

Review research paper

USING STUDENT FEEDBACK AND TEACHER REFLECTIONS TO DEVELOP COURSES: CASE STUDIES IN BUSINESS ENGLISH AND TOURISM AND HOSPITALITY ENGLISH COURSES

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Abstract. *The provision of high-quality courses and the utilization of effective behaviours, methodologies, and approaches are essential targets that educators should aim for. In order to achieve these goals, it is imperative that teachers reflect on their practices and regularly update their curricula. Drawing on students' perceptions and feedback are also of key importance when developing courses and adapting teaching practices. This paper reports on two case studies situated in Japan in which teachers engaged in self-reflection, sought and analyzed student feedback, and revised courses as a result of those processes. The article's primary purpose is to examine how student feedback and teacher reflections can be utilized to improve the quality of courses and teaching practices, enabling a more engaging and fulfilling learning experience to be provided. Consistent with previous research, the case studies outlined in this article demonstrated that proactive instructor responses to ongoing feedback and reflections could improve class content, student/teacher engagement, and students' overall learning experience. Thus, despite the many factors that may discourage educators from implementing changes to their courses and approaches, this article has shown that if constructive student feedback is acted on and sufficient effort is made to implement changes, then courses can be successfully adapted to the benefit of both students and teachers.*

Key words: *student feedback, teacher reflections, business English, tourism English, course development*

1. INTRODUCTION

The courses that teachers provide and the practices they employ all have a major impact on students' language learning, influencing both responses to instruction and attitudes towards communication (Mondada & Doehler, 2005). Consequently, the provision of high-quality courses and the utilization of effective behaviours, methodologies, and approaches are essential targets that educators should aim for, especially as it is increasingly being acknowledged that access to quality language education is a human right (Little, 2019). In

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order to achieve this, it is imperative that educators reflect on their practices and regularly update their curricula.

However, despite an apparent growth in the number of teachers conducting action research as a way of engaging in the reflective practice (Korpaš, 2021), effective reflection can be a difficult process and a reluctance to challenge their own approaches can prevent it from being achieved or even attempted (Craig, 2012). Furthermore, even in cases where reflection has taken place, some teachers may lack confidence in, or knowledge of, the best way to address any issues they have identified. There are also situations in which the possible benefits of implementing changes to courses and approaches are viewed as not worth the effort needed (Kavanagh, 2012). As a result, teachers revert to their usual practices and maintain the status quo (Laurier et al., 2011), often to the detriment of students.

Also, of key importance when developing courses and teaching practices is the need to draw on students' perceptions and use them as an invaluable source of information which can inform future changes (Sellick & Bury, 2018). However, in many cases, especially those in Confucian Heritage Cultures (CHC), such as Japan, where classrooms typically focus on the didactic transmission of information from teacher to student (Gorsuch, 2000), students have few opportunities to express their opinions and they are rarely encouraged, or permitted, to challenge the teacher or their classmates (Hayashi & Cherry, 2004). This, combined with the collectivist cultural norm prevalent in Japan, where the opinion of the group is valued more highly than that of the individual (Harumi, 2011), has led to a perceived lack of confidence or willingness to take risks among Japanese students (Hayashi & Cherry, 2004), including providing feedback on courses and offering potentially contradictory views. As a result, students often seek to maintain group harmony and avoid confrontation.

In view of this, this paper presents a six-stage methodological approach that can be used to enable teachers to reflect on the courses they teach and adapt them in order to offer better teaching and learning environments. The methodological approach is supported and illustrated by two case studies in which teachers engaged in self-reflection, sought and analyzed student feedback, and revised courses as a result of those processes. The case studies were located in two universities in Japan. While it is well-known that reflection and adaptation of courses are essential premises of effective teaching, many teachers may not be aware of methods that can be employed to achieve this. This article aims to address that gap.

2. LITERATURE REVIEW

In Japan, as in many other countries, the number of colleges and universities has risen drastically over the last 30 years. This has created an environment of intensified competition in the tertiary sector. In the search for ways of attracting students, faculty members and educational institutes are recognizing that competitive advantage can be gained through excellence in teaching (Byrne, 2000). It has also been noted that student expectations regarding their learning are rising as they seek more engaging class environments (Page & Mukherjee, 2000). As a result, it is imperative that educators, both in Japan and internationally, create curriculums that are engaging, relevant, demanding, and fulfilling. It is also essential that all students are included and provided with the opportunity to succeed and reach their full potential (Bury & Masuzawa, 2018). However, this is not an easy task, especially in the Japanese education system where it can be difficult to effect positive change (Hosoki, 2011), and developing the skills necessary to provide diverse courses and to employ a flexible, multi-faceted approach depends on a teacher's ability to reflect on their practice and the materials they have employed, and then adapt accordingly.

Engaging in reflective practice has a range of benefits for educators, the institutes they work in, and their students. Reflecting on in-class practice can encourage teachers to engage in practitioner-research, which can enable a move towards becoming ‘holistic TESOL professionals’ (McKinley, 2019) and academic ‘all-rounders’ (Macfarlane, 2011). It also promotes the differentiation of teaching methods and encourages teachers to experiment with new approaches, which leads to more diversified in-class activities (Bell et al., 2010). This is essential when developing effective teaching practice and enhancing students’ learning experiences. It also challenges teachers to avoid becoming too engrained in one approach, which can cause the courses they teach to stagnate and quickly become outdated. Furthermore, reflection and active investigation into how teaching practice can be improved allows teachers to better understand their own values and personalities and the motivations and principles which drive their work, enabling them to construct their own living educational theory (Whitehead, 1989). However, the concept of reflective practice is complex and often not clearly defined, with the literature on reflective practice in education revealing tremendous variation (Jay & Johnson, 2002).

In general terms, Dewey (1933) defined reflection as “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (p. 9). More specifically in the field of education, where the goal of reflective practice is acknowledged to be the process educators go through when attempting to enable effective learning, Valli (1997) states that teachers need to “look back on events, make judgments about them, and alter their teaching behaviours” (p. 70). While useful in helping teachers understand what reflection is, these definitions do not outline methods that can be employed by teachers to actually achieve successful reflection. Schön (1983) refers to a cycle of “appreciation, action, and reappreciation” (p. 50) as a central process of reflection, but this is lacking in detail and does not fully describe a practical approach that can be undertaken to improve the courses we teach. This article addresses that issue in the Methodological Approach section.

While an essential component of the process of course development, teacher reflections should not be sole source of information that revisions be based on. The way in which courses are viewed by all of those engaged in them is key to their success and investigating both teachers’ and students’ attitudes and perceptions can lead to more relevant, enjoyable, and motivating courses being provided (Kimura et al., 2001). Thus, in addition to the process of teachers engaging in self-reflection, eliciting feedback from students and then analysing and adapting courses based on that feedback is an essential step in creating better courses.

Seeking, analyzing, and then implementing change based on students’ attitudes and perceptions can encourage learners to interact with course materials more and is also key to developing empowerment. Empowering pedagogies typically promote increased participation in the learning process (Willis, 2003) and enable interpersonal relationships between students and teachers as well as among students to be built (Lynch & Baker, 2005). It also shows students that their opinions are valued and this can enhance student teacher relationships (Cowie, 2011). Furthermore, acknowledging students’ perspectives can increase positive attitudes toward learning, which will consequently enhance student engagement (Bury & Sellick, 2015). It is therefore essential that students are encouraged to offer their own opinions and are given the opportunity to engage with materials relevant to them. In the context of this article, this is important as while people are often willing to state what they want to learn and how in Western society (Barnett, 2004), this is not necessarily true in Japan (Bury & Oka, 2019).

3. METHODOLOGICAL APPROACH

The development of the courses outlined in the two case studies in this paper was undertaken in six stages: teaching the courses, teachers reflecting on their experiences, eliciting and analyzing student feedback, combing the findings, filtering the findings, and making changes to the materials and teaching approaches based on those findings. It must be acknowledged that this sequence should not end at this stage, but should continue to be repeated in order to enable a constant evolution of courses that makes them attractive, fulfilling, and rewarding (see Figure 1).

At this stage, two of the steps warrant further explanation. The teacher reflection process included observations of student behavior, analysis of which activities engaged the students most, examination of personal experiences, the writing of teacher journals, and assessments of the different factors of the pedagogies employed, e.g. amount of teacher talk compared to student talk, the amount of time allocated to communicative activities, and effective classroom management. The process of eliciting and analyzing student feedback included observing student behavior, informal discussions with students, analysis of submitted work and in-class participation, weekly student self-evaluations of whether they had achieved the goals of the class, and more formal mid-semester and end of semester student questionnaires.

By describing and outlining the development of the courses and the processes conducted when attempting to seek ways of delivering more efficient and effective practice, solving current problems of delivery, developing pedagogical strategies, and building teachers' capacities to self-evaluate and examine their own practice, this paper can be classified as an example of action research, particularly technical action research and practical action research (Grundy, 1982).

Both case studies included in this article report on the development of four related courses: Business English Communication I-IV and Tourism and Hospitality English Communication I-IV. Having outlined the context in which the courses were developed and taught, four main aspects relating to each case study will be discussed. An overview of the process undertaken in the development of the courses can be found in Tables 1 and 2.

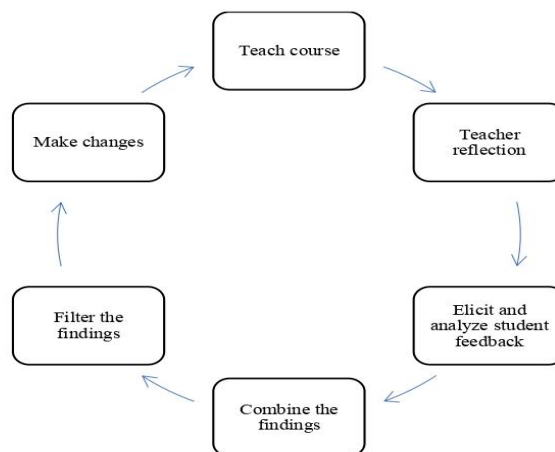


Fig.1 Process of course development

4. CASE STUDIES

4.1. Case study 1 – Business English Communication I-IV

4.1.1. Context

The courses included in this case study were taught at a national university in the Kanto region of Japan. The university consists of nine faculties spread over four campuses, and the popularity of the undergraduate program has established its reputation as one of the most prestigious universities in Japan. The graduate school offers master's programs and doctoral programs and the university has achieved a high degree of participation in international cooperative research achievement projects over the years, with many research scholars and students studying on its various campuses.

Due to logistical issues, the courses reported on in this case study are open only to enrolment by students from faculties located on the main campus. Most notably, students from the faculties of Letters, Education, Law and Politics, Economics, and Science are well-represented participants in these courses. Both domestic students and international students are able to enroll. The English level of the students varies, and TOEIC scores can typically be seen ranging from 250~730.

All of the courses are elective and comprise of seven face-to-face lessons and a final assessment. The courses are taught over four terms that make up two semesters. The main focus of each course is on business communication, so the class is limited to 20 students. There is no set textbook and all materials are created and developed by the instructor.

4.1.2. Use of case studies

The courses make regular use of case studies, including one at the end of each course unit to solidify the lesson topic and support students' understanding of the English used in specific business sectors. The aim of the utilization of case studies is to reinforce the core materials and also give students a significant opportunity to practice within a controlled situation. Initially, the students examined and investigated a case study and the scenarios set within it. They then formed focus groups and provided solutions to the issues and problems outlined in the case study.

Student feedback indicated that it was difficult for each student to agree on a plan as a group. This supported teacher observations that many groups came to an impasse and could not move forward as all members could not categorically agree. Also, there were reports of students proving uncommunicative or inhibited when interacting and thus being unable to fully participate or convey meaning or opinions. Another major issue that student feedback indicated was a significant difference in English levels, meaning that students could not effectively formulate and share their ideas.

Acting on this feedback and the teacher reflections, revisions were made to the course, with tighter group roles being emphasized and meeting rules being introduced and applied. This allowed the case study approach to continue to be conducted in groups as clearer roles enabled students to understand what was expected of them. Also, students with more advanced English levels were given leadership roles, which included supporting lower-level students, scaffolding the development of their answers, and encouraging their participation. As an extension, the discussions were supplemented with an online group forum, which allowed more reticent students the opportunity to express different ideas while at the same time giving them time to process their thoughts.

4.1.3. Focus on business-specific vocabulary

As the courses focus on encouraging and enabling students to interact, communicate, and operate within the world of business, the teaching of business-specific vocabulary is an integral part of the teaching materials. When the courses were first taught, ten business vocabulary items were introduced in each class and then tested via quizzes in the following class. The scores from the quizzes contributed to the students' final grade.

Upon reviewing student feedback, it became clear that the vocabulary examples were too complex and specific for long-term use. Once the items had been tested, students indicated that they felt there was little need or opportunity to use them again, both inside and outside of the classroom. In addition, there was a feeling that the in-class quiz and following explanation took up too much class time, especially during a course consisting only of seven weeks of face-to-face teaching. This supported the instructor's reflections that the primary focus of class time should be on communication and interaction rather than quizzes.

In response to this, the target vocabulary was simplified and made less specific while still retaining a business English focus. This allowed students to incorporate the new language more effectively in their interactions, both in these and other courses. Guided discovery techniques were also introduced, which have been shown to increase student autonomy and proactivity (Hair, 2014). However, this was not always successful as some learners resisted this method, preferring to be led by their teacher. In addition, the graded vocabulary quizzes were added to homework assignments submitted online, thus enabling more interaction within the face-to-face classes to take place.

4.1.4. Utilization of role play interactions

Effective communication is a crucial factor in the overwhelming majority of business contexts. As role plays enable students to both interact more and also assume roles that they may not be able to in their everyday lives, they play an essential role in the design of these courses. In the classes, students regularly interact in pairs or groups and practice communicating in a range of contexts within the business sector.

Student feedback was often positive and it was stated that one of the main reasons for selecting the course was the opportunity to practice interacting orally in specific business situations. This supported the instructor's view that these communication opportunities were crucial in consolidating understanding of specific business situations. However, it was also noted that the interactions often felt unnatural, with students often providing generic answers or simply reading from a given example. In addition, students were often unable or unwilling to expand on their ideas and fully develop their conversations.

Responding to this feedback and teacher observations, more authentic dialogues were designed, and students were encouraged to not look at the example exchanges while conversing. In addition, expansion and extension strategies, such as confirmation and repetition, were introduced to promote more progressive ideas and answers. The benefits of implementing these strategies were clear, with students appearing more confident when attempting individual versions of each dialogue.

4.1.5. Testing and assessment procedures

Initially, these business English courses were assessed in four ways: class participation, group work activities, online participation activities, and a short test in the final lesson.

Student feedback indicated that a more substantial final assessment would be preferred, in particular a more extended test. Furthermore, more emphasis on specific skills being assessed instead of general class or online participation was requested. This was a feeling that matched the instructor's own reflections as it had been felt that some students tended to contribute less and allow stronger students to take the lead while still achieving an overall respectable group score.

Consequently, more focus was placed on assessing core business skills. Assessment scores for group and individual presentation performances, group and individual meeting role-play performances, assessed email writing, and overall communication and participation during role-plays and discussion were put in place. In addition, a more substantial final test was introduced. The final test was also allocated a more significant percentage of each student's final grade. The effectiveness of these changes was reflected in the final grades of each course, giving a much more accurate value to each student's effort, interaction and development throughout the course as perceived by the teacher. This positive outcome of the revisions made indicates how combining both teacher reflections and student feedback can enhance the learning environment and the accuracy and authenticity of grading.

Table 1 Overview of Case Study 1

Focus	Initial format / focus	Feedback & reflections	Revisions	Outcomes
1. Use of case studies	- Case studies were introduced and discussed to support the study point of each unit	- Groups could not always agree on a group plan of action - Some students were uncommunicative and unable to fully participate - Difference in levels and experience meant students could not always share or understand their ideas	- Discussion group roles were encouraged and meeting rules applied - Case study discussions were supplemented with an online group forum - Students with more advanced levels of English were encouraged to support lower-level students	- Lower-level students were supported and more scaffolding was provided - Lower-level and/or more reticent students could process and express their thoughts more effectively
2. Focus on business specific vocabulary	-10 items introduced in each lesson - Items tested in-class in the following lesson	- Vocabulary items too complex and specific - After testing, students felt little need or opportunity to use the items - Too much class time allocated to quizzes and explanations	- Introduced simplified business vocabulary items - Introduced guided discovery techniques - Vocabulary quizzes were moved online	- Students could incorporate new language into their lexicons more effectively - More time could be allocated to in-class interactions
3. Utilization of role play interaction	- Role plays were incorporated with students able to use examples for support	- Role plays felt unnatural - Students read from examples or gave generic answers - Limited development of conversations	- Students were encouraged to not look at example dialogues while conversing - Introduced extension and expansion techniques to encourage the development of ideas and answers	- Observed increases in students' confidence when personalizing dialogues
4. Testing and assessment procedures	- Students were assessed based on class participation, group work activities, online participation activities, and a short assessment test	- Students wanted a more robust test and more emphasis on assessment of core skills - Some students participated less in group work but still achieved the same group score - Stronger students needed to take more control of group work	- More focus placed on assessing core business skills - Introduced assessment scores for group and individual presentation performance, group and individual meeting role-play performance, assessed email writing, and overall communication and participation during role-plays and discussions - Introduced a more robust final assessment with a more significant percentage of the final grade	- Production of more accurate grades that better reflected students' true performances

4.2. Case study 2 – Tourism and Hospitality English Communication I-IV

4.2.1. Context

The four courses included in this case study were taught at a private university in the Kanto region of Japan. The university is part of a wider educational organization, which consists of a junior high school, two senior high schools, a combined junior and senior boarding school, and a partner college in the UK. The university is unique in that it has a variety of different identities, with some very successful sports teams, a teacher education department that boasts one of the highest post-graduation employment rates in the country, a larger than average proportion of international students, and compulsory study abroad components for the majority of students that enroll.

The university consists of five faculties and the courses reported on in this case study could be enrolled in by students from three of those faculties: the Tourism and Business Management faculty, the English and IT faculty, and the Business and General Management faculty. The English level of the students varies greatly, with TOEIC scores typically ranging from 250~700.

While the courses are all elective, enrolment is strongly encouraged. The courses are conducted over four consecutive semesters, each lasting 15 weeks. In order to ensure a focus on communication and interaction, there is a maximum limit of 25 students. There is no set textbook and all materials are created and adapted by the teacher. Despite the courses being open to both domestic and international students, due to timetabling issues, the courses are usually taken by only domestic or only international students.

4.2.2. Use of case studies

In order to enhance students' understanding of the tourism and hospitality industry, the materials focus on a range of different case studies. These allow students to gain valuable insights and are effective in making the link between course materials and practical application more explicit.

When the courses were first taught, the students investigated the case studies and then wrote their individual solutions to the dilemmas and scenarios presented within them. However, feedback on this approach was not positive, with students indicating that it was difficult to find solutions alone, that they could not share their ideas or hear the opinions of others, and that activity was impersonal and uncommunicative.

Taking this feedback into account, the courses were revised to include in-class discussions that were conducted both in small groups and as a whole-class activity. The students were also able to report their solutions both in written and spoken forms. Furthermore, to make the responses that students produced more personal, the four responses outlined by McDrury and Alterio (2003), i.e. a 'viewpoint' response, a 'wonder if' response, a 'similar' response, and a 'what learned' response, were introduced. This helped make the students' responses more relevant and relatable to them.

4.2.3. Focus on tourism and hospitality specific vocabulary

As a major focus of the courses is on enabling students to communicate and function effectively in the tourism and hospitality industry, there is a strong emphasis placed on sector-specific vocabulary. Initially, 20 lexical items were introduced each lesson. These

lexical items were then tested at the start of the next lesson in vocabulary quizzes that contributed to the students' final grade.

Feedback from students suggested that 20 items in each lesson was too many and that once the items had been tested, they would quickly be forgotten as the students needed to quickly move onto the next set of 20 items. It was also indicated that the vocabulary quizzes took up a lot of class time. This matched the teacher's reflections which also added that achieving a relaxed, communicative atmosphere in classes could be difficult following a formal quiz taken under test conditions.

In response to the student feedback and teacher reflections, the number of vocabulary items introduced each lesson was reduced to ten. This enabled the students to focus more on those items. As there were fewer items to review, it also enabled more recycling of the target vocabulary to take place. Spaced retrieval schemes, which have been shown to enhance the consolidation of vocabulary knowledge and lexical retrieval (Bury, 2014), were also introduced. Furthermore, the vocabulary quizzes were moved online and incorporated into homework assignments, enabling a greater focus on communicative activities during class time.

4.2.4. Utilization of question and answer interactions

In the tourism and hospitality industry, the ability to interact effectively is essential. In the initial format of the courses, to practice and develop oral communication skills, students would ask each other a set of questions relating to the topic being discussed in the lesson in an interview style speaking activity.

Feedback from students indicated that they enjoyed the opportunity to speak and interact, but the interviews did not mirror real-world conversations. This was supported by the teacher's reflections which also added that the students were often producing short, formulaic responses to questions.

To address this, the courses were adapted to include more conversational interactions which encouraged students to develop and expand on their ideas. Also, a range of discourse moves that better represent authentic, real-life interactions were introduced, such as reflective statements, speaker referrals, and statements of interest (Bury, 2019). As a consequence, the interactions produced in class became more authentic and similar to those that students would participate in outside of formal learning contexts.

4.2.5. Emphasis on note-taking

Note-taking skills are commonly viewed as essential in business contexts. Therefore, when the courses were first introduced, the materials emphasized the development of these skills. Methods of improving note-taking skills were explored and activities that focused on their development were incorporated.

However, feedback from students indicated that, while useful, note-taking was not a skill specifically related to the tourism and hospitality industry. While this perception could be debated, the courses were adapted and the activities that focused explicitly on note-taking skills were removed with shorter note-taking activities being retained. This allowed more time to be allocated to tourism and hospitality specific skill development.

Table 2 Overview of Case Study 2

Focus	Initial format / focus	Feedback & reflections	Revisions	Outcomes
1. Use of case studies	- Students wrote individual reports of their solutions to dilemmas and scenarios	- Difficult for students to find solutions alone - Ideas could not be shared or heard - The activity was impersonal and uncommunicative	- Added in-class discussions about the case studies - Added the option to report solutions orally - Used more personal responses to relate to the case studies	- Students' responses were more relevant and relatable to them - Increased opportunities to communicate orally
2. Focus on tourism and hospitality specific vocabulary	- 20 items introduced each lesson - Items tested in-class in the following lesson	- Too many items - After testing, the items were easy to forget - Too much class time was allocated to quizzes	- Reduced the number of items to 10 - Quizzes were moved online as part of homework assignments	- Spaced retrieval and recycling schemes could be introduced - More time could be allocated to in-class interactions
3. Utilization of question and answer interactions	- Students would ask each other a set of questions relating to the topic in an interview style speaking activity	- Not like real-world conversations - Students often produced short, formulaic answers	- Included more conversational interactions - Introduced a range of discourse moves that better represent real-life interactions	- Greater development of answers and expansion of ideas - Interactions became more authentic
4. Emphasis on note-taking	- Introduced techniques and methods	- Not specifically related to tourism and hospitality	- Explicit note-taking activities were removed	- More time could be allocated to in-class interactions

5. DISCUSSION

Following the six-stage methodological approach outlined in Section 3, the two case studies presented in this article investigated five main themes: approaches to the inclusion of case studies in courses, approaches to the teaching and testing of vocabulary items, the structure and format of oral communication activities, testing and assessment procedures, and a focus on note-taking. Following the collection and analysis of student feedback and teacher reflections, aspects of the five themes were adapted.

It was found that establishing group roles enabled stronger students to adopt leadership roles and encouraged lower-level and/or more hesitant students to provide more input, thus improving participation. This increased engagement was also supported by the addition of an online group forum, which provided students with the opportunity to take more time when processing their thoughts. In addition, by introducing methods of producing more personalized responses, student solutions to the case study dilemmas became more relevant and relatable to them.

In terms of approaches to the teaching and testing of vocabulary, target items were simplified and reduced, allowing students to incorporate new language more effectively. The reduction of the number of target vocabulary items in each class and also moving quizzes online enabled spaced retrieval and recycling schemes that have been shown to enhance the consolidation of vocabulary knowledge and lexical retrieval (Bury, 2014) and guided discovery techniques that increase student autonomy and proactivity (Hair, 2014) to be employed as more class time was available.

Regarding the structure and format of the oral communication activities utilized in the courses, a range of changes were made that led to observed increases in students' confidence when conversing and personalizing dialogues, greater development of answers and ideas, and more authentic interactions being produced. The adaptations included encouraging students not to use the examples all the way through dialogues, introducing conversation

extension and expansion techniques, and introducing a range of discourse moves that better represent authentic interactions.

Amendments to testing and assessment procedures during the Business English Communication I-IV courses also proved significant. Based on student feedback and teacher reflections, the testing and grading methods were restructured, and this led to more accurate assessments of students' true performances, especially in relation to effort, interaction, and development of understanding of the key themes throughout the courses.

Finally, the Tourism and Hospitality English Communication I-IV courses were adapted to reduce the focus on note-taking skills. This allowed more time to be allocated to in-class interactions and for a greater focus on tourism and hospitality specific skills to be achieved.

The successful revisions to the courses were achieved by systematically working through the six stages in the model introduced in Section 3. This demonstrates that positive changes can be made to courses as a result of direct communication between teachers and students through feedback and also following the teachers engaging in effective reflection on the courses that they teach. While this has been acknowledged in previous research, this article has highlighted a practical way that that process can be undertaken.

6. CONCLUSION

The primary purpose of this study was to introduce a practical method and process that can be used by teachers to improve the quality of courses and teaching practices, enabling a more engaging and fulfilling learning experience to be provided. The main elements of the model introduced include eliciting and analyzing student feedback and utilizing teacher reflections.

Consistent with previous research, the case studies outlined in this article demonstrated that proactive instructor responses to ongoing feedback could improve class content, student/teacher engagement, and students' overall learning experience. Thus, despite the many factors that may discourage educators from implementing changes to their courses and approaches, this article has shown that if constructive student feedback is acted on and sufficient effort is made to implement changes, then courses can be successfully adapted to the benefit of both students and teachers.

While it is inevitable that case study based approaches such as the one taken in this article cover specific, focused contexts, like Business English Communication and Tourism and Hospitality English Communication courses, it is hoped that this paper has highlighted a way that teachers can reflect on their own courses and adapt them to allow for the provision of enhanced learning environments.

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