



## Teacher Talking to Teacher

Newsletter of the JALT Teacher Education N-SIG

Volume 3, Number 2, June 1995

### This Mission Thing...

In the premier issue of *Teacher Talking To Teacher*, Jan Visscher, the founder of the TE N-SIG, began a discussion of what Teacher Education might mean by saying:

"Teacher Education is a rather nebulous term, first because of its hybrid nature, a combination of teacher training and teacher development, two concepts which partially overlap but are also radically different... Second because it covers so much ground that if you were to ask what is not included in teacher education, very few areas of teacher involvement would come to mind. Teacher education is highly interdisciplinary

within the field of language teacher and learning."

Two years on, and Jan's words still hold good, and we see this as our SIG's strength because such a view attracts teachers with a wide variety of interests and backgrounds. Since the beginning of April, Bobbie, John, Sonia, Stephen, Barbara and myself have worked together on a revised mission statement for the N-SIG, the final version of which you'll find below. Final, in that it's the version that we have agreed on together through discussion. Not final in that we'd like to invite your responses and opinions before we put it forward as a representative statement of direction and purpose for the N-SIG as a whole (in the next newsletter this autumn).

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(GIVE A PHOTOCOPY TO A FRIEND OR COLLEAGUE!!!)

## PATHWAYS

### DATELINES: Upcoming Events



**Integrating Language and Content Through Thematic Instruction** Katch Gakuen, Numazu-shi, Shizuoka-ken (June 3-4). A two day workshop with Dr. Fred Genesee and Helena Curtain.

Info: Tel: Mike Bostwick : 0559-25-4316  
FAX: (0559-22-0720)

**An Introduction to Content-Based Instruction: Theory and Practice** Katch Gakuen, Numazu-shi, Shizuoka-ken (June 6). A one day workshop with Dr. Fred Genesee and Helena Curtain. (see above)

**7th Annual Tokyo Conference** Tokyo Keizai University (June 25). N-SIG presentations. One TE session will be Tokyo area TE members meeting.

Info: Tel: Peter Ross: 0423-21-1941  
FAX: 0423-28-0745

**Tokyo Teacher Education Get Together** (June 25, see above). We'll also need four volunteers to help out at the conference N-SIG table!!!!

Info: Tel: Heather Sloat: 0463-76-5656  
Tel: Sonia Yoshitake: 03-5397-5414  
Tel: Andrew Barfield: 0298-55-7783

**JACET 34th Annual Conference** Seijo University, Tokyo. (Sept 15-17) The theme will be

Second Language Acquisition and the Teaching of English.

Info: Mail: JACET, 55 Yokodera-cho  
Shinjuku-ku, Tokyo 162  
Tel: 03-3268-9686 FAX: 03-3268-9695

**Teacher Development** A two-day conference on Neurolinguistic Programming in EFL (Nov. 10-11)

Info: Mail: Dominique Vouillemin  
International House  
106 Piccadilly, London W1V 9FL

**Teachers Develop Teachers Research Conference** Organized jointly by the Teacher Development and Research SIGs, the second TDIR conference, was held on 5-7 January 1995 at the Cambridge Eurocentre in England. TDIR 3 will be held in Jerusalem in 1997. (A fuller version of this appears in *The British Council and IATEFL 'ELT Journal, April, 1995*)  
Info: (details to come)

**Call for Papers** The ERIC® Clearinghouse on Languages and Linguistics invites you to submit papers, reports, curricula, or other materials for inclusion in the ERIC® database. Submissions should be sent to Acquisitions Co-ordinator, ERIC/CLL, 1118 22nd Street NW, Washington, DC 20037, USA. Tel: 202-429-9292 E-mail: ERIC@CAL.ORG

## BASELINES

### Teacher Education Interests Across The SIG

What are the SIG's main resources? Simply put, you the members of the SIG. We have many possibilities to talk together, if we let each other know what we're interested in.

So, to continue mapping out pathways of interest among the membership, we include the responses to the Networking

Our Resources page from the February Newsletter. If you wish to make contact, the following people will be very glad to hear from you.

If your area or interests are not represented, our apologies to you. To Network, please take time to fill in the Networking Our Resources page and send it off to: Andrew Barfield, Amakubo 2-1-1-103, Tsukuba-shi, Ibaraki-ken 305. We'll then include your profile in the next newsletter. Many thanks in advance.

◆Suzuko Anai  
 |||||Minami-ku, Fukuoka

Ms Anai teaches Japanese as a foreign language in the U.K. She is currently living in Fukuoka. Her interests include teacher training, materials development for classroom use, and language teaching in the learner-centred classroom. She is willing to present on teacher education at chapter meetings and to publicise the Teacher Education N-SIG locally, as well as be part of a local TD group.

You can contact Ms Anai at: 092-593-2147  
(tel)

◇Tom Anderson  
|||||Yokohama

Tom is interested in peer mentoring, classroom research, and different types of teaching. He would like to take part in a teacher development group locally. Tom is one of the N-SIG presenters at the Tokyo JALT Spring Conference this month, and is willing to present at other chapter meetings, too.

You can contact Tom at: 045-825-3221  
(home tel and fax).

◇Paul Beaufait  
|||||Kumamoto-shi

Paul is interested in in-service teacher development programs for Japanese teachers of English (and other foreign languages), and distance learning models for self-development. He is also willing to present on Teacher Education at chapter meetings and be part of a local TD group in his area - in addition to helping the SIG in whatever other ways possible.

You can contact Paul at: 096-365-5650  
(tel and fax)

◆Michelle Nagashima  
 Urawa, Saitama-ken

Michelle is interested in teacher development and teacher training courses and programmes. Michelle would like to find out any ideas, tips or research about teacher education, in addition to establishing a help/share line/question line between teachers. She is also interested

in the 'situation' of teachers in Japan and their thoughts on the teaching profession in this country, as well as in taking part in a teacher development group locally. Michelle will be willing to present on Teacher Education at chapter meetings in the future when she is more familiar with JALT.

You can contact Michelle at: 048-874-2996 (home tel and fax).

◆Tim Newfields  
||||| Shimizu-shi, Shizuoka-ken

Tim is interested in the differences between deep and surface approaches to learning, and in the development of problem-based curricula. He would like to help this N-SIG develop its programs and see more articles in Japanese from Japanese members of this N-SIG. Tim is interested in being part of a teacher development group locally, and hopes to give a lot more time to teacher education when he completes his term as National Recording Secretary the end of this year.

You can contact Tim at: 0543-48-6613  
(home tel and fax) or: DQ4T-NEWB@asahi-  
net.or.jp (e-mail).

◆ Junko Okada  
 |||||Koshigaya, Saitama-ken

Junko Okada is interested in action research and teacher development - specifically, using observation techniques for teacher development, and reflective teaching/learning. Junko is one of the N-SIG's presenters at this year's Tokyo JALT Spring Conference. She is willing to serve as a committee member, and to help the SIG in whatever ways she can.

You can contact Junko at: 0489-77-6065  
(home tel and fax).

◆ Penny Totsui  
 |||Kyoto

Penny is a coordinator at Kyoto Gai Dai and is interested in university-level staff development. Penny would like to network with other coordinators, and will be doing teacher training research this summer in the USA and Canada.

Penny wants especially to find out more about short (one/two-week) TEFL training programs geared to Japanese high school teachers. Penny is willing to publicize the Teacher Education N-SIG locally.

You can contact Penny at: 0774-32-3020 (home tel) and 075-322-6241 (work fax).

♦Jane Wieman

■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■Kyoto

Jane Wieman is interested in peer evaluation, feedback and brainstorming, and implementing innovative practices in class and in the curriculum. She would like to learn more about how to realize behaviour changes - both in herself as a supervisor - and in others that she supervises. She is willing to be part of a teacher development group locally, and to write for the newsletter.

You can contact Jane Wieman at: 075881-2278 (home tel) and 075 -861-6885 (home fax).

## EXPLORATIONS

### INTERVIEW: with Julian Edge

**Julian Edge, featured speaker at JALT Matsuyama 1994, teaches in the Language Studies Unit at Aston University in the UK. He is co-editor (with Keith Richards) of *Teachers Develop Teachers Research* (Heinemann: 1993), and author of *Cooperative Development* (Longman: 1992). He has led teacher training / development workshops and courses in many countries, including Japan, and is currently responsible for the teacher development component of Aston's distance-taught MSc in Teaching English.**

AB: Hello, good morning and welcome, Julian. Have a seat. Could you tell me a little bit about your background in TEFL - how you started out, and what kind of teacher(s) you've been in your life so far?

JE: Well, I first got into TEFL thru an organisation called the United Nations Association - an international volunteer organisation similar to VSO and, I suppose, the Peace Corps. I applied to them in 1969 after I graduated, and they sent me to Jordan as an English teacher. I'd never intended to get into teaching until that time but, almost as soon as I started to teach in Amman, I found myself more and more fascinated by the questions that arose around how people learned a language and how I could help. Until then, I just had the experience of being a language student (French, Spanish and Arabic) who sometimes got good marks, but couldn't really communicate in the language. So all that I knew was

mostly negative - I mean, I had my thoughts on what wasn't good language teaching, but no clear idea of what to put in its place.

AB: Who were you teaching in Amman? I mean, school kids, or college students, or adults?

JE: I was teaching at Amman Teacher Training College, so these were young adults who were intending to go on to become English language teachers themselves.

AB: Maybe what you were saying about having some idea of what wasn't good language teaching, but being faced with some kind of sense of void - not knowing what to do as an alternative - is what many teachers can identify with. Thinking about teaching, and learning how to teach through a training course, can be quite different from actually trying to teach.

JE: Well, I had had a five-day preparation at International House, in London. This was 1969, remember, and the main methodological issue was how well a teacher could drill. This itself was revolutionary stuff compared to the grammar/translation that had been my experience as a language learner. And those students drilled beautifully! They could relate to the method because it fitted in well with the memorise-and-repeat experience which their educational background had trained them in.

But by the end of the first year, it was pretty apparent that those beautiful drills weren't producing the ability to communicate that we'd been hoping for.

AB: *I'm wondering then what kind of feelings, reactions and further insights this gap led to in your self-image as a teacher?*

JE: Hey, these are deep waters, you know. And I should warn you that I could talk for hours about this stuff! Two things I'd like to say, I guess:

First, in fairness to those students (and in retrospect), some students were learning English successfully, and I don't think that any of us involved at that time had started to question the relationship of such success to our teaching. I certainly hadn't. The "good students" learned well, and we assumed that they learned what we taught them.

Second, I've been thinking a lot recently about the certainty of those days. Anyone who remembers English 900 as a coursebook will know what I mean. It was a scientifically proven fact, you see, that English was made up of nine hundred sentence patterns, so if you had six coursebooks, you had 150 patterns in each. If you then had fifteen chapters in each book, you needed to drill ten sentence patterns in each chapter, and you were more or less home free. I may have the arithmetic wrong, but that was the spirit of it.

The reason I've been thinking about all that again, is that I feel I sometimes hear the same attitude coming through from some of the people involved in current lexical studies and computer-counts.

I think we should have picked up a little humility on the way.

AB: *Well, we could say that it's like a tin of sardines, I mean we're all looking for the key,... but I guess the answer to such things gets framed within the limits of*

*the questions we ask. So, what questions did you start putting to yourself then - or did this take a while more to crystallize for you?*

JE: Oh yes, I should say so! If I can borrow your sardine can for a moment, I think that the search was not so much on for the key at all. The search was on for the way to make all the fish lie down in that little space and keep still while we poured our sauce over them. And I was in there with the rest, trying to keep up with the linguistic insights pouring out of work in syntax, discourse analysis and pragmatics, and work out what the right method must be. And following the apparently logical proposition that what we had worked out so far was the best shot there was. All this doing and thinking about it led into teacher training. At least, at a telling-other-people-what-they-ought-to-be doing kind of a level. It's what I think of as my technical period, when the big questions were how to solve clear problems on the way to agreed goals.

As with a lot of people, I think, (or at least, people of around my age, which is 47), things started to fall apart in the most illuminating manner between (and partly because of) Earl Stevick's two books, *Memory, Meaning and Method*, which the old paradigm could just about assimilate, and *Teaching Languages: A Way and Ways*, which is the only book I know of almost always referred to by its subtitle. Anyway, (no pun intended) that was a book which required some accommodation by its readers. Sorry, never mind the generalisations - what I mean is that that particular book helped me see in different ways.

I could talk about what I mean by that, if you like, but I'd have to use what I've learnt since in order to do so. At the time, I just remember a feeling of wonder.

AB: *So, what you're saying is that you went through a period of 'problem-solution' thinking - that you felt if you could learn enough technical knowledge about how language worked, this would help you find the right method to use in the classroom? And achieve your teaching goals as well?*

JE: Oh yes. And that perception continued for a good while in an overlapping way with thoughts of being sensitive to different teaching situations.

So, in terms of teacher training, I stopped going around and telling teachers how to teach their students. I first asked them what their problems were, and then I told them how to teach their students. At the time, I thought of that as pretty damn enlightened, I tell you. I have to make a couple of meta-comments here. One, I know that humour is dangerous and irony is worse. I'm not wishing to sound flippant about these issues. I take it as read that we are all constantly trying to make the contribution that we think we can. The fact that our perceptions change, and that we don't want to take ourSELVES too seriously, shouldn't be understood as diminishing or ridiculing work done at other times and/or in other places and/or by other people.

Two, I know I'm saying "I" a lot where I believe I could say "we" and it would be quite clear who "we" are. It's simply that I want to speak only for myself, and not presume to speak for others. At the same time, I hope that some others will find themselves relating to what I say.

OK, where were we?

AB: *You were talking about a phase of seeing teaching and teacher training as problem solving. John Fanselow has said that if we look for problems, problems is what we will find (or words to that effect). I mean, that we will see certain things, but miss out on a lot more, because we have already decided what we want to look for before we look.*

JE: I'm sure that's right. And there are other angles on that issue which I also find important. You know the work on problems and aspirations? - I can't think of a reference right now, but the basic point is that if you ask people at work, say, to list their dissatisfactions with the job, what gets in their way, etc., and then you ask them to list their aims, purposes and aspirations, there isn't necessarily a great deal of overlap. What arises from this is that you can go on till you're blue in the face working with people to solve their problems without them (or you) getting any happier. But if you work with them on reaching out towards their aspirations, those problems often prove to be pretty unimportant.

Important as that insight is to any field of human endeavour, it seems to me especially important in education, which is surely quintessentially not about

problem-solving, but about aspirations, about becoming.

AB: *Well, could you tell me a little about what new 'paradigms' you've moved towards over the last few years, and whether that feeling of wonder you mentioned earlier is still there or not?*

JE: I think that the fundamental issue on the paradigm front is the insistence that the ways of working which have proved so astonishingly successful in the natural sciences are not therefore and thereby proven to be the best ways of working in the human sciences. The arguments for this have been put so often and for so long that it is difficult to believe that one has to go on about it anymore. And yet, and yet, generations of students and teachers are still being socialised into believing that real research is based on controlling variables, maintaining objectivity, demonstrating replicability, establishing reliable generalisations, and all the other axiomatic principles of the world-as-machine metaphor.

The simple fact is that the argument for experience, as opposed to experiment, does need to be repeated, over and over again. And the extra challenge is to keep on putting that argument without resorting to the old-paradigm trick of saying that, "You must all be wrong in order to make way for me to be right." In other words, and to take a related example, to insist that quantitative approaches must be swept away in order to make way for qualitative approaches is, in itself, an example of old-paradigm thinking.

What defines us in species terms is our ability not only to experience, but to abstract from that experience, and, crucially, to articulate what we have learned as input into both our own experience and that of others. This is Dilthey's "hermeneutic circle," and Kolb's dialectic between "apprehending" and "comprehending."

Yeah, I'm not sure at this point if you'd like to go into any of this in any depth, or move on in another direction. I mean, you asked about a sense of wonder, and if it's still there. More than ever, I would say, because in my own small way in my own small life, I see lots of these bit and pieces that we are talking about coming together and making a kind of coherence.

A counterpoint to the replicable scientific "law," you see, might be the individual human experience. That's if we talk at paradigm level. In terms of professional challenge at the moment, a major issue for me is to see the logic of the paradigm linked with the ideology of individual and group empowerment, linked with the linguistic and pedagogic forces of power flowing away from "the centre" as more people claim ownership of English and a right to make claims about appropriate pedagogy. Ethnographers write about "local knowledge" and "local theory," psychologists write about "situated cognition." Right at the roots of TESOL in the United States, Mark Clarke and his colleagues in Denver are working on the concept of "particularisability," as they struggle to understand just what it is that one teacher does which makes her successful in helping pupils learn. Now, that is a revolutionary, paradigm-shaking idea - and at the same time powerfully traditional: that we should try to understand what is happening before we rush off to explain it and to extrapolate from it what others people should be doing.

I've no idea how clear that was. I guess I've been trying to convey some basis for the feeling I have that these are exciting times in terms of what we do, in which there is a chance to be whole and take part in a coherence that stretches from the smallest action to the largest abstraction.

Hell's bells, say something, will you?!

AB: Sure, but I was just giving you some space to explore your thoughts and try to articulate them! It's clearly an exciting time in the way that you describe things are happening, and for me, at least, this sense of respect for the 'local' and 'particularisable' is in some way inspiring because it is based on the reality of life lived by individuals. But I just wanted to take you back for a moment to the role of silence in training and development - it's something that you mention as important in your framework for cooperative development, and it also seems to me to be one of the things that is the most difficult to achieve ... I say this because I noticed at the pre-conference workshop in Matsuyama that the music between the notes was rather shorter than the music of two talking voices ... What is your current point of view with

regard to the role of silence in training/development sessions?

JF: Ha! Touché! Well, I can't respond directly to your experience at the Matsuyama workshop. One tries one's best to make such workshops as authentic as one can in terms of the experience that is being offered, but there are other pressures involved. I feel at least the need to try to communicate an overall framework in which the probably unfamiliar activities can be partly contextualised and "make sense." In the short term, one is looking to provide people with an interesting and enjoyable experience for that afternoon. In the long term, one is hoping that people will go away wanting to know more and to get involved in this kind of work. There's a tension between the amount of talking which those two goals suggest.

More generally, I guess I would say that the role of silence is to produce such explorations as my rambling one above, in the belief that discoveries will be made.

And in a sense, that comment links up with what we were saying earlier about underlying attitudes and positions in teacher education. As a teacher trainer, a whole set of issues came together for me in the giving of feedback after observing a class. I came to feel that it was increasingly inappropriate for me to be making my comments on what the teacher had been doing, and that many of the communication breakdowns that took place in these sessions arose because it took the teacher a while even to recognise my version of "what the teacher had been doing!" As far as the teacher was concerned, he or she had been "doing" something else, based on a different perception of what was happening in class. I hadn't read John Fanselow's elegant literary parallel, "Beyond Rashomon," at that stage, which was a pity.

Anyway, I found I wanted more and more to make space for the teacher's version, the inside story, so to speak. I remember being impressed by Donald Freeman's 1982 *TESOL Quarterly* article on different modes of supervision, and how that linked up for me with Stevick's version of "understanding" as Curran uses it.

So, in quasi-Stevick terms again, silence provides the space which the teacher is confident that the learner will grow into

and the same applies in the teacher/teacher educator relationship.  
But.....

AB: But?

JE: But there remains, perhaps always and ever, the power differential. So, the teacher trainer may have decided to be working in non-directive mode, and this may have been explained to and discussed with the trainee, but does the trainee really believe that that is what is going on? Might there be a hidden agenda? Is there some official evaluation involved? What of the possible responsibilities of the trainer regarding the way that her or his trainees teach? Broader responsibilities to the profession?

I don't say that these questions are unanswerable (although I might imply that I haven't seen them answered). What I am saying at the moment is that my inability to come up with satisfactory responses led me away from trying to concentrate so much on non-directive ways in teacher education, and towards the idea of peer-group self-development, where the motivation to develop oneself and one's teaching arises from the situation, and where the evaluation and direction of that development is no one else's responsibility.

And here, you seek the silence that comes at the end of what you have to say, because you have just defined the shoreline of your own little continent and the silence waits for you to claim it. In the Vygotskian terms that we hear quite a lot of these days (and I personally am grateful to Linda Schinke-Llano for introducing me to this aspect of it), perhaps the silence defines one's "zone of

proximal development." Or, if you don't go for that, you might prefer Ian Matthew's song about "Walking a changing line."

Just look what your silences are doing to these responses of mine.

AB: "At length/ First to himself he inward silence broke"... Julian, thank you so much for agreeing to the interview. Using e-mail like this over an extended period of time in a long conversation is a wonderful discovery for me, and I've enjoyed very much "listening" to you.

JE: I've found this process very enlightening, too. And I've also enjoyed it! I guess I have to admit to having a few worries as to how accessible this exchange will be to others who come to it as cold print that takes about five minutes to read. Anyway, I'm sure you know the very interesting work Steve Cornwell and his colleagues are doing on long-distance exchanges in Japan using faxes. My intuition is that e-mail might help take those processes on further. But that's another whole new line..... Thanks very much, Andy, and all the best to you and the teacher education group in JALT.

[This interview was conducted over e-mail in April and May 1995.]

--Dr. J. Edge

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## Critical Language Study: *Socio-Political Critique Enriches English Language Learning*

Lynne T. Diaz-Rico teaches at California State University, San Bernadino. She edits the Teacher Education column for *TESOL Matters*.  
(The first part of this article appeared in *TIT* 3:1)

Critical language study, as outlined by Norman Fairclough, (in his recent book *Language and Power* (1989) *Essex House, Longman* --ed.) permits language teachers to bring out hidden dimensions of language use by means of simple tools of language study. The third level of discourse, the explanation, is informed by Fairclough's "social order," referring to the structures of society as a whole in which social discourse is embedded. One aspect of structure is embedded in conventions that constrain discourse between social classes in the target culture. Many kinds of cultural knowledge are available through analysis at this level, depending upon the aspects of the target culture and the social functions of language most useful to the language learner.

One simple yet powerful use of the third level of critical language study is the topic of class consciousness within the discourse of the contemporary United States. Teachers who can discuss with students the frequency with which class is addressed in language use may uncover whole classes of missing dialogues: parent with child's caregiver, employer with domestic servant, boss with secretary. The missing discourse is unspoken—that class distinctions are alive and well in the US, but underrepresented in written and spoken discourse. This kind of knowledge supplies keen insight about culture, knowledge that is seldom a part of the official curriculum. Other kinds of cultural knowledge is more often available, in one of three large categories of cultural context.

If the English language learner intends to be a visitor or immigrant to the United States, Great Britain, Australia, or to any other predominantly English-speaking country, then the social functions targeted in that culture are those used to interact with native speakers on English in an English-language context. If the functions of language in this context correspond largely with the needs of foreign exchange students, undergrad-

uate, graduate and professional students, then the cultural component of the ESOL class should include social attention to the cultural features of the American classroom. These include the need to teach explicitly the participation structures of English-language classrooms, the formal and informal rules about how to take part in discussion groups, how to ask questions during and after class, and how to seek academic help. Written formats are the literacy counterparts of participation structures. Learners need to know what type paper to use, how to format headings, what audience to address and how to respect deadlines. These are but a few of the cultural components of academic work; they are often-assumed aspects of academic learning that can make or break a potential scholar. These insights are available through Fairclough's levels of analysis that involve the language of the institution and the social context of the broader culture. A second set of English language learning contexts include business and social interactions that may include native speakers of English. It may be important in this target language context to teach explicitly such topics as business manners, social protocol, and nonverbal behavior. Again, including culture in this way entails including in the curriculum topics about culture that are often not made explicit but are just as much a part of success in language use as are correct grammar and knowledgeable turn-taking in discourse. These manners and protocol are embedded in everyday discourse, but are often invisible without a critical study of language usage.

A third cultural context is that of the foreign classroom in a culture such as Japan which features traditional education. English learners for whom schooling in the native language features very formal teacher/student interactions may be very uncomfortable in a more informal give-and-take ambiance. Learners may differ in their comfort zone about how much active language use is

incorporated into instruction, about the extent of written versus oral assignments, about the use of creative versus didactic activities, about what and how much homework is appropriate, about the kind of motivational strategies employed, about male and female cooperative interaction, and about the role of primary language use during English language instruction. Students' cultural assumptions may coincide with those of the instructor's role as authority and the extent of instructor/student interaction

outside of class may affect the effectiveness of classroom teaching. Fairclough's third level of analysis can bring the unspoken culture of the society into focus, enabling language learners to "read" the unspoken social constraints upon language.

Critical language study provides a theoretical framework within which to embed the study of discourse within interpersonal, institutional, and societal contexts.

--Lynne T. Diaz-Rico  
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## Classroom Behaviour: Whose Norms?

Stephen M. Ryan is an associate professor at Osaka Institute of Technology

For the last few years, I have been engaged in various research projects attempting to identify the differences in the expectations that Japanese students and their foreign teachers bring with them to the classroom about what should happen there. Individual results can be as ambiguous and as open to dispute as social science findings usually are, but there is no denying the overall pattern: the classroom cultures of Japan and the countries which provide the majority of the foreign teachers in this country differ considerably. This merely confirms what for many foreign teachers is a matter of daily experience.

The question of what norms of classroom behaviour should apply in such a situation is one which, as far as I have been able to discover, is seldom addressed in the teacher education/development literature. Archer (1986) provides a model for turning culture clashes over classroom procedure into material for a cross-cultural training lesson for multicultural classes. McKay (1992: x) among others, suggests that the issue should be one for negotiation between teacher and students. However, the vast majority of published manuals and courses for teacher education/development ignore the issue altogether.

Casting the net a little wider, to the field of development education ("experts" sent to less technologically-developed countries to train people to use more advanced

techniques and machines), we find the following advice from Hofstede (1986):

"If one chooses to cope with, rather than ignore. . . , the perplexities of cross-cultural learning situations, there are obviously two possible strategies:

1. Teach the teacher how to teach;
2. Teach the learner how to learn.

. . . If there is one foreign student in a class of 30 with a local teacher, (2) is the obvious approach. If the number of foreign students increases (1) will very soon become necessary. For an expatriate teacher, (1) is imperative."

This seems to be not only commonsensical but also ethically commendable. Experience suggests, however, that it is not the philosophy followed by the majority of foreign (language) teachers in Japan. Conversations with many teachers, careful perusal of *The Language Teacher* and attendance at JALT conferences have led me to the following distillation of the received wisdom on this topic among foreign teachers:

"Students come to me to learn English. Language and culture are inextricably linked. Of course the standards for behaviour that apply in my lessons should be those of the target culture. They may need to be explained to the students in a brief lecture at the start of the first lesson (or in the form of on-going 'learner-training') but there

is no doubt that, if the teacher is a native speaker, it is the norms of that teacher that should apply."

That this attitude is also held by some Japanese teachers is shown by a number of projects, presented by Japanese teachers at JALT 93, designed variously to "sensitise students to" (Conference Handbook 65) or "train students in" (41) how they should behave in lessons given by native speakers.

I would like to suggest that these assumptions are not as unproblematic as many teachers seem to think. I will not try to dispute the link between language and culture (although there are those who dream of a culture-free version of English), but I do challenge the assumption that this link leads necessarily to the imposition of the foreign teacher's norms.

The underlying tenet of the attitude outlined above seems to be that immersing students in the classroom culture of the target language will help them to attain competence in both the target culture and its language.<sup>1</sup>

The first point to be made is that, for a significant number of students, cultural (and even linguistic) competence is not a goal. I am thinking here of students taking compulsory English classes as part of their high school education, their engineering degree or whatever. These students cannot be assumed to have any desire for competence in, or even contact with, a foreign culture. Indeed, experience of such students suggests that, for many of them, a few lessons with a foreign instructor and the prospect of a honeymoon in Australia are more than enough contact.

More fundamentally, however, the idea that immersion in a classroom culture is a good way to gain an understanding of the wider culture it comes from should be challenged. It is true that Andersen has demonstrated (1985) that the micro-culture of a mono-cultural classroom is imbued with the ethos of the culture that surrounds it, so that it should be possible to extrapolate from specific elements of classroom practice to patterns of the wider culture. However, to do this students would need to be trained ethnographers. At the very least, they would need to be encouraged to consider the values that might lie behind a foreign teacher's insistence on certain norms in the classroom. If the clash of expectations remains unanalysed, it can easily be dismissed by the student (and in my

experience usually is dismissed) with such thoughts as: "All foreign teachers are strict," or "The teacher does not know how we do things in this country." To avoid such emotional reactions, it would perhaps be best, in constructing a course, not to involve students as participant-observers who must analyse the teacher's expectations as well as living up to them but to use videos of classrooms in the target culture that would allow students to observe without participating.

Language courses which overtly attempt to turn students into classroom ethnographers are very rare, perhaps because it does not seem to be a very efficient use of classroom time.

I am not arguing that it is always wrong for the teacher's cultural norms to be applied in preference to 'the students'. There are times when this is obviously desirable, as when students are being prepared to study abroad, whether in multi-cultural classrooms or situations similar to Hofstede's "one foreign student in a class of 30 with a local teacher" (316). Here, pre-departure exposure to classroom norms that apply in the target culture can be of direct, practical use. Also, it is arguable that some students who voluntarily take lessons from a foreign teacher do so at least in part in the expectation that they will be able to experience the exoticism of a foreign micro-culture in the classroom (the *ekimae ryugaku* [study abroad near your local station] phenomenon).

However, I am suggesting that the question of which classroom norms should be followed deserves much more careful attention from teachers and teacher-educators than it has so far received.

The idea of teacher and students negotiating what norms will apply in their lessons together is an attractive one but this too is much more problematic than it appears. Since the relationship between teachers and students differs from culture to culture, the very idea of negotiations between them may be acceptable to one party but not to another. In some cultures the offer to negotiate can be seen as a fatal admission of weakness. Whilst this is probably not the case in Japan, the power-relationship between teacher and student is such that what seems to the teacher to be a fair agreement reached by free negotiation may appear to the students to be the imposition of the teacher's will by novel means. Again, I am not saying that nego-

tiating these things is wrong, just that it is not the "simple" solution it appears to be.

What then can teacher-educators do to help teachers to prepare to deal with this issue? First, they need to be made aware that it is an issue. Examples of teachers trampling on students' expectations or students behaving "strangely" will be useful here.

Next, they should be encouraged to collect data on the expectations that their students have about life in classrooms. In this article, I have written as though each national culture were monolithic in its classroom culture. In fact, of course, each class has its unique culture and sensitivity to that culture should be part of the foreign teacher's professional equipment. Intercultural trainers offer a variety of games and theoretical

models that can be useful in developing this sensitivity.

Finally, discussion of the various options for dealing with this issue (imposition of norms, acceptance of norms, negotiated compromise, non-negotiated compromise) and their limitations should be a basic component of any teacher-development course.

As in so many areas of the field, the model of the teacher as an informed decision maker, constantly seeking new information to use in moment-by-moment decisions in the classroom is a useful one here.

—Stephen M. Ryan

I Of course, there are several target cultures (at least for English). However, I am skirting this problem since our research suggests that the scale of the differences between, say, British and US classroom practices is dwarfed by that between them and Japanese practices.

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### A Participant-Oriented Teachers' Seminar Program

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This article digests a recently published paper which was revised for the Third International Conference on Teacher Education in Second Language Teaching in Hong Kong (March 14-16, 1995), and more recently subsumed in panel discussions sponsored by the Fukuoka and Kitakyushu JALT chapters (Beaufait; Beaufait and Kirk; and Visscher, Beaufait and McClain). The seed for the original paper describing on-going, in-service English teachers' seminars at a prefectural university in Japan came from a special issue of *The Language Teacher* in which Gebhard and Woo contended (pp. 30-31) that

there is "a dearth of research on SLTE [Second Language Teacher Education] practices in Japan." They maintained:

"... second language educators in Japan could benefit from descriptive studies of teacher education programs .... If studies provide not only descriptions of the activities going on in their programs but also detailed accounts of the impact these activities have on teachers, then they are even more valuable."

Instrumental in responding to the dearth Gebhard and Woo identified is the TE N-SIG, which organized the recent panels for the local chapters (thanks to

Bobbie McClain and the chapter organizers), as was the special issue in which Gebhard and Woo's article appeared. For instance, all articles listed in the Twelfth Annual *The Language Teacher Index* under the heading Teacher Development/Education/Training (TLT XVII:1, p. 39) were in that special issue.

I'd like to contribute to the on-going response to that dearth and participate in the "careful sharing and adoption of ideas" advocated by Henrichsen (p.8). In a nutshell, I will describe the program at the Prefectural University of Kumamoto in terms of initial decisions, programming tactics, evaluation outcomes and current directions, but first our situation.

Though the seminar program described in this article is based at a university, it caters to secondary school teachers of English who are Japanese speakers of English. The teachers participate voluntarily, but the program resembles add-on certification programs (Henrichsen, pp. 5-6) to the extent that it caters to experienced teachers. As for its timing in the teachers' careers, in 1994 the program took on a new dimension through the combined participation of in-service and pre-service teachers. The intensity of the program may best be described as 'occasional' - teachers come when they can; some return to the program year in and year out. A major difference exists, however, between our goals and those outlined by Henrichsen in a foreign rather than second language setting (p. 7). That is, even though all teacher-participants find themselves in a foreign language environment our program goals differ from "polishing their English...skills" first and foremost.

### Decisions

The focus for our program derives instead from five decisions the coordinators initially made, thence from the body of information which comes from the participants themselves. (At this point I'd like to adopt a somewhat telegraphic style to reduce a larger body of information to a smaller space. For more extensive coverage of many of the ideas which follow, please see the bibliography.)

Decision 1: Focus on the teacher-participants, their idealized self-concept and content relevant to them; this comes from two principles of adult education

(Brundage and MacKeracher, pp. 21-31, in Nunan pp. 22-23):

a. Adults are more concerned with whether they are changing in the direction of their own idealized self-concept than whether they are meeting standards and objectives set for them by others;

b. Adults learn best when the content is personally relevant to past experience or present concerns and the learning process is relevant to life experiences.

Decision 2: Subordinate language skill development to teacher development; this reveals the coordinators bent towards language development through the use of English "primarily as a medium for professional development" (Beaufait, p. 61; task-based or content-based language development elsewhere), with teacher development defined by Freeman (p. 40) as, "a strategy of influence and indirect intervention that works on complex, integrated aspects of teaching; these aspects are idiosyncratic and individual." To that, add Wallace's Pre-Training 'constructs' interpreted parenthetically (p. 50) as: "a cluster of related concepts such as ideas, beliefs, attitudes, etc. all of which shape behaviour in various typical or consistent ways." Since experienced teachers come to our program with a great deal of their own professional 'baggage', our aim as seminar coordinators is to help raise awareness, reveal attitudes and display practices of the participants themselves.

Decision 3. Incorporate oral presentation/demonstrations by the participants; this leads to sharing and showing amongst participants as a means to transform the coordinators' role from trainer/expert to developer/facilitator, along the lines of Graves training/development continuum.

Decision 4. Request written evaluations by participants; this enables the coordinators to gather feedback on the program and its effectiveness in responding to the interests and concerns of the participants.

Decision 5. Adapt the program to suit different participants and changing situations.

## Goals

The five decisions outlined above led the seminar coordinators to develop three sets of seminar goals:

1. Involvement of participants in topic selection each year, in inter-personal and professional discussions, in skill development and content-based activities; in organized presentations to their peers, in self and seminar evaluations;
2. Development of their existing perspectives on the learning and teaching of English, their teaching skills, language and communication skills;
3. Empowerment to develop themselves beyond the artificial boundaries of the seminar program, to function more effectively in communicative settings where English is necessary, and to coordinate instructional activities with JET program participants.

That sums up our decisions as seminar coordinators and the goals we have derived from them. Now allow me to highlight a few of the tactics we use to involve the teacher-participants and, hopefully, achieve those goals.

## Tactics

The seminar application forms we use open one window on relevant content (Decision 1, above). Among other items on the forms are those which call for topic selection by the applicants, who are offered a menu of topics along with space for their own ideas. What follows is a subset of the topics proposed in 1994, topics which have been included in two (or more) seminars or extended to two (or more) lecture/workshop periods 90 minutes in length:

- Computer assisted language learning (CALL)
- Learning to learn: Learner styles and strategies
- Modes of assessment and evaluation
- Planethood: Global issues & language learning
- Reflective teaching & self-development
- Tried and true public speaking techniques

The application forms also supply us with baseline information, e.g.: participants' self-assessments in skill areas (1991-) and levels of confidence in teaching and helping other teachers (1995-), which is used in conjunction with subsequent self and seminar eval-

uations to fuel the program evaluation/planning cycle.

Following a tally of applicants' preferences and suggestions we assign selected topics to individual coordinators who prepare seminar handbooks and communicate pre-tasks to the coming year's teacher-participants. The specially prepared handbooks supply workshop materials, outlines and references to the participants. The pre-tasks extend the seminar focus to them in their teaching situations. For example, they have been asked to survey CALL resources in their schools, cultural topics and global issues in current textbooks, and bring selections of materials used in their classrooms to be used in seminar workshops and demonstrations.

The seminar program as currently implemented breaks down into three parts. The first part of each week-long session is devoted to workshops led by the seminar coordinators, culminating in the Reflective teaching and self-development group planning workshop (Bartlett and Granger), which Beaufait (p. 77) sees "as a jumping off point for the remainder of a) each seminar and b) their [participants'] careers." Four questions derived from Graves (p. 9; in Beaufait, p. 2) guide us in the planning and implementation of the workshops:

1. How can we find out what participants know about the subject matter?
2. How can we work with what they know?
3. How can we ensure that the work the participants do is useful to them?
4. How can we tap into the participants' capacity to understand their own needs and generate their own solutions.

The middle of each week is time set aside for the participants to get ready for their own presentation/demonstrations; time to view video clips of predecessors, review presentation evaluation forms (used for written feedback) and other guidelines, confer with the coordinators, and finalize the oral presentations (usually 30-45 min. per person) that they will make during the third and last part of the week-long session. In a recent session, for example, participants demonstrated and discussed how to teach AIDS facts to Japanese students and to use computers for communicative group-work. Write-ups are compiled and distributed subsequently to all participants. In the write-ups participants state their presentation/demonstration goals, provide an outline of what happened, then

summarize in-session discussion along with written feedback they have received from their peers and the seminar coordinators regarding: delivery, content, organization and originality. That written feedback is provided on presentation evaluation forms (Directions, below).

### Outcomes

Of particular interest on the self-evaluation forms completed by participants at the end of a session are questions regarding their levels of confidence in communication and teaching, but in order to make informed decisions regarding the variations in content from year to year, especially its relevance to the participants, the coordinators have started follow-up surveys and added baseline questions to the application forms (Tactics, above). Separate seminar evaluations elicit feedback from the participants on topics ranging from the suitability of the specially prepared handbooks, and the delicate balance between language and teacher development, to possibilities for external motivation (read - tangible benefits for participants), and the intensity and distribution of seminar sessions. With those evaluation tools we also are investigating participants attitudes towards helping other teachers and helping their own students, attitudes that are reflected in comments such as:

"I feel I get some sort of power from the other attendants' enthusiasm, and that helps my teaching after summer vacation, I think."

"Demonstration was a good experience for me to create and arrange something. It will be helpful to keep my creative attitude toward my lessons."

Details of the program and preliminary findings of scaled responses have been published elsewhere (Beaufait). Free response items so far have yielded feedback in three main areas (Kirk, in Beaufait and Kirk). These have been qualified and quantified, but are still more subjective, hence difficult to interpret, than the scaled responses. Comments on language development by far are the most numerous (19: 11 positive, 8 constructive), followed by those on communication with other teachers (11), and then on presentation/demonstrations (7: only mentioning their own presentations, nothing about those of their peers).

### Directions

Though participants' scaled responses indicate satisfaction regarding the balance between language and teacher development that we have tried to maintain throughout the seminars, the bulk of comments in this area suggests that the groundwork for development of participants' language skills may be unclear or insufficient. It could be made more explicit (e.g.: program announcements and applications read and written, workshops, presentations and discussions, evaluations and reports...are entirely in English). Comments such as, "As far as my English ability to speak English or listen to it is concerned, this seminar has gone a long way" are countered by others like, "But I wanted to have the time to talk more." We hope to see if more explicit discussion of how to take advantage of a participant-oriented, content-based program can make a difference in participants' attitudes about their own language development. In order to enhance participants' professional growth from their own and their peers' presentations we would like to utilize some of the time set aside for preparation (Tactics, above) to work with participants to develop an understanding of what they think should be included on presentation evaluations. While in the past these have been borrowed from a community education program, we now hope to see the presentation evaluation forms ported entirely over to reflect the specific purposes of the teacher-participants' presentation/demonstrations.

Getting prefectural/municipal accreditation and sponsorship for the program and professional recognition for participants would bring both drawbacks and benefits. A major drawback could be official intervention in a participant-oriented program, something wanted by none of the teachers Aoki surveyed (p. 7), "None wants official teacher development schemes." On the other hand recognition could entail financial support for participants (travel/lodging expenses) or opportunities for promotion, foreign leave or research.

We are striving to assess effects of the program after the participants have returned to their schools and made practical use of the skills, knowledge and attitudes they have acquired, once again from the participants' point of view.

Follow-up survey items in the works focus on:

- a. Cooperation and discussion among teachers after the seminar,
- b. Teacher's opinions of the goals and results of the seminars,
- c. Ways the seminars could be improved,
- d. Other professional development ideas.

Rounding off possible directions for program development calls for a response to comments of the ilk, "I wish we can help and study with each other from now on."

For this we propose that future participants plan their own follow-up tasks for language and teacher development, along the lines of participants' newsletters, peer observations or student-

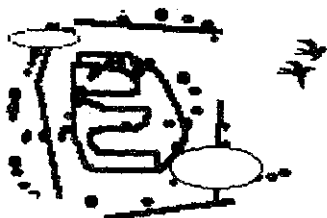
related projects (possible extensions of the Reflective teaching and self-development workshop). We also know of at least one independent teachers' group in existence and would like to do whatever we can to foster the growth of groups that develop as direct or indirect results of the seminars, as long as our participation in or support of such groups is desired.

This article has offered a glimpse of the participant-oriented seminars in Kumamoto and possible directions for further program development. We look forward to a continuing discussion regarding this and similar programs.

--Paul A. Beaufait

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## The Longwinding Road to a Longwinded Beach?

### Introduction

At The 29th Teachers of English to Speakers of Other Languages Annual Convention, in Long Beach, California at the end of March, 1995, I was invited to present my research into video movies in teaching English a second or foreign language. This is a reflection on my TESOL '95 experience, starting with one general impression and proceeding to commentaries on the presentations I attended, gave or was told about...

### Impression

I didn't find very much that exclusively confronted the conference theme of Building Futures. In fact, I hope the next convention addresses instead the more pressing concern on Mending Pasts. From a Japan-based teacher's perspective, Senator D'Amato's post-convention humiliation of Judge Lance Ito (On a "morning radio show (Senator D'Amato) launched into a Pidgin English mockery of Ito, a Japanese American." Japan Times (4/8/95) He subsequently apologized--ed.) was an ominous indication of where language teaching needs the most urgent attention - ensuring basic human fairness in all aspects of communication.

The prolific language-learning interest around the world and especially Asia now seems to warrant that TESOL firmly commits itself to a convention far away from American soil for once. People will complain about the expense, but to come once to a convention in the US for someone like myself costs thousands of dollars - if I can barely afford it, then how can teachers from other Asian countries with weak currencies? An alternative is the formation of new groups like TESAL where the "Other" of TESOL is clearly described as "Asian") Europe already has a "TESEL" for mainly European speakers called IATEFL).

### Presentations Attended

The TESOL week began coincidentally with Oscar Night. I sat riveted with jet lag to the hotel TV screen as the elated producers of *Forest Gump* explained how A Good Movie "entertains, educates and empowers," unable to agree more. The trouble is, *What IS a good movie?* I spent the week asking that same question to convention attenders and received many suggestions but few justifications. Movies were everywhere I went - my plane, my hotel, even a special convention screening of *Heaven and Earth*. The writer of the novel on which the film was based became the recipient of the TESOL 1995 President's Award, so that we now have TESOL "Oscars," too.

The quest for confirming my personal definition of "A Good Movie" began in the exposition hall with the purchase of *102 Very Teachable Movies* by Mejia etc., (PHR) for about \$10. Imagine my shock when, after searching through every single page of the book, I found that none of the 10 films comprising my "Movie Top Ten for EFL/ESL" were listed - my 20 years of video movie research was wiped out in a 20 second browse. Several people enthusiastically mentioned the *Five Star Movies* series, but I didn't fancy forcing any of my students into *Dances With Wolves* having been barely unable to watch it to the end myself - still, I suppose it's better than *Waterworld* by all accounts.

With 2,000+ events to contend with, I decided the only way to avoid conference burnout was to limit my presentation attendance to one a day, especially as I had to give a different talk myself every day. Having pored through the small print of the 600 page convention handbook, I found there was one promising talk on Day One about Film and Literature (the latter is an expanding theme despite the "S" in TESOL). Arriving one minute after my own presentation,

the room was already packed out with 100+ attendees and of course no handouts left. (Despite frequent visits to the copy center, only 10% of presentation handouts seemed available, and were both meaningless out of their original context and expensive at nearly \$1 per couple of half empty unedited pages.) As the minutes ticked on, folks drifted out, leaving only a handful of determined stalwarts to the end, then finally just the speaker, myself and one other lost soul.

While I had some reservations about a talk which featured *The Great Gatsby*, another movie I never finished and one the speaker himself didn't rate very highly, the conversation afterwards proved fruitful networking. I was most interested in the potential of careful detailed Novel/Film Comparisons in the Asian context where literature teaching often blots out attempts at genuine EFL in tertiary education - non-native teachers (NNTs) who show films just play them from start to finish without significant analysis or interaction before or after.

The promise of Day Two died when the talk I found, Film in the Class, failed to materialize despite checking the list of 100 cancellations (about average?) What made it worse was that it took a shuttle bus eternity to get to the designated room even from the convention center (itself a good walk from most of the convention hotels). Day Three was already a write off as I could find nothing related to my field even after scouring the handbook - I wasn't up for fairy tale vid-

eos (Confessions of a Vidiot) - & Day Four I had to leave early to make my Sleepless-in-Zenniku 20 hour return trip home.

One out of 2,000 talks doesn't seem adequate justification for an annual pilgrimage of bankrupting proportions, but there were a number of consolations. Discussion Sessions, though scheduled either before breakfast or after dinner, did give the opportunity to really specialize, and TESOL's Video Interest Section deserves credit for arranging so many. The two I was able to get to were interesting, and certainly helped compensate a little for all the other 1,999 talks I didn't. While neither quite matched the handbook abstracts, both stimulated discussion and thus fulfilled the basic session goal.

Learning Through Delight split us into groups for idea sharing, and while there were neither enough handouts (again!) nor time for more than a couple of groups to report back their individual discussions, the experience was still better than the standard one way TESOL talk. Video and Literature took participants to the heady heights of Shakespeare on animated video from the European perspective of the set text. We also considered the faithfulness of such novel adaptations as *Great Expectations*. Although I again felt there was relevance to NNTs, as there were no NNT participants (a weakness of TESOL given that they are 99% responsible for EFL?), it might have been better to consider video's potentials for pre-literate students or re-name us TEROL?

-David J. Wood

## City University of Hong Kong: Conference Report

Over 230 participants of the Third International Conference on Teacher Education in Second Language Teaching held at the City University of Hong Kong, in Kowloon, were welcomed by Jack Richards, the head of the English Department accompanied by other teachers in the Faculty of Humanities and Social Sciences involved in teaching and research activities in the areas of Second Language Teacher Education, English for Professional Communication, and English for Academic and Professional Purposes. Besides offering BA and MA degrees in Teaching English as a Second Language, and a BA in English

for Professional Communication, the department of English publishes a Research Report Series on the professional training of teachers in all skills and levels of education, one of which is "Learning How to Teach: A Study of EFL Teachers in Pre-service Training," by Richards, Ho, and Giblin (Publication No. 19, 1992). The department also hosts this annual international conference with themes alternating between Teacher Education in Language Teaching and English for Professional Communication in consecutive years.

Besides the five plenary sessions by such speakers as Donald Freeman, David Nunan, and Jack Richards, who are all reg-

ular guests to JALT conferences as well, over 55 presentations, 10 roundtables and 6 workshops were held in particular areas of interest, under the umbrella theme of Teacher Education. Participants came from some 28 countries, including Japan, Malaysia, Taiwan, China, Brunei, England, Australia, and the U.S.A., and more. Over 120 Hong Kong teachers were also in attendance.

JALT's Teacher Education N-SIG member presenters were Richard Smith of Tokyo University of Foreign Studies and Sonia Yoshitake of International Christian University with her colleague Nanci Graves, who discussed the Japan Exchange Teaching (JET) program. Their presentations were enhanced by the active participation of another T. Ed. SIG member from the audience, Paul Beaufait of the Prefectural University of Kumamoto, who came to Japan initially through the JET program.

The JET program itself started in 1987. At present, there are approximately 4000 native speakers team teaching with Japanese teachers of English in secondary public schools throughout Japan. The goals of the program are "...to improve foreign language education in Japan, and to enhance internationalization by helping promote international exchange at the local level and mutual understanding between Japan and other countries" (Ministry of Education, Science and Culture, 1994:6). The Japanese Ministry of Education, Science and Culture supervises the educational aspects of the program, the Ministry of Foreign Affairs interviews and screens applicants, while the Ministry of Home Affairs supports the program financially and administratively.

Richard Smith has been visiting five junior high schools, where he has videotaped classes and interviewed the Japanese teacher of English (JTE) and the assistant English teacher (AET) who team-taught each class. He investigated five different teams of JETs and AETs in the JET program. Showing videos of actual classes in which AETs and JTEs team teach, he reported case studies that offered interesting data for investigation. Each team was a different combination of an AET and a JTE in terms of age and teaching experience, and these aspects may be hypothesized as determining, to a certain extent, who initiated ideas for the lesson, prepared materials and framed class activities. For example, in

the case of a female JTE with some 20 years of experience and a male AET with no previous teaching experience apart from a year and eight months as an AET, the JTE took the leading role and the young AET was happy with his very limited role in the class. On the other hand, in a team of a JTE with only minimum experience and an AET who had more than two years of experience in the JET program, the AET led the class by taking responsibility of running activities. In this case the JET's role was limited to that of an interpreter to ensure student understanding. Smith maintained that while team teaching can and should provide an arena for teacher development on both sides, there seemed to be room for improvement in the arrangements for matching AETs and JETs.

Sonia Yoshitake together with Nanci Graves, an experienced trainer of AETs, pointed out a high degree of compatibility between the overall goals of the Ministry of Education and those of AETs. The Ministry wishes to accelerate the internationalization of Japan, while improving foreign language education. The program is expected to help JTEs as well as students develop their communicative competence. AETs come to Japan for cultural and job experience, which is compensated at an attractive level. Then why do conflicts occur once reality starts up? The presenters analyzed some typical dialogues between new AETs, veteran foreign English teachers, JETs, and Boards of Education, and discussed the problems that have been recurring year after year among all parties involved. They noted the unfortunate tendency of enthusiastic AETs, who join the JET program determined to rescue the English language education of Japan, suffering dilemmas and often jumping to conclusions through overgeneralizations about the situation at hand - "Nothing can change until X changes." Unfortunately, more often than not these AETs become critical of the Japanese students, JTEs, the Japanese education system, and the Ministry of Education, if not Japanese culture as a whole. In conflict resolution efforts, however, overgeneralizing tendencies at any level of the system and the tendency for everyone involved to keep to their own sides defending their point of view only creates a vicious circle: AETs attack Y, while JTEs defend Y. Thus a team is nothing but a forced alliance unless the AET and

the JTE are operating from ONE side. The presenters reminded the audience that change takes place slowly and it should be so, and suggested small feasible improvements should be sought one by one. One example would be to make contracts more precise, especially in the area of how much vacation an AET is allowed, which seem to be a constant source of trouble.

One good approach for effective teacher development is to train AETs in flexibility and non-judgmental analysis of classroom practice, without over-emphasizing prescriptive modes of teaching. Only through this kind of approach, the presenters believe can negotiating between the JTEs and the AETs be fostered, and a team cooperatively gear their energy towards meeting student needs. Moreover, helping AETs adapt to Japanese school culture might be done by more explicitly defining what are considered the characteristics of a professional teacher in Japan - for example, what to wear to school; how to behave towards older and younger colleagues; how, when and to who questions should be addressed; and so on. These minor adjustments in the 'professional persona' from the beginning may initiate a smooth take-off. The presenters added that, in order to make foreseeable problems explicit so as to prevent the same problems recurring, published research results about the JET program should be made available to all parties before the problems occur. This would enable the people involved to preventive measures, and not just fire-fight. JALT's special issues of *The Language Teacher* (August:

1988 on "Team Teaching"; April: 1990 on "The Role of the Teacher"; November: 1992 on "The JET Program and Team Teaching"; December: 1992 on "Second Language Teacher Education") may serve as good resources for this purpose. All in all, both Richard Smith and Paul Beaufait stressed that all administrative decisions regarding the JET Program should be made from a long-term perspective, and that the experience gained by AETs during the three years (maximum) in Japan should be better exploited, perhaps, with an extension of the current contractual limitation. Otherwise, JTEs will be stuck at the initial stage forever, struggling to establish teamwork with one AET after another. Sonia Yoshitake and Nanci Graves also concluded that constructive suggestions rather than criticisms should be sought because finding a party to blame on does not solve any problems.

The presentations at the conference attracted enthusiastic teacher trainers from various parts of the world who were actually engaged in training applicants for the JET program in their own countries. Among them were Martin Cortazzi of Leicester University, England; Barbara Johnston of Otago Polytechnic, New Zealand, and others who appreciated the JALT materials prepared by Laura MacGregor, JALT National Membership Chairperson. Jack Richards spoke highly of JALT publications at the banquet, and Andrew Taylor, senior lecturer at the City University of Hong Kong, kindly helped promote the JALT overseas sampler.

--Sonia Sonoko Yoshitake

## Review:

### Cooperative Development

by Julian Edge (1992) London: Longman 106 pp.

Take part in any teachers' meeting, in-service training session or teacher development group, and sooner or later we are faced with how we can talk about what we are talking about in a way which can go beyond a mere exchange of opinions and which can foster longer-term personal and professional growth. Indeed, while we have ever-increasing amounts of information to exchange and discuss, we are rarely

asked to step back and look at how best we can organise such interaction - how, in other words, we can best learn to:

'act in our working lives, and to help us have those actions as close as we can to what we want them to be.'

This, then, is the central issue that Cooperative Development sets out to provide some answers to.

The starting point in Julian Edge's argument is the absolute need for, "two people to work together for a certain period of time according to rules that they both understand and agree on," and the rest of the book is a discussion of how to do this and how to train oneself to

be adept at cooperative development with colleagues where those involved are able to have mutual non-evaluative respect for each other; where they are able to enter with empathy into the world of the other; and where they honestly do their best to maintain and foster those feelings of respect and empathy throughout the agreed period of working together.

At first sight, this may seem quite a challenge, but Edge both describes a set of nine techniques and their rationale, as well as provides an abundance of activities whereby readers of this book may train themselves in such cooperative work. So, in a sense, this book is an initial training manual for setting up your own cooperative development programme, whether it is part of pre-service or in-service training, or part of collaborative classroom research, or part of an enlightened total quality control approach to educational provision.

While the potential scope and applicability of cooperative development are wide, the rationale and techniques are detailed and specific, and elegantly simple in their presentation. Given that we all have different individual norms and expectations for what constitutes meaningful interaction, the basic argument of the book is to give up one's normal idiosyncratic, culture-bound rules of communicating, and to use instead 'a new set of norms for face-to-face interaction.' Edge goes on:

'Not a complete set of rules, of course, but enough to shape a way of interacting with a colleague that seems particularly useful when the aim is to encourage independent self-development.'

Envisioned as the necessary base of respect, empathy and honesty, these new rules are then presented and explained through the rest of the book, with three specific accompanying roles to be played by the interactants throughout the training process.

The rules, in broad terms, are:

- \* Exploration
  - Attending
  - Reflecting
  - Focusing
- \* Discovery
  - Thematising
  - Challenging
  - Disclosing
- \* Action
  - Goal-setting
  - Trialling

#### Planning.

The three roles are:

- \* Speaker
- \* Understander
- \* Observer.

These then are the basic components of being trained in cooperative development, where we should note that the third role of observer becomes over time optional, as the interactants learn to be comfortable with the cooperative development way of doing things. And it is the end-goal of doing that should also be emphasised here, for Edge is focused on helping teachers into becoming able to 'act towards their own purposes'.

Having taken part in one of Julian Edge's workshops on cooperative development, used some of the activities in a teachers' development forum, and also been involved for the last few months in working on teacher development with a colleague on a cooperative one-hour-a-week basis, I feel able to recommend this book to you if you are seriously interested in furthering your self-development. It is important to see that cooperative development is a fully self-conscious approach that sets out to heighten individual awareness, and that it is to be carried out by contractual agreement. Thus, it would seem unwise to take up this approach if you cannot arrange a regular time to meet with like-minded colleagues. It would also be appropriate to start with an open mind, as well as to accept that we all need training in being non-judgemental when listening to a fellow teacher talk about their teaching experiences and methods. The activities in this book will certainly demonstrate to you how challenging this can be to achieve. The other great challenge - which, conversely for Japanese colleagues, may not seem in the least challenging at first - is the effort after silence when trying to understand another person's perspective. This, to me, is the pivotal point in how cooperative development training tasks can work well, and it is for this very reason that the role of the observer is central in the early stages.

In short, if you are fortunate to have two like-minded colleagues to work with, whom you can trust and respect and for whom you feel you can develop empathy, cooperative development will help lead you to learn many new things, and to become much more finely attuned to gaining satisfaction from how you want to teach. In this sense, cooperative de-

velopment can play an important role both in our becoming ever more sensitive to the local contexts in which we work, and, also, in our realizing, through an enduring personal commitment, ever more of our own human potential as teachers and learners. If this makes good sense to you, then this book will make for a fascinating journey for you.

—Reviewed by Andrew Barfield

## Coordinator's Report: TESOL '95, Long Beach

JALT was well represented at the 1995 TESOL conference held in Long Beach, California jointly sponsored by California TESOL. It was apparent that many JALT officers and SIG coordinators had the same idea of attending the conference as representatives of JALT because many of us listed JALT as our affiliation on our name badges.

President, David McMurray, was there making contacts and friends while talking about JALT and the planned Pan-Pacific Conference which will be a joint effort of Thai TESOL, Korea TESOL, and JALT. In fact, at the annual meeting David was elected as a new member of the TESOL nominating committee. In his speech, David made the point that we, who are teaching Japanese students, often send them to study in America and would like to have feedback on how those students are doing in their English studies.

A few other members present in Long Beach included, Gene Van Troyer, publications Board Chair, Thomas Simmons, CUE SIG, Steve McGuire, CALL SIG, Kip Cates, Global Issues SIG, Donna Fujimoto, JALT TESOL representative, Torkil Christensen, Hokkaido Chapter, Marilyn Gjerde, Tokyo Chapter, Will Flaman, Tokyo Chapter Chair, and Barbara Wright, TEN-SIG.

Many opportunities were available for networking with JALT, TESOL, California TESOL, IATEFL, and Korea TESOL officers and members. JALT and CATESOL sponsored a reception at L'Opera, a downtown Long Beach restaurant, where members had an opportunity to meet and discuss activities of their respective organizations and to plan future cooperation.

The following evening at a Korea TESOL and University of San Diego cosponsored reception, JALT attendees were brought up to date on the many activities of Eng-

lish teachers and English school programs in Korea. KOTESOL president, Joeng-ryoel Kim, expressed a desire to work with JALT and other international teachers organizations. He mentioned wanting to start special interest groups in KOTESOL such as the Teacher Education SIG.

As the coordinator, I attended two meetings of the Teacher Education Interest Section (TEIS) of TESOL to offer my cooperation and to invite TESOL members to come to the Nagoya Conference in November. I told them that they prepare and send teachers to Japan, we prepare and send teachers to America; this is why we need to work more closely together to get feedback on what is happening.

I also gathered information about TEIS publications and received invitations for our members to submit articles. TEIS publishes a column in *TESOL Matters* which is written by their members. Affiliate members are welcome to submit articles. My own submission, "Educating English Teachers for Classrooms Abroad" was published in the February/March 1995 *TESOL Matters*. TEIS also publishes a newsletter twice a year in February and September. Please contact Jacqueline Allen-Bond in the ESL Department at Buena Vista College in Storm Lake, Iowa 50588 USA or fax her at 712-749-2037 or e-mail her at INTERNET: AllenBond@BVC.edu. You can also contact Barbara Schwarte at the English Department of Iowa State University, 203 Ross Hall, Ames, Iowa 50011 USA or FAX her at 515-294-6814 or e-mail her at: schwarte@iastate.edu. There is a July 1 deadline for the next newsletter.

Plans were discussed for a TEIS e-mail address or Forum so that members can discuss issues of interest and keep in touch more often than just by attending the annual meeting.

In the second TEIS meeting I attended, plans were being made for the next Annual Meeting. As a member of TESOL, I offered to host a discussion group on the topic of Teacher Education Programs outside the U.S. for the next TESOL conference which will take place in Chicago (March 26 - 30, 1996). You can contact TESOL for information at FAX 703-836-7864 or by e-mail at: conv@TESOLEDU

I also had the opportunity to meet and talk with Madeleine du Vivier, the new chair of IATEFL, and over lunch in Long Beach we discussed future cooperation

between the JALT N-SIG's and their IATEFL counterparts. Madeleine indicated an interest that paralleled my own plans to put us both in touch with other teachers internationally. She says that IATEFL has two interest sections that deal with our special interests: Teacher Development and Teacher Training. She is a member of Teacher Training in addition to serving as the incoming Chair of IATEFL. I invited her to our JALT Nagoya Conference as did David McMurray and she will be attending and presenting as well as representing the IATEFL organization. If funding is available, she will also be bringing other IATEFL officers.

There were about 1,000 different presentations on various topics of interest at the conference. Some of these presentations are available on cassette from Audio Transcripts, Ltd., 335 South Patrick St. STE 200, Alexandria, Virginia, 22314 USA or FAX 703-549-3073. Two presentations of interest to me were the Opening Plenary with Eugene Garcia speaking about "School Reinvention and Educational Policy: Addressing Linguistic and Cultural Diversity" and Barbara Schwarte reporting on her study with Betsy Morgan of a "Survey of TESOL Method Courses: the sequel" (to a previous study by Christine Uber-Grosse). Space does not permit a summary of these here. They are available on cassette and the second talk will be written up for publication in the near future by the authors.

At the time of this writing, I am still in California at FAX 909-885-1027 or at e-mail: 76752.1537@compuserve.com. I will be researching my presentations for the Nagoya Conference and may also attend the NAFSA Conference in New Orleans later this year. I hope that TE N-SIG members will be in touch with me by e-mail.

--Barbara Wright, Coordinator

### **This Mission Thing**(Continued from pg. 1)

discussion of teacher education develops, the mission statement will need again to be re-articulated and revised. This is in the nature of lively inquiry, and of a growing network of people talking to each other. So, at this point, we wish simply to map out some of the major possible directions in which the SIG can focus energies in the near future:

*The Teacher Education National Special Interest Group was formed in 1993 with the aim of aiding and encouraging JALT members to network people, information and ideas related to or concerning second language teacher education.*

*We believe these are now the most effective means of exchanging such information publicly:*

1) *At the grassroots national level, we aim to network our members through our N-SIG newsletter, Teacher Talking To Teacher, while examining Teaching, Learning, Training and Teacher Development experiences, ideas and theories in an open and constructive way.*

2) *At the grassroots local level, we aim to network SIG members setting up, or already taking part in, teacher development and teacher training groups, and to provide appropriate support for their continued growth.*

3) *Beyond the SIG, we aim to strengthen and extend the network by setting up and sponsoring workshops, meetings, seminars and conferences, whether independently or in conjunction with other N-SIGs, JALT local chapters and other educational bodies.*

*At present, we believe the following are the most effective means of informing a wider audience about teacher education:*

1) *Within JALT, we aim to set up and maintain a relevant bank of open access information resources, including:*

- a) *a library of videotapes on teacher training, classroom observation and teacher development;*
- b) *a database on floppy disk of established academic and non-academic training schemes, both in Japan and abroad;*
- c) *a compilation of relevant bibliographies and article abstracts.*

2) *Beyond JALT, we also aim to establish and keep liaison with teacher training and teacher development groups in other language teacher organizations, locally, nationally, and internationally.*

*Finally, we will aim to maintain open and flexible channels of communication, so that all members may participate as much as possible in the N-SIG's decision-*

making process. As volunteers, we value working creatively together in a spirit of cooperation and mutual respect.

Does the statement of mission make good practical sense to you? Are there other possible priorities or considerations that we've overlooked? Please let us know what you think by writing to John McClain at the address given on the back page. Many thanks to you for taking the time to give us your personal feed-back.

--Andrew Barfield - Deputy Coordinator

#### 語学教師養成研究部会 ミッション声明案

語学教師養成研究部会 (Teacher Education N-SIG, 以下 TE N-SIG と略) は、JALT 会員に、第二言語教育に携わる教師養成に関するインフォメーションやアイデアの交換、会員相互のネットワーク作りを奨励促進することを目的として、1993年に発足しました。

当研究部会の主旨にそった情報交換を最も効果的に広く推進して行くためには、現在のところ、次のような方法が考えられます。

1) 全国レベルでは、語学教育、語学学習、語学教師養成およびティーチャー・ディベロプメントの実際、アイデア、理論等を、TE N-SIGのニュースレター「Teacher Talking To Teacher」誌上で、オープンかつ建設的に分析検討していきながら、会員の全国的なネットワーク作りを図る。

2) 地域レベルでは、教師養成あるいはティーチャー・ディベロプメントのために各地域で既に活動しているグループへTE N-SIGの部会員の加入を促進したり、新たにそのようなグループを設置することを奨励していくことによって地域的なネットワーク作りを図ると共に、そのようなグループの継続的発展を支援する。

3) TE N-SIGの枠外においては、TE N-SIG 独自で、あるいは、JALTの他の研究部会、支部、JALT以外の学術団体と共同で、ワークショップ、例会、セミナー、学会等を企画したり後援したりすることによって、ネットワークの拡大を図る。

語学教師養成について、最も効果的により多くの人々に理解を深めてもらうためには、現在のところ、次のような方法が考えられます。

1) JALT内での次の三つを含むオープン・アクセス・インフォメーション・リソースの設置とその維持。

a) 語学教師養成、教授法見学、ティーチャー・ディベロプメントに関するビデオ・ライブラリー。

b) 日本国内外で、確立されているトレーニング・スキーム (学術的、非学術的をとわず) のフロッピーディスク・データベース。

c) 関連文献や論文要旨の編纂。

2) 地域的、全国的、さらに国際的レベルで、JALTの枠を超えて、語学教師団体が組織する教師養成やティーチャー・ディベロプメントのグループと連絡を取り合っていく。

最後に自発的な参加者から成る我々のような組織では、協力、相互信頼の精神の上に創造的に活動していくことに重要な意義を見い出しています。したがって、TE N-SIGでは、当部会の決定過程には、できるかぎり、すべての会員が参加することができるように、部会内のコミュニケーションをオープンな柔軟性のあるものにしていきたいと考えています。

-translation by Suzuko Anai

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