Welcome to JALT 96 in Hiroshima

Looking forward to seeing you at the Teacher Education Display Table
(in B2 Lobby Main Building) and at the Sunday evening Party!

Hiroshima! What a beautiful city! Conventions are precious times to meet and talk. In fact, I often notice that I actually learn more between sessions, over a quick tea, or at an evening get-together session. That's when a life changing perspective can caress its way in to your unsuspecting mind.

I was in Geneva, Switzerland September 10-14, at the 100th anniversary celebration/ congress for Jean Piaget and Lev Vygotsky, both born in 1896, both deeply involved with the development of the individual and of psychology, neither trained as a psychologist. Over 800 people from around the world (lots of Russians and Brazilians) came and discussed their differences and similarities and contributions (if anyone wants a cassette copy of J. Bruner's presentation send a SASE).

Yet it was chatting around the posters and over coffee that I felt like I was really interacting the most with these two great thinkers and exploring more fully what they meant by "activity." It was listening to the teachers fascinated by their students (All we need is wonder! *Sophie's World*) that I saw the ideas really come alive, and I could have sworn I heard Lev and Jean sighing serenely in the wings "Build the field and they will come."

The Editor

A Reading Group in Nagoya for EFL Professionals

by Steve McGuire ☆

My thanks to Larry Davies, John Geraets, Scott Rule, and Matthew Taylor who read earlier drafts of this paper and made useful comments which improved it greatly.

Introduction

Teaching in Japan sometimes means being isolated from other teachers and the profession. Some of us are lucky enough to have a local JALT chapter to carry us through between the annual JALT National Conferences, and N-SIGs also do a lot to fill the gap, but neither of these has the immediacy many of us are looking for. The Internet also provides opportunities for discussions either through mailing lists such as <jaltcall> which has had discussions on NLP, memory, discrimination, and much more, or through "live" online discussion groups called MOOs which provide more "live, real-time" interaction. However, none of these (yet) offers the give and take which a face-to-face discussion group can.

To that end, last February several EFL teachers in Nagoya started a reading group to get together once a month to discuss readings related to our field. The idea of a reading group is not new, of course, but the TE N-SIG's (particularly Bobbie McClain's) efforts to build professional networks in Japan got me started on the idea again. Doubting the response I would receive, I tentatively proposed the idea to other Nagoyans at the JALT National Officers Meeting in Hiroshima last January and was surprised at how well-received the idea was. In fact, interest was strong enough that our first meeting was in February, the following month.

In this brief article, I would like to share our experiences in starting this new group. In many ways our success was largely due to having enthusiastic group members who were eager to see the group succeed (all ten participants so far have been full-time university teachers with at least an MA), but I think a good deal of it was due to things we did from the very beginning.

Starting the Group

Perhaps the best idea we had was to have an informal gettogether to lay out "ground rules" for the group. At our first meeting we discussed expectations, scheduling, and how we would "run" the sessions. Since I had thought to bring copies of an article I wanted to discuss, we all agreed that that would be the article for our first regular session. We also agreed that people would bring articles they wanted to read in following sessions to the first regular session (and would bring enough copies for everyone).

As for topics, we decided that any article even tangentially related to English teaching would be appropriate for discussion. We were all free to supplement each article with our own reading, and we expected that the "hosts" would have a lot to contribute since these papers would usually be in their particular area of interest. And, since each group member chooses articles and topics they're interested in, there has been a great variety which encourages us to read in areas we wouldn't otherwise read in on our own. Every session is not necessarily of equal interest to all, but part of the reason why I wanted to start a group was to have a reason to expand my reading and talk to people knowledgeable about other areas.

A Typical Session

Actually we hadn't talked about how we would carry out the discussions, but at the first "official" session I proposed that the host of each session would serve as moderator and decide the procedure and set the tone for that session. Here is the process we have used so far:

1) The host gives a brief preview of the paper, saying why s/he thinks it is of interest and summarizes the content;

2) The group discusses the paper as thoroughly as possible before going off on tangents;

3) At the end of the session, we go around the circle and each participant summarizes what s/he got out of the reading. Personally, this feels a little artificial sometimes ("He said what I was going to say"), but then again, in addition to a nice overview of the discussion, I often get additional insights from hearing others summarize their views.

Perhaps one of the benefits of having one person responsible for summarizing the article and moderating the discussion is that it is occasionally necessary because of busy schedules for some of us to come less than 100% prepared and only skim the reading for a particular session. Also, I sometimes didn't get the most out of a reading until we had the session and I could ask the host questions. Generally, though, we have come much better prepared than was usually the case in grad school, and since people joined the group because they were interested in the field, our discussions have been very lively.

Topics so Far
Since February of 1996, we have read the following articles. You can see that we have covered a wide range. The list is presented in the order of the sessions, the focus of the talk, and the "host." I didn't count our first "introductory" session.

**Session 1:   Cooperative learning.
                Host: Steve McGuire**

Swain, M. & Lapkin, S. (1995). Problems in output and the cognitive processes they generate; A step towards second language learning. *Applied Linguistics. 16*(3). pp. 371-391.

Session 2:   Use of Japanese rhetorical styles by Japanese students in English compositions. Host: Tricia Thornton

Kobayashi, H., & Rinnert, C. *Factors affecting composition evaluation in an EFL context: Cultural rhetorical pattern and readers' background.* Unpublished manuscript.

Session 3:   Chaos and complexity theory. Host: Matthew Taylor

Leven, S., & Smith, R. (1996). Discursive systems theory: Joining hard and soft systems in analytic tools. *Proceedings of the Thirteenth European Meeting on Cybernetics and Systems Research.* (pp. 43-48).

Smith, R. & Leven, S. (1996). A semiotic approach to business systems analysis. *Proceedings of the Thirteenth European Meeting on Cybernetics and Systems Research.* (pp. 249-254).

Session 4:   Ian McCluhan. Host: Scott Rule

Wolf, Gary. (1996). *The Wisdom of Saint Marshall, the Holy Fool.* [http://www.hotwired.com/wired/4.01/featur es/saint.marshal.html]. January 1996.

Session 5:   Japanese culture and the culture of the classroom. Host: Larry Davies

Buruma, I. (1984). *A Japanese Mirror.* Vintage Press. pp. 1-17.

Iwana, H. (1989). Japan's Group orientation in secondary schools. In Shields, James J. Jr. (Ed.), *Japanese Schooling:Patterns of Socialization, Equality and Political Control* (pp. 73-84). The Pennsylvania State University Press: University Park, Pennsylvania.

From this list, you can see that we have limited ourselves to articles and not book-length material. This makes it easier for busy teachers to do the readings each month and usually possible for us to complete our discussion in one session. I had envisioned doing longer works, but this would be difficult since not everyone can make every session. One downside of not carrying a discussion over two sessions is the feeling sometimes that we have to rush in order to finish. This is something which we need to discuss when we start up again in September.

Caveats
Turn taking. It is important to emphasize turn taking from the very beginning. In a good group, you would expect everyone to have a lot of ideas to share about each article. The "downside" of professional teachers is they're not shy about saying what they think and are used to public speaking. Therefore, it's a good idea at the beginning to emphasize that this is a *discussion* and not a lecture. We have been relatively lucky so far, with even the most "outspoken" of us also one of the first to ask for other opinions. Designating the host as moderator also helps.
Group membership. As you saw from the list of readings above, we have teachers with many interests, including chaos theory, cooperative learning, culture, and computers. However, we do not have any Japanese members, which would have helped especially

in Session 2 when we were discussing the rhetorical styles of Japanese compositions, and in Session 5 when we were talking about Japanese culture and the culture of the classroom. One group member has a colleague who is interested in joining in the fall.

Group size. This brings me to one other concern I had, which was that we might become too popular. How many people is too many for one group? Fortunately (in a way), not everyone can make every session, so even as we have added members the overall number of attendees each time has remained relatively constant at about six or seven. In fact, starting this group was the catalyst for some of the group members to start a separate group on chaos and complexity theory, which they had been thinking about starting for several years but had never been able to get it organized (which is fitting for a group on chaos and complexity). Some people are members of both groups, but some have had to choose one over the other.

New members. One potential problem in any group is that it is easy for the group to "solidify" its ways of doing things, which might make it hard for new members to feel comfortable about joining and joining in. Having new group members host a session gives them a natural way to participate.

Scheduling. Finding a time when everyone can meet is probably impossible. We have been setting the date and time for the following session at the end of each current session. For continuity's sake, we have tried to keep the sessions on the same day of the week and leave it to the members to make it if they can. Unfortunately and perhaps unavoidably from the start this immediately left some people out. It is also probably a good idea to decide in advance how long the sessions will be. In the beginning, we didn't set an ending time and so had to rush the group processing at the end. Having a clearly defined time has helped us organize our sessions better. Our sessions now run about 1 1/2 to 2 hours.

Other Considerations

Taking Notes. When I first asked Andrew Barfield, Chair of the TE N-SIG for suggestions on starting the group, he suggested that we keep journals so we could track the process of development of ourselves and of the group. So far the closest we have come is taking notes for each session. I think this is a good idea, but there has been some talk about whether it is necessary or even useful. The immediate question was, "who

reads them?" The response was whoever has to miss a given meeting. However, the downside of taking notes is the note-taker finds it hard to take part in the conversations, and in fact only two people so far have e-mailed their notes to everyone. One good suggestion was to tape record the sessions and make copies for anyone who's interested. Most schools have machines for making multiple copies of one tape. These tapes could be kept or reused for the next session.

Group Processing. Perhaps the best advice I can give to people who want to start a similar group is to take a step back and talk about how the group is working. This is one of the prime tenets of the form of cooperative learning espoused by the David and Roger Johnson at the University of Minnesota (see Johnson, D.W., Johnson, R.T., & Holubec, E.J. [1993] *Circles of learning: Cooperation in the classroom* [4th ed.]. Edina, Minnesota; Interaction Book Company. 222 pages for more). Their research has shown that group processing is of statistical significance to group success in cooperative groups, and I think it applies to reading groups such as ours, too.

Even though we have only had five sessions, it is never too early to step back and talk about how the group is working. We do this in a way in the final part of each session where we summarize what we got out of the discussion that day, but having group members comment on this paper has also given us an even better opportunity to discuss the group, which will make the group better. I hope to use this article is a starting point for discussion when we start up again after the summer break.

One person commented that we tend to go a bit overboard in "trashing" articles and point out their inadequacies rather than focusing on how we can use the article in our teaching. Some of the trashing was relevant to evaluating the validity of the assertions of the author and therefore the usefulness of the articles, but it is a valid point. We need to talk about this at our next session.

Having to finish articles in one session makes it seem sometimes like we have to rush to finish. Perhaps one alternative would be to have a brief "unfinished business" section at the beginning of the following session in which we can add anything that occurred to us as we thought about the previous session.

Also, there was a very good suggestion that we not limit ourselves to only discussing a paper--rather, we could occasionally choose topics for discussion and leave it up to group members to read whatever they feel is relevant

to the topic, if necessary. There are definite benefits to having a paper, since it gives structure and focus to the discussions, but it should be possible for the host to moderate a discussion on a well-defined topic without the necessity of having a paper as a prop.

One group member asked how satisfied people have been with the topics of the sessions and with what we have gotten out of them. Some would prefer a practical focus on how a given article might be used in the classroom, and some like the free-wheeling discussions that cover a broad range, and I personally like both. One person sees our group goal not to try solve all the world's problems each month, but rather to see how we can push the edges of our own experience and understanding out through dialog with others with not too dissimilar interests.

Having each person choose and moderate an article he or she is interested in allows each of us to satisfy our primary concerns at least once.
However, talking about expectations is important as the membership and therefore the focus and interests of the group members change, since dissatisfied group members may stop attending.

Finally, we have received input from Andy Barfield about alternate ways to structure the discussions, such as reflective listening. We need to look into this more.

Conclusion

My own personal goal in suggesting a discussion group was to encourage myself to keep up my academic reading in the field of ESL/EFL. Although we have sometimes strayed far afield from the topic of a particular paper, it seems like we have thus far managed to satisfy our goals for being in this group. We have been fortunate in that we have covered a wide range or topics and we are still going strong. At the time of this writing, we are now in recess as many of us are away during summer vacation, but we have already started planning for our first session in September. This seems to show that the group will survive the break. I hope that this paper will encourage others to start their own groups and to share the topics they come up with.

The Nagoya Reading Group members are: Larry Davies, Albert Dudley, John Geraets, David Kluge, William Kumai, Paul Lewis, Steve McGuire, Scott Rule, Matthew Taylor, Patricia Thornton

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Author, researcher, trainer
Marie Nelson ☆☆☆
Coming...

Nagoya: Wednesday **November 6th** 18:00 - 21:00 Nanzan University, Rm L-11, ten minute walk from Irinaka Station (ask for Nanzan UNIVERISTY).
Writing Workshop : *At the Point of Need: Student and Teacher Researching* Students and teachers welcome - no charge. Information: Tim Murphey at 052-832-3111

Tokyo: Sunday **November 10th** Keizai University 10.00 - 18.00 Ten-minute walk from Kokubunji Station on the Chuo Line. Registration from 9.45 All-Day Workshop Session: *Freedom, Control, and Assessment* Members: 1500 yen, Non-members: 2000 yen Students: 1000 yen. Information: Masataka Kizuka at 048-839-9106 before 21.00 on Tuesdays and Sundays

Tsukuba: Wednesday **November 13th** Tsukuba University, Ibaraki-ken 17.00 - 20.00. 5-minute bus ride rom Tsukuba Centre to Daigaku Kaikan Mae.
Writing Workshop: *Research, Writing and Development*
Information: Andrew Barfield at 0298-557783 (Answerphone): Students and teachers welcome - no charge.

Coming to JALT ' 96?! Sign up for the Sunday night meal and party at the Teacher Education Display Table in B2 Lobby (Main Building) at JALT96! And meet Marie Nelson!

Exploring On-Shore: An Interview with Professor Nobuyuki Takaki

by Paul Beaufait ☆

The following interview is an aggregate of in-person, fax and phone communications with Professor Nobuyuki Takaki between March 21 and July 12, 1996. Professor Takaki teaches English, trains and develops English teachers at Kyushu Jogakuin Tandai, in Kumamoto, Japan. On top of his role in the transition of KyuJoTan junior college to four year university status, he is the JALT Teacher Education N-SIG sponsored speaker for the 1996 JALT Conference. He patiently provided additional information while the interviewer was hospitalized and recuperated from a bicycle crash. All shortcomings in this interview are the responsibility of the interviewer.

PB: Professor Takaki, thank you for agreeing to an interview with the JALT Teacher Education N-SIG, which is a rapidly growing, international network of teachers, teacher educators and program administrators - all of whom I'm certain will be quite interested in your line of work. Before we get into your, may I call it, 'radical' - that's not to be derogatory - approach to teacher education, would you mind relating how you became a teacher of English as a foreign language? What was your calling to the field of teacher education?

NT: NHK's early morning radio English programs, to which I started to listen after I became a junior high school student (I'm still a listener of such shows), enlightened me and led me into the world of English. My interest in learning English was reinforced through my speech contest participation during my high school days. I was an enthusiastic student of English phonetics and TEFL-related subjects at college, and I made up my mind after practice teaching that I would definitely want to be an English teacher.

NT: I was hired as a high school English teacher and taught at a technical high school where most students hated learning English. Therefore I had to try every possible approach/method to help them like to learn English. This is how my experience as a TESOL practitioner began. It was a very good thing and a coincidence as well that the Kumamoto ITC [Intensive Training Course] began in 1970 when I became a teacher. I am the only person in the 20 years' history of ITC that was a participant/co-director/co-trainer of the program. The British Council's decision to send me to University of London Institute of Education in 1989 gave me an opportunity to obtain an MA in TESOL and to be even more actively involved in teacher education in Kumamoto.

PB: Following on from your educational background, and as a lead in to your shift of emphasis from teacher training to teacher development activities, perhaps we can touch upon your practical experience both in teaching English and in training teachers. Earlier on you mentioned that you taught at a school where most students hated learning English. At that time, how would you describe the attitude you had towards teaching, and the needs you felt as a practitioner?

NT: I was 22 when I started teaching, and I was full of life and joy of being able to teach as my job. A large number of slow and/or poorly motivated students did not bother me very much. On the contrary, it turned out to be an exciting and precious experience as a TEFL practitioner; I was all allowed to try whatever methods or approaches I knew or thought of mainly because the school was a vocational high school where there was almost no social pressure of having to help the students pass college entrance exams. When I look back on such years, I still think that it was a very good thing I taught non-elite students, for you learn as a TEFL practitioner a lot more than when teaching well motivated ones. This was an eye-opening, awareness raising period in terms of learning what teaching and learning are all about.

PB: What was it like when you first participated in the Kumamoto Intensive Training Course (ITC)?

NT: ITC's emphasis was basically on language improvement of the Japanese teachers of English. People then did not bother to care much about teaching improvement. "If you

were a better speaker of English, then you were a better teacher of English." It was as simple as that. Actually there were quite a few teachers who definitely needed much improvement in the use of English. The greatest achievement of the ITC is that it helped a large number of teachers be confident in communicating in English.

PB: Did you experience and sustain any change of attitude after participating as a teacher in the ITC? If so, could you describe that change to us?

NT: What I learned most from ITC was that I got to know all kinds of teachers with all types of different troubles, constraints in their classrooms. And this led me to the world of TESOL studies with special emphasis on teacher education. I felt the need of filling in the gaps between various theories and classroom practice. After returning from the ITC I started reading books on language teaching & learning theories. Then I learned that a better speaker of English is not always a better teacher of English, when the British Council decided to send me to London University Institute of Education to deepen my studies.

PB: How did your sense of practitioners' needs evolve as you made the transition from teacher/participant to co-director/trainer in the ITC program?

NT: Right after, and partly during my stay in London, I was asked to co-direct the ITC program. My emphasis was how I can help the participants to be aware of themselves in the first place, to be aware of what communicative language teaching preaches and what actually happens in the classrooms on a day-to-day basis. We invited experienced practitioners to be at the sessions to help the participants, but I also learned the limits of intensive training

programs. Buddhist priests often point out [the limits] and say, "Sunny at the temple, cloudy on the way, rainy back home." Participants get really excited about what they think they have learned at such sessions, but once they are back in their classrooms they can easily forget about such sessions to go back to their routines.

PB: Now I'm assuming you've experienced a lot, in the way of changes, in the process of becoming more actively involved in teacher education in Kumamoto. Thinking back, I'd like to ask, which if any of those changes (including obtaining an MA in TESOL overseas), do you consider the most significant as a step forward in your own development?

NT: The ITC program came to an end in 1990, and I began to devote myself in helping my students at my college with their study of TESOL, and gradually more and more students passed the prefectural exam to be a teacher of English. I didn't fail to conduct follow-up research on them, and came to the conclusion that unless a developmental, on-going teacher education program is offered, their growth as practitioners would be limited, since most junior high teachers are already too much overwhelmed by non-English teaching related activities. Local governments do offer various [teacher training] sessions to junior teachers, but most of them are one-shot, and that's it. [Teachers] attend such seminars mainly because they have to.

PB: In a conversation leading up to this interview you said that your main interest is on teachers who became teachers after 1990, that you started the PIGATE program four years ago to work with those beginning teachers (who are now up to 5 years in-service). Please tell us a little about this, may I use the word "radical" again, departure from the traditional teacher training mold. What role does the teacher educator play in setting up and in running sessions.

NT: PIGATE sessions are held on every second Saturday. Participants, most of whom are KyuJyoTan graduates, study with college students in the morning, and in the afternoon PIGATE participants [including some students] are in lecture-workshops directed by me. The main text we use this academic year is Learning Teaching, by Scrivener, Jim (Heinemann, 1994). A steering committee is organized by the participants to run each session and every year participants prepare a

pamphlet, a portfolio report of what they did, thought and studied. We share these reports, read and know more about what's happening [with other teachers] and why. The report is very important in terms of sharing problems in school. Of course the main focus is on English teaching, but you can't discuss teaching without student guidance [and other teacher responsibilities]. Basically it's an English language focus and an awareness raising activity; you can have one year's experience ten times - or 10 years' of development. I ask them to write reports because JHS teachers almost never write at school. Public relations managers [participants] also publish monthly newsletters (they've done 35 so far in three and a half years) to help those who didn't make it to the session to be informed about the happenings in each session.

PB: So your former students, now practicing JHS teachers, get together and work with student teachers ten times a year, under your continuing supervision, on THE Saturday teachers have off.

NT: Actually it's 11 times a year, with 3 days in July, every month except August; even teachers needs a vacation.

PB: I'm sure they do, and I'm really looking forward to seeing some of those sessions, what keeps the teachers motivated, and hearing more about the course you plot for PIGATE - maybe even some of the nuts and bolts of keeping it up and running - when you talk in Hiroshima. In the meantime, could you leave us with a kernel of your experience in the field of teacher education?

NT: One of my findings through my experience is that local colleges should try and contribute to in-service teacher education as well, not just pre-service training. Colleges have not really contributed to in-service teacher education. There's plenty that could be done. We have a lot to learn for example from the Thai system.... It should be localized. Every college that has a TESOL course should contribute. 'Kyouiku' in Japanese does not mean just to teach. It also means to help in people's growth.

PB: Well then, how would you like to grow, to learn from your own session at the JALT Conference in Hiroshima?

NT: What I want to know by giving a presentation in Hiroshima is whether a PIGATE approach, integrating in-service programs with pre-service programs at college,

can be applied at other colleges, and what colleges together with local boards of education can do to improve and promote developmental teacher education. After my presentation, I hope to sit down and talk over the possibilities of perhaps working together to organize joint, pre/in-service teacher education programs.

PB: Thank you, Professor Takaki.

Quotable Quotes for Reflection

Real learning is participatory and experiential, not just didactic. The flow can be two ways between teachers, who best function as facilitators, and students who are expected to be active agents in defining what is learned and how.   --David W. Orr

For almost nothing in our educational systems prepares them for the reality in which they will live, work, and become effective. Our schools have yet to accept the fact that in the knowledge society the majority of people . . . work in organizations. . . . No educational institution -- not even the graduate school of management -- tries to equip students with the elementary skills of effectiveness as members of an organization: ability to present ideas orally and in writing (briefly, simply, clearly); ability to work with people; ability to shape and direct one's own work, contribution, career; and generally skills in making organi- zation a tool for one's own aspirations and achievements and for the realization of values. -- Peter Drucker

The cycle of knowing has separate phases . . . One moment is the production of knowledge and the second is one in which you know the existing knowledge. Knowledge is produced in a place far from the students...Consequently we reduce the act of knowing the existing knowledge into a mere transference of the existing knowledge. . . . some of the necessary, the indispensable qualities which are demanded in the production of knowledge [are lost]. . . . for example, action, critical reflection, curiosity, demanding inquiry, uneasiness, uncertainty -- all these virtues are indispensable to the . . . person who learns. -- Paulo Freire

Gender in the Language Classroom

by Jeannette Regan ☆
Lausanne, Switzerland

Each person, touched by certain collective or social forces rather than others, comes to respond to them in some way over the course of the years. Mine are human relations, primarily the relations between women and men. Perhaps because I am the oldest of eight daughters, I have been profoundly touched since early childhood - more than forty years now - by the extraordinary disequilibrium between the worlds of women and men. Instead of becoming a professional feminist, I have chosen to act as a concerned citizen when and as I could. Most recently, for instance, I have organized gatherings of my friends to explore gender issues more closely and launched a women's financial literacy project. But until last year, I hadn't been able to see how to bring relations between women and men into my EFL classes in more than a most peripheral way.

Then last year, the English Teachers Association, Switzerland, put out a call for articles on gender in the EFL classroom. Finally, there was to be space for a discussion among colleagues. And at last I woke up to possibilities I hadn't seen before. One was to explore gender in the EFL classroom by developing and administering a questionnaire and analyzing its results. Granted it involved a good bit of time and thought just as exams for some of my students were on the horizon and all the busyness of the end of the year was in full swing. Still, it was a very satisfying first venture into classroom research.

Whether you, too, are especially touched by relations between women and men or whether it's another social force that has captured your heart, I would like to briefly describe the questionnaire and analyze the results so that you know of at least one possibility for action. You may then want to administer the questionnaire to your students or to use it as a springboard for your own project. In any case, welcome aboard!

At the beginning, I had two purposes in mind: one, to allow both teachers and learners to heighten their awareness of gender in the language classroom and two, to discover what language learners perceive about classroom dynamics with regard to gender. In the spring of 1995, I designed and distributed a 22-item questionnaire to learners at the Language Centers of the University of Lausanne, where I teach, and the Swiss Institute of Technology in Lausanne. I wrote it in English, but the distributed version was in French, the native language of most of the centers' learners.

A total of 35 valid responses, 23 from women, 12 from men, were collected. Most had studied English for more than two years. Since the sample is so small, it must be regarded as qualitative rather than quantitative research.

I included two scales about level of interest, one for language learning in general and one specifically for English. Most women were "enthusiastic" or "very interested" in learning languages in general and English specifically, whereas for the men, the picture was different. They tended to choose the neutral or less interested responses for general language learning; for learning English, however, they responded more positively. These may hint at a difference in interest between women and men. On the other hand, they may indicate that women tend to select more positive responses than men or even that women and men learn languages for different reasons, leading to a difference in interest level. This is certainly something to look for next time with a larger sample.

The rest of the questionnaire was divided into three parts, on teachers, students, and participation. As for the respondents' English teachers, the overwhelming majority had been women, and almost half of the respondents had never had a male English teacher. Given this, however, it comes as no surprise that most respondents' "favorite teacher" and "teacher from whom they learned the most" were women.

Asking what made a teacher their favorite or most effective, I probed deeper, thinking these items might be gendered, "favorite" as feminine and "effective" as masculine. I also wondered whether women would respond differently than men or that women teachers would be evaluated differently than men teachers, but I was not able to discern a difference between women and men

respondents in how they evaluated their favorite or most effective teacher.

To conclude the section, respondents were asked to indicate whether they would prefer a woman or man as an English teacher, given the choice. Most had no preference, citing character, personality, or talent rather than sex as the determining trait of a preferred teacher. Among other things, they mentioned teachers who were "dynamic," "motivated/ing," "amusing," "enthusiastic about teaching," "well organized," and "prepared." Yet there were a few hints that belief systems about gender were also at work in these responses, such as that women and men are equally capable; that the feminine temperament is especially suited to language teaching, particularly phonetics; and that women are more available and sensitive to students.

The second section was about the gender split in classes. Mixed classes were the rule. Half of the women respondents and all male respondents had only had mixed classes. And given a choice, the overwhelming majority of both women and men would prefer mixed classes, although women were slightly less favorable than men. While this certainly goes along with the currently popular egalitarian concept of co-education, recent studies have shown that, in general, girls' and young women's learning is hindered by the presence of men and that in fact, they do better in all-female schools. This discrepancy between empirical findings and personal preference bears further investigation.

The third section of the questionnaire was about students' impressions of classroom participation. Most women and all the men responded that they didn't have the impression that their teachers called on one gender more frequently than another to answer questions or participate. But when it came to one sex volunteering more often in class, gender differences emerged. Half the women had the impression that women answered more often, while three-fourths of the men had the impression that there were no differences.

Both these impressions fly in the face of quantitative conversation research, which has found that, in mixed groups, men statistically speak more often and longer than women, despite the "chatty woman" stereotype. Could it be that the respondents' impressions are simply wrong? Or that they are correct, simply because most of our learners are women? Or

that women actually do take the initiative more frequently in the language classroom, regardless of the gender split in a class?

Since my colleagues and I use pair and small group work frequently, the section finished with an item asking whether respondents had the impression that one sex spoke more in such situations. Again, the overwhelming majority of both women and men replied "no."

"Speaker counts," in which someone actually notes during a class how many times women and men volunteer, respond, or otherwise participate, might be an easy and fascinating way for students and teachers alike to check their impressions against the facts. As a postscript, I tried such a count in a colleague's class. My observation matched the research, not our learners' impressions.

I also asked how frequently gender-neutral language, such as humankind instead of mankind, was mentioned in the classroom. Women found gender-neutral language mentioned less frequently than men, and only 2 of 35 respondents said that the idea was mentioned regularly.

To conclude the questionnaire, respondents were invited to make any additional comment they cared to. Although the individual responses were interesting, no pattern emerged.

This brief description has been intended to hint at the complexity of gender in the language classroom, to encourage both learners and teachers to keep our eyes open to it, and to offer a ready-made (but surely improvable) questionnaire for those of you interested in researching further on your own. Please feel free to contact me if you want further details or a copy of the questionnaire, which is available in either English or French.

As to my own development as a result of this questionnaire, I've read more about the subject. I especially appreciated the cross-cultural approach to conversation Deborah Tannen has taken in, among other works, Gender and Discourse, and the survey of gender in the English language classroom, Exploring Gender, edited by Jane Sunderland.

In the classroom this year, I've experimented by presenting not only language but its social, historical, or political context as well. One

example was using titles, including the history of "Ms." Another was noting words and styles of description that seem to be used more for or by one sex than another, such as "lovely" by women. Of course, these are very small components of my lessons, but I feel these modest additions have allowed me to enjoy a greater personal coherence and allowed my learners to look at language learning in a more profound way.

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Meiji Action Workshop Report

In the second part of the write-ups of the One-Day Action Workshop Meeting at Meiji University in May, Hiroko Hagino reports on Bill Plain's session entitled "Awareness, Paradigms and Pair Group Teaching: a Holistic Method for Consciousness Raising and Choice of Content"

The presenter first explained why he uses a Pair Group Teaching Method. After the introduction of the method and ideas, he simulated what he does in his classes so that the audience could experience the method. In this method, students are divided into groups of 4 or 6 students (even numbers so the groups can further divide up into pairs). A typical Japanese class can be divided into several groups of six students. During group work, students become teachers and this helps the students to develop awareness. The content of material should supply structure and grammar. The presenter recommended teaching something through language rather than directly teaching grammar and structure; topics can be global issues, civilization, etc. He often uses Usborne Publisher's readers with a theme such as civilization or ecology, for example.

Why is the method called Pair Group Teaching? For each class, a text is divided into sections. Each group member is responsible for one section. Once group members have been assigned one section of the text, individual members of one group pair up with individual members of another group (two people with the first section; another two with

the second section, and so on). They then jointly prepare the text for 10 minutes. After that, the individuals return to their original group, and have 4 minutes in which to present the main points from their part of the text. The presenter pointed out that, in order for language learning to take place, students need to be fully awake, attentive, reflective, and conscious. Thus, the teacher should assess levels of awareness by observing what is going on around the classroom and by observing the consciousness of the students and the teacher(yourself).

After the introduction of ideas, the presenter divided people in the workshop into two groups by birth month. Then he asked us to tell the most unusual experience(different from normal state of consciousness; a new vision of the world) we've ever had. We were then given a four-page handout on his method which had outlines of 1)the Lecture, 2)Paradigms, 3)Pair Group Teaching, and 4)Awareness Training. Each person was assigned one section. Then from two groups, people assigned the same section got together and discussed and summarized that section's content. After that, people went back to their group and presented their section.

How did it go ? Several participants had difficulty in understanding what is meant by the term "paradigm" and "paradigm breaking." The term "paradigm" was used to mean the way we see things. Because there's a limitation on creative adaptation to new situations, "paradigm breaking" becomes necessary - rather like bubbles breaking and being replaced by other bubbles.

After the group work, the presenter summarized the session. The workshop had had two roles: the first purpose was to train participants with the methods. The second purpose was to make the participants aware of teacher/student roles. In this way, the workshop was seen as a reflection of what happens in the classroom where the levels of participation can be experienced as a participant, student, teacher and trainer.
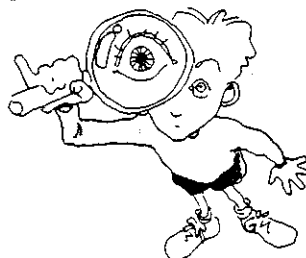
A Language Teaching Model for the 21st Century

by Kevin Mark ☆
Meiji University

LANGUAGE TEACHER OR EDUCATOR?

Am I a "language teacher" or an "educator"? Personally, I want to be an effective language teacher, but if I have to be labeled by one or the other of these terms I prefer the latter. Since the time I started to teach English, I have felt it unnecessarily constricting to think of myself as simply having the function of helping people to learn the language. There is in the language learning process, for teacher and student alike, room for personal growth, a better understanding of ourselves and the world we live in. To be able to develop my teaching on this basis is part of what it means to me to be an "educator".

All teachers-whether consciously or not-teach according to a model representing their aims, their understanding of the subject they teach, and their ideas about what are the best methods for teaching the subject. Although I did not initially use these terms, I have tried, since I first began teaching, to infuse the language learning and teaching process with what can be called "holistic" or "global" thinking. Originally I organized my lessons largely on the basis of what I intuitively thought was appropriate. I was of course operating with a set of interrelated assumptions and values, but I have only gradually been able to identify these. As I have done so I have come to see that they can be much more powerfully and systematically expressed in my teaching if I can refer to a teaching model. This article is an attempt to describe a global education model for language teaching, one which I often consciously refer to in the design of the materials, activities and courses I use with my students. It is also a tool for retrospective reflection on what I have been doing.

My purposes are not solely to be descriptive of the model. I would like, in outlining it, to draw attention to what I see as inadequacies in what can be called "mainstream" language teaching, and to suggest, by means of examples from a well-known coursebook, that the model can be used to explore possibilities for creating lively and meaningful lessons, materials and courses. I also wish to suggest that the model can be useful to teachers in helping them to reconcile the need to treat students as "whole" individuals with the fact that they are limited in language ability.

I will first look at a unit from a popular mainstream coursebook, to follow this with a description of the model, and to then give a sketch of how the model can be applied to the design of beginners' materials and courses.

SOME THOUGHTS ON A MAINSTREAM TEXTBOOK - PART A

I would like to focus here on unit 16 from the beginners' coursebook Streamline: Departures (British English version-Hartley & Viney, 1978). One reason that I have chosen Streamline is that I have used it and am very familiar with it. A second is that, as a mainstream commercial success over many years, many of its features can be taken as a reflection of widely prevailing attitudes in our profession. I have certainly not chosen to examine it because I feel it deserves special criticism. Other coursebooks could serve to illustrate my points equally well.

The units of Streamline: Departures are organized mainly according to the teaching of individual structures, and vocabulary that can be used in providing practice in the use of the structure in question. It is not my intention here to offer a critique of such a structural syllabus, but rather to suggest that the global education model for language teaching presented below allows for the possibility of a higher set of organizing principles than those which are purely linguistic or communicative, whether they are structural, functional-notional, task-based or whatever.

Unit 16 of Streamline aims to teach the structure have got.. Three cartoon characters who do not figure elsewhere in the book represent the content of the lesson. One is called Gloria Gusto, and she is shown wearing jewelry and a fur stole, with a palatial house and a swimming pool behind her. She introduces herself and says she's an actress from London. Using I've got she talks about her possessions and family concluding with "Life's great! I've got everything!" The second

character is called Tom Atkins. He looks unhappy, and is depicted in patched clothes carrying a small, cheap-looking suitcase, standing in a rainy street with a solid brick wall behind him. In contrast to Gloria Gusto he talks about all the things he hasn't got and concludes "Life's terrible! I haven't got anything!" The third character, Terry Archer, is seen standing in front of a factory wearing a neat workman's uniform and holding a spanner in his hand. Unlike Tom Atkins, Terry has got a job, a car, a flat (he hasn't got a big house like Gloria) and a wife. He concludes that "Life's all right".

The fact that Streamline has been so popular is in itself no mean achievement, and it deserves respect for that reason. Apart from the attractive illustrations, one of the reasons for its success must, I think, be the gently humorous way in which it makes use of stereotypes and stereotypical thinking. There is a certain tongue- in-cheek way in which these characters are presented, and in the way happiness (Life is "great" or "terrible" or "all right") is presented as being directly related to what a person "has got". It is undeniable also that - albeit in a lighthearted and implicit rather than overt way - that the themes of poverty and the meaning of life (i.e., what makes a person really happy) are present here. What seems typical in this course of the mainstream is that these themes appear to have been "thrown in" as something light and trivial to liven up the structural treatment of the language in the unit. The thematic content is simply a superficial overlay on the "real" content of the course: the structural syllabus. The fact that it is simply an overlay is reinforced by the lack of thematic links between the different units of the book.

What are the hidden assumptions and "messages" here? It seems to me that they include these:

- A prevailing attitude in society is that happiness is closely related to what one owns. There is no need to talk about or question this norm, particularly in a language class.

- The question of basic and universal human needs is inappropriate for beginners, who cannot be expected to have anything meaningful to say about these needs in the target language.

- It is better to treat poverty as a joke than as a serious concern (almost all of the users of Streamline can be assumed to be reasonably well-off, and poverty is therefore not a serious concern for them).

- With beginners' materials, content is necessarily an overlay on the linguistic syllabus rather than an integral part of a "global" or otherwise more comprehensive approach.

- Language learners are not real, whole people: they are, above all, merely language learners.

- It is good, in language learning, for there to be a playful atmosphere.

I think it is fair to say that this set of assumptions also underlies most other mainstream coursebooks. Yet it is only with the last of these that I have no objection. Of course learning should be fun. Teachers and publishers need to understand that the lightness which is undoubtedly a selling point for Streamline does not have to be sacrificed if one is to adopt a "global" approach. How is this possible? One answer is that the way students interact with each other and their involvement with materials can be a source of lightness and enjoyment whether a topic seems inherently serious or not. Also, a theme can be simultaneously serious and light, a point which is well exemplified by, for example, many of Charlie Chaplin's movies.

THE MODEL

Perhaps the most fundamental assumption underlying the model (Figure 1) is the idea that the state of the world and the directions in which the world will choose to go are a reflection of the consciousness and actions of individuals. The task of education is therefore to help individuals to see the links between their own feelings, ideas and actions and the world around them. It is the work of educators to foster the ability to make informed, independent and responsible choices. It is certainly not to attempt to turn people into political activists. Educational strategies for making the world a better place have to be seen as a long-term and transcending the fashions of teaching.

WHOLE PERSON DEVELOPMENT AND DEVELOPMENT OF THE LANGUAGE LEARNER

The most fundamental categories in the model are the learner as a whole person and the learner as a language learner.

An obvious and fundamental reference point for the establishment of what is relevant is the students themselves: their needs, abilities, interests, past experiences, attitudes to learning, as well as their immediate

experience: the learning situation. This is fundamental educational content, whether one hangs one's hat on the peg of global education or not. Students' own experience, feelings, opinions and hidden assumptions can be brought into any topic a course focuses on, whether it appears to focus overtly on global issues or not (Figure 2).

One of the key premises of global education is that the world is interdependent-a "global village"-on many levels, and that there are issues which therefore touch us all. This idea need not be thought of, as it typically appears to be among language teachers interested in global education, primarily in the sense, for example, that a conflict in one part of the world will have social, political and environmental repercussions elsewhere. It is important also to understand and remember that a large-scale conflict is not in essence so different from a conflict between individuals, say two students or between a student and his parents.
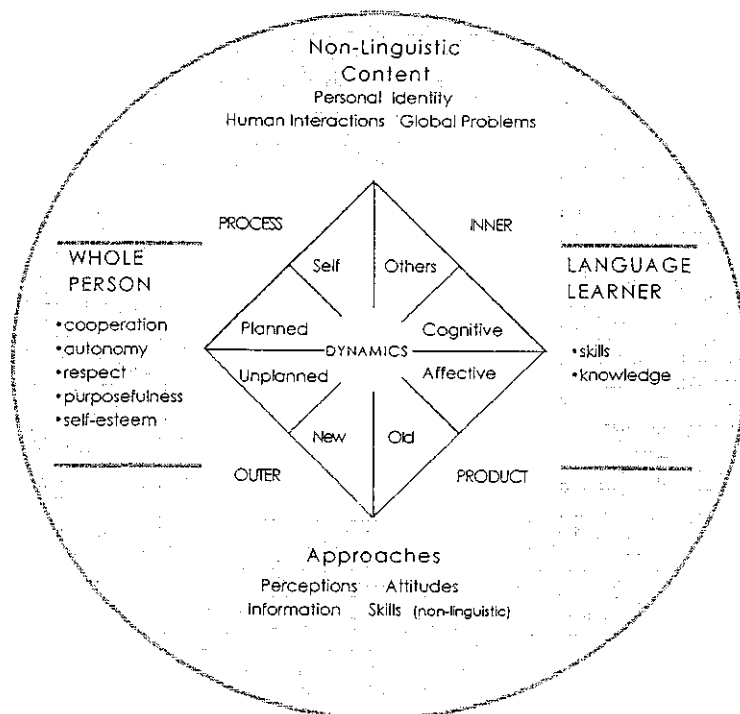

Figure 1

Looking at this idea from another angle, a student's feelings, assumptions, attitudes or perceptions regarding an apparently mundane or trivial object or incident may express much more than might appear to be the case at first sight. They may speak of something about his whole life, the society he lives in, his feelings about himself and so forth. As such they are potentially relevant, eye-opening and exciting content. As Keating, the teacher played by Robin Williams in the film "Dead Poets Society", tells his students, on the subject of writing poetry,
Sometimes the most beautiful poetry can be about simple things, like a cat, or a flower or rain. Poetry can come from anything with the stuff of revelation in it. Just don't let your poems be ordinary.
How do we go beyond "ordinary" teaching? It seems to me that an important part of what we should be striving for in teaching, in ourselves as in our students, is "the stuff of revelation", the ability to see ourselves and the familiar with fresh eyes. Perhaps teaching that achieves this without overtly dealing with global issues is more truly "global" than some of our teaching which does explicitly deal with them.

DEVELOPMENT OF THE LANGUAGE LEARNER
There is nothing controversial about this category, but the two sub-categories of "skills" and "knowledge" need a brief comment. In any language course there is a need to think about

what it is that the learner is to learn to do in communicating with the language. "Skills objectives" may be broadly defined, as in "learn to be able to speak more fluently on topics to do with daily life"; or they may be narrowly defined, as in "learn to be able to ask and answer questions to do with a person's occupation". As I am using the term, "knowledge objectives" refers to knowing about the language rather than knowing how to use it. Ensuring that students know how to distinguish correct and incorrect question forms, or the meanings in their own language of words related to occupations would be examples of such objectives.

DEVELOPMENT OF THE WHOLE PERSON

On the left side of the model are the words "cooperation" "autonomy", "respect", "purposefulness" and "self-esteem", . They are, in my mind, overlapping rather than entirely discrete categories. They reflect my sense that I need to develop in myself and in my students greater ability to cooperate with others, to think and act independently, to be able to have a positive influence on my environment and the people around me, as well as a stronger sense of my inherent worth as a human being. To some extent the categories are arbitrary, in that terms such as "positivity", "enthusiasm" or "openness to change"- to name but a few - could be held to be equally important in considering individual personal development. The point is simply to give the teacher a "checklist" which stimulates reflection on and development of teaching in the area of whole person development from a number of angles. Moreover, I assume that if the model is to be practically helpful to teachers other than myself it needs to be kept as simple as possible, and that this simplicity is more important than philosophical rigor.

The value of cooperation is surely beyond question in an increasingly interdependent world, and should for this and other reasons feature in the way we study and learn. Cooperative learning implies having students work together to teach themselves, and to achieve shared goals such as the carrying out of a study project or the maintenance of a congenial atmosphere. It also assumes active participation on the part of the learner in making the course function well and in communicating questions, needs and insights to the teacher.

Autonomy refers to students who can, briefly, think and act for themselves. The term is now widely used in language teaching, but perhaps with insufficient attention to the overlapping relationship between personal autonomy and language learning autonomy. An important implication of personal autonomy is, in my view, an ongoing openness to change within oneself, and this is of course relevant to learning. Another aspect of autonomy is the responsibility for making choices in what one does ("outer" dimension) and how one thinks ("inner"). These choices can be thought of not only in personal terms or language learning terms but also in global terms - the world faces particularly crucial choices at the moment.

Respect encompasses qualities such as tolerance, the ability to listen to others, empathy and care. The importance placed on "purposefulness" (problem-solving is an alternative term) refers to the importance of being aware at any moment of the purpose of what one is doing, a willingness to question the purpose, as well as the adequacy of present strategies in achieving it.

Finally, self-esteem is based on the notion that regardless of their degree of success with specific knowledge and skills objectives, students should feel the educational process to be one that respects their worth as people and that does not define or limit their potential, regardless of their achievements or failures. Without an unconditional sense of one's own worth as a human being cooperation is hollow, autonomy is impotent, respect for others is insincere, and our purposes are clouded or distorted.

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incorporated into the processes and content of the course

An Educational Language Teaching Course

Learner's experiences, feelings, attitudes, assumptions

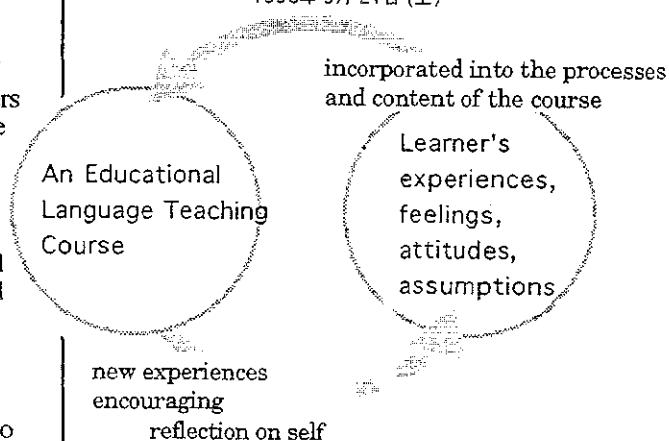new experiences encouraging
    reflection on self

Figure 2

THE DYNAMICS OF TEACHING

At the centre of the model are what I am calling the "dynamics" of teaching. A number of dualities are represented here, terms

which invite conceptual reflection on the structure of one's teaching in order to keep it "alive". They serve as a reminder to explore a variety of possible angles on a particular person, situation, activity or topic.

The dual categories given greatest prominence are process / product and inner / outer. Life itself is a process, a perpetual accommodation of opposite forces. The mathematician, inventor and educator Buckminster Fuller expresses this idea in these words:

Human beings were given a left foot and a right foot to make a mistake first to the left, then to the right, left again and repeat. Between the over-controlled steering impulses, humans inadvertently attain the (between-the-two) desired direction of advance. This is not only the way humans work-it is the way Universe works. This is why physics has found no straight lines; it has found a physical Universe consisting only of waves.
(Fuller 1963 p.145)

The sense of product is expressed in Fuller's words here by "desired direction." The terms "inner" / "outer" reflect a principle so fundamental and obvious that it is often overlooked: in dealing with any subject or activity there are both objective and subjective aspects. The notion of "experience" needs to be understood in terms of the interaction that goes on between these dimensions (Dewey 1963).

The terms "affective" / cognitive" refer to a need for an educational approach to allow students to learn through feeling, the senses, and physical action as much as through purely cognitive activity.

The pair "self / others" is based on the idea that communication is fundamental for human beings, and that we learn about ourselves through interacting with others. The teaching environment should be one which encourages people to communicate with each other, irrespective of whether the language teaching style is deemed communicative, although communicative language teaching can obviously be used to this end. It is important, incidentally, to consider the possibility that a teaching style that appears superficially to be communicative may not be facilitating person-to-person communication, while teachers using a traditional or non-communicative approach may well be stimulating their students to think about themselves and their surroundings in helpful, desirable ways.

The pair "planned / unplanned" refers to the need to allow careful organization, systematicity and predictability to be balanced with spontaneity, flexibility and a willingness to explore new avenues. Every person is unique, and it is foolish to think that we as teachers can ever know exactly what a single learner , let alone a group, needs to do or know. However, in a given teaching situation, observation and experience will certainly help us to see that certain needs are recurrent and therefore predictable. Moreover, from a learner's point of view, it can be helpful to have a sense of what is going to be happening in a teaching situation. (Of course some learners feel a greater need for this than others.)

The new / old duality expresses the need to think about what is new and old (familiar and unfamiliar) in the content or processes from the students' perspective, or in terms of our own teaching experience. It is also relevant in considering policy and practice from the point of view of colleagues or the institution in which we are working.

APPROACHES

The categories here represent a way of systematically approaching linguistic or non-linguistic content. We can approach these on the level of the "mindset" which students bring to the learning. We can also approach the content on the objective level of the information we want students to be aware of or the skills we wish them to be able to have.

1) Personal Mindset or System of Beliefs
The way we as individuals look at the world colors what we actually see. Three major ways in which this occur are through a) previous experiences we have had, b) our emotions, c) our conscious, half-conscious and unconscious beliefs, our assumptions and values. A person's mindset is sometimes called a personal "system of beliefs". When a person notices that his own perceptions of a person, situation or event contrast with those of others it is an opportunity to become more aware that essentially we "choose" our assumptions, values etc. and therefore our perceptions of what is going on around us.

2) Information
"Information" can refer to "knowledge about" the language or language learning. It can also refer to the non-linguistic content of a course. In either case we should be aware that the way the information is organized has meaning in itself. For example, if we work with a string of topics without attempting either to relate them to each other or to students' own lives, then we invite a dispersive effect on the minds of students (Dewey, 1963, p. 26). What we should be aiming at in the information we

work with is the development of an ability in students to see patterns and relationships, an ability to think comprehensively or holistically in order to be effective problem solvers.
4) Skills
Obviously we are in the business of developing language skills, However, it is a central assumption of a global education approach to language teaching that we do not have to limit ourselves to this. The fact that language is an aspect of communication means that its learning can be naturally linked with experience in social skills such as the ability to listen to and negotiate with others, which require empathy, openness, tolerance and a sense of relativity. The development of intellectual skills such as defining, summarizing and problem-solving can also become course objectives which complement without detracting from the attainment of specific linguistic objectives.

NON-LINGUISTIC CONTENT

The model I am presenting here organizes non-linguistic content in terms of Personal Identity (Figure 3), Human Societies (Figure 4) and Global Problems (Figure 5). They offer a systematic way for teachers to explore choices in the selection of non-linguistic content. They also suggest that a "balanced" or "integrated" content curriculum might reflect all dimensions of the three areas. Furthermore, they offer a way of looking at content in terms of oneself and others, and in terms of making connections between the personal, the local, the national and the global.
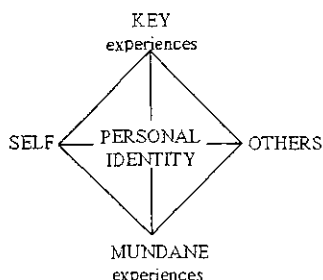

Figure 3

Personal Identity suggests a focus on the student's own life experiences, and also on those of others (whether actual or fictional). It can be useful to think in terms of "ordinary" or "mundane" experience as a way of looking at the familiar through fresh eyes, and as a means

of illustrating that the details of our daily lives can say much about our values and goals. It can be equally useful to look at "key" experiences such as crises, crucial decisions, and moments of inspiration.
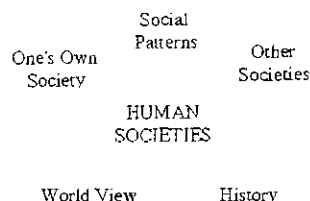
Figure 4

Human Societies is depicted as having three dimensions. The category of "social patterns" can be taken to offer a way of looking at a society in terms of its social classes, institutions, and patterns of interaction between individuals or groups. Much of what can be called World View is related to what I have said above about personal perceptions, attitudes, beliefs and values in the "Approaches" section. This separate category focuses on how these are symbolized in one's own or another culture in the form of behavioral expectations and norms (Pennington, 1985, p. 33), and how these relate to one's own beliefs and attitudes. In relation to this, the category History can be used to look at objective information on the one hand, and how, on the other, differing "mindsets" create divergent perceptions of events.

Figure 5

As mentioned above, each of these non-linguistic content areas has a "self-others" dimension. In the case of Global Prob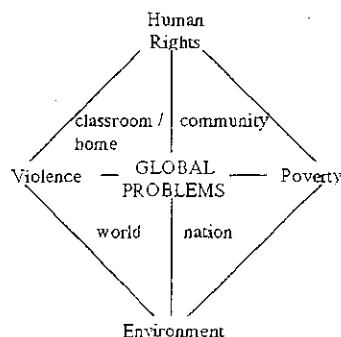lems this is perhaps not self-evident. In this category the self-others aspect is reflected in the fact that one can study each of the themes in terms of one's own personal experience, in terms of what goes on in one's own local and national community, or in terms of what goes on outside of these limits, i.e., in "global" terms.

The selection of "Violence", "Poverty", "The Environment" and "Human Rights" as four fundamental themes or issues in the world is sometimes criticized. How do women's issues fit into this framework? My response is that they can be dealt with in terms of all four areas: one might, for example choose to deal with women's issues in terms of marital violence, of women in developing countries, in terms of environmental destruction representing "male" aggression inflicted on the environment, and in terms of human rights. As another example, the theme of "poverty" can be explored in physical or spiritual terms. With imagination it can even be applied to the immediate classroom setting, with "poor" classes being thought of in terms of those where there is little laughter. Thus these four problem areas offer a way of systematically going into any issue both in depth and from broad perspectives. This depth and breadth are of course reinforced by links that can be made with the other content areas of Personal Identity and Human Societies.

SOME THOUGHTS ON SELF-ACCESS

In language teaching there is a strong current of interest in developing imaginative and engaging activities for students to work on in pairs or small groups. Such work can easily be used to encourage students to be active and participative rather than passive. What is still relatively unexplored, however, (and certainly not reflected in the design of a book such as Streamline) is the principle of self-access learning in small groups or pairs working at their own speed. The course "Threshold" (Ferguson & O'Reilly, 1980), which incidentally lays no claim to being "global", has broken important ground in providing an example of how this can be done with a pre-determined linguistic syllabus in the form of a textbook and tapes.

It is common to think of learning processes in terms of how successful they are in helping students to attain linguistic objectives and whether they are enjoyable. A strong case can be made for self-access pair-

and small-group learning on both counts, but it can also be seen as important for the possibilities it offers for teaching students to teach each other, independently of the teacher and other groups. The processes of self-access pair- or small-group learning thus have an educational potential that corresponds closely to the concerns of my model. They encourage students to accept and respect their own abilities, to be process-minded as well as result or product-oriented, to take responsibility for their own learning, to work at teaching and learning from each other, and to be maximally active and participative in using the target language.

GREATER MEANINGFULNESS THROUGH GREATER INTEGRATION

I am arguing for a much broader notion of meaningfulness than it is conventional to adopt in language teaching. Conventionally, meaningfulness appears to be conceived of in terms of matching language exponents with a rich textual or situational context, and in terms of how "interesting" or "motivating" materials are for students. A global approach to language learning, in contrast, can be one that presupposes that the degree of meaningfulness of materials and courses is more than simply a matter of how judiciously target language and context are matched; and that it is not simply a matter of how successfully student attention is maintained.

Meaningfulness should also be thought of in terms of the overall impact of lessons and courses as a whole. It is possible to think, as many teachers interested in content-based language learning now do, of what a course as a whole "communicates", communication in this sense referring to what students absorb, through a language course, of a particular type of content. A global education approach to language teaching can go much further. It can suggest looking at meaningfulness or what is "communicated" in terms of a) the "hidden curriculum" of teacher and course writer assumptions and values; b) the impact on students of the learning processes; c) the type of content and the way the content is structured; d) the way these three interact with each other.

An appreciation of the last of these calls for the teacher or course writer to integrate the linguistic objectives, the learning processes and the thematic content in a systematic way. It can lead us to ask, among other questions, whether language learning is not likely to be more meaningful and therefore enhanced if the

learning processes are judged not only in terms of efficiency and enjoyment, but also in terms of how they relate to the content. Global issues are problems which have connections with the lives of each of us on various dimensions, and they call for our participation and cooperation as autonomous individuals. The self-access principle, encouraging autonomy, active cooperation and participation as it does, is therefore not only a powerful educational instrument in its own right: it is a natural complement to the exploration of global issues.

SOME THOUGHTS ON A MAINSTREAM TEXTBOOK - PART B

At this point I would like to consider a number of ways in which the model might be used to generate ideas for elementary materials. I feel that if a case can be made for the model at this level of language, then it goes without saying that it can be applied at higher levels. Space does not permit that the discussion go further than the level of content. My purpose here is primarily to demonstrate the model's potential usefulness. I am definitely not suggesting that my examples actually constitute such materials. I would ask the reader to consider each example carefully in relation to the relevant parts of the section above entitled "The Model".

For the sake of simplicity I will continue to use the characters of Streamline Unit 16 as a point of reference, and will assume, arbitrarily, that we are using the model to produce materials based on the theme of poverty. It is possible to work "top-down" in this way, but an example of an equally valid approach would be to focus on a particular individual and look at how various themes or issues touch that person's life. There are no doubt countless other permutations.

Another point readers should bear in mind is that (particularly at beginners' level) the integration of so called "serious" or thought-provoking themes into the materials does not necessarily imply that students should be expected to discuss them. A mere picture can, as we all know, be very powerful in stimulating us to reflect. Why should a course not be concerned with stimulating thought in the students' native language, especially on matters for which their target language ability is still too unsophisticated?

Yet another very important point to bear in mind is that the way we set out materials has meaning in itself. The mere juxtaposition of Gloria Gusto, Tom Atkins and Terry Archer is suggestive and potentially thought-provoking.

It is, these points notwithstanding, obviously desirable to provide students wherever possible with language which enables them to express, however crudely, their real feelings and ideas.

APPLYING THE "APPROACHES" PART OF THE MODEL

There are two basic ways in which the "Approaches" section of the model can be applied. Firstly, it can be used as a tool in systematically considering what students are bringing to a course from their own experience, which, as mentioned above, is an obvious starting-point for course design. Secondly, it can be used to generate ideas about the content as it stands without that element. It is the latter function which will be examined here.

Thinking about personal perceptions (the category "mindset") in terms of emotions might lead us to ask how Terry Archer, the factory worker, feels about unemployed people such as Tom Atkins. Perhaps he hates his job in the factory and resents people who don't work. Language exponents might be as simple as:

He (Terry) hates his job.

He likes his car.

Tom is lazy. (The concept "He thinks" can be expressed by a cartoon bubble if it is considered linguistically inappropriate.)

Attitudes could be dealt with by asking students to "create" the characters' identities by attributing to them sets of statements such as these:

I love my children.

I like working.

Money doesn't make me happy.

There is scope for looking at the concept of poverty itself in fresh ways. The word "poor" is often used in expressions such as "a poor student". What does this usually mean? Could a "poor" student be thought of instead as someone who has no shortage of good marks but nevertheless feels uncomfortable making mistakes in front of others? Could a "poor" student be someone who studies not because he himself wants to study, but because he feels he has no choice? Could a "poor" teacher be someone who doesn't laugh much?

Obviously the range of Information from which one can select is vast. An example of the information one might wish to include could be a simple statistic:

In Yokohama there are _____ homeless people, with students being asked to guess a figure before being told the actual answer. One

should remember also that this category refers to the way information is organized both in the course and in the minds of students; and that it suggests the potential for content to sensitize and develop awareness in a general sense: simply by dealing with the theme of poverty we are encouraging students to be more conscious, sensitive and curious with regard to this issue. Teachers need not express any opinion about the problem unless they choose to do so.

APPLYING THE "NON-LINGUISTIC CONTENT" PART OF THE MODEL

Continuing in a very hypothetical mode for the sake of illustrating the applicability of the model, Figure 3 might lead us to look at a "key" point in Tom Atkins' life when he broke up with his wife and family, left home, eventually became alcoholic and lost his job. Tom might subsequently go through another key experience which results in a positive transformation of his life. This could give students the chance to talk about some important experience in their own lives (it is probably imprudent to ask beginners to talk about some real crisis in their lives). We might equally look at the ("mundane") daily life of each of the characters (what do they take for granted?), and students could compose similar accounts of their own daily life. In the case of Human Societies (Figure 4) the category Social Patterns could have us teaching everyday language while looking at a cocktail party at Gloria Gusto's house, at Tom drinking on a park bench with some other tramps, and at Terry drinking in the pub with his mates. It might also suggest we look at some of Tom's experiences at school, with welfare institutions, or with the police. The category of World View might suggest looking at the typical or "normal" ways in which alcohol and alcoholism are regarded, or homelessness, and the mindset underlying these. The category History could focus on some simple facts and figures regarding homelessness or alcoholism.

In considering Figure 5, one can look at a theme such as poverty from personal, local, national and global points of view. What actual experiences do students have of meeting or getting to know people who are really poor? What can happen in a family if one sibling becomes rich and another poor? Are there poor and homeless people in one's neighbourhood? What is a "poverty trap"? How widespread are these problems in the students' country? What do students know about these problems in other countries? What parallels are there between the processes of international aid and what goes on between individuals?

CONCLUSION

I hope that this model and its rationale will serve to stimulate discussion among colleagues as to what we mean by "global" or "holistic" language teaching. In my own teaching what seems most important is for myself and my students to feel alive and to be enjoying what we are doing. To be "alive" in the teaching / learning situation is something very simple, so simple that it cannot be defined. The model does not attempt to define it, but rather to facilitate the reflection and planning needed to bring into play those things within us and in what we do that tend to be enlivening.

I will be pleased if this article can go a little way towards encouraging a subtle and tolerant approach to global issues and global, holistic education. I will be delighted if it proves to be of direct and practical help to some of those who choose to see the role of "educator" as part of what it is to be a language teacher

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Quotable Quotes for Reflect ☎

"Knowledge" . . . isn't just there in a book waiting for someone to come along and "learn" it. Knowledge is produced in response to questions. And new knowledge results from the asking of new questions; quite often new questions about old questions. Here is the point: Once you have learned how to ask questions -- relevant and appropriate and substantial questions -- you have learned how to learn and no one can keep you from learning whatever you want or need to know.
    --- Neil Postman & Charles Weingartner

NEAR PEER ROLE MODELS

Tim Murphey ☆
Nanzan University

Motivational and developmental psychology stresses the need for role models for developing individuals. Heroines and heroes, intellectual and financial wizards, and people in high and low places in histories, stories and society inspire us throughout our lives with their deeds and ideas. However, this little article describes some lesser gods, closer to home, and how they can perhaps inspire even greater learning.

Near peer role models (NPRMs) are peers who are close to our social, professional, and/or age level who for some reason we may respect and admire. Many people while growing up have had the experience of watching some student or sibling just a few years older and modeling their behavior. It may be that we only respect a characteristic or an ability that they have and not even the whole person. I can remember wanting to play basketball like my brother, wanting to get straight "A"s like my sister, and wanting to run as fast the girl who sat next to me in third grade. I may have never surpassed them but they stimulated a greater participation in life from me.

So the question becomes how can teachers find such potential role models and present them to their students-- for example, models who find learning languages fun and fascinating and whose proactive beliefs can inspire other students? Below are three examples taken from my own context which illustrate the use of NPRMs. Readers can possibly use these and certainly find others for their particular needs.

Three examples of allowing NPRMs to become even more effective

Action log Newsletters

Supportive comments from students journals, essays, or, in my own case action log reflections on class activities (Murphey 1993), can greatly enhance the effectiveness of classroom activities when they are given exposure. I simply copy supportive comments from students and put them on a sheet as a class newsletter with the heading "Some Comments from Students". For example, an activity I do with many classes is telephoning classmates for homework and asking questions in English. About 50% of the students don't like it at first and would probably give up if they didn't read the supportive comments from other students in newsletters. These other students act as near peer role models with comments like "Wow, it was fun to talk in English on the phone. We spoke a little Japanese but we spoke for 15 minutes in English first."

Video interviews

Four enthusiastic 2nd 3rd and 4th year students were video interviewed about the ideas below:
1) Making mistakes in English is O.K.
2) It's good to have goals in learning English.
3) Speaking English is fun.
4) Japanese can become good speakers of English.
The video material was edited down into a fast paced 8 minutes. In classes of first-year students, students first mark their agreement concerning the above four statements and then watch the 8-minute video twice. After viewing, they answer the agreement scale one more time and they themselves notice that they have changed their beliefs because of the video (because of the NPRMs). Data shows that students make significant changes in their beliefs as a result of the viewing (Murphey and Murakami, in progress).

Graduate Student Action Research Publications

Foreigners in Japan are distant role models for students. Japanese teachers are potentially much more powerful because their students can identify more easily with them and that is why it is important that they hear them speaking English. However, many JTEs don't use English in front of their students. Again foreigners telling them to speak English are too distant as role models. An additional problem is that changing from Japanese to English is overgeneralized to an all or nothing task and seems daunting. Therefore I asked a group of graduate students to speak only a few words more each day for a few weeks and to get feedback from their students in an action research cycle. Then they wrote up short case histories (Murphey, 1996) and these were distributed to other teachers. Although it is still too early to measure the full impact, there seems to be a greater acceptance of the possibility that change can take place because now they have NPRMs of how it can be done.

I wish I would've known that earlier
Several years ago when we found out that when mothers asked their children what they did in school, the children learned much more (Hayashi and Murphey, 1993), I exclaimed to myself "I wish I would've known that earlier." In a way the mother we described became a role model for me and many other people who read about what she did. When my children come home I want to be waiting with cookies and milk to ask about school, to valorize their academic life with parental interest.

When effective means for inspiring others are discovered, we owe it to humanity to communicate this information as much as we can so that others can experiment with it and refine it. So now you know about NPRMs and three ways you can use NPRMs. You don't have to do the exact same thing unless it fits. You can apply the principle in many ways to your teaching. And you may be wondering how you might apply the idea of NPRMs to your own teaching situation as you loop in positive examples of proactive participation in life from those who are already doing it.

Finally, I think one of the basic principles that I am discovering (for myself) is that we reap what we sow and we don't always have to be super organized during the sowing to enrich ourselves and others. In other words, "Anything we do randomly and frequently starts to make its own sense and changes the world into itself. Anything you want there to be more of, do it randomly. Don't wait for reasons." (Ann Herber, Margaret M. Pavel and Mayumi Oda, *Whole Earth Review*, Summer 1994, p. 66.)

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Looking forward to seeing you there!
Where?
You know, . . . there!
Where people get really intensively into massively interconnected widely distributed simultaneously operating constellations of parallel processing! Huh?
At the Teacher Ed SIG party! Sunday night. Come by the desk and for directions.

Quotable Quotes for Reflection

I have come to feel that the only learning which significantly influences behavior is self-discovered, self-appropriated learning.
    --- Carl Rogers

Teacher Education Get-together Meal and Party Sunday Evening November 3rd 1996

Join us for a get-together party over food and drinks ,with Marie Nelson as our guest, on the Sunday evening of the conference!   Details of where and when to meet will be posted in the Teacher Education area B2 Robby (Main Building). Make sure you drop by and sign up! See you there!

SEND YOUR ART-TICKLES

by snail (with disk) or E-magic to:
Mits Murphey * Nanzan University
18 Yamazato-cho, Showa-ku, Nagoya 466
tel 052-832-3111 fax 052-833-6985
E-mail: mits@ic.nanzan-u.ac.jp
Deadline Jan 20 1997.

Teacher education, me and a manifestation

By Stephen Brivati ☆

I have just finished responding to the questionnaire concerning taking a distance MA in the latest Teacher Talking to Teacher. Such tasks have a habit of requiring a fairly innocuous response and then suddenly ìBANG!!î; one has been sandbagged by a question provoking a much deeper internal rumbling. The offending question was "What is the biggest personal lesson youíve learnt in doing a distance MA?" My totally spontaneous response was ìI have learnt that I am utterly ignorant in many areas of teaching.î

This seems fairly healthy (though I say so myself) and gives me the confidence to explore the extent of my own ignorance within the context of teacher development. What better place to begin than with the obvious question, "So, self-confessed numbskull, where do you see your greatest depths of ignorance?" The answer to this positive line of questioning also springs readily to mind these days: I have just begun teaching at a junior college and I have no idea what my students think of themselves, life and me. O.K. so they only get twenty-six lessons a year and are not assumed to have aspirations above tea and telephones, but "How come they listen with rapt attention to my views on wasted human potential, sexism and the universe? How come, with the right triggers, at least half of them can write long stories in English that have me rolling on the floor with laughter?" (I am not that easy to entertain!) I smell a socio-institutional rat!

Reviewing the first term, it has become clear that students need to make public and explicit their conception of what being a student is, what the role of the teacher is and what learning a language is. The teacher too, has an obligation to present his views of these concepts to the student, not in order to impose, but to compare and question in the spirit of negotiation. This seems to be the most fundamental research that the teacher must do before knowing the students as people and of course, teaching can begin. It is through this process of negotiation that co-operation rather than acceptance of traditional roles develops. How on earth, with the hindsight of 20-20 vision have I got through a whole term without establishing this basic level of understanding? Phew!

Institutions of course, require grades. We need to re-inforce students understanding of whether they will be high or low grade tea servers and telephonists.

You what??????

I have realized that I spent ten weeks trying to sell the concept of adulthood and responsibility to my students, only to take it away with an ABCD of God at the end. Truly a case of one step forward and six backwards. So what can we do to resolve such problems? Here is one proposal:

At the beginning of the term ask the students to work in groups and define a good student. Work in Japanese if necessary. Show the students your idea of a good student and compare the differences. Ask students to speculate on the reasons for the differences. Why did you include autonomous learning on the list? What does it mean anyway? Etc. having discussed, blended and negotiated it would now seem possible to ask students to evaluate themselves as students and the teacher on a regular basis. The students may want to design the questionnaires. Use of a video camera to record a lesson and have the students evaluate the teacherís performance is, in my opinion, pretty swish!

Now we come to the life and death ABCD grade. Ask the students what criteria they would use to evaluate themselves. Show them your criteria and repeat the process of negotiation and blending. Ask the students to grade themselves and justify their grade according to the negotiated criteria. Repeat the process while grading the teacher! Can you justify being given a higher grade?

In attempting to develop my teaching through the resolution of fundamental ignorance the above proposal has somehow emerged from the mist. It is not meant to be viewed as a systematic plan, but a starting point for anybody wishing to go on the journey of education with some understanding of others. Born as it was, from a desire not to feel like a ìbus- girl teacherî (pretty, dynamic and largely ignored) I hope it provides someone out there with food for thought, if not breakfast.

****

Docendo discimus

スプーン一杯のお話

小澤正樹

教室に入って最初にすることは何ですか。景気づけのジョーク？それとも教室をグルッと見回して「背筋を伸ばせ、こっちを見ろ！」ですか。

高校時代、僕は劣等生であった。数学ときた日には「超」が付くほどの。数学の先生のことはよく覚えている。コンピューターのような人で、教室に入るなり黒板に直行し、なにかの公式について話し始めるのであった。「ちょっとすみません。その黒板の公式いったい何ですか。何の役に立つんですか。」と聞きたかったが、こんなことを考えていれば当然置いて行かれる。友人達はついていけても僕には無理だった。教科書に入っていくのに少し時間がかかる人間はいつもいるものだ。

今僕は教師だ。そしてあの数学の先生を思い出すと、いろいろ迷惑をかけて申し訳なかったと思う。と同時に、もし僕が僕の数学の教師だったら、別の教え方をしたのではないかという気がする。たぶん最初に何か話でもして生徒の興味を引き付けようとしただろう。たとえばこんな話だ。「なんでガロアって奴はこんな公式をひねくりだしたんだろう。これは僕たちの生活にどんなふうに役だっているんだろう。」こんな話でも聞けば、もうちょっとついていけたんではないか、と思う。

これが「お話」の効果だ。生徒を引き付けやる気を起こす。でもこれを英語の授業中に英語でやれば、さらに別の効果がある。まず生徒は、英語とは丸暗記するものではなくて、本当にコミュニケーションに使えるんだとわかるだろう。さらに新出単語や表現が実際どんな場面で使えるかという実例にもなる。すごいでしょ？でも、どうやって？何かコツはあるの？　はい、少々。

1　短くて簡単な話から始めましょう。僕は「私の初恋」という題でこんな話をした。　”I was five. She was five. We were in the same class in the same kindergarten. I was small, she was much taller than I. When bad boys came to hit me, she came and hit the boys. 'How strong!' I thought. I came to love her!”
作り話でも構わない。創造力を駆使して面白い話にしましょう。

2　ジェスチャーを使いましょう。大袈裟なジェスチャーで話はわかりやすくなる。

3　声を使い分けましょう。高い声、低い声、大声、ささやき声、やさしい声にダミ声。使い分けて話を盛り上げましょう。

4　話に間を入れましょう。必要なら長・・・い間を。そして繰り返しましょう。

5　目線も大切。生徒を一人一人見ること。一人一人見ながら視線を合わせて、君に話してるんだよ、とでも言うように。

6　絵を書きましょう。下手な絵でも結構。生徒は大笑いするだろう。

7　一番大事なのは話をするのを楽しむこと。あなた自身が面白がって話をしましょう。

「お話」は文法の授業で特に効果的だ。文法は単調な授業になることが多く、生徒は目が点、というのも珍しくない。ここがお話の出番。たとえば仮定法を扱っているとしよう。初恋の話の後でこんなことを付け加えたらどうだろう。"If she hadn't come and helped me, I would have been hit by the boys."　仮定法が実際どんな場面で使われるかわかれば覚えやすくなる。

お話は楽しいし、やる気を引きだしてくれる。一度試してみませんか。生徒も気に入るだろう。スプーン一杯のお話が授業を飲み込みやすくしてくれます。

!MOMENTS OF WOW! at HIROSHIMA JALT'96 Teacher Education N-SIG Organised Sessions at

(N.B. Times, days and rooms all subject to change at the time of going to press: please check in the conference handbook)

A Follow-up Program for IN-SERVICE JHS TEACHERS (TE N-SIG Sponsored Presentation)

When: Sunday, 12.45 - 13.30
Where: Chugoku 703
Presenter: Takaki Nobuyuki
Format: !WOW! Paper !WOW!
Language: Japanese
Length: 45 minutes

　本発表は、Junko Okada （Teacher Education Colloquium, JALT Nagoya 95) が現場教員の立場から提起した現職教育の問題を、Teacher Educator の立場と観点から検討し、発展的に論議を深めるという意図に立つ。

　前半では、まず「教える」だけの教員養成から「育てる」教員教育への転換の必要性を、熊本における現職研修の現状分析に基づいて述べる。特に、単発的かつ一方通行的な多くの研修が、継続的で双方公的なものに転換すべき根拠に焦点を当てる。

　後半では、筆者のグループが、上記の発想に拠ってこれまで3年にわたって熊本で実践している develop-mental な現職教育の実態と問題点をその活動理念・組織・運営・シラバス等にそって報告する。

　最後に、大学が地域の特性や制約に根ざした教員教育に果たすべき役割について述べ、教員養成と現職教育を、総合的で組織的に実施するための方策について提言を試みる。

GETTING STARTED WITH TEACHER ACTION RESEARCH

When: Saturday 11.45 - 13.30
Where: CS-703
Presenter: !WOW! Marie Nelson
Language: English !WOW!
Workshop Length: 105 minutes

Organised like a writers' workshop for teacher-researchers, this session will step participants through the processes of identifying topics and generating preliminary questions to guide the early phases of classroom research. After 'thinkwriting' to identify about an area of teaching that causes them strong feelings or ambivalence, volunteers will share their issues with the group and receive feedback from group members and facilitator about how to find data to help solve the problems they experience.

　After this demonstration in the large group, participants will work in small groups of two or three to get feedback on their plans for action research. Research questions/issues that arise will be addressed in the context of expressed concerns. Sample issues that might arise include the following: confidentiality, adopting an appropriate research stance, ethical issues teacher researchers face, exploratory and confirmatory phases of research, the rationale for emergent naturalistic designs, field notes and other kinds of data teacher researchers use, finding patterns in the data and confirming them, and sharing findings with others-at work and in the field.

　In the last few minutes of the session, participants will thinkwrite again to plan the next steps of their work. They will share these as time permits.

EXPLORATIONS IN RE-DEFINING REFLECTIVE PRACTICE

When: Monday, 9.15 - 11.00,
Where: Chugoku 703
Moderator: Janina Tubby
Presenters: David Bell, Richard Smith, Cheiron McMahill, Hatano Izumi
Format: Colloquium
Language: English
!WOW! **Length:** 105 minutes !WOW!

The four presenters in this colloquium will each present a 20-minute paper on the nature of becoming a reflective practitioner. The first

paper will assess the effectiveness of double teaching practice in which trainee teachers repeat their lessons. By re-examining the structure of teacher practice, the presenter will suggest that repeating lessons helps nurture reflective practice for the starting-out teacher. The second paper will describe how pre-service training can be facilitated through taking the trainees from reflection on "typical" English lessons in their own learning experience, via generation of options within such lessons, towards planning contextualised and justified alternatives for their own teaching. Such teacher education, it will be argued, can lead to appropriate innovation within the particular social context of Japanese JHS and SHS teaching. The third paper will take as its theme the idea that teachers can make the most of the social context in which they work by drawing on the collaboration of volunteer assistants from the local community. This will be proposed as one means to maintaining a reflective edge in the communicative classroom.

Similar mentoring relationships are at the heart of the fourth presenter's argument too, in which peer mentoring - together with individual reflection - will be put forward as key elements in the successful learning processes that micro-teaching can engender. Thus, all four papers aim to extend the borders of our current understanding of what becoming a reflective practitioner means. !WOW!
****

MOSAICS OF TEACHER DEVELOMENT AND SOCIALIZATION

When: Saturday,   15.15 - 17.00
Where: Nissay B
Moderator: Katsura Haruko
Presenters: Tim Murphey, Paul Beaufait, Sean Conley, Andrew Barfield
!WOW! Format: Colloquium !WOW!
Language: English
Length: 105 minutes

The four presenters in this colloquium will each present a 20-minute paper on teacher development and socialization from pre-service training through to later in-service teacher education work. The first presenter will look at teachers video-taping and analysing their own classes and risk-logging, and argue that these two techniques, understood within a wider anthropological interpretation of learning and change, are powerful tools of effective teacher development. The second presenter will examine how teaching institutions themselves are powerful influences on teacher development, and how institutions can shape teachers as much as teachers can shape institutions and themselves. The third presenter will look at distance peer mentoring programs for in-service training with English conversation school teachers, and report how such communal peer mentoring can help create training geared to the individual needs of each teacher. The fourth presenter will analyse the developmental process of teachers in their first two years of teaching, and point to how the lessons of such an analysis can alter our understanding of what form pre-service teacher education programs can take. All four papers will thus take a broad view of teacher development, and invite the colloquium participants to alter the borders of their mental maps of teacher education. !WOW!

In order to be true to the interactive community-based nature of learning that the four presenters adhere to, this colloquium will be organised with the four papers simultaneously given in poster form, with the presenters on hand to explain their views and ideas, before the moderator leads the participants through jigsaw feedback in groups and later full plenary participation and discussion. !WOW!
****

WOW!   Come along to the Teacher Education Annual General Meeting Sunday November 3rd 15.45 - 16.30   Chugoku 703 SEE AGENDA NEXT PAGE

...and WOW!   How about dropping by the Teacher Education N-SIG Display Table! See you there!
****

You may want to confirm all details in the conference handbook on arriving in

Hiroshima. Life is full of surprises ᏆᏆ
****

Docendo discimus
****

COME TO JALT 96 & Drop by the Teacher Ed. Display Table in B2 Lobby (Main Building)!

Distance Learning Programs & Universities in the Orient

Compiled by **David Bissell**
bissell7@BORA.DACOM.CO.KR>
Date: Sat, 8 Jun 1996 10:40:57 EDT

DISTANCE LEARNING PROGRAMS

1. **UNIV. OF SOUTHERN MISSISSIPPI** - MA in TESOL and MA in Teaching Languages - Two summer sessions with self study inbetween - COST: $2,000-2,500 per su. (No tuition swap but pos.fellowship) HTTP: http://www.usm.edu

2. **UNIV. OF LEICESTER** - in UK. MA in Appl.Ling.& TESOL CONTACT: H.C. Whitefield COST: #2850 HTTP: http://www.mcs.le.ac.uk/UniversityInfo.html

3. **NOVA SOUTHEASTERN UNIV.** - in Fort Lauderdale, Florida USA Doctorate in Teaching English as a Foreign Lang.3 trips to the USA (3 wks. the 1st summer and 2 wks. the last 2) HTTP: http://www.nova.edu/

4. **TEMPLE UNIV.** (program in Japan) MA Ed in TESOL Graduate Office of Temple U.; Nagoaka Bldg.#2; 3-35-2 Takanobaba Shinjku-ku; Tokyo 169 Phone 03-5330-2771 COST: A spendy $20,000 US (cover most costs teaching English) HTTP: http://www.temple.edu/

5. **COLUMBIA UNIV.** (program in Japan) MA in TESOL Telephone: 03-3372-3100 Fax: 03-3372-4293 CONTACT: John Fanselow or Leslie Beebe COST: A spendy $20,000 US (cover most costs teaching English) HTTP: http://www.columbia.edu/

6. **GEORGETOWN UNIV.** (in Japan) TEFL Cert. 3 wks. in the summer CONTACT: Yamamoto San Tel 03-3350-7681

7. **SCHOOL OF INTERNATIONAL TRAINING OF VERMONT** MAT/SIT Intensive Study during Holidays; 31 Credits to be complete in 3 consecutive years of study CONTACT: MAT Japan/SIT program Phone: 078-592-2020

8. **ASTON UNIV.** (UK program) Distance Learning Program in English HTTP: http://www.aston.ac.uk/home.html EMAIL isu@aston.ac.uk

9. **UNIV. OF SURREY**- MA in TESOL HTTP: http://www.surrey.ac.uk/

10. **READING UNIV.** (UK program) Distance Learning Program in English HTTP: http://www.reading.ac.uk/

11. **UNIV. OF BIRMINGHAM** (UK program) MA TESOL; MA TEFL; and MA in Special Linguistics CONTACT: Jane Gardner   HTTP: http://www.bham.ac.uk/

12. **HARRIOT WATT UNI.** (UK program) MA in TESOL (HIGHLY FLEXIBLE) CONTACT: Morey House Institute of Ed. FAX: 031-537-5138 HTTP: http:// www.hw.ac.uk/

13. **UNIV. OF SHEFFIEL** - Distance Sandwich Course HTTP: http://www2.shef.ac.uk/ Tel. 0742-768555

14. **LANGUAGE RESOURSES** - KOBE/JAPAN- RSA Certificate/Diploma CONTACT: Geoff Rupp Telephone: 0782-382-0394

UNIVERSITIES IN THE ORIENT

1. **UNIV. OF SCIENCE AND TECHNOLOGY** (In Hong Kong) Master of Philosophy and Doctor of Philosopy in English (teaching available to cover cost of Education) EMAIL: gradmit@usthk.ust.hk HTTP: http://www.ust.uk/

2. **UNIV. OF HONG KONG** Master of Philosophy and Doctor of Philosophy in English (teaching available to cover cost of Education) CONTACT: Academic Services Enquiry Off. Telephone: 852-6859-2433 Fax: 852-2803-0588 OR CONTACT Research Studies at Elliot Hall Tel: 852-2857-3543 EMAIL: research@hkucc.hku.hk HTTP: http://www.hku.hk/

3. **CHINESE UNIVERSITY OF HONG KONG** Programs in English and Perhaps TESOL (same opportunities to teach English to offset financial costs of Education) CONTACT: The Registry EMAIL: admoff@slp.msmail.cuhk.edu.hk HTTP: http://www.cuhk.edu.hk/

4. **UNIVERSITY OF MALAYA** - 50603 Kuala Lumpur; Malaysia MATESOL - Department of Faculty of Languages and Linguistic MEd TESOL - Department of Faculty of Education (Educational Expenses can be offset by teaching English) CONTACT Dr. Bland EMAIL: merton@fp.um.edu.my (This address may not be up to date)

5. **HANOI NATIONAL UNIV.** MA and possibly PhD in English and TESOL CONTACT: A1. P.41., 90 Nguyen Trail; Dong Da, Hanoi Tel: (84-4)583798 Fax: (84-4)583061 Talk to Professor Le Quang Thiem - Director of Asia Pacific Studies. COST: $1000 for 2 Years (can pay way by teaching English, living costs about $250 per month)

6. **YONSEI UNIV. IN KOREA** RSA Certificate will be offered sometime the first part of 1997 Beginning in Jan./Feb. though March (Program connected with Columbia University) CONTACT: Dr. Dwight Strawn EMAIL: djstrawn@bubble.yonse.ac.kr

Baselines

To continue networking with each other, and to inform a wide audience of your teacher education concerns and author-to-author areas of interest, we include more profiles from N-SIG members. Just fill in the questionnaire that came with the June newsletter, and send it in to Sean Conley, Membership Coordinator 96, at the address indicated on the questionnaire. Many thanks!
****

Stephen Brivati- Shizuoka

* Main interests: cognitive psychology (its relevance to the language classroom) and learner autonomy development viewed from a cognitive rather than behavioral perspective. I am particularly interested in metaphor and the role it plays in restructuring interlanguage. This is the topic of my Ph.D. research.
* I am especially interested in the application of storytelling and, by extension, drama in the language classroom.
* I have found that consuming copious amounts of sake is very helpful in understanding much of the above.
* I have a very extensive library of EFL books and articles, but I am too lazy to provide a vast list. Just ring me with a topic and I might well be able to send you something helpful.
* Contact information: Stephen Brivati. Ogasa Gakuyoo Junior School. 5430 Shimohirakawa, Ogasa cho, Gun. Shizuoka Ken 437-15.
  Work-TEL 0537 73-2400
  FAX 0537 73-2401
  Home-TEL 0537 73-7422

Steffen Eckart Yokohama

* After teaching and studying at the Monterey Institute of International Studies in California, I came to Japan in January 1996. My professional interests include the teaching of writing, test development and the use of imagery in language education.
* Contact info.: TEL 045-941-40555 (H)

Morio Hamada Machida, Tokyo

(til December 1996) Hidaka-gun, Wakayama-ken (from January 1997)

* My main interests are how teachers develop their Japanese language ability and/or their second language education.
* I'm interested in author-to-author contact on classroom research for teacher development, teachers' language/discourse in classroom interaction and the role(s) of teachers in language education.
* Contact info.: TEL0427-27-5763 (H)
  E-MAIL: HCA01742@niftyserve.or.jp

Dr Judith Johnson Iizuka, Kyushu

* I'm an associate professor of education at Kyushu Institute of Technology, Iizuka. I've taught ESL/EFL, and international studies in the U.S., Latin America and Asia, and teacher education in Europe and Asia. I'm developing curricula for projects in Russia and the People's Republic of China.
* I'm interested in author-to-author contact on research related to English language teaching methodology used in Japanese public schools.
* Contact info.: TEL 0948-29-7874
  E-MAIL: johnson@lai.kyutech.ac.jp

Tim Newfields Shimizu-shi, Shizuoka

* Currently I'm interested in reflective teaching and ways to narrow the gap between the educational values I profess and my classroom practise. I've taught 15 years in Japan and hope to network with others near Mount Fuji.
* I'm interested in author-to-author contact on curriculum development and design, communication strategy training, and teacher/student assessment.
* Contact info.:   TEL 0543-48-6613
  E-MAIL: tn@gol.com

Dr AkiraTajino

🖎 / ⚄👪 Hiroshima

* I'm an associate professor of English at Hiroshima Shudo University. I have a PhD in applied linguistics from Lancaster University, U.K.. My current research interests include classroom research and motivation.
* I'm interested in author-to-author contact on classroom research, motivation/anxiety and team-teaching.
* Contact info.: TEL 082-278-0932

Jan Visscher

🖎 / ⚄👪 Kobe

* Have been directly involved in teacher training for 6 years on the UCLES/RSA CTEFLA. Especially interested in the developmental aspect of teacher training rather than the basics.
* I'd be very interested in a joint research project on teachers' language learning strategies and their teaching approach and methodology.
* Contact info.: TEL 078-822-6786 (H)

I'd like to remind all of you of the **TESOL Teacher Education Interest Section Discussion List** which was organized last year. We hope to get some discussion going in the near future, so now would be a good time to sign up. You can subscribe by sending an e-mail message to: listproc@lmrinet.gse.ucsb.edu
The text of your message should say: subscribe TESOL-TEIS <your name>
Once you subscribe, you will receive instructions for posting messages. You do that by sending a message to:
    TESOL-TEIS@lmrinet.gse.ucsb.edu
I hope to "see" you all on-line soon!

Suzanne Irujo
TESOL Teacher Education Interest Section
sirujo@bu.edu

Editorial Team
Mits Murphey, Minae Goto, Haruko Katsura, Andy Barfield, Peter Ross Alan Brady

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Marie Nelson ☆☆☆ Coming...

Nagoya: Wednesday **November 6th** 18:00 - 21:00 Nanzan University, Rm L-11, ten minute walk from Irinaka Station (ask for Nanzan UNIVERISTY).
Writing Workshop : *At the Point of Need: Student and Teacher Researching* Students and teachers welcome - no charge. Information: Tim Murphey at 052-832-3111

Tokyo: Sunday **November 10th** Keizai University 10.00 - 18.00 Ten-minute walk from Kokubunji Station on the Chuo Line. Registration from 9.45 All-Day Workshop Session: *Freedom, Control, and Assessment* Members: 1500 yen, Non-members: 2000 yen Students: 1000 yen. Information: Masataka Kizuka at 048-839-9106 before 21.00 on Tuesdays and Sundays

Tsukuba: Wednesday **November 13th** Tsukuba University, Ibaraki-ken 17.00 - 20.00. 5-minute bus ride rom Tsukuba Centre to Daigaku Kaikan Mae.
Writing Workshop: *Research, Writing and Development*
Information: Andrew Barfield at 0298-557783 (Answerphone): Students and teachers welcome - no charge.

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Editor's Mess . . . . 🖌 age
What is that idea that You know others should hear about? Imagine how good *it feels* to just Write it down and send it in to this newsletter:

SEND YOUR ART-TICKLES

by snail (with disk) or E-magic to:
Mits Murphey * Nanzan University
18 Yamazato-cho, Showa-ku, Nagoya 466
tel 052-832-3111 fax 052-833-6985
E-mail: mits@ic.nanzan-u.ac.jp

Deadline Jan 20 1997.

COME TO JALT 96 & Drop by the Teacher Ed. Display Table in B2 Lobby (Main Building)!

CONFERENCES*
CALLS FOR PAPERS

First call for papers **TEACHERS DEVELOP TEACHERS RESEARCH - from Process to Outcomes TDTR Conference 3**

You are invited to participate in the TEACHERS DEVELOP TEACHERS RESEARCH Third Conference, 8-10 September 1997, to be held at ORANIM, School of Education, Israel.

The conference is under the auspices of IATEFL and is hosted by the English Department of Oranim, School of Education of the Kibbutz Movement - University Division, Haifa University, Israel.

The Third Conference will be convened following the successful and stimulating Second TDTR Conference which was held at Cambridge Eurocentre in January 1995. Some of the participants described that conference thus: "... Good opportunities for socialising, learning and conflicting", "Great atmosphere. sense of commitment" "... I hope there is a TDTR3".

The programme of the Third Conference will consist of workshops and papers reporting the reflections, work and research carried out by teachers, teacher trainers, and student teachers. Each session will last for 60 minutes, out of which we recommend 45 minutes devoted to presentation and the rest to discussion. There will be plenaries by leading people in the field, such as Dr. Fred Korthagen (IVLAS, The Netherlands), Ms Penny Ur (Oranim, Israel), and others.

If you want to present a paper, please send details on a separate street to the address below before 2 April 1997 giving: the title (up to ten words); an abstract (up to 250 words).

If you do not wish to present a paper, but wish to be sent more details about the conference, please write to the address below giving your title and full name, correspondence address, telephone and fax numbers.

TDTR Organising Committee
   c/o Kari Smith
   Oranim, Tivon 36006
   Israel
   Fax: 972-4-9832 167
   E-mail: zeacl06@uvm.halfa.ac.il

The Ninth Annual Lake Erie Teachers of Japanese Conference
The University of Michigan
April 5 - 6, 1997
"Proficiency" in Japanese Language Teaching: Current Issues in Theory and Practice
CALL FOR PAPERS

Abstracts can be submitted for 20 minute talks (followed by 10 minutes for discussion) concerned with proficiency in Japanese language teaching from theoretical or practical perspectives. Throughout the conference, we intend to look at the pros and cons of proficiency oriented instruction. We welcome papers address issues in reading, speaking, listening, and/or writing skill(s) related to proficiency-based instruction as well as testing proficiency. Abstracts should outline the main points of the presentation, describing any results or techniques to be presented, and indicate why the work is significant.

Keynote speaker: Professor Theodore V. Higgs, Chairman of the Department of Spanish and Portuguese at San Diego State University will open the conference with a keynote address on oral performance testing.

Please submit three copies of a one-page, anonymous abstract (approximately 500 words) along with a separate information sheet, including your name, title of the paper, affiliation, address, tel/fax/e-mail, and special equipment necessary for the presentation. Please do not send abstracts by e-mail.

The deadline for receipt of abstracts is January 10, 1997.

Send abstracts to: Yuki Johnson University of Michigan, Department of Asian Languages and Cultures, 3070 Frieze Bldg., Ann Arbor, MI 48109-1285.
Phone: (313) 647-2091 Fax: (313) 647-0157

If you are not currently on the Lake Erie Teachers of Japanese Conference mailing list, and wish to have information on the conference mailed to you, please send an e-mail message to: yukijohn@umich.edu

"What former students remember most about teachers points to the importance of providing motivation and communi-cating absolute belief in the potential for student success." From survey results by Dotty Merrill at Reno HS, Nevada, from NASSP Bulletin, 78 (May 1994) 83-89.

GENERATIVE APPROACHES TO SECOND LANGUAGE ACQUISITION
Canada   - GASLA '97 -

We invite original research papers on:
Implications of UG on Second Language
Acquisition, Second Language Processing,
and Bilingualism
Date: May 9-10-11, 1997
Location: McGill University, Montreal,
Please send 5 copies of an anonymous abstract
(single-spaced, 2 pages maximum, incl.
examples and references) and a 3x5 card with
name(s) of author(s), title of paper, affiliation,
phone number and e-mail address to:
GASLA '97
Dept. of Linguistics
McGill University
1001 Sherbrooke West
Montreal, Que H3A 1G5
Canada
        Submissions by e-mail will not be
considered. DEADLINE FOR ABSTRACTS:
15 January 1997 for more information:
gasla@langs.lan.mcgill.ca

** Call for Papers ** for
AN INTERNATIONAL CONFERENCE on TEACHER TRAINING AND TEACHER DEVELOPMENT: INTEGRATION AND DIVERSITY

organised by IATEFL TEACHER TRAINING
SIG. IATEFL TEACHER DEVELOPMENT
SIG in conjunction with BILKENT
UNIVERSITY at BILKENT UNIVERSITY,
ANKARA on **DECEMBER 6th-7th 1996**
        The conference will explore the
difference, if any, between teacher training and
teacher development and how far they can be
integrated.
        You are invited to submit proposals for
papers or workshops lasting no more than 60
minutes. Some funding may be available.
Please indicate in submitting your proposal
whether attendance is dependent on funding.
Speakers include Rod Bolitho, Penny Ur and
Michael Wallace.
        Your proposals should be a maximum
of one side of A4 indicating, Title of paper/
workshop, Brief description of paper/
workshop, Brief description of yourself (bio-
data), and addressed to:
        Aydan Oktem
        School of English Language,
        Bilkent University, 06533 Bilkent,
        Ankara, Turkey Tel: 90-312-2664476
        Fax: 90-312-2664320
Email: training@bcc.bilkent.edu.tr
Closing Date for Proposals: July 15th, 1996

Reading Research   Symposium
6-7 December, 1996 Hong Kong
Theme: Asian Perspectives on Biliteracy
Research: Facts, Issues and Action

        The Reading Research Symposium is
jointly organized by the Hong Kong Reading
Association and the International Development
in Asia Committee (IDAC). IDAC comprises
members appointed by the International
Reading Association (IRA).
        Aim : The Symposium is to arrive at an
overall perspective of literacy and biliteracy
patterns in Asia.
        Target Audience: Reading researchers,
educators, teachers, education policy makers.
Language Medium: The symposium will be
conducted in English.
        Venue: City University of Hong Kong.
Tat Chee Avenue, Kowloon Tong, Kowloon,
HONG KONG.
        Programme: The plenary paper will be
delivered by Richard Vacca, President of the
International Reading Association. Papers will
be presented from 8 Asian countries/cities
(Brunei, Hong Kong, Israel, Japan, Malaysia,
Philippines, Singapore, Thailand) focusing on
the macro picture with a particular emphasis on
the most important issues and policy
implications as well as the research agenda
concerning literacy and biliteracy in that
country. Topics covered include: Language
used in the country; Language policy: historical
perspective and current practice; Literacy and
biliteracy: definition and official statistics;
Language and education. Research and action:
issues, problems and implications.
        Registration: The registration form
should be completed by all who wish to attend
the Symposium. The completed form and the
registration fee should be sent to Hong Kong
Reading Association before 5 October 1996.
Overseas participants - US$50. Payment
method: Overseas participants (US$50) - Bank
draft payable to Hong Kong Reading
Association. All correspondence should be
sent to
Ms Rebecca W. Wai, Hon.
Treasurer, HKRA,
c/o Hong Kong Reading Association,
Flat B, 5/F., Camel Paint Building, Phase 2,
62 Hoi Yuen Road,
Kwun Tong, Kowloon, HONG KONG.
Tel. (852) 2304 0355
Fax. (852) 2304 0778

COME TO JALT 96 & Drop by the Teacher Ed. Display Table in B2 Lobby (Main Building)!

Teacher Education Annual General Meeting (AGM) at JALT 96 in Hiroshima
語学教師教育研究部会　年次総会
於：JALT96　広島大会

Day:　Sunday November 3rd 1996
Time:　15.45 - 16.30
Venue:　Chugoku 703

日：1996 年 11 月 3 日
時：15：45　-　16：30
場所：中国　703

The AGM (Annual General Meeting) will be bilingual with an open agenda, but please bear in mind that these things need to be covered:
年次総会はバイリンガルでおこなわれます。議題はオープンですが、少なくとも検討すべき内容は以下のとおりです。

1.　Introduction of the co-chairs
議長紹介

Judith Johnson (English) and Sonia Yoshitake (Japanese) will co-chair the meeting bilingually and ensure that each contribution is made in both of the official languages of JALT.
ジュディス　ジョンソン（英語）、ソニア　吉竹（日本語）両議長が司会をします。英語と日本語での討論が可能です。

2.　Approval of minutes from the JALT 95 AGM in Nagoya
JALT 9 5 名古屋大会での AGM 議事録の承認

Published as part of the supplement to the February 1995 newsletter, copies of the minutes will also be available for you to pick up from the Teacher Education N-SIG table prior to the meeting.
1995 年 2 月号別冊のニュースレターにも掲載しましたが、昨年の議事録のコピ

一がに置いてあります。総会の前に是非ご一読を。

3.　Committee member reports
運営委員報告

These will be also be available prior to the AGM at the Teacher Education N-SIG table. As part of the democratic process of accountability, these written reports are a necessary record and reference point for all the members of the N-SIG and for the next committee.
これも又、TE N-SIG のブースにあります。当研究会の責任として、このような印刷物を発行することは会員全員にとって、そして今後の運営委員会にとっても必要かつ有用な民主的プロセスなのです。

4.　Teacher Education committee elections
TE N-SIG 運営委員選出

These will take place as soon and as quickly as possible into the AGM. Each officer is elected for a year.　Committee officers take on their responsibilities as soon as votes have been counted and confirmed at the AGM.
報告事項に引き続いて、すぐに運営委員を選出します。各委員の任期は 1 年とします。総会で了承されたときから活動が始まります。

Officers wishing to stand down do so immediately prior to the elections; officers wishing to continue must stand for re-election, and can be nominated for a different committee post from the one they have served in.
辞退したい方は総会の前に申し出てください。又、継続して委員になりたい方は、再任として立候補してください。又、別の委員として立候補することも可能です。

Core coordinating committee
中核運営委員

Coordinator　96　　　　　　　　　　Andrew Barfield　　　standing down
コーディネーター　　　　　　　　　　アンドリュー　バーフィールド　　辞退

Treasurer 96	Stephen Hanpeter	standing down
会計係	ステファン　ハンペター	辞退
Membership 96	Sean Conley	willing to continue
96メンバーシップ係96	ショーン　コンリー	継続を希望
Programme 96	Janina Tubby	standing down
96年プログラム係	ジャニナ　タビー	辞退
Newsletter Editor 96	Tim Murphey	standing down
96年ニュースレター係	ティム　マーフィー	辞退
Publicity 96	Cheiron McMahill	willing to continue
96年広報係	カイラン　マクミーヒル	継続を希望
Translation Coordinator 96	Haruko Katsura	willing to continue
96年翻訳コーディネーター	桂　晴子	継続を希望

Non-core support committee
非中核運営委員

Recording Secretary 96	Clive Lovelock	willing to continue
96年記録係	クライブ　ラブロック	継続を希望
Membership Database 96	Bill Estes-Dotani	willing to continue
96年メンバーシップデータベース係	ビル　エステ-ドータニ	継続を希望
Newsletter Distributor 96	Alan Brady	willing to continue
96年ニュースレター配給係	アラン　ブラデー	継続を希望
Reviews Editor 96	Junko Okada	willing to continue
96年書評編集係	オカダ　ジュンコ	継続を希望
Technology Coordinator 96	Gordon Wilson	willing to continue
96年テクノロジーコーディネーター	ゴードン　ウィルソン	継続を希望

4. Plans for the coming year
来年の計画

This is our one chance to decide together what we want to do in the N-SIG over the coming year: author-to-author contact, newsletter content, teacher development groups, regional meetings and mini-conferences, etc.
来年我々の N-SIG でどのようなことをしたいか、計画をたてる絶好のチャンスです。たとえば、執筆者同志のコンタクト、ニュースレターの内容、ティーチャーディベロプメントグループ、各地方でのミーティング、ミニコンファランス等。

This is also the ideal opportunity for sharing ideas about the 1997 conference - roundtable talks, colloquium/a focus, N-SIG sponsored speaker, and so on. Please note the deadline for the 1997 conference (February 1st 1997) is just around the corner from this year's conference - plus, at the 1997 one, each N-SIG will have a guaranteed three-hour slot to organise for itself!
又、1997年の年次大会(JALT)での、ラウンドテーブルや、コロキアムの内容、N-SIG の招待スピーカー等について話し合うチャンスでもあります。大会の発表応募締切は（1997年2月1日）もう、すぐそこまで来ています。そして、1997年大会は各々の N-SIG に対して持ち時間が3時間になりました！！

Looking forward to seeing you in Hiroshima, and †warmly encouraging] you to come along to the AGM!
広島で会いましょう。そして、きっと AGM に来てくださいネ！！

Andy Barfield
Coordinator 96
アンディー　バーフィールド
コーディネーター96

BILINGUAL ABSTRACTS

Steve McGuire (p. 2) describes how a group of teachers in Nagoya formed and have run a reading group for professional development. He outlines the way materials are chosen and the group dynamics involved and offers suggestions for others who may want to do the same.

Steve McGuire (p. 2) は、名古屋の教師達が集まり、教師の自己開発のための読書会を開いていく過程を述べます。著者は、読書材料の選択の方法、どのようにグループが機能したかを概説し、同じような活動をしたいと思っている人への提言を示しています。

Paul Beaufait (p. 6) interviews Noboyuki Takaki who has developed an interesting program in Kumamoto in which pre and in-service training occurs simultaneously, thus encouraging practicing teachers to continually develop and giving teachers to be contact with real teachers and their concerns.

Paul Beaufait (p. 6) は、熊本において展開されている興味深いプログラムについて、 Noboyuki Takaki 氏にインタビューをしました。そのプログラムでは、教育実習の事前のトレーニングと、実地のトレーニングが同時に与えらます。その結果教育実習生は、継続的に自己開発をするよう促され、現役の教師とつながりを持ち、現役教師の考えに触れる機会を与えられました。

Jeannette Regan (p. 9) presents the results of a questionnaire on gender issues given to students in Switzerland and highlights many facets of the topic: from female/male preferences for female/male teachers to student by gender. Readers can contact her for a copy of the questionnaire.

Jeannette Regan (p. 9) は、スイスで学生対象に行われた gender （性別）に関するアンケートの結果を提示し、この問題に関する多くの側面に焦点を当てます。これらの側面は、学生の性別が、彼等の教師の性別に対する好みにどう影響するかといった点から、性別ごとの学生の interaction の仕方といった点に及びます。著者に連絡をし、そのアンケートを手に入れることも可能です。

Kevin Mark (p. 12) asks that language teachers consider themselves in the broader light of "educator" and offers a model to conceptualize the wider mission that teachers can assume. This focus on personal development actually enhances language education as well as global concerns.

Kevin Mark (p. 12) は、語学教師が自分自身を「教育者」という、より広い視点で捉えることを勧めます。著者はまた、教師が遂行できる、より大きな mission （使命）を概念化したモデルを提示します。こうして自己開発に焦点を当てることにより、global な問題への関心を高めるだけでなく、実際に語学教育をより効果的にします。

Tim Murphey (p. 21) describes "near peer role models" as those people who are within a relative proximity to the person and who have certain characteristics to which the person aspires. Near peer role models present students and teachers with possible identities and behaviors that are often more performative than more distant idols.

Tim Murphey (p. 21) は、比較的私たちの身の回りにいる、尊敬すべき特質を持っている人々のことを "near peer role models" と呼びます。 Near peer role model 達により、学生や教師は、より実現可能な identity （人としての在り方）や行動を提示されることになるのです。

Steven Brivati (p. 23) describes his effort to equalize the educational encounter between himself and his students by giving them more responsibility in the evaluation of themselves and the teacher.

Steven Brivati (p. 23) は、学生に自分自身の評価と、教師の評価をさせることにより教育の場での教師と学生の立場を平等にしようという働きかけについて述べます。

Masaki Ozawa (p. 24 in Japanese) tells how teachers can start using more English in their classes by telling simple stories and still combine them with the focus of the textbook lessons. This is a good piece for teacher trainers to give to their JTE trainees.

Masaki Ozawa (p. 24 日本語) は、授業中教師が英語で簡単な物語を語ることにより英語を使う機会を増やし、なおかつその物語を教科書に焦点を当てた授業にうまく組み合わせる方法について論じます。 教員養成あるいは自己開発指導を受けているJTEに見てもらいたい読み物です。

Teacher Education Get-together , Meal and Party
TE N-SIG みんなで集まろう、パーティーについて

Sunday Evening November 3rd 1996
1996年11月3日　日曜の夜！

Join us for a get-together party over food and drinks ,with Marie Nelson as our guest, on the Sunday evening of the conference! Details of where and when to meet will be posted in the Teacher Education home area at the conference. Make sure you drop by and sign up! See you there!

大会の日曜の夜は、みんなで集まり、ゲストのマリーネルソンを迎えて、飲み、食べましょう！！日時、場所、等の詳しいことは、大会中に TE のブースに張り出しておきます。皆さん是非立ち寄ってサインアップしてください。では、そのときにお会いしましょう！

🌴   Teacher Education Mission Statement   🌴

The Teacher Education National Special Interest Group was formed in 1993 with the aim of aiding and encouraging JALT members to network people, information and ideas related to or concerning second language teacher education. We believe these are now the most effective means of exchanging such information publicly:

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

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

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

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

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

   ☆ a library of video-tapes on teacher training, classroom observation and teacher development;

   ☆ a database on floppy disc of established academic and non-academic training schemes both in Japan and abroad;

   ☆ a compilation of relevant bibliographies and article abstracts.

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

Finally, we will aim to maintain open and flexible channels of communication, so that all members may participate as much as possible in the N-SIG's decision-making process. As volunteers, we value working creatively together in a spirit of cooperation and mutual respect.

COME TO JALT 96 & Drop by the Teacher Ed. Display Table in B2 Lobby (Main Building)!