar-based testing experiences, and to help them gain a sense of pride in the way they speak English as Japanese. Learning merely grammar and reading, without conversational skills, is de-motivational, and becomes fairly deeply ingrained after six years. Their attitude of English as something unpleasant has consequently become difficult to reverse. The promotion of student-centeredness is important here and the students need to be encouraged to contribute to the philosophy through goal formulation, which will in turn assist in philosophy internalisation.

These closely related guiding principles now comprise the core of my teaching philosophy, and it is this main system of ideas, beliefs and values that students must be encouraged to internalise.

The issue of ownership of international English and internalisation require some elaboration at this juncture, and this is based on my research inspired by the diary study.

3.4.1 Ownership of International English

International English, as part of the colonial infrastructure, historically sustained unbalanced shares of economic wealth and harmful international relationships historically (Phillipson, 1992; Holliday, 1994; Tully, 1997). It continues to marginalize minority cultures and destroys indigenous languages (Friere 1972, Abbott 1992, Wurm 2001).

However, there is a change in international English that is potentially transforming English to a language that can assist in improving socio-economic relationships. In the ex-colonial and non-native English speaking countries of Nigeria (Omodiaogbe, 1992 and Bisong, 1995), the Philippines (Agana, 1998) and Singapore (Abbott, 1992), people are adopting English, and taking ownership of it. This is an important turning point in the evolution of international English. In these countries English is no longer imposed from the outside in that it has become a part of the national culture. In this way the depleting cultural and economic nature of international English is being eroded and replaced by a potentially replenishing one for its former victims, who are taking ownership of English.

Non-native speakers of English now represent more than two-thirds of English speakers in the world (Crystal, 1997). Contemporary globalisation thus no longer renders any sense in differentiating native speakers and non-native speakers of English given that more exchanges take place between non-native speakers of English than between non-native speakers and native speakers of English (Walker, 2001). Thus, the traditional concept of “authentic” English within the framework of international English has become problematic in that English now represents the words and cultures of many nations (Kramsch and Sullivan, 1996). English no longer belongs to any particular group of people, and non-native speakers are no longer mere consumers of the Western-Anglo-Saxon tradition.

Japan however avoided the historically repressive impact of international English. It was never colonized, and only subjected to a brief American occupation following the Second World War. Despite Japan being the world’s second-largest economy and one of the largest markets for EFL teaching in the world, the bulk of the Japanese population is not fluent in English. It could be argued that this is the consequence of geographical and historical influences, which includes the almost three centuries of government-imposed isolation. Thus despite being the first Asian country to modernise by adopting Western science and technology, the partnership did not sustain a mutual exchange of cultural values. This relegated foreign language education to relative insignificance (Koike, 2002).

However, Kaplan (1987: 144) emphasises that the consequence of successful contemporary globalisation:

... is significantly tied to the availability of English because, for better or for worse, English is the language of science and technology.

It is still understandable that many of my students might consider their culture, language and national identity to be under attack from the forces of globalisation and international English. However, taking ownership of international English in Japan should involve the addition of English alongside Japanese, as a means of increasing communication internationally, as a basis of sustaining a strong Japanese economy. It should not imply a simultaneous sacrifice of Japanese culture, language and national identity.

This underlines why I now consider the teaching of International English with a view towards ownership as my foremost guiding principle. As a result of the diary study I now aim to promote additive bilingualism, in that my students are now encouraged not to emulate the native-English speaker, or to speak like a native English speaker, but to obtain a comprehensible proficiency in English without reduction or displacement of their cultural values or their primary language Japanese. I want them to be proud of speaking English as Japanese, and not to feel inadequate because their English is not that of a native English speaker.

3.4.2 Internalisation of the Teaching Philosophy

While internalisation in ELT terminology commonly refers to acquiring the ability to speak English, there is little reference to the internalisation of teaching philosophies as an important part of that ability.

According to the Cambridge International Dictionary of English (2002), the word “internalise” means:

To accept or absorb (especially a way of behaving or thinking) as your own, often from repeated experience, so that it becomes a natural and important part of your character.

Using this as a guide, internalisation in my teaching philosophy now entails the extent to which the students accept the guiding principle of taking ownership of international English as their own, and whether it becomes a natural and important part of them. It entails the extent to which they acquire a sense of ownership of English, as a language

belonging to them, rather than as something abstract and external. Internalisation also means going beyond task-performance, and understanding *why* tasks are done and *why* they are sequenced in the way they are, as well as *why* communicative activities comprise the bulk of classroom time. There is a strong relationship between ownership and internalisation and motivation plays an important role in the realisation of both.

It cannot be assumed that students will automatically internalise the philosophy. This is because I realised from the diary study that learning does not necessarily follow the imposition of methodologies and materials - the philosophy also needs to be understood, perceived as beneficial and then be accepted by the students to be internalised.

My current challenge is to find ways to encourage my students to understand and accept *why* they learn English in the manner they do. If my students could perceive how, and agree with the reasons why the philosophy is applied, I feel that they would a clearer perspective of the purpose of learning English. This is easy to relate to theoretically, but it is a great challenge to achieve it practically.

To encourage the ownership of international English and to encourage the internalisation of this philosophy is very challenging. Gray (1999: 45) says:

The bald fact is that most students are only taking English classes because they are required to, many have no real interest in really learning it ... and they are acutely aware that they will never use English outside the classroom.

While ministry officials, politicians and business leaders have been calling for years for the creation of programs to produce a creative workforce that is globally minded and fluent in English (Tanaka, 1996) the reality is that, in Japan, English is only significant in the domain of education (Hadley, 1997). Even in the multinational companies of Tokyo, English is restricted to e-mail, faxes and letters (Kirkwold, et al, 1995).

One way that I could promote internalisation is through focussing less on the *what* is to be learned (the content) and more on the *how* it is to be learned (the methodology). My guiding principles are admittedly very ambitious, while the teaching methodology, as presented in my lesson plans, has up to now been very rigid. Both the guiding principles and the teaching methodology have not been negotiable for the students. Everything was decided for them by me, thus they did not need to think for themselves. This is the

essential challenge, and I will endeavour to add more elements of student-centeredness and authentic materials so that students begin to think about why they are studying English.

In addition, I will encourage the students to formulate their own goals as a first step in giving them a sense of ownership and responsibility. They need to answer the questions: why am I studying English, and how do I want to study English? Goal formulation will be undertaken on an experimental basis, by setting one day of the week aside for goal formulation, and their goals will be integrated into the guiding principles. Regular feedback will be important to sustain the motivation created by this.

4. Conclusion

The diary study was very useful in that it gave me insights into my teaching, from the brighter and the darker sides, as well as from specific and wider perspectives. I would never have realised them as acutely, or paid much attention to them, had I not done the diary study.

The diary also made me more creative and inspired me to do more research into the issues that were raised. Before undertaking this diary study, I only have a very vague notion of ownership and internalisation. I had merely assumed that ownership and internalisation would take place on its own accord, but now realize that it takes considerable effort and application.

It is easy for teachers to get so caught up in routine of teaching that they reach a point of thinking that they have learned all there is to it, and have gained all the experience they could. The diary study heralded a powerful transformation in my thinking about my teaching, and into my attitudes towards my students and myself. My thoughts became more than mere thoughts, and my words more than mere words, because I could actually see my thoughts in my words.

There are essentially two directions that my teaching can take in the future. It could maintain its highly structured nature and lower its ambitions of ownership and internalisation, or add student-centeredness and pursue ownership and internalisation. I will experiment with student-centeredness, despite the great challenges involved.

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