

The role of learner-initiated questions as a pedagogical resource for co-learning:

Development of teacher identity for leaderful classroom

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Abstract

This study explores ways in which learner-initiated questions in the second language (L2) Japanese classroom can function as a pedagogical resource for co-learning involving learners and teachers, one which also forges teacher identity within a leaderful classroom. Adopting a critical autoethnographic narrative, this study analyses the pedagogical direction of a Japanese language teacher as it homes in on the target of a leaderful classroom driven by self-reflection on the use of learner-initiated-questions. Based on reflective observation of eight hours' video-recorded L2 classroom interaction in a group of adult post-beginners of Japanese in the UK, the contributing teacher's narrative suggests that learners play a key role as leaders of their L2 learning through self-initiated questions and the creation of opportunities for further discussing linguistic and cultural aspects of L2. This study demonstrates the significant role that the leaderful classroom can play at the micro level when learners initiate questions to enhance L2 interaction and emphasises the vital role that teachers' self-reflection on pedagogical practices plays in fostering teacher identity in action. This study suggests that a teacher's dialogical engagement with learner-initiated-questions as shared pedagogical practices and a teacher's continuous reflective practice used to promote a leaderful-classroom can facilitate co-learning and collaborative leadership identity.

Keywords: leaderful-classroom; teacher-identity; learner-initiated questions; co-learning; autoethnography

Introduction

This study explores how learner-initiated-questions in an L2 classroom can function as a pedagogical resource for co-learning involving learners and teachers, one which also forges teacher identity within a leaderful classroom (Egitim, 2022). Learners' questions are traditionally considered a means to seek out experts' i.e., teachers,' linguistic or cultural knowledge of the target language (Brouwer, 2003). Teachers are also fully aware of the crucial role of questions in encouraging learners' engagement in L2 learning. However, having reflected on my teaching trajectories as an L2 teacher over 20 years, specifically when my teaching context shifted from monolingual to multilingual (Canagarajah, 2012; Park, 2014), I became acutely aware of the significant differences between L2 classroom dynamics in English as a foreign language (EFL) context at tertiary level in Japan and Japanese as a foreign language (JFL) context in the UK tertiary education and business sphere.

Like other studies in which teacher identity or pedagogical approach are renewed when transnationals cross borders lying between different socio-cultural and educational contexts (Solano-Campos, 2014), the focus of my investigation was drawn to the way classroom discourse was advanced by learner-initiated-questions in JFL contexts where learners' background are linguistically and culturally diverse. As an L2 teacher who previously had trouble eliciting verbal responses in Japanese EFL classes, where the principal role of the teacher as a knowledge provider was highly valued in society and learner silence was considered normative from a socio-cultural perspective (author, 2011), my academic interests gradually shifted towards the role of learner-initiated-questions as a pedagogical resource. My observation and reflection on JFL classroom discourse motivated me to closely examine ways in which learner-initiated questions enhance L2 classroom learning.

Adopting a critical autoethnographic narrative (CAN) (Yazan, 2017), which facilitated self-reflection on my own pedagogy and teacher identity, the current study focusses on the way learner-initiated-questions function as a pedagogical resource in an adult post-beginner' JFL classroom in the UK. This study focusses on the role of learner-initiated-questions as a distinct component from questions initiated by teachers in the Initiation-Response-Feedback (IRF) cycle (van Lier, 1984) traditionally seen as the norm.

The present study also considers learner-initiated-questions used to facilitate the reflection of the L2 teacher, myself, who is the subject of this study, on the following

pedagogical approaches: (1) the ongoing co-constructed interactional process, (2) collaborative knowledge construction using and re-evaluating linguistic resources, and (3) L2 cultural repertoires as seen from learners' perspectives. This study aims to reveal how learner-initiated-questions and learners' involvement in the drive towards leaderful classrooms can play a significant role in enhancing L2 learning through the micro-analysis of classroom discourse adopting conversation analysis (CA) (Schegloff et al., 1974) as a source of CAN. The contribution of teachers' self-reflection on their own pedagogical practices to the continuing development of teacher identity will also be discussed.

Literature review

Critical Autoethnographic Narrative for Leaderful Classrooms

Referring to the nature of collaboration mediated through language use, Egitim (2022) considers that teachers' reflective practices, empathy, and collaboration with students are the key concepts for the development of collaborative leadership identity where both individual learners and the teacher share leaderful roles in L2 learning. When seeking this goal, how can one engage in self-reflection and improve pedagogy as an L2 teacher?

Yazan (2018) sees the engagement of one's own narrative as "a learning tool" for teacher development (p. 1). Yazan (2018) emphasises the significant role of critical autoethnographic narrative (CAN) as an analytical tool for teachers seeking to engage in such a valuable pedagogical practice to shape their own pedagogy, seeing the self as an agent able to articulate their own pedagogy through "ongoing engagement with narrative" (p. 8). Focussing on such reflective practices, other studies (Canagarajah, 2012; Farrell, 2018; Johnson, 2009; Park, 2014) also argued that self-reflective practices can provide valuable opportunities for teachers to engage in critical self-evaluation of their own pedagogy. Johnson (2009, p. 10) specifically highlights teacher learning as "a long-term, complex, developmental process that is the result of participation in the social practices and contexts." Similarly, Golomek and Johnson (2004) argued that teacher learning can occur when teachers challenge, revisit, or remould their understanding of themselves as teachers through their own teaching practices. Further, Egitim (2022) stressed that teachers' awareness of their own "fallibility and vulnerability as learners was essential" for their teacher development (p. 18). Teachers' openness to their own vulnerability (Noda & Hua, 2022) is also considered as a facilitator for pedagogical improvement as it can function as a springboard for co-learning. Thus, self-reflective practice through CAN is considered a useful and powerful learning tool

for L2 teachers and this study adopts this analytical lens to explore the way leaderful classrooms can be facilitated by learner-initiated questions from the perspective of the teacher as an agent.

Learning from Classroom Discourse and Learner Initiation in L2 Learning

Freeman and Johnson (1998) argued that “one must recognise that language teacher education is primarily concerned with teachers as learners of language teaching” (p. 407). To raise awareness of their own teaching beliefs and practices, Mann and Walsh (2018, p. 10) argued that data from a classroom can “give an insight into how a data-led process can lead to new possibilities in practice. In recent years, CA studies exploring the learner-initiated interactional move in collaborative L2 interaction have increasingly included learners’ use of culturally oriented topics (Noda & Hua, 2021). However, the role of learner-initiated questions which facilitate pedagogy for leaderful classrooms from a wider perspective has been under-explored. For this reason, the current study aims to bridge a scholarly and pedagogical gap. To articulate my teaching practice promoting the leaderful classroom, the following section explores the role of learner-initiated questions in the L2 classroom drawing on my CAN.

The study

Contexts and Methods

Adopting CAN, this paper focusses on analysing the way learner-initiated-questions in a JFL classroom function as a pedagogical resource to add a new perspective on the dynamics of classroom interaction and its role in the leaderful classroom. To establish a critical narrative, this study focusses on analysing selective reflective vignettes (Mann & Walsh, 2017, p 2) of classroom discourse from two classroom contexts: (1) the initial year of teaching trajectory (author, 1999) and (2) recent practice. This study chose two groups of adult JFL learners studying in the UK as participants. These groups were selected as they were both post-beginners in similar group sizes and learning Japanese for pleasure. The eight British participants in the first context were learning Japanese at a language school. In the second context, the five British participants formed a group in a tailor-made Japanese class comprising museum employees who encountered Japanese visitors to the museum café, shop and reception or conducted curatorial work focussed on Japan. Four learners from the museum group had never studied Japanese, whereas a learner had self-studied for six months.

While analysing the use of learner-initiated-questions in two contexts in chronological order as a source of CAN, this study focusses on analysing the use of learner-initiated-questions in the second context. Adopting CA (Sacks et al., 1974) as a methodological tool to analyse approximately eight hours of video-recorded classroom discourse as a data source, my CAN explores (1) ways the researcher perceives the role of questions in the L2 classroom as a teacher and (2) the teacher's changing perceptions of learner-initiated-questions seen as leaderful classroom facilitators which also coexist as pedagogical improvements in their identity development.

Analysis and Findings

Teaching Trajectories of a Teacher with Multiple Identities in L2 Teaching

My teaching trajectories as an L2 teacher spring from Japanese EFL contexts and later from the British JFL realm as well, in both the tertiary education and business sphere. Reflecting on earlier teaching trajectories and the learner's oral participation in Japanese EFL contexts, I became aware of the critical role teachers' questions played in scaffolding L2 learning. Further, my research on learner silence within Japanese EFL contexts heightened this awareness. This is largely because approximately 25 percent of the 197 Japanese EFL learners who responded to my questionnaire strongly expressed the pedagogical need to modify the teacher's questions (author, 2011). While I still consider the role of teacher questions crucial in supporting L2 learners' engagement in the L2 classroom, I believe the role of questions in the L2 classroom has shifted gradually in three distinct areas: (1) in EFL contexts in Japan, (2) in the initial year of JFL contexts and (3) in current JFL contexts. Using metaphorical analysis of my emphasis on the role of questions (Oxford et al., 1998; Farrell, 2018) in the L2 classroom, my shifting outlook is summarised below.

Table 1

Metaphor of the Role of Questions in L2 Classroom

Aspect	EFL	JFL (initial phase)	JFL (current)
The role of question in L2 class	Teacher-enhanced Teacher responsibility Facilitative questions	Teacher-enhanced Challenging Focus on providing accurate information	Learner-led Curiosity Focus on how to respond

My metaphor of the role of questions in the L2 classroom from a teacher's viewpoint reflects my experience while adjusting pedagogy in response to situated educational contexts. This held true when I taught L2 as a cultural insider and as a first-language (L1) speaker of the target language. When I taught English in Japanese EFL contexts, I shared learners' cultural norms and was more acutely aware of the difficulties learners experienced when learning the target language. Further, it is undeniable that invisible macro-level social expectations on the principal role of the teacher as a knowledge provider in Japanese EFL contexts (author, 2011) also influenced my sense of responsibility within the educational contexts when examining my metaphor for the use of questions.

Focussing on teaching trajectories in JFL contexts in the UK, where learners' sociocultural and linguistic backgrounds are diverse, this study examines my CAN through reflection on key snapshots of my classroom teaching in JFL contexts. One extract from an initial year will be presented first, together with a reflection on my teaching at that time, serving as a reflective vignette of key events (Mann and Walsh, 2018), followed by my current re-reflection. Mann and Walsh (2018) consider reflective vignettes as a key part of the data-led approach to self-reflection, consisting of three characteristics; 1) "make clear important elements in the interactional contexts"; 2) "provide a piece of data or perspective on PR [reflective practice]"; and 3) "comment on key issues in the extract" (p. 2). Tsui's (2009) concept of the Teacher maxim, universally accepted principles for efficient teaching, is another useful analytical lens, which can be used to examine the extent to which teachers' beliefs and practice emphasise the following aspects of teaching (Tsui, 2009, p. 359) at specific stages of teaching phases.

- The maxim of accuracy: work for accurate student output
- The maxim of efficiency: making the most efficient use of class time
- The maxim of empowerment: giving learners control
- The maxim of encouragement: seeking ways to encourage student learning
- The maxim of planning: plan your teaching and try to follow your plan
- The maxim of involvement: consider the learners' interests to maintain student involvement

Context 1: Ensuring Accuracy

The video recording from context 1 was made at a language school in the UK. Learners were practicing a new grammatical expression learnt in class and were asked what they wanted to become during their childhood. The student in focus was the student 3 (S3). At the time of the original study (author, 1999), the focus of analysis was a learner's silence, so the reflection in the right column below focusses on the learners' silent behaviour rather than the role of questions. However, the way I responded to S3's silence and the way other questions were addressed in this extract also illustrate my pedagogical approach at the time of the recording. Re-reflection from my current perspective is also added below. For analytical purposes, the third person pronoun will be used in CA, while reflection is voiced as my own narrative.

Vignette 1

<u>Classroom interaction</u>	<u>Reflection after the lesson</u>
01 T: <i>Jya, Sonia san wa chiisai toki,</i> “Well, Sonia, when you were small, <i>nani ni naritakatta desu ka.</i> what you wanted to become?”	As a teacher, I interpreted S3's silence in line 10 as a lack of understanding of the target structure (<i>naritakatta desu</i>). I
02 S1: <i>Keikan</i> “Police officer”	also interpreted his silence as his attempt to understand and
03 T: <i>Keikan?</i> <i>Sonia san wa keikan ni</i> “Police officer? Sonia wanted to <i>naritakatta desu ka? Alisu san wa?</i> become a police officer. How about Alice?”	construct the appropriate expression. This is because he
04 S2: <i>Anō, baree dansā.</i> “Well, a ballet dancer.”	checked his understanding in English after his 6.2-second
05 T: <i>Aa, dansā ni naritakatta desu ka?</i> “I see, so you wanted to become a ballet dancer” <i>Jya, baree o naraimashita ka.</i> “Then, did you learn the ballet?”	silence and appeared to be thinking. So, I waited, and I also
06 S2: Hai. “Yes”	felt that he was not 100 per cent sure about the new structure's concept and its use. I, therefore, explained its use by contextualizing both the present and past tense of the key sentence.

07	T: <i>Joe san wa?</i> “How about Joe?”	
08	S3: <i>Aa, yuumeina sakkā preiyā.</i> “well, famous football player”	
09	T: <i>(.) <u>ni</u>? (.) <u>ni</u>? naritakatta desu?</i> “to (.) to (.) wanted to become?”	
10→	S3: <i>°naritakatta° (6.2)</i> “°wanted to become° (6.2)” What did I want to become?	

(Author, 1999, p. 266, modified)

Reflecting the way the classroom discourse developed within these simple turn exchanges, the teacher takes the first interactional move to allocate turns to individual students. The teacher’s question to S1 in line 01 functions as a key question to all and both S1 and S2 answer questions with a specific occupation using a single word, and in lines 03 and 05 further comments or questions were added by the teacher. Subsequently, when allocated the turn, S3 successfully answered the question in the same way as S1 and S2. However, turning to S3’s answer, the teacher tried to elicit this in a full sentence using a key grammar learnt in class. This demonstrates the teacher’s clear intention to ensure or check the students’ understanding of the new grammatical point although S3’s answer has no functional problem. The teacher’s prompt might have confused the student despite his answer in line 08. The teacher’s focus appears to be more to do with the maxims of accuracy and planning to ensure the use of grammar in a full sentence (Tsui, 2009).

Although this is only a part of classroom discourse, a re-examination of my own teaching practices suggests that teacher-led questions dominate classroom interaction, and the focus of these exchanges shows the teacher’s concern with form. This approach could also be seen in the teacher’s reflection after the class, explaining how S3’s silence and repeated utterances were received and how the explanation focussed on a form-based approach. Students’ continued discussion may also have been encouraged at that time, or alternatively may have been more related to interview-based tasks rather than immediately focussing on form. Turning to my metaphor of ‘focus on providing accurate information’ during the initial phase of JFL teaching (Table 1), this specific turn exchange illustrates the teacher’s similar pedagogical focus on form rather than on facilitating interaction among students in L2 classes, as Tsui (2009) observed in Hong Kong ELT contexts.

Context 2: Shifting towards the Leaderful Classroom

Vignettes 2 and 3 are extracts from a group in a post-beginner Japanese class in the second context. Using analysis of eight-hour video-recorded classroom discourse, types of learner-initiated-questions were categorised as follows; (1) administration-related questions (e.g., homework, learning resources), (2) questions focusing on the use of new grammatical expressions after the teacher's explanation, (3) clarification requests concerning unclear points and teacher's questions, (4) questions on the content of audio-visual or authentic materials. This study focuses on the learner-initiated-questions from the fourth category as these were not predicted by the teacher and mostly contributed to the further development of classroom interaction. In this study, two extracts as reflective vignettes (Mann & Walsh, 2018), highlight the key events, with detailed descriptions using CA and reflection through my narrative presented for further analysis as a pedagogical resource for leaderful classrooms. These examples demonstrate how my teacher leadership identity transformed from a sole facilitator role to one in which I was a collaborative leader in an L2 class. My observation of learner-initiated questions contributed to the development of collaborative classroom interaction and guided me as I sought to further assist students' L2 learning.

Learning Social Practices of Politeness

This is an example of learner-initiated questions after watching a short video clip which includes the expression, “*dochira ni irasshaimasu ka?*” (Honorific form of where they are located. Honorific expressions in Japanese show respect for the person referred to.) and this expression has become the focus of a student's question.

Vignette 2

<u>Classroom interaction</u>	<u>Reflection after the lesson</u>
[video clip shown] 01→S1: Can I ask a question? 02 What is ‘ <i>dochira ni irasshai masu ka?</i> ’ 03 T: ((T writes ‘ <i>dochira ni</i> ’ in Japanese on the board)) Anybody can guess the meaning of this expression? 04→S2: (.) Is this a <i>keigo</i> ? (Honorific expressions) 05 T: Yes, it is. If you would like to make it less formal, what would you say?	After learners watched a short video clip which contains the expression in line 02, S1 immediately asked the meaning of the question. As a teacher, I thought that it was good that a student was able to pick up this specific expression in line 02. As they

07→S3:	[<i>Doko ni imasu ka?</i>]	already learnt this expression,
08→S4:	[<i>Doko ni imasu ka?</i>]	I added the prompt “ <i>dochira ni</i> ” in line 03. Then, in line 04,
09 T:	< <i>Sou desu ne</i> >. “Yes, it is.”	a student refers to the concept
	This is equivalent to what you	of honorifics in Japanese and
	heard on the video. From the video, do you	other students also suggest the
	think they are already good friends?	possible meaning in less
10 S2:	It seems like they’ve just met recently.	formal ways. Going back to
11 T:	< <i>Sou desu ne</i> >. “Yes, it is.”	the video content, they
	So, the use of <i>keigo</i> is interesting. It is a useful	remember the people in the
	way to show the politeness and respect to others.	video have just met and
	But if you keep using the polite form too	identify their relationship and
	long among friends, it can show a bit of	use of the formal expression.
	distance. So, the use of <i>keigo</i> is very	After my explanation, in lines
	interesting.	14 and 16, students asked
14→S3:	<i>Sumimasen</i> “excuse me”, how do you	further questions using
	know the transition when to use polite to	specific expressions describing
	less formal?	relationships. Reflecting, I felt
15 T:	<i>uhm</i> , it depends on the relationship. But it can be	that learners’ questions urged
	also reflected in the way the other person	me to discuss the use of
	addresses you.	honorifics further.
16→S4:	Then, if somebody speaks in casual	
	Japanese, can I also respond in the	
	same way?	
17 T:	It depends on who you are talking to such	
	as senior people. But among friends, it	
	can be a sign that your friendship is	
	established.	

From this turn exchanges, which started from a simple learner-initiated-question as a response to the content of the video clip regarding a frequently used expression in Japanese, “*Dochira ni irasshai masu ka?*”, after the teacher’s prompt with the word “*dochira ni*” in writing, S2 volunteered to refer to the concept of ‘politeness/honorifics’ in line 04. After the teacher’s explanation, the focus shifted to the use of *keigo* in the context of relationships

among the interactants. Then in lines 14 and 16, other students raised further questions about its use in situated contexts. Learners' series of questions guided the teacher to explore the type of information they are seeking concerning the use of politeness and the way the teacher answers their questions. A simple question raised by S1 in line 02 functions effectively to promote classroom interaction as a whole and prompts the teacher to provide information according to learners' needs and from their perspectives.

L2 Cultural Repertoires Seen from L2 Learners' Perspectives

This final vignette comes from a translation exercise using authentic material in Japanese, with a photo image from Japan Broadcasting Company (NHK) web news easy (NHK, 2021). This vignette includes a story about the winner of a golf tournament and his caddie, in which S1 struggled to understand the context and asked a question. On purpose, the visual image of the caddie's bowing (Zack, 2021) was not presented before the translation activity to see learners' ability to understand the text.

Vignette 3

<u>Classroom interaction</u>	<u>Reflection after the class</u>
<p>Topic of focus:</p> <p><i>“Yuushou ga kimatta ato, Matsuyama san no cadī no Hayafuji Shouta san wa, boushi o totte, shiai o shita gorufu-jyo ni ojigi o shimasita”</i> (Refer to the translation within the following exchanges, bold is the key information)</p> <p>01→ S1: After the win was decided, °cadī°? [...]</p> <p>02 T: The caddie is the person helping the player carrying a golfer's clubs.</p> <p>03 S1: I see, then, he took his hat and in the place golf was happening, he bowed [...]</p> <p>04 T: <i>Sou desu</i>. He <bowed to> [...]? “Yes, it is.”</p> <p>05→S1: <to::>(.) <i>Hayafuji san</i>?</p> <p>06 T: (.) no, he is the subject of the sentence</p> <p>07 to whom did he bow?</p>	<p>This text was part of a news article, with content, which is absorbing on a sociocultural level, about a caddie who bows after a golf tournament. As a teacher, I believed that translating this sentence without the visual image would be challenging because a modified noun phrase was included, and the behaviour of the caddie was unique, as bowing is mainly observed in Japanese contexts.</p> <p>In line 01, a student asked for the meaning of a word, ‘cadī’, written in Japanese syllabi, <i>Katakana</i> (primary used for words of foreign</p>

<p>08→S1: <i>Matsuyama san?</i></p> <p>09 T: The clue is here. ((pointing out the phrase))</p> <p>10 <i>gorufu-jyo ni ojigi o shimasita</i></p> <p>11→S1: OK, so he bowed to the crowds? in front of everyone?</p> <p>12 T: (10.2) Actually, he bowed to the golf course.</p> <p>13→S1: The golf course, not to the crowds? Then it must be something to do with <i>Shintoism</i>, thanking gods who exist in the nature.</p> <p>14 T: That is an interesting point.</p> <p>15 <i>Mina san no kuni demo, boushi o totte ojigi o shimasu ka.</i> “In your own country, do people take off hats and bow [like this]?”</p> <p>16 S2: Maybe in the theatre after the performance.</p> <p>17 S1: Not to the golf course!</p> <p>Note: <i>After the winner was decided, Matsuyama’s caddie, Shota Hayafuji took his hat off and bowed to the golf field where Matsuyama competed the match. (Translation)</i></p>	<p>origin), to describe the foreign word, then goes on to translate but faces a difficulty in line 03, wondering to whom or what the caddie bows. Due to a complication in the sentence structure and to schematic awareness that bowing is usually a gesture towards a person rather than a place, students suggest various possible options in their responses in lines 05 and 08. After further attention to the specific phrase is prompted in line 10, S1 again seeks the correct answer, but without success. It is difficult for the students to ascertain who or what the caddie is bowing to and explain the key point. What surprised me was S1’s interpretation that the caddie was bowing to the field. S1’s knowledge of Shintoism, which worships anything in the natural world and affords people protection was instantly connected to this context. S1’s perspective on his interpretation of this cultural behaviour taught me how specific, simple behaviour such as bowing in situated contexts can open the door not only to L2 learning but</p>
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	also to the cultural norms attached to it.
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From this classroom interaction, this authentic text from a news article not only became a springboard for the student to explore the content of news but also provided an opportunity for S1 to express views on this specific cultural behaviour by referring to *Shintoism* after many attempts to understand the content. This specific classroom interaction also enabled me to see Japanese culture from the perspective of a learner (S1) and guided me, as a teacher, to explore ways in which certain cultural aspects or knowledge of L2 learning can be presented, shared, and activated, based on learners' cultural knowledge and previous experiences.

Although the session ended with a translation exercise, after the lesson, this classroom interaction led me to search more relevant articles including the quotation from the caddie, Mr. Hayafuji, "I bowed to the course mainly because I was thankful. I was not thinking about doing it and it just happened-like an instinct" and others praised Mr. Hayafuji's "sign of respect" (Dethier, 2021). Further, 100, 000 *Twitter* responses to Sean Zak's original comment (6 August 2021) on this episode included various interpretations of Mr. Hayafuji's bowing, which was a fascinating learning resource for students.

There are some comments indirectly referring to *Shintoism* in the Twitter conversation and this is a perfect opportunity for students to compare and exchange ideas on their own interpretations of Japanese cultural norms and values alongside their given sociocultural resources, as S2 did at the end of this classroom interaction. This vignette not only offered me renewed perspectives on Japanese culture through the learner's eyes but guided me as a teacher to further explore extra learning resources for further discussion and widen my perspectives on how cultural resources can be discussed and shared by learners.

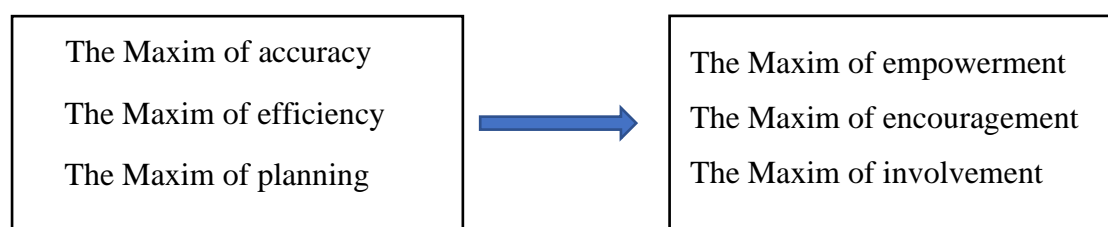
Discussion and Pedagogical Implications

Having engaged in CAN on one specific aspect of L2 interaction, the role of learner-initiated-questions in JFL classrooms, I have observed the gradual change in my perception of the role of questions in the L2 classroom vis-à-vis the concept of the leaderful classroom and who can facilitate classroom interaction. Further, as a teacher, my identity gradually shifted towards a more collaborative pedagogical approach over 20 years. Referring to Tsui's

(2009) concept of Teacher Maxim, my priority in L2 classroom interaction changed as follows.

Figure 1

Shift of the Teacher Maxim



Based on a contrastive analysis of teaching practice in the initial year of JFL teaching and current practices in JFL contexts where learner-initiated-questions are commonplace, CAN led me to raise my awareness, as an L2 teacher, of the nature of collaborative learning, leaderful pedagogy, and identity shift in terms of (1) the maxim of empowerment, (2) the maxim of encouragement and (3) the maxim of involvement. Vignettes 2 and 3 illustrate how unexpected learner-initiated questions which demonstrate learners' perspectives on specific linguistic and cultural aspects of L2 function as facilitative pedagogical resources for the development of classroom discourse across multiple turn exchanges and L2 learning involving other students.

Learner-initiated questions also guided me as a teacher to respond to learners' interests, reminding me of key aspects of L2 use in situated contexts and even providing insights into further pedagogical approaches in terms of the use of authentic materials. In relation to this, my reflective analysis of classroom discourse also suggests that learners frequently initiated questions in response to the content of audio/visual or authentic materials, creating opportunities for further collaborative discussion on linguistic and cultural topics in L2. These findings also highlighted the facilitative role audio-visual or authentic materials play in L2 learning. Finally, this study illustrates the significant role the leaderful classroom can play at the micro level, demonstrating how learner-initiated questions function as mediational pedagogical resources in class and simultaneously support a teacher's continuing identity exploration by enhancing critical insights on the role of questions in L2 contexts.

The critical reflection outlined in this study heightened my awareness of the teacher's societal role as a solely responsible facilitator in Japanese EFL contexts and was one of the

reasons for my decision to focus on the effective use of teacher-initiated questions to promote learner interaction in L2 classes. However, on another level, this teacher-led approach actually limited my perspective on the role of learners as collaborative leaders in L2 learning. The gradual transformation of my leadership identity was enhanced by JFL learners' self-initiated questions which served as self-directed learning, and by their collaborative participatory interactional style, stemming from their curiosity and unique perspective on the use of L2 and its cultural practices.

Conclusion

The engagement of CAN as an agent to articulate my own past and ongoing teaching experiences offered me valuable opportunities to explore new insights into the role of questions in L2 classrooms. While individual educational practices across different socio-cultural contexts require teachers to explore sensitive ways to encourage learner engagement in situated classrooms, from my personal viewpoint, critical insights on learner-initiated-questions widened my pedagogical perspectives on classroom dynamics integral to leaderful classrooms. Learning to share responsibilities with L2 learners to enrich their L2 learning experiences became a part of my teaching practices as I simultaneously negotiated my ongoing 'in-between [teacher] identities' (Canagarajah, 2012, p. 258). This dialogical engagement with my own pedagogical practices significantly widened my perspectives on dynamic and evolving teacher identity in action across different educational contexts.

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Transcript Notations

- [] simultaneous talk, overlap
- Yeah::h lengthening of sound
- (.) a noticeably short pause or micro-pause
- (1.5) the length of the silence in relation to the surrounding talk
- < > slower speech
- > < **faster speech**
- [...] omitted speech
- ◦ soft voice

Italics original language (Japanese)

“ ” translation in English

(()) description of action

line higher volume