

Contributors

Peter Brereton has been teaching English since 2007 and has worked in a wide range of teaching contexts in Spain, Australia, the UK, Ireland, Latvia and France. Peter is currently an English for Liberal Arts instructor at International Christian University in Tokyo as well as a freelance teacher trainer, Delta local tutor and external assessor. He is most passionate about teacher training and development – particularly through reflective practice – as well as teacher creativity, decision making and feedback.

Charles Cook gained his CertTESOL qualification in 2016 and began teaching in Japan in 2017. His interests include learner motivation and the integration of popular culture into language learning. His primary motivation for contributing to this book was to stimulate his professional development at an early stage in his career.

Daniel Hooper has lived and taught in Japan for approximately 12 years and is currently a lecturer in the English Language Institute at Kanda University of International Studies. He worked in the eikaiwa industry for eight years and his varied experiences in that context have deeply influenced both his research interests and approach to pedagogy. In addition to issues related to eikaiwa, his research interests include critical issues in TESOL, learner autonomy and learner/teacher identity.

Chris Hunter has taught English and intercultural education in a wide variety of contexts in Japan and Hawaii since 2004. His research interests include language policy, language ideologies, globalization and language education, as well as the linkages between English language education and economic inequality. He is currently a PhD candidate at the University of Hawaii at Mānoa.

Nick Kasperek has taught English since 2005. He started his career as a US Peace Corps volunteer at a university in China, and since then he has taught primarily Japanese students through online writing courses, conversation classes, private lessons, and university courses. He has an MA

in international studies and an MEd in TESOL, and he is currently a PhD student in curriculum studies and teacher education. His research interests include creativity, playfulness, and inclusiveness.

Luke Lawrence has been teaching English in Japan since 2002. He has taught in a wide variety of contexts including eikaiwa, business and university classes. His research interests revolve around teacher identity and social issues in ELT, especially ideas around native-speakerism. As well as teaching full time, he is also currently a PhD candidate at the University of Stirling in the UK.

Robert J. Lowe is a lecturer in the Department of English Communication, Tokyo Kasei University. He holds a PhD in Applied Linguistics and his research focuses on critical issues in ELT. In addition to journal and magazine articles he is the co-author of *Teaching English as a Lingua Franca: The Journey from EFL to ELF* (DELTA Publishing, 2018) and the upcoming monograph *Uncovering Ideology in English Language Teaching: Identifying the 'Native Speaker' Frame* (Springer).

Yuzuko Nagashima is an instructor at the Practical English Center at Yokohama City University. After receiving her MA in Second Language Studies from the University of Hawai'i at Manoa, she has taught ESL and EFL in the United States, Thailand and Japan. Her main research interests are centered on language and identity in relation to gender and sexuality, translanguaging and critical feminist pedagogy.

Momoko Oka teaches at Kanda Institute of Foreign Languages and AGOS Japan. Prior to that, she spent almost six years working in a major English conversation school in Tokyo. She holds a Trinity Certificate in TESOL and is currently working towards Trinity Diploma in TESOL. She has strong interests in native-speakerism and TOEFL and IELTS teaching.

Richard Pinner is an associate professor at Sophia University in Tokyo with over 15 years of experience as a language teacher and teacher trainer. He holds a PhD in ELT and Applied Linguistics and has published several articles on language teaching, most recently in *Language Teaching Research*, *English Today* and *Applied Linguistics Review*. He is the author of three research monographs and is particularly interested in the areas of authenticity and motivation in ELT and Content and Language Integrated Learning.

Matthew Schaefer has taught in France, Italy and Spain and worked as a Director of Studies in the UK and an academic program manager in Japan. His teaching contexts have included public high schools, private language schools and universities. His current research interests are program

evaluation, assessment of speaking skills and reflective professional development. He holds a Delta and an MA in TESOL.

Ben Smart has been teaching English to Japanese people in various contexts, including eikaiwa and tertiary education in both England and Japan, since 2004. He has an academic background in linguistics and applied linguistics and has developed a variety of areas of interest for research from this, including using phonetics and phonology, discourse analysis and pragmatics in classroom research.

Matthew W. Turner's English language teaching career began in 2008. Since then, Matthew has taught in a variety of contexts in the UK and Japan, and currently works in a university international tourism faculty. His research interests include reflective practice, continuing professional development and support for learners with special educational needs. As well as teaching full time, Matthew is currently a PhD candidate at the University of Warwick. Matthew is cocreator of The TEFLology Podcast.

Ema Ushioda is a Professor and Director of the Centre for Applied Linguistics, University of Warwick. She has particular research interests in motivation and autonomy in language learning and in qualitative methods of inquiry. Recent books include *International Perspectives on Motivation: Language Learning and Professional Challenges* (Palgrave Macmillan, 2013), *Teaching and Researching Motivation* (co-authored by Dörnyei, Longman, 2011) and *Motivation, Language Identity and the L2 Self* (co-edited by Dörnyei, Multilingual Matters, 2009).

Aya Yamazawa has been teaching English since 2012 and worked in two eikaiwa schools for a total of six years. Now she holds a Trinity TESOL Certificate and is studying for the Trinity TESOL Diploma as she teaches English to international students in a business college in Tokyo. As a Japanese English teacher, her intention is to have a voice in the issue of native-speakerism through research in the Japanese EFL context.

