

Teacher Talking to Teacher

Newsletter of the JALT Teacher Education N-SIG

Volume 3, Number 3, October 1995

Message From The Coordinator

Dear Members,

Our annual meeting will be held on November 4, Friday from 5 p.m. in Room 436. Everyone is welcome. Because our meeting time is limited, I would like to give you my annual message ahead of time: **The Future of the Teacher Education N-SIG** (to be discussed at the Annual Meeting).

MISSION STATEMENT: We welcome discussion of our revised Mission Statement as presented in the June Teacher Talking to Teacher Newsletter. The Committee presented you with a revised Mission Statement which goes into some detail about activities that we propose and areas that we hope to work on in the future. Please review your Mission Statement and come to the Annual Meeting prepared to vote on our suggestions. I believe that a key assumption in our Mission Statement is that Teacher Education is made up of two parts: Teacher Training (before employment) and Teacher Development (on the job). While not all our members see a need for both kinds of Teacher Education, there are at least some members who require each kind of education and some who want both kinds.

NEWSLETTER: It is proposed that we try to issue a minimum of three 16 page newsletters per year and that we ask JALT for sufficient funding to produce and mail these newsletters.

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Pre-Conference Issue!

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PATHWAYS

DATELINES: Upcoming Events

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

The 3rd Annual Symposium on Language Teaching Education Institute for Applied Language Studies University of Edinburgh (Nov. 15-17) "Issues in the Training and Education of Language Teaching Educators" Info: Ian McGrath Fax: +44-667-5927

Expanding Horizons in ELT Chulalongkorn University Language Institute (CULI) (Nov. 27-29) Info: Mail: Professor Silpa-Ana, Director, CULI, Phaya Thai Road, Bangkok 10330, Thailand Tel: +66-2-252-5978

Tokyo English Language Book Fair Ochanomizu Square 2F and 3F (Oct. 21, 11:00-18:30 & Oct. 22, 10:00-18:00) Info: Prentice Hall Japan Tel: 03-3365-9002

Annual Thai TESOL Convention Amabssador City, Jom Tien Pattaya, Thailand (Jan. 11-13, 1996) "Voices of Practice" Info: Mail: Thai TESOL, c/o Dr Suntana Sutadtrat, Department of Curriculum and Instruction, Faculty of Education, Ramkhamhaeng University, Ramkhamhaeng Road, Bangkok 10241, Thailand Tel: +66-2-321-1559 Fax: +66-2-321-1559 e-mail: scpvt@mucc.mahidol.ac.th

Current Methodology for Teacher Trainers in EFL Canterbury, England (March 20-28, 1996) British Council International Seminar Info: The British Council International Seminars Department Tel: +44-171-389-4264

International IATEFL Conference University of Keele, England (April 9-12, 1996) Info: IATEFL e-mail: 100070.1327@compuserve.com

Special Interest Group Symposium Vienna, Austria (Sept. 26-28, 1996) (details to follow)

ELT Journal 50th Anniversary Symposium (Oct. 25, 1996) "Power, Practice, Pedagogy" Info: Antoinette Meehan, ELT, OUP, Walton Street, Oxford OX2 6DP Tel: +44-1865-56767

Teachers Develop Teachers Research Conference Organized jointly by the Teacher Development and Research SIGs, the second TDTR conference, held on 5-7 January 1995 at the Cambridge Eurocentre in England, attracted 100 participants from countries as far afield as Argentina, Australia, Brazil, Canada, Israel, Japan, Oman, Turkey, Eastern and Western Europe, and the UK. TDTR 3 will be held in Jerusalem in 1997. (A fuller version of this ad appears in The ELT Journal, April, 1995) Info: (details to follow)

Call for Papers !!!! The Teacher Education N-SIG is hoping to contribute a string of 5 presentations (60 minutes each) at the next Tokyo JALT one-day conference on February 25, 1996. Workshops / discussions / papers from the Teacher Education N-SIG will be submitted together as one batch, so please contact either Kevin Mark or Andrew Barfield for more details. **Deadline: November 10th!**

The Nagoya Conference: Teacher Education Sessions

Like every other N-SIG, we will have a special **Home Area for Teacher Education**. This is Room 436, where there will be information available about the SIG, opportunities to meet informally at lunchtime, and chances both to discuss future directions - as well as look through copies of newsletters. What's more, many of the teacher education sessions in the programme will take place in **Room 436**, as will our **Annual General Meeting** on **Friday November 3rd** from 17.00 to 17.45.

To help you plan, here's a list of some of the teacher education sessions on offer, with the room numbers, days and times (*upto date as of October 14th, but please check carefully all details in your personal conference handbook on getting to Nagoya!*)

FRIDAY NOVEMBER 3RD

Friday 12.15-13.00 Room 221L

Barfield/Plain: "Developing Curricula with Cooperative Counselling" (*Teacher Education N-SIG Sponsored Presentation*)

Friday 13.15-14.00 Room 438

Thai TESOL President's Address: "Refresher Courses for EFL Teachers"

Friday 13.15-14.00 Room 221L

Honkomp: "Interpreting Teacher and Course Evaluation"

Friday 13.15-14.00 Room 436

Maley: "Aiming Off For Wind: Fables in Teacher Education"

Friday 16.00- 17.45 Room 221L

Richards: "What Teachers Know"

Friday 16.00-16.45 Room 436

Maley: "Body and Spirit: New Perspectives on Teacher Training"

Friday 16.00-16.45 Room 438

du Vivier: "Designing Our Futures Together: Teacher Education in the International Context" (*Workshop for the Teacher Education N-SIG and other participants, designed for pre-service and in-service teacher trainers*)

Friday 17.00-17.45 Room 436

Teacher Education N-SIG Annual General Meeting (*see page 23 ff. for more details*)

SATURDAY NOVEMBER 4TH

Saturday 9.00-10.45 Room 436

Fanselow: "New Openings in Our Lives as Teachers"

Saturday 10.00-10.45 Room 221L

Shea: "Ideology, Pedagogy, and the EFL Curriculum"

Saturday 12.00-14.00 Shirotori Hall

JALT Annual General Meeting

(including short opening address from Madeleine du Vivier)

Saturday 14.45-15.30 Room 436

Cook: "School for International Training Program Options"

Saturday 14.45-15.30 Room 438

CATESOL President's Address: "Fostering Cooperation
-Intensive English Programs and Teacher Education Programs"

Saturday 15.45-18.15 Room 436

Barfield/Lovell/Okada/Mark/Visscher: "Training
& Development: Possible Pathways Forward"
(Teacher Education N-SIG Sponsored Colloquium)

Saturday 15.45-18.15 Room 221L

Christensen et al.: "Dealing with Changes in Education"

SUNDAY NOVEMBER 5TH

Sunday 10.00-10.45 Room 436

Miller/Herbert: "Curriculum Speak: it's all in what they say"

Sunday 12.15-13.00 Room 436

Gallagher: "Aston University's Diploma/MSc in TESP"

Sunday 13.15-15.00 Room 438

Acton/Fanselow: "Designing (and Changing) Our Methods"

Sunday (check in Nagoya) Room 436

Uemura: "Mandarin the Silent Way"

Sunday (check in Nagoya) Room 436

Dunkley et al.: "M.A. by Distance Learning: The Students' View"

The Nagoya Conference: A Special Guest

Madeleine du Vivier, the new chair of IATEFL (The International Association of Teachers of English as a Foreign Language), is one of JALT's special guests at this year's conference - and is the especially special guest of the Teacher Education N-SIG. Before becoming IATEFL chair, Madeleine was IATEFL secretary for three years. She was formerly Director of Studies at London School of English and principal of Regent Language Training, London. Madeleine is currently a teacher and trainer at Oxford College of Further Education and at the University of London.

At the conference in Nagoya, Madeleine will give a workshop in the Teacher Education N-SIG Home Area Room 436 specifically designed for pre-service and in-service teacher trainers, as well as be making contact with many people; answering questions about IATEFL; explaining what teachers in the UK find both challenging and rewarding in teaching Japanese students; what the expanding links are between IATEFL-member institutions in the UK and beyond with Japan-based language teachers and their respective institutions in this country.

This is a great opportunity for everybody to gain greater understanding and familiarity with what's happening. As Madeleine's hosts, N-SIG members will act as her guide, and on the Saturday evening of the conference weekend, we are planning to take her out as our N-SIG's special guest to a traditional 'kushikatsu'-style meal in central Nagoya, to which all Teacher Education N-SIG members are warmly invited. We hope you will make it, and details of the arrangements for this (time and place etc.) will be posted in our home area at the conference. Looking forward to seeing you there !

For Women Teachers

Women English Instructors: Are you interested in getting together and sharing our questions, experiences, problems, teaching English in Japan ? I am trying to organize a lunch or dinner at the Nagoya Conference in Nagoya for women instructors (Japanese or foreign) to discuss issues in employment that are unique to women in Japan ... Please contact me if you are interested:

Cheiron McMahon, 3-12-25 Suehiro, Okegawa-shi, Saitama-ken 363
Tel/fax : 048-728-7498 E-mail: KHB05303@niftyserve.or.jp

BASELINES

Teacher Education Interests Across The SIG

To continue mapping out pathways of interest among the membership, we include the responses to the Networking Our Resources page from the June Newsletter. The following people are looking forward to hearing from you if you are interested in contacting them. 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.

Hiroko Hagino

|||||||Nakano-ku, Tokyo

Hiroko teaches at five universities in Tokyo and is interested in networking with SIG members on curriculum design and EFL materials design. She is the membership chair for JALT Tokyo Chapter, and has recently co-written a textbook entitled *Changing Asia: English Communication through Asia* (published by Eichosha).

You can contact Ms Hagino at: 03-3319-0046 (tel/fax) or hhagino@twics.com (e-mail).

Lorraine Koch-Yao

Yokohama

Lorraine is interested in networking with other SIG members engaged in educational administration at the managerial level. She would like to see the SIG network about the teaching of writing, and in particular research papers and business reports. Lorraine is interested in taking part in a TD group locally near her school (Shiniuku).

You can contact Lorraine at: 045-961-3423 (tel H) or 03-3353-8908 (fax-tel W).

Mark Marin

|||||||Niigata-shi

Mark is interested in motivational strategies for Senmon Gakko teachers and learners; curriculum development and implementation; classroom management. He is interested in taking part in a teacher development group locally in his area, and is willing to be very active on the Teacher Education N-SIG's behalf.

You can contact Mark at: 025-245-9339
(tel) 025-245-9399 (fax)

Wendy Scholefield

|||||Charles Sturt University
|||||Australia

Wendy is interested in primary and secondary foreign language teacher education in general; the use of native speaker teaching assistants (ALTs) in team teaching foreign language classes; teacher education for, and development of, a communicative approach in foreign language teaching; and, also, the development of English teaching in Japanese government schools. She is willing to do anything she can from Australia for the Teacher Education N-SIG, and we're delighted to include an article by her in this issue!

You can contact Wendy at: School of Education, Charles Sturt University, Panorama Avenue, Bathurst, New South Wales 2795, Australia or at: (61)-63-384196 (tel) or (61)-63-384417 (fax) or wscholefield@csu.edu.au (e-mail)

EXPLORATIONS

INTERVIEW: with Margaret Ohtake

Margaret Ohtake co-owns with her husband, The Language Center, a neighbourhood English language school in Chiba. Students' ages range from 4 to 75, with 1400 in all, at all levels. The majority of the classes are Eikaiwa, and 2/3s of the students are 15 years old or younger. The school employs 14 North American teachers.

AB: Margaret, as I understand it, you run your own school, and you employ about fifteen teachers. Could you tell me a little bit more about the school, the students, the teachers - and, of course, what your own day-to-day work involves?

MO: Apart from what you mention in the introduction, we have several other kinds of classes, including English maintenance classes to prepare students for exams, mainly the STEP or Eiken tests, but also TOEIC and TOEFL. The test classes are taught mainly by Japanese staff. As a neighbourhood school, many of my neighbours and acquaintances from other areas attend ... My husband manages the administrative and advertising aspects, and I mainly deal with curriculum, teacher recruitment and training. I also teach part-time at a couple of colleges.

AB: Sounds like a busy family! You mentioned you recruit North American teachers - how do you do this and what is the typical profile of the teachers that you do recruit - age, experience, motivation, aspiration, and so on?

MO: Most teachers get recruited from overseas. We get from 5 to 10 resumes a week, mainly in answer to our ads in the TESOL Placement Bulletin or from various career developments centres at universities in the US and Canada. They're usually in their 20's with a BA in Education, Japanese or Asian Studies, or TESOL. There's usually a couple of teachers on staff who have a graduate degree in TESOL. Right now, two teachers have master's degrees in TESOL, one has a B.A. in TESOL, two others have RSA Certs, five are certified public school teachers, and three have considerable ability in Japanese and experience in Japan - and the last one is very bright!

I guess the ideal teacher - who doesn't exist! - would like Japan and be able to speak Japanese at the intermediate level, would have training and experience with children and enjoy teaching children, as well as have TESOL training and experience. Also, the person would be

planning to make a career of teaching. I try to find people that have at least one of these qualities/aspirations.

Our teaching positions are entry-level EFL teaching because of the nature of the job - late afternoon and evening teaching hours, with monthly salaries around 260,000 yen for the first year. Because students can only attend after school and work, and because tuition fees must be kept reasonably low so that they are affordable on a long-range basis, we are limited in the kind of teachers that we can hire. It is only natural that people want to work daytime hours, get more vacation time, and earn more money as they gain more experience.

The main sources of motivation for the teachers seem to be either experience for moving on (and perhaps up) in teaching, or gaining experience in Japan for future work related to Japan or Asia. If the motivation is having nothing better to do or wanting to work and see the world, the position often doesn't work out for either the teachers or the school.

Recently I have come to think that having some familiarity with Japan (not necessarily having taught here) and liking the country are the most important attributes of a teacher who is going to be satisfied for a year or two at our school. I mean, a teacher who likes Japan (and I have no influence over this) will, like their students, have more interest in the experience and background which I and my husband have, and will be willing to learn more. We can work with a lack of experience and training in other ways, but we can't change this factor very much.

AB: Aha .. and when you do your in-service training, what are some of your goals as the trainer? And do these goals match with what the teachers perceive they need?

MO: My goals are to strike a balance between training for those aspects of our programme which a teacher must adhere to, such as curriculum goals, meth-

ods for student placement, and so on - and development, which means indicating several directions a teacher might take in directing and developing their own teaching.

You see, the teachers generally want to know lots of "activities" and sources for activities so that they can get through classes. But I perceive several problems with the "activities" approach to lesson planning and teaching. Once a teacher, usually after 6 to 9 months, has acquired many activities which seem to work well with classes and has mastered the techniques focussing these activities, the challenge and thrill of teaching are gone. Since this period often coincides with culture shock, feelings of dissatisfaction easily occur. Those teachers who have found some questions to ask themselves and have developed even a slight interest in how and why learning does or doesn't occur seem to be able to get more satisfaction out of their jobs - and, as a result, are better teachers.

Another problem with the "activities" approach is that the teacher tends to have the same attitude about textbooks - does a particular activity or page in the textbook "work" in class? Teachers develop very strong dislikes (and not so much likes) for certain textbooks. Although we are willing to change textbooks if necessary, there is no perfect textbook, so it makes it easier for a teacher if she/he is able to find the overall focus of a unit in a text and adapt accordingly. Having said all this, I realize from my own teaching that the teacher must start where the students are and help them get better at what they need to do instead of wishing for a different group of students.

And, you know, the same applies to me as the teacher trainer - if new teachers want "activities," that must be where they are in their development. I think I need to learn a lot more about how to help them get from where they are at the beginning to the place where most teachers seem to be six months to a year after they start teaching here. In other words, I need to provide useful activities which are organized in such a way that

the use of them leads to creating a teacher development frame of mind.

AB: *Have you done any work with them on their own learning styles and preferences, and tried to get them to relate that to how they teach and how their learners learn?*

MO: I can't say that I've done a lot of specific work with getting teachers to look at their own learning styles, at least as the term "learning styles" is used in regard to EFL students. What I do do in the initial orientation is try to conduct some activities which gives me a feel for how each trainee approaches various tasks, and I try to connect various tasks to what I know of that trainee's background and experience. For example, at the very start of the introduction to the various texts we use, I ask the trainees first to find the textbooks and bring them back to the room, and second to arrange them in the order in which they are taught. I then ask them to report how they found the books and how they decided the order. This gives me insight into how each individual relates to other people and finds out information.

The initial orientation session of about 5 days includes all the office information, observation of classes, and initial lesson planning, and generally results in information overload as well as having to deal with jet lag and adapting to a new environment. After that, we have weekly meetings, some of which are only for new teachers, and others for all teachers. Teachers are required to do 3 or 4 presentations during their first two-year stay plus present a lesson plan 3 or 4 times.

AB: *What have you noticed about these meetings?*

MO: At these meetings, I've found that we can only talk about how students learn if the teachers have similar learning experiences themselves. Recently, I've tried to demonstrate some techniques by using Japanese. Since a typical staff group will range from teachers with no

Japanese ability through to a couple of teachers with an intermediate ability, it is like an extremely split-level class. I try to get teachers to comment on their reactions and feelings and then to reflect on how their students feel. I also comment on my thoughts as a teacher of a split-level class (a bigger split than I would hope exists in most of our classes!). Although we can't require it, we try to encourage teachers to take Japanese language lessons, since this seems to help teachers reflect on what is happening in their classes. (Ironically, most teachers seem to be opting for free lessons with city volunteers no matter what the quality of the lesson.) Being in the position of the learner in the classroom seems to get some teachers to reflect on what they (mainly) don't like - and to adjust their teaching accordingly.

What this boils down to is that by using Japanese to present various techniques, I'm attempting to meet the teachers' need for activities and to generate discussion about how and why activities work or fail. I'm having mixed results so far and need to work further with the idea.

AB: *Seems to me you do a lot with their own learning styles and preferences as a springboard for reflection and discussion ... And what about the more consciously teaching development part?*

MO: Well, I also have informal discussions and individual meetings with teachers (not nearly as many as I would like!). At these, I try to direct new teachers in ways which will have them thinking about their own development in a few months. For example, in a recent meeting, a teacher mentioned that he usually included a Bingo game in every children's class. I asked if he used other games, and he said that he had tried, but that the kids demanded Bingo! I asked why he thought Bingo was so popular with the kids ... In fact, I actually hadn't thought about it myself, so we came up together with some reasons, like the answers were in manageable chunks, and the possibility for success

in doing something with the language was rather high. I then suggested that he might apply these reasons to his choice of other games or activities in the classroom, and he claimed (mmm ... in order to please the boss?) that he had got some ideas from the discussion for how to use other games in the classroom ...

AB: *Interesting ...*

MO: Right one other technique that seems to work is to get teachers to develop ideas for using the same activity for several different levels by adjusting the language used. This seems to help teachers focus on the language needs of the class, rather than on finding more filler activities. Also, most teachers begin to realize that some activities don't work well with some levels. We can then start to discuss why some things work and some don't.

AB: *Margaret, where does this leave you as the teacher trainer - I mean, what are the connections in teacher education for you that you're making?*

MO: I feel that I'm doing some interesting things, though I have few illusions that I am going to revolutionize the teaching in even English conversation schools. My main sources of inspiration are my own teaching and the extensive reading I do about the English language teaching field in general. I originally learned a lot from courses taken from Kathi Bailey, and I have learned so much from books written by people like David Nunan, and many of the people working in Australia, as well as Jack Richards and others. Also, the work coming out of International House in London is very useful, as is the 'New Ways In...' series published by TESOL. Yet, there is so much work to be done, especially data and details from people who are involved with working in programmes where they are directly responsible (perhaps even the financial results of what they do come back to them) for the work they do in training teachers and helping them to develop. At lunch, I was just reading an

article in the TESOL Journal about research on error correction and feedback, and how it might be applied to the classroom. What I'm hoping for is more research and discussion about how teachers develop, how that process might be assisted and what kinds of feedback might be of benefit.

AB: *One last question ... How do you go about structuring what you do and what you expect your teachers to do?*

MO: Structure? Mmm ... I've really felt the need to insist on some structure in order to try to stimulate professional communication. One way is through insisting on references being cited and a combination of theory and practice during presentations. This means that each teacher has to do a little reading and research in an area of interest each year. And it also means that we have had to build up and maintain a considerable library of books and journals for reference. For the lesson plan segment, each teacher present at the meeting is required to make one comment or ask one question about the lesson plan. This is a bit artificial, but it is exactly the kind of thing that teachers require students in the classroom to do.

The main area of structure which I have been trying to develop is detailed notes kept in notebooks for each class. It has taken about three years and a complete change in staff, but we are up to about 70-80% compliance. The point is that students don't 'belong' to any one teacher, but that their learning takes place in a variety of situations and with any number of teachers. The only way we can provide continuity (without turning our teaching into a "method," which I am definitely not a believer in) is by knowing what we do in the classroom, and by recording that so that other teachers will be able to follow on what we have done.

AB: *What rubrics do you use? I mean, how is this in actual fact organised?*

MO: Well, going from left to right, date, text class, activity/interaction, supplementary source, skills (including also preview, practice, review), language input, next class/notes ... basically that's it ... For a while now, I've been interested in as much the need for details as for theory in some reading that I've done (see Van Lier (1994)). Often, the people with master's degrees think they are beyond having to leave such details for others to see and to be able to talk about! As for me as the teacher trainer/developer, it's both exciting and exasperating work. When I get exasperated, I fantasize about other occupations that I'd like to do - librarian, teacher of Japanese as a second language, teacher in an immersion program somewhere ... Obviously, I always get back to some form of work with people and language, so as long as we can continue to feed and provide for our three children, I might as well as stay where I am. I find myself more and more open to honest questions, doubts, and feedback, so I would hope to hear from anyone in the Teacher Education N-SIG (no hope of an early reply, though!) about what we've talked about.

AB: *I'm sure you will hear from them, Margaret! Thank you so much for doing this interview when you have such a busy daily schedule. I have learnt a lot from you, and I wish you lots of success with your continuing teacher education work.*

MO: Thanks Andy. I've also enjoyed the chance to do this and to talk to you too ... Much to my disappointment, though, I don't think I'll be able to make it to the conference in Nagoya ... What did you say about teacher education regional coordinators/contact people? ...

[Margaret was interviewed by Andrew Barfield by fax during the summer months]

--Margaret Ohtake
3-22-9 Yukarigaoka, Sakuri-shi,
Chiba-ken ken
Work tel: 0474-85-7555
Home fax: 043-462-4331

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Backward Buildup Based Training

**Alan J. Wiren works as a Supervisor in the Education Planning Department at Nova Intercultural Institute's Head Office in Osaka.
He holds an MA in Psychology.**

Nova Intercultural Institute employs the largest number of foreigners of any company in Japan, virtually all of them as language teachers. This fact alone suggests that a great portion of the language learning and teaching in Japan goes on in language schools like Nova. It also suggests that much time, energy and money are spent on teacher training in language schools. In Nova, scores of ideas for teacher training have been put to the test in various training programs. Despite the potential benefits of sharing ideas, the successes and failures that come out of training like these, little about them has appeared in print. This article makes a contribution toward filling that void. It describes a training program developed in Nova Intercultural Institute, one of the many language schools in Japan. The program was developed and practiced over a two year period in one branch of Nova I.C.I. from April, 1993 to April, 1994.

Initial teacher training in a language school must be a broad and flexible program. It must include the fundamentals of language teaching, because the trainees may have little or no teaching

experience. It must be up-to-date, demonstrating modern techniques for teaching listening and speaking skills, because lesson quality must be at least competitive with other schools. It must be challenging for the many trainees who have several years of experience and educational background in language teaching. As with any training program, it must be interesting and motivating for the trainees.

Because a language school is a for-profit venture, the cost of training must be minimized by keeping it short. The effectiveness of the program in producing teachers who teach at least satisfactory lessons must be maximized. The program must also be designed so that any students taught by trainees during the program will be satisfied with the lessons they receive. Teacher training in a language school must be a short, intensive, flexible and effective program.

Situation

While in-service training continues throughout their career, teachers are expected to teach a full class load after an initial three-day training program.

When the training program described in this article was in use, lessons were 50 minutes in length. Full time teachers typically taught seven lessons a day with ten minutes between each lesson for record keeping and preparation for the next lesson.

The lessons are semi-private, the maximum number of students in each class is three or four. Students are free to book classes for any time during the school's hours of operation. To accomodate large numbers, students are assigned to teachers on a first-come-first-served basis. The combination of students and teachers is virtually random. To provide continuity, a record is kept for each student. This record includes what materials the student has studied and a teacher's evaluation of the student's performance in each lesson.

A variety of teaching materials is available, but the school curriculum is based on a core text. A typical lesson is based on one unit from that text.

The school comprises over 150 branch locations, but training is conducted in only about 1/3 of the branches. Teachers are often trained at a "training branch" and then begin teaching at a different "home branch." Teachers are usually trained in groups of three. The design of three-day-training is left to the discretion of the Trainer who conducts it, but trainees' performance is measured against goals which are common throughout the school. If trainees do not show sufficient progress toward these goals within the three-day training period, their training is extended.

Goals

The primary goal for the three-day training period is for teachers to be able to complete an entire lesson. Inexperienced teachers must not run out of things to do before the lesson is over. They must develop enough confidence and familiarity with classroom activities to teach without assistance. Experienced teachers must adapt to the time restrictions of the lesson, and lesson preparation time.

Another goal of the program is to develop teachers' ability to assess and respond to their students' needs during class.

Trainees should be able to quickly identify their students' strengths and weaknesses. They should include activities in their lessons that improve the students' weak points and avoid those the students don't need.

The final goal is for teachers to be able to reflect upon their teaching and improve their performance. Although teachers are observed and given feedback on a periodic basis, they are considered largely responsible for their own professional development. Teachers are expected to develop materials and techniques on their own that will make their teaching more effective.

It is often the case with language school training programs that most time and effort is spent on achieving the primary goal: for the trainee to be able to teach an entire lesson. If this goal is not achieved, initial training must be extended or worse, teachers in some schools are required to teach classes when they are still inadequate to the task.

Even when they have completed a few lessons in training, inexperienced teachers often lack confidence in their ability to teach. In addition, because so much time and effort is devoted to the goal of the trainees completing a lesson, secondary goals, such as development of assessment and response skills, or a reflective approach to teaching, are often de-emphasized in the initial training period. This is a serious drawback because self-improvement skills can help teachers to build confidence independently, and let them improve the quality of their own teaching more rapidly (not to mention giving them more satisfaction and a better understanding of the work they do). A training program of this type that is inefficient in achieving its primary goal can retard teacher's development and degrade the quality of lessons offered by the school.

Decision

To increase the speed with which trainees were able to learn a useful framework for a lesson, and allow them to focus more on student assessment and reflective activities, I decided to base a three-day-training program on the

"backward buildup" technique. This technique may be familiar to many language teachers as a way of "building up" a student's ability to pronounce a relatively complicated sentence. In backward buildup of a sentence (called "backchaining" in the UK), the teacher models the last few words of the sentence, and the student repeats. When the student can pronounce this part of the sentence well, the teacher adds a few of the preceding words to the model and the student repeats. The teacher adds words to the model from the back of the sentence to the front until both the teacher and the student are repeating the whole sentence.

The idea of backward buildup comes from Behavioral Psychology. It was discovered that, when training an animal to perform a complex series of responses, the animal will take less time to learn the series if it is trained in the last response first and the entire chain is built up from back to front.

Human beings generally react differently than rats or pigeons to this kind of circumstance. Humans do learn complex behaviors through stimulus-response paradigms, just like other animals. Unlike most other animals, their behavior cannot be controlled indefinitely through those paradigms. Once a person understands what they are being reinforced or punished for, their behavior becomes unreliable; they sometimes do what they are punished for, or fail to do what they are rewarded for. Fortunately, this is precisely what we want training teachers to do. We want them to learn the procedure, then to take control of the process themselves.

Tactics

To apply backward buildup to teacher training, a typical lesson was divided into six stages:

- Text Selection, where a unit from the core text was selected as a basis for the lessons;
- Icebreaker, where students were relaxed and "warmed up" for the lesson;
- Listening Comprehension, including establishing a context, presenting the text, general comprehension questions, etc.

Controlled Practice, including drills, pattern practice, etc.

Application, where realistic communication is encouraged through games, discussion or role play, and

Record Keeping, where the teacher's evaluations of the students are written into their files.

Trainees learned to do each stage in reverse order starting with Record Keeping.

On the first day of training, trainees observed two lessons taught by the trainer or an experienced teacher. During these lessons they filled out observation forms designed to focus their attention on the verbal interactions in the class. At the end of the second lesson, the trainees did the Record Keeping stage: they wrote comments summing up the students' strengths and weaknesses in the students' files.

Following each lesson there was a feedback session where the observations were discussed. The trainer acted largely as a facilitator during these sessions, allowing teachers to learn from themselves and from each other. After the first feedback session, the purpose of the Application stage was discussed.

Then trainees planned an Application for the last lesson of the day. The unit from the core text to be used in that lesson was chosen for them. After the second feedback session, the trainees practiced the Applications they had designed, using each other as "students." They were given the opportunity to revise their Applications before the last lesson of the day began.

The trainees taught the Application stage of the last lesson of the day. They observed the lesson up until the Controlled Practice stage. At the end of the Controlled Practice stage they took over the lesson and taught the Application they had designed, practiced and revised. They also did the Record Keeping of this lesson. This lesson was also followed by a feedback session where they discussed their observations and their Applications.

On the second day, trainees were involved in three more lessons. In the first they took over the lesson at the Controlled Activities Stage. In the second

they took over at the Listening Comprehension Stage (establishing context, listening to a text, general comprehension questions, etc.). During these first two lessons, the trainees filled out observation sheets designed to focus their attention on the new stage they would take over in the following lesson. Each lesson was followed by a feedback session like those of the first day, and time to prepare for their next lesson. In the last lesson of the second day the trainees do all of the teaching, and the trainer observed them.

All of the units of text for the lessons on the first two days were chosen for the trainees. In the final hour of the day, text selection was discussed and trainees practiced choosing units of text by reviewing information in students' files. On the third day, trainees prepared for and taught two lessons back to back, including choosing the texts for those lessons. Before the lessons the trainees stated a lesson objective in terms of their students' use of the Teaching Point targeted in the text. The trainer observed these lessons.

The two lessons were followed by a feedback session. The teachers evaluated their own performances and their students' performance in terms of whether they had achieved their objective. The group, including the trainer, shared ideas of what they could have done to be more effective.

Trainees were then given time to prepare for two more lessons back to back. Of these two lessons, they taught the first, observed by the trainer. To their surprise, the last was taught by an experienced teacher and the trainees observed. These lessons were again followed by a feedback session.

Outcomes

Teachers in other training programs often express concern over being able to complete a lesson in the required time, or completing the lesson too quickly. Trainees at the end of this program

demonstrated their abilities to conduct a well timed lesson and made more comments about the quality of their lesson than about being able to get through it. During feedback sessions, teachers' comments and observations often concerned how to improve their teaching. They often compared the needs and abilities of the different students in their class. They were aware of whether or not they completed the lesson objectives they set for themselves, and offered both reasons and solutions if they felt they had not. The teachers trained in this program often expressed confidence in their abilities at the end of training. In the two years that this program was used, only one trainee had to have his training extended. It should be noted, as well, that as different trainers used this training program they reported insights into lesson structure and their own teaching that occurred as a result.

Directions

The teacher training program described in this article was developed from a simple idea from Behavioral Psychology. It is well suited to the language school environment, and to the professional growth of the teachers and trainers who participate. It may be worthwhile to experiment with other concepts discovered in disciplines such as Cognitive Psychology or Sociology to develop various avenues of teacher training.

This author, for example, has begun using George Kelly's Repertory Grid test to help trainee teachers state their own perspectives on teaching before they begin training. Having a clear understanding of their own ideas about teaching may make it easier for them to understand new ideas and to adapt to their new teaching situation. In the same way, sharing our own ideas about teacher training with other professionals in our field will surely contribute to our individual development and the progress of our discipline.

--Alan J. Wiren

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Practicum Supervision: Stories from a Rural University

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Work in the teacher education field is many and varied. For me, one of the most interesting facets of the job is practicum supervision. It's my chance to watch students put into action the ideas we've discussed in lectures and tutorials, to develop and test out in practice their emergent theories regarding language learning and teaching. Working in a rural university adds a further dimension to the school visits - a great deal of travel. Over the last 7 days I have covered over 1300 kilometers, visiting my 4th year students. These students are graduate teachers in either General Primary or Early Childhood Education, but have elected to continue their studies in order to gain a specialized qualification as foreign language teachers - for which there is a growing demand in Australia in pre-secondary contexts. Included in the course are subjects in Indonesian or Japanese, and theory and practice of language teaching. However, the most innovative part of the course is the Graduate Teaching Experience [or 'GTE' as it is known], which places the teachers in schools for 10 weeks. For the teachers it is the opportunity to teach unsupervised for the first time, and to hone their skills in developing language programs and lessons. The schools get a free teacher for a term thanks to an arrangement between the Department, the University and the Teacher's Federation; schools which do not yet have foreign language as a part of the curriculum use this opportunity to introduce Indonesian or Japanese programs to students.

My first day on the road got off to an unusual start [for Australia anyway!] as it was snowing at the first school, up in the Blue Mountains. The children were pretty excited playing in the falling snow, and a visiting teacher from Indonesia was also thrilled, although not too happy about the freezing temperatures. I watched a performance of the Butterfly

Dance by Year 3 students, and a team taught session on colour with kindergarten class, the highlight of which was a song in Indonesian led by the guitar-playing teacher. However, the children had difficulty concentrating on anything but the snow outside, and the poor teacher was at the end of her tether by the time I had to leave.

In comparison, Linda at the next school had a much easier run. She was at a small school of only two classes: Junior Primary children in one room, and Upper Primary children in the other. With low class numbers there were no behavioural problems, and Linda's only real challenge was to cater for the differing needs of children in different year levels. Her teaching was a joy to watch, as she set about a communicative activity in which the students interviewed each other in a mixture of Indonesian and English: all the questions involved a focus on colour items.

The next school was back in the town centre, a large school with a well-established Indonesian program. The class of Year 4s were a noisy bunch, a fact I'd discovered earlier in the year when I taught a demonstration lesson to the class next door. The teachers crowding around the back of the room were astonished at the stream of chatter and rowdiness coming through the wall, and all left feeling very sorry for Emily; after a while I decided to sit with a group of students and help them with their activity. One boy was having particular difficulty with the words, and was doing anything he possibly could to avoid getting on with the task - chatting, making jokes, losing his pencils and books, looking out the window, wandering around the room. I later learned he missed a great deal of school, and had more or less decided that school had little to offer him except reinforcement of a sense of failure; the fact that he was Aboriginal in a predominantly Anglo

school no doubt contributed to a sense of isolation in the school system. I found it hard to find appropriate advice for Emily in dealing with the needs of the class, and tried to be as encouraging as I could. During the next few days I observed a class making party invitations in Indonesian, another class drawing pictures of their families and labeling these in Indonesian, and a kindergarten class learning how to introduce themselves in Indonesian. Max, the teacher in the latter class, had clearly decided that he would not let me sit in the back taking notes; after a short introduction, he split the class in half and told one group they would work "Bu Wendy"... Under Max's directions, my group sat in a circle on the floor and passed a ball around at random, the children asking each other *Siapa namamu?* [What's your name?]. With lovely pronunciation, my group were apt to ask *Siapa namamu, Brooke?* and so on, emphasizing the artificiality of the activity, one of my pet hates in foreign language teaching. Max had foreshadowed my criticism, however, and moved from this practice activity to an interview style task. He gave each child an Indonesian name which he instructed them to keep secret; the activity involved discovering the new Indonesian name of four of their friends, and was of course carried out in Indonesian. I left feeling pleased not only with Max's progression from drill-like tasks to more meaningful activities, but also with his handling of the very young class, as this was the first time he had taught this class.

In the next school Dina was reading aloud to her Year 6 students from a children's book she'd purchased during a recent study-trip to Indonesia. To my relief she was perfectly at ease in the classroom; before the GTE started she'd confided that she didn't feel confident in her Indonesian, and wished she was teaching Italian instead. The study abroad had clearly had a positive effect. My trips to the schools were gradually taking me further and further away from the university, and the remainder of the week was spent in motel rooms. The next two schools were Central

dergarten to Year 12. My first teacher of Japanese was in a small town 90 km from the university, and Yolanda was revising classroom objects with her Year 6 class. The students were following instructions written by their friends, and moving objects around the room. Yolanda was not impressed when some boys, following their partners' instructions, placed chalk and rulers in the class fish tank! The next school was 47 km away, including some cross-country travel over dirt roads, and encounters with a flock of emus, a family of wild boar including six piglets, and an incredible array of colourful birds. David's timetable allowed only 20 minutes per lesson, which he had some difficulty with. He too had participated in the study-trip to Indonesia, and had brought back some items of traditional head-dress, which the children were delighted to wear during the lesson. He had also purchased some traditional musical instruments for the school, which his Year 4 students played in a performance to the whole school morning assembly. It was great to see how David had helped to bring alive the study of Indonesian language and culture in a tiny town in the bush.

I was finally at the most distant school, another Central School nearly 400 km from the university. Anna was trained in the Early School area, and had several years' experience working as a nanny both in England and Australia prior to beginning her degree. It was thus with some reluctance that she'd been persuaded by her pushy lecturer to take on a Year 8 class in addition to the primary classes. The lessons I observed were both very interesting. The first was the Year 8 class, which was taught by telematics from Canberra. Telematics teaching is a way of bringing foreign language studies to isolated areas. The class is linked to the teacher by telephone and computer. The receiver in the classroom is a attached to a microphone so all the students can hear, and they interact with the teacher via desk microphones linked to the telephone line. Teacher and student also interact via computer, with the screen also projected onto a large screen at the front of the class. Anna's role in this was mainly supervisory, and she

checked that the students were on task and paying attention, and assisted them with the questions put to them by the unseen teacher on the other end of the line. I was really impressed with the student's perseverance; telematics is not the easiest way to learn a language, and a certain spontaneity was lacking from the exchanges I witnessed. This too was the case in the next lesson, which was relayed via satellite from Sydney to the Year 5 class. Unlike telematics, the satellite program goes to air simultaneously for ALL students in the state; apparently each school has the opportunity to be directly involved in interaction with the presenters only once a year. With this in mind, I advised Anna to use recordings of the *Sesame Street*-like shows, and to pause the tape frequently to ask questions of the students, to encourage them to interact with the material. Anna was determined to motivate the students to see beyond the confines of their rural existence, and was willing to try any new strategies to stimulate interest.

The following day was particularly special, as my visit coincided with a school's Indonesian day, organised under the direction of the Indonesian teacher, who was not only fluent in the language and at ease with the culture, but overflowing with enthusiasm. Most of the children were wearing approximations of Indonesian outfits, including elaborate headwear, and the school was decorated in the colours of the Indonesian flag, with various signs in Indonesian in prominent spots. The Vice-Consul was there among the invited dignitaries, and the entire school gathered to watch various performance items, including Indonesian dances, songs, poems and stories. The highlight of the day, however, was lunch, which the students prepared in

class in the morning; *nasi bunkus*, a Balinese picnic lunch with rice, noodles, egg and pineapple. Karla, who'd come to observe, had entered into the spirit of things and looked very Indonesian in a batik skirt and coloured headband. She was clearly enjoying her time at the school, and I think was extremely lucky to be working with such a terrific role model, and with staff and parents who were prepared to put so much work into making the Indonesian program a success.

It was with some regret that I had to leave the Indonesian day, and move on to the next school to observe Felicity teaching Japanese to a kindergarten class. This turned out to be another memorable experience, as Felicity was team teaching her classes with a visiting Japanese Teacher of English from Aichi. Yukari was amazed to find that I had lived in Aichi - and that I knew the AETs she had worked with in Japan. What a small world it is! Felicity and Yukari were a wonderful team; anyone would have thought they had been partners for years rather than two weeks. Together they were required to teach all 13 classes in the primary school, so they were very busy each day. The lesson I observed featured the song *Heads, shoulders, knees and toes* - in Japanese, of course! The children loved it, and whilst they couldn't always remember the right words, they were able to respond to *Tatte, Suwatte, Shizuka ni* and bowed at the start and end of the lesson, which was just lovely.

The working week finished with the 160 km trek home. I hope to have a restful weekend before setting off again next week!

-Wendy Scholefield
Charles Sturt University, Australia

**Teacher Education = Teacher Training + Teacher
Development**

LIOJ Report: 27th Annual International Summer Workshop for Teachers of English

From August 6-12, everyone attending the LIOJ (Language Institute of Japan) International Summer Workshop for Asian Teachers of English spoke only in English, day in and day out, with LIOJ faculty, their assigned roommates, visiting instructors, international scholars, LIOJ office staff and even the cafeteria staff who served hearty food for the participants every day. For those who are not familiar with the historical development of JALT, LIOJ was the site of our first conference, out of which our present JALT developed. LIOJ is a non-profit private organization led by Masahide Shibusawa (1840-1931), the great-grandson of famous Eiichi Shibusawa, who contributed greatly to the modernization of the Japanese economy following the Meiji Restoration. Since 1968, LIOJ has played a big role in preparing businessmen and students going abroad with cross-cultural knowledge and communicative skills.

Every year, teachers from not only all over Japan but from many countries gather in this total-immersion intensive teacher training workshop. The director of LIOJ, Ken Fujioka, and many guest speakers were familiar JALT faces. Kip Cates, from the MA-in-TESOL Program of Teachers College, Columbia University, gave the key note address at the opening ceremony and Sen Nishiyama, President of the Japan Society of Translators, spoke at the closing ceremony. Other featured speakers included Clement Laroy of Belgium, the author of Pronunciation, recently published by Oxford University Press, and David Paul of David English House.

This year, the workshop attracted approximately sixty Japanese junior and senior high school teachers, four teachers from Thailand (LIOJ has a special team-teaching program between Thai teachers and Japanese teachers of high school, coordinated by James Kahny and Chaleosri Pibulchol), two teachers from Korea; one teacher each from Indonesia, Hong Kong, Laos, and Cambodia. These teachers shared not only their teaching techniques and beliefs, but the history of English education in their countries and their cultures. Besides Asian participants, guests from America, Belgium, and Canada contributed to the international mix.

Mornings started early at LIOJ. Participants were jogging or doing pump-ups as early as six teachers, including myself, were in the classrooms preparing for daily classes that started at nine and went on to twelve o'clock each day. These were content-based classes focusing on such fields as "literature" taught by Ken Enochs, "writing" by Steve Epstein, "teaching materials" by Doray Espiosa and Susan Newell, "communicative activities" by Rebecca Jones, "drama" by Elizabeth King and "cultural awareness" by Sonia Yoshitake. After lunch, there were presentations by featured presenters and LIOJ faculty in two time slots until dinner. The topics of these presentations included "Techniques for Teaching in Difficult Circumstances" by Sok Chanhmol, Takeo High School in Cambodia; "Successfully Coping with Teacher's Isolation in a Gold Exploration Base Camp" by Nyoman Riasa of Bali Language Centre and "Crossing Borders and Crossing Barriers" by Eaton Churchill and Brenda Harris from Kyoto Nishi High School. Since there were as many as six presentations going on simultaneously, participants had a variety to choose from.

After dinner was fun time. Depending on the night, different events took place. The second night was a morning class get-together. Each of the six morning classes went out to eat with their morning teachers. At the International Night emceed by Alberto Carbonilla of the Philippines, participants joined in the dances of different countries of Asia and Europe and at the display booth of each country, participants were encouraged to take a test about the country introduced. This enhanced the opportunity for us to foster stronger global awareness as teachers of English in Asia, where English is taught, not as a second language, but as the means of international,

cross-cultural communication. As an outgoing officer of the Teacher Education SIG, I did not forget to publicize our activities and our newsletter at the workshop, but at the same time, I felt obligated to report to Teacher Education SIG members about this excellent teacher training summer workshop at the birthplace of JALT. I hope more of us will participate and benefit from this wonderful workshop next summer. For more information, contact Miyuki Ohno, the General Manager of LIOJ, at 0465-23-1677.

--Sonia Sonoko Yoshitake, International Christian University

Review: Reflective Teaching in Second Language Classrooms by Jack Richards & Charles Lockhart (1994) Cambridge Language Education Series (ed. Jack Richards) CUP. About 220 pages.

This statement from the back book cover seems a fair description of the book: *Teachers are encouraged to collect data about their own teaching; to examine their attitudes, beliefs and assumptions; and then to use the information obtained as a basis for critical reflection on teaching practices.*

Who is it for?

For teachers working independently on self-development, the more experience they have both of various kinds of teaching situations on the one hand and of trying to reflect on teaching in an open-minded way on the other, the more likely they are to find this book of practical use. However, the preface says it is designed for pre-service or in-service Teacher Education programs. So, for most people, working through sections of the book with one or more colleagues will probably prove more rewarding than working alone because of the enriching opportunities the book provides for swapping opinions and anecdotes, challenging each others' assumptions, offering suggestions, etc.

A teacher with little experience of classroom practice is unlikely to derive much benefit from this book. It focusses heavily on the teacher's own experience. But perhaps more importantly, even teachers with considerable teaching experience may gain little from the book if they have not had some training in using the techniques which are recommended. Although the techniques are described briefly, a detailed how to approach, with opportunities for practise and reflection, is lacking (see my comments on chapter 1). Teachers unfamiliar with the approach of reflective teaching (1) for self-development will definitely need guidance if they are to get their money's worth.

The contents & structure of the book

Chapter 1 is obligatory. It describes the methods used for investigating classroom teaching. These methods are: teaching journals, lesson reports, surveys & questionnaires, audio & video recordings, observations, action research. The other eight chapters cover the following territory: (2) teachers' beliefs about ELT; (3) learner's beliefs, cognitive and learning styles; (4) teacher decisionmaking during planning; (5) role(s) of the teacher; (6) the structure of a language lesson; (7) interaction patterns in the second language classroom; (8) the nature of language learning activities; (9) teachers' and students' language in the classroom. Each chapter includes discussion points for each subsection and ends with suggested Follow-up Activities, such as journal writing, lesson recording tasks, classroom observation tasks, tasks involving observation by a peer, classroom investigation, and case studies of action research projects. There are also several appendices at the end of most chapters with extracts from other texts about language teaching (inventories, questionnaires, report forms, etc.) or sample materials from language teaching texts. The extensive bibliography at the back of the book has over 150 references. It looks as though there should be something for almost everyone here.

Comments

Chapter 1 introduces a number of useful devices for gathering data or getting feedback from colleagues. The inclusion of both examples of journal entries, and of reflection questions to guide journal writers is just what is needed. There are two practical suggestions for how to go about writing lesson reports, with an example of one of these; and an example of a fairly comprehensive student questionnaire is provided in the chapter appendix. However, more practical tips, do's, don'ts and options could have been given for how to devise lesson report forms, and how to draft questionnaires. The section on questionnaires is notably brief. Similarly, more guidance is surely needed on the practicalities of setting up and operating equipment to record a lesson. Since the authors state that this is a key chapter which must be read first in order that the following 8 chapters make sense, I would have expected it to be longer than the following ones. It is precisely the average length of the other 8 chapters.

Throughout the book, liberal quoting of varied opinions from learners & teachers, from research reports, and transcripts of classroom data, provides useful illustration of concepts before readers are asked to comment on discussion points, while reflecting on their own experience. The writers have taken pains not to favour any particular viewpoint, so as to encourage readers to make up their own minds. This is laudable, but at times it leaves too much up to the reader. For example in chapters 2 and 3, the reader is given a lot of interesting information about the opinions of (unnamed) teachers or learners about the nature of teaching and learning and encouraged to use various techniques to elicit more opinions, but no help is given in the form of arguments to support or oppose most of these opinions, to enable the reader to make an informed personal judgment. The reader is left to reinvent the wheel and possibly miss some important arguments, or to fall back on viewpoints for which the arguments are familiar. Perhaps the authors would reply that teachers can find more detailed explanations if they look up some of the 150 odd references. No pain, no gain, and to be fair, the authors did not write the book with unguided self-help groups in mind. A teacher trainer-led discussion should not be in danger of missing important points. But this, again, points to the advisability of self-help groups trying to include someone with more experience to help keep them on the right track.

There is one other point, which is not really a criticism, but does need to be understood. It concerns the choice of content. If you look at the outline of chapter contents above, you will see that the book is primarily concerned with attitudes, beliefs, roles, interactions and classroom management in general. Only chapter 6 specifically deals with how to teach a lesson, and mentions the teaching of different skills; but because all of this is covered in one chapter, it has to do so in a rather global, non-specific way. So for teachers who are looking for clarification on specific points as to how to teach such and such a skill or language point, this is probably not the best tool for the job. For anyone looking for a broader sense of what language teaching is all about, or for help in conceptualizing their own schema of values and principles, this book has a lot of potential, but real beginners at "reflective practice" might find another book by the same publisher, *Tasks for Language Teachers*, easier to use and more practical, because it includes more detailed guidance for the untrained user, and includes a greater proportion of tasks aimed at more practical classroom methodics.

Clive Lovelock, RSA Certificate trainer, Kobe, and Lecturer, Tezukayama Gakuin University, Osaka

1Wallace, Michael Training Foreign Language Teachers Cambridge Teacher Training & Development Series (eds Gairns & Williams) CUP1991

Review: The Cultural Politics of English as an International Language by Alastair Pennycook Longman Group Limited 1994, Harlow, Essex, England

This book considers the cultural and political implications of the spread of English across the globe over the last four centuries. It also raises fundamental questions about the nature of education, language, and culture. Pennycook challenges the dominant ways of considering English language teaching and applied linguistics. He contests the belief that language can be taught in a non-political context. Teachers who have asserted they are "only teaching language" will find Pennycook's thoughts provocative and recommendations bold. However, teachers willing to conceive of themselves as agents in a political and socio-cultural learning process will find Pennycook's ideas inspirational.

This text invites readers to consider fundamental questions about language and teaching. Rather than accepting the established credos of applied linguistics or educational theory, Pennycook implores readers to critically re-evaluate all existing concepts, particularly those claiming to be 'universal'. Pennycook insists that any academic discipline should be evaluated in terms of the vested interests supporting it and the historical context in which it arose. Lamenting the overcompartmentalization of many academic disciplines in recent decades, Pennycook emphasizes the need for educators to look beyond the narrow boundaries of their particular discipline. He criticizes applied linguistics in particular for its tendency to view language as a "psycholinguistic phenomenon isolated from cultural, social, and educational contexts" (299). Thus, at the heart of Pennycook's work is the concept of 'worldliness' - the tendency of language to become imbued with social, cultural, economic and political issues. No language, he maintains, can be removed from the social, cultural, economic or political contexts in which it is used. Outlining the history of English in the former British colonies, he reminds us not to regard language as an object independent of other social and cultural forces.

Many of the statements made by Pennycook appear to be a variation of the Sapir-Whorf hypothesis. Pennycook agrees with Whorf that language both influences and is influenced by other aspects of culture. However, he regards Whorf's work as "limited by his structuralist approach" (26) and failing to explore adequately the concept of social class. Although Pennycook avoids discussing this hypothesis in the light of his ideas, I feel Pennycook's failure to address some of the issues of linguistic determinism that Whorf raises is regrettable. Acknowledging that any language has structural elements, Pennycook maintains that a more fruitful paradigm is to consider language as a locus of a political struggle. Pennycook here uses the term 'political struggle' in a Freireian sense: as an endeavor to ascertain contending values and to establish a personal sense of worth. Envisioning culture as an "active process by which people make meaning of their lives" (61), the author portrays cultural politics as a "struggle over different meanings" (66). He disputes the Marxist tendency to view culture as "a superstructural phenomenon determined by the socioeconomic 'realities'" (63), as well as the Western positivist view that culture is the action of nation-states within a high/low diametric field.

Pennycook discusses the spread of English in terms of Galtung's (1971) concept of Center and Periphery. According to this theory, what is newsworthy is defined by the Center (in this century, primarily the UK and USA). Studies of world information systems show how English media from 'developed' countries has penetrated the media of developing nations. This essentially one-way flow of information erodes the national sovereignty, cultural identity, and political independence of developing nations. Though institutions considered along the periphery often become mere distributors of knowledge from the Center, Pennycook emphasizes that the actual situation is more

complex. Even institutions along the so-called periphery are more than passive receptors. Through a process known as 'writing back' - of expressing their values and vision - marginalized populations can gain a dynamic voice and challenge the cultural monolith emanating from the Center. Pennycook concurs with Appadurai's (1990:6) appraisal that, "the new global cultural economy has to be seen as a complex, overlapping, disjunctive order, which can no longer be understood in terms of existing center-periphery models."

Outlining the concurrent global spread of English in recent years along with the equally rapid spread of Anglo-American power, Pennycook disputes the assumption that its proliferation has been natural, neutral, or beneficial. He also refutes claims made by Fishman (1979) that English is not "ideologically encumbered." Every language, Pennycook maintains, carries with it the weight of a civilization. The decision to use a certain language means to support the existence of a given cultural matrix.

Phillipson's (1986, 1988, 1992) concept of "English linguistic imperialism" is discussed at length in this work. The author concedes Anglo-American expansion has gone hand-in-hand with the expansion of English, and that governments of the UK and USA have attempted to foster the disciplines of EFL/ESL and organizations such as the British Council and TESOL. However, Pennycook criticizes Phillipson for not adequately considering how English can be used in diverse contexts. Although the author concedes that English is 'the language of international capitalism,' he also underscores that English is a language of protest. He points out how writers such as Achebe, Baldwin, and Lim have had an impact not only on readers in their homeland, but on millions of people around the world. Emphasizing the power of human agency and the ability to reshape language in unexpected ways, Pennycook remarks, "it becomes important to acknowledge [English]... not merely as a language of imperialism, but also as a language of opposition." (262)

One theme considered at length in this book at length is the nature of education and the role of teachers. Instead of viewing schools as "neutral sites where a curricular body of information is passed on to students" (297), Pennycook encourages readers to think of educational institutions as "cultural and political arenas" where different values are in struggle. He agrees with Giroux (1991) that, "Teachers need to see themselves as 'transformative intellectuals' rather than mere 'classroom technicians employed to pass on a body of knowledge'" (299). For Pennycook, teaching is a process of political engagement, and the curriculum should be based on themes of immediate social relevance to students.

Pennycook emphasizes that English language teachers can have a positive role by empowering learners through an amalgam of approaches known as 'critical pedagogy.' Although he asserts that classrooms have revolutionary potential, he concedes that all too often they are stagnant and mere dispensaries of canonized dogma. Pennycook laments even the field of critical pedagogy, which is dedicated to transforming classrooms, has become "reified and institutionalized." (299). He voices Ellsworth's criticism (1989) that critical pedagogy is "too abstract and utopian" and remarks by Simon (1992:xvi) that it is "in danger of terminal ossification" (300). Interestingly, Pennycook does not explain why this state of affairs has arisen. For this reason, his arguments in support of critical pedagogy seem less convincing.

Conclusion

This work is not light reading. Many of Pennycook's assertions are, I maintain, explained all too briefly. His description of the "metanarratives of modernity" (58), for example, is as terse as it is abstruse. Moreover, When Pennycook suggests that, "perhaps language - and particularly English as an international language - should also be replaced by a vision of powerful discursive formations globally and

strategically employed." (64), he fails to specify what this might signify. The scope of this book is ambitious and Pennycook attempts to transverse more territory in the 365 pages of this text than he can adequately cover.

Pennycook does not give a prescriptive list of do's and don'ts in this work, or offer a clear-cut teaching methodology. What he provides is an impassioned vision of Pennycook's philosophy, and a statement of how he, as a teacher, sees his role in shaping the political agenda for the next century. He embraces the concept of cultural relativism and lambasts all attempts towards "universal" knowledge or "objectivity", which I found very thought-provoking. I suggest readers approach it with the same spirit of critical questioning that Pennycook recommends when considering any discipline.

-- Tim Newfields, Tokai University

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Teacher Education Annual General Meeting
Friday November 3rd 17.00 Room 436

Purpose

This is our chance to touch base with each other, review, discuss, and plan. One part of the meeting is about how you want your committee to function and what you want the committee to focus on; the other part of the meeting is about what your ideas are and about how the SIG can put those ideas into action. It's your SIG, and your ideas are the cornerstone of what we can do !!!

Time

We have been allotted 45 minutes in the conference programme for the AGM, but we will probably run over on time. So, what we'd like to do is get the administrative things done early, and then go on into the ideas and future directions/actions part, taking time to discuss things well with each other, and then, if people are willing, continuing later with more informality over food and drinks - nothing booked, so no obligations, but it's perhaps a good way to round off this once-in-a-year chance to meet with each other.

Agenda

1. Proposal and confirmation of Tim Newfields, National Recording Secretary and Teacher Education N-SIG member, as chair for the AGM
2. Proposal and confirmation of Clive Lovelock, Teacher Education N-SIG member, as Recording Secretary for the AGM
3. Welcoming address by Barbara Wright, outgoing coordinator
4. Written reports from 1995 committee
5. Ratification of relevant constitutional articles on:
 - * Officers and Coordination
 - * Nominations, Elections, Vacancies and Removals
6. Election of new officers
7. Future directions
 - i. the network
 - * regional teacher education networking
 - * mini-conferences, symposia and events being planned in 1996
 - * teacher education internet list
 - * other ...
 - ii. documentation
 - * revisions to the mission statement published in June 1995 newsletter for your consideration
 - * developing a full, suitably workable constitution in 1996
 - * other ...
8. Any other business

-- Your 1995 N-SIG Committee

This Network Thing

The coordinating committee posts at the moment (cordinator, deputy coordinator, treasurer/membership, newsletter editor, program chair, member-at-large) reflect the basic initial tasks that need to be done to keep an N-SIG up and running, and for that N-SIG to meet the requirements that JALT makes of it. Yet, as the N-SIG grows and finds its feet - we now have about 150+ members - different committee roles may be needed to cope with that growth, and to create different layers of productiveness, initiative and responsiveness within the network.

This year, it's struck me many times that we need to go beyond this functional minimum (the six posts mentioned above) to give depth in the future to what we do. And as we begin to grow towards 200 members and maybe more over the next six months, we are facing a kind of crunch period in the SIG's functioning. A

committee of six will begin to get very hard pushed indeed to be able adequately to organize everything in the SIG's name.

On the one hand, a case in point is the newsletter, where the hours of labour involved in simply editing an issue of this length and quality is 30 to 40 hours for one person. Imagine then the time that goes into arranging for the newsletter to be printed, picking the newsletter up from the printer's, stuffing envelopes, labelling envelopes, adding enclosures, going to the post office, and so on ... and you'll get some idea of what John McClain has been doing for us all. So, at this point, it seems to make sense to think of separating newsletter editing from newsletter printing and distributing - and therefore creating a separate newsletter distributor position. And of course that means someone stepping forward to take that responsibility (which basically involves a few hours work three times a year, but which also enables the future editor to focus on editing) !

On the other hand, a committee's purpose is maybe not to organize everything for the N-SIG, but rather to encourage the membership to become more and more active. This requires a lot of time and a lot of reaching out from the coordinating committee to find out what your ideas are. It is not something that happens overnight, but there is a certain momentum to it, where gradually, more and more things start happening of people's own initiative.

Because the SIG is basically an information and people network, it can't actually be organised centrally except for major administration tasks and major events, like the conference in Nagoya. Realising this, all of us on the committee this year have been very aware that the more we can decentralize away from the coordinating committee - both within Japan and internationally - the more everybody in the N-SIG can take part and shape teacher education: that is, the more we can create and learn together. If this can happen, the coordinating committee becomes less the organiser and more the resource to help people do things locally, regionally, and internationally at a grassroots level. And this is what this year's committee has devoted a lot of its time and energy to doing: practical, on-the-ground, consensus-building, and step-by-step learning to see what we can do to help make the teacher education network dynamic and strong.

What seems to be happening then at this moment in the SIG's history is a kind of 'growth spurt' where we seem to be radically changing what we have been doing, but which in fact is the natural outcome of a SIG with critical momentum... We are moving towards an expanded coordinating committee and a re-assessment of what we need to focus our energies on, and we are also seeing the creation of an 'outer constellation' of responsibilities, initiatives, and responsiveness, which add different layers of connection across the network.

Two important developments that are shaping this outer constellation for 1996 are the growing number of regional program contact people, and the current efforts being made to start up a Teacher Education E-mail Discussion List.

*** Regional Program Coordinators ***

The 'outer constellation' is, as far as I can see, loose and flexible, changing and developing as the situation shifts on the ground. It tries to configure different resources at different times for different purposes. That's how from JALT 95 in Nagoya onwards the following Teacher Education N-SIG members are stepping forward to initiate teacher education events and groups locally, informally, and according to what they identify as appropriate for their own context:

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This list is, of course, not complete, and you may find that your area is not included. Well, maybe you can do something with the people in your area - and your ideas and initiatives can then be publicised in the newsletter... At the annual general meeting on Friday November 3rd from 17.00 in Room 436 we can all find out more about the regional program coordinators' ideas and plans for teacher education in 1996. Since we haven't done this before, everybody's wondering what we can do, so let's talk together and find out !

A couple of examples: Paul Beaufait is planning with T E members in Kyushu to put together a teacher education track of presentations as part of a one-day symposium in 1996, organised together with the Fukuoka Chapter, where Paul's main contact is Bill Pellowe, chapter program chair and TE N-SIG member. In Tokyo, discussions are under way with the Learner Development N-SIG to put on a joint one-day teacher education/ learner development symposium at a centrally located university in Tokyo in May next year. On the TE side, Kevin Mark is looking into the possibilities and choices for a suitable venue, while, with the LD N-SIG, the main starting contacts have been Naoko Aoki and Richard Smith, currently co-coordinators of the Learner Development N-SIG, with follow-up from Morio Hamada, LD N-SIG co-program chair and T E N-SIG Member. Things are kept informal, flexible and ... grassroots.

*** Teacher Education E-Mail Discussion List ***

Gordon Wilson, who has volunteered to be the regional program co-coordinator for Hokkaido, is also working right now on setting up an e-mail discussion list for second language teacher education. His university has the facilities for this to be organized, and Gordon has been in contact with Steve McGuire, TE N-SIG member in Nagoya and computer expert, about the technical details. This is a really fantastic step forward for the Teacher Education N-SIG (if it comes off - we are not quite sure yet, to be sure!), and the chances are that the list can be international as well! Gordon is hoping to update us on this at the teacher education annual general meeting in Nagoya on Friday November 3rd from 17.00 in Room 436.

From Matsuyama 1994 to Nagoya 1995 to Hiroshima 1996

Speaking of and for the 1995 Committee, I think we feel that we've started to give a face this year to the Teacher Education N-SIG, and we're excited at the prospects for 1996. Quite deliberately, we've held back from trying to define Teacher Education for you, believing that its definition will be created and re-created by you in articles and discussions and events.

Instead, we've tried to network resources through the newsletters - interviews, perspectives, book reviews, conference reports, and so on - and to provide as

many different angles on teacher education as we could. This is a slow process but it's gathered momentum, and it provides a solid and productive base from which to expand our horizons in 1996.

As this happens, the natural next stage is for both local and international projects to be started, and for a broader sharing of research in teacher education here in Japan and internationally. What these projects will be and what such research might focus on we have no way of knowing at this point - but Nagoya offers a great opportunity for us to swap ideas and see in what different directions we want to go. Publications ? Surveys ? Collaboration with teachers and teacher educators in other countries ? Your ideas are as good as ours ... and we want to take time to listen to the future directions that you see in the making ... After all, it's an exploration that we've embarked on, and 'this network thing' is a resource that we can share with each other to power that exploration forward. Have a great conference ! Best wishes,

-- Andrew Barfield, Deputy Coordinator

Many thanks to the

regional program coordinators

for contacting N-SIG members to staff

the Teacher Education hospitality table ...

and of course

a very big thank you to all of you ...

who have volunteered

to help out at JALT95 in Nagoya

many hands make light work ...

Your 1995 Teacher Education Committee Team:

Coordinator Barbara Wright

Deputy Coordinator Andrew Barfield

Newsletter Editor John McClain

Programs Bobbie McClain

Treasurer/Membership Stephen Hanpeter

Member-at-Large Sonia Yoshitake

Profile of the IATEFL Teacher Development Group*by Dominique Vouillemin, past IATEFL TD SIG Coordinator

The Teacher Development SIG was founded by Adrian Underhill and a core group of people who realised that mutual support and learning continue long after the excitement and sharp learning curve of initial teacher training. The questions that the SIG addressed then and continues to consider today are:

- * What does development mean to me ?
- * How can I develop as a teacher ?
- * What is my vision for myself/place of work ?
- * What further possibilities exist ?
- * What are my negative/positive feelings ?
- * What further training might I want ?
- * What can I do myself ?
- * Where do I need help ?

The TD SIG activities, events and newsletter offer a forum for sharing resources and experience in order to hone and improve what we already do well. Experiential wisdom marries with new developments in theory, technology and applied psychology. The SIG seeks to create a circle of excellence through professional networking, in which each individual's unique skills are welcomed with respect and with curiosity, and shared with others.

The TD SIG newsletter has been edited and produced by Melanie Ellis and Katie Mead with consummate skill and professionalism. It is particularly strong on experiential accounts of development and in its pages you will read of the triumphs and tears of development, the magic of the unexpected and the sober reminders that maintaining an excited curiosity over perhaps decades of a demanding career is not always easy. What is remarkable is that so many of us are up for change, or whatever development means to each of us; TD is one of the three largest SIGs with Business English and Teacher Training.

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** We are very grateful to the EL Gazette for providing us with a free copy of The ELT Guide, a review of which you'll find in this issue.

Experience through growth - growth through experience ...

Come along and discuss the future directions of your Teacher Education N-SIG at the Annual General Meeting on Friday November 3rd from 17.00 to 17.45 in Room 436 ...we look forward to hearing your concerns and interests, and making plans together with you !

Teacher Talking To Teacher

continued from page 1

ACTIVITIES: It is proposed that we continue our Teacher Development (on the job) activities within Japan at the present level and that we increase activities in the area of Teacher Training (pre-work) by contacting the Monbusho and Teacher Training Colleges at universities in Japan to create a list of requirements and syllabuses in the area of Teacher Education.

MY VISION FOR THE FUTURE: I have a vision for the future of our N-SIG that some day our profession of Teaching English will be as highly respected as any in Japan and in the world and that the Teacher Education N-SIG and JALT will help to make this so. Please contact Barbara Wright if you can help with this. (e-mail Internet:76752.1537@compuserve.com). See you at the meeting.

A REVIEW OF PAST ACTIVITIES: During the past 18 months since I took office as Coordinator, our N-SIG has undergone a number of positive changes. I would like to briefly outline these changes.

MEMBERSHIP: Since May of 1994, when I took over from Jan Visscher as Coordinator, our membership list has increased from less than 100 to 162 as of February 1995. Not only have we increased the number of members, but we have also increased their participation in the N-SIG.

ACTIVITIES IN JAPAN: Our activities in the area of Teacher Development reflect the increased participation of our members and officers. We have had presentations at regional conferences and at Chapter Meeting throughout Japan from Hokkaido to Kitakyushu. We also have active groups meeting in many parts of Japan to discuss Teacher Education.

INTERNATIONAL OUTREACH: Our officers have made an effort to contact sister organizations outside of Japan in order to offer assistance and promote cooperation with English teachers in other countries. Bobbie McClain participated in an educational study tour of Vietnam. Sonia Yoshitake attended an International Conference in Hong Kong. Barbara Wright attended the TESOL conference in California where she made contact with sister organizations such as the Teacher Education Interest Section in TESOL, the Teacher Training Interest Section of IATEFL, California TESOL, and Korea TESOL. Andrew Barfield recently contacted the EL Gazette so that we could have information about our N-SIG published in a future issue.

NEWSLETTER: In 1993 we published our first 10 page newsletter in the Autumn and another in the Summer of 1994. After John McClain took over as editor, in 1994 we published an 8 page newsletter in October 1994. In 1995 our newsletter went to 16 pages in February and in June we published 24 pages including an article in Japanese. Our current newsletter will be the third this year. We are also discussing making an electronic version available on e-mail. Not only have we increased our number of pages but the quality of articles and the number of contributions from our members has increased.

OFFICERS: Many of our original officers have gone on to other positions in JALT or returned to their home countries. Realizing that a larger responsibility requires more people to handle organization and coordination, we chose officers for new posts at our last annual meeting. Our original Coordinator Jan Visscher resigned due to increased responsibilities elsewhere. We chose a Deputy Coordinator, Andrew Barfield, to help Coordinator, Barbara Wright, when she is outside of Japan. Bobbie McClain continued in the position of Program Chair which she has ably filled since the beginning of the N-SIG. John McClain replaced Karen Ivory as newsletter

editor. Stephen Hanpeter replaced Barry Mateer as Membership Chair and Hong-En Feng as Treasurer. Sonia Yoshitake assumed the new position of Member-at-large. We will hold elections this November and hope to receive offers from some new members who are willing to become more actively involved with the N-SIG.

-- Barbara Wright, Coordinator

**Hello and welcome to 50 new members who have joined
in 1995 !**

*** William Anton
*** Allyson Capreol
*** Philip Cassir
*** Sean Conley
*** Momoyo Fukuda
*** Andrew Green
*** Coral Harris
*** Mihoko Hirota
*** Inoue Masami
*** Katsura Hiroko
*** Toshiyuki Kawano
*** Glenn Koch
*** Patrick McClain
*** Tim Murphey
*** Noriko Nakada
*** Wakako Nakano
*** Tara O'Brien
*** Darryl Pandoo
*** James Ronald
*** Mary Sanders
*** Willetta Silva
*** Natsuko Takamura
*** Mark Tiedemann
*** Robert Weschler
*** Masayo Yamamoto

*** Kevin Bergman
*** Frank Carter
*** Linda Crook
*** Eiko Endo
*** Richard Gabrielli
*** Hiroko Hagino
*** Glyn Harris
*** Peggy Ikeda
*** Francis Johnson
*** Izumi Kiwamu
*** Elizabeth Kerrison
*** Aleda Krause
*** Lisa McHenry
*** Robin Najjar
*** Akinobu Nakamura
*** Wilma Nederend
*** Mark O'Neil
*** Eric Reynolds
*** Peter Ruthven-Stuart
*** Mary Scholl
*** Akira Tajino
*** Ken Tamai
*** Michael Velich
*** Maho Yamada
*** Craig Young

See the accompanying N-SIG membership list for the full addresses and contact information of all N-SIG members (as of October 1995)...

-- Stephen Hanpeter, Treasurer / Membership

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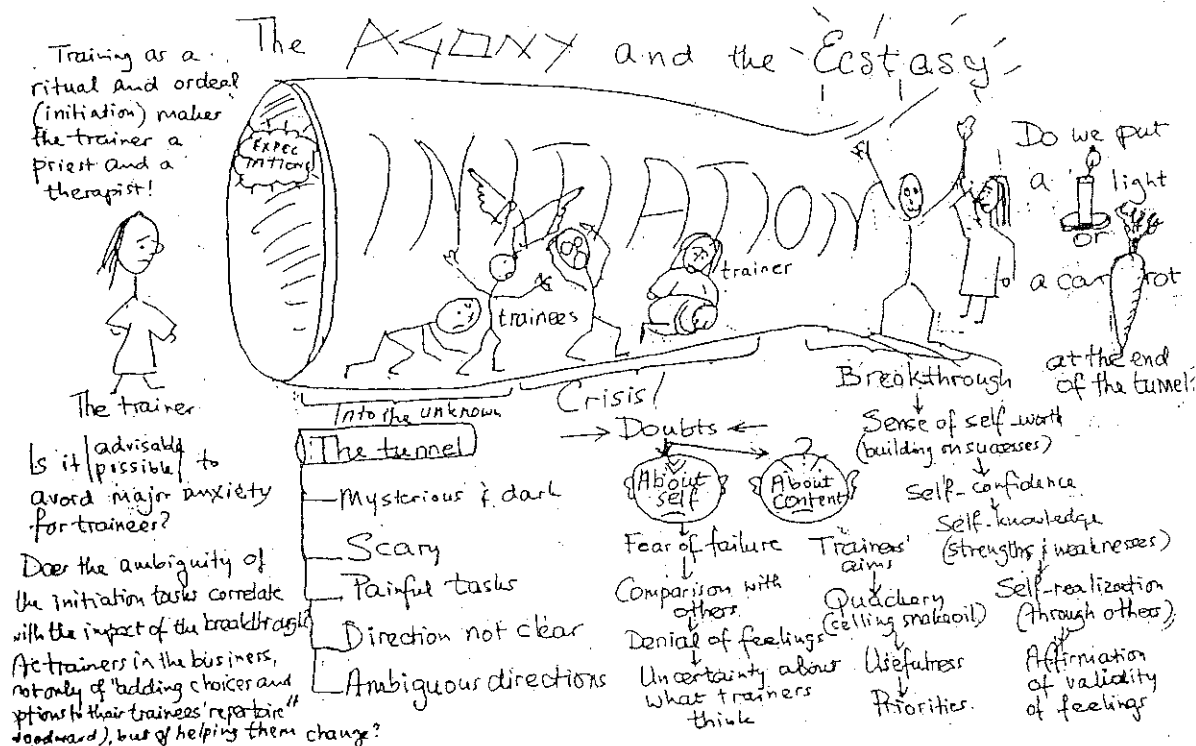
On e-mail ? We're trying to find out how many N-SIG
members have access to e-mail - please let Gordon Wilson
know by sending him a quick hello message (subject
heading

'JALT T E Member') at: gwilson@kus.hokkyodai.ac.jp

-- John McClain, Newsletter Editor

Find out more about the agony and the ecstasy of teacher education !

Teacher Training: Initiation to Development Jan Visscher



Clive Lovelock, Kevin Mark, Junko Okada and Jan Visscher will discuss with you Possible Pathways Forward in Training and Development at the Teacher Education N-SIG Colloquium on Saturday November 4th from 15.45 to 18.15 in Room 436 - see you there !

— Bobbie McClain,

Program Chair