

Explorations in Teacher Education



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The Newsletter of the JALT
Teacher Education N-SIG

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TE N-SIG Coordinator's Message

The Teacher Education N-SIG of JALT promotes ongoing professional development and teacher training. Some areas of interest include: cooperative development, peer mentoring, reflective observation, classroom research, and creating local teacher development support groups. As the Coordinator, I rely on the interest and energy of veteran members and the initiative of newcomers to maintain the group's enthusiasm for teaching and commitment to life-long learning. Let me introduce myself by saying that I am an "accidental" teacher. Little did I guess seven years ago that I would fall in love with teaching. Before arriving in Japan, I had just finished a certificate in TESOL, then I completed my MA TESOL at the School for International Training as I worked full-time at the Osaka YMCA International High School. The degree was put to the test at my next high school where I provided peer mentoring for large projects. In 1995, I decided to enroll in the doctoral cohort at Temple University to further my studies in theory and research methodology in TESOL. From this eclectic combination of practical training, theoretical study, and experience, I believe that I am capable of coordinating (not leading) of this fine organization composed of dedicated teachers, who believe that teaching and learning can still be fun.

Sincerely,
Amy D. Yamashiro

Explorations in Teacher Education is published three times a year by the Teacher Education N-SIG of JALT. If you're interested in submitting an article please contact one of the coordinators. The deadline for the June Newsletter is May 1, and for the November Newsletter is October 1.

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Begin with Teacher Curiosity:

Letting teachers see that they are (re)searchers

Tim Murphey

Nanzan University, Nagoya, Japan

This article describes an activity that allows teachers to use their curiosity about how other teachers do things in the classroom. It allows them to begin to do research without using that daunting word. In brief, they simply generate questions around the things they are interested in, choose one they are especially interested in, ask other teachers (to gather data), and then write up results in a short report for class. All this is done very simply within the structure of an oral activity in the classroom. At the end teachers are told that basically what they have done is teacher research and that what they have written could be redrafted into a publishable article.

Step One: Ask teachers: What questions would you like to ask the other teachers in this group? What are you curious about knowing? What's the first things you do in the class? How do you get students' attention? (Perhaps give them a few things that you are curious about yourself - keep them simple). Put all their questions on the board.

The questions from one group of teachers

1. How do you know how much students understand?
2. How do you begin a class?
3. How do you address students?
4. How do you choose students to call on?
5. How do you deal with problem students?
6. How do you praise and encourage students?
7. How do you feel when you speak English in class?
8. How do you feel when your students get lower grades than other classes?
9. What do you do when you don't know the answer?

"generate questions around the things you are interested in"

本稿では教員が持つ「他の先生達は授業中何やっているんだろう」という好奇心を利用したアクティビティーについて述べます。各自の興味の赴くままに質問を作り、そのうち特に興味を持ったものを選び、(データを集める為に)教員に質問し、短いレポートに結果をまとめます。この要領で、「リサーチ」というもったいぶった言葉を使わずに実際にリサーチをし、書いたものをさらにまとめれば論文として体裁をつけることもできるわけです。

Step Two: Ask them to select one that they are especially interested in. Put the person's name beside the question. Do this until everybody has a question that they are interested in.

Step Three: Ask them to ask a partner beside them their question and to take notes on their answers so that they can tell someone else later. Sug-

gested time 5 minutes (time depends on lots of things).

Step Four: Ask them to turn to another person and report what they found from the first person.

Step Five: Ask them to then get up and walk around (market-place mixing) and interview as many people as possible in the time given (15-30 minutes and depending on the size of the group) and to take note of all the responses so they can give an oral report later to their original partner.

Step Six: Ask them to report their findings to their original partner.

Step Seven: Ask them to write up a report of their findings for the trainer for the next class.

Step Eight: When they bring their reports in the next class, allow them to pass them around and read them. Ask them if they would like to make a class newsletter out of them. Ask them to redraft them in the form of articles (provide a few examples and guidelines) for other teachers and for the later groups you will train. Ask them to give advice to each other on how they might change their report into an article. Give a deadline for the redrafting.

Step Nine: When the class newsletter comes out, provide them with a list of external teachers newsletters and publications that might be interested in publishing their pieces. Let them know that their pieces could be expanded and they could ask the teachers at their schools the same questions and gather more data and write it up.

Step Ten (for the trainer): Keep copies of your students' articles in professional publications to show to other future students.

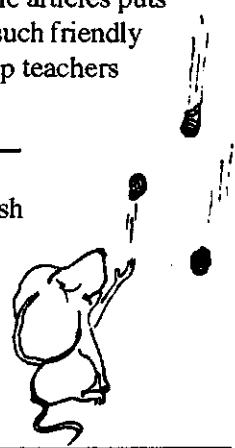
Creating publications for developing teacher researchers

In order to encourage a closure on and confirmation of this gentle form of teacher research, it is proactively generative if trainers begin their own small newsletters to publish their students redrafted articles. Seeing their articles in print gets student-teachers excited about contributing publications to the rest of the profession and they often end up doing so for the rest of their careers. While thinking of doing research and academic articles puts many teachers into "overwhelm", when trainers and institutions begin such friendly publications, they offer non-threatening "seeding grounds" to develop teachers as researchers.

Tim Murphey teaches at Nanzan University Graduate School of English Education and in the COLT course (Certificate of Oral Language Teaching) in which the ideas in this article have been tried out for several years. About half of his graduate students (all Japanese) have published articles in English in professional publications.

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Beyond common sense: action research and the learning organisation

Bridget Somekh

Scottish Council for Research in Education

Bridget Somekh discusses learning organisations, barriers to change and how to carry out participatory action research. This article is based on a plenary talk given at the IATEFL Conference (International Association for Teachers of English as a Foreign Language) in York, England, in 1999, and is reproduced here with permission of the author, after being originally published in the newsletter of the IATEFL Management SIG.

Introduction

I want to look at how action research may provide us with a strategy for change which goes beyond simply saying "Gosh, wouldn't it be a good idea if we did x. Let's all do it!", which for some reason, doesn't usually lead to change among human beings as we might have hoped. In my article in the book that came out after Teachers Develop Teachers Research (Edge & Richards, 1993), I outlined the following characteristics of action research.

Action research is focused on improving social situations and participants collaborate with each other and with outsiders to decide upon a focus for collecting and analysing data. It is about constructing knowledge and producing theories about what you are researching, but it is different from formal research in that those theories are generated perhaps quite quickly and in a fairly flimsy state and are then fed back into action and tested out in practice, takes place in looking at whether or not changes which you based upon those theories have led to some improvement. For example, when I was a school teacher carrying out action research, the data included photographs of myself standing with my hands on my hips. My focus on improving students' learning included trying to establish warm, informal relationships with them, but my posture in the photographs looked rather aggressive. Upon that I based the theory that there were things I could change in my body language which

might actually reinforce rather than counter my efforts to develop more intimate relationships with my students. So I made those changes and I could then test out whether there did seem to be any improvement in students' relationships with me. This is a very small point, but quite often it is a lot of these small points together that are important in developing theories that have power in bringing about

Bridget Somekh は最近までスコットランド教育研究評議会の副理事であり、現在 Education Action Research というアクションリサーチ専門雑誌の編集者をしています。彼女は企業でも教育機関でも、組織を研究することで何が学べるかについて述べます。アクションリサーチを応用することによって組織の変革の壁になっているものを取り除く可能性があることを示しています。これは1995年に英国ヨーク市で行われた IATEFL での講演をもとにしたものです。

change.

The final step is dissemination of the research. Although action research is about generating knowledge and understanding about a social process say about a classroom or about organisational structure - which can be used immediately as the basis for change, it is also research and should be publicly reported. This might be through an oral presentation or in a written report.

The vision of the learning organisation

Three or four years ago, I became interested in looking at the theories developed within management studies about the learning organisation and the excellent company. I wanted to formalise work I was doing into organisational change using action research and see if it fitted with this notion of whole organisational learning. Tom Peters and Robert Waterman in their book *In Search of Excellence* (1982), sought to identify the top ten most excellent American companies and document their significant, characteristic features. In all of them they identified:

- A strong organisational culture, so that people who worked in those organisations knew their mission and what they stood for.
- A strong service orientation: instead of serving the interests of the company and the people who worked in it, they were oriented towards customers' needs (e.g. you didn't gold-plate a product because you thought gold-plating looked good and enabled you to charge more for the product, instead you found out if your customers wanted gold-plated products and took the decision to gold plate or not on that basis).
- An extraordinarily high level of energy amongst employees. They were working long hours and seemed very committed to the company.

"A learning company is an organisation that facilitates the learning of all its members and continuously transforms itself."

Of course probably a lot of you know what happened to the research - ten years later it became clear that a number of those companies that had been identified as excellent were actually in economic trouble and some of them had gone bust. A lot of people rubbished the work and said that the research methodology hadn't been sufficiently rigorous (which by the way it is very easy to do - almost all research, in my experience, can be attacked on the grounds of its methodology if you dislike its findings; research is not an exact science and very little of it is sufficiently precise and so-called objective to stand up to detailed scrutiny by those with a vested interest in finding its flaws). A lot of negative value judgements went into that critique but it is clear that excellent companies may not go on being successful forever, they need to continuously review their performance and respond to changes in the national and global economy. Meanwhile, recent work by people like Mike Pedler, John Burgoyne and Tom Boydell in their book *The Learning Company* (1991) has continued to emphasise the importance of looking at people as the core asset upon which companies build excellence.

The Learning Company is a vision of what might be possible. It is not brought about simply by training individuals; it can only happen as a result of learning at the whole organisational level:

A Learning Company is an organisation that facilitates the learning of all its members and continuously transforms itself.

This is the dream - that we can design and create organisations which are capable of adapting, changing, developing and transforming themselves in response to the needs, wishes and aspirations of people, inside and outside. (Pedler, Burgoyne and Boydell, 1991, p.1)

Notice that in this quotation the Learning Company is described as a vision in the first paragraph and a dream in the third paragraph. This is a vision of what might be possible, not brought about simply by training but by something called "learning at the whole organisational level." According to this theory, in-service training of the workforce, if it is something separate from the day to day process of working in the organisation, may actually have very little impact. People will fill in evaluation forms and say that the training was absolutely excellent, but if you ask them six months later what they actually did to change as a result of this training, they may be unable to give a single example of anything they put into practice. They may just have had a great day which stimulated their thinking for 24-48 hours but it went no further (see e.g. STAC, 1991).

But what does "learning at the whole organisational level" look like? How does a whole organisation learn? "A learning company is an organisation that facilitates the learning of all its members and continuously transforms itself." If this is the dream, how do we achieve it? Is it possible that action research methodology provides us with a mechanism which can begin to realise this vision of the learning company? Certainly, there is a lot of evidence that just because a company decides to call itself a learning company, and maybe to implement certain procedures, it doesn't necessarily become a continuously transforming organisation or exhibit a dramatic improvement towards "excellence."

Barriers to change in organisations

I don't know if you have had as much opportunity as I have to go into people's organisations and have a look at them. You get something of the same effect when you are new in an organisation. I have recently changed jobs and I have had virgin territory that I could explore for the last two months. Organisations are extraordinarily interesting and very complex. They can be wonderful places to work: they can also be so destructive to the people working in them that the negative impact is as bad as going through a divorce. I want to talk about a number of common characteristics of organisations that make them fascinating as the focus for research, and also make them very difficult places in which to bring about change.

There are always differences in values among all the individual who make up the organisation. These include personal values, value springing from professional roots,

values from childhood and life history. As a result, individuals have very different goals and make different assumptions because they have come from different backgrounds. This is why decisions in organisations often appear to be made irrationally — what rational for one person is often not rational for another.

Our goals and assumptions are always closely related to our function in an organisation. For example, some of us see ourselves primarily as teachers, others primarily as administrators or managers. Unavoidably our aims and goals will differ depending on what we are putting our main energy into day to day. It will be hard for me that

It just seems crazy that anybody should not understand the primary importance of my teaching

understand to the managers aren't thinking that my teaching of this particular group on Friday afternoon is the core business of the organisation. It just seems crazy that anybody should not understand the primary importance of my teaching when I am putting so much energy in it. Likewise, if you are a man-

ager all you want to make the business success, it seems crazy that teachers won't do things which would obviously make the business thrive financially. You probably ask yourself daily - why are they so obstructive?

Habits and routines of behaviour lock us into the system. We are also locked into informal roles. We soon become known as the person who is awkward, or the one who will always do the washing up, or the person you can rely on to go on that trip to the local architectural curiosity that no-one else likes going to. These roles extend to patterns of relationships: there are people who will help each other and people who, because of some obscure happening in the past, are slightly nervous of each other or implacably opposed. It is very difficult to break out of these patterns once they are established.

In all organisations there is some kind of hierarchy which accords differential power to individuals. In many organisations, this hierarchy has a number of negative effects. It often prevents people from passing up useful advice to the managers above — they will say things like, "Why should I tell him? Why should I help? He is paid to do that job, too bad if that is going wrong." The corollary of that is that managers in an organisation are often sensitive about letting people below them see that they don't always know what to do. They feel the need always to be seen to be right. There develops a sensitivity about status and about being perceived as having lost control, which is nurtured by those lower in the hierarchy saying "He's paid to do that job and I'm not going to help." You get secrecy resulting from caution and defensiveness amongst manager - it is so much easier not to tell people about problems just in case they are upset and the unions become involved. The hierarchy separates us one from another, so that often we develop unrealistic expectations of what the other can achieve. Managers don't realise that if they ask you to teach another class you will be practically on your knees. Teachers often don't realise - because they don't have access to all the necessary information - that it is beyond the power of managers to take a particular course of action. If you cannot get discussion going about changes which are being suggested from above, many of us are very good, just as good as kids are, at developing resistance strategies: e.g. we know how to divert the course

of a meeting so that we never get to that particular item on the agenda.

The very language we use, in Foucault's terms (1972, p.31), is an instrument of this power play. So the club culture which is an important part of your organisation, the in-jokes, the shared references that give a sense of solidarity, of belonging, can actually exclude one group from another within the organisation so that certain jokes will only be open to certain people and others are made to feel isolated. There are often assumptions of shared meanings because you use the same terminology. Sometimes you can all be lulled into thinking that everybody has the same values, and it is only when two people try to work much closely together that you realise that they actually mean slightly different things by the same words. In all organisations, there are things that can be said and things that cannot be said. Nias and colleagues in their case studies of primary schools, identified topics that they called "black holes." These were things that could never be mentioned because they would upset people; everyone knew about them, but as soon as the conversation started to move in the direction of that topic, it was expertly steered away again. Do you see how dangerous that is? If you cannot admit the things that are most tension-making, if you can't address them, if you can't have dialogue about them, then there isn't a possibility to unpack them and relieve that tension to bring about change.

The final barrier to change on my list is the demand and constraints imposed upon the organisation from outside. These may derive from the political situation in the country or from the imposition of local or national policies. I tried this idea out on somebody over supper. The person I talked to could quite quickly come up with an example of an apparent lack of student interest in materials she used in one of her lessons which, on investigation, turned out to result from the group's anxiety that there was a police informer among them. Now that is within the last 20 years in a European country, so there are all sorts of strange ways in which the external political situation of the country that you are working in may constrain what you do.

Some speculations about tensions in TEFL organisations

I have tried to imagine what might be some specially difficult features of working in TEFL organisations.

I would guess that there is a tension for you in whether the main aim of your organisation is to succeed as a school or to succeed as a business. Not everyone will feel this but I would guess that in some form most of you feel this tension. For instance, do the students come first? That means small classes, low fees. Or is it essential that the business makes money? Must that come first? If so, large classes, high fees. Is staff training a high priority or a low priority, interestingly it could be either for either case. You could have people who think it is mainly a school and put no priority on staff training, or people who think it is mainly a business and won't pay the money. It depends on how those values pan out. But there is likely to be some bias there which influences whether or not to pay for people like yourselves to come to a conference like this, for instance.

I would guess there is a tension in your TEFL organisation about its cultural identity. If I were to visit your organisation would I feel that I was looking at 'little England' - I'm

talking now mainly to the people working overseas - or would I feel that I was coming into an organisation which was part of the local culture. The tension must surely be there as to whether you are importing culture from English speaking countries or you are part of the culture of the land where your school or organisation is located. As soon as you talk about English medium teaching, you may be bringing little England in and yet there are so many advantages to English medium teaching versus local language. What about gender equality? What do you do if you are working in a country where gender equality is not the norm? Do you go along with that? Do you import your own cultural values? When these topics come up in class, how do you address them? What about racial equality? If you are working in a country where different racial groups are not given the same status — because many countries have a multi-national population — is your school seen as politically radical or politically conservative? Are you trying to sit on the fence and not take any political line? Can you in fact do that if suddenly the government wants to sponsor a lot of students in your school?

Participatory action research: towards organisational transformation

If action research is to be effective in bringing about organisational change, it is clear that we are going to have to look at it in slightly different forms. I have found out in the work I have been doing for the past ten years that the nice, tight, rigorous structured action research process that I could do if I was working by myself, in my own classroom, had to change to a considerable extent if I wanted to work more broadly across the whole organisation. I have become very interested in participatory action research as a means of overcoming barriers to change.

In participatory action research, the roles of researchers and participants are intentionally blurred: one or two people, or perhaps a small group, know that they are promoting participatory action research, but they conceive of their action research as a collaborative endeavour with the participants in the organisation - with colleagues that means and with people who are not such close colleagues, with students as well and perhaps with parents, or with businesses who sponsor students. The aim of this little core group, who know that they have an intention to bring about action research, is to encourage participation in the action research. The participation is itself a strategy for bringing about improvement and development: if you can involve people in just a small way in collecting data and analysing it, they will develop ownership of the ideas in a different way from anything that would be possible if you produced a report at the end of two years work and said, "Bingo, look what I've found out!" So participatory action research is about bringing people in, even in very small ways and to different degrees. It's back to the old saying, "slowly slowly catchee monkey." You are putting out incentives and encouraging involvement, encouraging participation.

To be this kind of action researcher, promoting participatory action research, you have to understand the more successful you are at bringing about participation from colleagues the less control you are going to have over the focus of the research and its outcomes. As colleagues become more involved and move from being participants and informants to-

wards being researchers. They will begin to make an input into the analysis and interpretation of the data you have collected. They will have their suggestions about what it might be most interesting to do next and to that extent you lose control. You get much more powerful opportunities for change but a loss of control over the direction of the change - which I find very exhilarating and a very interesting way of working - but it has to be said that you have to judge it. There may be certain things which, if you are in a senior management role, you may feel you cannot afford to let slip; perhaps you just have to say what those are and that becomes part of the data in your participatory action research.

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- Bridget Somekh was until recently the Deputy Director of the Scottish Council for Research in Education. She is also an editor of a specialist action research journal, *Education Action Research*.

NLP FOR TEACHERS AND TEACHER EDUCATORS!

When?

July 26-29: NLP Trainers Session (Master practitioner's certificate required)

July 30-31: NLP Two-day introduction

August 2-5: Educational Hypnosis (4 days)

August 7-12; 14-19 plus six days above: NLP Practitioner's Course

Where?

Nanzan University, Nagoya

Who?

Contact: Tim Murphy, TEL/FAX 052-781-3871

Peer mentoring and teacher development

Bobbie McClain

Former Teacher Education N-SIG Program Chair

In the January 1995 issue of *The Language Teacher*, Don Hinkelman (1995, p. 41) made the point that JALT should be organising and supporting groups that "promote effective teaching, even more than our traditional JALT programs What if JALT organised peer observation and mentoring groups?" he asked. In the past few years, several members of the Teacher Education NSIG have been involved in various types of "observation and mentoring" groups. In this paper, I would like to examine what has been going on in one such group: The Fukuoka Peer Mentor Group, which I have been facilitating for the past two years. I will take a look at what a Peer Mentoring group is, and how it may differ from other types of Teacher Development groups.

Peer Mentoring and Teacher Development

Teacher development is a "discovery-oriented approach" to learning about teaching. It is not a "how-to" of practical tips for teachers (Nunan, 1993). Michael Wallace (1991, p.3) discusses the need for an "intellectual framework" as a basis for teacher education, since "practical tips and bright ideas will not necessarily lead to any effective result" (op.cit.). Although Wallace does not make a clear distinction between teacher education and teacher development, some writers - for example, Julian Edge (1988, p.3) - clarify this difference by stating that "education is something that can be presented or managed by others; whereas development is something that can be done only by and for oneself" (in Wallace, 1991).

1995年1月のLTでDon HinkelmanがJALTは「JALTは以前にもまして効果的な教授法を促進させるべきである、JALTが互いに観察し指導しあうグループ(peer observation and mentoring groups)を作ってはどうか」と提案しました。TE-NSIGでは数年前から、様々な"observation/mentoring"グループが活動をしています。本論文では前TE-NSIGの議長であったBobbie McClainが2年間関わってきた『福岡Peer Mentor Group』についてそれがどのようなものか、他のTeacher Developmentグループとはどのように違うかについての報告をします。

Learning what Freeman (1989, p. 31) calls the "knowledge and skills" of teaching is essential to teacher education, but it is not until we adapt that information to our own experience and understanding of the classroom, that it becomes part of our development. Thus, training and development are both necessary and equal parts of teacher education. This is reflected in the underlying rationale of the Teacher Education N-SIG, namely Teacher Training + Teacher Development = Teacher Education.

In her work on qualitative dif-

ferences among teacher education programs, Sharon Feiman (in Patton 1980, p.103) makes a distinction between three kinds of teaching centers. She calls these:

1. Behavioral Centers, where specialists "directly and formally instruct administrators and teachers" which leads to the adoption of curriculum and specified methods of teaching;
2. Humanistic Centers, which are less formal and non directed, and where "teachers explore for themselves the areas of teaching that are interesting and important to themselves" and where practical tips and ideas for the classroom are exchanged;
3. Developmental Centers, where the members establish "warm, interpersonal, and directive relationships" with each other, working over time in order to assist the teachers' thinking about what they do and why they do it. By looking closely at one's own teaching, the teaching is changed over time.

The Fukuoka Peer Mentor Group

It is important, I think, for those teachers engaged in this type of teacher development to make the distinction between these kinds of groups. The Peer Mentor process is closely related to Feiman's Developmental Center. In my observations of the Fukuoka Peer Mentor Group, however, I have noticed a tendency on the part of a few teachers (especially those new to the field or less familiar with experiential groups) to lean toward a more Humanistic Center type of approach to the group. This seems to be unavoidable, so what we have done in the Fukuoka Peer Mentor group is define clearly how we see Peer Mentoring.

*Teacher Development is a
"discovery-oriented
approach" to learning
about teaching*

The Peer Mentor process involves a main speaker using the meeting time to show a video clip of her¹ teaching and to share her own responses to the clip as recorded in a teaching journal. The remaining participants act as mentors.

We limit the kinds of responses we may use as mentors, and, in this way, we differ significantly from other teacher development groups. We use reflective listening and effective feedback techniques (Porter, 1982), which can take a variety of forms but are generally limited to "asking questions, making observations in a detached way, and sharing personal teaching experience" (Freeman, 1989, p.40). Our working definitions of these techniques are:

Reflective listening: This is information that is reflected back to the speaker. It is not a verbatim memorization, but includes one's own understanding of the information, given along with its reverberations so that the main speaker's understanding of the information they have given is heightened and clarified;

Effective feedback: This is information that: (1) can be heard by the receiver as evidenced by the fact that s/he does not get defensive; (2) keeps the relationship intact, open, and healthy (though not devoid of conflict or pain); (3) validates the feedback process in future interactions. Feedback does not assume that the giver is totally right and the receiver wrong; instead, it is an invitation to interaction (Porter, 1982, p.43).

Reflective listening and effective feedback techniques are new to some participants, and part of our meeting time is set aside for a discussion of how we see these skills being used in our group.

Some further principles under which we have agreed to interact in the group are that all the members of the group:

- can teach us as much as they can learn from us;
- have valid and valuable questions and comments;
- are worth listening to closely (in our roles as mentors, we try to help the speakers articulate their thoughts in a way that clarifies and deepens their own understanding, and ours);
- learn by taking risks;
- learn by sharing our knowledge with others.

These principles may seem simplistic at first glance, but in discussions, we realized how often we had participated in teachers' meetings where these principles were not practiced, causing us to feel that we were not free to interact in ways conducive to deepening our understanding of our own teaching. Practicing these principles facilitates trust among the teachers in the group, creating the security we feel is necessary to an open discussion of our classroom practice. We use these techniques and principles throughout the meeting with a period of time reserved at the end to share teaching tips, ideas, and suggestions. Reserving this time until the end serves two purposes. First, it allows the main speaker time to fully explore her own understanding of her classroom situations, using the group as a tool for self-reflection. We try to avoid giving advice, suggestions, or teaching tips which may direct the speaker's reflections rather than to help her to look more closely at her own questions. Second, by waiting until the end the mentors have time to reflect on the ideas they want to share and to deepen their own understanding of the importance or relevance of the information. This waiting time also allows the mentors to concentrate more fully on understanding the main speaker, thus enhancing their own development.

There are, of course, many ways that teacher development can be approached. Peer Mentoring is one way for experienced teachers to continue with what we as teachers are about, in that it gives us the time and the opportunity to think about what we are doing in the classroom and to share those problems and successes with other dedicated teachers in a meaningful way. Many teachers in Japan work in isolated situations or in situations that are not conducive to "opening the classroom doors wide" (Robbins, 1991, p.3) so that we can better look at, and understand, what we do as teachers. My participation in The Peer Mentor Group in Fukuoka has led me to believe that this kind of group is in fact one of the best ways for many of us to continue in our professional development. I believe that with

support from groups such as JALT and the Teacher Education N-SIG, more teachers would have the opportunity to participate in successful groups of this nature.

Note

1. I have used "her" throughout this paper because I find it less distracting, even though there are men and women in this group.

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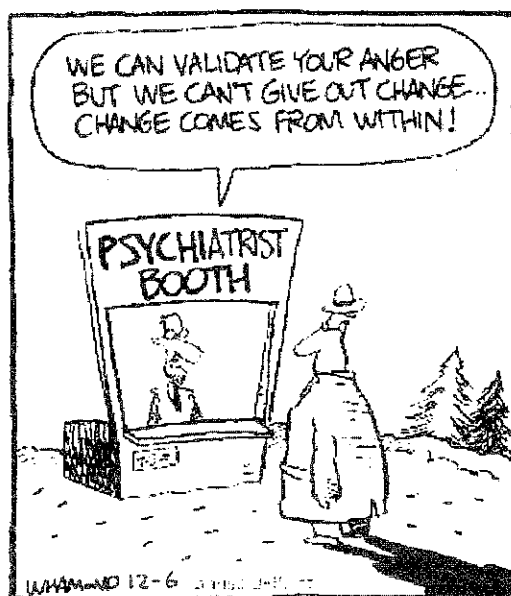
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Group interview on an INSET Weekend for Senior High School Teachers of English

Steve Cornwell, Koji Nakamura,
Mary Scholl and Janina Tubby

What does planning and leading workshops for in-service teacher development involve? In this special group interview, Steve Cornwell, Koji Nakamura, Mary Scholl and Janina Tubby (interviewed by Andy Barfield) share their thoughts and reflections on how they prepared a weekend program of six workshops for senior high school teachers, and on what they learnt from this experience.

Fluency and accuracy workshop goals

Steve: A big goal for me was to present useful information to the participants. As you may know, Janina does, I considered dropping out at one time....I questioned what I had to offer high school teachers dealing with a strict curriculum and what can be a restrictive "schooling" environment i.e. the stuff they have to do each day that is not about teaching but rather management. So, one goal of mine was to try to connect my material to something they use...I was able to get two high school textbooks....and draw my examples of accuracy/fluency work from those textbooks (many of the examples). This paid off, I feel, in that I heard some surprised gasps of recognition and saw some smiles when I pulled out the books and passed out a worksheet based on one of them.

Back to the useful information goal - did I succeed? I think the information, while not earth shattering, got teachers thinking about how they could add in small doses some activities/techniques to help energize their classes. It's the old "how do you eat an elephant" technique....one bite at a time....

I used *5 Minute Activities* (Penny Ur) as a reference book and also as a framework in preparing. I feel that SHS/JHS teachers are so busy and have so many demands on their time that the only way they can implement some of these ideas is little by little....so almost

現職の教員に対するワークショップを計画し実行するにはどのようなことを考えなければいけないのでしょうか。Steve Cornwell, Koji Nakamura, Mary Scholl, Janina Tubbyはグループインタビューを通じて Fluency and Accuracy, Process Writing, Learning Strategies, listening Skills 等の、6つのワークショップを行った際に考えたことについて述べています。

all my stuff was about 5 or 10 minute activities (which could be expanded if time allowed) that were easy to do....hence another goal was to give participants short activities.

So, I'd characterize my goals as to keep example activities:

- relevant
- connected to their work/situations

Workshop themes and connections

Workshop	Focus	Leader
Orientation:	Ice-breaking; group formation; discussion of own teaching situation and constraints; positive and negative teaching experiences	<i>Janina Tubby, Koji Nakamura</i>
Process writing:	Communicative writing tasks	<i>Koji Nakamura</i>
Learner strategies:	Learning awareness: practice and theory	<i>Mary Scholl</i>
Accuracy & fluency:	Communicative grammar: short adaptable tasks	<i>Steve Cornwell</i>
Listening:	Task-based interactive listening	<i>Janina Tubby</i>
De-briefing & future connections:	Drawing connections between all the workshops; planning adaptations to own teaching situation	<i>Steve Cornwell, Mary Scholl</i>

- short enough to be done in their context

The above goals weren't necessarily thought of as "GOALS" it was more organic as I kept thinking about the workshop...

Process writing workshop goals

Koji: What I really aimed at was to give a demonstration class of process writing, involving the participants, so that we could share effective teaching skills for Process Writing Strategies in a real classroom context. I tried to create a learning environment which is almost the same as my process writing class at my college. Most participants were ready to become my good students and seemed to enjoy most of the communicative writing tasks in a process approach. In particular, sharing and revising drafts with each other worked well. But I was especially fascinated by the positive participation of international teachers (non-Japanese) who are teaching at high school and college. In a sense, their attitude represents their communicative classroom... What I really learned was that most international teachers have already mastered the process writing as a prerequisite for high school and college education. On the other hand, most Japanese teachers who are familiar with, or good at "Wabun Eisaku and Grammar-Translation approach" seem to have a pretty hard time organizing their ideas over several paragraphs component as they create a coherent text. So, what I learned was that without writing several connected and coherent paragraphs, as a daily routine, by themselves, it is quite difficult to develop students' communicative competence in communication. Consequently, quite a number of Japanese English teachers are teaching mainly grammar and composition (translation). In this way, I realized again that

writing is and should always be an interactive and positive means of communication. This is far from the notion of working on a difficult masterpiece or grammar product.

According to my latest survey, more than 90 percent of students prefer process writing to Wabun-Eiyaku. That means now is the right time to question and move beyond a Wabun-Eiyaku (translation from Japanese into English) syndrome in order to join an international communicative context today.

In terms of evaluation, I think instructors always have to present clear criteria for evaluation of writing all the time, even at the bottom of the paper students are supposed to turn in. They can always check them over before they finish their final draft. In my class I always ask my students to criticize and make comments on short essay or paragraphs written by EFL students in other countries. My students have to criticize in terms of these evaluation criteria. This is very effective and it can be applied when they present the summary of their essays orally at the end of communicative tasks in my writing class. I always start my writing class by asking their explanation of paragraph components and basic writing strategies. For example, "What is the topic sentence? What is the thesis statement? What is paragraph coherence? ... Why it is necessary? Why pro/con structure is effective and objective? My students always have to answer in their English. I am sure that when they can explain clearly in their English, this will become a part of their real writing confidence. Wabun-Eiyaku never gives such a precious pleasure.

Learning strategies workshop

Mary: My goals for the workshop were threefold - goals for myself, goals for participants - and goals for the material. I'll start out with my goals for myself. One of the benefits of giving a workshop is for me to work with the material again in a new way. Figuring out how to share it with others gives me an opportunity to rethink my ideas. I was looking for a structured opportunity for me to work with my ideas about strategies, learning and teaching. Second, the actual sharing of the material with the participants gives me yet another chance to think again about the material because of the way they interact and respond to the workshop - and I was also looking to put myself in a situation that I could work with teachers who wanted to learn and think about strategies, learning and teaching. On a personal level, I wanted to see how I would do in the workshop - to see if I could do it well and if I would enjoy doing it. I felt like I had some good ideas and really wanted to share them, but wasn't sure how I well I would do. I wanted to test the waters.

As far as the participants were concerned, my goals for them was that they be exposed to as much of the strategy work as possible and be given a chance to interact a bit with some of the information provided. I wanted them to both feel comfortable with the material and also get a sense for the vast amount of ideas that are available to them. I wanted them to get a feel for some of the theory behind the work and also walk away with some activities that they could use immediately. I wanted them to get a sense of how they can approach strategy work in the classroom and how they can incorporate it bit by bit. So, I guess what I'm saying is that I didn't really want them to feel overwhelmed but I wanted them to get the sense of the vastness of material and the incredible potential that strategy work has to enhance their students' learning. I also wanted to give them some time to process some of

information and spent part of the end of the workshop answering and working with questions. I think that this was one of the most useful parts of the workshop.

It might sound strange that I had goals for my material, but I think that it is important to look at planning in that way. As Steve will attest - I had too much stuff to cover and not enough time. I knew that going into it - but I wasn't sure where the participants were at with the stuff and I wanted to be prepared to give them what I could - so I decided to bring as much as possible and go wherever they were ready to go. I thought that it would be good to do some theory and some practical work so I tried to boil the theory down to enough so that their appetites would be wetted and then I brought handouts that would give them a chance to delve more into it if they so desired.

My approach to the practical applications was the same - I gave them a few activities and I also tried to show them how what we were doing in the workshop was also strategy work, and then I prepared a number of handouts that would give them more information about any activities they would want to pursue. I think that it is important to note that I tried hard to make the workshop an example of the kind of work that I was promoting. It doesn't make sense to me to lecture about a process in order to teach it - that is like taking new theories and presenting them with old methods - does this make sense?

I felt as though the planning process was fairly isolated - which is fine - that is only to say that if I were to do this again I think that we could organize it and integrate the material and workshops in a slightly different way, and it would be even more effective and efficient. In her feedback, one of the participants suggested that the first day be focused only on strategy work and the second day focus on how to implement strategy work with all four skills. Being the strategy nut that I am, I really like that idea and it makes sense to me. I also really like the idea of a two-day workshop. We can work more intensely and get much further along in the material - and I think that the teachers can leave with a stronger sense of being able to do something new in their classrooms. It was also nice in terms of group dynamics - they were a great group and it was nice to work together for two days, to get to know each other a bit and begin to understand some of their teaching situations. I also like the flexibility of a two-day workshop - it gives us more leeway to change plans and reorganize in response to the participants needs and to our needs. I learned a lot both by planning and doing the workshop.

I learned that I like giving workshops and I reconfirmed for myself how good it is to work with other teachers who are really interested in working on their teaching. I learned about being flexible with the material and with the participants and I really enjoyed their work. I learned about managing too much material and making spontaneous decisions about what to change, cut and add. It was really good to work with Steve, Janina and Koji. I think that the participants get more out of the "groupness" when all presenters are there for the beginning and the end - but I also recognize that two days is a lot of time to take off. I think that it is important to recognize that the presenters are not necessarily participants, but their presence adds an important part of the dynamics. I know that there are other things that I've learned, but I've got to get off to class right now ...

Listening skills workshop

Janina: It's difficult to remember if I really had all these goals at the outset or when and how they developed. For the listening workshop, my goals were many and definitely developed as I began to plan and even during the course of the weekend (the listening workshop was last). In the first place, like Steve, centrally important was to present practical ideas that participants could incorporate into their class rooms without much or, indeed, any preparation. Added to this, I hoped that the ideas I presented would be able to be incorporated into current classroom routines and lesson plans without necessarily taking up more time or detracting from the original lesson and course objectives that the teacher had set. I wanted to present something that would form a springboard for the generation of more activities and ideas that participants themselves had had or would have. And on top of this, I hoped to hang activity ideas around a central theory and to demonstrate activities that raised awareness of that thesis. A tall order!

So that I could relate to the participants and find my thesis for the workshop I observed two listening lessons at two high schools in the Kobe area and spoke to a number of high school teachers. In many listening classes it seems, listening is a passive and individual experience for the learners; students are tested at the end of the text with a number of questions. Successful task completion means getting all the questions right.

These observations gave me my thesis and enabled me to tie 'my' workshop in with Mary's strategy workshop too. I aimed to raise awareness both for teachers and for students of the interactive nature of listening, and demonstrate activities for helping students become aware of strategies to help them become better and more interactive listeners. My approach was a little like Koji's in that I hoped to demonstrate the activities in the workshop. Not just so that the participants could experience them as students however, but also because I hoped that they would be able to discover my central thesis for themselves by seeing it in action rather than by me explaining. If people do it and it works, they are much more likely to be convinced by that than by long explanations, statistical and bibliographical evidence! I also hoped by doing it and seeing successful activities in action participants would immediately start thinking about how the activities and ideas could be adapted to suit their individual situations.

As Mary says, I am sure most presenters hope to get something out for themselves too, it's only natural and I think it is actually a pre-requisite if we are involved in the field of teacher education! We are, after all, continually learning from each other. In my case, I hoped to learn more about effective workshop management. I hoped to create a confident image but an image that was not that of an expert but merely that of a teacher with certain interest that I wanted to share. So, I hoped that from presenting my ideas to other teachers I would in turn receive their feedback and ideas. I hoped to build my confidence as a trainer as this is an area that I've been involved in before and aim to develop in the future.

[This interview was conducted over e-mail from September to December 1996.]

Exploring peer education: students as teachers

Alice Wahl Lachman, Naoko Matsumoto, Kiyoko Kinugawa

This article brings together different perspectives on peer education and has evolved from a joint presentation that the three authors made at JALT96 in Hiroshima on "Students as Teachers: Cross-Cultural Comedies." The form of this article is new too, in that it includes three viewpoints from the authors, as well as thought-provoking quotes from Paulo Freire, and a short questionnaire for you. You're warmly encouraged to continue the dialogue that Alice, Kiyoko and Naoko have started by sending your reader responses to the editorial team for publication in the June newsletter. Thanks!

Alice Lachman: New Possibilities of Dialogue

A declared intention of mine for TESOL and JALT conferences is to create new possibilities of dialogue. Many of us have presented at these conferences for years and our sessions speak mostly to the "converted." Many of my colleagues have given up participating in JALT because they no longer feel revitalised by the sessions nor contributed to. I, however, envision major conferences as opportunities to create new connections and deeper dimensions of insight through committed reflection and action before, during and post conference experience. And I wish to create a wider conversation both with the audience attracted as well as the colleagues with whom I prepare and present.

One way to transcend the traditional is to link up with new resources: our Japanese colleagues and students as co-presenters. Last spring I submitted a proposal to JALT '96 on peer education and cross-cultural awareness activities. With permission, I included my 4th year student, Naoko, and my Japanese colleague, Kiyoko, knowing that we would have to birth the presentation together if accepted. As newcomers to JALT, they were somewhat confused by what giving a presentation at JALT really meant. Though we each had a focus we could bring to our presentation, we had to blend our differences in style and experience and trust the process. Ultimately, whatever the end result in Hiroshima, Kiyoko and Naoko would have gained experience in doing a presentation-demonstration and I would be challenged into undertaking a cross cultural collaboration that was stretching.

What follows are the three components of our collaboration: First, Kiyoko's Internet review of some of the literature on peer education. She was surprised not to find anything in Japanese written on this topic and then discover a plethora of materials

Alice Lachman, Kiyoko Kinugawa, Naoko Matsumoto は広島 JALT96 で共同発表した "Students as Teachers: Cross-cultural Comedies" からさらに考察を深め、peer education について様々な角度から述べています。アンケートも最後に掲載されています。これを読んだ方はどうぞニュースレター編集部までご意見をお寄せください。6月のニュースレターで取り上げたいと思います。

on peer education in American education. Second, Naoko, a fourth year student of mine last year at Saitama Women's College, contributed her personal reflection as a peer teacher. In the summer of 1995, some of my students asked me to continue teaching them during August and September. Since I would be gone teaching English at a summer camp on Shikoku, I asked Naoko if she would teach these students instead of me. She had a very successful experience as a peer teacher/tutor and was enriched by the process. The confidence she cultivated via this experience carried her to other teaching opportunities during the fall of 1995 and after she graduated in the spring of 1996. This coming spring, she will

"Education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teacher and students."

enter a graduate program for English language teaching. The third piece of our presentation was the application of the principles of peer education to a class project where my Japanese students made a teaching video for American students coming to Japan to

inform them about Japanese cultural behavior. The exchange would be reciprocal. My peer mentors and colleagues on JALTCALL were invited to contribute comments and ideas as well.

For the Teacher Education N-SIG newsletter, these three pieces are a kaleidoscope of a peer education project. Though our workshop blended the discussion of peer education with the challenge of cross-cultural comedies into a focused whole, our handouts reflect the differences in tone and style each of us brought to the collaborative process. Ultimately, those of us committed to peer education in English teaching in Japan are encouraged to revisit Paulo Freire's guiding thoughts in his *Pedagogy of the Oppressed*: "Education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teacher and students."

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*"A revolutionary leadership must accordingly practice co-intentional education.. Teachers and students (leadership with people), co-intent on reality, are both Subjects not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators. In this way, the presence of the oppressed in the struggle for their liberation will be what it should be: not pseudo-anticipation, but committed involvement. " Paulo Freire, *Pedagogy of the Oppressed* Ch. 2*

Kiyoko Kinugawa: Potentials of Peer Education

"Peer" seems one of the hottest keywords nowadays, as in peer teacher/tutor, "peer mediation," "peer learning," "peer education," and "peer leader." Why is it so popular these days? The answer can be found in positive opinions expressed by the students who enjoy peer learning experiences. They like it because "there's no pressure." (Burish) The students and their tutors are "cognitively closer" (Gaustad) and "the students generally identify more easily with peer helpers than with adult authority figures." (Webb)

Here are some of the advantages of peer education:

- Students are more relaxed in the presence of peer tutors who are of the same age or a few years older.
- Tutors, too, "benefit academically" ("those who teach learn twice"), and also their "self-esteem rises." (Gaustad)
- Peer tutoring reduces competition and creates "a more supportive classroom environment." (Gaustad)
- The "instructional environment usually becomes more learner (as opposed to teacher) directed." (Imel)
- The teacher becomes a co-learner and facilitator, acting as a guide and a coach." (Imel)

So we see that peer education is utilised in various situations. In schools, especially in the United States, peer tutors are part of learning experiences. Recently, peer tutors' roles in writing laboratories have been emphasized. Some universities have a peer tutor training program, and the students who finish the course will be given credits.

Peer mediation is mostly found in primary and secondary schools. Some students are trained as peer mediators and they help their friends solve the problems. Some of bullying cases may be solved if such a system is introduced into Japanese junior high schools.

Several college health centers have peer health educators who can contribute to their friends' problem-solving and consciousness-raising campaigns on campus in collaboration with the staff and experts. They are peer leaders or "mentors" who play a unique role in securing effectiveness of such programs.

The Internet has added a new dimension to peer education. The learning environment has changed. The teacher and students are no longer isolated in a room, but are literally connected to the global community. In a sense, everything is new to everybody, so the students who understand faster than others can teach the rest. Teachers no longer functions "solely

"Through dialogue the teacher-of-the-students and the students-of-the teacher cease to exist and a new term emerges: teacher-student with student-teachers. The teacher is no longer merely the-one-who-teaches, but one who is himself (herself) in dialogue with the students, who in turn while being taught also teach."

Paulo Freire, *Pedagogy of the Oppressed* Ch. 2

as dispensers of knowledge" (Webb) as they used to be assumed. They become learners themselves, standing together at the gate of the wide world of the Internet.

At Saitama Women's Junior College, too, I started a course "Learning English through Computers." Among its goals is to become familiar with how to use the Internet and E-mail. To encourage all the students to learn basic computer literacy, cooperation and collaboration are preferred to a competitive environment. But how can I integrate the merits of peer education in a computer room?

First, in the e-mail project, students are encouraged to write e-mail to each other, other volunteer teachers and me. I do not correct students' mistakes as would happen in a traditional writing class. The point is that students are expected to learn by themselves through reading their peers' mail, writing replies, and writing more mail.

Second, in the Internet project, students are assigned to do some research by making the most use of the Internet. Each group is given an assignment, and they have to cooperate and collaborate to present their research findings. Students with some experience in the Internet are encouraged to teach the others. The information and materials they find in the Internet and their experiences will be shared in the group as well as in the entire class.

What is the teacher's role in such a classroom? I am not the one who teaches. I cannot tell what may happen in the due course. I am indeed "a co-learner and facilitator, acting as a guide and a coach."

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"Yet only through communication can human life hold meaning. The teacher's thinking is authenticated only by the authenticity of the students' thinking. The teacher cannot think for his (her) students, nor can he (she) impose his (her) thought on them. Authentic thinking, thinking that is concerned about reality, does not take place in ivory tower isolation, but only in communication"

Freire, *Pedagogy of the Oppressed* Ch. 2

Naoko Matsumoto: Reflections of a Peer Tutor

During the summer of 1995, I tutored three students as a peer tutor of English conversation. After I tutored them, I considered the advantages and limitations of peer teaching. From my point of view, peer tutors in Japan have two challenges to make the class succeed before beginning the class: The first is to break the SEMPAI -KOHAI (senior-junior) relationship; the other is to make the students feel relaxed.

As for the former idea, one of my students said in her reflection note: "Before going to the English meeting first, I thought we might have the relationship called Sempai-Kohai, but when I met her (me), my mind was eased by her saying 'we don't have relationship like Sempai-Kohai.'" As for the latter idea, Japanese students are generally famous for their shyness. Most of them seem to be afraid of making mistakes. That makes students really tense or nervous. So peer tutors have to tell them not to be afraid of making mistakes. Moreover, they have to show that they don't intend to oppress the students. In my case, I told them to forget everything about Sempai-Kohai and never to be afraid of making mistakes before beginning the meeting (I called the class "meeting"). This worked effectively because the students gradually felt safe to ask anything and weren't afraid of speaking English. So before anything else, the peer tutors have to create a friendly atmosphere in order to make the class succeed.

The first advantage of peer education is that the peer tutors can convert their most enjoyable learning style or experience in their past or present class to the meeting. My most enjoyable experience was to plan the world trip using a world map and a handout saying, "You have won a trip around the world. Using the world map, plan your trip. You can travel all over the world and choose whichever countries you want, but you have a maximum of 90 days...." So I used it and the students enjoyed choosing five countries or more and talking about why they chose the countries.

The second advantage is that peer tutors and students can choose what they want to cover. I was interested in the telephone conversation which I had never learned in the English class. If I had 20 or more students in my meeting, I couldn't teach them the telephone conversation, but I had only three students, so we could improvise "telephone conversation." I gave them the handout of the role play and make them think about many possibilities about telephone conversation such as "When the person she/he wants to call is out...", "When the answer phone is working...", "When they had the wrong call...." etc. etc. The students were a little embarrassed at first, but they could improvise their conversation as well as create it even though our English is not perfect.

The third advantage is that there is no formality between the peer tutors and the students unless the teachers are authoritarian because of a seniority system like Sempai-Kohai in Japan. Some people may feel that it is really oppressive. So they can be in the equal position by breaking that formal relationship.

Together, these are the three advantages of peer teaching. What about the limitations compared to these benefits? There are three major concerns, in my view.

The first limitation of peer teaching is that the students may not do homework or activity for the class because they feel too safe in the class. Since they know that the tutor is almost the same age as them, they may assume that they don't have to do homework and the peer tutors won't be angry with them. In fact, one of my students didn't do homework except for one time.

The second limitation concerns how well the "Japanese" peer tutors can be like native English speakers. There is some limitation for the Japanese peer tutors to continue speaking English. I was sometimes irritated at my ability of speaking English and sometimes used Japanese because I couldn't explain a particular point in English. Since I had told them in my first meeting that I would use Japanese when I allowed the students to do so and couldn't explain myself in English, they never depended on their native tongue(Japanese). The problem here is once the peer tutors begin to speak Japanese or their native tongues, the students might depend on their native tongues too much and never speak English. In that sense, peer tutors for language have to pretend they are native speakers of the language they are teaching and try to make students continue speaking the language mostly.

The third concern is how effectively the class works. There is no formality between the peer tutors and the students, and tutors can convert the most enjoyable learning tasks to their class. However, the peer tutor's enjoyable learning tasks are not necessarily interesting to the peer students. Even if the peer tutors respect the students' opinions and ideas, they can't introduce all opinions to the class because of the schedule, our English ability etc. etc. Peer tutors have to respect students' opinions. At the same time, they have to respect their own ideas. Balancing them makes a effective class, and it is a challenge.

I've never experienced peer education in English conversation class although I did in math class when I was a first-year high school student. While I tutored them, I didn't feel "I am a peer tutor!!" Rather, I felt I was both student and tutor. Also, my peer students were both tutors and students for me. In fact, even if my English ability was better than the students, I always hit a big wall and was irritated at my imperfect speaking ability. But once I realized that the students were also irritated at their English, I felt "Don't worry. We come here to enjoy speaking English." As a peer tutor, I learned a very important point, namely "The most important thing to learn/teach something is to have fun and enjoy joining the class." In that sense, I enjoyed going and meeting my students. In that sense, too, my classes succeeded. Also, since I could continue speaking and thinking about something in English during the whole summer, my English didn't get rusty. It's a very good point to improve both tutors' and students' English. I think that the idea of peer teaching is not so common in Japan, and that most people might not understand that its importance and effectiveness. But from my experience last year, peer teaching was really effective to teach language even though I had a limited English ability. Ultimately, the most important benefit of peer teaching is that teachers and students can be friends, and that connection creates a stronger motivation for learning reciprocally.

Contact: Naoko Matsumoto

E-mail: naomatsumot@gaia-net.or.jp (Saitama Women's Junior College)

Peer Tutor として学んだこと

Peer tutoring/Peer education という言葉は、日本ではあまり聞きなれない言葉だが、1995年の夏、peer tutor として私は peer tutoring が、様々な面において、いかに効果的であるか、また重要かを学ぶことができた。以下に、私自身が peer tutor として学んだことを、私自身の反省も含めて効果の面と限界の面から記す。

[まず最初に日本において Peer tutors がしなければならないこと]

1. Peer tutors と Peer students の間に、年齢差がある場合は、先輩 - 後輩のような関係をまず壊すこと。お互いに友人として接することができれば、それだけでクラスの雰囲気は快適なものになる。
2. Peer students の不安を取り除くこと。英語を話すことや、間違えることに対して不安なものである以上は、クラスの中に緊張感がみなぎるものと思われる。

[効果]

1. Peer tutors は、自分たちが経験した中で楽しかった学習方法を peer meeting に生かすことができる。
2. Peer tutors と Peer Students は、学びたいことをお互いに相談しながら選ぶことができる。それは、普段の英会話もしくは英語の授業で学べなかったことでもいいためある意味では新しいことに挑戦することができる。
3. 先輩 - 後輩のような関係や、形式をなくすことによって、Peer tutors と Peer students が平等の立場になる。

[限界]

1. Peer students が宿題をしてこないでも平気だというような、変な安心感を生む。
2. 「日本人」の Peer tutors が、どこまで外国語を自分の言葉のように扱えるか。どこまでネイティブ・スピーカーになりきれるかという問題が出てくる。
3. 授業をどのようにうまく (効果的に) おすすめしていくか。Peer tutors は、自分たちの楽しかった授業形態を peer meeting に生かすことができるが、その反面 peer students の意見も取り入れなくてはならない。しかし、時間や、英語力の関係ですべてを生かすことができない。

[Peer tutors として学んだこと]

1. Peer tutors と Peer students がお互いに、楽しめなくては、peer education の有効性が半減してしまう。
2. 教える／学ぶことにおいて大切なことは、授業に参加することが楽しく感じられなければならない。
3. 2ヶ月強の夏休みの間にこのような授業をやれたということは Peer tutors と Peer students の英語力が、夏休み中・夏休み後も持続できるという利点がある。
4. Peer tutors Peer students が先生と生徒もしくは先輩と後輩という間柄を超えお互いに友達になることができる。

Students As Teachers: A Reader Questionnaire

from Alice, Kiyoko and Naoko

1. What do students learn from teaching other students? ("Peer education")
2. What can we do to make peer education more effective in Japan? What are some of the difficulties or challenges?
3. Do you have any suggestions for how peer education can be integrated into a computer class?
4. What are the risks of empowering students to be teachers?
5. What are the benefits?
6. Let's share examples of peer teaching in Japan.
7. How can we continue this dialogue beyond the newsletter?
8. In your opinion, what points should an article on peer education in Japan address in order to be most informative?

[Editors' note: Please send in your views to the editorial team, and we'll publish them in the next issue. Thanks!]

Book Reviews . . .

Ways of Training: Recipes for Teacher Training **Tessa Woodward**

Reviewed by Mieko Fukushima
Toyama University of International Studies

Which of those engaged in foreign language teacher education has ever explored practical approaches in such a specific, diversified and systematic manner as shown in this book? Rare in the literature on methods of language teacher training, Woodward has developed over many years a huge collection of what she calls "process ideas" or "process choices," a total of 143 types of activities. The collection, presented in this book, offers ample suggestions for the trainer's own devices, both conceptually and practically.

The text consists of seven chapters preceded by an introductory section which contains the underlying assumptions of her study. The first chapter gives instruction on how to analyse and adapt each process type, while the remainder describes the great number of approaches by a common format entailing procedures, possible variations, rationales and the suitability of the trainees (Chapters 2 - 7). Glancing over the list of activities (pp. vi-vii) is helpful for an initial overview. Many of the names presented in it suggest a particular act or process, or what might be called a strategy (e.g., *Socratic questioning*, *Mapping out what you already know*). Some puzzling names (e.g., *Fishbowl*) and those suggesting a content topic (e.g., *Mother tongue utterances*) are also contained in the list.

The framework of this study diverges from the 'one-way flow of messages' model of courses. Although Woodward does not devalue the transmitting function of trainers, her approach is characterised by the focus being placed on the interaction and the mutual learning between all those people present, including the trainer, and also by the attention being paid to the trainee's own learning process, which includes such views as the learner's active involvement in the task of working on content and the differences between input, intake and output. In the contexts where this interactional and learner-focused orientation is pervasive, the point requiring attention is that the study is based on a challenging assumption: namely, in order for the trainees to take in and own the new ideas offered to them, training courses need to have an inbuilt variety of externally structured activities which could offer opportunities for various acts, not only listening and reading but also a wide variety of other acts, such as talking, drawing, visualising, experiencing, watching and so forth (p. 5). Whether such variety in training procedures can actually facilitate learning better than otherwise would be the case, is an issue lying beyond this reviewer's knowledge. What is rather clear is that this study is much more oriented toward the offering of helping hands than traditional methods which rely much on the learner's self-driven strategies.

The first three groups of activities concern the process where participants cultivate ideas, opinions and awareness: introducing (or eliciting) and understanding new ideas (chapter 2), reacting to information from resource books or materials to get interested and absorbed in it (chapter 3), and internalising, using and adapting new information (chapter 4). In traditional terms, these processes include such methodological concepts as lectures, reading, discussions, brainstorming and the trying out of activities. The reader can see that these concepts are elaborated and transformed into considerably varied specific activities. The Curran-style lecture (where two trainees are asked to explain what they heard after an interval of a few minutes) is just one example. The reader may also find that some familiar techniques (e.g., use of mind-maps) or some vague ideas which he or she may have had (e.g., the task of exposing the trainees to a collection of reference books) are shaped into set activities.

The fourth group is addressed more directly to traditional areas of common interest which concern the phase of practice teaching: namely, lesson planning, observing, and demonstrating and feedback (chapter 5). The use of various visual aids (e.g., grids, graphs and diagrams) is one intriguing aspect of this section. The other two groups deal with areas which are traditionally less concentrated on: finding about other people, about oneself, about the job of teaching and about language (chapter 6), and providing support to decrease the stress of training (chapter 7).

For us to look into the whole of the rich repertoire, various efforts are necessary. One such is to follow and visualise the procedures described in a written form. The other is to negotiate with the content to be covered in a course. With sample content topics dealt with sporadically in part of the collection, the reader is required to examine how the areas and topics he or she intends to cover can be related to individual activities and how the whole of his or her course can be structured. Still further is to consider the levels of the trainees and their influences on the usability of the activities. This consideration is necessary especially in the realm of pre-service training, such as methodology courses offered to Japanese students in undergraduate foreign language (English) teacher's certificate programs, involving someone like me as teacher. As mentioned by Woodward (p. 16), everyone has something to start with (e.g., knowledge and learning experiences). It is necessary, however, to examine whether or to what extent those young people, without ample prior experiences in teaching and academic studies, can successfully perform the set activity. In conjunction with this inquiry, it may also be essential to develop strategies toward the trainees' active participation in an unfamiliar activity, for instance, explaining the purpose and the innovativeness of the chosen activity.

All in all, *Ways of Training* provides the reader with good opportunities to examine what his or her present approaches are like and how they can be developed. It serves as a highly instructive work where the trainer only concentrates on what is to be transmitted to the trainees, or where his or her resources are limited to traditional methodological concepts, and/or a small repertoire of particular activity types which have been picked up from other people rather arbitrarily. The text is relevant not only to language teacher education but also to other disciplines and their teaching methods. How Woodward's exploration can be interpreted from the standpoint of learning theory is beyond the present review.

本書は、語学の教員の養成や現職の教師の研修を目的とした種々のコースの教え方、という未開拓の分野に歩を進めた貴重な研究の一つである。扱われているのは、方法の最も具体的なレベル、すなわち教室での活動のあり方である。著者の経験によって編み出され、指導手順として形を成した143の実践例が提示されている。

ウッドワードは、学ぶ側の視点に立って、講義を聞き参考図書を読むという活動だけではなく、話す、図を描く、想像する、観察する、といったさまざまなプロセスが可能になるように、教える者の手で多様な活動の型を用意する必要があることを説いている。伝統的な講義や講読が、学びというものを学習者自身の内発的な方略に委ねているとすれば、ウッドワードのアプローチは、教室で学びの過程を促進するための外部からの状況設定に重きを置くものであり、そういう意味でより多くの助けの手を差しのべようとする方向が示されている。

大学の教職課程で「英語科教育法」を教えている私は、この書から多くの示唆を得た。学生も私も経験が浅いせいか、勢い心が向くのは、「何を伝えるか」、「何を考えてほしいか」、「何を身に付けてほしいか」、といった事柄である。方法に関して自分が拠り所としている一般的概念（講義、講読、ディスカッション、ビデオ視聴など）が、実践のレベルではいかに多様で工夫を凝らしたものになりうるか、ということを知られる。また、これまでに見聞きして漠然と知っているテクニックや学習の方略、そして学生が英語圏での研修で出会い魅力を感じたもの（Sharing など）に関して、それらが具体的にはどのように行動することを意味するのかを知る手掛かりも得られる。ウッドワードの指導案の実行には、教える内容との関わりや参加者のレベルを考慮することが課題となる。新しさゆえに参加者を当惑させない工夫も必要だ。私の経験から言えば、試験的な試みとして協力を促す担当者の正直な姿勢が功を奏すようだ。

Woodward, T. (1992). *Ways of Training: Recipes for teacher training*. Essex, UK: Longman Group UK Ltd. (192pp.) ISBN 0-582-06493-7.

Would you like to write a review?

As a reviews editor, I am working on compiling a list of good books and articles on Teacher Education to be reviewed in the newsletter. If you know good books/articles on TE, please send me your information using the format below:

Book/Article title:

Author:

Publisher:

Outline:

Also, if you could write a review on any book/article, please contact me by fax or e-mail. I can check my mail only once a week, so fax is better.

Junko Okada (Reviews Editor), tel/fax: 0489-77-6065, e-mail: okada@tuj.ac.jp

Teacher Networking Education

Cooperative Development

Cooperative Development. Julian Edge. Introduction. I am using the term development to mean self-development. Cooperative development is a way of working..

<http://sol.aston.ac.uk/lsu/tdacd.html> - size 23K - 15 Jan 96

Discovering And Taking Action On The "Adult/Child Persona" Conflict Within Low Level Students

Discovering And Taking Action On The "Adult/Child Persona" Conflict Within Low Level Students. Henny Burke. Introduction. In this paper, I describe how I..

<http://sol.aston.ac.uk/lsu/tdahb.html> - size 20K - 15 Jan 96

Interactive Skills and Developmental Processes

Interactive Skills and Developmental Processes. Thomas M. Morton. Introduction. In the first part of this paper, I concentrate on the interactive skills... <http://sol.aston.ac.uk/lsu/tdatm.html> - size 22K - 15 Jan 96

An amazing bibliography on Appropriate Methodology!

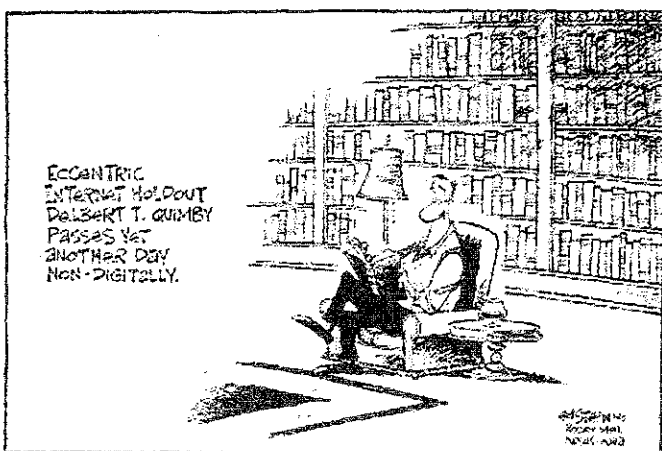
CANTERBURY CHRIST CHURCH COLLEGE. Department of Language Studies. This bibliography has been prepared by Dr. Adrian Holliday and is offered as a resource. <http://www.cant.ac.uk/departments/languages/bibliol.htm> - size 170K - 25 Nov 96

Visit us on the web:

The Teacher Education N-SIG Homepage is now accessible at:

<http://langue.hyper.chubu.ac.jp/jalt/nsig/teachered/te.htm>.

JALT can be found at:
<http://langue.hyper.chubu.ac.jp/jalt>



FRAGMENTARY PIECES OF WONDER

Neil Cowie (N-SIG program co-coordinator) Self-Introduction

1. *Who am I?* Neil Cowie, 36 years old, from England (Coventry, if you know it). Married to Yu from Taiwan (Ilan, if you know it), with two energetic kids: Tom (6) and Hannah (3) so if you ring after 9-30 I am usually asleep!

2. *Teaching* Currently at Saitama University (just North of Tokyo, if you know it). In the British Studies department in the Liberal Arts faculty (department sounds very grand - there are four of us - I am the foreign teacher). Just finishing my third year, before that I was on the conversation school - company class treadmill in Tokyo (which is OK when you are single, but exhausting with children - although I didn't usually take them to lessons). Have been a teacher for about 8 years spread out since 1983 - the rest of the time was studying in the US and working for the Sports Council in England (still very interested in sport development and coaching).

3. *Teacher Education Interests* I have had little formal teacher education experience, and one reason I joined the N-SIG was to get some. I would like to move into teacher education, development, training in some way in the future. Just finished an MSc from Aston University in England - by distance learning - thoroughly recommend it. Now wondering what to do next.

4. *N-SIG thoughts* I think the group should provide high quality support and information reflecting the needs of the members. One way to do this is to create a good network of contacts - so that people can get together with like minded others - this may be locally for face to face meetings, through email, or through quality 'development opportunities (workshops, conferences, retreats and so on).

It would be very helpful if we had some kind of development plan - a guide for what we want to achieve, and how we could do it. I think a small number of people could write the plan and then the larger membership could suggest changes. It does not have to be very long or detailed - otherwise it probably will not be useful.

5. *Fragmentary pieces of wonder* (Andy's title not mine) I have just finished my dissertation, which was about writing (by email) to a supportive colleague, in order to become a more reflective teacher - a kind of electronic peer mentoring. I would like to carry on doing this, and find other teachers (particularly Japanese ones) to develop with.

I would also like to work more with my colleagues in the university, and I am beginning to 'find my friends' there, creating a small support group. It's ridiculous to me that it is taking so long to meet people (even at the same place of work) hence my earlier concerns about the N-SIG being a good way to network.

So there you have it — does the word plonker come back to you?

Cheers, Neil (PS If you have some ideas for the retreat let me know.)

We want to hear from you, we want to connect with people! send in a brief biography of yourself and your interests and we'll print your 'FRAGMENTARY PIECES OF WONDER' here.

Kim Todd (N-SIG Newsletter Distribution Coordinator)

I'm from Windsor, Ontario, Canada (directly across the river border to Detroit, Mich., USA). I've been in Japan for just over three and a half years, and have spent time in both Tokyo and Nagoya. I work for Chubu GEOS (private conversation school), based in Nagoya, as the Chubu Teacher Trainer and Manager. There are 50 teachers in my area, and I am responsible for their training as well as general 'care'. I also have many administrative responsibilities.

I am interested in becoming more current with Teacher Education and hearing new ideas, which may be useful for my position. I don't have a teaching background (only what I've done in Japan), nor have I studied anything formally about teacher education, but I'm definitely interested in the area, hence my joining this N.SIG.. I have just recently joined TED N.SIG. and am looking forward to learning more about what it offers, through involvement. I am interested in what people are doing for Teacher Education at universities but I'm also interested in meeting people in situations similar to my own, so that we may share ideas with each other. and, isn't it a great way to network?!

Kim Todd, Chubu GEOS OVA 21 11F. 7-1 Tsubaki-Cho, Nakamura-Ku Nagoya-Shi, Aichi, Japan 453 Ph:81-52-451-2388 Fax:81-52-451-2468

Announcement: JALT President announces fee increase

Gene van Troyer, JALT President, has announced an **increase** in JALT dues and subscriptions for all members according to the following chart:

<u>Category</u>	<u>Present</u>	<u>INCREASE</u>
Regular Member	¥7000	¥10,000
Joint	¥6000	¥8500
Student	¥4000	¥5000
Group	¥4500	¥6500
Subscription	¥6000	¥8000

All current members, regardless of their category or fiscal year 1997-98 membership expiry date, may renew (and thereby extend by 12 months) their memberships at the present rates, provided that they do so prior April 1st, 1997. From April 1st, the new rates will be in effect, regardless of membership status or expiry date. Group Members must renew as groups; Joint Members must renew with their partners.

Use the postal transfer (yuubin furikae) form in the back of *The Language Teacher* through the March, 1997 issue ONLY.

Signing on now as a new member, reviving a lapsed membership, subscription, or renewing a current membership will save you the cost of the increase set for April 1st.

Questions, inquiries and comments should be sent to JALT headquarters

Autobiography in Five Chapters

by Portia Nelson

- 1.) I walk down the street.
There is a deep hole in the sidewalk.
I fall in.
I am lost . . . I am hopeless.
It isn't my fault.
It takes forever to find a way out.
- 2.) I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe that I am in the same place.
But it isn't my fault.
It still takes a long time to get out.
- 3.) I walk down the same street.
There is a deep hole in the sidewalk.
I see it is there.
I still fall in. . . It's a habit.
My eyes are open.
I know where I am.
It is my fault.
I get out immediately
- 4.) I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.
- 5.) I walk down another street.

Minutes of '96

MINUTES OF TEACHER EDUCATION N-S.I.G. Annual General Meeting NOV 3 1996

Held at: JALT '96, Hiroshima

Present: Up to 35 people (numbers varied)

Co-Chairs: Judith Johnson (English), Sonia Yoshitake (Japanese)

Minutes: Clive Lovelock

Agenda:

1. Introductions, explanation of agenda and thanks by outgoing coordinator, Andy Barfield
2. Approval of minutes of last year's meeting
3. Approval of revised mission statement
4. Reports from committee members
5. Committee nominations & elections
6. Proposals for future directions for the S.I.G.

1. Introduction by Andy Barfield

The concept of TEAM SHARING was explained. Although one person will normally be responsible for carrying out the duties of each committee post, nominations (or self-nominations) of additional supporting committee members are encouraged, to share the load - particularly for positions involving a heavy workload. Additional appointments can also be made later, whenever volunteers come forward. Thanks to the membership of the SIG and to committee members for their support over the past year. Special mentions for Tim Murphey's hard work which resulted in a real quality product; for Janina Tubby (first N-SIG weekend on Teacher Development with high school teachers); for Cheiron McMahon (bilingual publicity); for Amy Yamashiro, Neil Cowie, Takaki Nobuyuki, and Tim Newfields, for volunteering ahead of the AGM.

2. Approval of minutes of last year's AGM

Carried unanimously.

3. Approval of revised mission statement

Carried unanimously

4. Reports from committee members

Distributed in written form.

5. Committee nominations & elections

Committee members from November 3rd 1996 until the A.G.M. election next year are as follows:

CORE COMMITTEE

1. **Coordinator** Amy Yamashiro
2. **Treasurer** Stephen Hanpeter
3. **Membership Coordinator** Andrea Soares
4. **Programme Co-coordinators**
Neil Cowie, Donna Fujimoto
5. **Newsletter Co-coordinators**
Andrew Barfield, Sean Conley, Nobuyuki Takaki
6. **Publicity Coordinator** Janina Tubby
7. **Recording Secretary** Clive Lovelock

NON-CORE COMMITTEE

8. **Membership Database Coordinator** Bill Estes-Dotani

9. **Newsletter Distribution Coordinator** Kim Todd

10. **Review Editor** Junko Okada

11. **Technology Coordinator** Tim Newfields

12. **Translation Coordinator** Haruko Katsura

(All elected unopposed)

6. Proposals for future directions for the S.I.G.

My apologies, but I omitted to write down/ didn't know, the names of all the contributors; so in the interests of homogeneity, all suggestions are anonymous. CL

- More regional workshops or mini-conferences, perhaps using the combined efforts and resources of groups of neighbouring chapters - especially if they have already established a relationship with each other.
- A workshop for beginners on how to use E-mail /the internet to further the interests of the N-SIG, and/ or on applications for CALL. Do a careful check on the e-mail addresses of members. Electronic delivery of the Newsletter.
- A weekend together for members nationwide, if we can find funding to make it feasible. Perhaps chapters can help here, since they have more financial resources than N-SIGs. Janina supplied the following information relevant to costs and evaluation of these. 20 people attended the high-school teachers' workshop from all over Japan, so they had to pay for their own accommodation and transportation. Most participants said it was worth it. Nobody said it wasn't.
- Various suggestions for workshop themes: - Something based on Julian Edge's workshop earlier the same day on using metaphors from Counselling-learning. - A pre-cursor to the JALT '97 Conference theme "Trends & Transitions" - Observation - how to do this (could be '97 conference colloquium theme). - Metaphors used to describe teaching, learning & lessons. Survey of needs / wants of teachers in junior and senior high schools Could lead to colloquium, or action research project. Possibility of funding from JALT??
- Peer support for new members: pair them up with a member with similar interests - maybe someone living nearby. Could be done on e-mail or fax. (Related to peer support): investigate how Japanese and non-Japanese teachers can learn from each other Provide each new member with a starter pack: introduction to the SIG, where to get info., glossary of terminology in current use within the SIG, etc... At least make sure all new SIG members feel they are getting something out of their membership fee shortly after joining.
- Investigate Donald Freeman's suggestion that teachers should spend more time thinking about shopping around for ideas, methods, approaches which suit their own personal teaching style and situation(s), rather than hoping to be trained by aping one particular model (or more).
- Plea from Haruko Katsura: will Japanese members please give her suggestions as to what kind of information they want in translation

Clive Lovelock
Recording Secretary 96-97

A message from our translation coordinator:

日本語での投稿のお願い

ただいま TE-N-SIG では日本語による原稿の投稿もおおいに募集しています。News Letter が本当の意味で bi-lingual になるためには、英文原稿の abstract を日本語に直したもののばかりを掲載していたのでは物足りないのです。会員の中には大学で教職課程に携わっている方、中学校、高等学校等で教授法の勉強会を開いて自己研鑽をしている方等、大勢いらっしゃると思います。そのような場では必ずしも四六時中、英語を使ってはいないのではないのでしょうか。内容のある研究が英語で発表されなかったばかりに世界的にまだ認められていないことが多いのが日本の研究界の実情であるのかもしれませんが、まことに勿体ないことです。教育現場で健闘されている諸兄の実践論を耳にするたびに痛感します。もし、そのような研究報告を英語で書くのがおっくうであれば、どうぞ日本語で投稿してください。この News Letter ではそのような投稿のお手伝いをし、全文を日本語で、abstract を英語にして掲載することから始めたいと思います。日本語で書かれた貴重な実践報告を理解したい、という気持ちがあれば、それは外国人教員にとっても、他文化、他言語を学ぶ刺激の一つになり、彼等の自己研鑽の一つとなると確信しています。また、コミュニケーションもおのずと活発になるでしょう。我々も気持ちや内容があるからこそ言葉を越えてそれを伝えなければならないと思います。また、そのような時が言語学習上最も効果がある時である、と学生を指導なさっているのではないのでしょうか。TE-N-SIG の News Letter は文化、言語を越えて皆様のお手伝いをしたいと思っています。今後、日本語での投稿が増えれば、その内容をもっと詳しく英語に直して欲しい、というリクエストもでてくるかと思います。その際には、日本語から英語への翻訳をしてくださる方を募集するかと思います。どうぞ宜しくお願いします。 ご意見、ご提案は、

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Events:

Retreat / Get together: JUNE 1997

We hope to organise a weekend gathering for all interested members to achieve several things: a. To plan the production of a 'starter kit' for all members (contact lists, key articles, jargon explanations etc etc). b. To have workshops / discussions on ways of peer mentoring (cooperative development, local support networks, co-journaling etc etc). c. To plan for the future of the group in the longer term eg, research projects, development plans, conference proposals, priority issues etc etc. d. To meet each other, put names to faces, socialise intensely etc etc

So far, we have two possible dates: Saturday to Sunday on the 7th and 8th, or, 14th and 15th of June. Eric Reynolds has also suggested a possible venue in the Nagano / Yamanashi area, although this may not be appropriate. For more information contact:

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Teachers Develop Teachers Research 3 (TDTR3)

The next TDTR3 conference will take place at Oranim School of Education, Israel, September 8-10, 1997. Teachers Develop Teachers Research is a conference organised by the two Special Interest Groups (SIGs), Teacher Development SIG, and Research SIG within IATEFL. The two previous conferences were venues at Aston University, Birmingham, England, in 1993 and at Eurocentre, Cambridge, England, 1995. We here at Oranim are very pleased and proud to have been given the responsibility for the 1997 conference, and we shall do our best to make it an enriching and worthwhile event professionally, socially and culturally for every single participant. The theme of the conference is 'From Process to Outcome,' which invites presenters to share all stages of the study with us. Each presenter will be given 60 minutes, out of which we strongly recommend 15 minutes for discussion.

The three invited plenary speakers are Dr Fred Korthagen, Dr Mike Wallace and Dr Shosh Keiny. They represent three countries (The Netherlands, Scotland and Israel), and various areas within research on teacher development. Penny Ur is our local speaker. The venue of the conference is Oranim School of Education. If you are interested in further information about the conference, please feel free to contact us.

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