



Teacher Talking to Teacher

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Applying What You Learn

(An article to read to your participants as they leave your next training. Ed.)

Excited about the three-day training course you're scheduled to attend next week? Can't wait to acquire a few more skills? Great, but have you thought about the Monday after next week's training? You'll come back to work to find your phone log full, your in-basket overflowing, and your schedule over-booked with meetings. Until I catch up, you say to yourself, I'll put those grand new skills on hold. **Don't!** Solid research reveals that the chances of your ever applying training lessons that are not applied on the first day back range from low to nothing.

The remedy: Use the trip home from the course, or three or four hours on Saturday, to review the high points of what you learned and figure out

exactly how you're going to start to put them into practice on Monday... Playing catch-up is going to make Monday a bear of a day in any case, but to get the new skills to stick, you've got to start nudging them onto your agenda post-haste. If you can't practice all of your new tricks on Monday, consciously try one or two more on Tuesday—without fail. Also spend half an hour a day reviewing those skills you haven't had a chance to put into immediate use. New skills need gentle persistent nurturing. **TIP:** Exchange phone numbers with several colleagues at the course and agree to act as support for one another. That practice you mastered in the [workshop] won't work quite the same way back [at school]. Chances are your fellow trainees are having similar problems, and their colleagues back at work are also looking at them as if they are alien creatures. It helps (a lot) to have an empathetic ear to talk to.

Source: Tom Peters 1994 *In Pursuit of Wow!*
Vintage Press pp. 63-64

☆ Articles of Wow!

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Writing and Developing Together as Teachers

Cheiron McMahon

After returning to Japan three years ago, I was disappointed at first that I couldn't take part in the teacher development and peer evaluation efforts that I had been enjoying in my community college in the US. I had been lucky to work with three of my closest friends from the same MATESL program, which meant in our case that we felt safe with each other and shared a similar philosophy of teaching. This philosophy included ceaseless efforts at self-improvement and a cheerful attitude toward peer observations. We all through hook or crook also ended up at a workplace that supported our efforts with recognition and funding.

In my university in Japan, by contrast, I have searched in vain at times for a common point of reference and motivation with other English instructors. As I'm sure is common in many institutions, each instructor is an empire unto himself (and I do mean HIMSELF) with very few chances or reasons to come together. My suggestions of joint student questionnaires or peer observations and feedback have been mostly met with fear and hostility. However, I have found one way to continue developing myself as a teacher, with my colleagues; and also with friends in other schools via Email. It is by writing academic papers together.

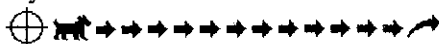
I noticed that EFL instructors are under great expectation to publish in Japan, in contrast to my experience in the US. We also are encouraged to put papers into our school bulletins. In the guise of adding to our resumes through the joint publication of a paper, then, I have been able to open up discussions of teaching in a broader sense with my colleagues. As a concrete example, a year ago at my university we changed our course scheduling so that each student took a course twice a week for half a year from the same instructor. This was a big change in that students used to take two courses once a week from two different instructors for a whole year. I suggested that we conduct a survey on our students' reactions to the change, analyze why we prefer the new schedule as well, and write it up for our school bulletin. Eventually three of us participated in researching and writing a paper on the "role of continuity of language instruction." We each wrote a

section of the paper and then one of us linked it all together. Having a concrete and somewhat self-interested goal of publishing and sharing what we were doing with the rest of the university gave us a discipline and motivation to share ideas and evaluate our teaching that we otherwise would have lacked.

The fact that writing together succeeded as a teacher development tool even in what I consider to be the difficult circumstances of our university made me think of how exciting it would be to try it on my own with a friend. I therefore proposed writing a paper recently for a monograph on gender issues in language education with a friend in Ottawa via Email. We had only a couple of months to throw it together, but it went amazingly well. It involved lots of questionnaires and interviews of women in Tokyo, which I handled, and lots of literature review, which she was able to do at her university in Canada. In the case of working with a personal friend, I was even more exhilarated in that we both felt free to just plunge in and change each others' words and ideas without worrying about each others' egos. I felt by contrast with my workmates that there was some tension involved in suggesting changes in our paper that held us back from making it even better. Even though the paper I wrote with my friend is on an aspect of grassroots education, I am finding that the ideas are completely revising my view of my classes for university next year. With my friend's help, I am returning to the old questions about teaching and learning, and further clarifying my beliefs.

To sum up, I have found that writing and publishing papers together is an accessible path to ongoing teacher development in Japan, even in situations that seem unsupportive or isolating. The institutional and societal motivation to research and publish is already there to be exploited for a noble cause. I am changing universities in April, but I would imagine that if the same colleagues continued to write papers together over time, it could eventually lead to more trust and more cooperation in curriculum development and evaluation.

In parting, why don't we start an author-seeking- author column in this newsletter, to encourage us to research and write papers or other works with other TE people? Here is my entry, just to get it started... everyone, please add yours to the next newsletter.



The Hows and Whys of Teaching Teachers

Steffani R. White

Switching from the nursing to English language teaching, Steffani White wrote the following reflection as she worked for her M.Sc Education in Language Education in 1995. We invite readers currently doing training courses from RSA through to Ph.D.'s to reflect on their personal development, and to share those insights with our readers. (Ed.AB)

The conceptual separation of teacher training and development makes a lot of sense at first glance. On the one hand, there is the pragmatic - teacher training - teachers expanding their skills via practical means. On the other hand, there is the holistic - teacher development - teachers expanding their horizons professionally and personally in order to become better practitioners.

More thoughtful consideration of this separation, however, raises some problematic issues. Personally, I find the terms training and development as difficult to separate as Krashen's learning and acquisition. If training and development were truly separate, then the teacher in training would be a mere vessel stopping in for a skills fill up - little more than an automaton. Do we really want to buy into that idea?

I just finished an interesting book: *Making Multicultural Education Work* by May (1994; Bristol: Longdunn Press). This book details

the innovative pedagogical practices at the Richmond Road School in Auckland, New Zealand. The initiatives discussed in this book were begun by Jim Laughton, the principal at Richmond Road from 1972 to 1988. Laughton's own philosophies emphasized cultural maintenance and access to power. Richmond Road, a primary school with a culturally diverse student body, was where he applied these beliefs. The change implemented at Richmond Road revolved around the idea of empowerment - empowerment of knowledge - for students and staff alike. I mention the book here because of an idea that sticks in my mind. "Laughton made his teachers learn theory as the basis for their practice and that was an unusual process for teachers to have to undergo (p.80)". Laughton understood that even the best practitioner of the art of teaching needs to think critically about the developmental process of learning - about how learners learn. Throughout the account of Richmond Road, evidence is seen of practice with theoretical underpinnings and theory with practical applications. The author acknowledges the difficulties involved in combining theory and practice, but argues strongly in favor of the practice of theory. Without theoretical knowledge, one cannot hope to achieve the highest level of successful practice attainable.

This is but remote argument, though. I can better explain my perspective by drawing you, my reader, closer into my life - to show you what this has meant and still means to me. My own background as a teacher is an informal one. There have been times in my life when I have found myself equipped with certain skills that others were interested in learning. Whether it was teaching private music lessons or computer classes the bottom line remained the same. I had no formal training as a teacher. My teaching methods consisted of the strategies that I knew worked - or at least they worked for me as a learner. I had no conception, no grasp of the idea that others may not learn as I do. It took teacher development to show me that reality. Teacher development provided an exposure to and discussion of some of the critical analyses of teaching and learning processes necessary for me to grow beyond my egocentric perceptions of learning and teaching. It gave me a wider perspective from which to view myself and others. Was I a good teacher before? According to my students and my own assessments of their progress, I enjoyed a modicum of success. Am I a better teacher now? I can only say that

TEACHERS LOOKING FOR TEACHERS TO RESEARCH AND WRITE WITH THEM ON THESE TOPICS

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Interested in working on:
Women's issues in language education
Institutional constraints on LT
Eliminating heterosexism in LT
Feminist pedagogy
Rock 'n' roll history EFL text

I am more aware and that I have a better chance of reaching a wider audience.

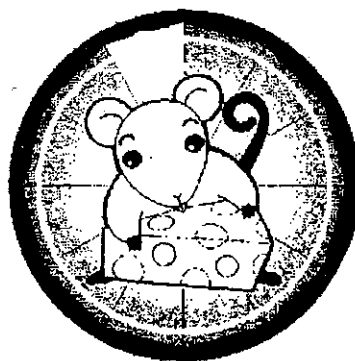
Teaching English as a Second Language is a career change for me. Currently I am studying for my M.S.Ed in language education with an emphasis in ESL. Because my own interests lie with college level, international students studying at US colleges and universities, master's degree preparation is a minimum requirement. No doubt doctoral studies lie ahead of me, as well.

But how have my studies thus far added to my perspectives about teacher training versus teacher development? I could easily sort out the classes that I have taken so far into two categories: practical and theory-based - or training and development. There's that dichotomy again. But the dichotomy isn't real. It is an illusion - a trick performed with smoke and mirrors. How do I, as a student, know this? I know this from the thoughts provoked in the classes from both categories. In practical courses, I find myself continually searching for the theoretical foundation of this method or that approach. In theory-based classes I find myself constantly searching for ways to apply this or that theory to classroom practice. The connections are there, but they're not fully explored.

In my newly chosen field of ESL, this same split is apparent. There are those who engage in TESL, and there are those who engage in SLA research. The humorous side to all this, of course, is that everywhere you look these days in educational journals and publications you see the buzzwords of the day: collaborative education, cooperative education, and group work. Theorists are just as enthused for they have seen evidence that leads them to believe that this is sound and effective pedagogical practice. Isn't it time that practitioners and theoreticians work collaboratively as well?

As I wind down to a close, I somehow want to offer up a nice, neat analogy that sums this all up in a tidy package. I like that as a reader and as a learner, too. Training and development, theory and practice - these are not either/or propositions. Teacher education is a growth process that embodies both. It is additive and cumulative. If practice and training are the "how", theory and development are the "why", functioning together in collaboration and cooperation. Perhaps training and development are somewhat different, but they

belong together like peanut butter and jelly, or bratwurst and beer, or (fill in your own favorite just-can't-have-one-without-the-other here).



Teacher-Researcher and Methodology: What you believe is what you get.

From Email: Anthea Tillyer,
City University of New York

... In addition, I think that it is important for teachers NOT to use techniques and activities that do not suit their personality. Sometimes teachers do this because they are committed to being the best that they can be, so they try everything that might make them "better". I believe that if you don't really believe in something, you probably won't do it well. That said, I DO think that it is a good idea to at least "try" new things before deciding whether or not they suit one's personality and teaching style. In order to be successful in a new teaching technique or approach, it is a good idea to try to understand the pedagogy behind them. This will make the innovations more comfortable to experiment with.

Finally, I think that the "point of need" applies to TEACHERS as well as students. I think that each of us has to make changes in our teaching when we are ready for it, when we feel the NEED. For example, teachers who signed up for this seminar have, in so doing, implicitly expressed interest in trying new teaching techniques and approaches. Still, even for these teachers, slowly is the best way to get comfortable teachers and comfortable students. (See also *At the Point of Need* book review p. 15 and Email message from Marie Nelson p.19. Ed.)

Reflections from a Teacher on Being Observed

 Lois Scott Conley

I'd like to share my reflections about two teaching observations that have been instrumental in my professional development in hopes of sparking ideas and self-analysis in Teacher Educators. I write not from the point of view of a supervisor, but only from that of teacher.

I was observed a number of times while I was doing practicum teaching for my undergraduate degree in Secondary Ed. The supervisor who stands out from this time taught me much about teaching and, I realize as I look back, a lot about observing other teachers. Before my observations, I had the opportunity to observe Dan's (my supervisor's) teaching. Before his class he spoke about what he hoped to accomplish that day in terms of the observable and affective changes he hoped would occur in the learners. After the class he shared his thoughts and feelings about how the class had gone and what he had observed the learners doing (demonstrating their learning). He described the principles he felt were important in teaching and discussed the techniques he had used in trying to support them. He also asked me specific questions about what I had observed, and asked me to comment on whatever had been most striking for me. In my observations of his classes, he set the style for his observations of my teaching. He modeled careful self-analysis that I would strive for in our later discussions, and though he was very much the "knower" in our relationship, I felt respected, listened to and validated.

When it came time for Dan to observe me, I was not fully aware of what I was doing as a teacher, or even what I might want to do, but I was relaxed and excited about learning. Before the classes, Dan would ask me what I was thinking about the lesson I was about to teach. I shared my objectives, plans and rationales for what I would do. At times I told him what I was worried about in the lesson, or with some of the learners. Sometimes I asked for his advice, but it was my call. I spoke about what was important to me.

After the lesson Dan had me speak first about what had happened, again asking me to discuss what I thought or felt about the class. If I was positive about something, he supported me and challenged me to look for why it had worked. He asked me to make connections between what I did and what kind of learning came about, and to look for agreement between what I believed in principle and what I did in practice. If I was being particularly self-critical or negative, Dan would not question so much as he would listen. He also focused a great deal on the learners. What they did that showed learning, or affective growth, or that they were struggling, tired, feeling competent, or overwhelmed. He kept a focus of our discussions on the result that teaching had on the learners and their learning, and at the same time allowed my feelings to be a valid addition.

It was many years until I had such a positive observation experience again. The powerful effect a supervising teacher can have was highlighted for me by the contrast of two supervisors who observed me during the teaching internship of my MA program. The Director of the institution I worked for came to the observation with a checklist and proceeded to mark off my strengths and weaknesses. Lauren, my internship supervisor, recognized me as an individual, and worked with me to discover and expand my understanding and skill at teaching.

Lauren held strongly to humanistic principles in teaching and supervising. Principles based on respecting the learner as a whole person rather than as an identity programmed to learn the required material. She created a personal relationship with me before observing my classes, discussing teaching and non-teaching related issues, and my situation at the institution. We also talked about my general teaching concerns several times before she visited my classroom. During these talks, Lauren concentrated on understanding what I was saying and experiencing, giving listening responses that both clarified what I was thinking and that challenged me to delve deeper. I felt that she was truly there for my learning and development.

Lauren had supervised teachers in the past and had worked with them to develop a process for the sessions dealing with the pre, during, and post observation stages. She shared this process with me and I thought it sounded helpful, so we didn't alter it for my sessions. She did, however, check with me several times

throughout my period of observation to see how the process was working for me. I felt that options for change were possible.

According to this agreed upon style, we would meet briefly before the lesson to be observed and I would share my lesson plan, thoughts and feelings about it. I would also identify at least one area that I wanted to work on, and wanted her to specifically observe for my professional growth (three areas or issues were the maximum). During the lesson, Lauren sat where I thought she would be least distracting, wore light colored clothes and carried few personal things. She tried to be invisible and was very successful at it. She took copious notes, and I recall catching her watching me only a few times. At those times, she had a neutral half-smile on her face. All of this made me feel comfortable and not only willing, but inspired to explore my teaching. I found myself asking Lauren to observe when I had a particularly difficult problem, or when I wanted to try something new. I knew that her evaluation of me as a teacher would show up on my transcripts, but I didn't care whether she saw my teaching at its best or not. I wanted her there to aid me in learning.

After the lesson, we had a very long debriefing, or discussion. I started by talking about the experience and sharing my reactions. Lauren would give listening responses guiding me toward an understanding of the major themes and principles I was focusing on. After much time at this, she would offer comments from her experience. She related things that she had tried or believed or she shared what others had done or believed. These were offered to me "adult to adult" without pressure on me to subscribe to them. I felt that they were meant as stimuli for my own thoughts. The goal was for me to discover what my own principles were and to expand my repertoire of practices to support them.

In the same way that I felt I was not expected to adopt new thinking or practices that appealed to Lauren, I felt that I did not need to impress her or gain her favor by teaching a certain way. She didn't judge my performance as either "good" or "bad," and the only expectation I felt I needed to live up to was that I sincerely analyze and evaluate my own work. It was not uncommon for me to feel exhilarated after working with her, and to feel that I had done well, but I realize in writing about these experiences that Lauren rarely, if ever, praised me. There were times she would describe an

aspect of my teaching that had resulted in a positive learning experience for the students. She was specific in detailing what she had observed me do, and in describing the students resulting behavior. So I did not associate the pleasure of doing something effective with gaining her approval, but rather felt pleased that it had been effective for the students. As with Dan, I was able to keep my mind on the students and how I could best serve them, and not be concerned with how I might best impress my supervisor.

Lauren followed my lead in the discussion. She stopped often and checked how the discussion was going for me. She would give a summary of what we had covered and mention where we might continue to explore. I was then given the choice of continuing, and a say in what areas we would continue. Though she took notes on many issues, Lauren did not discuss everything she observed. She focused on me and what I knew, and through listening responses provided security for me in feeling understood, and respected.



She was particularly sensitive to the balance in our relationship between her role as the knower and my role as the learner. At times, I as the learner needed to be able to assert my own knowledge and strike out beyond what I knew in order to test and discover more. At times, Lauren, as the more experienced teacher, had insights or techniques that I needed in order to feel supported. Looking back, I believe she evaluated each issue separately to determine where the balance lay, and how her actions might best suit my learning. I was not a totally new teacher, so I was not so highly dependent on her knowledge for everything.

But there were definitely times when I needed her input. At these times she gave me very digestible comments. The ideas were just one logical step beyond my own, so they were an accessible extension or expansion of my own thinking.

I think that Lauren operated from the belief that learning cannot take place unless the learner is ready for it. She focused on where I was and what I was ready for and wanting, though the issues I brought up may not have been the most striking issues she observed in my lessons. I think because of this I always felt that I could succeed in the goals I set and the areas we discussed. I wanted to try because the issues came from me and were directed at my level of development. I was relaxed, challenged and incredibly motivated. Much of what I discovered during those sessions has become part of the core of who I am as a teacher, and has shaped how I think of what I want to become.

I have shared a number of beliefs and behaviors of two supervisors, Dan and Lauren, who's influence on my teaching and way of viewing classroom observation has been remarkable. In summarizing, I would like to review these behaviors and the principles that I believe stand behind them.

Behaviors

- Supervisor creates time for discussion of various issues before the observation.
- The focus is on understanding where the teacher is.
- The supervisor shares some personal information.
- The teacher has a chance to observe the supervisor's teaching, and the process of observation is modeled to some degree.
- The teacher shares plans and goals before lessons and poses questions or concerns as well.
- The supervisor gives comments one logical step beyond where the teacher has demonstrated awareness.
- The supervisor asks teacher to look for connections between their beliefs and practices.
- The supervisor models a focus on the learning happening in the classroom, a focus on the students.

- The teacher sets goals and/or areas to work on, but with a realistic do-able number like three.
- The supervisor gives listening responses, or practices reflective listening for much of the time with the teacher.
- The process for the supervising session is shared with the teacher before the observation and is negotiable.
- The supervisor describes aspects of teaching and their results objectively without judging them as "good" or "bad".
- The supervisor focuses on the teacher's awareness in order to know when to give space for the teacher to assert herself, or when to offer support.

Principles or beliefs

- A relationship based on mutual respect as people allows for the most honest, helpful and least defensive discussion, which aids learning.
- Knowing what to expect in the observation reduces anxiety and enhances learning.
- Learners (teachers in this case) communicate what they are ready and able to learn consciously or unconsciously. They will only truly learn what they are ready for.
- Only the learner (in this case the teacher) can do the learning.
- The point of all our teaching practices and principles is to aid learning.
- Learning is aided by realistic goals or areas of focus that are attainable.
- The goal of observation is for the teacher to discover her own best, not to be molded into a particular style, or to adopt the style of the supervising teacher.
- Teachers' thoughts are to be respected as they are the true experts on their teaching and the learners in their classes.
- Learners (teachers in this case) best understand their own needs.
- Praise from a supervisor can breed the desire for more praise so that the teacher may strive for the supervisor's approval and lose her focus on teaching to effect learning.
- A flexible balance exists between supervisors and teachers in relation to their awareness. Roles shift at times depending on the teacher's awareness of different issues.

INTERNET INTERVIEWS INTRAVIEWS

**Professor Arie Dirkzwager:
talking about Computers in
Educational Innovation**

with Andy Barfield on Email

Arie Dirkzwager, born 1930, Grammar school (classical education), 1966 Ph.D. Psychology cum laude, studying informatics (Computer Science) since 1958, specialization: psychometrics and educational psychology (cognitive learning theory), philosophical interest (highly influenced by: H. Dooyeweerd, A New Critique of Theoretical Thought). He often signs his messages with the following quote from Professor Peter Cochrane:

'Imagine a school with children that can read or write, but with teachers who cannot, and you have a metaphor of the information age in which we live.'

(AD = Arie Dirkzwager; AB = Andy Barfield)

AB: Professor Dirkzwager, many thanks for agreeing to do this interview for Teacher Talking To Teacher, the newsletter of the Teacher Education N-SIG in JALT. You've been doing research and development on programmed computers in education in the Netherlands since 1970 - something that you call "responsive environments". What has been the response from the different parties that you've worked with over this period - the learners, the teachers, the administrators and the computer programmers and suppliers?

AD: Responses are largely determined by the questions and by what is offered to respond to.

1. The learners. We offered the learners an easy-to-access responsive environment. Children as young as 8 years could dial the phone-number of our computer to get a short welcome-message and the question "What would you like to do?" with a list of topics from arithmetic to dictation including also some educational games. They picked one and got their exercises: short problems and immediate short feedback on how well they did. The games were adaptive in that the computer started playing quite stupid and gradually selected improved strategies when the student proved to master the game at a simpler level. In this way the student won the game half of the time, which was quite motivating, and was challenged to think and do better the other half of the games. Responses of the learners were

very positive: they took the initiative to work with the computer on tasks that would be quite boring without a computer as often as the teacher would allow them.

2. The teachers. At first we only asked the teachers permission to let their students work with our (computer) programs in the classroom as we were "exploring what would happen". It helped that we were from an official university research unit of the psychology department. The response always was "Yes". Indirectly we offered the teachers the opportunity to observe their students working at the computer. Without us asking they started telling us that the kids were amazingly motivated and that they learned a lot. Then we organized meetings with the teachers to "consult them on what they thought the computer could be used for". The response was a bit disappointing as they did not yet see what could be done with computers and therefore could not be very inventive and creative. Most programs were initiated by our research team. The meetings had a good impact on the cooperativeness of the teachers. When we introduced a program "Visual Dictation" with only a few examples and a very simple program with which the teachers could input their own material this was a success, especially because the material inputted by a teacher from one school was immediately also available at other schools. In this way, with this one program, a multitude of different lessons was developed.

3. The computer programmers and suppliers. The computer programmers were coached by the other members of the team (cognitive and educational psychologists) and enjoyed their job. One broke mentally down having problems with the computer as a "superbrain" in relation to the brains of the children. We supplied the programs and other materials ourselves having normal and satisfying relations with the suppliers we were customers of.

4. The administrators. We did avoid contact with administrators. At the end of our project (1982) we contacted the government to ask money to extend our activities from the Amsterdam area over the whole country. We didn't get the money and the government started "Computers in Education" in their own way. In my opinion they threw a round wheel away to invent the wheel again (a pretty square one). It took a long time to have those edges worn off, now (1995) they start rolling a little bit.

AB: Can I ask you further about a couple of points that you mentioned? One thing is to do with

developing the responsive environment for the learners - what things did the learners do that led you and your team to make changes in the software that you supplied? That is, what new insights did you gain into the learning process, and then try to take account of later? The other thing is that you mentioned a sense of disappointment when the teachers were not yet able to see what potential working with computers had - but they were able to once they started working with a simple program using their own material - I'm wondering what other factors apart from environment, feedback and capability you see as central to a process of teacher 'change'?

AD: Most of our programs worked quite well from the start and the reactions of the learners didn't lead us to change the software. One exception was the TestBet program, where the learners had to estimate the probability of Multiple Choice alternatives being right, instead of being enforced to pick one and guess when they didn't know. This program was engineered quite a bit to fight the habit of guessing and gambling while taking a test - children had to learn to report their probabilities honestly and realistically, saying "all alternatives equally probable" when they really didn't know. In general the new insights we gained into the learning process were confirmations of the paradigm from which we designed our software: children are self-sustained learners in an environment where they see immediate results of their own actions, those "results" should be inherently related to those "actions" (no extrinsic reinforcement) to be informative and increasing the intrinsic motivation. In this way obligatory topics that are traditionally thought to be boring become quite interesting to the children. It is important that they feel free to go their own way in this instructive environment and not be directed by some grown up: if there is an "educator" in this environment he should be cooperating with the one to be educated as a friend, not as an instructor.

Gaining this insight and acting accordingly is central to the process of teacher change. Computers with the right software for the kids and connection to internet in the schools will provide a good environment for this teacher change, as they can learn quite a bit from their students who often are more open minded willing to try new things and being enthusiastic about the new possibilities, which they consider not that "new", just another common facility in the environment like books and the telephone. It is not so much the teachers' "capabilities" but more their attitudes, with open mindedness being a

prerequisite for change. The feedback the teacher gets is in having satisfied children who love learning and like their teacher who helps them to learn. Many teachers in the traditional system get the feedback that children hate school where they are instructed and kept to rules they don't want and often their only joy in the classroom is pestering the teacher and observe his reactions.

AB: When you mention 'obligatory topics that are traditionally thought to be boring', what are a few examples that you have in mind here?

AD: Examples abound in my opinion. Every time teachers think they should make a subject "attractive" by introducing color, movement, sound, stories, giving extrinsic reinforcements and so on, that have nothing to do directly with the subject as such, the teachers show that they think the subject as such intrinsically not interesting or "boring" to the children. For a good understanding: I'm not against all this when it supports and does not divert the attention from the subject at hand - but often the entertainment seems the major issue and learning is only hoped for. I think it is clear I have primarily educational computer software in mind, where I often get the impression that the main point is programmers showing the fantastic things they can make the computer do, not enhancing learning and interest in the science and culture that is "taught".

Winter

To make my point still clearer: in language teaching simulated interviews or conversations with video images of the interviewee in his surroundings is a fine tool - I saw it implemented on a computer: there the students are actively involved in language usage in a rich and relevant environment, but showing Mickey Mouse jumping after a correct multiplication when practicing arithmetic is only funny the first time, but it is a waste of time and boring after a while Children like the task as such: "Do the correct multipli-

cations as fast as you can", when they get immediate feedback how well and how fast they did. Or get the correct spelling or definition of words or whatever other "boring" tasks there are. Children like to be active and perform when they get immediate results.

AB: And how did the team that you worked with manage its own decision-making process in its work together?

AD: The team consisted of:

1. Two project leaders: one (the professor) concerned mainly with general management and fund raising and the other (associate professor) with the design of the (technical) infrastructure and supervising the software development.
2. One major researcher (psychologist) responsible for contacts with schools and teachers, and one major researcher (computer scientist) responsible for the computer hardware and software.
3. In the course of time different psychologists doing their Ph.D. research were with the infrastructure. Their theses were important output of the project.
4. Quite some students doing doctoral research in the project, their papers contributed also to the output of the project.

The team members were quite autonomous in designing their own research, the students needing more guidance than the Ph.D.s of course. Once a month there was a meeting of all the team members where decisions were made based on consensus (although opinions of the professor weighted a little more than those of students and some successful sub-projects started quite subversively). These meetings were also the place for hot discussions on differing opinions. There was however a strong social contact between each of the team members: informal meetings with drinks and cabaret and sailing together on the Zuiderzee etc. It was really a very fine group working and playing together.

AB: One question I have is about how this paradigmatic shift from traditional teacher-centredness to the newer learner-centred paradigm has happened in the Netherlands, your own country. What I mean is that educational systems are part of particular social and cultural contexts, and that the Netherlands might be characterized as being a modern Western social democracy where equality plays a central role in the value system. What has brought about the educational change, in your opinion, in the Netherlands - the educational system itself, or a wider socio-economic cultural movement?

AD: Certainly socio-cultural factors play a role, as do the economic conditions. In my opinion in Holland television had a major impact on the "emancipation" not only of minority groups, but also of children. You know "Sesame Street" for the young ones, we have our own newsroom on TV for the youth and other quite "adult" (not "childish") programs with educative value for children and youngsters (I myself like to watch them!). So the "input" to the educational system (the attitude of the children) changed and the teachers had to adapt to this new generation. The educational system itself is very hard to change - in my view the impetus came from outside. I wonder when the practice of teaching and learning that emerges will burst out of the straitjacket of the "educational system" - but that might be too anarchistic a thought.



AB: What do you see as the way beyond, or around, this craze? Greater use of technology in schools, along the lines that you've described, so that learners interact much more with a virtual, albeit worldwide, reality? Isn't there a risk of information overload? Of separation from the local culture and context? I'm also wondering what you see as the potential 'negatives' here.

AD: My idea was that there is too much regulations and discipline and too little freedom for creative and interactive learning in schools. I think the worldwide reality is not virtual at all and that technology, especially internet, is a great opportunity to learn about this world. Personally being quite active on internet, I feel the risk of information overload. But I am older and it is a new experience to me, children will learn to be selective and pick up the essentials easier. However being more experienced in organizing information and studying (mainly from books and articles and reading the newspaper) I can manage quite well. I think the combination of the experience and wisdom of the teachers and the learning explorations of the

children will be the right mix for cultural development. The teachers have to guide and organize the work and keep the children between the borders of responsibility. In the early days quite some computer-pioneers I knew became overworked or even insane by these new experiences and possibilities while nowadays computers are as familiar as the telephone and typewriters were.

The potential negatives are that people are sitting at the computer most of their time, not doing any sports and other activities, not reading any books or going to the theater etc.. Local, traditional culture and participating in it is necessary - be it only for (mental) health reasons. As far as the (historical) "context" concerns: here the well educated teachers have an important role telling lively and interesting stories that give the children insight in the (even philosophical) backgrounds of their lives. It is an important experience to meet (even if only by internet) people from other cultures and it could be an eye-opener to think critically about ones own "local" culture. On the other hand, the nivellation (leveling out) of "culture" by global media like TV (soap and talkshows) is a real danger: important values cherished by "local" cultures might get lost. My hope is that by person-to-person Email interaction these "local" values will be esteemed better by exchange of opinions and standpoints, instead of being overflooded by commercial interesting pulp shows and advertising. The local school community with worldwide connections can make a valuable contribution to this positive development IMHO (in my humble opinion).

AB: Here in Japan, in a society famous for its economic success and technological advances, and a culture that is ambivalent about internationalization, also known as Westernization, but is swimming, perhaps drowning in its own soap operas and talk shows on TV, what you say really strikes a chord. We seem to be caught between the desire of sameness in modern consumerist culture, and the vital need to respect human difference

AD: I do not know enough about Japanese culture, although I think it very interesting and worth while discussion (may be on the phils-vu list?). I know there is a very Japanese industrial management culture and work-ethics which Western managers are studying to learn better management. Also "Kareoke" (spelling?) is becoming popular in the West - a kind of community-formation that is quite new here ... About the "desire of sameness" I think anybody wants

to be the same AS xxx. Then the question becomes to analyze why this xxx is so attractive (also something for the phils-vu list?). I don't think "respecting human difference" is the key issue, rather taking any contribution from any individual or culture seriously and use it for self-reflection. In "respecting" there is too much distance and may be indifference in my opinion.

AB: Karaoke literally means 'empty orchestra' (which is an interesting way of looking at such singing!) ...I think it's fair to say that many successful Japanese companies have tried to create a flat management style, where hierarchy is streamlined in the interests of fast, flexible and responsive communication (and greater productivity), with quality also as a prime guiding force ('zero defects') in the production of consumer goods ... How such a philosophy can or should be applied to 'education' is not clear to me, though ...

AD: I think such a flat management style is what is needed in education as is the prime guiding force of "zero defects". In education this means that the "product" should be either PERFECT knowledge OR ignorance one is aware of (not everyone can know everything). In the project I developed an interactive testing method that measures this. Realistic self-assessment is the key word here. The method is implemented now as a full scale Windows application and will be marketed shortly as "TestBet".

I know Japanese education is quite successful, but I get also the impression it is quite authoritative and children are enforced to study hard. Is it's "management" (by the teachers) very different from industrial management in Japan? I think "perfectness" is valued so high that "ignorance" is not respected - has not anyone the right to be ignorant? Aren't most successful managers "ignorant" but successful because they attract knowledgeable advisors and competent workers? Sorry for asking all these questions: YOU are the interviewer and I'm only the interviewee.

AB: I'm not sure if it's a question of being ignorant that is frowned upon, rather than not being up to the perceived public standard - hence loss of face, in some situations, for the learner and for the teacher if the learner 'gets it wrong' - and for the school indirectly. This seems to be the case where more emphasis is put on teaching as the transmission of knowledge, rather than on learning as the construction of meaning/ confirmation of the limits of one's own knowledge/ ignorance (with a place for realistic self-assessment)... hence my earlier questions to you

about the perceived value of equality in education in the Netherlands ...

AD: Thanks for your clarification. I wonder about the Japanese attitude towards just "not knowing" and thus neither being right or wrong. My impression is that males in western countries hate to admit ignorance and that they rather run the risk of being wrong (at the same time claiming that they are right with cocksureness). This is heavily punished in the interactive testing program "TestBet" I developed. I'd like to do an intercultural experiment with "TestBet" (anybody interested in cooperating?) to see if there is a difference, if Japanese people more easily admit ignorance when they don't know. Would that be a "loss of face" or would it be perceived as a sensible and wise attitude that furthers open-minded learning? "Being up to the perceived public standard" lays a heavy load on (the contents of) this "public standard", but I think it is important in any culture.

There are only differences in what that public standard is. In the Netherlands at least it seems good "public standard" NOT to conform to a public standard. Television contributed a lot in breaking taboo's that were "public standard" and I think for the better. On the other hand, it is a good thing to have stable public standards - provided some open-mindedness for criticism and "standards" of deviant groups - but that again is more according to the Dutch standard than to the Japanese one? Again: that's quite another discussion I'd like to discuss in another context (PHILS-VU?).

AB: Well, Professor Dirkzwager. One last question before we bring it to close - if language teachers working in schools and colleges in Japan wanted to set up internet connections with schools in the Netherlands, what would be the best way for them to go about this? Could you give our readers some pointers here?

AD: I contacted some people more knowledgeable than me on that for detailed information and directions:

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Faculty of Educational Sciences
Centre for In-Service Education Amsterdam
EUROPEAN SCHOOLS PROJECT
Wibautstraat 4, NL-1091 GM, Amsterdam
tel: +31-20-5251374 or 5251248
Resources, Information & Support Centre:
risc@esp.educ.uva.nl
http://www.educ.uva.nl/ESP or
Gopher.educ.uva.nl

Thanks for this interview - I hope you and your readers enjoy it as much as I did. You might point them to our discussion list on "Philosophical Bases of Managing the Information Society" (of which education is a very important part). To follow the discussions and participate send an Email message to: "listserv@surfnet.nl" saying: "subscribe philis-vu <your name>".

AB: Thank you, Professor Dirkzwager - I really appreciate your cooperation, and have learnt a lot from 'talking' with you over Email. I hope that many of our readers will make contact with people in your country. -----
Professor Dirkzwager can be contacted at:
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[This interview was conducted over Email from November 1995 to January 1996.]



JUST IN FROM THE SKIES OVER HOKKAIDO - USEFULNESS NOT YET CONFIRMED - LET US KNOW!

Andrew suggested I give you this WWW address for the next TE newsletter. It contains a big list of websites related to language teaching and even one specifically for Teacher Training. Warning: I found it this morning and I haven't gotten out yet. Good luck. Anyway, here it is:

<http://www.aitech.ac.jp/~iteslj/ESL3.html>

It is called simply, Interesting TESL/TEFL Links For Teachers.

From Gordon Wilson



off the TESL-L Job list

In response to several requests, here are several EFL web and other sites for jobs.

<http://www.niss.ac.uk/news/acu/acu.html>
<http://www.u-net.com/eflweb/>
http://www.pvp.com/employ_info.htm
http://www.tcom.Ohiou.edu/OU_Language/teachers-job.html
<http://seamonkey.ed.asu.edu/~jonb>
gopher Caxton.newsint.co.uk
gopher Chronicle.merit.edu

Review:**Awareness Training in Learning and Teaching****by William Plain** (1991)

Edizioni il Capitello, Turin. 190 pp.

Reviewed by Nanci Graves

International Christian University

William Plain's *Awareness Training in Learning and Teaching* is a welcome reminder that the scientifically quantifiable approach, important as it has been to the establishment of the ELT field, is not the only approach open to us in improving our understanding of teacher and learner development. It's an interesting, speculative study of how the essentially spirit-enhancing practice of awareness can be used by individuals to increase their sensitivity to the role which insight plays in the learning and teaching process. By focusing attention on the real but largely immeasurable issue of "personal growth" within the individual teacher as a factor in teacher training and subsequent practice as a teacher, the discussion will provide much food for thought for those readers who may be seeking a more expansive philosophical foundation for their chosen profession than is generally offered by more traditional teacher training literature.

Not all books, however, are best read in the order in which they were written: depending on the reader's background knowledge and life experience -- one's 'schemata' -- certain texts may prove to be more beneficial if we first survey and find our way around them before we plunge into page one. *Awareness Training in Learning and Teaching* is a good example of this proviso. As the writer himself suggests in his introduction, "There are difficulties involved in using a term such as 'awareness' which is frequently employed in educational literature as well as in everyday speech, and in addition carries a wide range of meanings. This has obvious disadvantages in that professional communication may be hindered by the fact that each interlocutor is unaware of the fact that the other is using the word in a different way to himself" (xiii). While it is true, as the writer further suggests, that "the residual vagueness inherent in this word is not a disadvantage ... [because it] will hopefully permit each person to acquire an understanding of his practice via the medium of his own intuitive processes" (xiii), nonetheless, the structure of the book provides readers with a

choice of reading order which, depending on the individual's previous 'awareness of awareness,' may determine to what extent the book is in fact helpful to the reader in explicating these intuitive processes.

The book is divided into three parts, the first two of which, "*The Practice of Awareness*" and "*The Nature of Awareness*," are comprised of the writer's own exploration of the subject. The discussion in Part 1 uses as its focal point the context of how lecturers attempt to develop awareness in participants on an MA TEFL course and the factors, such as individual differences, anxiety and time, which are involved in the participants' own perception of this awareness training. Part 2, as its title implies, is a more open-ended discussion of the writer's search for a more creative mode of learning "...in an attempt to generate concepts that could provide as rich a source of useful insights as possible" in contrast to "*the conscious rational mind, the ego, conditioning, and being subject to our models and world views*" which results in "*paradigmatic limitations*" (53). For this purpose, the writings of J. Krishnamurti, the great Indian teacher, form an essential base in providing the defining characteristics of awareness training -- "*watching, awareness and attention*" (66) -- which create the potential for "*the thunder of insight*" (66) to take place.

The third part of the book is a collection of individual interviews with twelve of the most innovative and 'aware' teacher trainers in the ELT field -- Martin Bygate, Don Porter, Mario Rinvoluti, Jon Roberts, Pauline Robinson, Steven Smith, Gill Sturtridge, Alan Tonkin, Adrian Underhill, Ron White, Eddie Williams and Tessa Woodward -- interviewed by the writer during his MA course at the University of Reading in 1987 and 1988. By asking each lecturer to describe his or her definition and practice of 'awareness' in the teacher training courses he/she conducts, the result is a series of diverse, lively discussions which not only reveal a great deal about what awareness training means in practical terms, but also show us '*between the lines*' how a caring teacher training staff can achieve 'unity in diversity' -- that is, how it is possible to work towards a common goal of helping the course participants to achieve personal and professional growth while, at the same time, respecting one another's individual growth as teacher trainers. Essentially, the interviews illustrate very well a central concept of the book as a whole: that, undefinable, immeasurable and

impossible to program as it may be, "insight is action" (67).

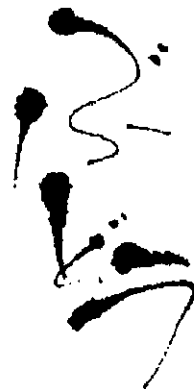
As suggested above, these three parts present the reader with a choice of reading order which may influence to what extent the many valuable ideas in this book become accessible. Beginning at the beginning may be fine for readers already familiar with Krishnamurti's work, or those who have knowledge of the concept of awareness through such spiritual writers as the Zen Master Eihei Dogen Zenji (*Instructions for the Zen Cook*, contained in the commentary by Kosho Uchiyama Roshi in *From the Zen Kitchen to Enlightenment: Refining Your Life*), the Indian Jesuit retreat master Anthony de Mello (Awareness) or Sogyal Rinpoche (*The Tibetan Book of Living and Dying*) -- as well as many other sources -- or, of course, those who are themselves practitioners of any one of the many forms of awareness training through meditation. Within the confines of the ELT field, readers who have been exposed to the "Rashomon"-inspired, multiple perspectives approach inherent in John Fanselow's method of non-judgmental observation and his interest in the "Ah ha!" experience of learning, will also find familiar echoes in Mr. Plain's work.

Readers without previous exposure to some form of awareness training in theory or practice might perhaps best begin the book with the interviews in Part 3, particularly as numerous quotations from these interviews are used to illustrate various points of the discussion in the first two parts. Diverse as the interviews are, they nonetheless provide an overview of what is meant by awareness to which virtually all teachers will be able to relate some aspect of their own experience. Tessa Woodward's delightful description, for example, of how she has course participants 'exorcise' their 'ghosts of teachers past' in order "to bring it to the surface and discuss it and think about it" (165) is an excellent, concrete introduction to awareness training in action. Similarly, Adrian Underhill's description of the kind of sensitively 'aware' counselling that can take place between a teacher trainer and his or her students provides a clear picture of the personal stance which is one of the central goals of awareness training: "...the first thing for me is to, in myself, try to be prepared, centred, not necessarily prepared in my lesson plan, but prepared in myself, as prepared as I can be, as fully human as I can be, so that I am more alert to the messages that are coming from someone else and from

myself" (137). Simply by reading through the many insightful reflections of the interviewees, certain readers may well be better prepared to understand and appreciate the discussion which precedes this section of the book.

Conclusion

Exactly what kind of reader, however, is this book for? This is a difficult question, because, while the context is focused primarily on the development of awareness through teacher training, there is no reason to suggest that readership be limited solely to a teacher trainer audience. While the warning must be given that this is not an "easy" book to read -- greater clarification of many areas would have been helpful if a wider audience was intended -- nonetheless it contains a great variety of ideas which are in themselves worth the effort to discover and which may be of interest to a wide variety of readers. For example, given a good deal of its subject matter, the book is likely to be of interest to teachers currently on an MA course or planning to start one. Beyond that, however, since the practice of awareness is above all meant to be a life-enhancing one, the book has potential to suggest new modes of learning and teaching to virtually anyone concerned with his or her personal or professional development. And this may lead, as the writer hopes, to "a direction which will be taken by a substantial, and influential, stream of research in the not too distant future" (68).



Review:***At The Point Of Need*****by Marie Nelson (1991)**Portsmouth, New Hampshire: Boyton/Cook
Publishers Heinemann 270 pp.Reviewed by Andrew Barfield
Tsukuba University

This is a story of people in language education working to understand how change can be managed - for learners in becoming independent writers; pre-service teachers in becoming independent teacher-researchers, and for teacher trainers in developing a holistic, collaborative, research-driven approach to teacher education. It is also the book that is the required text for the on-line internet teacher training seminar run by Marie Nelson and other tutors on the TESL-L Fluency First list, which over 700 teachers around the world are taking part in.

The background to the story is this. Working at an American university in its Writing Tutorial Center (WTC), Marie Nelson set out, on the one hand, to design a writing program that would help native and non-native writers of English improve their writing, and, on the other, to train graduate students to become effective tutors of the emerging WTC approach, as well as to investigate what would or would not work in such an experimental approach, and why. The exploration lasted five years, and in research terms concentrated on observing behavior and then trying to explain it. That is, theory emerges from data; conceptual categories are created to account for what has been observed; hypotheses are made about the interconnections between the categories; teams review and confirm these hypotheses in a new cycle of exploration, followed by repeated cycles of observation, conceptualization and hypothesis formation/rejection/confirmation. Reflective inquiry/teaching/learning, in other words, within a naturalistic rationalist paradigm, with a strong emphasis on trusting intuition as far as teaching-researching-learning is concerned. As one writer-teacher had once explained to the author:

How else would I know how to help them, Marie? You gotta follow the kid. You see, what's missing in the writing is in the student - it's not in me! (10).

The narrative is divided into nine chapters, foregrounding themes early on which are returned to and recycled with ever deeper levels of interpretation in later chapters, thus mirroring the ebb and flow of change and growth that the author intends to capture in words - and, incidentally, thus also subtly meeting the reader's own points of need for more clarification and understanding about learning change.

Chapter 1 (A Golden Opportunity to Study How Basic Writers Learn) describes the background to the study, and the initial hypotheses that Marie Nelson brought to the program set-up from her prior writing research. It also sets out the research design: team-based collaboration to test hypotheses, with cumulative checking and re-checking of findings by each successive team - that is, exploration followed by confirmation in order to ensure reliability of results.

Chapter 2 (Putting the Program to the Test) details the early days of the program: encouraging the teachers first to examine their assumptions about how writing is learned and to become aware of how their own assumptions might affect their students' learning. This was done by encouraging the teaching assistants to write about what they read, and what they observed, though keeping and sharing learning logs - just as the learners in turn were asked to write and log, too. Here the key condition of safety is described - feeling safe to express themselves without fear of negative evaluation, and with the whole emphasis on meaning rather than form. This chapter also brings to the fore the common observation of resistance to change - both in the learners and in the teaching assistants - and also highlights the realization that native and non-native speakers go through similar early changes when a switch is made to meaning-driven learning and communication.

Chapter 3 (Interdependence in the Writing Group - "We get By with a Little Help from Our Friends") begins to examine the socio-cognitive dynamics of learning, and discusses in detail three interrelated psychological attitudes that directly influenced the behaviors that learners and teachers could choose: dependence, interdependence, and independence. Nelson explains how it took the teams four years to come to a three-phase understanding of the attitudinal process at hand, and to gain a fuller understanding of the central stage of interdependence. These behaviors,

moreover, spiral rather than progress in a simple linear fashion - and involve ever sharper regressions at different intervals. From this, they were able to identify three key behavioral shifts - reactive to interactive to proactive, where the central dynamic of being willing to take risks was the shift motivator. Having reached this level of understanding, the teams became able to make predictions about student and teaching assistant behavior. This chapter also starts to outline factors that make interdependence possible: group size, diversity within groups, group bonding, trust, self-disclosure, writing with conviction, attention to others, a sense of feeling equal, enjoyment, motivation, and peer conferencing.

Chapter 4 (Changes in the Drafted Writers: Reinterpreting Student Behavior in Light of Underlying Attitudes) then probes more deeply beyond observed surface behavior towards underlying attitudes. It describes a powerful spiral of increasing motivation and success in terms of awareness, attitude, behavior, writing, and rewards. This chapter also fixes solidly the change in concern from coping with teaching to being sensitive to the process of learning:

the most successful tutoring we documented resulted when tutors learned to trust a kind of knowledge that was less linear and explicit than intuitive. In other words, two types of analyses - one tacit and intuitive, the other explicitly rational - informed the teaching decisions tutors made. For guiding day-to-day teaching and "following the kid", they relied heavily on observation-informed intuitions. For evaluating their methods and testing their assumptions, however, they used the more systematic procedures of qualitative research (97).

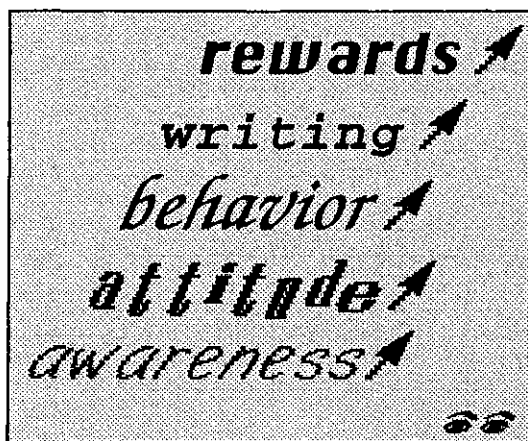
But it's not a simple success story that is told. What to do with students who display negative behaviors and attitudes? How can a breakthrough with a 'resister' be achieved, and what happens when a breakthrough does take place? Here the author talks of the love of writing and the need for any writer, teacher or learner, to have this love nurtured through an array of positive rewards: recognition, publication, competence, confidence, praise, better grades, and so on. But the chapter also underlines the need to give control to the writer, and to let the writer make the decisions about what the work they want to do. It speaks also of the need for a teacher to show deep patience in encouraging and persuading a

resister to take responsibility and risk communication with others; to let their defenses down. As one colleague of the author noted:

It's interesting, Marie, but I've found that the students with the most potential often act most resistant. Writing's important to them because they have much to say, and I think they act resistant because they feel so vulnerable. It's like they defend themselves - you know - emotionally. So, if we can make the writers feel safe, they almost always become the best writers in the class (120-1).

Through several short case studies, due respect is paid at this point in the narrative to active resisters, and to the questions of control and conflicting roles that such behavior raises for teachers. Rush to make learners independent in behavior, but ignore fostering changes in awareness and attitudes, and the teacher is left with a crisis that can lead to a trap of codependent behavior. Such behavior may then spiral away downwards into more dependency and adversarial behavior rather than upwards through interdependence towards independence. To avoid this, the WTC tutors learnt over time to empathize with the students' hostile feelings; and they reconceptualized resistance as a sign that the students were at the point of need - getting ready to take risks, preparing to make a breakthrough, in need of support for the coming change.

At this point in the narrative, it becomes clear that the teacher-researchers and the students are going through the same processes not only for writing but also for learning-researching, and that the different threads of the story are coinciding into an ever finer perception of learning change.



Chapter 5 (Writing Works When the Writer Does: Changes in Student Writing That Follow Behavior Change) describes 'the ebb and flow of regression and growth' for the teacher-researchers as they grapple to maintain faith that advocating self-assigned fluency writing can lead to a later breakthrough in the application of process skills to academic writing. Again, the learning logs of the students and TA's are used to chart:

(the) emergent theory that awareness functions as the initiator of change, shifting the angle and/or direction of movement taking place ... "breaking through" is the point on a learning curve at which a new writing insight, large or small, first fuels motivation and affects effort, increasing success. Even the less dramatic breakthroughs of less-resistant students - and those of breakthrough students who'd had earlier "conflagrations" - can be explained if we view the awareness/ attitude/ behavior/writing/rewards progression as a spiral we can observe from any angle (or point in time) (143-144).

Here regression becomes understood as a normal - though not necessarily pervasive - feature of change: while some new unfamiliar feature of writing is being attended to, formerly controlled features may regress. This chapter also examines in more detail questions of risk and sanctuary, and describes how the teacher-researchers could make ever finer predictions of the effects of their work as they accepted and proactively worked with their intuitive understanding of a cyclic pattern of regression and growth:

Extrapolating from informed intuitions by projecting current patterns hypothetically onto the future, tutors assessed which students would need support of various kinds and intervened to give it, before it was too late (156).

Chapter 6 (Putting the Magic Together: The Breakthrough Phenomenon) returns once more to the moment of learning change. What happens at the point of need for a learner? How is this point of need managed? Here the mid-stage of interdependence, discussed earlier, is re-cast with new meaning, and a five-stage understanding of breaking through is discussed:

1. Becoming aware of the need (or potential) for improvement
2. Taking a risk with content, form, or new writing strategies

3. Submitting results to others for evaluation - necessary when students can't judge what's happened on their own (which is the norm, especially before they've seen others break through)
4. Becoming convinced of potential in their writing or in themselves
5. Embarking on an upward spiral of increasing success (161).

We learn here also of the importance of emotional investment in the task at hand for the learner, but, more than that, the author endeavors to explain the complexity of breaking through for each individual, and how this changed the teacher-researchers' understanding of the nature of the tutor's responsibility. Teaching becomes oblique, incidental, 'on the edge of learner awareness', minimally providing a context of sanctuary with freedom of choice for the learner. As one tutor noted:

We can't force or mandate these breakthroughs in understanding ... We can't even pinpoint with certainty what understanding we need to provide for a particular student at a particular time. But we can provide a context in which better attitudes, behaviors, and products are nurtured, reinforced and supported (177).

But what then is teaching at the point of need?

Chapter 7 (Applying Writing Strategies Across the Curriculum) and **Chapter 8** (Carmen, the Slowest of the Slow - Our Double Negative) attempt to provide answers to that question. First, we return to the students' learning logs and are offered extracts to persuade the reader that teaching should be directed to the 'motivated writers' points of choice'. Here we see WTC students convincingly reporting their successes in applying independently their drafting, composing and editing skills to academic writing and fiction in other university courses. Once more, risk taking and learner choice appear as the key elements in breaking through to independence - of being able to apply what was previously practiced interdependently in the WTC. Then, more broadly, connections are made to Vygotsky, among others, and the nature of the Zone of Proximal Development - that point at which the learner reaches the outer limit of their current ability and is ready to break through to a new level; that same point where instruction needs to be delicately poised to assist the upward transfer in the spiral of growth and change. How? Nelson identifies

and explains three possible teaching conditions: (i) planned incidental instruction (or, teaching students with the same problems at the same time); (ii) opportunistic instruction (or, teaching on a need-to-know basis); and (iii) incidental instruction (or, letting students choose what to work on and then offering appropriate help when and if requested).

To illustrate the third of these in detail, Chapter 8 looks at Carmen, a student that appeared to make dogged progress at best in the WTC program. This detailed case study of an apparent continuing failure also provides the culminating cycle of interpretation - the final confirmation in the research of everything that has gone before.

Marie Nelson notes:

Our view of negative cases has not always been positive. At first we were tempted to see them as annoying exceptions that perversely insisted on undermining our research results. Gradually experience taught us otherwise, however, for they proved to be gold mines for analysis. Hidden in the data on every nagging exception, we found false assumptions that we'd accepted uncritically, and, packaged with them, data to help us revise those beliefs
(207).

What had they falsely assumed? They had unconsciously seen slow learning as different from the norm. But on re-examination the slow writers went through the same changes in awareness, and attitudinal stages, as others - just in a finer way - so it was not a question of being better or worse:

All slower students lacked ...was an adequate history of meaningful writing experience from which to develop and test their own ideas about how successful writing is done
(209).

Through Carmen's story, Marie Nelson takes us through the central questions around the WTC approach: the need to balance third-party summative evaluation with first-party formative self-assessment; the pressures within universities to maintain hierarchy through negative evaluation; the dangers of the downward regression spiral at the point of potential growth; the quiet faith that teachers need to maintain in the face of almost imperceptible changes in awareness and attitudes; the constant need to encourage and support learners through the reactive behavior stage; the role of reading aloud and aural

scanning as a means to being ready for second-party feedback and assistance; the critical part that interdependent peer collaboration plays; the understanding that regression can often be a sign of an emerging strength; perseverance, care and attention; the way in which breakthrough by one student precipitates the others in a group towards also breaking through; the need for the teacher to be providing help just one step ahead of what the group is offering; the sudden conflagration of changes in attitude and behavior at the moment of breakthrough ...and, finally, the sheer joy of success. Carmen's story embodies all of these features, and enables Marie Nelson to underline once again the dangers of negative evaluation within an educational hierarchy, as well as to question the role of time in respecting each and every writer's developmental schedule.

At The Point of Need is a great web of characters, plots, conflicts and resolutions - a multi-layered narrative, which entices the reader into trying to guess what was discovered, and how the learners, teacher-researchers and author will pull the threads together. It takes you on a journey of detail and detection - more a 'howdoinit' than 'whodunnit' - and throws brilliant light on the question of learning change. On one level, you can read it as a text about 'thinkwriting'; on another, as an exploration in learner-teacher development; on a third level, as a reflection on the nature of collaborative research between like-minded colleagues. It is refreshing in that it places the group dynamic of interdependence at the center of development, and re-casts risk-taking in a nakedly human light. The book does not obfuscate with theory, but enlightens with experience and lets practice embody and breathe life into theory.

Unobtrusively, Vygotsky enters and watches from the side, whispering quietly behind your shoulder, as Marie Nelson describes to you the richly interactive and dynamic relationships between herself, her tutors and students.

Research with a human face - for a change.
Just write.



**Thinkwrite thinkwrite
thinkwrite thinkwrite
thinkwrite thinkwrite
thinkwrite thinkwrite**

Excerpt from Marie Nelson of the Fluency First Seminar on Internet

Dear June--While I was in San Diego for NCTE you wrote:

"What a marvelous book this is! I couldn't stop reading the first time through because I wanted to know the entire process-how to implement it immediately.... Since I do not write regularly except at 'point of need' I feel that I need a lot more specific information on what the 'tutor' is looking for in the students' writing in order to plan for subsequent sessions. Are there lists of organizational, mechanical and grammatical strategies (p.2) to guide the students (and tutors?) What kinds of prompts are used to encourage students to find important topics for them? How do you introduce 'thinkwriting'?-simply ask a question? Can you share more specifics about the strategies involved in log-writing (p.12). I think what I need more than anything right now is to read some of the books recommended on writing in the bibliography but unfortunately, I won't have access to them for another month-so, please help with some details. Thanks. June"

Thanks for the encouragement. Responses like this make the years I spent on *At the Point of Need* worthwhile. Unfortunately, I know no failsafe teaching strategies. Learning is just too individual. I don't know your students or the the setup of your classroom. I don't know your time frames, your assessment constraints, your supervisor's expectations, demands, flexibility. I don't know each student's age, background, economic status. I don't know you, your whole-language background, your writing confidence. I can't predict what strategies might succeed or fail.

I avoid telling people how to teach, but I can focus attention on how language develops and how we can teach ourselves to facilitate that. Perhaps some principles, some rules of thumb, that guide my own responses to learners would interest you:

1. A shift from marking weaknesses to highlighting strengths has been my most fundamental change. I saw that so-called

"objective" assessment produces failure. I saw an action research assignment Ken Kantor gave:

- Take one class set of essays and mark everything that's correct.
- Then write a paper analyzing your students' strengths.

I've never looked at student work – drafts, attitudes, or linguistic behaviors – the same way since. The lens that assignment offered still shapes my work – in fact, I've just had a chapter defining a "growth-biased" assessment paradigm accepted for publication by an NCTE committee.

2. I've adopted a shifting scale of concerns. I no longer look only at written products. Reducing the number of products due (from one a week to three per term) while increasing the number of experiments and drafts, I study writing processes so I can give feedback *along the way*. I structure classes where control of topic and genre, peer response, supportive critique and class publishing motivate students to write engagingly, revise repeatedly, and comb near-final drafts for errors they make. In the process they learn new strategies and practice applying rules.

The shifting scale of concerns has other aspects: I look for improvement over time, for change in attitudes and behaviors, processes and products. I watch like a hawk--so I can give credit--for emerging behaviors (and awarenesses) that will only later show up in finished work. Shifting to additive rather than subtractive assessment, I measure growth from where each student was when s/he came to me rather than from how far s/he still is from where s/he needs to be.

3. A third shift relates to how I define my role. I still serve as a resource and answer questions when they arise, but I'm no longer the "expert," dispensing pre-packaged content. Awareness of process concerns has expanded my role to include "teacher as wild river guide." "I can't negotiate eddies for you," I say, "but I can map the big ones and offer paddling tips." I've given up gate-keeping to be an advocate. It was an either or situation. I had to choose, and it's shifted my focus from how I teach to the conditions others need in order to learn.

4. This resulted in a second role expansion to "teacher as fellow learner." Informal at first,

this stance has become systematic, due to the research reported in *At the Point of Need*. I spend most of my time assessing myself and how my choices impact writing development. This pays high interest in student success and in efficiency.

5. I no longer try to change everything at once. I'm more successful when my work evolves gradually. Besides, not everything I do is wrong. So as not to throw out the baby with the wash, I examine my teaching critically, identifying any strengths on which I can build. Thinkwriting has helped; it's also helped me figure out where I need to experiment.

6. I rely on holistic teacher action research. It validates feelings I was taught to disregard in misguided efforts to get me to teach more "objectively." Like the teachers I work with, I let feelings guide logkeeping. We thinkwrite about what in our teaching pleases us, what worries or frustrates us, what makes us angry, what we find embarrassing. Especially effective is focusing on anomalies—on confusion, frustration, ambivalence. Feelings serve as sign-posts along the research trail. They shout, "Hey, look over here if you want to learn something new!"

Feeling excited suggests a strength I didn't expect. Disappointment tells me I failed to predict something "bad." Confusion, frustration and ambivalence show where I'm not sure what's going on. Feelings erupt where my thinking is weak, and thinkwriting around them unearths inaccurate beliefs. That's why teacher research leads to so many breakthroughs.

7. I'm still trying to learn to "follow the kid," but it's hard to do when I focus on how to teach. I keep barging in with what I think s/he needs to learn. But when I ask, "What conditions do you need to learn more than you've ever learned before and have fun doing it?" I learn what I need to know to meet individual learning needs.

I ask the experts how to help them learn. I ask as many questions as before, but I ask only those students know the answers to, and they learn as much from each other as I learn from them: How'd you go about writing outside of school? How is that different from writing for teachers? I try to respond from experience. What is the hardest part of writing for you? Getting started? Me too! When you wrote your breakthrough piece, how did you feel?

Oh yeah? Well, that's to be expected. I felt unsure about freewriting too. It was so different from what I was taught in school.

8. My next challenge is "listening" to what learners say (or better yet, have them "write" their ideas and "readaround"). At first they may judge what they need inaccurately—misguided instruction has confused them just as it has me. But people always know what they like and dislike. Responding to feelings about learning is where whole language begins.

Distance Learning

Education is changing! Fort Collins-based National Technological University is a/the leader of educational satellite learning. In 1993, using the electronically linked-up services of faculty members from 45 leading engineering schools, NTU offered 528 graduate courses to more than 5,000 enrollees from 85 corporations who support 338 satellite-connected sites. (One-hundred eleven students earned master's degrees, via the network, from NTU in 1993.) Some 20 universities offered another 213 short courses by the NTU net; and 46 non-US., NTU-affiliated sites conduct videotape-based courses from NTU-net instructors.

Countering charges that such learning is desiccated, NTU points to an evaluation conducted by an outside consulting group:

- ✓ The majority of students in 58 percent of NTU courses agree that their instructor was "among the best teachers they had ever had."
- ✓ The majority of students in 53 percent of NTU courses agreed that the courses were among "the best they had ever taken."

Distance learning is the wave of the future. Are you riding it?

Source: Tom Peters, *The Pursuit of WOW!* New York: Vintage Books p. 261.

*"It's 5 % technology,
95 % psychology"*

(Tom Peters, talking about the human use of technology in business, which education is. p. 258. See Distance Learning above.)

9. I try to think before responding – in writing or in speech – but old habits die hard. When I forget my new role as advocate, I may respond in traditional ways that threaten, guilt-trip, or cajole, all of which steal responsibility from learners. After all these years, I still drag one foot in the old paradigm, and trip over it repeatedly. I make the same old mistakes in new contexts and I make new ones as well, but the self-correcting power of teacher research helps me figure out what help individual learners need and gives me feedback at my own point of need, showing me how to facilitate unique cases successfully.

10. Students often give feedback I don't want to hear, but I'm learning to accept it graciously. For me it's been the key to continued growth, and to ever-increasing feelings of competence.

11. I take two kinds of risks – those I feel comfortable with and those I must take ethically. My shift to whole language was of the latter type. I believe it's a strength, not a weakness, that I let myself make daily new mistakes which (with student feedback) help me improve. I've already solved the problem of last month's goof-ups. This month I'm taking risks I never imagined before. This is how my change/learning/growth occurs.

12. I try to trust the process. Each time I trip trying something new, I see where I can grow. When I repeat what I've done before, I have few disasters, but my success rate doesn't improve dramatically. Systems theory explains that when we change one part of a system, all other parts realign themselves in response. So, especially at first, when I make one change, eight hundred things that "worked" before go wrong in response. These are things I had "under control" in my old paradigm – in the system structured around content rather than by how folks learn, in the system that focused on learners' failures instead of their growth. Gradually, as my thinking has become more accurate, the ripple effect has settled down.

13. I'm learning to share authority--and responsibility. When I involve learners in planning our work, they don't blame me when things go wrong. Most get so motivated that this rarely happens, but when it does, we revise collaboratively. I'm using the same approach to reconstruct my teaching that I suggest they use to (re)construct what/how they write. Doing many drafts, revising and fine-tuning with their advice, I've thrown

out cherished lesson plans, tests, and class notes, just as they've thrown out drafts they're bored with or get tepid feedback on.

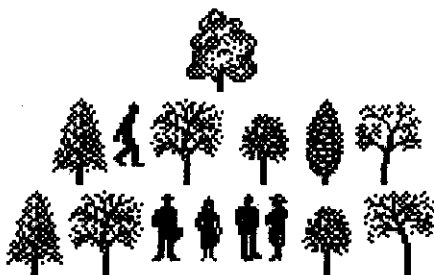
The experience of hundreds of teacher researchers suggests that if we reflect systematically on changes we attempt, we'll soon find we're no longer afraid, that we no longer come home nights convinced we want to turn back! From this point on we're fine-tuning, working on surface-level mistakes, checking to be sure our tenses are consistent, so to speak, and inserting s's to mark possessive case.

14. Go through this revising process over and over again, and the "problems" which now loom large will become manageable. That's how my breakthroughs occurred anyway, and dozens of teachers have transformed their work this way. Breakthroughs come when we weed out philosophical inconsistencies that have been undermining student success. We aren't to blame for the inconsistencies – they're built into the larger educational system, that hierarchy within a larger hierarchy of hierarchies that is shaped by beliefs about learning and learners that simply aren't true. Teacher research is changing our minds about such beliefs. This is the power of the teacher-as-fellow-learner stance.

So, that's the gist of what I know about professional growth. Though some still believe that without "rules," we can't change how we teach, research on teachers and how they change suggest the opposite. Like learning to write, learning to teach proceeds incrementally, on all fronts at once, as the teacher-learner takes the risks s/he feels comfortable with. Like ESL writers in *At the Point of Need*, you are the one best able to design your growth by determining what you *feel* ready to work on next.

I hope some aspect of my experience works for you. If so, the time we've invested will have been worthwhile.

Good luck, Marie



Feedback wanted for new course:

COLT: Certificate of Oral Language Teaching

Tim Murphey

On the following two pages you will find an outline for a practical course aimed at teachers who wish to put communicative language teaching into action through a task-based certificate course. Realizing that most secondary school teachers are too busy to return for a masters in TESOL and yet still want to improve their teaching, I designed the following course and would like the TE members to give me some feedback on it to make it even more attractive and performative.

Background: For several years I taught at Nanzan Community College on Saturday afternoons to teachers interested in alternative learning forms. The NCC should be seen as operating more like a "leisure course program" at most universities in the states - students pay and can come if they like or not. 25 teachers, the limit, signed up each semester but only 10 to 15 would come each week. This told me they wanted some more training but the structure was not serious enough to motivate them to come when pressed by other duties. With the COLT course, I hope the structure and requirements (work and price) to be rigorous enough to motivate them to take it seriously. Furthermore I would like for the course to eventually be recognized by the prefecture and city which would give the participants a pay raise. If such courses start up in other parts of the country, the TE SIG might want to eventually set some recommended minimum standards. I have also tried to avoid targeting only English teachers as I think the COLT could appeal to teachers of any language.

Methods: Risk logging and videoing

The emphasis on risk logging (trying new things and observing and writing about how they go in your class) and the video taping of their own classes (for reflection and analysis) is to get communicative oral language teaching into teachers' classrooms and to get them to experiment with change that they can see and hear in practical terms. I've been experimenting with these two methods with graduate students the last 4 years and think that they have sparked more change and reflection than anything else we could do in such a short time

(Murphey - "Experiencing and Mapping in Teacher Education", in press).

Texts: I am recommending *Teaching One to One* (Longman 1991) as pre-reading because it's easy and undaunting with lots of case histories emphasizing interaction. Pilgrims in the UK, one of the best teacher training groups I know of, also recommend it for pre-course reading for their RSA and Certificate courses. I've used *How Languages are Learned* (OUP 1993) as an introduction and overview book in my graduate classes and found it both easy and broad.

I would really appreciate feedback of any kind from other TE members. All help will be acknowledged. Some things you might want to address for yourself and me:

1. What would you ideally include in a 10 week COLT course for Japanese secondary school teachers (main audience) to get them started on continual development?
2. What problems or criticisms would you have with the description of the course as it is?
3. What do you see as its good points which should not be changed?
4. Would such a course be interesting to you and those you train?
5. What do you see as eventual stumbling blocks?
6. What problems might come up for the course leaders?
7. Questions for me...?

Tim Murphey Ph.D., Nanzan University
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18 Yamazato-cho, Showa-ku
Nagoya 466, Japan
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Internet: mits@ic.nanzan-u.ac.jp
Tel/FAX (home) 81 (0)52-781-3871



A New Teacher Training Course at Nanzan Community College
starting April 1996 - Lead by Tim Murphey and invited Lecturers

Course Title: ***Certificate of Oral Language Teaching: COLT***

Participants: Open to any part or full time language teachers at any level (juku, private, public elementary, junior, senior high schools, junior colleges, universities).

Goal: To accelerate the active oral teaching of languages in Japan by training teachers to teach with more communicative activities, getting students actively involved in meaningful communication, in and out of class, emphasizing the teachers' and students' own use of the target language. Most of the instruction will be in English, although the learnings can apply to teaching any language.

To get your certificate, the following is required:

1. **Regular attendance** at the Nanzan Community College COLT course, Saturday afternoons for one semester with a qualified teacher-trainer doing communicative activities and one semester independent collaboration (see #5 below).
2. **Homework readings and experimenting** with different activities in your classes.
3. **Homework writing:** Each week starting with week two you will hand in on A4 sheets two kinds of logs: a) The **reflection log** will basically summarize what happens in class and the readings you do combined with your reactions. b) The **risk log** will describe the new things you are trying out in your classes and how they work, including student feedback. These will be used in class for discussion and sharing and turned in to the leader at the end of each class (returned to you in the next class with comments). Length: a short paragraph to several pages.
4. **Videos + Report:** A video recording of one of your classes just **before** the course begins (brought to class-1) and another **after the 7th week** (due in class-8) with the video camera (VHS or H8) in a back corner of the room showing all the students and the teacher. A short report comparing the two videos is due in class 9.
5. During the second semester, you exchange your weekly reflection & risk logs with another teacher in the course by mail and give feedback. You will also do a short **Action Research Project** in your own class. (More details will be given during the course.) Successful candidates will be invited to the last class to receive their certificates and to share their work with the ones just finishing the first semester. (Optional attendance at the COLT course is also possible in the second semester.)

Cost: The cost is higher than normal courses because it entails two semesters and much more supervision by the leaders and ends in a certificate. Teachers interact a lot with participants for two semesters through logs, reports, video viewing and personal consultation. Teachers can in fact attend classes both semesters if they desire (although the material is repeated). All elements of the course are open to negotiation with the participants and the course will be changed dynamically to be more effective.

TEXTS: Recommended Pre-reading: *Teaching One to One* - Murphey (Longman 1991).

In Class: *How Languages are Learned* Lightbown and Spada (OUP 1994), articles, handouts.

Any questions, please call Murphey 052-832-3111 or Fax 052-833-6985.

**COLT : End-Goals for participants in the COLT course.
In three categories: Want to/ Know how to/ Chance to**

WANT TO: Attitude

- Teachers will display an attitude of **curiosity** toward how their students learn.
- Teachers will show **proactivity** in that they know they can have a big influence on students and will want to learn about and control this influence, making it more efficient.
- Teachers will want to make learning **enjoyable** and even fun.

KNOW HOW TO: Knowledge

Target language in the classroom: Teachers will know ways to increase incrementally the amount of the target language they speak in the classroom .

Feedback from students: Teachers will know ways to get feedback from students and do it regularly.

Pair work: Teachers will know ways to do interactive pair and group work and feel comfortable doing it.

Cooperative Independence: Teachers will know ways to continue their own development and that of their students in cooperatively independent ways.

CHANCE TO: Taking Action

Target language in the classroom: Teachers will be speaking from 20 to 30% of the class time (at least) in the target language with the intention to increase to 50% or more (although may be speaking 100% already from the start).

Feedback from students: Teachers will be taking the opportunity to get feedback from students and to do it regularly.

Pair work: Teachers will be taking the opportunity to organize pair and group work at least 30% of the class time with planned increases gradually to 50% or more.

Cooperative Independence: Teachers will make opportunities to develop themselves as well as taking opportunities to show students how they can learn cooperatively and independently out of the classroom.

[This space could have been your valuable article.]



Don't you swish you would've been in this sweet
edibledishion? **Don't worry, be Snappy!**

Send us your elocushionary exportease for the next edition.

DEADLINE FOR THE NEXT NEWSLETTER May 15,

May 15, that's the middle of May, it's a**Wednesday.**

May won five. Five what?..... Just send something. Write now.

Send to: Murphey, Internet: mits@ic.nanzan-u.ac.jp

Nanzan University 18 Yamazato-cho, Showa-ku, Nagoya 466, Japan

Tel (0)52-832-3111 fax (0)52-833-6985 Mindnet: +3XXXXX ◆◆◆◆

Call for Papers!!!

Are you working with other teachers in teacher training, teacher development, or in a related field of teacher education ? And have you developed some approaches and tasks that you would like to share with other teacher educators ? If so, then you're invited to write up your ideas for a wider audience by contributing to the **Teacher Education N-SIG's 1996 Publication Project:**
Teacher Education in Japan: Options and Opportunities
(working title).

The volume is specifically intended for Japan-based teachers in foreign language teacher education, and aims to bring together 20-30 easy-to-read, grounded-in-practical experience 'papers' of practical relevance to people working in the field. Possible topics might include: observation, input, feedback, organizing, training sessions, teacher development group organization, experiential tasks, distance training/supervision, technology in teacher education, and so on, and so on !!!

Deadline for submissions: June 1st 1996.

Papers in either English or Japanese.

In order to get the General Guidelines and information on how to format and submit your paper, please send a stamped addressed envelope to Andy Barfield at:

Foreign Language Center, University of Tsukuba, Tennodai 1-1-1,
Tsukuba-shi, Ibaraki-ken 305

Email: andyman@sakura.cc.tsukuba.ac.jp

Thank you - we look forward to hearing from you.

JALT Teacher Education N-SIG Committee 1996



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 since the last 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, look in previous newsletters and let us have your profile. To network, please take time to fill in the Networking Our Resources page (in the supplement) and send it off to: Andy Barfield, Amakubo 2-1-1-103, Tsukuba-shi, Ibaraki-ken 305. We'll include your profile in the next newsletter. Many thanks in advance.

David Bell

/ Nagoya

David did work into the RSA Cambridge TEFLA Certificate courses at Georgetown University, from which he has researched modes of teaching practice using video recordings. He is willing to present on behalf of the Teacher Education N-SIG.

You can contact David at (Tel work) 05617-2-2111 and Email: bell@nucba.ac.jp

Yumiko Kiguchi

/ Machida-shi, Tokyo

Ms Kiguchi's teacher education interests lie in developing student-centered classes at secondary schools and innovative teaching methods based on grammar-translation. She's willing to be part of a local teacher development group in her area, and would like to see more collaboration at the chapter level between the Teacher Education N-SIG and the Junior High/Senior High N-SIG. Yumiko is coordinator for JHS/SHS N-SIG.

You can contact Ms Kiguchi at (Tel work) 0427-92-2891 and (Fax work) 0427-94-0440.

Editors Note: The random use of first and last names sprinkled throughout these presentations shows what some would call cross cultural confusion - however, I suspect it is actually Mr. Andy's particularly unique intercultural sensitivity, challenging us again. ***

Theresa McDonald

/ Koenji, Tokyo

Theresa is currently training teachers that have newly arrived in Japan. The training is task-based to help teachers build teaching techniques and skills for English conversation classes. Theresa is interested in finding out more about what training other trainers are doing and what tasks they use.

You can contact Ms McDonald at (Tel home) 03-5378-9296

Eric Reynolds

/ Odawara

Eric is interested in finding out why all of the things that come out of teacher education are different from what goes in (!), and in working with mixed background developmental groups. He's willing to be part of a teacher development group locally in his area.

You can contact Eric at (Tel work) 03-5323-9711 and (Fax work) 03-3323-5713.

Nobuyuki Takaki

/ Kumamoto, Kyushu

Nobuyuki has directed a monthly teacher education program for the past three years in Kumamoto, where pre-service and in-service teachers work together. The group publishes a monthly newsletter. It's still experimental. Professor Takaki would like to see more contact between the Teacher Education N-SIG, local boards of education, and junior and senior high school teachers.

You can contact Professor Takaki at (Tel work) 096-343-0345 or (Fax) 096-343-0354.

Jack L. Yohay

/ Osaka

Jack supervises six NS EFL teachers at a large private junior and senior high school. Most of his classes are team-taught (non-Japanese pairs for JHS; Japanese/NS pairs for SHS), where the opportunities for teacher education, formal and impromptu, are boundless. Such collaboration raises questions for him about how one can teach as a team without making explicit what we know and believe. Jack is willing to publicize the Teacher Education N-SIG locally. Contact Jack at (Tel/Fax hm) 05995-65-6531.

Training and Conferences



COMING SOON !

**** Janina Tubby, Program Chair**

Home Tel: 078-706-5026

Work Fax: 078-303-0825

Email: LDV0633@niftyserve.or.jp

It's all happening in May! OK, the cherry blossoms all but gone and the rainy season is about to rear its ugly head but if you're planning to leave Japan during this time cancel those plans, unreserve those plane tickets and get ready to hotfoot it over to your nearest Teacher Education event.

It's time to come out of those dark rooms and get on with some real developing! Come share your experience and ideas with a team of teachers, trainers and trainees from all over Japan.

JALT Learner Development / Teacher Education N-SIG Action Workshop

Place: Meiji University, Tokyo

Date: Saturday May 18 1996

Time: 13:00 -17:00

(Doors open at 12:00)

This promises to be an active, participant centered day of workshops, discussions and presentations which will explore the similarities between teaching and learning. Publicity will circulate in March. If you want to participate contact Kevin Mark at (Tel work) 03-5300-1290 and (Fax hm) 0423-33-9456 or Andy Barfield (Tel hm) 0298-55-7783 or (Fax work) 0298-53-6616, and Email

<andyman@sakura.cc.tsukuba.ac.jp>.



A Workshop For High School Teachers

Place: Shakai Kyoiku Center,
Kanazawa

Date: May 25 -26 1996

Time: 10:00-18:00

This will be a series of six workshops looking at listening, speaking and grammar, learner skills, training, and writing, providing practical examples of activities that integrate more communication into the high school classroom. The presenters hope to draw on their own experiences as well as that of the participants. The areas of analyzing our own attitudes to teaching and continuing our

development as teachers will also be examined. For more information, contact Dominic Cogan (Fukui JALT president) or Janina Tubby (Teacher Ed Program Coordinator).

May 18/19 Fukuoka Regional Conference
Teacher Ed is putting together presentations for an event on this date. Look for more details in April and May's *The Language Teacher*.

Thanks to those members who have got in touch expressing interest in networking, presenting etc. We'll be in touch soon.

Teacher Ed is also forming an Email discussion group so if you've got it, we want your address! Send it to Gordon Wilson by Email: gwilson@kus.hokkyodai.ac.jp

And if you don't see anything you can get to, what are you waiting for...? Get in touch with your local program coordinator or me and tell us what you have in mind and how you can help organize it. Alternatively, you've got your membership list; pick up the phone and call someone in your area (or fax, or E!) The way to get the most out of your N-SIG is to get involved. Don't be passive - get active, get interactive. Satisfaction guaranteed!!

Janina

Autonomy 2000

The development of Learning

Independence in Language Learning

November 20 -22 1996 at King Mongkut's

Institute of Technology. Co-sponsored by KMITT and the British Council, Bangkok, Thailand, the conference will include among its plenary speakers: Philip Riley, Anita Wenden, William Littlewood, Leslie Dickinson and Cynthia White.

Papers and Workshops are invited, and proposals of about 200 words should be sent to Dr. Metta Limpongso, School of Liberal Arts, KMITT, Bangmod, Rasburana, Bangkok 10140, Thailand or sent to Email <ilesnson@cc.kmitt.ac.th>

Deadline for proposals, 15 July. Proposers will be notified by 1 September.

Conference Fee - \$100

The 13th Conference on English Teaching in the ROC October 5

Contact: Department of Foreign Languages and Literature, National Hua University
101 Kuang Fu Road, Sec. 2, Hsinchu, Taiwan
30043 ROC, Fax 886-35-718977
TEL: 886-35-715131 ext. 4390, or 886-35-718657 Email: 13TEFL@FL.nthu.edu.tw

New Ways of Learning and Teaching: Technology and Foreign Language Education

ACTFL/AAUSC ANNUAL MEETING

November 22-24, 1996 in Philadelphia, Pennsylvania. Contact:

Prof. Carol A. Klee

Dept. of Spanish and Portuguese

University of Minnesota

34 Folwell Hall

9 Pleasant St. SE

Minneapolis, MN 55455

(612) 625-9521

Piaget/Vygotsky Meets

Three meetings will happen in Switzerland in September (in French, English, and Spanish) for the 100th anniversary of Piaget's birth.

Contact means follow each title and dates:

Mind and Time (Neuchatel) Sept. 8-10

<http://www.unine.ch/psy/colloque.htm> or:

<Anne-Nelly.Perret-Clermont@lettres.unine.ch>

Vygotsky/Piaget (Geneva) Sept. 11-15

<schneuw@fapse.unige.ch>

The Growing Mind (Geneva) Sept. 14-18.

Fax: Anatasia Tryphon at (+41 22) 300-2046

Editors Mess . . . age

Wow! What a newsletter! Lead articles by McMahill, White, and Scott-Conley emphasize teacher development through collaboration, reflection and observation, each with distinctive and enriching ideas and views. We've got two excellent reviews by Graves and Barfield of cutting edge books. We then share a bit from the Fluency First Internet Seminar with Marie Nelson and invite you to help design a inservice course called COLT.

Our special feature is an insightful interview with computers in education specialist Arie Dirkzwager which is both humorous and philosophical, practical and stimulating (good questions and comments Andy!). We end with calls for papers for a new book project, introductions of members networking, conferencing and training announcements, and for the first time, Japanese summaries of the main pieces of the NL. (There may be some surprises as well since I am righting this without the final copy in my hands, and no telling what will happen at the last *#@*!!!-- Rumor has it that some errors were actually left unchained for monitor maniaxs.)

Andy told me to tell you that in future newsletters we will be doing some more really fascinating internet interviews. Andy's already talking with Donald Freeman (plenary speaker at the last three Hong Kong TT conferences). Also, Karen Johnson (*Understanding Communication in Second Language Classrooms*) and Frank Pajares (a well published teacher education researcher on teacher beliefs) have already agreed to talk to us via Email.



Word has it that Marie Nelson may be coming to JALT 96 in Hiroshima and will be available to give presentations around that time. Chapters or groups that wish to have workshops by her should contact Andy. Read his review of her book *At the Point of Need* on page 15, or catch her in the TESLFF-L (Fluency First) Seminar - contact Tim or Andy if you need to know how to get on.

We are really looking forward to your future classroom based research reports and views, experiences in training, being trained, missing trains (and still learning something), and different kinds of trains . . . of thought as you explore your own development and chuchu's. (IthinkIcanIthinkIcan...)

Reviews of books and TE magazines and journals are also welcome. Please send your contributions in by May 15. Email or disk preferably.

Lastly, thanks all the authors and contributors to this edition. Andyman of course provided great guidance and proofing, Haruko got the Japanese summaries to me really quickly, and if you have this in hand it is thanks to Alan Brady's printing and mailing. Thanks go also to Kaori Murakami and John Umiboshi for great proofreading. Mistakes all mine, or just in your mind, or intenshinal. Jaa mata. O genki de! Tim

JAPANESE SUMMARIES

寄稿

Articles of Wow! (今月のWow!)

2 ♪ Writing and Developing Together as Teachers

(共同研究、共同執筆のすすめ)

Cheiron McMahon

日本の大学で教える語学教員は、論文を執筆することを要求されます。ティーチャーディベロプメントなどの具体的な情報が、母国ではたくさんあったのに日本ではなかなか手に入らないと嘆いている人がもしいるのであれば、この環境を大いに利用し、共同研究、共同執筆をして、情報交換、自己研鑽に役立てませんか、という提案。

3 ♪ The Hows and Whys of Teaching Teachers

(教員を教えること、その How と Why)

Steffani White

実際主義的(プラグマティック)なティーチャートレーニングと全体論的(ホリスティック)なティーチャーディベロプメントと…理論と実践と…ピーナツバターとジェリーと…ソーセージとビールと…。この、切っても切れない関係とは…。

5 ♪ Reflections from a Teacher on Being Observed

(教員としてオブザーブされることに関する考察)

Lois Scott Conley

授業をオブザーブされることについての一考察。筆者は、授業をオブザーブされることによって、ティーチングと、スーパーヴァイズすること(されること)の有効性とを同時に学びました。これはティーチングに関する自分の信念や考えを確認する作業となったのです。オブザーバーの役割やコメントが的確であれば、このような経験は、教員としてだけでなく、自分の一生の成長を助けるものとなるのです。

特別記事

8 ♪ Interview with Computers in Education specialist Arie Dirkzwager

(コンピューター教育のスペシャリスト Arie Dirkzwager へのインタビュー)

Talking with Andy Barfield on E-mail

E-mail 上でのインタビュー。子供から大人まで、算数から語学学習まで、コンピューターを使用した学習はその汎用性が広いのですが、一体コンピューターは、“退屈な”学校にとって代わり、新しい“学習者中心の”教育にふさわしいのでしょうか？ ネガティブな要因は何もないのでしょうか？ 実際に体験する社会は？ 教員の役割って一体…。日本の“知識伝達教育”や“世間並み”など、日本のコンセプトにまで言及したインタビューです。コンピューターに関する更なる情報は、インターネットでアクセスできます。

書評

13 ♪ Awareness Training in Learning and Teaching

(学習と教授におけるアウェアネストレーニング)

Reviewed by: Nanci Graves

アウェアネストレーニングの実際、本質、そしてインタビューから構成されるこの本は、学習と教授における基本的哲学を探りたい、個人及び専門家としての成長を望む教員、教員養成の

教員、教員の卵に読んでいただきたい、William Plain による一冊。アウェアネストレーニングについてあまりよく知らない向きには、第3章から入ることをお勧めします。

15 〆 At the Point of Need

(今、必要なのは…)

Reviewed by: Andy Barfield

特にライティング教育の現場から、学習者が自立した学習者に、教育実習生が自立した教員及び研究者に、また教員が教員養成のために、リサーチを元にしたアプローチをどのように構築していったのか、それぞれの変化とその対応の実践例です。また、この本は、Marie Nelson、あるいは TESL-L Fluency First のリストに掲載されているチューターたちによる、インターネットを使用したオンラインでの教員トレーニングセミナーにおける必読書です。

19 〆 Excerpt from Marie Nelson of the Fluency First Seminar on the Net

(Marie Nelson のインターネットでの Fluency First Seminar — 抜粋)

Marie Nelson がインターネットで *At the Point of Need* の読者からの質問に答えます。“私は、どのように教えるべきかというようなことを人に言うのは差し控えたい”と前置きしながら、彼女は14項目にわたって、自らの行なった“シフト”、自分の役割についての考察、学習者に対する態度など、“プロフェッショナルに成長するためのジスト”について述べています。

22 〆 New COLT Course (Input and BrainRainbows Please)

(新しい COLT コース — 七色のひらめきをください!!) Tim Murphey

新しいCOLT (Certificate of Oral Language Teaching) オーラルランゲージ指導資格コースのアウトラインを掲載します。中学校、高等学校の教員で、TESOL の修士をとって自己研鑽したいが、そんな時間はない、という方の為にデザインされています。積極的、革新的な御意見、御提案をお願いします。TEの皆さんからのフィードバックを期待しています。

Multiple Pathways (その他の情報コーナー)

25 〆 Call for Papers for a TE SIG Book (投稿論文募集!)

26 〆 Baselines: Members Interests (ベースライン: 会員の皆様から)

27 〆 Conferences & Trainings (学会、勉強会のお知らせ)

28 〆 Editorial (編集後記)

JUST IN TIME "The New Learning Environment: A Global Perspective" is the theme of the 18th World Conference sponsored by the International Council for Distance Education (ICDE) held June 2-6, 1997, at The Pennsylvania State University. To receive the call for papers brochure in the United States, call 1-800-PSU-TODAY (1-800-778-8632). By Email send your name, address, phone number, fax number, and Email address to ICDE97@cde.psu.edu. Please be sure to reference ICDE World Conference Call For Papers in your message. Deadline for submissions is May 1, 1996.



Readiness: Starting the EFL Class on the Right Foot.

William Estes-Dotani

Students walk into your classroom expecting to study and learn some English skill, but that does not mean they are mentally prepared to pay attention, accept and assimilate the lesson topic, the beginning phase of any EFL class is a transitional time of getting students focused on their learning tasks. I call this beginning phase of a lesson 'Environmental Accommodation Transition' (EAT).

It should be stressed that the EFL learning situation demands a greater shift than the ESL environment. The shift from the student's native environment to the EFL class naturally needs a transitional bridge to lessen student anxiety and to help the students focus affectively and cognitively. A short warm-up activity (WUA) can be an effective transitional bridge.

Short WUAs help make the students' environmental change less stressful. Getting students off on the right foot is not always easy. The WUA the teacher selects must take into account both the context of the class and other factors such as the time of the lesson, the influence of a preceding class, a change in the meeting place, school events, etc.

Since November 1995, I have asked 32 teachers to answer the following questions:

1. Please list or explain warm-up activities you use in your classes.
2. Please state any opinion you have about the need for (EAT) warm-up activities.

To the first question, only 5 teachers responded with a list and explanations of their WUAs. 13 teachers told me they had never thought about this, but thought it useful and wanted more information. Two teachers told me they thought WUAs to be useless. To the second question, a few respondents were

somewhat critical, stating that EAT centered only on student entering behavior. They said that equal focus should be given to the problems teachers face in the initial phase of a lesson. Of course this point of view is associated and important.

To try to address WUAs more completely, I would like to ask readers the following questions. Please answer all, or only the questions that interest you, and send your replies to Bill Dotani, 7-27 Minami no Sawa, 3-jo 1-chome, Minami-ku, Sapporo 005. fax: 011-824-3141

1. Do you think WUAs have a positive role in getting your students focused towards the learning context of your lesson?
2. How much class time do you think should be spent on WUAs?
3. Is there any time you think a WUA is inappropriate?
4. How do you respond to a student who refuses to cooperate, and/or is disruptive during the WUA time?
5. In what way do you treat or incorporate a student late to class in your WUA?

WUAs are just one of the many facets involved in the student-teacher communicative relationship. The environmental impact of the EFL learning situation can be stressful to both teachers and students. WUAs are not a magic pill, but they help both the student and teacher in the initial phase of a lesson get focused. Your opinions are valued. It is important for teachers to discuss and share ideas so that a base of knowledge can help us all to become better teachers.

Editors note: See also Penny Ur and Andrew Wright's *Five minute Activities* (CUP) and the Email resource below. We might also consider asking feedback from our students as to how they feel before and after our WUAs. Also, what warm-ups do teachers do before they walk in? How do you get into a good state?

Ice Melters on the Email

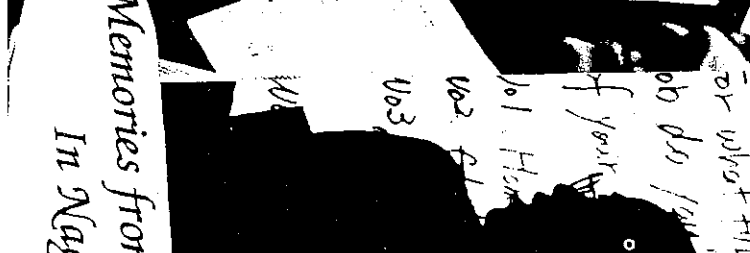
There is a file on just this topic in the TESL-L archives! It is an excellent and very helpful collection of ideas for ice-breakers.

To get this file, send an Email message to LISTSERV@CUNYVM.CUNY.EDU

The text of the message will simply say: GET ICE BREAKERS TESL-L The archives are a wonderful source of ideas and materials. Besides the file on ice breakers, there are around 400 other entries. To see the complete list, send a message to LISTSERV@CUNYVM.CUNY.EDU

As the text of the message, type: INDEX TESL-L Also, if you are interested in files that include the TESOL 1996 program book, and other TESOL related files, you can include on the second line of your message to LISTSERV@CUNYVM.CUNY.EDU the following: INDEX TESOL All TESL-Lers are indebted to Susan Simon of the City College of New York for her magnificent work on the TESL-L archives.

Anthea Tillyer City University of New York ABTHC@CUNYVM.CUNY.EDU



TEACHER EDUCATION

TEACHER EDUCATION
NEWLETTERS - 3 ISSUES
- 500 YEARS

Memories from JALIT 95
In Nagoya