

Foreign Female English Teachers in Japanese Higher Education: Narratives From Our Quarter

Edited by Diane Hawley Nagatomo, Kathleen A.
Brown and Melodie L. Cook

Foreword by Andrea Simon-Maeda

Candlin & Mynard ePublishing
Hong Kong

Published by Candlin & Mynard ePublishing Limited
Unit 1002 Unicorn Trade Centre
127-131 Des Voeux Road Central
Hong Kong

ISBN: 9798663572026

Foreign Female English Teachers in Japanese Higher Education:
Narratives From Our Quarter

Copyright 2020 Diane Hawley Nagatomo, Kathleen A. Brown
and Melodie L. Cook (Eds.)

Authors of the individual chapters retain copyright over their
work.

Candlin & Mynard ePublishing Limited was founded in 2012 and
is incorporated as a limited company in Hong Kong (1830010).

For further information, please see the website:

<http://www.candlinandmynard.com>

Cover image: by Hobbit on Shutterstock

This book is copyright material and may not be copied,
reproduced, printed, distributed, transferred or used in any way
that contravenes the relevant copyright law without written
permission from the publishers.

**CANDLIN
& MYNARD**

Contents

Editors	iv
Contributors	v
Acknowledgements	vi
Foreword by Andrea Simon-Maeda	vii
Introduction. Women in Japanese Academia: Voices of Foreign Female University Teachers	
<i>Diane Hawley Nagatomo, Kathleen A. Brown, and Melodie L. Cook</i>	xi
1. Identity Construction Among Foreign Female Teachers in Japanese Higher Education <i>Diane Hawley Nagatomo</i>	1
2. Diving Into Tertiary Education: A Duo-Personal Journey <i>Amanda Yoshida and Adrienne Verla Uchida</i>	19
3. A New Faculty Member in Japan: An Ecological Perspective on Becoming a Researcher <i>Sarah Mason</i>	36
4. Waiting With Bated Breath: My Journey to Securing Tenure <i>Kristie Collins</i>	52
5. Bridges for Peace: A Journey in Three Stages (So Far) <i>Gerry Yokota</i>	67
6. Supporting LGBTQIA+ Students in the Classroom <i>Yosbi Grote</i>	80
7. Finding My Tribe in an Unlikely Place: Being a Woman in the World of Technology <i>Eucharria Donnery</i>	94

8. On Forging a Literary (and Academic) Life in Japan <i>Suzanne Kamata</i>	104
9. Volunteering for JALT: One Woman's Journey and a Call to Female Language Educators <i>Louise Ohasbi</i>	114
10. Social and Professional Perceptions of a Single Career Woman Working in Tertiary Education <i>Wendy Gough</i>	129
11. What to Expect When You're Expecting on the Job: Maternity Leave in Japan <i>Phoebe Lyon</i>	144
12. A Teacher's Journey From Japanese to TESOL to Housewife to Something Else Entirely <i>Quenby Aoki</i>	156
13. Walking the Tightrope: The Gendered Experiences of Contractually Employed Foreign Women Teaching EFL in Japan <i>Jennifer Yphantides</i>	167
14. Acting the Part: Life in Japan as Role-Play <i>Wendy Jones Nakanishi</i>	182
15. Lesbian, Mother, Foreigner and Educator: Challenges of a Multifaceted Identity in Japan <i>Cynthia Smith</i>	193
16. Black, British and Female in the Japanese University English Classroom <i>Avril Hays-Matsui</i>	206
17. Above and Beyond the Single Story <i>Richa Obri</i>	223

18. How Did We End Up Here? Narratives of Filipinas Teaching English in Japan <i>Tricia Okada</i>	237
19. The Lens of Native-Speakerism: Understanding the Lived Experiences of a Japanese American Teacher <i>Donna Fujimoto</i>	253
20. Sexual and Power Harassment; Pregnancy and Maternity Discrimination <i>Fiona Creaser</i>	265
21. Resonant Voices: Leadership Skills for Women in the Ivory Tower <i>Kathleen A. Brown</i>	281
22. Navigating Academic Leadership in Japan <i>Jo Mynard</i>	295

Appendices

<i>A. List of Acronyms/Terms Used in This Book</i>	310
<i>B. List of Useful Resources</i>	312

Editors

Diane Hawley Nagatomo has been living and teaching in Japan since 1979. She's a Professor at Ochanomizu University, and her research interests include teacher and learner identity and materials development. She has written numerous textbooks and self-study books for the Japanese EFL market. She is also the author of *Exploring Japanese University English Teachers' Professional Identity* and *Identity, Gender and Teaching English in Japan*, both published by Multilingual Matters.

Kathleen A. Brown has been living and teaching in Japan since 1986. She is currently a Professor at Kurume University. She received an EdD from Temple University Japan in 2010. Her research interests include needs assessment, curriculum development, program evaluation, and concepts of gender in research and education.

Melodie L. Cook has been teaching in Japan and Canada since 1992. Her research interests include teacher education, expatriate experiences with high-stakes testing in Japan, expatriate experiences with supplementary education in Japan, and more recently, working with foster and adoptive children in Japanese schools. She is a Professor at the University of Niigata Prefecture and the mother of adoptive and foster children.

Contributors

Aoki, Quenby
Brown, Kathleen A.
Collins, Kristie
Creaser, Fiona
Donnery, Eucharia
Fujimoto, Donna
Gough, Wendy
Grote, Yoshi
Haye-Matsui, Avril
Jones Nakanishi, Wendy
Kamata, Suzanne
Lyon, Phoebe
Mason, Sarah
Mynard, Jo
Nagatomo, Diane Hawley
Ohashi, Louise
Ohri, Richa
Okada, Tricia
Smith, Cynthia
Verla Uchida, Adrienne
Yokota, Gerry
Yoshida, Amanda
Yphantides, Jennifer

Acknowledgements

This book would have not been possible without the contributions of our authors, both on the page and off, as they have pursued and managed professional careers here in Japan. We hope their pieces inspire the readers of this book as much as they have inspired us!

We are most thankful to the publishing team at Candlin & Mynard, with particular thanks to Jo Mynard for her patient and careful attention to our volume.

As our *senpai* and a trailblazer in research and in her own narrative as a woman working in a Japanese university, we are thrilled and humbled to include the Foreword written by Andrea Simon-Maeda. Thank you, Andrea.

Many thanks are also due to our family members for their words of encouragement through the difficult times and for giving us the time and space to work on this project.

Lastly, we cannot forget the many women who make up the mosaic of the many lived experiences here in Japan who are not featured in this volume. Not only to the women and sisters who came before us, but to those who will follow us, we are grateful to be amongst you.

Foreword

Andrea Simon-Maeda

It is a pleasure and honor to write the foreword for this fine collection of autobiographical narratives of foreign female educators in tertiary level institutions in Japan. My past association with the two editors Kathleen and Diane includes our membership in two Japan-based feminist organizations: Women Educating, Learning and Leading (WELL) and Gender Awareness in Language Education (GALE). These organizations serve to address gender-related issues that impact our personal and professional lives, and the book chapters illustrate the working out of these issues in everyday situations. A main goal of these groups, composed of both Japanese and non-Japanese members, is creating a safe space for sharing ideas and developing strategies to cope with inequitable norms in male-dominated educational environments. Traditional Japanese ideologies, both subtle and overt, concerning the roles of women, inevitably prevent many women from attaining their full potential as professional tertiary-level educators. Nevertheless, contributions in this book indicate that success can be achieved by taking proactive measures, for example, obtaining an advanced degree, forging alliances with work colleagues, and networking at academic conferences.

The arduous task of putting together this publication attests to the editors' commitment to inspire and inform individuals whose private lives and professional ambitions oftentimes collide with sexist practices in Japanese society. The contributors' stories are written from various standpoints (academic, teacher, graduate student, parent, etc.) but are interwoven with a common theme of resistance to traditional Japanese notions that define women "primarily by their relationship to domesticity, reproduction and the family" (Liddle & Nakajima, 2000, p. 317). Readers at different stages of their careers in Japan, as well as women located outside of Japan, will identify with life episodes presented through autobiographical details. This subjective writing style is a defining feature of narrative inquiry wherein the author's story, although

idiosyncratic, “has the ability to engage readers in dialogue and reflection on their own life experiences” (Simon-Maeda, 2011, p. 27). Moreover, the stories are not merely interesting anecdotal reports of women’s life and work experiences in Japan. Readers’ knowledge of a particular social and historical context is enhanced through “highly personalized accounts where authors draw on their own experiences to extend understanding of a particular discipline or culture” (Holt, 2003, p. 2). In the case of the current volume, readers can gain insight into the English Language Teaching (ELT) discipline situated within a broader Japanese sociocultural and educational milieu. The comprehensive statistical information, as presented in Nagatomo’s chapter, outlines the macro-level contexts for female educators. However, it is the authors’ voices that provide an in-depth view of “the microdynamics of the myriad meaning-making and coping strategies that women of various backgrounds employ when confronted with professional disempowerment” (Simon-Maeda, 2004, p. 410). In other words, the volume’s narrative approach leads to a deeper appreciation of “how the stories are being told, why they are being told in a particular way, and whose stories remain untold—or, for that matter, not heard—for a variety of reasons” (Pavlenko, 2002, p. 217). Relatedly, although the focus of the book is on female educators, it should be noted that the narrators’ experiences of discrimination and resultant identity formations are not shaped solely through a series of gendered interactions. Throughout the chapters, recurring interconnected themes revolving around race, ethnicity, age, sexual orientation, social class, educational background, and so on both construct and are continually being (re)constructed by the circumstances in which the participants are located in a particular community of practice (CoP), as described in Nagatomo’s chapter. Therefore, although each story is unique, collectively they reveal the multi-layered aspects of being and becoming a female academic and educator in Japan.

After reading the stories in the book I was reminded of my own 40 years of experiences in Japanese higher education settings and academic circles. Although my White, native-speaker status helped pave the way to a full-time, tenured English as a Foreign Language (EFL) teaching position, there always remained an

undercurrent of exclusion from the inner workings of the (mostly male) faculty and administrative policies, despite my Japanese language proficiency. Several of the book's contributors address this dilemma, which has negative ramifications especially for women of color or non-Western cultural backgrounds that do not align with employers' ethnocentric ideas concerning hiring policies and work responsibilities. Like several of the authors in the book, during the course of my career trajectory I became acutely aware of the difficulties in advancing my academic credentials, balancing family and work, and the importance of support from mentors and peers. The writers in this volume eloquently share their personal struggles to establish and maintain a professional identity. At the same time, resourcefulness and optimism emerge as qualities, which will inspire those readers who find themselves in similar situations. While the majority of publications in the field of ELT focus on classrooms and student performance, there is a significant amount of interest in teachers' life stories. It is through personal accounts of aspirations and challenges that we can arrive at a better understanding of how what happens inside a classroom is intrinsically connected to how a teacher imagines and constructs her identity as a professional educator.

Opportunities for women working in higher education in Japan have vastly improved since the time of my arrival in 1975; however, advancing a gender-equitable workplace environment is an ongoing endeavor. The contributors' lived experiences are models of perseverance in the face of challenging sociocultural contexts and discriminatory workplace conditions; thus, the book is essential reading particularly for women considering a career in Japanese higher education.

About the Contributor

After 40 years of tertiary-level EFL teaching and the publication of several scholarly works, Andrea Simon-Maeda is now happily retired and living in the suburbs of Nagoya, Japan. Her research interests include critical ethnography and feminist qualitative inquiry.

References

- Holt, N. L. (2003). Representation, legitimation, and autoethnography: An autoethnographic writing story. *International Journal of Qualitative Methods*, 2(1), 18–28.
- Liddle, J., & Nakajima, S. (2000). *Rising suns, rising daughters: Gender, class and power in Japan*. Zed Books Ltd.
- Pavlenko, A. (2002). Narrative study: Whose study is it, anyway? *TESOL Quarterly*, 36, 213–218.
- Simon-Maeda, A. (2004). The complex construction of professional identities: Female EFL educators in Japan speak out. *TESOL Quarterly*, 38(3), 405–436.
- Simon-Maeda, A. (2011). *Being and becoming a speaker of Japanese. An autoethnographic account*. Multilingual Matters.

Introduction

Women in Japanese Academia: Voices of Foreign Female University Teachers

Diane Hawley Nagatomo, Kathleen A. Brown, and Melodie L. Cook

Purpose and Rationale of this Book

This book is a collection of narratives, or stories. Each chapter highlights particular issues that shape the personal and professional lives of foreign women teaching in Japanese higher education. “Stories,” according to Isenberg (1995), “illuminate one person’s life and experience, yet in doing so, evoke stories from others and remind us of our interconnectedness” (p. 7). Furthermore, they not only enable the tellers to make sense of the world around them but also allow others to comprehend the myriad of issues shaping that particular world (Barkhuizen et al., 2014). The authors in this volume, who are “insiders who have been there and done that,” so to speak, do more than supply personal anecdotes. They have reflected and analyzed their experiences in such a way that we hope their “autobiographical stories shed light not just on the lives of specific individuals, but on certain themes that are relevant in a much broader way” (Vandrick, 2013, p. x).

As Avril Haye-Matsui discusses in her chapter, Mirza (2017) encourages each individual to tell her own story, or our stories will be told by others. Richa Ohri challenges us to reflect on the dangers and difficulties of the “single story,” reminding us that we as individuals are not a single story, but that we are a complex combination of multiple stories. This collection of narratives shows us that we as foreign women are also not a collective “single story,” but that the rich diversity that we bring together in combining our stories adds power to the overall narrative as us as foreign women working in Japanese higher education.

Integrated into the multiple stories that comprise our lives are the many identities that we hold for ourselves. These identities are situated in the many roles that we carry over our lives and careers—teacher, researcher, administrator, coordinator, mentor, student, mother, spouse, among others—all couched in our gendered identities. All have had the experience of being called to question one or more of these identities with issues of worthiness, career and family decisions, competence, race, and language background, all as gendered beings. The authors, like we three editors, struggle with balance, work/life balance being the most prominent. Many of us have worked toward advanced degrees while working and/or raising families. The significance of professional development is a common theme that interlaces with our identities as well.

All of these issues operate within the framework of context—context that is as different as the authors who have contributed their narratives. Access to vital components for success such as mentors, professional organizations, funding, language background, familial environment, and varied workplaces is all part of what situates our experiences and serves as a backdrop for the multitude of identities that we embody.

Why, some readers might ask, is it necessary to have a volume comprised entirely of foreign female voices when many of the issues discussed in this book are pertinent to men and women working in Japanese tertiary education, regardless of nationality or gender? At first, we thought it would be a kind of “girlfriends’ guidebook” that would enable the contributors to share experiences to mentor other women teaching in Japan. In fact, all throughout the development of this project, we kept that as the working title. While at the planning stage of this project, we editors, with almost 100 years of combined experience of teaching in Japan (the majority of which has been in universities) between us, considered topics we believed would be useful for women teaching in Japanese higher education. We approached potential contributors, not only women we knew through our extensive personal and professional networks, but also those introduced to us by others. We asked them to write about issues we thought would be of particular importance for women (and yet, not exclusively so). We wanted to hear the voices of those who are

secure in tenured positions with many years of experience under their belts as well as those who are struggling at the onset of their careers, believing their stories would resonate with others. We wanted to hear how families and careers are balanced and how women in the minority find their professional ways.

Our guidelines were simply the following: The chapters needed to be situated within the context of Japanese higher education, and they needed to be reflective. As long as the contributors wrote about how their personal and professional identities were shaped, how they chose to do that was left up to them. After all, these women all specialize in different fields: literature, linguistics, social science, and pedagogy. We adopted an approach similar to how Curtis and Romney (2010) dealt with their thirteen contributors in their collection of teachers' narratives in *Color, Race, and English Language Teaching: Shades of Meaning*. Some of their chapters offer no reference to existing literature, while others cited previous research and included extensive footnotes. They explained that the strengths and weaknesses of their authors' eclectic writing styles, when presented together in one volume, balance out. We agree with this to some extent, particularly since our authors come from a variety of research and writing backgrounds.

In our book, we have allowed our authors to speak out in the way they feel most comfortable. Each chapter highlights the individual writer's voice and is not bound by a prescribed writing style, research methodology, or spelling convention. We present a kaleidoscope of experiences. When viewed together, a picture emerges of the world in which these women live and work, with each woman's story offering a microscopic view of a particular situation reflecting her unique lived experiences. Nonetheless, these individual experiences may be representative of others as well. As Isenberg (1995) points out, "teachers' exchange of stories about their lives in classrooms provides a collective experience that enables us to discuss common concerns, learn from one another, and lend mutual support" (p. 41). Our contributors' stories clearly go beyond the classroom, but they discuss common concerns that show a teacher is never truly alone. This is a book about struggles leading to triumphs. Every single one of the women here have what Angela Duckworth (2017) says is essential

for success: grit. They have persevered in their careers as teachers in Japan with admirable determination.

Readers can approach this book in several ways. They can delve into individual chapters at random, or they can search for particular topics they are interested in. When the stories are examined collectively, numerous themes of identity surrounding the human experience of teaching in Japan will emerge, and readers can gain some understanding of what it is like, *particularly for foreign women*, to work in Japanese universities. In other words, since the underlying sociopolitical and sociocultural forces that shape women's lives are also under investigation, this book is also a collective narrative study (Pavlenko, 2002).

Our chapters are as varied as our authorship is, but we find several themes in our authors' works. In order to situate our readership better in approaching the book, we will discuss the chapters within the framework of these themes: Career Building, Teaching, Professional Development, Merging the Personal and Professional, Gendered and Racialized Identity, Workplace Harassment, and Leadership.

Several of our authors take us on the journey of the development of their careers and the steps along the way. Amanda Yoshida and Adrienne Verla Uchida use collaborative ethnography to narrate their collaborative journeys as educators from their secondary to tertiary education positions, both getting advanced degrees while working. Sarah Mason uses an ecological perspective to relay her journey of becoming a researcher, combining it with teaching and a sense of service. She discusses issues of identity and agency and the importance of mentoring on this path. Kristie Collins brings us along on her long and often frustrating transition from a contracted full-time position to a tenured one and the impact that her non-Japanese identity and gender played in this journey. In all three of these chapters, we see the significance of the commitment to the path that can lead to careers in tertiary education and the tenacity that is required to fulfill educational goals while pursuing professional ones. Mentorship and collegial support factor heavily in these narratives as the authors achieve these goals.

Who we are as teachers and individuals in what we bring to the classroom is another topic covered by the next four authors.

Gerry Yokota shows how over the course of her career, from a beginning academic to an experienced professor, she merged the three aspects of work required of career academics (teaching, research, and service to the university) to shape a life that is satisfying and revolves around what means the most to her: issues related to peace. She discusses the integration of the Japanese art form, Noh, peace studies, and English language teaching with cognitive linguistics serving as the bridge to connect these to bring them to life in the classroom. Yoshi Grote engages us in her experiences of bringing LGBTQ+ and gender-relevant content into the classroom through direct and indirect methods as well as infusing her personal background as a self-identifying LGBTQ+ individual. Eucharica Donnery shares her experiences of being a female in a male-oriented department at her university. She takes us on a journey from her academic background in literature to the challenging environment of a technical school and the impact of gender on both teachers and students. Acclaimed author Suzanne Kamata describes her fight to be taken seriously in an academic institution. She interweaves her professional life as a writer with the challenges she faced in pursuing a career in higher education and in getting creative writing recognized as an academic discipline.

What all of these authors illustrate in so many different ways is the reality of bringing one's unique interests, individuality, and professional and academic backgrounds into the classroom. This offers the opportunity for teachable moments, for creating "safe spaces" for students to explore their own uniqueness, and for the educator to lead by example. It is about flexibility in what we are able to incorporate into our classrooms and about finding places where both teachers and students can make their voices heard, both in classrooms and in communities.

Part of the decision to pursue a career in higher education involves a commitment to professional development, but as women that choice is often not as simple as a yes or no. In her chapter on professional development, Louise Ohashi details her involvement with the organization JALT (Japan Association for Language Teaching) from her perspective as a teacher, researcher, graduate student, and mother. She tells us from an insider's perspective what it means to be involved in such an organization

and the many benefits and difficulties that one can encounter with such a commitment.

One of the most challenging aspects of pursuing a career is undoubtedly the balance of combining the personal and the professional. Three authors introduce in their chapters how they have faced this challenge from the perspective of a single woman, a new mother, and a wife and mother raising children. In all of these narratives we see the importance of networking and a commitment to one's professional development. We also see the changes and the layers of identity that figure into the authors' sense of agency as they move through different life stages. As someone committed to becoming a leader in the professional development community, Wendy Gough writes from the perspective of a single working professional and how her presence as a gendered individual has impacted her experiences. Phoebe Lyon illustrates the many different aspects of maternity and childcare leave as an educator in Japan, and Quenby Aoki describes her transformation from professional to mother and "housewife" and her integration back into the life of an academic.

It is impossible to separate out the many varied stories and narratives from the authors as individuals and the many identities that come into play across these chapters. For several of our authors, their identity or identities come front and center as they offer their stories. Jennifer Yphantides illustrates what kinds of issues may arise when a woman is working on a limited-term contract at a university, describing it as "walking the tightrope." Drawing upon her collective narratives, she offers vignettes of women fighting gendered stereotypes and barriers to their advancement in their careers. Wendy Jones Nakanishi tells us the story of her path as a Western woman who came to rural Japan for a career in higher education and the benefits and challenges she faced there. She shares her experiences of living the life as an employed university worker, on the one hand, and as a woman in a male-dominated family, on the other. Cynthia Smith writes of her experiences as a lesbian educator, wife, and mother and the transition from a single identity of foreigner in Japan to the multiple identities that she embodies today. Avril Haye-Matsui offers a compelling look at life for a Black woman teaching in Japan, and Richa Ohri explores her identity as an Indian woman

through the lens of the single story and the inherent danger in clinging to single-story versions of each other. As a Filipina educator in tertiary education, Tricia Okada provides an important look into the identities of Filipina teachers, touching on the issues of migration to Japan and native/non-native-speakerism. Donna Fujimoto also touches on these issues of native-speakerism while discussing the field of English language teaching from the standpoint of a Japanese-American working in Japan.

Through these chapters, readers can see the multi-layered manifestations of English language teaching as a racialized and gendered practice. This is evident in everything from hiring practices to meetings to teacher rooms and classrooms to professional interactions. It involves everything from microaggressions to blatant stereotyping, discrimination, and harassment. As a collective narrative, these many identities and experiences culminate in a powerful message for those who may encounter similar contexts in their professional and academic lives.

An expert on issues of harassment, Fiona Creaser brings to us in her chapter resources in how to recognize and respond to the very real difficulties that women can face in their workplaces in the form of sexual harassment, workplace bullying, and maternity harassment. Through a detailed explanation of these different types of harassment, the reader can understand the warning signs of such behaviors and risks. She also provides resources on how to navigate one's way through the systems that are in place to help those in such situations.

The remaining chapters of the book focus on leadership for women in education. Kathleen Brown discusses the concepts of executive presence, collaborative leadership, and linguistic resources as frameworks for leadership. Jo Mynard introduces tools for leadership through the use of reflective narrative based on the development of self-concept. Although employing different frameworks and situated in very different contexts, both chapters illustrate successful avenues to leadership for women with the common goal of fostering more female leadership for the future.

A common thread that runs through many of these chapters is the importance of collegiality and mentorship amongst

women. It includes women who band together for the successes and challenges that they face, support others through the sharing of lived experiences, and help in paving the way for the next group of women to fall in their footsteps. It is hoped that this book will also serve in this light to provide both as a guide and a reassurance that we are not alone in these endeavors.

In short, we believe that foreign women working at the tertiary level can relate to something in almost every chapter of this book. As women, we share the common experience of being, if not the only foreign woman in our workplaces, one of the few. Like many women in academia elsewhere, we have sometimes found ourselves to be tokens, have suffered from imposter syndrome, and have not been listened to as much as our male colleagues, yet we are often expected to do more pastoral care of students than they seem to do (e.g., Aiston & Jung, 2015; Kimoto, 2015; Ledwith & Manfredi, 2000; Valian, 2005). These circumstances propel us to go the extra mile to prove our worth, but as the women in this book have so skillfully illustrated, such efforts have also led to career success. Many of us are also juggling (or have juggled) the demands of career and family; this is very challenging. We are told that we are intimidating (usually by men), yet we are also seen as an inspiration to other women. Most of us have, at one time in our careers, suffered from sexual, power, maternity, or academic harassment, but now there are laws and systems in place to help us find redress. More universities are trying to address gender imbalances in the workplace. We think the future is bright.

We editors are honored to be counted among the many remarkable women who have shared their stories here and showed their power, pride, and resilience. We may make up only a quarter of the foreign teaching workforce at the tertiary level in Japan, as the title of our volume suggests, but we are a “fourth” to be reckoned with!

References

- Aiston, S. J., & Jung, J. (2015). Women academics and research productivity: An international comparison. *Gender and Education* 27(3), 205–220.
- Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative inquiry in language teaching and learning research*. Routledge.
- Curtis, A., & Romney, M. (Eds.). (2010). *Color, race, and English language teaching: Shades of meaning*. Routledge.
- Duckworth, A. (2017). *Grit: Why passion and resilience are the secrets to success*. Vermillion.
- Isenberg, J. (1995). *Teachers' stories: From personal narrative to professional insight*. Jossey-Bass.
- Kimoto, N. (2015). Gender bias: What has changed for female academics? In A. Arimoto & W. K. Cummings (Eds.), *The changing academic profession in Japan*. Springer.
- Ledwith, S., & Manfredi, S. (2000). Balancing gender in higher education. *European Journal of Women's Studies*, 7(1), 7–33.
- Mirza, H. (2017). 'One in a million': A journey of a post-colonial woman of color in the White academy. In D. Gabriel & S. A. Tate (Eds.), *Inside the ivory tower: Narratives of women of color surviving and thriving in British academia* (pp. 39–53). University College London Institute of Education Press.
- Pavlenko, A. (2002). Bilingualism, gender and ideology. *International Journal of Bilingualism*, 5(2), 118–151.
- Valian, V. (2005). Beyond gender schemas: Improving the advancement of women in academia. *Hypatia*, 20(3), 198–213.
- Vandrick, S. (2013). Foreword. In L. D. Kamhi-Stein (Ed.), *Narrating their lives: Examining English language teachers' professional identities within the classroom* (pp. ix–xiii). University of Michigan Press ELT.