

Teacher Talking to Teacher



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The MetaMapping of Teacher Education

A relatively new field, Neuro Linguistic Programming (NLP) studies how we make maps (meanings in our minds), change maps, and how we can ecologically improve and augment the excellence in our lives. So we might call NLP a "MetaMap," mapping out our processes of map-making. Many teacher-researchers are already doing just that.

Donald Freeman (page 10) a *MetaMap Maker*, like many of you, is looking for the structures and processes which make teachers do and say what they do and say. His research is showing us that the things-teachers-say not only reveal the way they think and act, but that what-they-say *shapes* the way they and others talk, think and act in "communities of explanation." This is linguistic programming that shapes teachers (neurological) behaviors in the classroom (neuro linguistic programming). This *talk* reveals beliefs and values which drive and program behavior, often unconsciously. However, thinking and saying are behaviors which *shape* other behaviors as much as they

describe it. We tend to walk-our-talk and walk-our-thoughts.

Having different experiences (doing different things, talking to different people, reading this NL) can challenge our ways-of-explaining, enhancing them and opening up new ways-of-explaining and doing. Sean Conley illustrates this very well as he changes himself in the act of interacting with his teachers (p.2). Marie Nelson (p. 4) shows how getting students to write a lot (expressing themselves and interacting) creates effective writers as it allows teachers to learn what they can do for students *at their point of need*.

These, as well as many of the other articles in this and previous NLs, are examples (and present examples) of *socially-constructed knowledge and development*. The quality of your own teacher development may depend greatly on the number and quality of opportunities you provide yourself to be challenged to explain your teaching (to yourself, first of all). Be advised: There is no transfer of knowledge in this NL, you construct it. Talk to someone and discover your engineer-architectural genius! (Better yet, you may want to write an article for the next NL.)

The Editor

☆ Articles of Wow!

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☆ Tell us what you are doing in the next TTT, alive-line August 15. Write Now!

Bringing participant initiative to in-service training

Sean Conley ☆

In Stevick's *Teaching Languages: A Way and Ways* (1980), he writes that language students find themselves "in the position of being ignorant, powerless, and constantly evaluated, a clear denial of their primacy in a world of meaningful action." This is not so far off from what many new ESL teachers feel when beginning an in-service training course. I have worked with several different groups participating in separate intensive courses over the last year. In each group four teachers at a time work together by fax for two months before coming together for a three-day intensive course. The course consists of three elements: pre-course readings, tasks to be done in response to those readings, and participation in the three-day intensive course. When I began I inherited an approach to the course in which all of these elements were controlled and evaluated by the trainer. With each new group I have experimented with ways to bring more of participant *initiative* to these elements so that those who might feel "ignorant, powerless and evaluated" come to a point of feeling knowledgeable, capable and able to assess their own work and to improve on it.

Feedback

I started the changes in this course by asking for participants in the first group I worked with to evaluate the usefulness of the three aspects of the training. Through this I discovered that the more practical materials and presentations were generally preferred over the more theoretical, and the more active and involving, over the passive. These were useful though uncomfortable insights for someone like myself who would rather chat about whether to teach grammar than how, and would far prefer attending a lecture to participating in a workshop. I began to re-learn as a trainer a lesson I had learned as a teacher: to ask students about their needs and then work to meet them.

After working with several groups through a cycle of training, getting feedback from participants and revising for the next group I

was able to weed out the universally unpopular among the readings, tasks and training content. Most of the training came to be useful for most of the participants though what was loved by one group might not interest the next. It became *tried and true* but seemed to me to lack spontaneity. As a teacher I'd learned to value the needs and interests of the students over the dictates of the lesson plan, text book or syllabus. I wanted to work in this direction for training as well.

Choice, research and support

I began to open up the content of the training. I asked participants to choose what they'd like to have covered in training from a list that included all the usual subjects, several more that I felt there was an interest in, and a blank section where they were encouraged to write anything they wanted that wasn't listed. In this way they could ask for what they wanted and I could insure that I was meeting their needs. This was a difficult change to make.

Participants frequently asked for information in areas I was uncomfortable with or lacked experience in, such as teaching children, using songs in class, and strategies for teaching blind students. I found myself very resistant to including these issues in my limited training time. They exposed my weak areas and I was uncomfortable with the idea that I might be expected to be an expert when I was not. I made efforts to meet these requests, I researched new areas, and I made it clear that I was sharing what I'd found, not what I had experience with. Still I was uncomfortable.

I decided to give up the role of a "knower" and join with the participants as a fellow learner. I asked those who were actually working with the issues to present on them. They were the ones teaching children, using songs, and working with blind students, not me. I began offering participants the option of presenting on what they wanted to know, and offering the materials I'd accumulated as a resource base on which to build their presentations. If they didn't want to present on their requested area, they could choose anything for which they had enthusiasm or expertise. Teachers began presenting from areas that they knew and felt confident in or areas that they researched and had experience with. An elementary school teacher made a presentation on adapting children's games to an adult ESL classroom, a musician on using songs and writing poetry in class, a woman who had completed an RSA did a workshop on the use of concept questions. These presentations replaced much

of the "non-core" and some of the core syllabus that previously I'd tried to cover, and quickly became one of the more popular parts of the course.

Participant-defined tasks and material

Looking to the pre-training readings and tasks I made another change. Rather than reading an assigned article and doing the assigned task, I asked participants to read the article, note what struck them and incorporate it into a lesson. Then, rather than sending their work to me for evaluation I asked them to share in journal form what they'd chosen from the article, how they used it and what the results were. These journals were shared each week among the trainees and myself and we added comments, ideas and feedback in the margins and returned them. In this way the participants could respond to what was important to them in the material instead of what I felt should be important to them. Through the journals those points missed by one person were usually captured by another. I found people more rather than less prepared for the training as a result, and the insights made were all the more powerful because these were coming from the participants themselves rather than being the insights expected from the tasks. Later, during discussions in training, I found that participants frequently drew upon examples from the experiences shared in the journals to support or challenge new ideas or techniques. With these changes the participants' feedback at the end of the course began to reveal as much about their preparation and participation as it did about the course material. Participants spoke of what they'd learned individually before attending, of what they'd learned from others, and of their degree of involvement in the training sessions.



Going further with this I pared my list of required readings down, leaving several slots open for participants to choose articles that interested them. During the first month participants responded to the required readings. In the second month they read an article of their choice each week from Celce-Murcia's *Teaching English as a Second or Foreign Language* (1991). They reported on what they learned from the article and described what they had done with it in their teaching.

Re-entry

While participants often leave a course filled with new ideas that they are anxious to try, it is not unusual for those ideas to fade or be forgotten soon after returning to their individual schools and schedules. To help the group to bring their energy and new ideas successfully back to their classrooms I asked each participant to choose four areas of interest from the training that they wanted to incorporate into their teaching. In the final hours of the course the lists were written and shared with the group. Each participant explained to the others what they'd chosen to focus on and why. These choices became the topics of their shared journals for the following four weeks. In this way the participants created a focus for themselves for each of the four weeks following training. They shared their experiences and ideas and read about those of others with the support and feedback of a group with whom they already had rapport. Though not a part of the training, these groups frequently chose to continue their shared journaling far beyond the required four weeks.

Conclusion

With each of these changes I have opened different areas of the training to opportunities for participant initiative. Despite these changes, the course as a whole has remained much the same. Most of what is covered now was covered before, and participants leave the course with a similar mixture of knowledge and skills. What differs seems to be the attitudes that participants bring to the work and the training and the awareness that they develop about their teaching. Instead of stepping into a world of supervisors with check lists they enter a world of shared journals and peer suggestions and support. Rather than being powerless they have the opportunity to choose what will help them and how to work with it. Instead of being ignorant they are able to bring and present for others their own areas of expertise.

By writing shared journals before training the participants create a pool of the common experience. I can use this pool of experiences to define priorities for the course, making each training new and different with each group. The spontaneity I wanted has come. In the follow-up journaling participants can share what they're discovering in their teaching and often find a supportive group of fellow teachers for on-going informal development. For me the follow-up journaling offers a window into classrooms to assess the impact of the training and a place to offer individual feedback and guidance.

Over all, bringing participant initiative to the training has given me the opportunity to balance my time between the roles of knower and of fellow learner, which is more satisfying and interesting than maintaining the role of knower throughout. Each participant's background, knowledge and experience requires from me a different response. For those who come with RSA in hand or experience as a public school teacher my role is different than for those entirely new to both teaching and ESL. Similarly at each point in training I find myself seeking the point between "knower" and "learner" that works best for the task at hand. By creating space for participant initiative I also create space for myself to move between these two poles. With each group I learn from the participants not only about teaching and learning but also about how and when to lead, to guide and to step aside.

References

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Biography: Sean Conley has been a teacher and worked with teacher development in the U.S., El Salvador & Japan. He is a Masters candidate at S.I.T. and Director of Teaching for Kitanihon GEOS.



Self-Assessment and the "New Basics" We Need to Teach

Marie Nelson ☆

[Originally a response on E-mail Autumn 1995 to some questions from Randy]

Dear Randy,

Thanks for your thoughtful questions on the writing-workshop research I describe in *At the Point of Need*. Your concerns were mine a very few years ago, before I spent almost three years studying writers who teach. I'll try to address your issues one at a time.

Most of us appreciate good learners. Shouldn't, however, a learning theory, or method for that matter, include all learners in the program? I don't mean just the kind of learner we would like to have. I mean our language learning theory should include even the learner who doesn't do his homework or study or seem to have any motivation.

I agree. That's why in the small-group tutorial center for basic writers, five successive teams of teacher-researchers and I studied the students we were *least* successful with, those our theories were not yet refined enough to help. For ethical reasons and for analytic efficiency, focusing on what we called our "failures" became a rule of thumb that shaped and reshaped our evolving research design. *At the Point of Need* describes how we got rid, one by one, of errors in thinking that undermined basic writers' success.

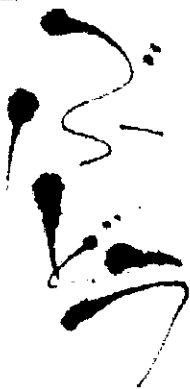
I wouldn't think we should expect great things from someone with a low I.Q., do you?

Well, for many years, I didn't, but my own classroom data, and the findings of dozens of teachers with whom I've worked, forced me to rethink my long-held assumption here. They suggest that we can expect great growth from virtually everyone.

This finding flew in the face of my experience, and the reason it wasn't immediately obvious, I think, is that near-universal success for language learners takes place only after we teachers go through some growth/change

ourselves. It never occurs to most of us to rethink hand-me-down beliefs about how language develops and how they adversely affect how we teach. But we need to shift our emphasis from teaching to learning, and research on how language abilities develop supports this view.

I first realized I needed to change my own thinking during my 1970's study of one hundred writers who teach, a study based on the assumption that, all other things being equal, people who write both regularly and well might be better teachers of writing than people who seldom write. Of the one hundred experienced writers I located, however, I found only three (!) who relied on experience as a guide rather than on "what English teachers are supposed to do". They taught what they called "writing" and felt successful with all kinds of kids—even those others called "impossible" to teach. They also discovered, began to believe, and later explained to me that every normal student is capable of writing well—engagingly, with power, clarity, conviction, imagery, and form. As a result of student enthusiasm and success, these three teachers experienced upward spirals of increasing confidence, professional recognition and self-esteem.



These writers' career trajectories contrasted with the frustration and failure widespread among the ninety-seven, whom I called "schitzzy" writers, writers who (to a greater or lesser degree) taught what they called "composition" and ignored what experience told them about how writing is done. Over and over, the schitzzy teachers I interviewed complained, "If I could just teach writing, I could be a better teacher, but I have to teach composition. You know--grammar, spelling, the formula essay, etc." or "If I could just teach creative writing instead of freshman comp...." It took a while to dawn on me that all of these writers were using the term "writing" and

"composition" differently, but when I caught on, my own teaching began to improve—for I had been a "schitzzy" teacher myself for years.

Though most had entered teaching committed to helping all learners succeed, "composition" left schitzzy writers holding elitist views, and they therefore tended to blame their "failures" on kids. "If only I could teach junior high instead of fifth grade....," they complained. "If only I could get a job teaching college instead of high school." "If I could teach gifted kids" "If only I weren't in this ghetto school...." "I used to be a good teacher, but kids today are impossible!" Schitzzy teachers blamed parents, the system, the decay of western culture, broken homes, school administrators, TV, and always, the kids. But they seldom looked closely at inconsistencies in their teaching, though many told me it was incompatible with how they wrote.

Unlike those who relied on experience as a guide, "schitzzy" writers said, "Yes, it's true that writers are born, not made." They were unconvinced that everyone can learn to write and felt they had little impact on writers' development. No wonder. Their "data"—classroom observations, essays, grades—confirmed their suspicion that one must be gifted to write well.

How is it that the two groups in my sample of one hundred writers who teach in middle and secondary classrooms experienced such differing degrees of success that they came to opposite conclusions about aptitude?

It took a while to figure that out, but what I came to see was that two logically incompatible mindsets—philosophies, perspectives, ways of viewing their work—were leading writers to differing views of language development. These differing mindsets—the "comp" and "writing" paradigms as I called them—lead to different teaching approaches which produce different "findings" that "prove" the opposing mindset untrue. In other words, teachers' thinking determined what they could see.

Preventive-corrective—"comp"—thinking has historically led to poor writing for all but an elite few while a writers' workshop/fluency first/ "writing" philosophy shapes teaching that makes it likely for all who are willing to try to succeed and tempts long disengaged students to work hard. I therefore see "writing" point of view as the ethical choice. It puts more responsibility on me as a teacher, but more students succeed, my job's easier, and I'm

having fun. Why? Because "writing" instruction is responsive to learners' needs, and as a result, they respond a lot more positively to me and the work we do.

You had another question not unrelated to the last:

Likewise, I wouldn't think we should expect great things from those with a history of poor study skills, do you?

Certainly not—at least not until they realize they *can* learn and understand how writing—and learning to write—are actually done. To me this suggests I must stop teaching surface-level features—like fine points of grammar, punctuation rules or idioms—until would-be writers master a new set of "basics" that includes accurate information about how writing is done and about what people who write well do to improve their work. Even more basic for would-be writers, however, are first hand experience with the rewards that tempt published writers to write and first-hand discovery of what writing offers them.

As we tried to show in some detail in *At the Point of Need*, breakthroughs in awareness about the real basics of writing lead to rapidly changing attitudes which in turn lead to changed behavior—good study habits, writing more, revising repeatedly. Are these not "basic" if as yet unmotivated writers are to accomplish the "great things" of which you speak? Study habits right themselves—sometimes dramatically—when non-writers taste the status good writers earn from peers and find out that famous writers agonize and slave to make their writing work just as beginners do. These are other "basics" all too few writers learn in school.

Marie Nelson Coming to Japan

Tentative schedule

Nov 4/5	Mon / Tue	Osaka
Nov 6	Wed	Nagoya
Nov 7	Thurs	Tokyo
Nov 10	Sun	Tokyo
Nov 13	Wed.	Tsukuba

Other possibilities: contact Andy Barfield

Marie Nelson Coming to Japan

The Teacher Education N-SIG has invited Marie Nelson as its guest for the Hiroshima Conference and for a post-conference tour of workshops and seminars. Marie's depth and range of experience in working with teachers in many different settings and contexts probably makes her the ideal choice for a special workshop with you, your colleagues and your students...

Marie's workshops buzz because they are:

- * Highly interactive/participatory and involve:
- * Learning by doing (she walks her talk) *

Varied activities * Cumulative activities * Less is More: use of multi-purpose activities as well as focus on * Participants' expressed areas of need * Collaborative problem solving *

Working backwards from general principles to develop applications to participants' contexts and allow participants to leave with plans for applications tailored to own classroom

You can book now by making arrangements QUICKLY with your colleagues (because of demand closing date for bookings is July 15th 1996)...but first a little more about Marie and her work:

Marie Wilson Nelson, Ed. D. Associate Professor of Education - essayist, sometime poet, and mother of two - teaches at National-Louis University's Tampa Center in Florida, USA. A researcher and blackwater canoe enthusiast, she has taught in middle and secondary schools, in three historically Black colleges in the South, in three universities and one Japanese language institute.

For a number of years Nelson directed writing programs, including Writing and Speaking Across the Curriculum, at George Mason University near Washington, D.C. Her book, *At the Point of Need: Teaching Basic and ESL Writers* (1991 Portsmouth, New Hampshire: Boyton/Cook Publishers Heinemann, see review in TTT4(1) 15), documents her work with collaborative teacher action research teams and is the text for the TESLFF-L E-mail seminar, a world wide seminar on how teachers and students can concentrate on "fluency first" and then sharpen their skills later after having acquired large amounts of language. sponsored by FIPSE (the US Fund for the Improvement of Higher Education) for teachers of writing at universities around the world. Marie is currently preparing excitedly for her first visit to Japan in some twenty-three years.

ELT in Romania

Jeremy Jacobson ☆

Visitors to Romania constantly remark on the high level of foreign language proficiency, particularly of English, among its citizens. Although this proficiency may have increased since the Revolution in 1989, it undoubtedly existed before. Yet if you visit a lot of classrooms, you will find more likely than not a varying mixture of Grammar Translation and Direct Method. You will observe students listening to the teacher and taking laborious notes as she takes them through a detailed structural and lexical analysis of stodgy texts. You will hear them work their way through dreary grammar exercises in their textbooks which, apart from some quick political cleansing in 1990, are the same drab books that were used under Communism. You will notice how the teacher corrects every single mistake, sometimes in a way that seems quite brutal. Should, however, the teacher organise some sort of debate, even though she may dominate the proceedings, you will be surprised to hear the students speaking English remarkably well. And should you ask someone in the street for directions, the chances are the person will be able to help you, particularly if you ask a child or young adult.

How can this be so? One possible answer is that the old methods work; they work at least as well as the new. More precisely, they work in a society which has a traditional respect for education and where standards demanded by teachers, and demanded by students of themselves, are exacting. Another possible answer is that students are so highly motivated to learn English that they will learn whatever the teacher does in the classroom. They are what Britten (1995) calls "method proof." Another, related, answer is that students learn outside the classroom. They watch films in English, cartoon network on satellite television, listen to British and American music. Some lucky ones even have English speaking penfriends. Their schools have links with schools in Britain, or with schools in other European countries and use English as a lingua franca.

All this may seem negative as far as the teacher is concerned. To come to the teacher's defence, I should point out that English teachers are

seen as different in Romania. Before the Revolution, they were considered a potential threat knowing a foreign language. Teaching that language and its cultures, they were imparting to their students a different code, unknown to some and, therefore, dangerous. Since the Revolution, English teachers have been seen as masters of a liberating code which provides access to the world and leads to the future. Their relationship with their students has always tended to be warmer and more open than that between the students and the teachers of other subjects. Besides, a considerable number of teachers of English are changing: questioning and renewing their practices, experimenting with different ideas and techniques. An increasing number of lessons would not fit the picture I painted above.

Since 1991, several outside organisations have been involved in one way or another with the teaching of English: The British Council, the Soros Foundation, East European Partnership, Society for Open Learning, International House, SCROLL, USIS (US Information Services) and the Peace Corps. Of these, the British Council has the most far-reaching programme and is also the one organisation which, in one way or another, has worked with all the other organisations. With the cooperation of the Ministry of Education, particularly of some talented, innovative individuals within the Ministry, the British Council has been able to set in motion several projects all aimed at raising the standards and broadening the vision of ELT in Romania. Without wishing to go into any of these in detail here, I would merely mention that these projects have several connected strands. One of these has been setting up a network of Romanian Teacher Trainers throughout the country. Another has been widening the role of the English Inspectors so as to emphasise their developmental rather than evaluative roles. A third strand, and a project in its own right, involves the rewriting of all the school textbooks. The new books aim to teach skills and are broadly task based. Yet another strand involves upgrading the teaching of methodology at universities and the linking of pre- and in-service training. While it is still too early to evaluate the success of these projects, some changes can be seen in the practices of many teachers. There is a growing emphasis on fluency work; more attention is paid to skills and classes are not so teacher dominated as before. Some teachers are so keen to learn and improve that they attend course after course. They go to conferences and meetings

and have reached a level of sophistication that would enable them to hold their own with the best anywhere. Hopefully, such teachers will have an influence upon the profession generally. As the new textbooks come on stream, supported by training programmes run by the local inspectors and teacher trainers, more and more teachers should be drawn into the move for renewal.

There are considerable problems, nonetheless. The most important is money. Teachers are so poorly paid that they have to give large numbers of private lessons to make ends meet. Low salaries mean that fewer and fewer English graduates want to go into teaching and there is already a shortage of teachers. Many classes are taught by unqualified teachers--students or unemployed engineers. The Teacher Trainers, with the support of the Inspectors, are trying to do something about this by providing special courses for them, but unqualified teachers generally are not sure how long they are going to remain as teachers, so continuity and development are problematic.

Another potential problem is that we may do more harm than good with our communicative, humanistic ideology. Romanian English teachers, after so many years of isolation, now find themselves face to face with the real flesh and blood purveyors of the cultures they so doggedly followed and are sometimes over-anxious to absorb the latest ideas. At the same time, despite being the dissidents of the past, they understandably absorbed enough of forty-five years of political and educational culture to have an exaggerated respect for specialists. This is something which evangelical groups have been quick to recognise, hiding their real purpose under the cloak of English teaching. Yet if we are really going to contribute to the development of the so-called new democracies, we must be very wary of preaching. A phrase which has sprung readily to the lips of Romanian teachers is "the new methodology," where "new" means good. This is a disturbing development. We need to preach caution. It is important for those engaged in training and development to avoid the bag-of-tricks syndrome when pressed by teachers for practical ideas to relieve the monotony of the traditional, grammar stuffed textbooks. It is vital that outsiders respect what is already here and avoid a prescriptive approach. That is not to say there is nothing concrete that needs improving. Although the overall command of English in Romania is, as I have said, generally very high, it is nevertheless rather

patchy. Listening, reading as a skill rather than for the purpose of language analysis, writing anything other than school type compositions have all had little attention paid to them. The trainer, though, needs to enable the teachers to fit ways of dealing with these skills into a coherent, personal framework of principles which includes traditional Romanian teaching practices. If Romanian teachers need any training, it is in trusting their own intelligence and ability to decide for themselves and in critical reflection and evaluation. With this in mind, the British Council sent the trainers and inspectors back to Britain for an introduction to the reflective model of teacher training (and to classroom research) which includes Underhill's (1993) definitions of lecturing, teaching and facilitating. Almost any enabling activity is obviously a process in which all those engaged learn. It is also a two-way process. The lessons go both ways.

This is certainly true of educational projects, in which the project initiators learn at least as much as the participants. A lesson we have learnt in Romania is that every Romanian is a potential stakeholder and their acceptance of what is happening is vital to the success of the project. If parents complain to the head teachers of their schools that their children tell them they spend their time in the English lessons "playing games," instead of doing serious studying, they will soon be ordered to stop. Thus, English teachers need to think about what they are doing and why. If science teaching colleagues complain about all the attention being paid to English, they will encounter resentment, and obstructions will be put in their path. Thus, English teachers need to demonstrate that everyone will eventually gain from their courses, workshops, meetings, visits and new books. It is not enough to consult the Ministry of Education and the local inspectorates. We need to consider the schools and to include staff, children and parents.

The impulse for change which leads to the setting up of projects comes, in many cases, initially from the clients. Projects are commissioned. In these cases, it is relatively simple to ensure the involvement of the clients, particularly if they are also the students, in the implementation and outcomes of the projects. In the case of ELT projects in Eastern and Central Europe, however, the impulse for change has sometimes come, at least in part, from outside. Ownership of the project here is more complex. It would be unrealistic to suppose that the creation and implementation of

an ELT programme can 'belong' totally to people who are reacting to other people's ideas. The situation is complicated by the fact that different groups or key figures may begin to identify with a process of change at different times. Gradually control is being transferred to Romanian hands. This is done by such things as holding meetings of the teacher trainers and inspectors at the Ministry of Education instead of on British Council premises and dividing the agenda between Ministry initiated and Council initiated business.

It has meant running intensive refresher methodology courses (previously organised by the British Council, the Soros Foundation and International House and taught exclusively by native speakers) in closer cooperation with the Ministry. The tutors are now half Romanian and half British. Soon, some of these courses will be taught exclusively by Romanian specialists. Meanwhile, within the Romanian system, pressures are building up for change, so that Universities, Inspectors, Trainers and Textbook Writers are asking for reform of the testing system.



It is a commonplace of ELT projects that they should work towards sustainability. This is not always what happens, particularly in the case of projects which depend on the services of a large number of foreign specialists. One strength of the British Council Romanian projects, though it has meant an extremely taxing workload for project staff, has been the small number of outside specialists employed. This has meant that we have had to work with Romanians at every level.

One of the most encouraging developments has been the number of initiatives undertaken by Romanian ELT professionals which have not

been contemplated by the outside specialists. Of course, there can be no guarantee that when the project ends, what has been started will continue.

All we can do is to help set up mechanisms and initiate processes that will encourage people to develop further. The more people we work with and the more they work together, the more likely this is to happen.

ELT is part of education and education is not only a social activity, one example of how a society runs itself; but is itself a motor for activity in most, if not all, other social activities. One of the most important aspects of ELT projects in Eastern Europe is that they have implications that reach far beyond what goes on in the ELT classroom, especially if they are taken as model for change in the teaching of other subjects, as may well happen in Romania.

Our projects have implications for democracy. Democracy is a difficult thing to define and a more difficult thing to practice, and an ELT article may seem a strange place to discuss political philosophy. I will, therefore, limit myself to claiming that most people would agree that democracy has a lot to do with individuals realising their greatest potential as members of a pluralistic society sharing certain basic values.

Before 1989, people in Romania were conditioned to have little self-esteem. We have tried to show teachers that what they think can influence the future. We have done this by making their evaluation of courses lead to changes in those courses and then to post-course development for the teachers involved. We have done it by holding meetings with a negotiated agenda which lead to recommendations that are acted upon.

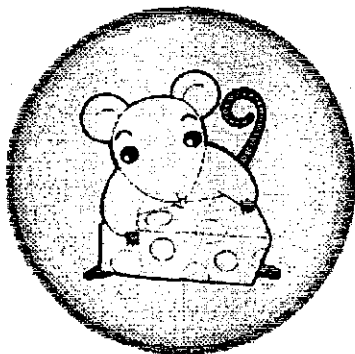
I especially mention meetings because they illustrate democratic change very well. In the past, they were held supposedly to discuss things, but they generally consisted of someone in authority talking at an audience which, after a couple of minutes, would cease to listen and begin to chat in little groups around the room. For the first time, and this is something teachers themselves have commented on, they have started to listen to what their colleagues have to say. Projects do not stand still. Regardless of how outside circumstances may influence their development, the very processes they set in motion throw up challenges and opportunities.



The framework for what is now known as the *UNISCHOOLS* Project for Romania has been extensively revised twice already. The most important change has involved the decentralisation of the project after September 1994. Instead of two staff members based in Bucharest, there are now five Regional Advisers based more or less at the four corners of Romania with one in the centre. This change has also meant bringing in *PRESET* since not only do the Regional Advisers work two days a week at their local universities; they are also helping to improve the effectiveness of teaching practice by working with trainers, inspectors and mentors in the three or more universities in their region. This new phase of the project will not last forever. The next step is to put into place mechanisms which will ensure work continues after the advisors leave.

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Donald Freeman

E-mail Interview
with Andy Barfield ☆

[This interview was conducted over E-mail between November 1995 and February 1996.]

AB: Dr Freeman, thank you for agreeing to do this interview for *Teacher Talking To Teacher*, the newsletter of the Teacher Education N-SIG in JALT. We're beginning to network different stories, theories and ideas about teacher education both through the newsletter and through teacher education workshops, colloquia and self-development groups. One theme that underlies our SIG's efforts is 'cooperation' and another is 'reflective practice'. I'm wondering what themes you find prominent in your work at the moment -- both in what you do as a teacher educator, and in what you are writing about teacher education.

DF: I am working on three notions right now that come from my experience as a teacher educator as well as the research I have been doing into how people learn to teach. The three ideas are 'articulation', 'explanation', and 'community of explanation/practice'. They may sound abstract, but they are really quite simple and concrete. 'Articulation' refers to the process of putting ideas into language (either oral or written); 'explanation' to what we put into language to make sense of what we do, in other words explanations are the phrases or ideas which we use to describe what we do or happens in the classroom.

So if you tell me, 'Those students are shy because they're only freshman,' that is your explanation for why they may not talk a lot in your class. The act of telling me is articulation. Now I may or may not share your perception of shyness or of what those students are capable of, so your explanation will- or won't- convince me.

AB: ...and if we don't share the same explanation, then what?

DF: That is where the third concept-- 'community of explanation/ practice'-- comes in. The 'community of practice' describes the group of people that does the same things; the 'community of explanation' describes the group that shares the same explanations for things. So if you take the teachers' room for example, the group there is a community of

practice since everyone teaches at the same institution. However it is not one single community of explanation, since different people may share different reasons for why things are the way they are in teaching. So when you make the same statement, 'Those students are shy because they're only freshman', in this group, perhaps the old timers will agree with you-- and thus they share in your community of explanation-- while the new comers may not. They may have another explanation, like 'that material was too hard for those kids,' or whatever. This is a rather quick synopsis of some of the key ideas in my work.

I am finding that these four ideas, plus a couple more, provide a very powerful theoretical language to think about many phenomena in teacher education-- like teacher socialization (joining a community of practice/explanation), resistance to innovation (an existing community of explanation is not changed simply by introducing new explanations), and so forth. As far as reflective practice and cooperation go, I see them as technical devices through which teacher education operates. My interest then is in what makes those devices work. How do they actually operate?

AB: Is articulation a neat cut and dry process? Or do you see it as fuzzy in that when we try to put ideas into words, we often do it in an incomplete fashion?

DF: I see at least two ways to look at articulation: One is from the point of view of the speaker (in this case the teacher) and the other is as a sociocognitive process which operates in education. From the speaker's point of view the process is messy and filled with words that only half make sense. In this way, articulation is sort of like air-- you only recognize it when it isn't there, when it isn't working very well. And this often happens when you join a new community of explanation-- like you come to your first SIG meeting and you don't know what everyone is talking about. You know the words, but they don't make sense. Their explanations aren't your explanations... yet.

AB: What about the second way of looking at articulation...

DF: Well, this is where the sociocultural perspective is useful and interesting-- because it suggests that this lived messiness happens not because people can't find words, but

because they are trying to find the words that will connect them to their hearers. They are trying to fit in, to make sense, to be taken as a legitimate member of this community-- as someone who is 'articulate', who knows what he or she is talking about.

I am really intrigued by this second dimension of being articulate because I think it is intimately related to how we explain things to ourselves and to others-- like those colleagues in the teachers' room for example. To be articulate in that context, you need to make sense to those folks, to share their facts and explanations. It is no fun-- in fact it is socially dislocating and painful-- to talk a different set of explanation from the people with whom you interact on a regular basis. So, in the words of one of the teachers who took part in a study I did on teacher change, "Soon what's daily will take over."

... sustaining new forms of explanation is primarily a matter of belonging. It depends on walking the walk and talking the talk of that community of explanation. Donald Freeman

AB: Does this relate then to how teachers talk to each other about reflective teaching for example?

DF: Yes, it does. In reflective teaching, when teachers interact, they are creating new communities of explanation (in my lingo). These communities often differ from the dominant or prevailing explanations in their work settings. In other words, reflective teaching involves coming to talk differently about your teaching so you make new sense to a new group of people. This process of becoming articulate in these new, what I would call, *counter-settings* is directly tied to fostering change in teaching practice. Put another way, you need someone to talk to about your work... and in that process, you explain your work so that it will make sense to him/her. But this changes the work itself, by putting words on to (or into) it, you are making it different. So if you say, 'The students are shy,' that casts the work in one way. If you say, 'The material's too hard for them,' that casts it in a different way. In this case, one way points your thinking towards the students while they other points towards lesson planning and the choice of material. And you might find that the

first is fatalistic-- 'That's just the way they are...' leaves you with little to do about it. While the second is more instrumental-- 'You could try a different technique,' leads you to explore options.

My point is that explanation shapes practice; the way you define it shapes what you do about the issue. And likewise new ways of making sense breed new forms of teaching.

AB: I'm wondering what new forms of sense-making you might have in mind here, and how they might be sustained...

DF: My work and interest have been in formulating a descriptive theory of teacher learning, so I am not advocating any particular new form of teaching or new way of explaining things. In my mind, that form would, in fact, depend on the community of explanation into which the teacher seeks to enter. So for a beginning teacher, the new form of sense-making would probably be the socialization of the host school environment... for an experienced teacher, it might be the community of a new form of practice that s/he runs into in a workshop. You see, sustaining new forms of explanation is primarily a matter of belonging. It depends on walking the walk and talking the talk of that community of explanation. You remain connected to that group because you are sustained by its explanations... and vice versa. The group makes the explanations work for you.

AB: So are you talking about belonging to one group-- or community of explanation-- or many of them...

DF: Well, that's just it. We all are connected to many communities of explanation simultaneously, so the strength of this belonging (or allegiance, as I call it) varies. In teaching, we have explanations that come from our tacit experiences as students, from our formal training, from our workplace, from our professional peers, and so forth. And many times, these various explanations will conflict. You see, I am working on the notion of explanation as the "unit" of teacher education (whether it is teacher self-education, as in reflective practice, or formal training). For me, 'explanation' connotes two things: 1) something that needs explaining and 2) someone(s) to explain (or make sense of) it to... which I am calling the community of explanation. So in a sense your identity as a teacher depends on your explanations making

sense to your students, your peers/colleagues, and the work setting in which you practice. Likewise, teacher education programs-- whether they are formal MA programs, an RSA Certificate or a reflective self-development group-- all depend on explanation. This links the individual to the group and vice versa. It is the social fabric of the group that sustains the explanations.

AB: Presumably this has lead you to examine closely how teachers construct and develop what they know, believe or do as teachers. What has struck you as particularly important here?

DF: Three things... First that the conventional dichotomy between thinking and doing, on which much of teacher education operates is probably not useful, and second that the unit of teacher education and change is probably not the individual but the group. And third that, if our aim is to transform teaching, we cannot do so via working on behavior; we need to account for sense-making... for how people situate themselves in-- or belong to -- their contexts. I could elaborate any or all of these ideas... what suits you?

If our aim is to transform teaching, we cannot do so via working on behavior; we need to account for sense-making... for how people situate themselves in-- or belong-- to their contexts.

Donald Freeman

AB: The second point is clear - the first more or less so, but it still merits some clarification....

DF: Well, the dichotomy between thinking and doing in teacher education is really at the base of how we operate. It is the Cartesian premise that we can 'give' people ideas and then they will act on them... you know, 'theory informs practice', 'research should shape teaching', 'textbooks drive the curriculum' and so on. This transmission notion of education is largely shaped by the context of higher education. It has lead to the whole notion that there is theory and there is practice and that they are separate, or that teachers' words and their actions are separate. And I'm not convinced that this is true or even useful to pursue since, for example, talking is a form of action, and when you talk to someone that shapes what you say.

I think it may be more productive to take both thought and action as forms on a continuum of social definition so that what you say and what you do as a teacher need to fit in (or as I have said, make sense) for a particular group and setting.

AB: Many teachers who are starting out work in situations where they have limited time or institutional support for joining in a community of explanation. What are some concrete ways for such teachers (or their equally hard-pressed older colleagues) to make productive contributions for their development? Perhaps you might like to give some everyday examples from your experience with teachers in Brazil ...

DF: Let me just clarify your comment... I am saying that people (and teachers) always belong to multiple communities of explanation... this is not an elective choice, it is fact of life.

So then your question becomes how do teachers make those communities explicit and how do they manage the potential conflicts among them... what is a valid explanation in one setting may not be in another?

AB: Yes, I guess that's right ...

DF: I think techniques range from the mundane to the more elaborate. For example, anytime you do the same gigs as a fellow teacher and then you compare notes about what happened, you are making explicit relationship of shared explanation. "Why did it work that way for you and this way for me?"... We have to literally explain ourselves out of this difference, which can and does lead to change. On a more elaborate level, there are forms of sustained interaction with peers-- like reading groups, journaling pairs or triads, a group that is exploring similar materials or techniques, or teacher research groups -- these are social arrangements that foster new communities of explanation. In fact many of the techniques in the book, *New Ways in Teacher Education* (TESOL 1993), which I edited with Steve Cornwell, suggest various techniques for examining teaching.

AB: What are the major influences on you as you formulate your descriptive theory of teacher learning?

DF: That's a good question. I guess I'd list three main sources of influence. One is my faculty colleagues at SIT. We interact

constantly around issues of teaching, learning, and teacher education. Their conversations are crucial in moving my thinking along. Coupled with those interactions are the constant observations of teacher-learners at work, in the various teaching contexts. Watching their learning from a broader social interactionist perspective is invaluable in providing data and grist for the mill. And third, I'd say, is my ongoing involvement in the community of research in general education in teacher cognition. This group plays several key roles: they introduce me to work and research outside of language teaching, work in which subject matter is secondary and teacher learning is of primary concern. And second, because they are not language teaching people, I find I have to explain myself and my ideas to them and this helps me to be more explicit... which is always a good and useful exercise.

Studying something like teacher learning by analyzing individual interviews for the thinking behind them is like trying to describe a soccer game by describing each of the individual passes and moves.... To do so gives a very distorted view of the game. To describe the game, you have to talk about how the whole team plays together. Donald Freeman

AB: What 'good' questions do you find you asking yourself as you move among these three influences? 'Good', in the sense, that they have 'no ready answers', as you've written elsewhere (TESOL Q 29:3 p.584)?

DF: I don't know... that's a difficult question in a way. I guess we're all surrounded by our own 'good' questions, so we rarely remark on them. A lot of my work has been motivated by the two questions. The first is, "How is it that people learn to teach?" Lately that question is transforming itself into, "How is it that people become teachers?", which is a slightly different perspective on the same issue. The other core question is, "Why do you --or I-- teach the way you (or I) do?" That one is a source of constant thought. It has lead me from focusing on the role of personal beliefs, to examining social and professional pressures, to the place of social-constructed explanations... which we have talked about here.

AB: Most people experience at some point a feeling of 'Eureka' in their learning/research - that kind of moment when things suddenly re-configure themselves into new patterns of understanding, of light almost. What are the most striking moments of wonder that you've noticed in your work over the years?

DF: I can think of two. The first had to do with research methods and the second with language learning. Early on in my work as a researcher, I was troubled-- well, actually obsessed-- by the methodological problem of thought and language. How-- in the qualitative research I was doing-- could I get at what participants were thinking when I only had what they told me to go on?

So I struggled with trying to find adequate means to triangulate their words-- to find other sources of data to confirm or deny, to prove or disprove, what they were telling me.

Then, one day when I was poring over interview transcripts, the light did go off. I realized that their language was all that I-- or indeed anyone-- had to go on. There was no way around it. So the minute I started to make a virtue out of necessity, all sorts of new insights began to emerge. I realized I could-- and should-- look at myself (the researcher) as the audience: Why were they telling me this? I realized I should look at how they were telling things-- the sources of their words. And ultimately, this led me to change my whole orientation: Perhaps it isn't that thinking is private and individual and words are public and collective, but that actually thinking itself is a collective enterprise. So studying something like teacher learning by analyzing individual interviews for the thinking behind them is like trying to describe a soccer game by describing each of the individual passes and moves.... To do so gives a very distorted view of the game. To describe the game, you have to talk about how the whole team plays together. (Actually this image is not mine. It comes from the work of Ludwig Fleck in a 1932 book called *The Social Construction of Scientific Fact*.)

AB: ...and what was the insight from language learning?

DF: Well actually they are connected. The language learning insight came about as I watched my kids learning Portuguese last year when we got to Brazil. Once in school, they struggled and it was tough. Gradually Portuguese did come, and after about 2 and 1/2 months they were feeling comfortable. But the

big shift wasn't so much the language they had acquired, but the social networks that they had by then created at school and elsewhere. When these networks emerged, the kids wanted to belong and language was a by-product in a sense. So this reconfirmed for me the whole critical role of the social environment in learning anything, be it language or teaching.

AB: I'm fascinated by both moments - would you say that both are part of your own personal socialization as a researcher? It sounds like the theorist coming down off the mountain not in order to disprove or prove what must have been coherent (if sometimes tacit) and deeply personal explanations of teaching, but with a wish to 'see' what the teachers you were working with meant ... And perhaps also the start of your re-thinking of the transmission metaphor that you mentioned earlier ... And the second one is fascinating in that it's your own children's experiences which you choose as having one of the strongest influences on you ... perhaps embodying clearly particular points that were of central concern to you ...

DF: I'm not sure I'd see either instance as more than it is... Basically it seems to me that all of us need to remain solidly connected to the activities which we are engaged in and which we care about. That goes for teaching, for research, and for being a parent... among other pursuits. To me the basic issue is to remain in contact with what you are working on and not to let other people's views or explanations or exhortations distract you. Asking 'good' questions is-- as I wrote-- at least half the battle.

References

I have chosen to list some of my own work which extends the ideas in the interview. I am indebted to the work of many others, but given space, do not include it here.

Freeman, D. (1996). "Redefining the relationship between research and what teachers know." In K. Bailey and D. Nunan (Eds.), *Voices and viewpoints: Qualitative research in second language education*. New York: Cambridge University Press.

--- Paper on the role of teachers' knowledge in defining teaching and professional knowledge in an excellent collection of qualitative research on second language teaching.

Freeman, D. and Richards, J. C. (Eds.), (1996). *Teacher learning in language teaching*. New York: Cambridge University Press.

-- First set of research-based accounts of second language teacher learning in and through formal and non-formal teacher education.

Freeman, D. (1996). "Renaming experience/ reconstructing practice: Developing new understandings of teaching." In Freeman, D. and Richards, J. C. (Eds.), *Teacher learning in language teaching*. New York: Cambridge University Press.

-- Outlines key concepts in my work on teacher change; based on longitudinal research described below.

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-- Describes findings from a three-year study of the influences of an in-service teacher education program on the classroom practice of four language teachers.

Freeman, D. (1995). "Educational linguistics and the education of second language teachers." In J. Alatis (Ed.), *Proceedings of the 1994 Georgetown University Roundtable on Languages and Linguistics*. Washington DC: Georgetown University Press.

-- An argument of a different definition of the knowledge-base of language teaching.

Freeman, D. & Cornwell, S. (Eds.), (1993). *New Ways in Teacher Education*. TESOL.

The big shift wasn't so much the language they had acquired, but the social networks that they had by then created at school and elsewhere. When these networks emerged, the kids wanted to belong and language was a by-product in a sense. So this reconfirmed for me the whole critical role of the social environment in learning anything, be it language or teaching.

Donald Freeman



Call for Papers *The Language Teacher*

Japan Association for Language Teaching (JALT)

The editors of *The Language Teacher* seek well-written, well documented articles with a strong pedagogical focus for publication in 1996. In January 1996 *The Language Teacher* became a refereed journal with all article submissions passed on for blind review by two members of our new Editorial Review Panel. The members of this panel are asked to evaluate manuscripts within two to three weeks of receipt, ensuring that feedback can be provided to contributors in a timely fashion.

Contributions are sought on a wide variety of topics from anyone with knowledge and experience in language education. Contributors need not be members of JALT (although we certainly hope that they may be enticed to join), and may be resident in any country. *The Language Teacher* is published monthly and has a readership of around 4,000 individual subscribers, as well as countless other library readers in various countries.

Guidelines for submission:

Papers should be no more than three thousand words in length. Contributors should submit three copies of their papers. One copy should list the author(s) names and affiliation(s) under the title, along with a contact address, telephone, fax and E-mail numbers (if available). The other two copies should be free of any reference to author(s)' names or affiliation(s). Please ensure that the purpose of your paper is stated concisely in the opening paragraphs, that the argument is presented in a clear and straightforward manner, that statements are backed up, and that your conclusions and suggestions are relevant to classroom teachers. Please restrict references to those which bare directly on your findings, on the formulation of your research, or the relevance of your research to the current literature. As space is at a premium, please ensure that your prose style is tight and that you do not digress from the coherent flow of your main argument. In addition, please ensure that your reference list follows the Style Manual of the American Psychological Association (APA).

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N.B. Submissions in Japanese are very welcome in the TLT and TTT.

*Views of a COLT
Participant:
In between a learner and a
teacher being trained -
and on the way
to a teacher-trainer*

Kaori Murakami

In the last edition of *Teacher Talking to Teacher* (TTT), Tim Murphey asked feedback from TE members on his new teacher training course in communicative language teaching. This is a brief interim report and a reflection on this COLT (Certificate of Oral Language Teaching) course by one of the participants for those who are curious about how it is going. You will understand what I write here better if you refer to the last edition of TTT.

How is it going so far?

We have finished the fifth week and it has been going very well. The enrollment of the course is twenty-two and although there are some non-teachers, most of them are female Japanese teachers of English teaching at high schools or other institutions. Two native speaker English teachers are there as well and they are the only males.

However, Murphey targeted the course not only for English teachers but also teachers of other languages because he believed the COLT could appeal to them as well. I myself am the only one in this category, that is, a Japanese teacher. I am going to go to Indonesia to teach Japanese to college students who intend to become Japanese teachers at high schools. I will also be doing teacher-training with the Indonesian teachers of Japanese at the university. So, my main reason of attending the COLT course is to get an idea of what a teacher-trainer does. For these two reasons (not being an English teacher and looking at Murphey how he teaches nonnative -mostly- teachers), I am able to see the course from a different point of view.

The participants are expected to follow the requirement described in the last TTT (p.23) to get the certificate and I believe this is pretty

demanding. Yet they are so enthusiastic and attend the class regularly. On the average eighteen are present out of the twenty-two enrolled. Some of them make a two-hour trip for the ninety-minute class. In this sense, Murphey has been succeeding in getting us take the course seriously.

On the other hand, he keeps the content of the course negotiable and is flexible enough to make a change when necessary. The Japanese tend to remain polite to the teacher and do not complain even when something is going wrong. However, his attitude and two kinds of logs, which are the reflection log and the risk log make it easier to make suggestions or ask for a change if something is uncomfortable. We can also ask for his comments on the things we have done back in the class as a teacher, without reserve.

It seems that many of the participants have already been using communicative activities in their classes and are eager to know more and want to share their ideas with the others. It is evident that they simply want to improve their teaching more. I overheard Murphey murmuring that it was like preaching to the converted but he sounded very happy.

This is a twelve-week course held on every Saturday afternoon. This enables us to go back to our classes and try out new things during weekdays. Then, on Saturdays, we attend the COLT to exchange ideas and comments and get spurred so that we can go back to our classes again with more new ideas. In this sense, the ninety-minute class once a week at Nanzan Community College is not the only course time. Our whole week is the course time. In other words, the course has been operating as if it was a twelve-week intensive course. (For those who want the certificate, it is a twenty-four-week course.)

The classes on Saturdays function as a place to get together with teachers from other institutions and inspire each other by sharing ideas. We learn from each other much more than expected. This is parallel to L2 learners being able to learn much more than they think they can from each other. Of course, Murphey gives us a lot of input, and, at the same time, the participants teach each other and learn from each other in the environment and atmosphere he creates. He performs his duties as an organizer and facilitator.

By following the course requirement, we are

also acquiring autonomy for the continuous development outside the course and after finishing the course. I believe it is very important for us to know what to turn to when we get lost after the course finishes.

Apparently the course attracted enthusiastic teachers. To be honest, I wouldn't have enough courage to attend this exacting course, even though I wish to improve my teaching, if I were teaching at a junior high school full time with a homeroom to take care of, lots of clerical duties to get through with and a family to feed. I respect the people at the COLT course very much. They are the ones who greatly stimulate me and multiply the benefit of the course. I owe it to them that I get much more input than described on the course outline. For me, getting acquainted with other participants who have the common purpose and interest is probably the best thing I can get from any kind of training course. The idea that these earnest participants' needs and suggestions change the content of the course makes me even more excited. I think this is great!

Personal Reflections

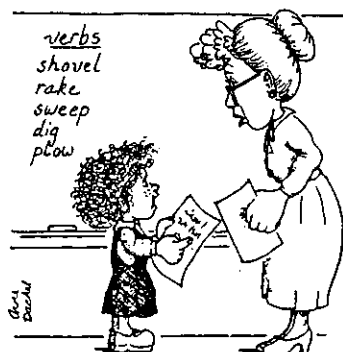
As I stated above, I am a native speaker teacher of Japanese. I am going to Indonesia to help the teachers-to-be and the teachers at a university. However, I have to admit that I have little experience of teaching. Doesn't it sound scary? When I started being trained at a teacher-training course a couple of years ago, I dreamed of conducting a teacher-training course myself. But I thought I would spend tens of years to get enough experience to be a teacher-trainer. When I first heard of my new job in Indonesia I was perplexed and felt that I was put on the spot although it sounded so exciting and I should have been happy with it.

Just finishing my M.A. this March, my way of thinking may get too theoretical and critical, whereas I still find myself reacting and behaving just as a student when it comes to English.

Throughout my school days, I took it for granted that I had to sit at the desk if I wanted to study seriously. I didn't find any problem with it because it worked well for me. I must admit this experience formed a firm belief and habit deep inside me about learning. I still prefer to be at the desk when I learn something, yet probably it's high time I noticed that my learning style does not work well for everyone.

One of the things Murphey tells us is to kick off our small shoes, "Mental foot-binding" which hinder our growth and our free and flexible thinking. He uses Chinese women's small shoes from the old era as metaphor of an old habit. It is said that teachers sometimes adhere stubbornly to their own learning styles and the teaching styles their teachers used. Here, we need to note that teachers are often the successful ones, sometimes exceptionally, in the subject they now teach. Otherwise they wouldn't have chosen teaching as their profession. This often holds true in nonnative teachers of any language, including Japanese teachers of English. It can be a danger when teachers think "I was taught this language this way and it worked well for me. It should work well for my students, too!" If we are not aware of this "Mental-binding" and sense of superiority, it may impede our objective thinking in teaching as well as our students' learning.

I see myself half as a learner and half as a novice teacher who needs to leap over two gaps -- one between a learner and a teacher and another between a teacher and a teacher-trainer -- with one vault maybe with a pole. Or it doesn't work this way? Do a learner, a teacher and a teacher-trainer make a continuum along one person's development, or can they coexist in us at the same time? Your answers and advice concerning this question would be most appreciated. Please send them to <96K029@ic.nanzan-u.ac.jp> or Kaori Murakami, Nanzan University Graduate School of Japanese, 18 Yamazato-cho, Showa-ku, 466 Nagoya. P.S. Let me know if it is alright to cite your answer in a future article.



"How come you can shovel with a shovel and rake with a rake, but you can't broom with a broom?"

NLP and Some Potentially Useful Maps*

Tim Murphey

Neuro-Linguistic Programming (NLP) deals with how we form our beliefs, strategies, and states to get the behavior we get. It's about the connections between our neurology (neuro), the communications we receive and make (linguistic but also in other ways), and the behaviors that are programmed in the interaction between our neurology and communications.

The word "apple" is represented in a neural network in your mind, which for many may include a picture, sound (of a crunching bite), a taste, a feeling (of the weight and smoothness) and smell, all of which are available to you now as you simply read the word. Notice, however, that the word is not the thing. The word may also be represented and you may actually hear it pronounced with a certain voice. Language of course, with its power to evoke images, sounds, and feelings, is of central interest to NLP practitioners.

Neural networks - physiologically based thinking

Neuroscientists have found that our brains, in addition to taking in information from the outside through our senses, make internal models of external experience such that we can perform operations and look at results internally. In other words, our mind may act like a video recorder to a certain extent, but it also is capable of representing this information in the workshop of the mind and changing it. Our brains are capable of deleting, distorting, and generalizing information so that our internal films may be quite other than what is actually out there. We can add in things that were never present, like imagining your mother wearing a cowboy hat and playing saxophone with Bill Clinton. While this seems self-evident, they have found that these mental operations actually have a physiological basis in the neural networking and strength of individual synaptic firings through completely internal feedback loops.

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Meaning, then, is a question of the physiologically connected neurons in our brains which are fired through experience and reinforced through experience. Experience is not just what's "out there", however. We can also experience internally and create just about any special effects that you have ever seen on the movie screen, and more. That is the power behind such things as negative and positive repeated self-talk. On the negative side we can create and experience phobias, obsessions, and traumas, and on the positive we can also create and experience thinking similar to Einstein's, Disney's, and Mozart's. NLP deals with figuring out how these neural structures are formed and changed and how people can learn to control the structuring of their own experience for the benefit of themselves and others. While it originates in the therapeutic fields, it also deals with modeling excellence and finding effective ways to teach excellence to others.

It's whatever you make it

Some NLP trainers softly say with a twinkle in their eye and a hand on your arm, "You know, NLP doesn't really exist. It's only my NLP, or your NLP, or Bandler's NLP." In other words, each of us makes our own internal map of the territory that we perceive, for any territory, not only NLP. Since "The map is not the territory" (Korzybski 1933) is a major tenet of NLP drawn from general semantics, it seems justified to apply the idea to itself. So, whatever you think NLP is, it's okay -- it's just your map. If you don't know much about it yet, relax. Filling in maps can be fun.

From what I have constructed of my own map of NLP, I realize more and more that it has drawn many ideas from many fields. It's eclectic. Also, I feel that many good teachers are very NLPesque already. NLP, applied linguistics, and other fields merely provide frames in which to view our teaching and teacher training, often giving new names to wonderful things that you are already doing. The names and descriptions are important, I believe, because they allow us to talk about the wonderful things and spread them around.

What I would like to share with you in this series are a few NLP concepts and how they might apply to TT. As such they are neither right nor wrong, merely different perspectives. They may help you grasp your territory differently, see different aspects of teacher development, and through questioning old maps render them richer and more valuable.

Some academics have been somewhat sceptical of NLP thus far, claiming that not enough research has been done to validate it. But I don't think teachers need to wait for research to confirm what they are doing. If we did wait, we might wait forever - and life isn't quite that long. In a more holistically intuitive way, you know when something works and doesn't, when you can use it, adapt it, and develop from it. It is in this spirit that I'm offering these maps. I would only urge teachers to explore the deeper presuppositions (see Activity below), which in any case are more generative of quality development, than to simply grab a few techniques for Monday morning.

Some people simply learn and apply NLP techniques while disregarding the deeper presuppositions and this can cause problems. However, just because we discover a few irresponsible doctors does not mean we will discount the field of medicine. Instead, we learn how to question and get second opinions and discover more choices.

Structure

Some people refer to NLP as the "study of the structure of subjective experience and the modeling of excellence" and are interested primarily in finding people who do things excellently and then modeling them, i.e., discovering the internal structure of their beliefs, states, and strategies and how these affect their behavior and allow them to do what they do. The material our brains use for structuring experience are pictures, sounds, feelings, tastes, smells, and words (visual, auditory, kinesthetic, gustatory, olfactory, and auditory digital stimuli). With all this information, our brains select some to generalize, distort, or delete, making us more or less efficient at monitoring the world and coping with it.

A particular combination of this data in a particular sequence is known as the syntax of a strategy and can result in the creation of certain states. Even more precisely, the "submodalities" within any one modality (e.g., visual submodalities would be location, size, distance, color, clarity, motion, etc.) will have different results for different people. When you think of a particular person that you like, what are the characteristics of that picture in your mind and the resulting feelings compared to how you visualize a person who is just so-so? Here we are interested in the structural

qualities of the internal representation that let your brain know "to like". Just for fun, what would happen if you visualized the so-so person in the same way as the person you like? I invite you to explore this option now, placing the so-so person in the place where the "like" person was and to notice how your feelings change. Just for fun, try it now, remaining aware of any shifts in your internal feelings.

Attitude, methodology, and techniques

Others call NLP "an attitude and methodology that leaves behind it a trail of techniques". The attitude is one of immense respect for other people's models of the world and voracious curiosity concerning how they can do what they can do. The method is "modeling" others' uniqueness, which would include their strategies, states and beliefs. Modeling people with inappropriate behavior allows therapists to understand what they are doing with their brains and to help them discover other options that might be more appropriate for their goals. Modeling excellent performers allows us to teach their behavior to others. NLP actually started when Bandler and Grinder modeled the therapists Fritz Perls and Virginia Satir, and later Milton Erickson. Techniques from these therapists and NLP practitioners since then have provided tools to help one understand, model, change, and help others and oneself. Refreshingly, NLP has no qualms about borrowing from a variety of fields in order to be effective.

Outcome, sensory acuity, and flexibility

O'Conner and Seymour in their excellent introduction to NLP (1990) say that if NLP were to be presented in a three-minute seminar it might include only three things: "outcome, sensory acuity, and flexibility". In other words, "know what you want, be able to notice what you are getting, and have the flexibility to keep changing until you are making progress toward your outcome". NLP techniques show you how to choose outcomes that are ecologically proactive and within your control, how to increase your sensory acuity so that you can notice what you are experiencing, and how to increase your flexibility so that you can choose different ways to act that may lead you to your outcome.

How NLP can help you as a trainer?

It can help answer questions such as:

- What are well-formed outcomes in different pedagogical situations for me and my trainees?

(i.e. Are they positive, specific enough, and under my control? Can I actually see them happening and finishing? Do I have the necessary resources? Is the size challenging but not so great it is overwhelming? Does it take into consideration the effects on rest of the systems that I and my trainees belong to?)

- How can I increase my and my trainees' sensory acuity, to see quickly what is working and what isn't in the classroom?
- How can I increase my and my trainees' flexibility so that we have a wider choice of behavior and feel confident to risk doing different things?
- What are the effective and ineffective strategies, beliefs and states of teachers while teaching and planning their lessons?
- How can I best elicit the structure of excellent teachers' behavior and teach it to myself and others so we have more choice and increased satisfaction and effectiveness?
- How can I best be a model and resource for the teachers I am working with?

My Map

In my terms, NLP is about how we make internal maps, how we change maps, and how we can ecologically improve and augment the excellence in our lives. So we might call it a "MetaMap", mapping out our processes of map-making, of meaning-making.

Having shared with you MY map of NLP, I wouldn't necessarily expect all of you to agree with it entirely. It's just a map, it is neither right nor wrong, merely my perspective. As any map, it may help us to mentally grasp a bit of territory, NLP territory and your territory, and to see different aspects of them. And if you question old maps while you learn new ones, the old ones may somehow become richer and more valuable. A lot depends upon how much you release all the wonder and magic in you.

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Tim Murphey is a certified NLP trainer and teaches courses in NLP, Alternative Learning Forms, and Applied Linguistics at Nanzan University, Nagoya, Japan. Thanks to Herbert Puchta, Judith Baker, and Tessa Woodward for their sensitive insight and suggestions on previous drafts of this article.

P.S. The list of presuppositions on the next pages have proved very interesting for teachers in training. What needs to be re-emphasized is that these are not true or false, rather what happens when you act as if they are true, how you behave differently. Some may even seem contradictory. Number 3. **The meaning of your communication (to others) is in the response you get.** usually allows teachers to see that students make different maps of classroom occurrences than they do and these maps are valuable to know about. Number 4. **The most important information about a person is that person's behavior,** and Number 5. **A person's behavior is not who they are,** seem to contradict each other. 4.'s intention is to get teachers to pay more attention to the non-verbal behavior of students and look for congruency, while 5 seeks to allow teachers not confuse identity with behavior in phrases such as, "You *are* bad because you skipped class." A more appropriate response might be "Your behavior in skipping class is not good." In other words, "Change the behavior and respect the child." Again, the point is not whether they are true or not, but rather, what happens to your behavior when you believe (pretend) they are true.

HERMAN®



"Get down before you hurt yourself."

To photocopy and use for discussion among teachers

Japanese translations by Momoko Adachi, Computer work by Kaori Murakami

NLP Presuppositions - Discussion Sheet

NLPの前提（ぜんてい）

Some refer to the NLP presuppositions as "useful lies". They are not true or false, they are beliefs that have been found to be useful when working with people. Many people already have a lot of them and act upon them. You don't have to believe them to use them, they can be just as powerful through pretending they are true.

Some questions you may want to talk about with your partners are:

- * What do each of the following statements listed below mean for you?
- * Can you create a context in which believing it would be useful?
- * What does believing each of them presuppose about the believer?
- * What impact on the believer's behavior would each of these presuppositions have?
How would they act?

(If one or two are not understandable, skip them. Go to the ones you can talk about.)

1. The map is not the territory.

地図（ちず）と領土（りょうど）は別（べつ）のものです。

(Internal representations of external events and things are not the events or things; words, especially, are not the things they describe.)

2. Everybody is doing the best they can do within their model of the world.

誰（だれ）でも、自分（じぶん）の人生観（じんせいかん）の範囲内（はんいない）でこれがいちばん良（よ）いと思（おも）う行動（こうどう）をしています。

(Each has his own "map" or model of reality and has performed certain deletions, distortions, and generalizations in constructing that map.) Other people say,

Behavior is geared for adaptation, and the present behavior is the best choice available (within their map of the world).

行動（こうどう）は状況（じょうきょう）に適応（てきおう）して調節（ちょうせつ）されます。現在（げんざい）の行動（こうどう）は（その人（ひと）の人生観（じんせいかん）の範囲内（はんいない）で）最上（さいじょう）の選択（せんたく）です。

3. The meaning of your communication (to others) is in the response you get.

あなたの言（い）ったことを相手（あいて）がどのように解釈（かいしゃく）したかということ、相手（あいて）からの反応（はんのう）によってわかります。

4. The most important information about a person is that person's behavior.
ある人（ひと）についての最（もっと）も重要（じゅうよう）な情報（じょうほう）は、その人（ひと）の行動（こうどう）です。
5. A person's behavior is not who they are.
ある人（ひと）の行動（こうどう）は、その人（ひと）の人柄（ひとがら）とは別（べつ）のものです。
(Accept the person, change the behavior.)
6. People have all the resources they need to succeed.
誰（だれ）でも、成功（せいこう）するのに必要（ひつよう）なすべての資源（しげん）（才能（さいのう）や資質（ししつ））を持（も）っています。
(There are no unresourceful people, only unresourceful states and programs.)
7. I am in charge of my mind and therefore my results.
私（わたし）は自分（じぶん）の考（かんが）えをコントロールすることができるので、自分（じぶん）が達成（たっせい）したい目標（もくひょう）についても、自分（じぶん）の思（おも）いどおりにすることができます。
8. The element in the system with the most flexibility will control the system. (e.g. a queen in chess.)
システムの中（なか）で最（もっと）も柔軟性（じゅうなんせい）の高（たか）い要素（ようそ）が、そのシステムをコントロールします。
9. There is no failure, only feedback. Whatever happens is interesting!
失敗（しっぱい）があるのではなく、相手（あいて）からのフィードバックがあるだけです。何（なに）が起（お）こってもおもしろい！
10. Resistance from someone is a sign of lack of rapport. There are no resistant clients (students), only inflexible communicators (teachers).
誰（だれ）かが抵抗（ていこう）したとすると、それは良（よ）い人間関係（にんげんかんけい）がなかった証拠（しょうこ）です。抵抗（ていこう）する人（ひと）（たとえば学生（がくせい））がいるのではなく、柔軟（じゅうなん）なコミュニケーションのできない（ひと）（たとえば教師（きょうし））がいるだけです。
11. Behavior and change is to be evaluated in terms of context and ecology.
行動（こうどう）と変化（へんか）は、状況（じょうきょう）とエコロジーを考（かんが）えに入（い）れて評価（ひょうか）されるべきです。
12. Respect for the other person's model of the world!
相手（あいて）の人生観（じんせいかん）や信念（しんねん）を尊重（そんちょう）しましょう。

Announcements, Calls for Papers, Reports

CALL FOR ABSTRACTS AND PROPOSALS for publication in SECOND LANGUAGE ACQUISITION RESEARCH IN JAPAN,

(1998). Edited by Peter Robinson, Steven Ross and Mark Sawyer; JALT Applied Materials Series, Volume 4.

Proposals for papers, or drafts of papers on the topic of SLA are invited from teachers and researchers working in Japan. Papers should report on data-based research on SLA in the Japanese context. Appropriate topics include (but are not limited to) classroom based and experimental research on the effect of instruction; the role of individual differences in SLA; the role of attention and memory in SLA; negotiation, corrective feedback and SLA; motivation, anxiety and SLA; SL task complexity. Deadline for submission, September 1st, 1996. Please direct proposals to:

Dr. Peter Robinson
Aoyama Gakuin University
Department of English
4-4-25 Shibuya
Shibuya-ku
Tokyo 150

Internet TESL Journal

<http://www.aitech.ac.jp/~iteslj/> is the address for The Internet TESL Journal. It includes articles & research papers, lessons & lesson plans, raw materials for developing lessons, and teaching techniques. It also includes links to projects by ESL students, articles, lessons, teachers' home pages, TESL newsgroups and commercially available materials. It is an excellent entry point to the World Wide Web for English teachers.
Larry Kelly

Dates for the Complete NLP Masters* Practitioners Course (18 days)

*July 29- Aug 3 (6 days) Off on the 4th
*Aug 5-10 (6 days) Off on the 11th
*Aug 17-22 (6 days) Finished
(pre-requisite Practitioner Certification)
Contact Tim Murphey if interested

For teachers residing outside of Japan a special introductory offer to JALT*, for 1,000 yen

(only about US\$10 or 6 English Pounds)

Foreign residents can receive SOS (Special Overseas Sampler Publications). JALT mails one copy of TLT magazine with EFL teaching tips, available jobs, and quality articles on teaching in Japan and Asia; the TLT April supplement of National/N-SIG/Chapter/Conference/Publications/AM contact names and addresses, JALT 96 international conference call for papers and related information.

Perhaps you would like to offer the SOS to an overseas colleague? Send a 1,000 yen international (or Japan Post Office) postal money order, name and outside of Japan mailing address to: JALT Central Office, Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110, Japan.

*to JALT - to be informed and collaborative. Also, he's a *jalty* fellow.

David McMurray, International Affairs

Call for Book Reviews

Longman Japan have kindly donated two teacher training books to the Teacher Education N-SIG:

The Practice of English Language Teaching (new edition) by Jeremy Harmer (1991)

Ways Of Training by Tessa Woodward (1992: Pilgrims Longman Resource Books.

If you'd like to review either of these titles, please contact the N-SIG's Reviews Editor, Junko Okada, 3-3-8-401 Park Town, Sengendai Nishi, Koshigaya-shi, Saitama-ken 343, who will send the book on to you.

Also, if there are other books you'd like to review for the newsletter, please send in your reviews to Tim Murphey, the newsletter editor.

The following was posted on K12ADMIN
THE NATIONAL UPDATE ON AMERICA'S
EDUCATION REFORM EFFORTS A
service of the National Education Goals Panel

ON-LINE LEARNING

... is on the rise in schools across the country. Half of the nation's schools have Internet access, up from 35% one year ago, according to a U.S. DoEd study. Schools hooked up to the Internet tend to be bigger, wealthier and suburban. Poor and minority students are less likely to have Internet access. Ed Sec Richard Riley cautions that "learning on-line must not become a new fault line in American education." The study also found that while 50% of schools are connected to the Internet, only 9% of classrooms are hooked up, triple the percentage from two years ago. Other findings: 65% of HSs and 46% of grade schools are connected; the Northeast leads with access in 69% of schools.

**Copies of the report are available by calling 800/424-1616; or on the Internet at gopher.ed.gov, Port: 10,000. The path is NCES Publications and Reports; Elementary/Secondary Education Publications and Reports; Fast Response Survey System; Advanced Telecommunications in U.S. Public Schools

Japan Association of Language Teaching

The Language Teacher

Special Issue Outline

Topic: Special Interest Groups (SIGs), Interest Sections (ISs) in JALT, TESOL & IATEFL

Coordinator: Thomas Simmons. Fax: 81 45 845 8242. E-mail: malang@gol.com

Supervising Editor: Antony Cominos. Fax: 81 78 691 4292. E-mail: 100511.2765@compuserve.com

Month of Publication: August, 1997

1st Draft deadline: December 1st, 1996

Final Deadline April 1st, 1997

Estimated overall word length for content articles: Approx. 20,000 words (30 pages)

Rationale: To circulate information about the resources available in SIGs and ISs; to help promote those groups; and to encourage cooperation between these organisations. Breakdown: Each organisation would have 10 pages (approx. 6,500 to 7,500 words) to be organised as follows:

1. Each organisation would write a general overview article that may cover things like: how the groups function within the organisation; reasons why certain SIGs/ISs were founded; membership response, etc.

2. Each SIG/IS would have space to outline their statement of purpose, resources (publication, seminars, conferences, etc.) and to publish a short piece of practical application to teachers in the field (i.e., a teaching tip, recent research finding, resource list, etc.).

Poster: "Underhill, Nick W."

<N.W.Underhill@SHU.AC.UK

Subject: IATEFL JobShop and TES ads

The speed of the Net is amazing - I've just read the content of a message I was about to send ...

The gist of this is that I have often been asked to post ELT jobs advertised at the JobShop at the IATEFL conference onto TESLJB-L, but have not been able to do so for lack of time. However, I have posted most of the jobs advertised at the 1996 Conference, which finished on Friday, onto a new website which will specialise in ELT vacancies. This is still being piloted, and yes, thank you very much in advance, I have noticed the typos, but you are very welcome to look at what there is - if you're judging by TESOL standards, don't hold your breath, there's only about 30-40 ads altogether. The address, also given by Brad Sanders earlier today, is <http://www.demon.co.uk/edusource/elt-vac.html>

I am also posting there short two-line summaries of some jobs in the Times Educational Supplement (TES), and this is where Kevin Giansante's and Brad Saunders' [sp] messages earlier today anticipated this. I will continue to post such ads from TES, and also from the Education Guardian on Tuesdays, as long as I can find the time to do so, but regret that they will be limited to the bare essential information.

In the absence of a widely-accepted emotion for "tongue in cheek," I can only hope that Kevin's request for someone to type in all the TES ads every week was posted more in hope than expectation.

Nic Underhill
TESOL Centre
Sheffield Hallam University, UK

"When reading the works of an important thinker, look first for the apparent absurdities in the text and ask yourself how a sensible person could have written them."

T. S. Kuhn, *The Essential Tension* (1977).

An update from:

mack@cc.matsuyama-u.ac.jp

(David McMurray)

The Search for a Pan-Asian Teaching Model: Pan-Asian Conferences

A forum - the first ever of this magnitude - has been arranged to enable language teachers from various countries across Asia to meet, discuss, compare experiences, share knowledge, methods, and techniques, and to explore whether a new and common vision for teaching and learning English as a foreign language in Asia may be forged. Three conference dates have been scheduled: 1997 in Thailand, 1999 in Korea and 2001 in Japan. Between these conferences, communication and research on a possible Pan Asian teaching model will be furthered through such publications as ThaiTESOL Newsletter, Language Teaching; The Korea TESOL Journal and The Language Teacher.

The first Pan Asian Conference has been set up by the signing of a partnership agreement between JALT, Korea TESOL, and Thai TESOL. These three organizations comprise over 6,500 language teachers. IATEFL will be assisting the hosts, as will several other language associations in Asia and the Pacific Rim. The site is Bangkok, at The Ambassador Hotel, 171 Sukhumvit Road, on January 5-7, 1997. The first theme selected to direct the research is "New Perspectives on Teaching and Learning English in Asia".

The conference will explore common interests and issues in language teaching and learning from an Asian perspective:

- Culturally relevant techniques and materials
- Appropriate technology relating to education
- Effective use of language throughout Asia

Attending Pan-Asian I

Your colleagues will include over 2,000 language and teaching professionals from all educational levels, teacher trainers, program administrators, curriculum developers, and test developers. The majority of participants will be from the Asia Pacific region.

To ask for a registration form contact by E-mail ttesol@nwg.nectec.or.th

To preregister by mail, send payment by international postal money order, name, institution, address, member no., and date of application, prior to November 1, 1996, to: Onsiri Paladesh, Department of Language KMIT Thonburi, 91 Praja-U-thit Road (48) Rajburana, Bangkok 10140, Thailand fax: 662-427-0039 ext. 5302

Presenting at Pan-Asian I

If interested in receiving information about presenting as a non sponsored presenter at the conference, ask well before the July 1, 1996 general submission of abstracts deadline.

ThaiTESOL c/o Naraporn Chan-Ocha Chulalongkorn University Language Institute Phaya Thai Road, Bangkok 10330, Thailand fax: 662-252-5978

or by E-mail at

fflnnco@chulkn.car.chula.ac.th

More Information on Pan-Asian I, II, and III

If you need additional information please contact JALT International Affairs, David McMurray (address in April TLT supplement) or by E-mail at mack@cc.matsuyama-u.ac.jp

AALA 96

The conference itself is set for 3 - 6 October 1996, in Sydney. The contact person for the conference is Conrad Ozog at the University of Western Sydney (Nepean Campus). His E-mail address is: c.ozog@uws.edu.au



"Did Robin Hood have a daughter named 'Little Red Riding'?"

***The Medium is the Message:
Japanese Teachers of English
Using English in the Classroom***

Edited by Tim Murphey with contributions from
10 Japanese high school teachers of English
April 1996

The Medium is the Message: Japanese Teachers of English Using English in the Classroom, a 61 page booklet, begins with 10 case histories written by Japanese Teachers of English (JTEs) who experimented with increasing the amount of English they were using in the classroom. Each case history is only a few pages long and reports on the JTE's short-term experimentation (a few classes to over a semester) and the feedback from the students. The booklet also contains a chapter of "Enriched Story Scripts" which are simple stories that the JTEs told in their classes using lots of non-verbal communication to assure understanding. Then come four chapters and three appendices which support their work:

Identity, Beliefs, and Role Models

Tim Murphey

An Analysis of JTEs' Classroom English and Students' Impressions

Tim Murphey, Brad Deacon and Kaori Murakami

A Survey of JTEs' Use of English in Class

Tim Murphey and William F. Purcell

Appendix 1 Original Handout of Encouragement to Use English and Experiment

Appendix 2 *Mentions in Action: Few Word Sentences, O.K.!* (an article)

Appendix 3 Chapter 14 Questionnaires

It would be suitable for pre- or in-service training of other JTEs in public or private schools who could benefit from examples of teachers (role models)

- taking risks in the classroom,
- doing informal classroom action research, and
- experimenting with speaking more English in their classes.

[from the introduction]

The title of this collection, "The Medium is the Message" is a quote from Marshall McLuhan which holds that "What is said . . . is deeply conditioned by the medium through which it is said. The particular attributes of any medium help to determine the meaning of the communication, and no medium is neutral" (Watson and Hill, 1989). To put this into the context of language teaching, when English is taught through the medium of Japanese it sends the message that English is an object of study, not something to use to express one's own identity and beliefs. However, when English is used as a medium of instruction a good portion of the time, the use of it sends the message that it is useful. The users of English or Japanese, the teachers, are role models for better or worse for those they teach and convey these messages simply by the medium they choose to use.

Any teacher-trainer who would like a free sample copy, please send a SASE
(Self-Addressed ¥240 Stamped B5 Envelop) to

Tim Murphey, Nanzan University, 18 Yamazato-cho, Showa-ku 466 Nagoya.

FRANK AND ERNEST



Draft Questionnaire on Doing a Distance Learning MA

All responses will be treated confidentially, and all quotes from your responses will be cited anonymously. Please respond by E-mail andyman@sakura.cc.tsukuba.ac.jp or BYA15564@niftyserve.or.jp or on another sheet of paper to Haruko Katsura, 16-15 Kitanosawa 2-chome, Minami-ku, Sapporo, Hokaido 005 Feedback concerning the questionnaire itself would be greatly appreciated.

1. Initial motivation and choice:

- a) What made you decide to do a distance MA? Please explain in a few sentences:
- b) What made you choose the particular distance MA that you're doing? Please explain in a few sentences:

2. How did you hear about the distance MA that you're doing? Please explain in a few sentences:

3. Are you working at the same time as you're doing your distance MA?

If so, what kind of job?

4. If employed, does your employer/institution

- a) know about your MA and actively support and encourage you?
- b) know about your MA but remain indifferent?
- c) not know because it would threaten your job security if your employer knew?

5. Financial

- a) What do you estimate the total cost of doing your MA to be (books, study materials, residential course, living costs when doing coursework, travel to and from host uni, etc) ?
- b) Has this proved to be a financial burden for you ?
- c) In your opinion is the distance MA worth the financial cost?

6. Type of Distance MA

- a) Run by a university in: UK - USA - Canada - Japan - Australia - other (please specify)
- b) i. Involving coursework only in Japan (for example, summer seminars)
ii. Involving study at post in Japan with coursework in host university's country
(Please provide details in either case)
- c) What weight do coursework, exams, and thesis take in your distance MA? Try to give a rough percentage for each: * Coursework _____ * Exams _____ * Thesis _____
Any comments you wish to make here:
- d) Does your distance MA involve:
on-line technology
direct face-to-face supervision
only distant (by post mainly) supervision
Please explain briefly:

7. Contact with MA peer group

- a) Are you going solo or do you have contact regularly with other people doing the same course as you?
- b) If you keep regular contact with a support group, is this support group
* set up formally as part of the MA by your host university?
* set up informally as part of the MA by you and your peers?
- c) What are the benefits/ disadvantages for you in your case? Please explain briefly:

8. Reading & Meeting course deadlines

- a) Is it easy or difficult for you to
 - * complete the required reading ?
 - * find reference material here in Japan ?Why (not) ?
- b) Is it easy or difficult for you to
 - * complete the required assignments ?
 - * collect data and organise course research ?Why (not) ?

9. Time

- a) On average how much time a week, while in Japan, do you spend on your MA?
- b) Would you consider that you are good at managing your time for the MA? Please explain in a few sentences:

10. What's your biggest gripe/complaint about doing a distance MA?

11. What's your biggest challenge in doing a distance MA?

12. What's the biggest surprise for you in doing a distance MA?

13. What's the biggest personal lesson you've learnt in doing a distance MA ?

14. What particular improvements would you suggest for your distance MA program(me) ?

15. Any other comments that you'd wish to make:

Educational Hypnosis* Course

August 12-15, 1996 at Nanzan University

4 days with Richard Bolstad & Margot Hamblett from New Zealand

Certified Trainers of NLP and Hypnotherapy

Especially for Teachers and Teachers-to-be

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Full time students 50% off

Educational Hypnosis *

How you think and communicate influences every aspect of your life. Your success on the job and off. Your health. Your personal relationships. The quality of your communication with yourself and others is the quality of your life.

Communication is "ideas evoking responses". Language leads thoughts in certain directions and you can learn to do this in a congruent, focused way that more readily leads you to your outcome. Educational hypnosis is the art of using language to help students get their desired outcomes, expressing your belief in them in ways that help them to succeed, providing congruently positive communication that enables them to see and feel ways to learn easily and effectively. The skills of educational hypnosis allow you to create a learning rich environment.

Organizer: Tim Murphey Ph.D., Nanzan University 18 Yamazato-cho, showa-ku, Nagoya 466 Japan, tel 052-832-3111 fax 81-52-833-6985 E-mail: mits@ic.nanzan-u.ac.jp

*Workshop Reports from the
TeacherLearner Development
One-Day Meeting of Action
Workshops
held at Meiji University on
May 18 1996*

56 people came and took part in the Meiji One-Day meeting that the Teacher Education and Learner Development N-SIGs jointly organised with the help of Tokyo JALT Chapter at Meiji University - Izumi Campus from 13.00 to 19.00 on Saturday May 18. Ten 75-minute action workshops were held through the afternoon, with a final hour-long bilingual plenary discussion session. The workshops were intended both to be participant-centred and to involve experiential learning; in the plenary session, each contribution was translated into the other language. Both presenters and participants were invited to write up the workshops for joint publication in the newsletters of the two N-SIGs over the next few issues. In this first installment, we include reports on three of the workshops.

*** Patricia Keeler and Edward Smyth, Clarke Consulting Group (CCG), report on the workshop they jointly led - "On the Job Intercultural Communication: What's Next?" - One Intercultural Communication Program's Alignment with Corporate Values, Direction and Realities**

Summary: The purpose of this Round Table discussion was to explore how we as educators/trainers of ESL or Intercultural Communication must pro-actively respond to changing trends that affect our learner's needs. Using one of CCG's in-house intercultural communication training programs as a case study, we described the impact that downsizing, communication technology, and changes in employee responsibilities have had on training. In the brainstorming segment we explored the changes in learner needs that our participants have noticed and how these changes will impact our approach to teaching/training both now and in future. We had 7 participants attend (3 university students, 4 educators). Through our discussion, we discovered a strong interest in more of this

type of idea exchange and future visioning.

Professional development depends as much on the continual 'learning' of the teacher as well as the student. The overall group conclusion was that we need to allow for 'outside' changes to influence the way we conduct classes/training, develop our curriculum and approach professional development. We need to avoid stagnating in both our skills and our outlook.

Results from Brainstorming Discussion

1. What are the trends in your company/industry that affect communication needs?

*** Work:**

- time pressure: things need to happen quickly
- can't get away from work (cellular phones, home PC's)
- lack of jobs after graduation from university
- motivation for study: real-world jobs skills vs. pleasure
- corporate downsizing

*** Technology:**

- difference between the younger and older generation in usage of technology
- some older people feel left behind by technology

*** Culture:**

- increased world travel
- globalization: Are we becoming one big culture? Is that good or bad?
- personal confusion: Who am I? What are my values? (exposure to so many ideas, in a short span of time)

2. What changes have you noticed in current programs to address evolving communication needs?

*** 'mini' courses at universities:** focus on specific skills rather than on general knowledge

***low commitment level** (cost and time)

*** increased number of options for learners**

3. How should intercultural communication trainers/teachers position ourselves to anticipate or facilitate what's coming next?

*** study, reflect and keep up with changes**
-don't let yourself stagnate in a pattern of teaching or particular style, keep up with current thinking

*** learn from other professionals:**

- observe each other -help each other to improve
- form discussion groups: exchange ideas ('professionalism', ethics, techniques, problem areas, etc)
- give/attend teacher

training workshops -learn from our successes and our mistakes -have specific strategies for improvement of 'weak' skill areas

* identify clear objectives for courses

* learn from our students, be open to influence from outside

*** M. Angela Clarke and Susan S. Davis of Tokai University - Shonan Campus gives a workshop participants' report on "How to Create and Sustain a Writing Support Group for Professional Development" led by Christine Pearson Casanave and Amy D. Yamashiro of Keio University - Shonan Fujisawa Campus.**

Christine Pearson Casanave and Amy D. Yamashiro presented their ideas for starting a writers' support group for professionals interested in publishing articles. Their presentation was based upon their experiences producing three monographs at Keio University, Shonan Fujisawa Campus. They began with an overview of how to organize a writing group, continued by discussing the actual writing process, and later gave participants the opportunity to experience one aspect of the writing process.

A writing support group requires disciplined, committed writers with a specific purpose. Once the purpose has been established, it is essential to determine if funding is available from the university for the project. When the university approves funding, the group must decide upon deadlines, guidelines and clear responsibilities for each member of the group. The process begins with a brainstorming session in which members discuss their ideas. Usually, the project requires two to three peer editing sessions in which writers bring multiple copies of their manuscript and distribute them among the group for an all-day editing session. The presenters emphasized at this point that the writers do more than merely edit the papers: they must be willing to provide constructive criticism in a sensitive manner. This may be the most difficult part of the process as it requires complete trust among members of the group and a willingness of each writer to provide substantive feedback rather than grammatical and mechanical corrections. In the final stages of the peer editing, one member must assume the responsibility for informing any writers whose manuscripts may not be ready for publication.

After discussing guidelines for organization,

the peer editing process and distributing handouts regarding the guidelines and the writing process, the presenters divided the participants into groups of four and gave them seven minutes to freewrite on a topic of current interest. Groups read each other's writing, provided written responses, and then discussed them. This activity allowed the participants to experience the early stages of the writing process in a support group.

Afterwards, all participants discussed their reactions to the process. Most people agreed that trust and tact are needed in order to freely respond to others' writing. As most people in this group had not met before, there was some hesitancy to comment on other participants' writing. The presenters pointed out that this is a normal part of peer editing and only through trust and mutual respect will this problem be mitigated. It was obvious that trust, which seemed the greatest concern for the audience, is something that is developed gradually. All writers must be willing to accept criticism and take risks. When asked how the writing support group can help teachers, the presenters agreed that, as a result of their experiences in the support groups, they had certainly rethought what they make their students do as writers.

*** Andy Barfield reports on the workshop that he led - "Development through Drama through Reflection" and includes some participant feedback.**

This workshop took the participants through self-introductions and non-verbal warm-up exercises through to practising reflective listening in talking about positive life role models, pair dramatizations of an important experience with the role model chosen, and towards visualising and planning future changes in teaching. Time was however short, and we finished after the pair dramatizations. Trying to pack too much into a workshop was a common feature of the day, as different people light-heartedly noted in the plenary feedback session!

The question I held as I planned the workshop was : How can we go beyond routines of behaviour in life and find new energy and ideas for the future? How, in other words, can we sustain our personal and professional growth? One part of the answer for me lies in the influence of positive role models on us in our lives - particular people that we have

respected and felt affection for, people that we have in some way tried to emulate in our own ways. Putting ourselves again in contact with such positive role models can have a powerful de-routinising effect on the way we see ourselves, our beliefs, sense of capability and actions. And this positive effect can be strengthened through reflective listening and dramatization.

After the warm-up phase of the workshop, the participants brainstormed ideas on what a good listener does to sustain another person speaking. From the brainstorming, we focussed on the following aspects of listener behaviour:

- * attending (showing interest, being involved non-verbally in what the speaker is saying);
- * following (listening without interruption; giving space to the speaker; encouraging the other person through backchannelling ('aha' 'okay' 'yeah', etc); asking questions infrequently; showing respectful and attentive silence as the speaker gathers their thoughts and talks them through);
- * content reflecting (restating the content and feelings of what a person has said);
- * summative reflecting (the listener going over the main points of what the speaker has said in order to encourage the speaker to clarify and detail further).

This part of the workshop led to a great deal of discussion about each of the four steps, and to the precise difference between content reflection and summative reflection by the listener. As one participant noted:

"Reflective listening can be used in two ways: you interpret what the speaker has said from your own point of view ... using past experience, knowledge, feelings, etc., and you try to understand what the speaker has said as it is, not imposing or not letting it interfere with your own thoughts and assumptions. The latter is difficult to do when you think you know the speaker, because you have already formed schema about that person."

The participants were then asked to recall a particularly strong positive life role model from their own lives, and to take it in turns to talk about this model to their partner, as their partner practised the listening skills outline above. They were told that they would be later invited to choose the single most interesting experience from this sharing, and then to dramatize it. In the dramatization, one person would play themselves and the other would act

the positive role model. Sounds hard? It is - and it's perhaps easier to do, if the dramatization is framed within tight limits. The following two observations by different participants show the challenge:

"The acting it out was difficult because the stories involved many people and there were only two of us, so we couldn't actually dramatize the scene ... well, it worked okay for me that day, (name of other participant) and I just took the topic where we wanted it to go."

"When I did play in the workshop, I realized more of myself, i.e., things I can express and things I can't. What I want to say is using drama is different from other teaching methods, because it involves emotions, it's not cold and indifferent. It can go very deep if you allow. It may be the only method of teaching which allows you to be the whole person. Usually, in classroom, our intellectual side is salient, and we tend to forget our own or others' emotions. We are cold and distant, trying to learn methods and not really knowing how we are going to use them. Drama is quite holistic in that sense. It is a combination of creation, intelligence, emotion, and communication."

Through the dramatization, it seemed that some participants came to a new awareness of themselves. One person reported that she realised how little time she took to listen to her students as individuals in their own right; another reported that he had wanted to talk about such things for years with a colleague but that he never had a proper chance to. Another focussed on the gentle letting go of the positive role model that happens as we become more aware of ourselves (along the lines of 'parting is such sweet sorrow'):

"I learned from your workshop that if you want to go deeper or be aware of yourself, there are certain things you must face, some of them are unpleasant, but that's the way life is. We are not perfect, but we try to be a better person by learning from our mistakes and imperfections. Escaping and avoiding will not help you to see or understand yourself as you are. In your workshop, through the dramatization, I realized that I have different wants and needs. I can't be like (name of positive role model), she is her own person."

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 on !!!

**Deadline for submissions:
August 15 1996.**

**Papers in either English or
Japanese.**

Just do it! If you want to talk about it or want more information contact 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
Tel. 0298 55 7783

We look forward to hearing from you.
JALT Teacher Education N-SIG Committee
1996



Baselines



To continue networking our resources, and to inform a wide audience of your teacher education concerns and author-to-author areas of interest, please fill in the accompanying Network Database Questionnaire, and send it to Sean Conley, TE membership coordinator 1996, at the address indicated on the questionnaire. Many thanks!

Andy Barfield

 /  Tsukuba

- Main interests: Coordinating the N-SIG, and helping N-SIG members to network with each other, and to write about their concerns and interests. Taking an active part in a local theatre-workshop group in Tsukuba. Working on curriculum/teacher/learner/self development in cooperative teams. Exploring drama in content-based learning, and in teacher development. Making the most of a 24-hour day, every day.
- Author-to-author contact: I'd like to exchange with people interested in English through drama (in whatever form) and to put together with them an anthology of short papers, reflections, ideas, lessons learnt etc. Nothing too academic, but based on personal experience in and outside the classroom.
- Contact information: Andy Barfield, Foreign Language Centre, Tsukuba University, Tennodai 1-1-1, Tsukuba-shi, Ibaraki-ken 305 Home tel: 0298-55-7783 Work fax: 0298-53-6616 E-mail: andyman@sakura.cc.tsukuba.ac.jp

William Estes-Dotani

 /  Sapporo

- I believe quality of life means to always care about doing your best for yourself and others. Good quality teaching needs care in preparation and a caring attitude for students.
- Author-to-author contact: My interest is in exploring the uses of Japanese culture as a way to get students involved and interested

Bilingual Abstracts

Sean Conley (page 2) describes how he has used his teachers interests to organize his training courses, how he has gotten teachers to do research on their interests and present them to the group, and how he, although at first a bit uncomfortable, has welcomed the opportunity to become a learner, as well as a guide, in his own courses.

Sean Conley (2ページ) は、どのようにして参加者である教師たちの興味をトレーニングの構成に反映させたか、そしてどのようにして教師たちに各自が興味のある分野についてのリサーチ及びプレゼンテーションをさせたか、そして、最初はとまどいを感じはしたけれども、彼自身のコースにおける指導者でありながらなおかつ参加者にもなるという機会をどのようにして受け入れたかについて述べています。

Marie Nelson (page 4) describes in her article how concentrating on getting even beginning writers to write meaningfully (and ignoring composition "basics" of punctuation and grammar) is the most important task for teachers who want to motivate students to become good writers. Once they get hooked on the idea of communicating meaningfully, then they learn the "old basics" quickly and effortlessly. The taste of meaningful communicative, even artistic, prose is the motive force behind becoming a good writer.

Marie Nelson (4ページ) は、初級の学習者にも意味のあるライティングをさせること（そして句読点や文法などの作文の「基礎」を無視すること）に集中することが、学習者によりよいライティングができるようになりたいという気持ちを起こさせようとする教師にとって、いかに重要なタスクであるかについて述べます。学習者がひとたび意味のあるコミュニケーションをすることに夢中になると、彼らは「古くからある基礎」に関しても、すばやく、そして努力をしなくても身につけることができます。芸術的なものや散文などをも含む意味のあるコミュニケーションの経験は、ライティングの力を伸ばしたいという動機につながります。

Jeremy Jacobson (page 6) describes the changing roles of teachers and trainers in Romania and the different forces at work in the new Romania. Especially interesting is how many educational projects are being "nationalized", taken over by Romanians and how efforts are being made to involve all the stakeholders in the education of Romanian children.

Jeremy Jacobson (6ページ) は、ルーマニアにおける教師及びトレーナーの役割の変化と、新制ルーマニアにおいて活動中の様々な機関について語ります。特に興味深いのは、どのようにして、多くの教育プロジェクトが "nationalized" されているか、つまり、ルーマニア人たちの手に引き継がれているか、そしてルーマニアの子供たちの教育にすべての "stakeholders" を巻き込む努力がどのようにしてなされているかという点です。

Bilingual Abstracts

Donald Freeman (page 10) in an E-mail interview with Andy Barfield discusses the socialization of teachers into "communities of explanation" and the idea that how we explain what we do influences what we do and what others do who belong to the same community. Belonging to a group provides with a certain way to explain things. Just as language acquisition comes rather naturally when children "belong" to a group of other children, ways of explaining our teaching come more naturally when we belong to certain groups.

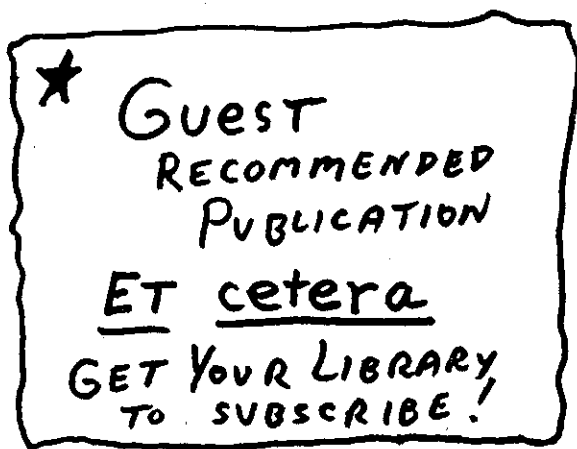
Donald Freeman (10ページ) は、Andy Barfield との E-mail 上でのインタビューにおいて、教師たちの "communities of explanation" への社会化についてと、私たちの行ないが同じコミュニティに所属する私たち自身と他の人たちの行ないに及ぼす影響をどのように説明するかについての見解を論じます。あるグループに所属するということは、物事を説明するある方法を伴います。子供が他の子供たちのグループに「所属する」ことによって言語習得がかなり自然にもたらされるように、私たちもグループに所属することによって、私たちの教育を説明する方法をより自然に見い出すことができます。

Kaori Murakami (page 16) provides a participant perspective of the COLT course that was described in the last newsletter by Murphey. Her particular case is interesting in that she is a teacher and teacher trainer in training as well as a student. She provides a description of course so far and highlights the learning that occurs between students in the course.

村上 かおり (16ページ) は、先号のニュースレターで Murphey が紹介した the COLT course について、参加者としての見解を述べます。彼女の場合、教師であり、トレーニングを受けている新米ティーチャートレーナーであり、なおかつ学習者でもあるということが特に興味深い点です。これまでのところのコース概要について述べ、コース参加者同士の間でなされているラーニングを強調します。

Tim Murphey (page 18) presents an introduction to Neuro Linguistic Programming (NLP) and some of the concepts and ideas that trainers can use from this new field. He also includes some photocopiable handouts for teachers to discuss in your courses.

Tim Murphey (18ページ) は、Neuro Linguistic Programming (NLP) を紹介し、この新しい分野の中で、トレーナーが使用できる概念と思想のいくつかを提示します。また、コースでのディスカッションに利用できる、コピーして使用可能なハンドアウトも添付されています。



POEM BY IRWIN BERGER

ON THE PHENOMENON OF COMMUNICATION ACROSS TIME AND SPACE

Our minds
(yours and mine)
meet
in the
now
of this very line:
Our thinkings
intertwine
though
we have never
met!
And indeed
I may be dead,
although
you
cannot be
(not yet).
Nevertheless,
from as far away
as even beyond the grave,
I conduct your eyes
(ears?)
(mind?)
with these easily-tumbled
words
balancing like expendable
birds
on the tightrope
of your
brief
attention.



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