Explorations in Teacher Education
教師教育の探究他

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Hi! My name’s Nobuyuki Takaki. I’m teaching at Kumamoto University Faculty of Education. I’m director of PIGATE, an ongoing teacher education program for both in-service and pre-service teachers in Kumamoto. I would like to introduce in future newsletters Japanese teacher educators working in different areas in Japan. If you know any such people, let me know. Thanks very much.

Greetings to everyone! It’s easy to criticize the newsletter but hard to put it out, I have found. My goal for this year is especially to encourage more input from Japanese and non-native English speaking members. I would love to translate your Japanese articles into English for you. Just a page about yourself, your job, your thoughts would be most welcome. Please contact me today! Cheiron McMahill

皆さん、今年の初めてのニュースレターによこうこそ！このニュースレターを編集して思ったのは、批判するのは簡単ですけど、やるのが大変ですと。そして皆さんに手を貸してもらいたいですね。特に日本人や、英語圏以外の会員の投稿をぜひお
Pipeline vortex revealed: "How odd - how wonderous!" you may be thinking - or more likely, "How come?" Astute readers ask, "So Beaufait did become co-editor of the newsletter to get himself published, didn't he?" No, he asserts, "The article I wrote was ahead of me in the pipeline before I passed through the vortex." Long story, short: See for yourself, then send your own stuff to displace this verbiage for June!

Plain English, please! It may seem odd that a feature article in the first issue of Volume 6 is written by a new co-editor of the newsletter. You may think this is because of an editorial privilege, that Beaufait became an editor to print his own writing. Well, not exactly. The short story is: He sent in the article you will find in this issue before he agreed to become a co-editor of the newsletter. Read on, and send in your own writing for the June issue. Paul A. Beaufait

We are seeking articles, commentary, interviews, poetry, profiles, reports, and reviews. May 1st is our next deadline. Write us!

Reflection on distance teacher development through networking & writing, Paul A. Beaufait

Through reflection on a recently publicized writing process, this article highlights certain benefits of networking amongst teachers and teacher educators. The author advocates reader-writer collaboration to promote teacher development on line, in person, and in print.

After reading Chiaki Kotori and Andrew Barfield's collaborative articles in the Teacher Education N-SIG newsletter (June 1997), I asked myself: What characterizes Kotori's networking more than collegial support where she teaches? What has she gained by engaging in electronic correspondence within a broader teacher development network? How will she follow-through with local collegial support? Though she was faced with uncertainty - even experiencing feelings of inadequacy as a teacher, she has painstakingly invested in remote teacher education circles, on line and in print. Reflecting now on the
product of her efforts, I believe Kotori (1997) recognizes her own 'symbolic' gains from the time and energy she has invested:

- the opportunity "to receive some very helpful feedback from other teachers;"
- help to "see my situation from a different perspective;"
- "the opportunity to focus on the dilemma I have experienced;"
- beginning "to acknowledge my learning experience as valid and potentially useful in my teaching;"
- the ability "to see the change in my conception [of the initial conflict]...as a sign of growth;" and
- deciding "to explore the alternatives." (p. 15)

What she has gained so far appears commensurate with the investment of her personal energies and resources. I can only guess at how much time and effort Kotori has put in already. What Barfield has done is openly modeled the writer-reader learning process promoted by Marie Nelson (in previous newsletters and workshops). He also has upheld the "sanctuary" (Barfield & Kotori, p. 19), while reflecting on the process and learning, sharing, and writing in return.

Some background reading has helped me put the writing experience that Barfield and Kotori have related into perspective, by allowing me to compare their e-mail/newsletter writing project with the use of dialog journals in teacher preparation. Although the media, objectives, and timing of the two development-through-writing processes may differ, there are distinct similarities in what constitutes effective reader response. In a nutshell, this means being direct, personal, sensitive, encouraging, and attentive to issues that emerge from the dialog; sharing experiences, and being honest in expressing opinions and expectations (Brinton, Holten, & Goodwin 1993, p. 18).

In my experience, these attributes of effective response are shared not only between teachers as electronic correspondents and as dialogue journalists, but also between teachers and language-learners as correspondents and co-journalists, as well as amongst teachers in face-to-face collaboration (Edge 1992). In all of these scenarios, feedback need be neither authoritative nor emphatic (argumentative) to be effective.

Brinton et al. (1993) wrote of the benefits of effective written dialog, explicitly between teacher educators and novice teachers, which "serve[s] to redefine teacher educator - novice teacher roles, creating a collaborative and collegial atmosphere" (p. 18). Expounding a teacher educator's point of view, they wrote of the power wielded through "collaborative written exchange" to bring novices "into a given knowledge community while simultaneously transforming and
invigorating the community...[thus] affording the educator fresh insights...through the eyes of one new to the community” (pp. 16-17, after Bruffee 1984).

Without casting Kotori as a novice teacher, I would like to convey the invigoration I sensed through the jointly published ‘products’ of Kotori and Barfield’s collaboration, after having been through and over an extensive electronic conversation myself recently with John McClain (1997). Barfield & Kotori (1997) have taken the dialog one step further by constructing a meta-dialogue focusing on the process itself, wherein Kotori has additional “space to find [her] own voice” (p. 18), while Barfield writes to explore his space as reader-writer. Kotori’s synopsis of this meta-dialogue, or ‘metalogue’ if you will, echoes with new-found appreciation of the writing/learning process:

For me, this post-analysis was nothing like anything I’ve ever experienced in any educational setting. As we re-examined the whole process, the line between our ‘writer/reader’ roles became blurred, and I began to see...myself as an equal partner, not just a recipient of this project. By talking through the questions..., I think I’ve begun to fully appreciate this learning process, which is both dynamic and never-ending. (pp. 22-23)

The beat goes on. Towards the end of the scenario Kotori described as a tug-of-war (1997), she mentioned her plans to sit in on a local colleague’s classes this coming semester, plans she hopes will bring her the opportunity “to ‘feel’ what it is like to use English [in communicative activities]...by interacting with the students as a student [her]self.” By taking part this way, she anticipates the discovery of “elements on both the group and interpersonal levels that are usually invisible to teacher’s eyes...” (p. 15). I am looking forward to reading all about the discoveries she makes in yet another cooperative adventure.

REFERENCES


CONTACT INFORMATION (p. 32)

NOTES
1By investment of 'symbolic' resources here, I mean language, education, and friendship resources invested in "acquisition of new discourses" (Angélil-Carter 1997, p. 268; after Peirce 1995). Though Angélil-Carter cites Peirce's investment metaphor in the context of second language acquisition, relevant to spoken and written academic discourses in a university setting, it seems equally relevant to teacherly discourse acquisition in a 'virtual' (electronically networked) teacher education community. Kotori (1997) definitely has taken up the skeptron by going to print in the Teacher Education N-SIG newsletter.

2Though Barfield (1995, p. 21; 1997, p. 23) has attested to Julian Edge's (1992) cooperative development scheme, and to the difficulty of putting it into practice (1997, p. 18); Lansley (1994) has presented a fair case for emphatic debate (challenging or contesting rather than accepting ideas presented) as an alternative to the discourse model Edge formulated. Lansley's concern seemed to be that unchallenging acceptance of ideas could reinforce negative stereotypes held by teachers. Lansley concluded with a call for teacher development research comparing cooperative and more argumentative methods (p. 56).

3Note how Barfield and Kotori exchanged "privileged" positions (19, 21-22), much as the power relationship between Angélil-Carter (1997) and her interviewee had changed when a topic shift gave the interviewee authority over the interviewer (p. 273). Whereas in Angélil-Carter's face-to-face interview the power shift had come as a surprise (p. 274), in Barfield and Kotori's electronically-mediated scenario it was a negotiated exchange of power, which establishes Barfield and Kotori on an equal footing.

遠距離教師養成についての意見—ネットワーキングとライティングによる自己啓発—Paul A. Beaufait, 伊藤勝己 訳

この小論では最近のライティングのプロセスに関する出版物を回想しながら、教師と教師養成者がネットワークを築くことによって得られる特性を明らかにする。筆者は教師養成を促進させるためのオンラインや直接対話や印刷物による「読み手・書き手」の共同作業を提唱する。
Teacher Education N-SIGニュースレター（1997年6月号）にあるChiaki KotoriとAndrew Barfieldによる共同論文を読んで、目をさせてみた—Kotoriのネットワークショップは勤務校の同僚の援助と比べていいたとどんな特徴があるのだろうか。Kotoriは広範囲な教師育成ネットワークの中での電子的な手紙のやりとりに従事することにより何を得たのか。近くにいる同僚のサポートをいかに得続けられるか。Kotoriは不安に直面したばかりか、教師として不適格であると思いが頭脳をかすめるならも、骨身を惜しまず遠方の教師養成サークル活動にオンラインで、また印刷物で積極的に関わったのである。今、こうしたKotoriの努力の成果を省みると、Kotori（1977）は自己の投資した時間と労力によって得下記のような「象徴的な益を得たと言っている。（注1）

これまでにKotoriが得てきたものは、投資したエネルギーと資産に見合っているようである。Kotoriがこれまでに注ぎ込んだ時間と努力が計り知れないことは容易に推測できる。前回のニュースレターとワークショップでBarfieldはMarie Nelsonによって奨励された「読み手・書き手」の学習プロセスを公にモデル化した。Barfieldもまた"sanctuary"（Barfield & Kotori, p.19）を支持したが、一方でプロセスと学習や共有や返事を書くことに批判的であった。

いくつかの関連文献を参照すると、BarfieldとKotoriが述べたライティングの経験の全体像が見える。すなわち、Eメールとニュースレターによる両氏のライティングプロジェクトを交流日誌による教師訓練と比較することができたのである。これら2つの手段による「ライティングを通じての成長」過程は媒体、目標、所用時間の点で異なるかもしれない。しかし何か効果的な読み手の反応をもたらすかという点においては顕著な類似点が見られる。簡潔に言えば、それは両手段の中で交わされる対話から問題点があらわれたときに、それらに対して率直になったり、私見を述べたり、感受性を高めたり、励ましたり、注意深くなったりすることである。あるいは経験を共有したり、忌憚のない意見や期待を述べることである。（Brinton, Holten, & Goodwin 1993, p.18）

私の経験では、これらの効果的な反応は、電子的に文通する教師間で共有されるのではなく、さらに手紙による文通をしたり共同著作したりする教師と言語学習者との間、および直に会って共同作業する教師の間でも共有されるのである（Edge 1992）。これらの一連のやりとりにおいて、反応であるフィードバックは効果的であるにもかかわらず権威的でも、強調（理論武装）的でもないのである。（注2）

Brinton、他（1993）は「効果的な書き言葉による日誌」の利点について書いている。その内容は明らかに教師養成者と初心者の教師の間のものである。従来の教師養成者と初心者の教師間の関係を再定義したものであり、両者間に共同および同
教師養成者の視点から眺めてみると、Brinton等は「書き言葉による相互のやりとり」から生み出された力について説明したのである。その目的は初心者教師を、ある知識を備えた共同体へ導く、と同時に…その共同体にとって新鮮である初心者教師の視点を生かして共同体に新たな活力を与え…従ってその共同体の中にある教育者の洞察力を刷新することにある。（pp. 16-17, Bruffee 1984より）

Kotoriを初心者教師と決めつけるのではない（注3）。John McClain (1997)との膨大な電子的会話を成し遂げた今、私はKotoriとBarfieldが共著で出版した共同作業の「成果」に大きな活力を与えられた。そして、この活力を他の人にも分け与えたが、BarfieldとKotori (1997)はお互いの対話プロセス自体に目を向け、メタ・ダイアログを作り上げることによって対話をさらに一歩押し進めた。その中でKotoriは新たに「自分自身の声を見つける場」（p. 18）を見つけ、一方Barfieldは「読み手・書き手」としての自分の居場所を探求するために書くのである。Kotoriのこのメタ・ダイアログあるいは「メタログ」ととても呼ぶものの概要は新しく見つけられたライティング・学習のプロセスの評価と呼応するものである。

私にとってこの分析の後の気持ちは今まで経験したあらゆる教育環境の中では味わったことのないものであった。全体の流れを再吟味してみると、「読み手と書き手」の役割の間の境界線がぼやけて…自分自身をこのプロジェクトの単なる受益者としてではなく、同等のパートナーとして見つめ始めていることに気づいた。自問を経て…私は、動的で終わることのないこの学習過程を全面的に高く評価し始めていると思う。（pp. 22-23）

感動はこれだけではない。一連の出来事の終わりにかけKotoriは教えることと学ぶことを綱引き（1997）に例えた。テイチング・ラーニングの綱引きの付加価値の付いた一連の出来事を終えると、Kotori（1997）は来学期、地元の同僚の授業に学生として参加して、自分自身が（コミュニケーション活動において）その学生ととかかわり合うことにより英語を使用することがどのようであるかを「感じる」ための機会が与えられることを希望していると述べた。このような参加をすることにより通常、教師の目には見えない要素を集団レベルと個人レベルの両方において発見することをKotoriは期待している（p. 15）。私としてはKotoriがまたもや共同活動の冒険の中で遭遇するであろう新しい発見についての報告を心待ちにしているのである。

（連絡・問い合わせ先: Beaufait, p. 32）

（注）
（1）ここでの「象徴的な」資財の投資とは「新しい論説の習得」のために費やした語学や教育や友情の資産のことである。（Angéli-Carter 1997, p. 268; Peirce 1995より）Angéli-Carter はPeirceによる第二言語の習得における投資の比喻を引用している。投資の比喻は大学における話し言葉や書き言葉による学問的なやりとりに適切で、それは「パートナー」（電子的にネットワークされた）な教師養成共同体における教師の談話の習得に関しても同様に適切であると思われる。

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A Report on the Teachers Develop Teachers Research 3 Conference, Susan Shibe Davis

The Teachers Develop Teachers Research 3, composed of two IATEFL N-SIGs, held its third conference (TDTR3) at Oranim School of Education (a part of the University of Haifa) on September 8-10, 1997 in Tivon, Israel. It was attended by 80 teachers and researchers from 21 different countries. During the three-day conference, there were three plenary addresses and 35 lectures and workshops in which participants discussed completed or ongoing work in the area of teacher development and research.

The plenary speakers addressed various aspects of teachers as researchers. Dr. Fred Korthagen from Utrecht University in the Netherlands spoke about teachers linking theory with practice through reflection and research. Dr. Shoshona Keiny from the University of Be’er Sheva in Israel focused on developing teachers in a community of learners, and Penny Ur of Oranim School of Education discussed action research as a part of teacher training. The conference ended with a six-person panel which focused on issues of teacher development and research. The panel discussion included lively contributions from the audience.

The three plenary addresses were excellent, but I found the first by Dr. Korthagen the most relevant for me because I am particularly interested in how I, as a teacher, can integrate theory and practice.
According to Korthagen, there are two myths about teacher education: first, a knowledge of the subject matter enables a teacher to teach; second, teacher education consists of a chain: perception > interpretation > logical thinking > decision making > acting, all arising from the theories we are taught. Teachers are seen as decision makers, yet they have little time to reflect in the classroom itself. Instead, a teacher's behavior is based upon Gestalts consisting of dynamic units of needs, thoughts, feelings, values, meanings, and actions. Teachers need to reflect upon their own Gestalts in order to form schemata and build theory for more effective teaching. Korthagen believes that teacher education often promotes the gap between theory and practice. He argues that educators should take a more "realistic approach" in which the difference between academic knowledge and teacher knowledge is taken into account. He believes that teacher research should be based on the teacher's own needs, problems, and concerns, which arise from his/her Gestalts and actions.

The eight sessions I attended included a broad range of subjects— from detailed reports of classroom research to practical plans for using literature and writing in the language classroom. Kari Smith's presentation entitled "Teaching Teachers to Become Researchers" challenged some of the notions we have about teaching as a profession, professional development, reflective teaching and action research. In "Teachers as Sojourners, Teachers as Professionals," Haruko Katsura, a member of the TEN-SIG, gave an excellent report of her investigation into what qualities Japanese students look for in a teacher. The students Katsura surveyed seemed to value "hard-working" teachers most. Ralph Ings Bannell, who teaches in Brazil, discussed the relationship between research and reflection in a presentation entitled "Knowledge, Ideology and the Education of English Language Teachers." He believes reflection is necessary, but it is not sufficient to transform today's educational system. He sees this system as still organized by the "instructional objective movement" which does not allow for input from teachers and students. He called for a dramatic pedagogical shift in which students and teachers, using their own knowledge of culture and ideology, reform the curriculum. Bannell's ideas, many of which were based upon Marxist philosophy, sparked lively and often heated debates from his audience.

TDTR3 is the second regional or IATEFL N-SIG conference I have attended, and I recommend these conferences for several reasons. First, they tend to be small—less than 100 people—so the atmosphere is more informal and friendly. Teachers who attend are usually eager to share ideas and discuss their research. I still correspond with about half a
dozen people I met at the first conference I attended (the IATEFL East in Istanbul in September, 1996), and we frequently discuss various aspects of teaching and research via e-mail. The Oranim conference, convened by Professor Kari Smith, was extremely well organized. Participants stayed in comfortable dorm rooms on campus and were served delicious Kosher food in the campus dining hall. Registration fees at these conferences are also kept at a minimum, and the organizers make every effort to find convenient, reasonable accommodations for anyone wishing to attend.

Conference hosts also try to provide participants with the opportunity to experience some of the local sites and cultures. The second afternoon of the TDTR3 conference there were no sessions so participants could go on a tour of lower Galilee, which included visits to an archeological site, an Arab school in Nazareth, a sail across the Sea of Galilee at night and dinner at a nearby fish restaurant. The last night of the conference included dinner and entertainment at a nearby kibbutz. Following the conference, participants could also take a reasonably priced 3-day tour of Jerusalem organized by Oranim. The IATEFL East Conference in Istanbul included a night cruise on the Bosporus to the mouth of the Black Sea, a demonstration of Turkish dancing and a closing banquet. Reasonably priced tours were also provided for participants.

TDTR3 in Oranim was the first Teacher Development Teacher Research conference to be held outside England. The next one is planned for Leuven, Belgium in September, 1999. IATEFL East, held every two years like TDTR, will meet in Constanza, Romania August 27-30, 1998. Unlike the Oranim conference, IATEFL East has no specific area of focus, but it is, nevertheless, an excellent venue for sharing ideas with teachers from almost every continent.

Teachers Develop Teachers Research 3 大会参加報告，Susan Shibe Davis, 伊藤勝己 訳
そのアクションリサーチについて語った。大会最終日には5人のパネラーによるパネルディスカッションがおこなわれ、教師養成とリサーチの問題について討議された。パネルでは直に聴衆からの発言も取り上げられた。

三つの全体講演はどれも素晴らしいものであったが、最初に講演したDr. Korthagenのものが私にとって最も興味があったと言える。それは私が教師としてどのように理論と実践を融合させることができるかに特に関心を抱いているからである。Korthagenによる教師教育には二つの神話があるという。一つ目は教科書の知識が教師を教えるというもの。二つ目は教師教育は次のような課題：知識解釈論理的思考解決行動（これらはすべて教えられた理論から生じている）で成り立っているというもの。教師はこれを下すものとして見られているが、それでも自分の授業自体の中では自己を省める時間はほとんどない。ただしに教師の行動はニーズ、考え、感覚、価値、意味、活動の動的な統合からなるゲシュタルト（Gestalts）に左右されている。教師はより効果的な教育のためにスキーマを形成して理論を組み立てるために自らのゲシュタルトを熟知しなければならない。

Korthagenは教師教育がしばしば理論と実践の間の溝を広げていると考えている。すなわち教育者はアカデミックな知識と教師の知識の違いが考慮に入れられることも「現実的な対応法」を採用しなければならない。Korthagenは教師教育がしばしば理論と実践の間の溝を広げていると考えている。すなわち教育者はアカデミックな知識と教師の知識の違いが考慮を入れられたことから「現実的な対応法」を採用しなければならない。特に、氏は教師によるリサーチは自分自身のゲシュタルトや活動から発生するその教師自体のニーズ、問題、関心事に基づいたものでなければならないとも信じている。

私が参加した八つのセッションはクラスルームリサーチの詳細な報告から外国語の授業における文学作品とライティングを使った実用的なプランまで広範囲にわたるものであった。Kari Smith氏の「教師を研究者に育てる」（Teaching Teachers to Become Researchers）と呼ばれるプレゼンテーションでは我々が持っている職業としての教育、職業的啓発、リフレクティブフィチング、アクションリサーチについての概念のいくつかを説く内容を発表された。TE N-SIGメンバーであるHaruko Katsura氏による「知識としての教師（Teachers as Sojourners）、職業人としての教師（Teachers as Professionals）」を題するプレゼンテーションでは日本人学生が教師にどんな質を求めていくかについての素晴らしい調査報告がなされた。Katsura氏が調査した学生では「熱心に働く」教師が最も求められているようであった。ブリタニで教えるRalph Ings Bannell氏は「知識、イデオロギーと英語教師教育」（Knowledge, Ideology and the Education of English Language Teachers）を題するプレゼンテーションでリサーチとリフレクションの関係について論じた。氏によってリフレクションは必要であるが今日の教育システムを一変させるには十分とは言えない。今日の教育システムはまだ「指導目標の趣勢」（instructional objective movement）によって組織化されており、教師や学生からのインプットは受け入れないのである。氏は学生と教師が自らの文化とイデオロギーに従ってカリキュラムをリフォームするというような教育環境の変革の必要性を訴えた。

Bannell氏のアイデアはその多くがマルクス主義哲学に沿ったものであったが、熱気に満ちたもので聴衆からの活発な討論を引き起こしていた。

TDTR3は私が当元以来での二回目の大会、またIATEFL N-SIG大会でもあり、いくつかの理由から皆さんにもお勧めしたい。まず初めに規模が大きすぎないこと（100人以下である）したがって、雰囲気はよりインフォーマルで親しみやすい。参加する教師は一般的にアイデアを共有したり、自分のリサーチについて討議することに熱心である。私自身初めて参加した大会（1996年9月のインスタンプールでのIATELF Eastで開催された人中でまだ5、6人と音信があり、その人たちとEメールで教育とリサーチについてのいろいろな意見を頻繁に交換している。Kari Smith教授により開催されたOman大会は非常にうまく運営されて、参加者はキャンパス内の快適な茶屋に宿泊し、食堂では美味しいKosher料理が出された。大会の参加費用も最小限に抑えられた。運営者はあらゆる手段を講じて参加希望者のために快適で、手頃な価段の宿泊設備を提供する努力をした。

大会主催者も参加者にその地域の見どころや文化を体験する機会を十分に提供しようと努力していた。TDTR3大会の二日目の午後は講演が一つもなく、参加者はカリッラ内のある屋台で飲食を楽しんだ。
Try a Phonetics course in London! Madoka Murakami

The Summer Course in English Phonetics, annually held in two weeks at University College London, offers a variety of interesting study contents and leisure activities. By a twist of fate, I began teaching an introductory phonetics class here at the Prefectural University of Kumamoto last year, so I was kindly recommended to take this UCL course by some phonetics friends, and they were right!

You have a lecture on general phonetics and a seminar of articulation practice in the morning during the course. According to your background, you are divided into a small group of the practical session. As I happened to be on the topmost level, I struggled to keep up with the other classmates. As for intonation, I made many errors and had them corrected. Interestingly, intonation is what children can acquire so easily in their native language, but somehow it is extremely tough for adults learning a foreign language.

In the afternoon, you have ear-training or a special talk. In one of these talks, I got impressed with the phonological explanation why an English consonant cluster in word-initial position consists of three consonants at most and why, in the case of three, it must start with an s as in spray. I like this kind of theory more than practical training.

But in fact, I had made a blunder before I got into the enjoyable London life. The next day I arrived there, I went to the wax doll museum Madame Tussaud’s. While looking around inside, my wallet got lost (or pickpocketed?) and the security found it hours later. I had been sitting on the grass in Regent’s Park, watching innocent squirrels running around, until I was told that all the pounds, freshly exchanged, had been stolen, but fortunately, my credit cards brought back to me.

Apart from that incident, London was fun. Why not do the phonetics course yourself? It’s really valuable for English teachers. You can obtain
thorough information from UCL via the internet:
http://www.phon.ucl.ac.uk/home/scep/home.htm

ロンコンにて音声学研修, 熊本県立大学講師 村上まどか

今年からなぜか私が英語音声学の講義をしている、と聞いて心配した人達がすすめてくれたユニヴァシティ・コレッジ・ロンコンの音声学夏季講習は、毎年8月に2週間実施され、興味深い内容が盛り沢山です。

午前中は一般講義と練習演習が行われ、少人数制の発音練習は一番上のグループへ入ってしまったので、落ち着かれないように苦労しました。イントネーションでははは数多くの間違いを直してもらいました。不思議なことに、イントネーションは、母音を身に付ける子供がともたくすぐ獲得し、外国語を学ぶ大人が最も得しにくいもののひとつです。

午後は聴解練習や特別講義があります。ある講義では、英語の語順では子音の連続がなぜ最後3つで、しかも3つの場合はsで始まる（例：spray）のか、という音韻論的な説明を聴き、やはり私は実証的なことよりもこの種の議論が好きなので、感銘を受けました。

でも実は、楽しいロンドン生活に至るまでには失敗もあり、まだ講義が始まる前の到着翌日、マダム・タッソー郵便局で財布を失くし（すれ？）、両替していたポンドを抜き盗まれクレジットカードだけ持って来る、という災難に遭いました。夜セキュリティから「カードは無し」と連絡を受けるまで、私はリージェント・パークの芝生に座り込み、何も知らずに駆け回る野生のリス達をぼうっと眺めておりました。

その事件を教いては充実した研修旅行でしたので、英語の先生方に受講をおすすめいたします。インターネットでUCLから詳しい情報が得られます。インターネット・アドレス:

http://www.phon.ucl.ac.uk/home/scep/home.htm

群馬県立女子大学教授 永井聖二との対談, C. McMihall

今回のニュースレターでは、私が勤めている群馬県立女子大学で教職課程を担当しておられる永井聖二教授を日本語でインタビューし、ご意見をうかがいました。また、私が授業した学生の一人に、中学校英語科教員採用に至る経緯や所感を日本語と英語で書いてもらいました。日本人会議社務氏が記事を読ませて、次号から教師教育に関する経験や意見を日本語でどうしとお寄せいただければ幸いです。英語は私が引き受けさせていただきます。これを機会に、ニュースレターでの日本人と外国人のバランスがとりやすくなるように皆様のご協力を宜しくお願い申し上げます。

ミックスメーヒル カイアン

1. 先生は大学では教職課程と具体的にはどのようにかかわっていらっしゃいますか？

　本学では中学校と高等学校英語科教諭の免許を出しております。私は、この免許取得に必要な科目のうち教育学・教育社会学・道徳教育を担当しています。

2. 日本の教員免許制度は、歴史的にどういう経緯で現在の形になったのですか？

　戦前の教員養成は師範学校中で、免許を持たない教員も多かったです。戦後は、旧師範学校系の大学だけでなく、他の多くの大学に教職課程が設置されるようになりました。
Interview with Prof. Seiji Nagai, Japanese Teacher Educator in Gunma, translated by Cheiron McMahill

For this issue of the newsletter, I interviewed Seiji Nagai, the professor in charge of the teacher certification program at Gunma Prefectural Women's University where I work, about his opinions. I also asked one of my students to write something reflecting upon the process she went through this past year to become a junior high English teacher. I hope Japanese members will read this and be encouraged to submit work to us in Japanese about the work they do with teacher training. - Cheiron McMahill (CS)
CS: Professor Nagai, what is your specific job in relation to the teacher certification program at Gunma Prefectural Women's University?

N: This university certifies students to become junior and senior high school teachers. I teach the courses necessary to get certified, specifically Education, Educational Sociology, and Moral Education.

CS: Historically, how did the Japanese teacher certification program come to be the way it is now? Your personal opinion would be fine.

N: Before the war, normal schools were the center of teacher certification, but there were still many uncertified teachers. After the war, not just the universities which had been normal schools, but most universities established teacher certification programs.

That in itself is a good thing, but in fact the teacher certification programs at most universities are very much alike in their insufficiency. Monbusho aims to raise certification requirements in the near future, but I don't feel this will necessarily lead to a more structured curriculum.

CS: What are the strengths and weak points of the current system, particularly in regards to the education of English teachers?

N: In terms of English education, with over 95% of all students continuing on to high school these days, teachers end up with some students who are negative about intellectual learning. But there is no discussion of how to deal with such students. And another problem is that obviously college students are very poor in practical teaching experience, while the current situation makes it difficult to attempt to join theory with practice.

I also think that there are many differences between learning a first and a second language, but the fact of the matter is that student teachers never get a chance to verify those differences experientially, and instead begin and end their training by with just a superficial imitation of the external aspects of a teacher's work.

CS: How do you want that system to change in the future? Why? Please refer specifically to the education of English teachers.

N: I would like it to move in the direction of fully developing multicultural education and education for international understanding, and toward a foreign language education that is connected to these.
CS: How do you think native speaking English teachers at Japanese schools and universities contribute or can contribute indirectly or directly to the education of Japanese English teachers?

N: Of course by teaching pronunciation and so on, but also by giving future English teachers the chance to examine and reflect upon the frameworks underlying Japanese thinking. Isn't that the great significance of having a real native speaking teacher versus watching a video?

CS: If there is anything else you would like to tell foreign English teachers, please do.

N: I would like them to voice their opinions about the role of the teacher in Japanese schools - things like the staff room and the emphasis on supervising students as they clean the school and serve the lunches, and so on. I don't mean to suggest in any way that the relation between teachers and students in Japanese schools is inferior, but I do think that at least this role needs to examined in a wider perspective.

私たちは、群馬県立女子大学4年の竹内紫野です。この4月から群馬県の公立中学校で英語教員として働くことになっています。昨年9月に群馬県教育委員会から内定をいただき、現在は、中学時代から夢だった教員生活に思いを馳せながら、教員としての資質を伸ばすべく日々努力を重ねているところです。

教員の資質といっても難しいのです。これは、教員としての実践力を（以下、実践力）と教育の知識（以下、知識）から成ると考えています。実践力は日々の生徒との関係をうまく行う能力を指し、知識は授業における専門性や教育事情等に関する知識を指します。

教員の持るべき二つの資質のうち、知識に関してはある程度は持っている自信もありますが、これ実践力に関しては全く自信はありません。これは、私が教員としての資質を伸ばすに当たって、採用試験で重要視される資質を伸ばそうとしてきたからと思います。県によって多少の違いはあるでしょうが、現在の採用試験が知識に重点が置かれていることは確かです。群馬の場合、一次試験は一般教養・教職教養と専門科目、それに専門実技（英語の場合は英会話）そして、二次試験は小論文・体育実技・面接の三つから成っています。つまり、教員採用試験は知識面が全体の半分以上を占めているのです。

このように現在の教員採用試験は、実践力よりも知識に重点が置かれています。そのため教員希望者は、多かれ少なかれ知識と実践力よりも多い人物になっている場合が多いのではないかと思います。この知識偏重の傾向を是正するにはどんなことが考えられるでしょうか。私は、面接時に志願者が自分が教員になるためにこれまでどんなことに努力してきたかを自己PRとして話す機会を設けるとよいと思います。
What is Needed to Be a Teacher, Shino Takeuchi

I am a senior in college in Gunma. I passed the examination to be an English teacher for junior high school last October. I am excited about becoming a teacher from this Spring, since to be a teacher has been my dream since junior high school. Also, I am thinking about what is needed to be a teacher.

In my opinion, teachers need to have two things. They are educational knowledge and practical knowledge. Educational knowledge means the knowledge about educational history, current events, and our own major subjects. Practical knowledge means the ability to manage good relations with students under almost any situations.

Among these two things which are required to be a teacher, I can not think I have both types of knowledge. I am confident to say I have a certain degree of educational knowledge, but as for practical knowledge, I do not have any confidence. The reason probably lies in the examination for applicants who wish to be teachers. Since this test mostly emphasizes educational knowledge (e.g., in Gunma I felt the emphasis was more than 50%), candidates cannot escape the tendency to think education more important than practice.

And I am not an exception. Since we are required to pass the exam to become a teacher, I follow what the exam tells us - to emphasize my educational knowledge over my practical. Then, if we want to abolish this tendency, what should be done? In my view, if candidates had some chances at the interview to appeal about what they have done to prepare themselves to be teachers, it would work. In other words, I think applicants would think about and try to get more experience if they knew they would be asked at the interview.
Now, there are some moves in the Japanese educational world which would seem to prove my idea right. For example, the teaching practice period for junior and senior high school will be extended from two weeks to four weeks within a couple of years. Also, some prefectures are trying to create more original interviews for applicants to see how they would deal with classroom management or discipline problems. For example, one prefecture requires candidates to give impromptu speeches in the role of school principal.

I welcome this tendency since I think teachers in the future need to have both educational and practical knowledge. Also, in my case, I intend to try to improve my practical ability by talking with students as much as possible and continuing to study myself so that I do not forget what it is like to be a student.

Amy Tsui to Japan for JALT98

Amy B.M. Tsui, author of English Conversation (OUP), is coming to JALT98 as the joint guest of the Teacher Education and CUE N-SIGs.

タイトル「教室談話を理解する：言語的談話分析とエスノグラフィー」

ワークショップの前半ではまず、リーディング・クラスの授業をビデオで観察し、談話分析のアプローチのしかたや教室談話分析から何が得られるのか考察する。後半では教室談話を分析する際、『観察可能な』部分に関心を置く言語学的な談話研究のみでは明らかできない点を取り上げる。複雑な教室談話のプロセスを明らかにするためには『観察可能な』部分だけでなく、『観察されない』部分をも観察対象に含める必要があると指摘する。つまり言語的分析とエスノグラフィックな分析は相反するパラダイムとしてではなく、相互に絡み合うものとして理解されるべきであるとする。

このワークショップの参加申込の詳細については、The Language Teacherの7月号付録に掲載される予定です。
Amy is Chair, Professor and Head of the Department of Curriculum Studies at The University of Hong Kong, and a leading figure in the field of applied discourse analysis. Hong Kong University is also famous for its teacher education programme and activities, as well as its curriculum development work.

Amy will be making a short tour in the week before the conference, co-sponsored by the Teacher Education and CUE N-SIGs in conjunction with various institutions; she will also be giving a Featured Speaker Workshop on Friday November 20 1998 at JALT98 in Omiya City, Saitama-ken, as well as two other presentations in the conference programme (one for CUE, and one for Teacher Education).

Her featured speaker workshop promises to be a very special occasion. This is a summary of what Amy will be focussing on:

*Understanding classroom discourse: Insights from linguistic discourse analysis and ethnographic studies*

This presentation consists of two parts. The first part is a hands-on workshop in which participants will be invited to view and analyze excerpts of video-tapes of reading comprehension lessons taught by two English language teachers examines. Approaches to the analysis of spoken discourse and the insights that they provide for teachers in the analysis of classroom discourse will be discussed. The second part of the presentation will focus on the inadequacies of focusing on the linguistic aspects of classroom discourse which constitute the "observables" of the classroom. It points out that a full understanding of the complexities of classroom processes requires a study of not only the "observables", but also the "unobservables" of classroom discourse. Hence linguistic and ethnographic studies of classroom discourse should be seen as complementary rather than exclusive paradigms.

Details of how to register for this featured speaker workshop will be published in the pre-conference supplement with the July issue of The Language Teacher. So, plan ahead and pencil in the workshop in your diary! JALT98, Omiya City: Featured Speaker Workshop, November 20: Amy Tsui.

**WORD & ACTION: インスタント・シアター**

東京と滋賀で先生方や学生に大好評だった演劇グループ "Word And Action" が、本年の6月〜7月に4度目の来日をします。当グループでは全国の学校や大学を訪問して、先生方や学生の皆さんに手作りの英語物語作成と上演を呼びかけたいと考え

教員教育探査 / *Explorations in Teacher Education: Volume 6*, Number 1, page 20
Following enthusiastic responses from teachers and students in Tokyo and Shiga regions in previous years, Word and Action (Dorset), the storymaking specialists, will be returning to Japan in June/July 1998 for its fourth visit. The company hopes to visit schools and universities all over Japan inviting groups of teachers and students to make up their own stories (in English) and to join in the enactment of their stories. Although no-one is forced to participate, there are always willing volunteers for the many parts which need to be taken. Instant Theatre uses no props, costumes or special effects - everything is represented by people.

The aim of Instant Theatre is to encourage students to use the English they know spontaneously in a light-hearted way. As most teachers know, having fun with English is a great way for students to improve their fluency. Workshops can also be given for teachers to learn how to use the versatile and unique story-making technique Word and Action have developed.

Peter Ross (mailto: pross@tku.ac.jp) writes:

Word and Action are an EFL theater group. They have done gigs for the JALT Tokyo Chapter a couple years in a row, including a full day at one of our conferences a couple years back. They were one of the most popular presenters of the day. If you are interested in role-play, drama, improvisation, ... or just spontaneity in the classroom, I highly recommend exposing yourself to Word and Action's way of working, which they call Instant Theater.
'Practicing Action Research'が今年のJALT年次大会での当研究部会コロキウム

'Practicing Action Research'が今年のJALT年次大会での当研究部会コロキウムのタイトルです。（現在、発表採用審査の結果を待っています。）コロキウムでは、アクションリサーチの具体例を提示し、N-SIGフォーラムで扱う内容を補足できればと思っています。

提出中のトピックは"Feedback in process Writing" "Using mind-mapping to promote discussion" "Changes in a teacher's affirmative feedback"そして"A change of focus in pronunciation training"です。Lois Scott-Conley (モデレーター)Neil Cowie, Shinichiro Yokomizo, Richard Hodge, Janina Tubbyの各氏の参加を予定しています。

詳細はJanina Tubby (コロキウムモデレーター) janina@gol.com まで。

Proposed Action Research Colloquium for JALT '98

'Practicing Action Research' - that's the title of this year's Teacher Education colloquium that anxiously awaits the decision of the JALT '98 reading committee. We hope to complement the Teacher Educ. N-SIG Forum by providing practical examples of action research projects.

The topics under investigation are 'Feedback in Process writing', 'Using mind mapping to promote discussion', 'Changes in a Teacher's affirmative Feedback' and 'a Change of focus in Pronunciation Training'. The proposed participants are: Lois Scott-Conley (moderator), Neil Cowie, Shinichiro Yokomizo, Richard Hodge, and Janina Tubby. Keep your fingers crossed for us and look out for an update in the next newsletter.

For further information, contact: Janina Tubby (colloquium coordinator), E-mail: janina@gol.com
WORKSHOP ON ACTION RESEARCH PLANNED FOR JALT98

Jumpstart your classes next year with the JALT98 TEN-SIG workshop on action research! The workshop will begin with an explanation of the basic 4-step framework for action research by Tim Knowles: problem, innovation, result, and reflection. Andy Barfield, Stephen Brivati, Chris Gallagher, Elin Melchior, Sandra T. Nakata, and Dorothy Zemach will then demonstrate a variety of action research projects they have undertaken. You will be asked to reflect on their working environment, and shape a basic action research plan. A support network will be formed to allow you to consult with others and keep the momentum of your plan going throughout the coming year.

For more information, contact Jill Robbins, programme co-coordinator: Tel. (h) 06-834-5311, e-mail: robbins@gol.com

NEWS FLASH: WORKSHOP ON ACTION RESEARCH

**アクションリサーチ研修会 参加申し込み受付中**

IATEFL TT SIG と当部会の合同ワークショップを名古屋近郊の瀬戸市にて開催します。瀬戸市は名古屋から電車で３０分に位置し、瀬戸物で有名な場所です。近接する『かいしょ森』は２００５年の万博の開催地でもあります。

研修会開催者はアクションリサーチのペテランと意見の交換を行い、各自の教育現場で実践できるプロジェクトに取り組みます。授業運営・学習者要因・言語習得・４技能等多岐に及ぶプロジェクト・テーマを扱います

研修期間中、参加者は各分野グループに分かれますが、そこで結成されるリサーチネットワークを通じて、研修後にE-mail等でサポート、プロジェクトの進行状況について意見の交換が行うことができるでしょう。そして更なるリサーチへ向けて

NEWSLETTER NEWS FLASH: WORKSHOP ON ACTION RESEARCH

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Register for our own Action Research 'Retreat'

The IATEFL TT SIG and JALT T.ED. N-SIG will host a joint weekend workshop on Action Research at Seto, near Nagoya, Aichi-ken, Japan. Half an hour by train from Nagoya, Seto is a small country town famous for its 2,000 year tradition in the production of typical Japanese ceramics. The nearby Kaisho Mori (forest nature reserve) will be the site of EXPO 2005.

The retreat will bring participants together with experienced action researchers to share ideas, and to select, discuss and develop a "hands on" project which they can pursue in their own classrooms. Participants will be able to choose from a number of themes, including class management, evidence of learning, speaking and listening skills, individual differences, second language acquisition and writing skills.

The weekend of group work in their special interest area will give participants the opportunity to be part of a research network, which will
be able to keep in touch by email and to provide mutual support and exchange of ideas for ongoing work on the project. This will broaden the database for further research. The plenary talks will be given by Martin Parrott and Stephen Brivati.

Martin Parrott is a teacher, teacher trainer and project manager in International House London. He has recently worked for BBC English, BBC where he wrote and produced the series "Teaching Matters"; and the University of London Institute of Education, where he has taught on the Masters and Diploma courses in TESOL. He is the author of 'Tasks for Language Teachers' (Cambridge University Press). His special areas of interest include classroom research, teacher training and ELT management.

Stephen Brivati is working at Hamamatsu Kosei High School and Hamamatsu Junior College. He came to Japan on the JET Program and has been here for 8 years teaching at both junior and senior high schools. He has an M.Ed. TESOL from Manchester University and is working on a Ph.D. His areas of interest include the development of a discourse analysis that affords more recognition to the contribution of grammar/semantics; collocation and learner autonomy. E-mail: 100516.2251@compuserve.com

Time: Starts: 12 pm Saturday. Finishes: 1 pm Sunday
Conference site: Seto Shimin Kaikan Tel: 0561-824191

Accommodation will be in single or twin rooms at the Park Hotel, Seto. Price is included in registration fee. Meals are not included. A map and confirmation will be sent upon receipt of registration fee.

Please complete the registration form (enclosed) and return/fax by 20 April to: Sue Collins, JALT Program Co-ordinator; 1-504, 1 Hirosawa, Igaya-cho; Kariyash, Aichi, JAPAN 448; Fax: (81) 566-26-2545, email: scollins@aucc.aichi-edu.ac.jp

5月のCALLワークショップにご協力を

当部会は5月に東京で開かれるCALL研究部会年次大会のPR、発表者募集、大会運営に協力しています。

この学会はJALT西東京支部が東京都立科学技術大学（東京都目野市、JR中央線豊田駅下車）と北里大学（相模原市）の協力を得て5月30日・31日にCALLワークショップ及びフォーラムを東京都立科学技術大学にて開催するもので、JALT CALL研究部会の第3回年次大会も同時開催されます。

本大会（テーマはCALL: Human Connections）のねらいは2つあります。第一に語学教師（特にコンピュータやCALL経験がまったくない）を対象に情報技術やCALL教材を使った実践的な体験学習やデモンストレーションの場を提供することで
Lend a hand to the CALL teacher training workshop

The TE N-SIG has agreed to help publicize and recruit presenters and volunteers for CALL: Human Connections, a joint meeting of the "CALL Teacher Training Workshop/Forum" and the CALL N-SIG National Conference on May 30-31, 1998, at TMIT in Tokyo.
The West Tokyo Chapter of JALT in cooperation with Tokyo Metropolitan Institute of Technology (TMIT is in Hino City, JR CHUO Line, Toyoda Station) and Kitasato University (Sagamihara City) will be holding a CALL Workshop and Forum on the weekend of May 30-31, 1998, at the TMIT campus. Joining them is the 3rd annual JALT CALL N-SIG National Conference which will be conducted simultaneously.

There are two main purposes of CALL: Human Connections. The first purpose of the workshop is to provide hands-on learning and demonstrations of information technology and computer-assisted language learning tools for language teachers, especially those who are not familiar with computers or CALL.

Furthermore, it aims to provide a forum for discussing and sharing information about methods, programs, and issues in teacher training and professional development in CALL for teachers currently using CALL.

Teachers, themselves, are the key to successful implementation of CALL. What is being done in schools, universities and institutes in Japan now to promote teacher development in CALL? What are the essential elements of a CALL teacher training / development program? How can we meet the needs of teacher training / professional development through information technology (computers and telecommunications)? These are some of the questions that might be addressed more successfully if we have the support, assistance, and participation of the TEN-SIG.

Secondly, as it is now expanded to include the CALL N-SIG, the other purpose of the CALL: Human Connections Conference will be to provide an opportunity for presentation of research studies and academic papers on all aspects of computer-assisted language learning.

On March 16-17, 1996, a successful two-day CALL-Internet Conference was held at TMIT with the cooperation of JALT CALL N-SIG and the West Tokyo Chapter. About 100 people attended. This year's conference extends an ideal opportunity to place the emphasis for this meeting on the topic of teacher training and development. I believe the last Teacher Education Mini-Conference was held in the Kanto area in May of 1996 at Meiji University, so we eagerly invite your participation as presenters, volunteers, and attendees.

We have invited as a featured speaker at the forum and as a presenter in the workshop, Dr. Jeffrey Quinn, Director of the English Centre at Sydney Institute of Technology. SITEC, as it is known, has an extensive CALL program for about 250 ESL students who prepare for...
the regular academic program at SIT. Dr. Quinn is particularly interested in teacher training and development in CALL and will be describing the teacher development program at SITEC. He is also looking forward to establishing a more formal liaison between JALT and its counterpart in Australia, ELICOS.

There is no pre-registration. Sessions are filled on a first-come basis. The charge for attendance at the joint Workshop/Conference is 1000 yen per day for JALT members and 2000 yen per day for non-JALT members. There is a discount for registering for two-days.

For more information or to volunteer, please contact:

David Brooks, JALT West Tokyo Program Chair, Kitasato University, 1-15-1 Kitasato, Sagamihara-shi, Kanagawa-ken 228
tel: 0427-78-8111 (operator), 0427-78-8052 (direct), tel/fax: 0423-35-8049;
PHS: 050-009-6148 (voice mail); e-mail: dbrooks@tkb.att.ne.jp;
URL: http://home.att.ne.jp/gold/db/wtcal.html

Teachers investigate their work: A book review


Reviewed by Steve Cornwell, Osaka Jogakuin Junior College

Some readers may remember the interview with Bridget Somekh on action research and learning organizations in the last issue of Explorations in Teacher Education (vol. 5, no. 1). She wrote on barriers to change and how organizations can carry out participatory research. Well, I first encountered Bridget Somekh's work when I read Teachers investigate their work: An introduction to the methods of action research, which I'll refer to from now on as TITW. When I began reading, I immediately realized I'd found a quite special book. It's an excellent, practical introduction into how to conduct action research.

My initial reaction was confirmed recently when I attended a seminar on action research at Temple University Japan--Osaka and one of the resources mentioned was TITW. One final point before jumping into the review is that TITW is written for teachers in any field not just language teaching; I feel this gives the book a depth that is often lacking in books that focus on a particular discipline.

I'd like to start and end this review with two quotes from the book which will give you a feel for the tone of its contents and what the authors are trying to achieve.
The reader is just opening this book, slowly reading the first lines and starting to build up an impression of what may be contained in the following pages. How can we give this reader an idea of the book's importance to us, and what has driven us to devote energy to writing it over a long period of time.... (p. 1)

The authors go on to describe how they personally got involved in the writing of the book beginning with a project they worked on in the 1980s. And they provide the address of the Classroom Action Research Network, CARN. For those interested in action research, CARN can be contacted through the Centre for Applied Research in Education, University of East Anglia, Norwich NR4 7TJ, UK.

In nine chapters TITW presents an overview and theoretical framework for action research (chap. 1 & 9) while providing step by step instructions on how to start or clarify your own action research (chap. 2, 3 & 4); how to collect and analyze your data (chap. 5 & 6); how to act upon the information you find (chap. 7) and how to make your knowledge public (chap. 8). The specific chapters titles are:

1. Introduction: What will you find in this book?
2. The research diary: companion to the research process
3. Finding a starting point for your own research
4. Clarifying the starting point of research
5. Data collection
6. Data analysis
7. Developing action strategies and putting them into practice
8. Making teachers' knowledge public

An especially useful feature of the book is called Methods and Strategies. Methods and Strategies refers to 40 "suggestions" on how to apply the information in the various chapters. The suggestions are dispersed throughout the book and are highlighted and labeled so they're easily recognizable. Some examples are M2 Exercise to warm up your research muscles, M8 Conversation with a critical friend, M29 Shaping metaphors, M30 Testing the findings and M36 Potential Audiences for action research reports. For those of us who might not have time to read the book cover to cover, this feature (Methods and Strategies) would provide us a quick overview of applied action research.

Finally, I'd like to share how the authors end the book--by basically saying it's not finished:

This is what the reader will be reading last, closing the book and leaning back in a chair. What impressions will linger in the mind? What ideas will come after the book is finished? These are the wistful thoughts of authors sitting in front of the last pages of their manuscript. There cannot be a definitive
statement on action research, because it must always be context-specific and responsive to the values and practices of the participants in the situation. This is as far as the authors were able to go in presenting a method of research which for them, has spilled over into being a way of life. The book is not finished. There is an important chapter still to be written by you, the reader—on extending and redefining your own practice and, through this means, further developing educational theory. (p. 209)

Needless to say, I think this book would be a useful addition to the library of anyone interested in action research. Happy researching!

*Teachers investigate their work* 議論, Steve Cornwell, Mieko Fukushima 訳

前号の「教師教育の探求」（Vol. 5, No. 1）に掲載された、アクションリサーチと学習機関に関する Bridget Somekh サーインタビューを覚えて도いる方も多いでしょうか。彼女は、文脈の範囲となっている事柄と、各組織がいかに参加形態的研究 (participatory research) を行うかという点について述べています。私が初めて Bridget Somekh の研究に出会ったのは、Teachers investigate their work: An introduction to the methods of action research（以下、T I T W）で読んだ時でした。その時私は、何か特別な書物を見出したのだろうということに気付きました。この書は、アクションリサーチの実践法に関する素晴らしい実用的な入門書です。私は、最近テンプル大学（大阪）のアクションリサーチのセミナーに出席して、再びこの本に出会い、私の最初の反応が正しかったことを確認しました。概要に入る前に筆をこうもう一つの事柄は、T I T W は言語教師だけではなくあらゆる領域の教師に向けて書かれている、ということです。そのために、特定の研究領域に焦点を置いた書物に欠けがちな或る内容の深さがある、と感じています。

私は、本書評の冒頭と末尾に、T I T Wからの引用文を挙げたいと思います。その引用文を通じて、この本の執筆のスタイルと執筆者の人達がここで達成しようとしていることがが感覚的に掴めることでしょう。

「読者は、この本を聞き、ゆっくりと最初の部分を読み、この本の内容を想像するようになる。我々にとってのこの本の重要性をいかに読者に伝えうるか、我々は何に馴染んじられて長期に亘る本書の執筆に精力を費やしてきたのか。...」（1頁）

これに続いて筆者は、1980年代の一プロジェクトに端を発したこの書の執筆に参画するようになった経緯を述べています。そして、アクションリサーチに関心を持つ人たちのための国際的なネットワーク、C A R N（Classroom Action Research Network）の所在地を記載しています。

C A R N 連絡先: The Centre for Applied Research in Education, University of East Anglia, Norwich NR4 7TJ, UK.

T I T Wが提示する九つの章の概要は次のとおりです。アクションリサーチの概観と理論的枠組み（第1章、第9章）、皆さん自身のアクションリサーチの始め方、またはそれを明確にする方法、に関する段階的教示（第2、第3、第4章）、
Judith Grant is looking for teachers in the Kofu - Yamanashi area who might be interested in cooperative development, peer mentoring, etc. etc. Phone her at 0552-54-4357.

Judith Grant さんは、一緒に教師啓発などの研究をして下さる、甲府 - 山梨地方の教師の方を募集中です。電話番号は、0552-54-4357 です。

We're inviting Teacher Education N-SIG members, new & old, to send personal profiles for future issues - the more, the merrier! The eds.