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Teacher agency in in-house textbook development:
A narrative inquiry
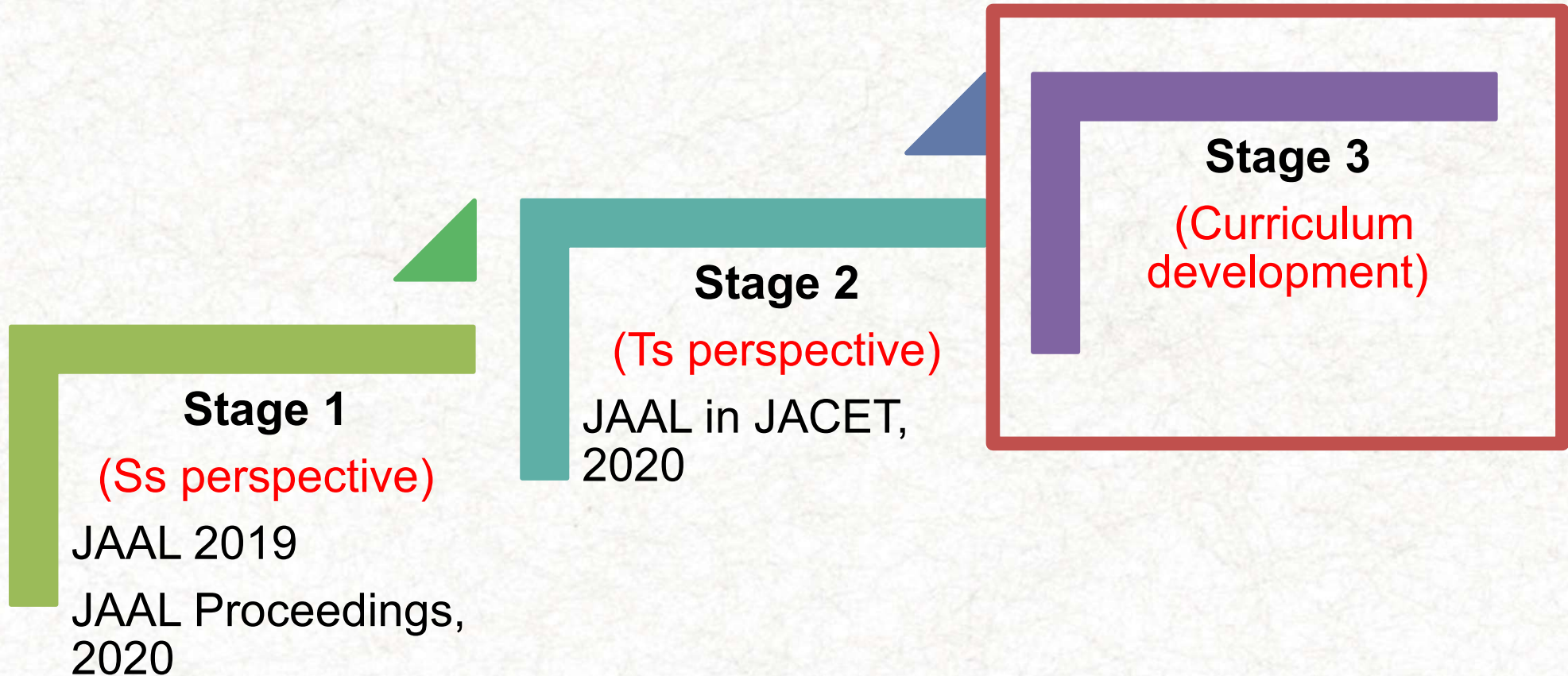
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REFLECTIONS AND
JALT2021
NEW PERSPECTIVES
ONLINE
NOVEMBER 12~15, 2021

Stages of our study

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Stage 1

(Ss perspective)

JAAL 2019

JAAL Proceedings, 2020

Stage 2

(Ts perspective)

JAAL in JACET, 2020

Stage 3

(Curriculum development)

1年次の英語必修カリキュラム

春学期	秋学期
英語ディスカッション	**英語ディベート**
	英語プレゼンテーション
Reading & Writing	
e-learning	

春学期
（週3コマ×1回 100分）

まずは積極的に
会話ができるように

秋学期
（週3コマ×1回 100分）
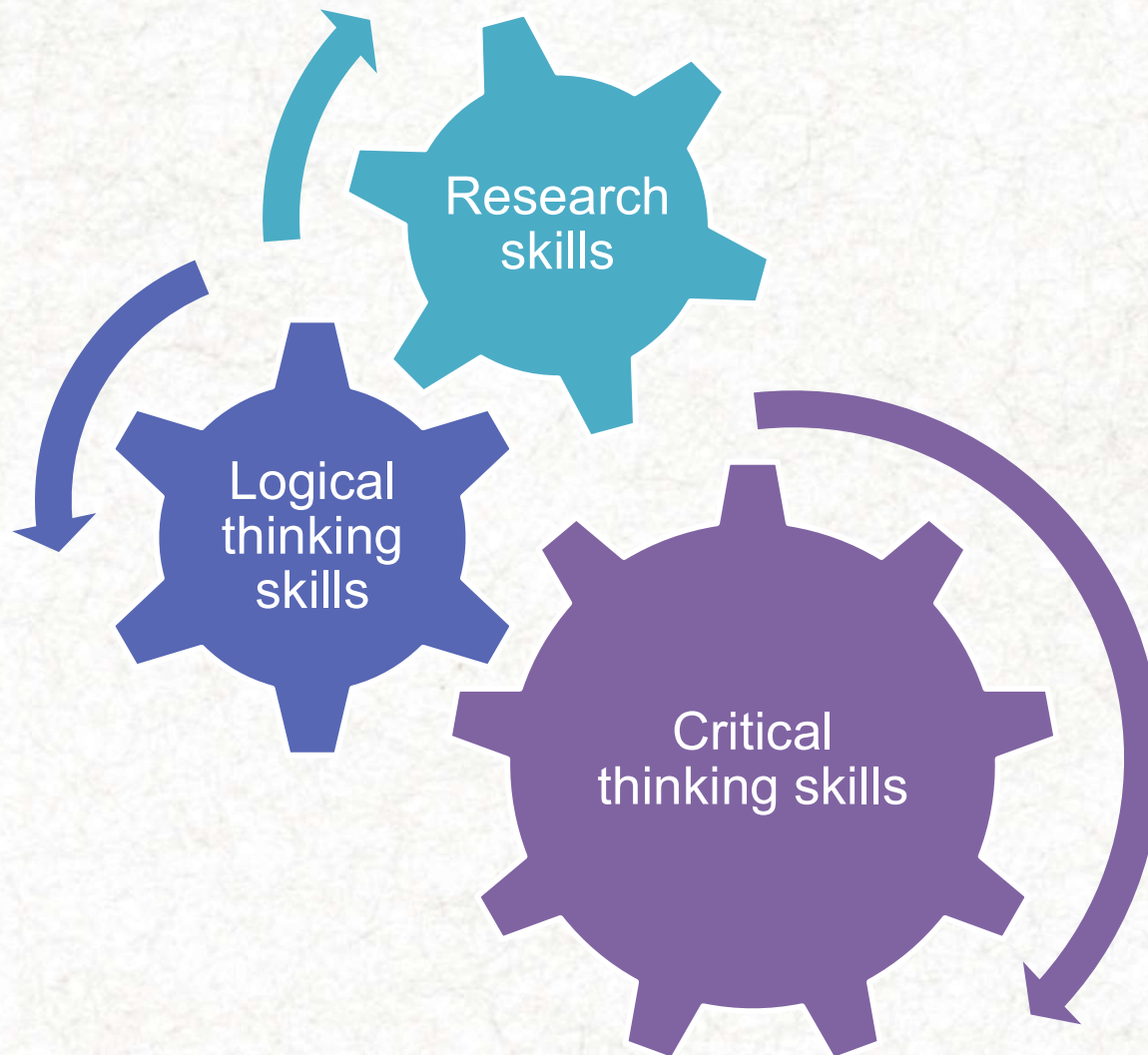
英語で討論し、論理的に
考える力を鍛える

※全学部共通で配置される科目です。学部・学科によってはさらに英語系の科目が配置される場合があります。

(Adapted from Rikkyo University HP)

Aims of the Course

Sociomaterial Approach

What?

- It attempts to understand "materiality" and its role in shaping various professional organizations and activities (Fenwick & Landri, 2012).

How?

- It treats humans and non-humans on an equal plane.

Why?

- It helps us examine & explain phenomena/activity as embedded within social and material conditions.

Teacher Agency: Sociomaterial View

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Teacher Agency is:

- an emergent state which resides in the particular/temporary relationships between humans and non-human objects in a specific moment
- is unstable and ever-changing.
- not an individual's exclusive attribute but distributed across social and material conditions that envelop teachers' decisions and actions

(see Priestly, et al., 2015; Priestly, et al., 2012 for an ecological view on teacher agency)

Research Design

Research Orientation/Paradigm

- Qualitative/Interpretive

Method

- A narrative approach

Objective

- To (re)construct an in-person's experience and understanding of the in-house textbook production process.

- To explore teacher agency in relation to teacher decision making in the in-house textbook production process.

Participant

Lisa (pseudonym) :

- is a Japanese and English bilingual.
- lived abroad for nine years—five years in the United States and four years in Singapore.
- holds two MAs and a Ph.D. in Applied Linguistics
- is an experienced teacher trainer, curriculum developer, and textbook writer.
- has 20 years of teaching experience.
- designed and taught various English language classes.
- had no prior experience with teaching debate.
- directed the entire debate course curriculum development

Data Collection

- Course Evaluation Survey (from Phase 2 study)
- Instructor Survey (from Phase 1 study)
- Teaching journals
- **Teacher Reflection: Stimulated recall using meeting minutes (Today's highlight!)**
- Debate Class Video Recordings
- Interviews
- Fieldnotes/Memo

Cultural Artifacts

- Meeting minutes
- Textbook
- Other class materials (e.g., course syllabus, assignment sheet)
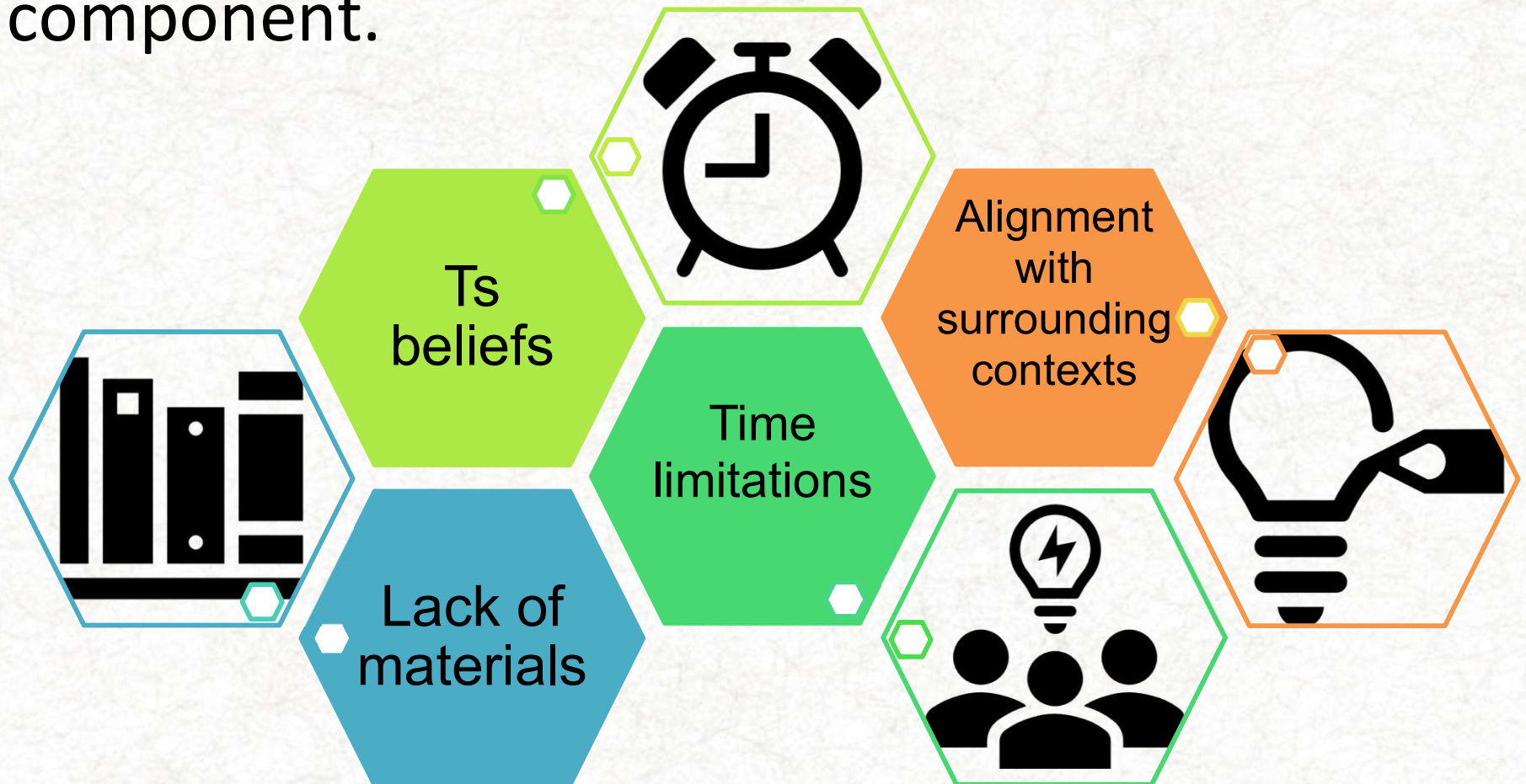
Data Collection: Stimulated Recall

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Data Analysis

- Transcribing
- Open Coding
- Thematic coding
- Triangulation
- Member Checking

Results (Tentative)

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Curriculum development is a non-linear and adaptive process shaped by a multidimensional component.

Time limitation

Contents

Data

- Research by the US American Society for Nutrition found that only around 75% of Americans have breakfast, and those who have breakfast only have small meals.
- Some breakfast cereals contain about 75% of the recommended daily amount of free sugars in each portion.
- Researchers in the UK have found that school children who have a healthy breakfast get better results in school.
- According to research conducted in the US in 2017, people who make breakfast the biggest meal they have all day have a lower body mass index (BMI).
- According to the Japanese Ministry of Health, Labor and Welfare around 70% of Japanese people are careful about their diet.
- According to the Japanese Ministry of Health, Labor and Welfare only 28.7% young Japanese people have three meals a day.
- According to a 2014 medical study, skipping breakfast has been associated with a 27% increased risk of heart disease.
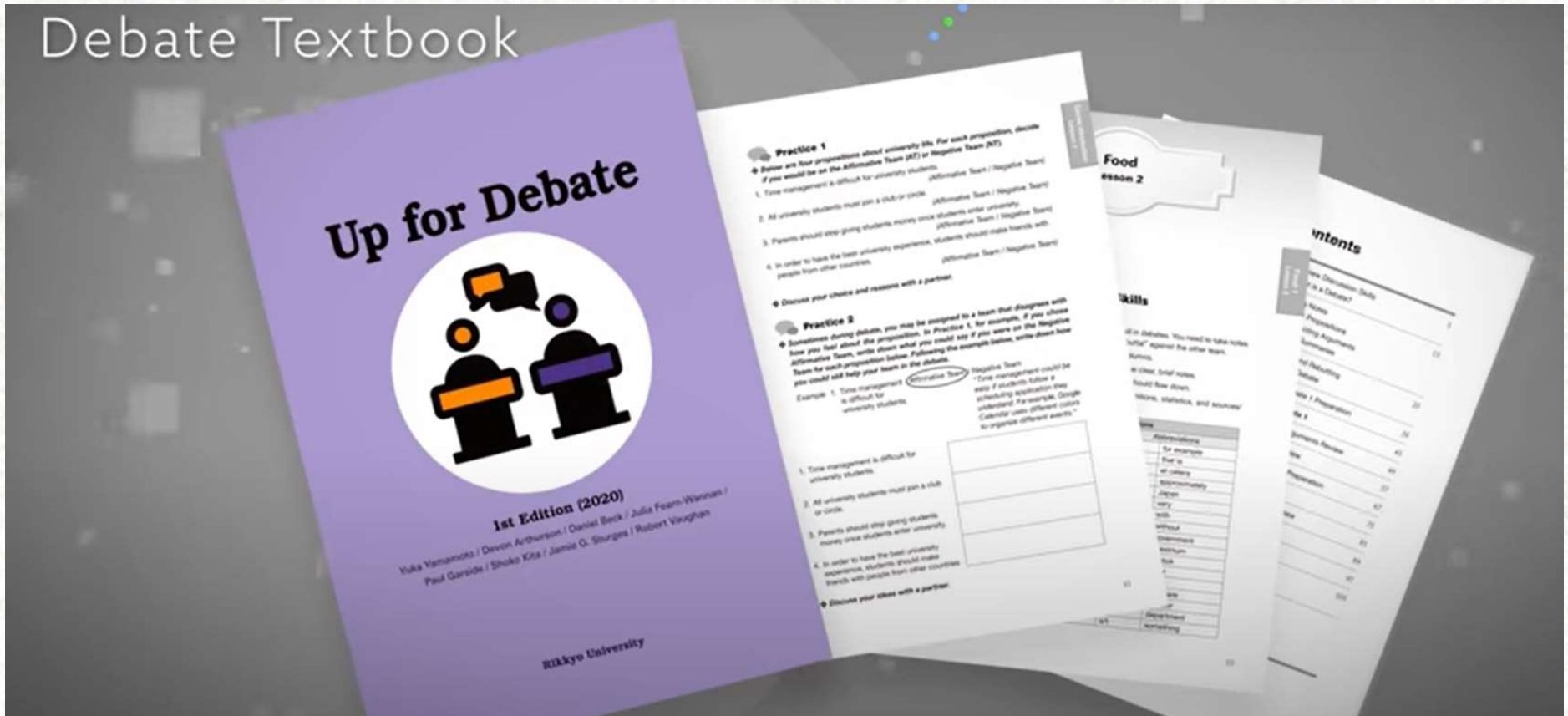
Facts/ Examples

- All over the world, there is the famous saying that breakfast is the most important meal of the day.
- Many people believe that having a good breakfast is a sensible, healthy choice.
- Dietitians point out that we use a lot of energy overnight when we are sleeping, so having a good balanced breakfast gives us a lot of energy again.
- People who make breakfast their biggest meal of the day tend to have better weight control according to studies.
- Professor David Rogers at the University of Bristol, UK, points out that children might be missing breakfast because they are from poor backgrounds, and their poor backgrounds (not the skipping breakfast) are the real reason they are not doing well at school.
- Young people in Japan seem to be less concerned about having a healthy diet according to research by the Japanese Ministry of Health, Labor and Welfare.
- Many people say they do not have time to make and have a large breakfast.
- Some have argued that breakfast is not very important for weight control.

Limited staff numbers

Ts beliefs and experience

Define learning goals

Assessments

Designing learning activities

Ts beliefs and experience

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Category/Score	4	3	2	1	0*
Organization	The presentation of arguments flows logically. Information is organized in a coherent manner.	The presentation of arguments is generally clear. Information is mostly organized.	The presentation of arguments is somewhat unclear. It shows some noticeable disorganization of ideas.	The presentation of arguments lacks clear focus. Ideas presented substantially lack coherence.	No show/No involvement in the debate
Argumentation	Plenty of strong arguments with supporting evidence from a wide range of sources. Demonstrates various perspectives, which effectively contributes to the development of arguments.	Many fairly strong arguments but a few are not persuasive due to insufficient supporting evidence. Major issues about the topic were covered.	A few potentially persuasive arguments; Most claims were not supported by relevant evidence.	Most arguments presented show a noticeable deviation from the debate topic and/or lack relevancy to the debate topic. Little or no concrete evidence was presented to support the claims.	No show/No involvement in the debate
Rebuttal	Excellent defense and attack against the opposite side. Being able to identify major weaknesses of the opposite side. Demonstrates highly effective team collaboration to prepare for a rebuttal.	Acceptable defense and attack against the opposite side. Being able to identify some weaknesses of the opposite side. Demonstrates effective team collaboration to prepare for a rebuttal.	Fails to defend for some issues and/or few successful attacks against the opposite side. Minimal team collaboration to prepare for a rebuttal.	Largely fails to defend against the opposite side and/or unable to attack the opposite side in the majority of the issues, if not all. Little or no team collaboration to prepare for a rebuttal.	No show/No involvement in the debate
Presentation Style	Team consistently used gestures, eye contact, and tone of voice to keep attention of the audience.	Team usually used gestures, eye contact, and tone of voice to keep attention of the audience.	Team occasionally used gestures, eye contact, and tone of voice to keep attention of the audience.	One or more members of the team had a presentation style that did not keep attention of the audience.	No show/No involvement in the debate

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Ts beliefs and experience

1. To assess learners' performance: Instructors can assess learners' performance fairly and efficiently
2. To let learners know what their expected outcomes are in the course
3. To receive informative feedback on learners' strengths and weaknesses and reflect on their own work

Contents

Conclusion

- The instructor's teacher agency in textbook development

  manifested in her administrative decisions and actions

  encapsulated by various social and material conditions.

- Teacher agency is context-bound, interactive, and adaptive;

  instructor's enacted decisions and actions are in and part of social

  and material constraints.

References

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Priestly, M., Edwards, R., Priestly, A., & Miller, K. (2012). Teacher agency in curriculum making: Agents of change and spaces for manoeuvre. *Curriculum Inquiry*, *42*(2), 191–214

Yamamoto, Y., Arthurson, D., Beck, D., Fearn-Wannan, J., Garside, P., Kita, S., Sturges, J.G., & Vaughan, R. (2020). *Up for Debate (1st ed.).* DTP Publishing.

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Thank you.