

Contents

Acknowledgements ix

Foreword xi

1 Introduction. 1

 Rationale for the Study 1

 English Classes at the Tertiary Level 2

 Model Teachers and Teacher Education 2

 University Entrance Examinations 4

 Motivation for the Study 6

 Overview of the Book 6

2 The Japanese Context 9

 Introduction 9

 The Historical Context of English Language

 Teaching in Japan 10

 Explanations for Poor English Skills in Japanese People 15

 The Connection between Education and

 Industry in Japan 18

 Japanese Women: Education and Employment 25

 Japanese Women and Education. 27

 Gendered Aspects of English in Japan 31

 The Japanese Professor 34

 Female Professors in Universities 42

 Summary of Chapter 2 47

3 Knowledge, Beliefs and Identity 49

 Introduction 49

 Teacher Cognition 49

 Teacher Identity 54

 Importance of the Social Context in Teaching 59

The Japanese Context	61
Summary of Chapter 3	66
4 The Participants and the Data Collection	68
Introduction	68
Narrative as a Research Method	68
The Participant Teachers	70
Interviews	70
Transcription Method for Interviews	74
Process of Analysis	76
Classroom Observations	77
My Position within the Studies	77
Summary of Chapter 4	78
5 Developing Professional Identity	79
Introduction	79
Identity	81
Participants and Data Collection	84
Analysis and Interpretation	86
Conclusion of Chapter 5	111
6 It's a Man's World	116
Introduction	116
Analytical Framework: Gee's (2000) Perspective on Identity	118
The Participants	120
Analysis and Interpretation	121
Conclusion of Chapter 6	146
7 Teaching Is What I 'Do', Not Who I Am.	152
Introduction	152
The Participant	153
Data Collection	153
Analysis and Interpretation	157
Conclusion of Chapter 7	177
8 Conclusion	181
Summary of Overall Findings	182
Pedagogical Implications of the Studies	186
Concluding Remarks	188

References	190
Name Index.	207
Subject Index.	211

