Notes on the Contributors

Naoko Aoki, PhD, is professor at the Graduate School of Letters, Osaka University, Japan, and works with pre-service and in-service teachers of Japanese as a second language (JSL). She has published on the topics of learner autonomy and teacher autonomy in the context of JSL. Her current pedagogical and research interests are narrative-based teacher education and second language user stories. The Japanese Language Portfolio and language advising are also her recent pet subjects.

Philip Shigeo Brown is a tutor on the University of Birmingham distance MA TEFL/SL program and has taught in Japan for almost 10 years in various contexts. His principal areas of interest include learner and teacher autonomy and development, vocabulary acquisition, content-based instruction, and global issues. He is a founding member of MASH Collaboration, a grassroots organization supporting ELT professional development, and column editor for Learners’ Voices on ELT News. Phil is also a co-editor (with Theron J. Muller, Steven Herder, and John L. Adamson) of Innovating EFL Teaching in Asia (forthcoming).

Peter Cassidy, a graduate of the Teachers College, Columbia University Japan Campus and one of the founding members of its Writing Center, has been working with young learners in Japan for over ten years and is currently teaching pre-kindergarten children at Mitsui Gardens International Preschool. His interests in language learning for children and how language policy may affect second language acquisition in young learners has led Peter to publish his findings from an action research project entitled “Respecting L1 use in L2 learning contexts.” This interest has also led to the recent publication of his first children’s book, Cole the Mole.
and a Whole Lot of Hole, the first of a trilogy, which highlights autonomy and intrinsic motivation while also teaching prepositions and phrasal verbs of motion.

Darren Elliott (MA ELT, DELTA) is a language instructor at Nanzan University in Nagoya, Japan. He has taught at private schools, businesses and universities in both Japan and the UK, and trained teachers in Japan over a number of years. His research interests center on reflective practice, technology and teacher education. He also maintains a website at www.livesofteachers.com, hosting video and audio interviews with writers, researchers and teachers working in the field of language education.

Sue Fraser has lectured at university level in EFL and teacher training in the UK and Japan, and currently teaches at Seisen Jogakuin College, Nagano, where her courses include English through Literature and Drama, Phonology, and Presentation Skills. Her doctoral thesis for Durham University, UK, investigated the communicative competence of Japanese high school learners of English, and she has previously published on second language learning motivation, and attitudes to varieties of spoken English. She is at present researching into the cultural content of Japanese ELT materials. She also supervises dissertations for distance-learning MA Applied Linguistics students, and co-authors a series of Japanese university entrance examination preparation textbooks.

Sandra Gillespie has a PhD from the University of Toronto. Her book, South-South transfer: A study of Sino-African exchanges was based on her dissertation and was published in 2001 by Routledge. In Japan, she worked as an Associate Professor in the Faculty of Social Informatics at Aoyama University and before that taught at the International Christian University, Waseda University, and the University of Aizu. At the Teachers College,
Columbia University Japan Campus (TC) she acted as the MA Project Editor. In addition to editing and teaching she is the co-founder and Director of the TC Writing Center.

Gregory Paul Glasgow is currently a PhD candidate in Language Studies at the University of Queensland, Australia. He received his MA in TESOL at the Teachers College, Columbia University Japan Campus (TC). He has been an instructor, curriculum developer, teacher educator, and writing tutor in Japan over the past 11 years. He is an adjunct lecturer at the University of the Sacred Heart, Tokyo and TC and also serves as a manager and co-founder of the TC Writing Center. His teaching and research interests are in the areas of language education policy and planning, multilingualism, teacher education and English for Academic Purposes (EAP).

Nanci Graves has taught at various schools in Japan over the past twenty years, including SIMUL Academy, J. F. Oberlin University, and International Christian University. She is currently teaching full-time at Kobe Steel's in-house English training program. During two lengthy breaks from Japan, she completed an MA in Applied Linguistics at the University of Reading, UK and later worked as an academic course coordinator for SUNY at Buffalo's undergraduate program in Malaysia. She started teaching workshop and practicum courses at the Teachers College, Columbia University Japan Campus (TC) in 1988 and served as the TC Program Coordinator from 1990 to 1993. Recently, she has pursued research in teacher and learner autonomy, reflection and motivation, and is launching a learner/teacher blog entitled, “Mind Your Own Learning” with John Fanselow, Stacey Vye, and a team of current TC students and alumni.

Naoko Harada teaches at the Senior High School Affiliated with Japan Women's University.
Her interests lie in the areas of EFL materials development and global issues, and she has been studying the application of Harry Potter books and movies in EFL classes to promote confidence in learning English. This research stems from her longitudinal study, an analysis of postwar historical changes in English textbooks for junior high schools in Japan which was published as “The treatment of identities in postwar EFL textbooks for ninth graders” in the *JALT2006 Conference Proceedings*.

*Chika Hayashi* is a Senior Instructor of English at Seikei University in Japan. She holds a PhD from the School of Education, the University of Nottingham, UK. As a research student and EFL teacher, she taught English in junior and senior high schools for several years in Japan; she also has experience as an academic advisor for international students. Her research interests include autonomy, motivation, teacher development, cultural influences on classroom language learning, and psychological aspects of second language learning in a classroom.

*Shoko Ieda* is assistant professor in the Faculty of Foreign Studies at Reitaku University, Tokyo, Japan. Her publications include *Kyouki hyogen kara miru noni bun no youhou* [Usage of noni: From the Viewpoint of its Collocational Patterns] (2005).

*Tomoko Ikeda* is associate professor at J. F. Oberlin University, Tokyo, Japan and co-coordinates the Japanese Language Program of the university. She has taught Japanese as a second or a foreign language since 1985 in Japan and the United States. Her doctoral dissertation (Communication Studies, The University of Texas at Austin) investigated interactional practices employed by L1 and L2 users of Japanese and is entitled "Facilitating participation: Communicative practices in interaction between native and nonnative speakers"
of Japanese." She was a translation co-coordinator for *Learning Learning*, the newsletter of the Japan Association of Language Teachers (JALT) Learner Development Special Interest Group (LD-SIG) from 1994 to 1996, and a co-coordinator of the JALT Japanese as a Second Language Special Interest Group from 1995 to 1997.

*Kay Irie* teaches in the English Language Program at J.F. Oberlin University as well as for the TESOL Master’s program at Temple University Japan (TUJ). Her doctoral thesis for TUJ focused on the changes of L2 motivation of Japanese high school students based on a three-year longitudinal mixed-method study. She has been involved in editing *Learning Learning*, JALT LD-SIG newsletter, since 2005.

*Hideo Kojima* is a teacher educator at Hirosaki University (Japan). He received his MA in TEFL/TESL and PhD in Applied Linguistics from the University of Birmingham, UK. His research interests are teacher education, learner/teacher autonomy, collaborative learning/teaching, and reflective learning/teaching. He has published a variety of papers/books on learner and teacher autonomy in EFL education in Japan, including “A collaborative, autonomous, and reflective teaching approach to student teaching in pre-service EFL teacher education: A case study” (2008), and *Learner Development in English Education: Learner Factors and Autonomous Learning* (Kojima, Ozeki, & Hiromori, eds, Taishukan, 2010). He is currently President of the Japan Association of College English Teachers Tohoku Chapter.

*Yuko Kobayashi* is currently working at Senzoku Gakuen High School teaching advanced-level senior students aiming to enter Japan’s most prestigious universities. In addition to teaching regular classes she also tutors for university entrance examinations and
facilitates special and seasonal intensive classes. For her on-going professional development, she is completing her MA in TESOL at the Teachers College, Columbia University Japan Campus (TC) and is a founding member of the TC Writing Center. Her current teaching and research interests include preparation for university entrance exams, writing development, vocabulary acquisition, reading comprehension skills, and multimodal communicative competence.

_Masuko Miyahara_ is a lecturer for the English Language Program at International Christian University in Tokyo. She received her MA from the Institute of Education, University of London where she is currently pursuing her doctorate. Her research interests and professional activities focus on autonomy and identity studies in language learning. In the area of autonomy in language education, she is particularly interested in how autonomous learning can be fostered and developed in institutional settings, and has presented and published widely on this topic. She was also the co-editor of _Learning Learning_, JALT LD-SIG newsletter.

_Fumiko Murase_ has recently completed her PhD on the measurement of learner autonomy in the Japanese EFL context (Macquarie University, Australia). Previously, she taught English at a university in Japan for several years.

_Martha Robertson_ teaches in the Department of Comparative Cultures at Aichi University. Her academic background is in Literature and the Other Arts and Alternative Education. She has been teaching at the university level, both in the United States and Japan, for 25 years. Her current research interests are learner autonomy, writing pedagogy, Sustained Content Language Teaching, and critical literacy.
Colin Rundle is a lecturer providing academic language and learning support to students at the National Graduate Institute for Policy Studies in Tokyo. He is also director of the Intensive English Program at the Foundation for Advanced Studies on International Development (FASID). His research interests are mainly in the field of language and culture, recently focusing on autonomy and English language teaching in Japan. He is currently undertaking PhD research through Monash University, Australia on the discourse socialization of graduate students in programs where English is used as a lingua franca.


Joseph P. Siegel is currently a lecturer in the Centre for Language Education at Ritsumeikan Asia Pacific University, Japan, where he teaches both integrated skills and specialized listening courses. At present, he is working toward a PhD in Applied Linguistics from Aston University. He is involved in an action research project aimed at improving listening instruction at Japanese universities.

Colin Skeates is a part-time lecturer at several universities in the Tokyo area. He has taught English and Marketing in three different countries over a span of 15 years. His main interests in EFL include teacher education, differences in spoken and written discourse, and scaffolding to encourage student self-monitoring and self-evaluation. He focused on video journals in his dissertation, *Coding strategies in video journals: discovering learning.*
Richard Smith is an Associate Professor in the Centre for Applied Linguistics, University of Warwick, UK. Formerly, he was a lecturer, then Associate Professor at Tokyo University of Foreign Studies. He is interested in the history of language teaching as well as teacher development and learner autonomy. His publications on learner autonomy include Learner Autonomy across Cultures: Language Education Perspectives (2003, co-edited with David Palfreyman) as well as many articles and book chapters. In 2008 he was elected joint convenor of the AILA Research Network on Learner Autonomy in Language Learning.

Alison Stewart has been teaching English in Japan for 16 years and currently is a Visiting Professor in the Department of English Language and Cultures at Gakushuin University in Tokyo. Her PhD in Applied Linguistics focused on the subject of teacher identity and she is continuing this line of research through studies on globalization and institutional identity change and on Filipino teachers in Japan. She has been involved in the JALT LD-SIG since 2007 and currently serves as its Publications Officer.

Scott Thornbury teaches on an MA TESOL program for the New School, New York, and lives in Spain. He is the author of a number of books on language and methodology, including How to Teach Grammar, How to Teach Vocabulary and How To Teach Speaking (Pearson), and Uncovering Grammar, Beyond the Sentence and An A-Z of ELT (all published by Macmillan). His latest book, Teaching Unplugged (Delta Publishing, co-written with Luke Meddings), won a British Council Innovations award in 2010. He is currently the series editor for the Cambridge Handbooks for Teachers.
Stacey Vye has been teaching English in Japan for over 20 years, and is currently an Assistant Professor at Saitama University and is a Teachers College, Columbia University (TC) graduate assisting Nanci Graves with various courses since 2006. Stacey’s research interests include reflection, learning centers, and learner and teacher autonomy in language education including the connections between both. She is currently collaborating with Nanci Graves, John Fanselow, and a group of current TC students and alumni on a learner/teacher blog entitled, “Mind Your Own Learning.” In addition, since 2003, she has been volunteering on the committee in various roles for the JALT LD-SIG.

Christopher Wharton runs a private English school in Japan. For nearly a decade he has taught English in kindergartens, elementary, junior high, and high schools, colleges, and private English schools. His current research interests are in the fields of learner autonomy, the effects of personality in second language acquisition, and L2 vocabulary acquisition.