

Explorations in Teacher Education



教師教育の探究他
Vol. 5 No. 2 June 1997

The Newsletter of the JALT
Teacher Education N-SIG

Features

Interview with Paul Beaufait <i>by John McClain</i>	3
<i>Takaki Article</i>	9
Teaching and learning: a tug-of-war? <i>Chiaki Kotori</i>	11
A reader's perspective on giving a writer feedback over e-mail <i>Andrew Barfield (with Chiaki Kotori)</i>	17
Contracts in the classroom <i>Stephen Brivati</i>	24
Non-native speaker teacher identities <i>excerpts from "NEW's letter!"</i>	29

Networking teacher education

What kind of educational future are we moving into? <i>Fred Bennett</i>	34
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Fragmentary pieces of wonder . . .

Two weeks in Thailand, the experience of a lifetime <i>Roger Pattimore</i>	44
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And more:

Baselines	49
Contact Information	34
Events:	55

Summer

Newsletter Co-Editor's Message

Dear Readers,

Welcome to the second issue of this year's *Explorations in Teacher Education*. You may have noticed a few changes in the last issue and in this one. The newsletter has a new look and with it a new name: *Explorations in Teacher Education*. While the name and style have changed the purpose has not. We will continue to take a broad view of "Teacher Education," printing articles that explore issues of both teacher training and teacher development, and consider them from both the self-development perspective and that of program development.

This newsletter is a meeting place for the ideas of our membership. Do you have an article you'd like to submit? Would you like to share a self-profile for the *Baselines* section? Just send it in by e-mail, fax, or mail to one of the Co-Editors listed below. We welcome articles in English or Japanese.

If you have suggestions or feedback we'd love to hear it. Drop us a line!

Sean Conley
Co-Editor

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 a member of the Newsletter Production Team. The deadline for the November Newsletter is October 1.

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Interview with Paul Beaufait

by John McClain

former newsletter editor of Teacher Talking To Teacher

JM #1: Paul, I want to thank you for sharing your thoughts and experience with us, but before we begin how does one become interested in teaching and what brought you to Japan?

PB: I suppose my interest in teaching dates back to upper elementary school, if not further, when it was triggered by a growing awareness of teacher roles. As memory has it, there were moments of teacher infatuation as well as lapses of scholarly civility. Triggers were rather embarrassing incidents. I remember once a social studies teacher challenging me to do a better job if I didn't like the way she was teaching; she called me up to the front of the class and plopped her week's objectives in front of me. After miserably failing to achieve a single one, I returned to my seat enwisenened to the complexity of the feat teachers achieve and more respectful to boot.

“*the teacher training experiences
... that were self-directed have
been the most meaningful*”

A bit later, I found myself accelerating through high school and college on pedal power, ensconced in social and environmental issues - Earth Days, draft cards, pollution episodes, wilderness experiences - building on the belief that getting a proper education was tantamount to finding a better way of life. I thought that education was a better cure for what ailed the world in the long run than anything that the powers that be would negotiate in the interim. My calling, I guess you might say, was to teaching - to contribute to the improvement of life on earth by becoming an educator.

My arrival in Japan, though, was roundabout, and my teacher development had just begun. Since multiple endorsements on teaching credentials were highly recommended when I was in college, I did both art and foreign language education courses. I wanted to become a graduate teaching assistant (GTA) at university for a master's degree, but I discovered I

needed LANGUAGE teaching experience - of all things! Long story short: I soon landed my first teaching job in Japan. I had three objectives: Get the experience I needed to compete for GTA stipends stateside, travel to another part of the world, and dwell in the language & culture thereof.

JM #2: It's easy to understand

how humility before teaching combined with a concern for global issues {led you to develop} the kind of teacher's workshops you've been running in Kumamoto (see *TTTT* 3/2, pp. 12-16), but what motivated you to transform personal belief into a professional program?

PB: Well, I would start by saying that years of learning experiences formed the core of my belief that a hands-on, a learning-by-doing-while-doing approach was and is essential. I felt that a professional program that didn't relate to what one did - or what one wanted to do and soon would do - would be of marginal benefit. The teacher training experiences I've had that were self-directed have been the most meaningful. And certainly the most memorable. The problem, however, is seeing, I mean "knowing," what's going on - which can be very difficult for novice teachers. As my swimming coach (Fred Stetson) used to say, "The novice is blind." So what teachers need are insights on what's going on - insights often developed through hindsight, I'm afraid - and split-second predictive abilities on what will happen (Does this sound like Jack Richards [on teacher decision-making {Fukuoka, c. 1995} now?]). Such insights and abilities are essential if you're going to make the difference, say, between so-called problem-solving classroom decisions and their ever-so-much-more pedagogically satisfying situational-exploitative alternatives. In order to achieve the latter level of teaching prowess, we all need predictive, observational and evaluative skills to generate relevant feedback on what we do - how & why, too - feedback I see as part and parcel to the hands-on. Let me see if I can't put that in real-life terms...

JM #3: Whoah, may I interrupt? I'm not at all sure what you mean by "problem-solving" vs. "more pedagogically satisfying situational-exploitative alternatives."

PB: Okay, here's one of my favorite non-hypothetical examples. The semester is wearing on; the students are tired, frustrated or bored; the teacher has lost his or her 'gaijinty,' maybe even their native tongue. As the winter rolls around (with drafty, unheated classrooms here in Kyushu) students get the sniffles. One of them is bound to sneeze; such an event would ordinarily not even raise an eyebrow in a Japanese only environment. The American teacher, however, stops in mid-sentence, turns full-gaze upon the inoffensive student to pleasantly announce, "God bless you!" and awaits a verbal response. A pregnant pause while other students join their attention on, and begin to empathize with, a totally flustered and often blushing student.

Open for exploitation are: Situational formality, interplay between non-verbal and verbal behaviors, lag-time, culturally appropriate responses to a sneeze or a 'blessing,' religious tradition in daily life, the tripartite structure of English exchanges (an introduction to discourse analysis, e.g.: INITIATION: The sneeze; RESPONSE: "Bless you;" and FOLLOW-UP: "Thank-you;" - or was, "Bless you!" the initiation?); "Practice with your partner;" "Now where were we?" - on with the lesson before attention dissipates.

From then on students may live in mortal fear of sneezing in front of the class and their teacher. Or may start blessing each another whenever they sneeze. Something in between - who knows? The teacher can have any number of tactical attention grabbers to replay, themes to recycle and structures to review. Yet, it's not the sneeze that counts. It's awareness. What I hope to draw from this example is the realization that students' attention will

wax and wane, rather predictably; that unrelated events will stir the classroom environment, often unpredictably; and that the teacher who is aware of this predicament - and who has reflected on it in advance - may exploit both predictable and unpredictable stirrings (may even contrive them) to redirect and refresh students' attention.

The ability to predict difficulties that learners encounter is a product of remembering one's own language learning, careful observation and teaching experience. This ability can be learned with practice. But the ability to predict how students will respond to particular activities and materials, responses which lead to decisions about the appropriateness of using certain methods and mediations comes from experimentation and reflection. This latter ability will fall (or float) in the sphere of what I called "more pedagogically satisfying situational-exploitative alternatives." All of these abilities, I believe, are helpful.

“*hard work culminating in enhanced
self-confidence, self-direction
and self-esteem*”

JM #4: Do you encourage the seminar participants to improvise in this way in seminars before other teachers?

PB: No, actually we haven't asked participants to improvise in that particular fashion, at least not in session, but that question gives me an idea for a workshop - could call it something like Exploiting the Unexpected. Between sessions, we do ask participants to keep what Tim Murphey calls a risk log, in which they keep track of any small changes they make in class each week, if & how students take it, and add a double take from their own perspective after the lesson. Come to think of it, isn't answering questions after a presentation or workshop just that, I mean a situational-exploitative response on the part of the presenter?

JM #5: Definitely. At a presentation I once took part in an audience member rather pointedly pressed me on why the entries in my diary contained so many worthless (perhaps not her exact word) phrases like, "I think today's lesson went well." Her criticism led me to consider more carefully what kinds of observations I was making and what exactly (or more exactly) I was attending to, the "seeing" that you mention above. The thrill, I think, of being in a teacher's group is in getting naked enough to make unexpurgated thoughts available for feedback, not a part of my initial teacher training. Still, it seems to me, thoughtful reflection on classroom practice has been, well, under appreciated until pretty recently.

PB: Well, yes, that is something for teacher trainers to reflect on. Luckily there are some truly reflective trainers out there. One I was lucky enough to encounter when I returned to Japan as a Monbusho English Fellow (MEF), a predecessor to the current JET Program, was a Brit. named Malcolm Clayton. He taught at Kumamoto University. In addition to his regular teaching duties, he coordinated the Intensive Training Course (ITC) at Kumamoto University and led seminars at the Prefectural Education Center for secondary school English teachers for several years. It was my pleasure and privilege, first of all to participate as an informant and assistant, then as Malcolm's second at the teaching seminars. I later assumed responsibility for similar seminars and workshops.

The summer I arrived in Kumamoto, Malcolm took aside a small group of MEFs (myself

included), and helped us develop our own 'frame' for seeing what was going on - or would as soon as we hit the schools to begin team-teaching with Japanese teachers of English at the end of the summer. Among other things, he told us, "If it's meaningful, it's memorable." What he did was inspire us to develop a lesson planning/recording (LP/R) form that would enable us to plan, implement and evaluate lessons clearly, quickly and effectively - regardless of whether a lesson was team-taught or not. I used my own permutation of that LP/R religiously and shared it with all of the Japanese teachers I team-taught with over the next five years. What Malcolm had inspired in all of us, I believe, and what occupied a commensurably vivid position on that LP/R, was attention to what students were to do, would do, and actually did during a lesson - in a nutshell, goal orientation, student-centeredness and evaluation, and a hands-on approach. The 'thing' that never escaped me was, "Explain and demonstrate." In other words, do what you preach: Focus on learners.

Practicality, however, frequently generates tension with principles. In fact it is that tension that I have struggled with, along with Dan Kirk, the co-coordinator of the Teachers' Seminar at the Prefectural University of Kumamoto, since the seminar's inauguration six years ago.

JM #6: But the principles you outline in your article stress the importance of teachers' moving towards an "idealized self-concept" as opposed to objective standards. That seems entirely consistent with your requiring oral presentations, written evaluations and allowing participant's to choose seminar topics. Forgive me, but where is the tension?

PB: It seems to me that a tension exists, as you suggest, between idealized and standard, between flexibility and fossilization. In the ideal case, the developmental process is as important as, if not more so than, the development achieved. Control over objectives, directions and speeds are, to the greatest extent possible, left intrinsic, returned rather, to the discretion of participants in the process. At least that is the aim of our seminar where language skill development or, in a broader sense, communicative skill development is envisioned occurring as part and parcel of the overall, self-reflective development of non-native English speaking teachers themselves. By eliciting participants' interests, negotiating seminar topics and schedules, followed through with joint (coordinator/participant) project planning and decision-making, and later reflection on the outcomes and the process itself, we strive to create an atmosphere wherein teachers simultaneously develop their self-concepts, including that of self-determination, alongside their linguistic, communicative and teaching competencies.

Pulling for that ideal are a group of intensely dedicated teachers who participate voluntarily in our program, investing their own time and money in their own professional development. All the while they have no expectation of obtaining tangible rewards or compensations - no college credits, no wage increase, no exemption from education ministry mandated in-service training requirements - in short, of nothing but hard work culminating in enhanced self-confidence, self-direction and self-esteem. The success of this year's distributed program, which entailed a week-end pre-session, an intensive week-long summer session, and a follow-up session this fall that fell on a national holiday, speaks loudly to the dedication of only a small number of teachers. Of the ten who jointly determined the date and times of the follow-up session, only three attended.

Pulling against all this are conventional modes of thinking that even a five-day seminar is too long, that the program we offer is too hard, and, more generally, that if Japanese teachers of English just brushed up their English listening and speaking skills (bringing up the linguistic performance standard among teachers) they would be better teachers overnight. That thinking, however, needs to be evaluated in light of our situation, in which much of the language teaching methodology in this country has been fossilized since the grammar-translation age, and - equally disastrous - test-driven towards rote learning for college entrance examinations. I've overheard English teachers from academically oriented senior high schools discussing how quickly they dispatch with the glacially-evolving-towards-more-communicative course books in the upper grades, so that they and their students can concentrate on test prep., to say nothing of the cram school industry.

JM #7 : Still, if I may play the devil's advocate, aren't teachers in a classroom there to serve the students' needs, even when the teachers don't agree with them? In my case, it took years (and an introduction to John Fanselow) to see how to shift my attention from myself as hapless teacher to a focus on what precisely the learners were doing.

PB: If we were to do a thorough needs analysis on the devil in you, John, I think we'd need a bit more theological training (laughter). Simply put, I would hate to restrict teachers' role to satisfying short-term needs in a test-driven society. However, that shift of focus from teacher to learner, and the time it takes for a teacher to make the transition: — they're both interesting points, which we can examine a couple of different ways. First, there are the concerns of beginning teachers, among the foremost one Andrew Barfield (*Mosaics of teacher development and socialization* [forthcoming]) interprets as "a major concern with the presentation of oneself as a teacher, both within the English lesson and in terms of initial professional socialization," not to mention simply getting through the ministry approved textbook. Barfield also finds recent "trainees show a clear concern with conducting interactive language lessons and understanding their learners individually," all at an early stage of teacher development.

On the other side of the metaphorical desk, in terms of learner development, a similar shift of focus is possible, perhaps necessary. There abides in many parts of the world undying respect for the teacher as giver of knowledge, teller of truth, and of the learner as recipient of knowledge and vessel of truth. David Nunan (*Learner-centred curriculum*, 1988) points out that learner-centered developments depend upon deliberate and sustained efforts throughout the curriculum, 'if not general attitudinal shifts in society.'

Evidently your teaching experience was not unique, yet it is entirely to your credit that you achieved the shift. It is even possible that an "idealized self-concept" (after Brundage and MacKeracher, 1980; in Nunan, 1988, pp. 22-23) has kicked in, propelling you toward new personal goals. Student trainees steeped in a reflective and critical scholarly tradition may find it easier to ferret out areas for self-improvement and set achievable goals, maybe not. A knack for experimentation and improvisation, a willingness to run risks of the sort Tim Murphey advocates, in short - to lay siege to the status quo - these are the teacher attributes that make continuing development possible.

JM #8: But I don't see rebellion being fostered in either the US or in the Japanese educational systems.

PB: Well, I'd have to say it is and it isn't, in either country. Outcomes will vary from person to person, place to place. The question is really how far in what direction you take it. Do educational systems anywhere aim for chaos? Is self-concept instilled or distilled by the school system? Working towards an idealized self-concept is an adult thing, I think, a sign of coming of age, a step forward in a teacher's growth.

JM #9: Well said. One final question, though. Where do you see the workshops headed in the future? Do you think they are adaptable to private schools and their teacher development programs?

PB: Sure. Ideally the principles apply to adult education and professional development anywhere there is an environment conducive to collaborative development - but nowhere in a vacuum. This year we're tacking upwind again with the distributed program we developed last year. Still, it's the challenge of teacher development, not just intensive language training that exhilarates us. Short public workshops offered at the prefectural education center or other hinterland venues are possibilities, given relief at the university, though the word on that right now is, "Relief? No way! But would you like to renew the university English curriculum, and develop and teach (or supervise) a new course for prefectural employees from the international office, and another prefecturally subsidized one for business and industrial employees, anyway?" Sure, all in good time.

Private schools (I'm thinking high schools in this locale now) seem to occupy both the top and bottom rungs; the latter may offer the greatest flexibility for teachers. Teachers from private schools do attend our seminar, sometimes in addition to their own in-house programs. Looking at another angle, Dan Kirk, who spent several more years than I in private language schools, concluded that external consultancy and private workshops could be lucrative, but wouldn't necessarily lead to sustained teacher development, or to our own professional growth. The appeal of in- or out-house programs to private administrators depends to a large extent on the mission of the schools and their commitment (or lack thereof) to developing their existing human resources. It would be difficult, at best, to instill or market that kind of commitment.

The point is: The drive for teacher development must come from within and be shared continuously in order to be satisfying and sustainable. Rest and relaxation it ain't. Administrative frameworks and managerial controls in private institutions have their ups and downs - on the up side is the possibility of perks to encourage self-developmental activities amongst teachers, but that's beside the point. Parental involvement (development even) is a whole 'nother issue. Focusing back in, can society at large, school administrators, programs like ours, and teachers themselves establish leeway to develop professionally in collaboration with one another and yet in their own directions? I hope so; even teachers need space to grow.

[This interview was conducted over e-mail from late 1996 to spring 1997.]

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地元での英語科教員支援組織のネットワーク作りを目指して ～熊本県の場合～

高木信之
熊本大学教育学部助教授

JALT 96(広島)での発表 "A Follow-up Program for In-service JHS Teachers" において、筆者はおおむね以下の点を指摘して英語科教員がプロとして育てられる環境作りが必要である。

TE N-SIG の活動は、日本人の現場教員、教員養成担当者、現職教育担当者等の参加を得なければ画竜点睛を欠く。

地域の特性や制約に根差したTE(教員養成だけでなく現職教育も)に対する各地域の大学のより積極的な関与が求められる。

このような提言を具体化した例として、筆者が中心になって進めている熊本県におけるPIGATE(ピガティ)の活動を紹介した。ここでは平成5年以来大学が中心になって、毎月第2土曜日の午後半日をつかって教員養成の学生と現職教員が相互援助的に学ぶ場を継続的かつ啓発的に提供し続けている。広島では、その組織や運営の実態についても、ピガティ、ニューズレター(現在44号)や紀要(現在3号)とともに紹介した。そして、このような方式のTEが他の地域でも実現可能か、もし可能であれば将来的に相互交流を推進できないだろうか、と言う提案もした。

その後幸いにも、大学院、大学、短大、高校、中学校から、問い合わせや交流の申込があった。そのうち、東京外国語大学のRichard Smith先生のところでは、平成8年の9月から卒業生教員が毎週第2、第4金曜日の夜に集まってきて、継続的な研修の機会をもっていることが分かった。J.C.Richards & Lockhart(1994) Reflective Teaching in Second Language Classroom CUPを読む一方、ビデオを使っ

ての授業研究をしているとのことである。この会はNEW(Nishigahara Eigokyoiku Workshop)と呼ばれ毎月のニューズレターであるNEW's LETTERを発行して、その活動を深めつつある。NEWとピガティはすでにニューズレターの交換を始めており、今後は相互訪問や共同研究の機会を持てるように双方で努力していきたいと考えている。

また、JALT広島での筆者の発表をビデオに収録した南山大学のTim Murphey先生は、そのビデオを大学院の学生に見せ、討論をすることになった旨報告していただいた。また同僚ともPIGATE方式のTEについて検討することも約束してくれたところである。南山大学では現職教員の実践レポートの要領をまとめた、{Nanzan LT Briefs}が年2回発行され、多くの現職教員が奇蹟の機会をあたえられているし、いくつかのTEセミナーも開催されている。平成8年12月には養成課程の学生と現職教員を対象にしたTE支援組織(Nanzan University's Teacher Support Network)の発足が宣言された。なお、ピガティでは早速南山大学とニューズレターの交換を開始した。

さらに英語科教員教員養成の専門家である広島女学院大学の波多野五三先生とも面識を得ることができ、今後多くの教示をいただけるものと思っている。また、地元熊本県立大学のPaul Beaufait先生は毎年夏に現職教員対象のサマーセッションを開いているが、今後は集中型だったセッションに事前、事後のケアを取り入れる方向で動いている。今後はピガティとの協力体制を作り上げ、熊本県におけるTEがより発展するように互いに約束しあっているところである。

しかし、今回最も嬉しかったことは、高校と中学校の現場の先生から積極的な反応を得たことである。そのうち、佐賀県諸富中学校の下村朋子先生には、平成9年1月

からピガティの例会に参加していただいている。このようにTEN-SIGの活動が契機となてTEが各々の地域の特性にあった形で日常的、継続的、啓発的に広がっていくことを念願している。TEN-SIGの皆様からのフィードバックを期待している。ピガティやNEW,あるいは南山大学の支援組織(The NUTS Network)のようなTEを展開しているところをご存じの方はどうかご一報願いたい。私としては、そのような全国の支援組織を把握するのが、1997年度の大切な仕事の一つである。

なお、筆者は平成9年4月1日付けで熊本大学教育学部(英語科教育)へ転勤した。これを機に熊本大学と熊本県立大学、及筆者がこれまで勤務した九州女学院短大(4月から改組転換で九州ルーテル学院大学)、さらに熊本学院大学や尚 大学との関係を密にして、地元熊本におけるTE支援組織を拡大したいと考えている。当然、県教委や現場教師との話し合いが必要になってくるが、まずは大学としてできることは何かをしっかりと見定めたい。7年前まで、熊本で20年も続いたITC(熊本県英語教員集中訓練計画)や地道に続けているピガティの活動から学んだ以下の3点を十分生かしていきたいと念願している。

少数の教員を短期集中的に「訓練」しただけのTEはあまり効果がない。県教委が主催者にならず、教員の自発的な参加という形をとることが望ましい。「継続的、啓発的」をモットーに、地域の特性を十分考慮した恵の長い研修組織を作ることが必要である。

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**INTERNATIONAL SYMPOSIUM ON BILINGUAL EDUCATION
AT KATOH GAKUEN,
"LEARNING THROUGH TWO LANGUAGES: RESEARCH & PRACTICE"**

Katoh Gakuen in Numazu, Shizuoka will hold a two day symposium on content-based approaches to foreign language learning on November 28 - 29, 1997. The title and theme of this international symposium on bilingual education is "Learning Through Two Languages: Research and Practice"

Invited Speakers:

Jim Cummins Professor, University of Toronto

Myriam Met Coordinator of Foreign Languages, K-12, Montgomery County Public Schools (MD)

Ikuko Koike Professor, Meikai University

Cliff Walker & Ellen Jones-Walker, International Foreign Language Consultants

Other schools in Japan and from around the world that have successfully introduced a content-based approach to their English language program will also share their experiences with this form of foreign language teaching.

The first day of the symposium also includes a class observations of the English immersion program at Katoh Gakuen.

For more information and registration contact Mike Bostwick at Katoh Gakuen.

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Teaching and learning: a tug-of-war?

Chiaki Kotori

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This essay was inspired by the thread I was following on <jaltcall>, the JALT mailing list. The thread was about the high school English education and the entrance examination, and the quoted posting below is an excerpt of the posting to which I replied. Andy Barfield encouraged me to revise my original postings and to put the revision on this newsletter. I am grateful to him for his helpful feedback and kind support to complete my essay. I would also like to thank Toru Tadaki for his inspiration and permission to use his posting, whose powerful message has made me reflect on my teaching for days, weeks and months now. (Please note that the revised essay has diverged from the original topic and the theme of the revised version is more related to teacher development than to the original thread of high school English education and the entrance examination.)

At 2:51 AM 97.2.6+0000, Toru Tadaki wrote:

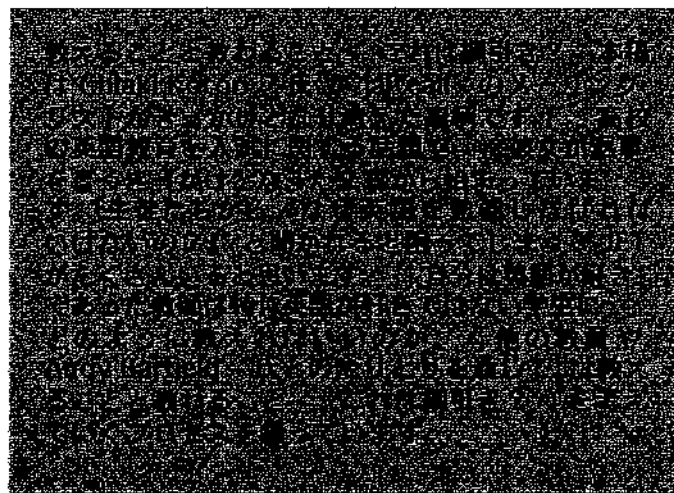
>This reminds me of the fact that it is quite hard for many JET's to answer the question by their students, 'Why do I have to learn English?'

This question has left me restless the entire time since I read the posting. I sometimes ask myself as both a learner and a teacher of English why we all have to study English in high school. Whenever such a question strikes me, however, I feel instead myself fortunate without even trying to think, for I happened to like this requirement, and I for one don't need an explanation. But deep inside my mind, I know I couldn't keep running away from it.

Though it is one of my teaching aims to help the students learn to speak English, I have to wonder also if we are all expected to succeed in acquiring some communicative competence in the language when for some people the choice of studying English is not 100% voluntary. In high school, English is supposedly one option among other foreign languages from which students need to take only one as a requirement, but in reality, English is the

only option offered in many schools. In this kind of environment, I imagine that students would have various degrees of motivation and various goals in studying English.

Part of these uncertain feelings is derived from my own experience as a student. As I mentioned above I didn't have to ask that question as a high school student because without an external explanation of why we



had to study English, I was already interested in the language. It wasn't as if I had to study English. I simply did because I wanted to. While I liked English and I did relatively well in the subject, I had other subjects in which I was always away behind and more or less lost. It seems only natural that students have various pace of learning and preferences for particular subjects. Of course, as a teacher I would be happy if someone became interested in learning English, and I'd be happy to help this person learn the language in any way I can. But at the same time, I wonder if someone else, a chemistry teacher, for example, might be saying at this very moment that it would be nice if people became more interested in studying chemistry, which I failed to like, but studied for the pure sake of taking the entrance exam. This is because I don't retain any basic knowledge of the subject nor could I make any practical applications of the material I am supposed to have learned in my chemistry class. And, as a former student of chemistry I just have to shrug my shoulders and sigh about my failure.

Motivated by the recent thread on the high school English education and the entrance examination, but aware that my own personal school experience of liking the study of English might not be the case for all my students, I asked my university students (45

“*... I also felt embarrassed about my unrealistic and rather selfish expectation...*”

sophomores in the nursing department) whether they would have taken English if it had been totally optional in high school and English had not been required for the entrance exam. I had asked what kind of skills they were interested

in improving or what they expected to learn in my class in the previous questionnaire, which I usually give my classes in the beginning of the semester. However, most of the questions in such a survey concerned only the future of their studying English and did not try to accommodate their past learning experiences which I now consider very important. Though it could be a little too late, I thought I should know what their past learning experiences had been like to really get to know my students.

Here is the brief summary of what I learned from the survey: 1) Some said that they would have taken English because they had interest in learning English, because they think it is an important language to acquire in today's society, or because they think it would be nice to be able to use English for communication no matter how simple their language may be. 2) Others answered they wouldn't have chosen English if they had not had to because they would have liked to choose other foreign languages, because they just didn't have any interest or because they didn't like the higher level of grammar covered in high school.

The different degrees of motivation to study English I learned from the survey were informative but stroke me as slightly disturbing at first. While I could understand the reason “the grammar was difficult” as not wanting to take English, I was not prepared to hear that some were not simply interested in learning English. Of course I did not expect them all to have the same attitude toward studying English as I did, but I felt a little disappointed at the fact that English was not an attractive option for everyone. I also felt embarrassed about my unrealistic and rather selfish expectation that I was teaching a group of students who all wanted to study English. It may sound silly, but I tend to forget that in some people's

lives English may not have as much importance and relevance as in others'.

Relating to my ignorance and insensitivity, I would like to add to mention another interesting discovery I made. This question (whether they would have taken English in high school if they had had a choice) was included as part of the course evaluation questionnaire in which they were also asked for suggestions to improve the class. They had been asked to answer the similar course evaluation for the past three semesters. Most of the questions were to be scored on the scale, and only the last question required their own words to write just about any ideas to make the class better. Students usually do not answer this open-ended question in details, but this semester they produced unexpectedly longer responses that concerned both my class and language learning in general. I suppose asking them that extra question had triggered them to reflect on their own learning as well.

As I read their feedback on my class, I found myself growing increasingly insecure about my own learning of English, which indirectly affects my teaching. I tried to identify what seemed to be bothering me, and soon I noticed two keywords emerging from the students' words. One was "communicative," and the other "grammar." Communicative: Most of their wishes regarding the class (English conversation) were related to what we call "more communicative use of English," and "more interaction among students." They wanted more control over what we did in class by speaking more with each other. Grammar: I repeatedly came across the same comments regarding the English education they received in high school. That is, they liked English or at least were interested when they first started studying it, but gradually lost interest in senior high when they felt the grammar covered became difficult.

I should be clearer about why these words have made me uneasy. The two keywords are not usually linked with each other, but in my mind, they are the big C and the big G, something that I have been unable to resolve in my teaching. I liked studying English for the same reason some of my students hate it for; I liked studying grammar, and that is a good part of why I liked the school subject English. In studying grammar, I felt the sheer pleasure of learning and seeing a system of the language. It was as if I had been solving a puzzle in which pieces are first scattered around the table, but each piece has its one and only place to fit. Learning the English grammar as a system brought me the same fascination as solving a puzzle would in that each separate grammar point was first presented, but in the course of study, it began to shape the whole picture of the language. I was particularly intrigued by the systemacity that I found in analyzing the written English sentences that we worked on for translation (or analysis). On a sentence level as well, analyzing a particular sentence was just like solving a puzzle; any sentence (in a written discourse) can be broken down as puzzle pieces but can be put back together as a whole unit in a very systematic manner.

Since I enjoyed this G part of learning English, and that's the only code I have experienced so far, I feel a little insecure and uncertain about the big C and the adjustment I am making in teaching English for communicative purposes (though that's what I'd like to do). Of course, I have nothing against teaching English to communicate, and on the theoretical level I can take without difficulty that "communicative approach" facilitates language learning. In fact, I was thrilled to see what a communicative approach is like when I had my first

encounter with it in my methodology course. However, since I am so much accustomed to the G code that I have also grown a little sensitive and vulnerable to the word "communicative," which seems to be alienating and rejecting my language experiences.

For this reason, I often feel inadequate and unqualified to teach my conversation classes using communicative materials. Though I let my students engage in some kind of communicative tasks such as information gap activities (e.g. find the differences) or find-someone-type games, I often can't get away from the mixed feelings. On one level, I feel secure about seeing them using English as a tool (and seeing them having fun), but on another level, I feel unsure if such language use may end up with using English for the sake of "doing activities," especially when for some students, "doing activities" is possible without knowing grammar and as soon as the activity is over, the experience may be all forgotten. In my own learning of English, communicative language use followed the grammar mastery. By the time I was in the situation where I really needed to use the language (that is, outside the classroom), I felt somewhat secure about my knowledge of grammar even though my spoken English was not so smoothly produced at first. In my teaching, I often have to wonder how much my students are really capable of manipulating the language whenever I have them use English to communicate with each other. I am not trying to be cynical at all; it is just that I feel uncertain and irresponsible about the effect of something I have not actually experienced. I am in a dilemma; even when I allow myself to try out communicative activities in a classroom, I hear another voice echoing within myself "that's

“...*“feel” what it is like to use English in such activities by actually interacting with the students as a student myself...*”

what you want to do?” And that's when I realize a conflict, and contradictory beliefs that seem to exist in my mind, namely a tug-of-war between my own language learning and language teaching.

I am willing to explore the alternatives, but as someone who has seen only one side of many learning/teaching situations, which happened to work, it is quite difficult to see how similarly or differently other ways would also work as much and as well. It is like being a new mother who is trying to raise her child in a very different but seemingly as good a way from the one she herself comfortably grew up. Because she liked the way she was parented, she feels most certain and safest in that way when she raises her own child. But the needs of children have been changing, and so have the goals. She hears that there are other ways to bring up a child which seem to better meet the changing needs of the child. They say other mothers have already incorporated these recent ideas into their child rearing with satisfactory results. Children seem to like them as well, so she tries to experiment with them. However, the road is rough; at every corner she encounters a conflict between what she herself experienced as a child (what worked for her), and what seems to be the apparent opposite of her own child experiences (new approach). Despite her wish to further explore the alternatives, she feels uncertain due to her inexperience and unfamiliarity with them, and she keeps wondering how she is doing and whether she is doing OK.

I wonder what such a mother would do? The concerned mother would probably seek help, support and information from various resources such as her own mother, other more experienced mothers, experts, and books. She might also try to identify what seemed to be as

applicable and workable from her own growing-up experiences.

Interestingly enough, in my teaching situation, I have been able to seek a similar help and support from other teachers. First, to see how other teachers (mothers) are doing with the communicative approach (new ways of raising children), I asked my American colleague to let me sit in her class next semester and work with the students to see what it is like to study English using the language to communicate in groups and pairs. As I have already mentioned above, that was one of the major conflicts I am having in my teaching. I have of course tried pair/group works in workshops at conferences and seminars with other fellow teachers, and I know that they usually work; however, they should work because we as teachers know the expected outcome of such activities and because our English proficiency is not usually a problem to complete the task. So this time I would like to "feel" what it is like to use English in such activities by actually interacting with the students as a student myself. I anticipate discovering some of the elements on both the group and interpersonal levels that are usually invisible to teacher's eyes but may play some interesting roles in the dynamics. At the same time I hope to see how much my fellow students are actually using their language both in a controlled and an uncontrolled context from our "negotiation of meaning."

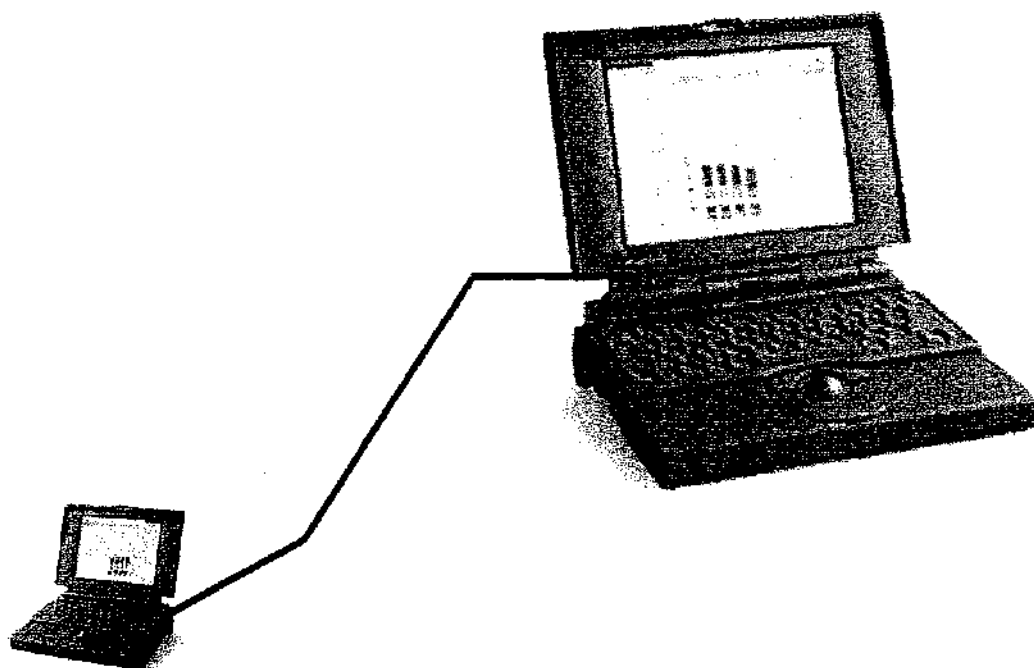
Secondly, I was able to receive some very helpful feedback from other teachers in the form of a reply to my postings on and off line. I hadn't expected to get such feedback when I expressed my ambivalent situation at first, but the comments I received have certainly helped me see my situation from a different perspective which could not have been available without posting on <jaltcall>. Among such teachers, Andy Barfield has given me the opportunity to focus on the dilemma I have experienced by encouraging me to revise the original postings. In the process of revising, he supplied me with a number of questions that I hadn't seriously thought of and those that didn't even cross my mind. In a way, I was stuck in my own world of teaching and learning, which was safe but kept me stagnant. Sharing my conflict with other teachers on <jaltcall> connected me with other teachers and provided me with their expertise.

There was another breakthrough, which came rather unexpectedly. As I tried to explain why I liked grammar learning so much and what exactly it was for me, my shame-like feeling has gradually disappeared and I have begun to acknowledge my learning experience as valid and potentially useful in my teaching. I started thinking that my enjoyable experience of learning the English grammar may have its place in teaching, as some students might find such an aspect of language learning as fascinating. This was quite unexpected and surprising since I had firmly thought that my teaching and learning experiences were an odd couple and the source of pain.

The initial conflict I had felt between my learning and teaching experiences has been mitigated. The odd couple doesn't look as incompatible as they first did when I posted on <jaltcall>. I am surprised to see the change in my conception, and I am grateful for the change as I see it as a sign of growth. I am especially pleased that I was able to give a credit to my learning experience, which I had considered as "misfit" in the age of communicative approach. The acceptance unlocked my closed door and let me decide to explore the alter-

natives. It is like a born-again experience as a teacher; it feels like stepping out of my secure womb to experience a new world guided with a new light. To step out of my own secure learning and teaching environment is threatening, but maybe it is not so scary once I am determined to try and start thinking about ways to achieve it.

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The teaching which is written on paper is not the true teaching.

Written teaching is a kind of food for the brain. Of course it is necessary to take some food for your brain, but it is more important to be yourself by practicing...

Shunryu Suzuki

A reader's perspective on giving a writer feedback over e-mail

Andrew Barfield (with Chiaki Kotori)

Foreign Language Center, University of Tsukuba

When I read Chiaki's original message on <jaltcall> in early February, I was impressed because she was both courageous and honest in sharing her doubts and confusion about some of the challenges that she was facing in her teaching. I wrote to Chiaki and thanked her for her message, and asked if she would be willing to have her piece published in this newsletter. She was interested, but thought the message would seem out of context in the newsletter on its own. So, I offered to send her some reader feedback over e-mail to help her revise it for publication.

Agreement of starting roles and process

[February 13th 1997...

Chiaki: *What do you mean by reader feedback?*

Andy: *Well, when I read your message, there are some points that as a reader I want to ask clarification questions on, like "When you say XXXX, can you tell me a bit more?" and I would also want to paraphrase some of what you say and check with you that my understanding is what you mean - it's just a way to help you think through things and to go more deeply into what you are interested in.*

Chiaki: *This sounds really great, and I'd appreciate any feedback you may have on what I wrote. I don't go to school any more, and I don't have any chance at work to get feedback on my writing and thoughts. Please give me your feedback, comments and questions.]*

Andy: *So, the next stage involved my sending Chiaki some questions over e-mail about different parts of her original posting on <jaltcall>, and her sending revisions. I tried to read between the lines of what Chiaki was trying to express but had only begun to touch on. I picked on 'feeling' words in particular (something I'd (re-)learnt from going to Marie Nelson's workshops last year), because these were the points, it seemed to me, where the writer wanted to say more, but had rationalised them in the first drafts and not explored them further.*

Chiaki: *This seems to explain why it was 'comfortable' to get the reader's feedback and respond to it. Those 'feeling' words he picked let me further explore my seemingly chaotic mind with some burning questions. It almost felt like therapy.*

[February 17th 1997...

Chiaki: *I have to admit that it's not as easy as I thought it would be to get a straight*

answer for each question...

Andy: Maybe there aren't set answers right now...Maybe the answers come much later...Maybe some of them become clear soon... I don't think you need to feel a pressure to answer my questions directly. Rather, I think the effort that goes into answering a reader's questions will let you as the writer express your ideas more clearly. My questions are really to help you with that.]

The challenge of detachment

Andy: This was how I saw the process ideally, and I deliberately tried to keep to the questions as here agreed, though a couple of times I came back with my own comments about wider aspects of teacher development. The challenge on my side was to detach myself enough to respond just to what Chiaki was saying and going through in order to help her as the writer write what she wanted to write - not to take up my own concerns in my feedback or orient the content of what she wanted to say to please me. This requires practice, and is not easiest thing in the world to do, just as Julian Edge lays out very clear groundrules in Cooperative Development (Longman 1992) for a similar kind of face-to-face process of teacher development.

Chiaki: When he offered to send me feedback, I thought that he as a 'teacher' had all the answers, and I was going to have to find these expected answers or else get them from him. But when I read Andy's February 17th message, I was reminded how I was always resorting to my teachers for 'the answer.' This really changed the way I worked from that point on; he was not going to tell me what to do or what to say, but I was the 'writer' who was going to express 'my' ideas. This was my first lesson in this experience.

Andy: This is close to what people mean when they say 'having a space to find their own voice'. It indirectly touches also on the idea of writers having sanctuary: of feeling confident and safe enough to write and share their writing in process with others (see previous articles by Marie Nelson in this newsletter).

An example of writer-reader development

Writer's text: I liked studying English for the same reason some of my students hate it for. I liked studying grammar. The more complicated the sentence was, the more excited I became.

Reader's questions: What exactly was the excitement? Was it the grammar or was it the thrill of learning and understanding a 'system', a patterning of something that had seemed to have few patterns before? I'm just guessing - but I understand the enjoyment you felt. I'm just wondering what was the great fascination for you, the eureka-type moments?

The reader in a privileged position?

Andy: At the same time, it's clear looking back that I did have the privileged position in this process at that point, because I had in a sense started to commission an article from Chiaki, and was asking her to develop her own writing further. I could respond to what she was writing, but I wasn't at this point playing an equal role by showing a piece of my own writing in return to her. Edge, for example, takes the model of two people playing distinct roles (speaker and understander), and exchanging roles as a normal part of the process. This is a very important point, I believe, and it is easy to miss it (especially for the participant in the initial privileged role of reader) through doing a one-sided development process.

The writer as explorer?

[February 23rd 1997 ...

Chiaki: *Revising was cognitively challenging, but I feel I begin to understand better about many of what I wrote the first time...*

Andy: *This is where writing is an exploration - we just don't know what we really want to say until we have written something and then start rewriting it! That remains a fascination for me.]*

Chiaki: I was interested in reading his comments 'writing is an exploration' and 'that remains a fascination for me.' This is exactly how I feel about writing. It was a relief to reconfirm that 'writing is rewriting' and that's how we organize our thoughts and how we know what to say. I sometimes think that I must be a pretty logically-challenged person not to be able to compose a text with one try. The fact this aspect of writing fascinated Andy both excited and reassured me.

Andy: I was speaking from my own experience and trying to relate that to what Chiaki had said in a way that would help her feel 'safe' / 'have a feeling of sanctuary' in the journey she had embarked on... But re-writing takes both space and time...

Writer's revision... I liked studying English for the same reason some of my students hate it for; I liked studying grammar. In studying grammar, I felt a sheer pleasure of learning and seeing a system of the language. It was as if I had been solving a puzzle in which pieces are first scattered around the table, but each piece has its one and only place to fit. Learning the English grammar as a system brought me the same fascination as solving a puzzle would in that each separate grammar point was first presented, but in the course of study, it began to shape a whole picture of the language. I was particularly intrigued by the systemacy that I found in analyzing the written English sentences that we worked on for translation (or analysis). On a sentence level as well, analyzing a particular sentence was just like solving a puzzle; any sentence (in a written discourse) can be broken down as puzzle pieces but can

[March 2nd 1997 ...

Chiaki: *Am I going to ever get this done? I'm sorry it's been taking long. I could keep revising this, but I'll stop now...*

Andy: *Your final question is important; in a sense, no piece of writing is ever finished or complete - we can always go back and make changes. As the writer, it's your decision when to say this is the final draft that you want published...*

Chiaki: This characterizes the essence of what I learned from this experience. I remember how I started out this exchange with a passive attitude and perhaps with a dependent mind. Although I do a lot of personal writing and enjoy such an activity, I still feel very intimidated about expressing myself in the form of writing in public. When the reader said it's my decision when to say it's ready, I once again realized how I was waiting for the reader to tell me when it's ready. So, I went on to re-write. I added new ideas as they developed in the course of writing. I kept changing as I wrote! I didn't know if the changes were good or not for an article in the newsletter, but they were good for me...

“Writing is an exploration - we just don't know what we really want to say until we have written ... and then start rewriting...”

The effect of the medium

Andy: I was to be away in March for two and a half weeks, so I didn't send the writer much more feedback. Instead, the writer now had the space in which to revise her work independently. This was force of circumstance mostly, but I also felt I had to step back and give more space for the writer to finish anyway, and if I kept giving constant feedback, the writer-reader relationship would have become 'dependent' in a 'bad' sense,

be put them back together as a whole unit in a very systematic matter

Reader's follow-up: This is exactly the same pleasure I had with studying Latin, French and German, and I remember it's also the metaphor (of the puzzle) that I used one time with explaining to a student about how her language was developing in terms of vocabulary. What I want to say is that the puzzle is a powerful way of seeing motivated and active learning. So, the question may not be such a torturous one for you if you can apply the puzzle communicatively to your classes.

Reader's later follow-up: "I felt a sheer pleasure of learning and seeing. " Use 'the' you have 'of learning' postmodifying the noun here, so the pleasure is very specific

"... it began to shape a whole picture of the language." Interesting that both 'a' and 'the' are acceptable here, but which one do you want to use?

from my point of view, just as the writer felt the need now to go it alone through the final drafts... Here the influence of the medium is interesting: through e-mail, we only knew each other as 'virtual' writer and 'virtual' reader, but we now had to 'read between the electrons', and judge that the moment for independent work had arrived.

Chiaki: One interesting thing about using e-mail was that as I sent my different drafts to the reader, I also made a few 'off-article' comments. These comments were mostly just some informal reflection of how I felt at each different point of writing. Through these informal 'off-article' comments, though, I was probably expressing my private self more than I would have if I had been submitting my drafts by regular mail, or on paper by hand, in which case there would have been only the draft in a manila folder.

Andy: In the event, Chiaki had a computer crash just before I left (definitely a problem of the medium!) and turned independently towards creating the final version of her text.

Chiaki: I thought to myself that I had to overcome the crisis by myself. I took a deep breath for a moment to compose my disturbed mind. I started concentrating on my writing, convincing myself that it didn't have to be the exact same as the lost one. And here again Andy's previous comment - *'In a sense, no piece of writing is ever finished or complete - we can always go back and make changes...'* - helped me through. I felt I could go back to the last few paragraphs, which were lost, and make another trial until I felt everything was OK. In the end, this worked out well for me, and that was how I coped.

Andy: From Chiaki's comments here, I have begun to see more clearly what the writer and reader need to recognise consciously at the start of the process, or discuss during the early part of the process, so that later 'crises' or 'moments of change' can be faced successfully. I am glad that my earlier comment had offered Chiaki support later, though I didn't know that when I had made that comment originally that it would be so important later to her as the writer.

Moving the reader from a privileged position

[March 24th 1997 ...

Andy: *I'm thinking of writing a page or so myself to explain how it worked over e-mail, so that other readers can try the same process out if they want to. I don't have time right now to do that but will get back to you when I've got my first draft done - would you like to swap roles and be my reader-responder when I do that?*

Chiaki: *Great! I was also thinking that the readers may want to know how we worked on this over e-mail, and I wasn't sure how much detail I should get into. Swap roles? Sure, I'd love to!]*

Andy: So, just over a month later at the end of April, I began writing this piece, and then sent it to Chiaki for feedback - finally beginning to re-dress the imbalance in the roles that we had played until then in the process. But this took me time to get into as I

adjusted from the privileged role of reader to that of writer ... This is also where I guess we should begin to end this cycle of writer-reader teacher development over e-mail.

This review of the total process has allowed us both to re-examine the significance of such peer support, and to make explicit sense of many different important moments - which we have tried to capture in this article, and represent from both first-person and third-person viewpoints in talking about the roles that we played. Of course, what you read here, has been revised and rewritten several times, and, just as Chiaki felt the need to revise extensively what she had written in the article, I've gone through the same re-writing experience for this article, learning to share more and more my side of the process with Chiaki, and learning also to find my 'voice' through benefiting from encouraging (emotionally supportive?) and constructive (critically detached?) feedback from the reader.

In the sub-text of that re-writing, I think we have struggled to find the appropriate balance between representing our private and public selves. Part of this has centred on the desire to share some kind of emotional reality of what the process and roles involved. This is especially true of the early stages - the sense of challenge, the excitement and enthusiasm, the doubts and insecurity, the working through of emotional waves in the growth from dependence towards interdependence and role reversal. But part of that also has rested on the recognition of the need for detachment from the process, and a distanced assessment of its different meanings.

Talking about the process is a central part of the process

Andy: Here, we have talked 'off-article' about several issues that have come up in this post-analysis:

- The power differential, and whether we have managed to establish equal and equitable roles in the complete process.
- The language differential, and whether the L1/L2 difference has significantly influenced how we have interpreted the process and expressed ourselves.
- The shift between varying poles of perception and interaction, and how we moved, at the start, from the pole of personal-emotional; to the other, later, of cognitive-detached, and then back, as we reversed roles.

I don't think we have found absolute answers nor would we be able to. The texture of our understanding has come from the effort that we have made 'off-article' to ask and answer between ourselves questions that have struck us at different times in the overall cooperation on e-mail.

Teacher development or personal development?

Chiaki: For me, this post-analysis was nothing like anything I've ever experienced in any educational setting. As we re-examined the whole process, the line between our 'writer/reader' roles became blurred, and I began to see the writer more and more as a person than as a teacher, and myself as an equal partner, not just as a recipient of this project. By

talking through the questions mentioned above, I think I've begun to fully appreciate this learning process, which is both dynamic and never-ending.

Andy: It seems we have begun to re-learn, through re-writing, the central role and power of reflective awareness in successful learning, but I think we have also seen that we have moved from what we initially saw as a strictly pedagogic or teacher education exercise. We have come, in a sense, towards some kind of mutual authentic development, in a Rogerian sense.

I don't know myself if that is necessarily the goal of teacher education. But it may well be one of the indirect benefits of following a cooperative devel-

“*...connecting teacher development
to other forms of personal
development...*”

opment process through, and trying to understand as best one can. People tend to shy away from connecting teacher development to other forms of personal development such as counselling; all I can say is that even with a strict educational focus, the effect can be therapeutic, and can give something of a deeper understanding of oneself, 'the other', and of teaching/learning, and life.

Final thoughts

Chiaki: It's been as much a tangible experience as virtual for me to work on this collaboration over e-mail. It's virtual in that our communication took place only in cyberspace, which always carries a sense of curiosity and uncertainty. (We wouldn't recognize each other if we came across each other in the 'real' world). But what started out as a virtual experience turned out to have quite a substance in its outcome. I have gained lots of insights into my teaching and learning situations in the process of revising. I also learned to become a more independent writer as I went through the ups and downs in putting my thoughts together into words.

Andy: So, there we are - we have written our way into 'teacher development through e-mail'. It's interesting that we have managed to put into action many of the themes and ideas that Marie Nelson wrote about in the newsletter last year. The medium lends itself to 'distance' teacher development, but questions of roles, process and procedures remain. The Edge model is useful here, though we have worked flexibly around it. What would you - the reader of this newsletter - make of such a 'virtual' process? How tangible would such an exercise be for you?

Contact information for Andy Barfield can be found on page 2.

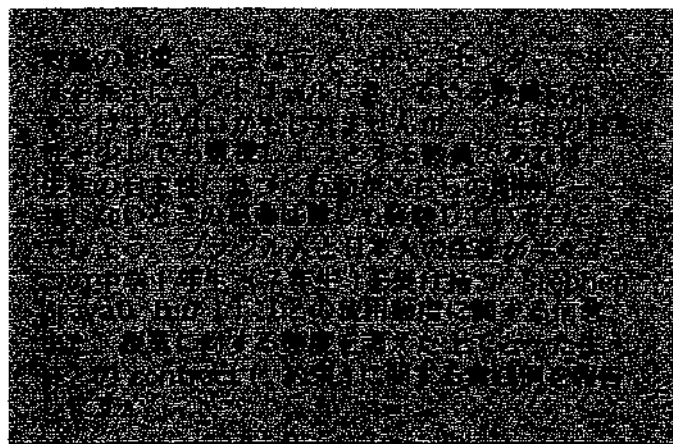
Contracts in the classroom

Stephen Brivati

If a group of teachers were asked to brainstorm what they associated with the notion of learner autonomy, their list is likely to include tangible items such as self-access centers and more ephemeral notions like cognitive skills. The former may be said to include self-study worksheets, reading materials or even computer assisted language learning. Cognitive skills relating to learner autonomy might include such diverse items as critical reading in which the student challenges the viewpoint from which a text is written; dictionary skills which includes the ability to read the phonetic alphabet; discourse, grammatical and semantic competence which enables the student to work independently from the teacher on a specified text; the ability to identify gaps in knowledge and treat them, or even just a love of learning. Obviously, these two aspects of learner autonomy, are mutually dependent, but it is usually the institutions which are fortunate enough to have self-access centers that make use of learner contracts, relating to the available material. The degree of teacher supervision and control will often be on a continuum ranging from a case in which the institution dictates both the content and the pace of study to one in which the content is subject to constant negotiation and the student selects her optimum pace. Probably, the greater the degree of learner centredness in the EFL classroom the more likely one is to see a contract, even if it is only a very casually negotiated verbal agreement. There is not really a great deal of need for a negotiated contract in a formal EFL situation in which the teacher selects the material, type of activity and amount of time to be spent on it, irrespective of their degree of communicativeness! However, as somebody who teaches in just such a context I have recently discovered the value of making use of the premises underlying the construction of any contract, i.e., the making public of concerned party's wishes and the synthesis of those wishes into a mutually agreeable and binding document. The need for a behavioural contract arose as a consequence of the situation I shall now describe.

I have a 7th grade junior high school class in which half the students are Brazilian and half Japanese. This unusual mixture was leading to friction due to different behavioral patterns. Furthermore, the students seemed unable to assume basic responsibilities

such as bringing files, keeping their contents tidy or even sweeping the food up off the floor after lunch (I have always disliked teaching with food squishing underfoot!) Eventually I found them almost impossible to work with because they were so disruptive. Finally, I approached their homeroom teacher and asked him to collect a list of



suggestions, complaints and requests from the students about my classes which could contribute to the construction of a classroom contract. This proved to be very useful as it showed up how things that I wouldn't even categorize as "minor anxieties," were worrying the students a great deal. For example, although the students are told by all their subject teachers that files must be kept tidy and organized they felt unable to do this because my handouts didn't have holes punched in them. I had mentally dismissed this point because my view was that every classroom has a hole punch and it is good for students to take responsibility for using it. However, from the students' perspective, this

was a task that cut into their precious few minutes break between all those tedious lessons. I was able to accept this point of view and modify my handouts accordingly! This is-

“With some trepidation... a whole lesson to acknowledging the students' very real concerns...”

sue was easily resolved, but the other needs that students expressed initially seemed to present a problem because they conflicted with my beliefs about language learning and teaching. This list included translation, explaining games in L2, using L2 during games and the like. Experience of teaching at both senior high school and university has led me to conclude that some use of L1 is necessary sometimes to save time; often because the students have been programmed to believe that they can only understand something that they already understand if it is then translated; as a powerful teaching device in which it is deliberately contrasted with L2 or, as a metacognitive device for evaluating and planning learning. However, although I am very conscious of the fact that some teachers will disagree with using only L1 in a beginners' class, I would challenge that view and even the method they espouse! Indeed, I would go as far as to assert that it is the unnecessary use of L1 with beginning Japanese students which is directly responsible for more advanced students' general L2 incompetence. An approach that uses only L1 is perfectly feasible if one is using a method consisting of the following kinds of techniques:

- Vocabulary learning through pictures.
- A wide variety of simple games to practice phonics.
- The gradual learning of basic functions such as "What is it?" through obvious contexts and gestures.
- More writing practice than is customary, usually about 10 minutes per lesson and including activities such as crosswords.

This particular approach is a modified version of the David English House course entitled Finding out. One of the most interesting aspects of this approach is the presenting of students with a picture of a simple game in progress from which students work out how to play although initially they needed some demonstration as extra support. This has turned out to be a very powerful device for encouraging students to think for themselves, but it does bother students initially.

The efficacy of this way of teaching has proven itself in that the 7th grade students' word decoding ability (even though they don't know the meaning) is significantly

more accurate than the 9th grade. I am reminded of this daily because I am still forced to use the whole word approach with flashcards with the 9th grade and they cannot read words such as mouse (after reading *house*) unless they hear it first! Furthermore, by the end of their first year almost all the two-hundred 7th graders can use the following questions and answers with confidence in long conversations:

- What is it? It's a(Extensive noun vocabulary)
- Is it a..? No, it isn't. Yes, it is.
- How are you? (So-so, terrible, fine, etc.)
- How about you?
- How old are you? (Number lexis)
- What do you do? (Job lexis)
- Where are you from?
- What color is it? (Color lexis)
- What's its name?
- Is it yours/his/hers?
- Can you ?

After working with students in this way for eight months I had a very exciting experience: subsequent to handing out the text of an English pop song for the first time the students spontaneously began to read it aloud to me. There were errors where they overextended their limited knowledge of phonics, but this moment represents my happiest experience in a Japanese classroom. However, since this argument as to why I felt I couldn't meet student demands has now taken me chronologically way beyond the conflict point under discussion let me pick up the tale again.

With some trepidation I allotted a whole lesson to acknowledging the students' very real concerns (after all, they were being taught four lessons a week in Japanese and being told that I was not really an English teacher!). I explained in my limited Japanese the purpose of some aspects of the approach and methodology and why their needs could not beneficially be met. I was agreeably surprised to find that this proved to be more than sufficient to allay the students anxiety, allowing me to proceed to stage two of the plan... Having agreed on contract conditions, albeit somewhat undemocratically, both the students and I brought in magazines to the next lesson. The students worked in groups making posters of the final contract which was a list of classroom behavior rules. You might be relieved to hear that this was written in Japanese by the homeroom teacher although many of the students decided that the posters were going to be in English. They included amusing images such as a red faced Clinton shouting "No Japanese!" The rules included:

- Cleaning the classroom after lunch.
- Being on time with files on text.
- Files kept tidy.
- Listening carefully during activities that review questions.
- No Japanese!
- Asking the teacher vocabulary questions in English.

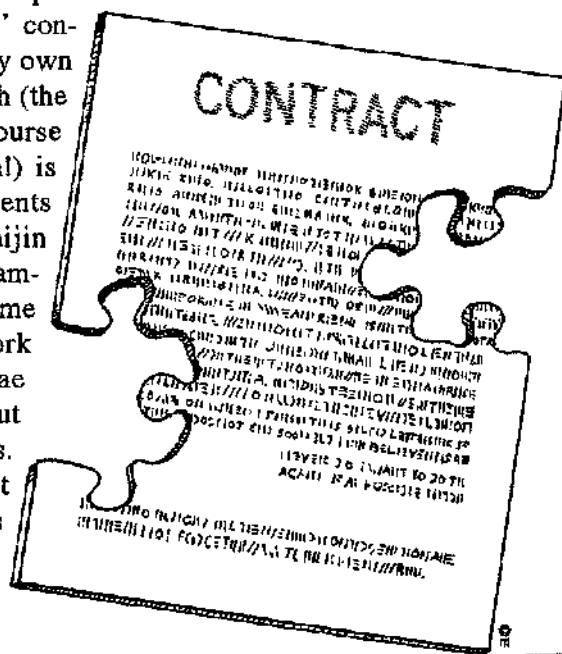
- Teaching parents the content of the days lesson.

The exercise was a useful opportunity to generate a lot of incidental learning as the students enjoyed themselves with scissors and glue, talking about the images with me in their L1 while I used English, a technique that I feel is invaluable during one-to-one exchanges. A sad side of this activity was students' apparent surprise at pictures of dead humans and the cause and effect relations between them and the sterile, technological images of war that co-exist all too frequently in *Time* and *Newsweek*! Finally, all the posters were hung on the Bb and the Ss voted for the best one which was then given an official wall space. This was an excellent opportunity to show the students that the language they use with such gusto to demonstrate their current physical condition during greetings could also be used appropriately in expressing a judgment on work that they were responsible for. During the following weeks I made a point of noting that I was obeying the contract by punching holes in my handouts. Simultaneously, the students amazed me by changing very rapidly to a more cooperative and attentive manner.

The strength of this activity surprised me to such an extent that I intend to implement what I consider to be the essential aspects of its format in all my university classes at the start of the new academic year. These are:

- Assuming that every behavioral expectation I have of the students has a counterpart relating to me which should be publicly acknowledged.
- Recognizing when differences exist and negotiating a solution.
- Having the students invest time in creating posters representing the solutions.
- Implementing the same procedure in relation to course content.

It should be stressed that this last point is not an invitation to a negotiated syllabus. Rather, experience has taught me the importance of identifying and respecting Ss' content expectations. I have found that my own rather precise definition of what I teach (the systematic linkage of grammar, discourse type and communicative act... bleeeugh!) is usually not compatible with the students almost universally held view that Gaijin teach pronunciation while JLTs teach grammar. Serendipitously, this has caused me to modify my approach to include work on prosody and other linguistic minutiae in class. I have learnt a great deal about how English actually works from this. The procedure under discussion might be a trigger that motivates the students to explore what the implications of "I want to learn good pronunciation,"



might actually be. As a final example, if students were to identify one of their wants as *the language of shopping*, they might discover during the creation of a visual phrase-book that they already know it (they have been exposed to it for six years in Monbusho textbooks) and have a little more sympathy for my resistance to the repetition of situational/functional dialogues that is all too frequently the mainstay of the conversation classroom. This is however, an a priori discussion that is outside the bounds of this article whose main premise has always been if in doubt, try something different!

You can contact Stephen Brivati at : <100516.2251@CompuServe.COM>

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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
.....

"The teacher's task is to value learners, prize their attempts to communicate, and then provide optimal feedback for ...[their linguistic] system to evolve in successive stages until learners are communicating meaningfully and unambiguously in the second language."

H. Douglas Brown, 1987.

Principles in language learning and teaching.



Non-native speaker teacher identities

excerpts from "NEW's letter!"

Here are some (adapted) excerpts from "NEW's letter!" no. 8 (the newsletter of the student teacher / teacher development group called NEW (Nishigahara Eigokyoiku Workshop) which Richard Smith refers to in his self-introduction in the *Fragmentary Pieces of Wonder* section of this issue).

April 11

On April 11, there were fourteen members in attendance. Richard Smith reported on three of the "more interesting" presentations he went to at the IATEFL (International Association of Teachers of English as a Foreign Language) Conference in Brighton, 2-5 April, 1997.....

[Here we reproduce his report on the second of these (Ed.)]

B) "Negotiating the social identity of the non-native ESL teacher" by Anoma Siriwardena (University of Nottingham, UK)

Anoma Siriwardena is involved in teacher development for non-native speaker teachers of English attending courses at Nottingham University, and she presented some of the activities she uses with these teachers. Teacher development with Japanese teachers of English is a major area of interest for me, so I was excited to attend this presentation. To explain why, I have to say something about the IATEFL conference overall, and the fact that - though this is the conference of an international association of teachers and many of the attendees are non-native teachers of English - there are very few presentations given by non-native teachers or having direct relevance to non-native secondary school teachers (i.e. the majority of English teachers in the world!). This is true not only of IATEFL but also of other organizations such as - as far as I know - TESOL (maybe Mio or Hitomi, NEW members currently studying in the U.S.A., could give us their ideas about this!). So it was refreshing to find a presentation that was directly concerned with the needs of non-native speaker teachers of English!

Siriwardena bases her teacher development courses on the recognition that, because the needs of non-native speaker secondary school teachers tend to be ignored within the dominant "discourses" of English language teaching (cf. my comments about the conference above), they may tend to feel modest, defensive or negative about their attributes. Her aim is to contribute to the empowerment of the teachers she works with, developing their confidence through initial reflection on their identities as teachers, including awareness-raising with regard to their strengths as "knowers of different languages", as learners and users of English(es), as

knowers of their particular social context, and as experienced practitioners. Another aspect of Siriwardena's approach involves discussion of videoed lessons; by this means, she attempts to bring to the surface and validate teachers' own theories about roles, knowledge and skills, as a basis for further development.

An interesting aspect of Siriwardena's presentation was the stress she placed on the strengths of non-native speaker teachers as "knowers of different languages." Just as students (particularly "minority" L2 learners - Peruvian or Brazilian children in Japanese schools, or Spanish-speaking children in the U.S.A., for example) may experience second language and culture learning as a threat to their identity but can also be empowered by the experience *if* their L1 and native culture are valued in the process of "identity negotiation", non-native speaker teachers may be empowered if - rather than comparing their L2 proficiency (or having it compared) negatively with native speaker norms - they can become more aware of the positive value of their ability to use two (or more) languages. One of our NEW members - Tomoko Arakawa - is doing research this year into ways of enhancing use of L1 and L2 by Japanese teachers of English, and in one of my own classes this year I'm also investigating ways of "empowering" student teachers with regard to their use of both English and Japanese in the classroom. I think we can feel encouraged by Anoma Siriwardena's presentation in the knowledge that we're not alone in these attempts to develop the confidence of non-native teachers!

(Richard Smith)

Here is a comment written by one participant at the end of the April 11 meeting :

Nativeとnon-nativeではどちらが先生としていいか？と言えば思い出すのが学部
の「外国語の英語」の授業なんですが、当時私は断然native派でした。Non-native
(日本人)の先生はあたりはずれがあったのに対して、nativeの先生は平均的には
ずれが少なかったわけですが、私の場合何があたりはずれの基準だったかと言
うと、「授業でどれだけ英語を使えるか」ってことだったんです。nativeならどう悪
く転んでもこの欲求はある程度満たされますが、これがnon-nativeだとなかなか
難しい。先生や生徒の英語力以前に、そもそも日本人同士で英語を使うこと自体
なんだか白々しいし不自然さを感じてしまったりするんですね。その「不自然
さ」をどうカバーするかがnon-nativeの腕の見せ所なんだろうけど、やっぱり
難しいですね。
(饗場 直子)

April 25

At the April 25 meeting (attended by 10 members and 2 "guests"), we decided to discuss further one of the sample activities suggested by Anoma Siriwardena in her presentation at IATEFL (reported on above). Ms. Watanabe led our discussion.

今回のNEWでは、4月11日のNEWでスミス先生がお話し下さったIATEFLの
presentationの中から、Anoma Siriwardenaによって提案されたsample activ-
ityを参加者で実際に行い、それについて話し合いました。それに加えgood
teacherとbad teacherのidentityについて意見を出し合いました。discussion

leaderは、渡辺 美知子さんが担当 して下さいました。.....

[Excerpt from presentation handout by Anoma Siriwardena (Nottingham University, UK), 1997. "Negotiating the social identity of the non-native ESL teacher", at IATEFL '97, Brighton, England, reproduced with permission]

Sample Activity : Exploring Teacher Identities

Teacher as :

- | | | |
|----------------|----------------|---------------|
| * Manager | * Facilitator | * Inspiration |
| * Researcher | * Actor | * Expert |
| * Instructor | * Friend | * Knower |
| * Theorist | * Model | * Judge |
| * Learner | * Co-ordinator | * Helper |
| * Collaborator | * Professional | * Motivator |

- 1) Discuss what each of these "teacher identities" means to you.
- 2) Add any other descriptions which you think are appropriate / useful / missing.
- 3) Select and list from the descriptions above, (including those you have added), those 'identities' which you think most apply to your own teachers of English.
[note : at NEW we decided to think about (memories of) "good" and "bad" teachers separately]
- 4) Now think about yourself as a practitioner and select and list the 'identities' which most apply to you. Once again, try to do this in order of strength of association.

In our discussion of (2) above, the following suggestions for addition were made :

- (A) for "positive" identities : "sempai" (connected to "model"), "story teller" and "entertainer/comedian" (connected to "actor"?), "counsellor" (connected to "helper"), "investigator" (connected to "researcher"), "resource person", "negotiator", "understander", "drinking partner" (connected to "friend" : most appropriate in the university context, perhaps!), "coach/trainer", "director" (in the same sense as in "movie director"), "brother/sister figure", "parent figure."
- (B) for "negative" identities (which we also decided to include, since "judge" and some others could be seen as either positive or negative) : "oppressor/dictator", "destroyer" (of motivation / willingness to study) / "demotivator."

In our reflections for "NEW's Letter!", we decided to report on our answers to questions (3) and/or (4) above (i.e. "what identities apply/ied) to your own teachers," and "how do you see yourself," respectively). Maybe those receiving this newsletter who couldn't attend the meeting could compare their own answers with ours!

(i) As my identities (as a teacher of Japanese) I chose "learner", "researcher", "facilitator", "motivator", and "helper". Choosing the first two identities ("learner" and "researcher") was an easy task, but I was not sure about the rest, since who I hope I am may be different from the images my students hold towards me. So what I chose today are actually what I hope, or am trying, to be.

(柏村 暁子)

(ii) 今日は、いい先生、悪い先生の特質について discussion しました。日本には、「英語嫌い製造機」のような先生が割とたくさんいるんじゃないかと思うのですが。その教科の先生のくせして、その教科を余計分からなくさせる、教師として、これ以上の悪行があるのでしょうか。その先生に教わることが、生徒にとって disaster なんです。つまり教わらないほうがまだましだったってことですもんね。(経験談) 自分が先生になるときは、disaster, destroyer にだけはなってはいけないと思います。「あいつに教わったせいで分からなくなった」とは言われたくないですね、ホント。

(饗場 直子)

(iii) 今日は、good teacher と bad teacher について話し合いました。私がイメージする good teacher は、learner で motivator で helper でありうる先生です。learner である先生をみれば生徒に motivation を与えることもできるし、learner である経験を生かして helper にもなれるのではないのでしょうか。そのほかにも条件(?)はたくさんあると思うけど……。反面教師、になることだけは極力避けたいなあ。

(荒川 朋子)

(iv) I think that one constant theme in my teaching is NOT to be like a French teacher I had when I was 12 years old. He was a bully who got angry, or sarcastic, if I made a mistake. So, even now, 35 years later I try hard not to be like him. Nûto treat students as individuals who are trying hard, give them the benefit of the doubt, and try to encourage them to do better whatever problems they have. So, "friendly helper who can inspire/motivate in a positive way."

(Neil Cowie)

(v) I believe that good teachers are those who give motivation and inspiration to their students. Teachers are influential not only in class but also outside the class. So if teachers teach well, they can encourage students to study inside and outside of the class and otherwise they discourage students from learning. I'm going to be a teacher, so I have to learn how I can motivate students and tell them why they are studying English.

(柴田 威)

(vi) I chose for (memory of a) good teacher, "inspiration, motivator, learner" ("learner" in the sense that he showed obvious curiosity about practically everything!); for (memory of a) bad teacher "knower" (i.e. someone whose identity seemed to be bound up in his knowing things we students didn't know, and which he sarcastically criticised us for not knowing!).

(Richard Smith)

(vii) "My identities" as a teacher might be ... "Researcher, Learner, (I hope I am!), Motivator,

Judge, Oppressor, Co-ordinator." I'm "Researcher" and "Learner" because I'm a graduate student. As a part-time teacher, I'm also "Co-ordinator" because I teach English in various ways. For example, in one lesson, I teach grammar in a traditional way of teaching in Japan, but in other classes, I teach grammar using group work or explaining with Oral Interaction. On the other hand, I'm also an "Oppressor" and "Judge" because I have to make students study English so as not for them to fail.

(viii) 今日は、good teacherとbad teacherのidentityについて話をしました。生徒によって違ってくる部分もあるとは思いますが、私のイメージする一般的なgood teacherとは、Learner、Model、Motivatorであることだと思います。learnerであることが、good modelにつながり、そのことが生徒をmotivateするのではないのでしょうか。それぞれのidentityというものは、何らかのつながりを持っていると思います。

(栗原 幸子)

(ix) The descriptions I chose for myself are "learner/facilitator/model/director". By the term "learner", I mean both a learner of English and a learner of teaching/learning. As a high school teacher, I am very often an organizer and director, especially at the beginning of the course. Then, I am getting more like a facilitator to encourage students to take an active part in the class. What do you think of this shift in my teaching? Are your attitudes or identities always consistent/coherent?

(松井孝志)

(x) Assessing my own "identities" is really "inspiring" for me. Although each of us have different measures for each term, that, conversely, makes it interesting to know what kind of impression we have, and it might also be interesting to know the images students have for the teacher who has one of the identities. Anyway, I am definitely a learner as well as a researcher, and hopefully can be a "motivator". "Motivation" is a kind of buzz word, so if you would like to know more about it, you could visit my homepage and find something interesting for you. Let's talk about it, if you are interested in it.

<http://www.freepage.total.co.jp/f7128589/index.htm>

(長沼 君主)

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What kind of educational future are we moving into?

Fred Bennett

Introduction

Fred Bennett received his undergraduate degree in Business Administration. When he finished, he was relieved that he would never have to be in school again. After college he began as a salesman and later established a book distribution business.

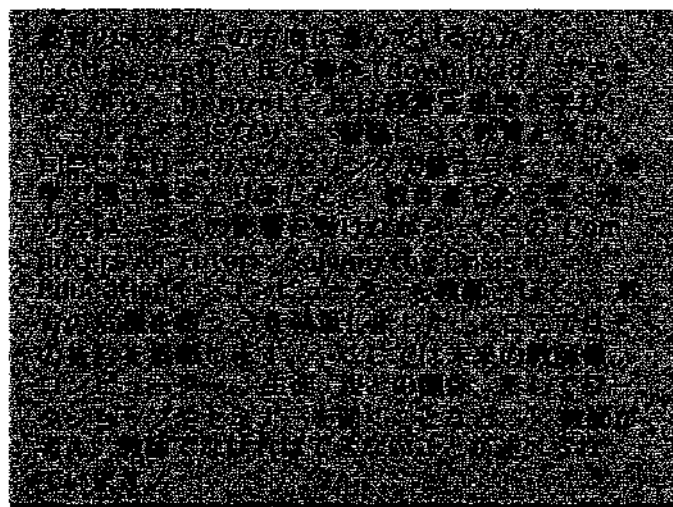
Idealism then got the better of him and he decided to try to change the world. The way he chose was to enter the Roman Catholic priesthood. It was back to school again and he received an STL (Licentiate in Sacred Theology) from the Pontifical University Angelicum in Rome, Italy. Returning to the U.S. he taught Greek and performed ministerial functions.

He went back to school again and received MA in Counseling at University of New Mexico, and then a Ph.D. in Psychology from University of Utah in 1971. After the advanced degrees, he helped set up a treatment program for clergy with alcoholism and also worked in an inner city mental health center. It was there that he first confronted the reality that some people without education could not get jobs, regardless of how much they wanted to work.

Eventually, he realized he was not changing the world and left the priesthood. He directed public addiction treatment programs in Colorado and Florida and married a Ph.D. chemist who was an excellent teacher. Thereafter, he established, owned and directed a group of private addiction treatment centers. He also became interested in computers and began to write programs to handle the paperwork for his company.

In 1990 he sold the business, moved to Sarasota, Florida, and began new projects. One was writing a computer program for artists, which he markets throughout the United States. He also started to think seriously about the problems in education and spent several years studying the subject. His wife's background as a teacher was of immense help. Finally, he sought to

bring together what he had acquired from his studying and education, from his experience working with people at all levels, and from his knowledge of computers. The result is the book, *Computers as Tutors: Solving the Crisis in Education*, a book that has been published on the Internet, and from which we reproduce with permission the following extract.



CHAPTER 18

Future Teachers - Part One

When computers appeared in a form and price that made them widely available, some parents and educators shuddered. They feared that authorities under the guise of "progress," could foist machines on students and employ these lifeless but adept mechanical monsters to tamper with the minds of children. They anguished that these new instruments could bring a mechanistic world where machines dominated learning, and students became more like automatons than humans. They cringed at the vision of a school system where technology would jettison human teachers and make education mechanical and impersonal.

These nightmares may have contributed to the sluggish employment of the full power of computers in schools. Fortunately, however, these wild fears are totally wrong. Computerized education will not bring a harsh, unfeeling school system. Teachers, who are essential for successful computerized education, will prevent that catastrophe; they will remain in schools; they will provide a uniquely human element as machines provide the vast stores of knowledge; they will ensure that education forms and develops the whole person, not merely the intellectual side.

The role of teachers, however, must change. When computers are fully used in schools, human instructors will no longer have a grade or a class assigned to them; they will not relay academic information to students by lecturing, assigning readings, showing films or audio visual displays; they will no longer be forced to make daily lesson plans and the routine preparations for classes that now weigh upon them; they won't have to devise and correct tests; their paperwork will almost be eliminated; it will not be their responsibility to cover a specific section of the curriculum over a given time; they won't be obligated to produce marks, nor make the painful decision whether to pass or fail borderline students.

Elimination of these traditional duties will provide time to enable them to perform many crucial tasks that only a human can carry out. Feeling, sensitive human teachers will be better able to develop feeling, sensitive, human students. Long ago Plato said, "The direction in which education starts a man will determine his future life." Computers will give teachers greater freedom to provide that necessary direction. The greatest personal benefit for teachers will be the success they achieve in educating their pupils. Everything detailed in Chapter 12 about the need to succeed applies also to teachers. Their success is dependent upon the success of their students. If their pupils fail to learn, they also suffer. This discouraging side of teaching was pointed out to me by one teacher in the Florida at-risk program. She said she always felt she was an excellent teacher, but had been frustrated by her classroom results before beginning in the computer program. When students are un-

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instructors share the pain.

Just as students are held back by the restrictions placed on them by present schools, teachers are also under harsh constraints. Not only must they try to teach the same material simultaneously to thirty students, but they must contend with unending activities, many only peripheral to student learning. They are like jugglers who must expend their limited energy keeping everything going and have little time to concentrate on any individual object. They must forego precious opportunities to help students reach their full potential. Thomas Edison's mother came to an appreciation of the brilliance of her pupil through her continual interaction with him. With that knowledge, she was able start him on the path that altered the history of the world. Teachers will know their students better and will be able to guide them more effectively.

Despite many external differences, however, the primary mission of teachers will be unchanged: they will continue to be educators. They will fulfill their true vocation of leading children out of ignorance, and they will do it more effectively. Computers will provide the huge quantity of information now available for students to absorb, but teachers will continually en-

to integrate
their lives, and
how to do it.
the difficulties
sion of knowl-
on children

“ *...realize that many creative approaches that they wanted to use...will now be open to them* ”

courage students
this learning into
will show them
They will ease
that the explo-
edge will impose
trying to keep up

in an information based world. They will help pupils harmonize the data absorbed from computers into their value systems. They will encourage and stimulate students to obtain a full education. They will smooth the challenges of interpersonal development among youths and make it easier for them to mature.

Society has always esteemed great teachers. This high regard will continue and increase. Many characteristics of teachers that predominate in computerized education will be the same as those that the best teachers have always had, and for which their former students remember them. When adults comment about the teachers who influenced their lives, they recount many meaningful traits. They remember a teacher's ability to inspire them to excel and to show them how to do it. They praise the ability of a teacher who taught them to appreciate a particular subject and stimulated them to seek additional learning. They recall a teacher who gave them encouragement when matters looked difficult or who brought out their latent and unknown abilities. Some look back with gratitude toward a teacher who helped them pass through the trying years of youth, and to enter better prepared into adulthood. In computer schools, these same abilities will continue to enhance the lives of students, and teachers will be better positioned for their important responsibilities.

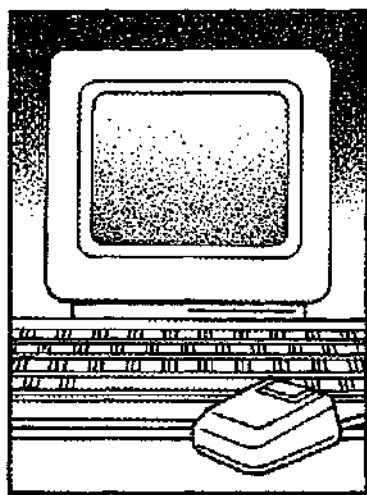
While computers use their unique power to instruct and enlighten, teachers will use their humanness to educate and uplift. They will ensure a distinctly human element in education while allowing computers to convey information, a task for which the machines are singularly equipped. Computers will instruct; teachers will educate.

Obstacles

Serious change never happens easily. Some teachers may fear to relinquish many of their present duties to which they have grown accustomed. These instructors may hesitate, or even fight this new program. Some may suggest a compromise: let teachers remain in their present role, but let more computers be purchased so that children will have more opportunity to interact with the machines while remaining in the classroom situation that they know so well.

I hope I have shown by now that this "compromise" cannot be successful. Computers - millions of them - have not changed education in the present arrangement. Millions more won't change education either, unless the system is fundamentally different. If teachers continue to control the flow way, they will block the they, themselves, will remain equate system. Only when information to students without ing, skills and personality of education truly change. Only teachers of the time consuming tasks can these human in-mum productivity.

Unquestionably, for some not be easy. For these, their eased by the administration. ment and will require addi-a small price for schools to pay for the eventual massive gains they will garner from the more efficient use of teachers and computers.



of information in the usual power of computers and locked in the present inad-computers provide infor-being subject to the train-individual teachers can when computers relieve ing myriad of unimportant structors reach their maxi-

teachers the change will difficulties can and must be They will need encourage-tional training. This will be

Many of today's teachers, however, will find their shift to this new world of education easy and natural. They will immediately realize that many creative approaches that they wanted to use, but had been unable to handle in the past, will now be open to them. The joy that they now experience from educating children will be enhanced.

CHAPTER 19 New Teachers-Part Two

It is now time to become specific and enumerate ways that teachers will use their additional time to become better educators. I will take two chapters for this explanation. This first is generic and will lay out the basic ideas. Chapter 20 is more specific as we follow one teacher for one day. One important caveat must be included: it is impossible to visualize precisely what the future will hold because innovative teachers will use their new found time to devise ways to enrich students that we can't imagine today.

Leader Teachers

Of all the changes that will flow from computerized education, perhaps the most dramatic will be the new relationships that will develop between teachers and students: each student will always have one instructor who will have personal responsibility over a period of time for assisting that child to learn and grow and progress. I call this person the Leader teacher. As a result of Leader teachers, no student will pass through school without individual attention throughout his or her scholastic career. This is radically different from today when some students do not meet with a teacher for a personal conference for months or even years.

Leader teachers will have access to all scholastic records of their individual students. The computer will provide information about every subject, and instructors will know if their pupils are progressing, or are deficient according to norms for finishing school by an approximate age. In turn, students will always be aware if they are advancing at a sufficiently fast pace, because the first objective of their teachers will be to ensure that the students are on track to reach the basic goals.

Leader teachers will meet with their students for individual discussion as often as is helpful. For some students that will

be more frequent than for others depending on their age, status and individual needs. These sessions will help bring the child's education to fruition. In addition to directing the student, teachers will

“...cooperative work towards a common goal will be fostered more easily...”

be able to add a human element to the continual encouragement that computers will be giving to pupils. They will be able honestly to build upon and enhance the success that pupils will attain as shown in Chapter 12; they will encourage students to go beyond the basic educational requirements and to delve into other areas that might prove interesting, or to go much deeper into intriguing subjects.

I have stressed in this book the rewards that students will reap because computers will serve them as private tutors to instruct them individually. I believe an equivalent or greater gain will accrue to pupils because they will have private teachers to direct them individually. In computerized education, teachers will know students better and direct them, not as members of a class of thirty, but as an individual person. Students will harvest phenomenal gains from this personal attention, while teachers who chose their profession because they wished to help students to become educated, will find their activities rewarding and satisfying.

Students, together with their parents, will choose their Leaders, who will then direct the pupils over the course of at least a year, but often for several years. This arrangement of having an specific assigned teacher will be somewhat analogous to a doctoral candidate in a university who has a faculty member responsible for directing him or her through the pitfalls of writing a dissertation. Leader teachers will shepherd their students through the

pitfalls of achieving an education. The supervision necessary will vary with age and ability; while students are least mature, teachers will provide the most intense direction; as the children advance, they will assume more self direction, but they will always meet regularly with their Leaders.

Difficulties of students that are not scholastic may be addressed by the teachers themselves, or by counselors in consultation with the teacher. Normal discipline problems will be first relayed to the Leader teacher. For example, the computer will track absences and immediately notify the teacher. If a student is disruptive in a class, the monitor will note it on the student's record and the main computer will make this known to the Leader immediately. When a discipline problem is beyond the capability of a teacher, the child will be referred to the proper authorities.

Leader teachers will meet with their students individually, but also in groups. These meetings will not be like today's ordinary classes, but will aim to have students interact and to discuss topics of interest under the direction of their teacher. Specific times will be allotted to the meeting of students who have the same Leader. Depending on circumstances including the number of students whom a teacher is directing, all, or only some, students may participate each time.

While teachers will be a resource for students for help in deciding the direction they should go and the optional courses they should take, no one can be qualified or knowledgeable in every subject. Students may, at times, need information on a subject outside their Leader teacher's field. Another instructor with that expertise will be made available to the student for a conference on the recommendation of his or her own Leader.

Leader Teachers and Parents

Whatever the underlying strength of schools, additional encouragement and direction from parents will always provide invaluable assistance in the education of their children. Therefore, involving parents will remain a high priority of schools. The Leader teacher will be the one whom parents contact.

This will have an immediate benefit: parents will need to meet with only one teacher who will have information on all the child's classes and activities. Whenever parent-teacher conferences occur, instructors will easily be able to provide complete and up-to-the-minute information on the child's progress through the computer records, and through their own intimate contact with the student. Teachers will provide not only verbal reports, but also graphic computer print outs that will explain clearly how the child is moving toward the goal of obtaining an education. The machine will also provide additional information about possible future educational objectives based on the current status of the child.

The additional time available to teachers will make it easier for parents to arrange conferences that will fit in with their own sometimes hectic schedules. Moreover, the bonds between teacher and parents (as between teacher and student) will be stronger, especially if they and the child choose to retain the same Leader teacher for several years. This stron-

ger bond will, in turn, encourage greater parental involvement.

Despite the undeniable value of having parents participate in the education of their children, many parents will forego or minimize this activity. Computerized education can partially compensate for this inescapable condition better than present schools. Often the child whose parents do not become involved with the school is the one for whom guidance at home is also deficient. A teacher can never assume the position of the parent, but a concerned instructor can provide an important supplement and be a role model. For the sake of children and of society, youths must be directed during their formative years. Where the parent, for some reason, does not do it, someone else may be able to help. Excellent teachers have always done this, and they will be able to expand their efforts in the future.

Conducting Seminars and Workshops

Beyond their role as Leaders, teachers will also have other interaction with the children. These additional duties will also be ones that only a human educator can fulfill.

Devising and carrying out seminars, workshops, debates, and other cooperative and interactive projects will be prominent duties of teachers. In these activities, teachers will again enhance and extend education beyond the limits of computer competency.

Teachers will spend a substantial portion of their time on these undertakings. Most teachers will be expected to develop projects in their field of academic training. These activities will not be limited only to a narrow section of work defined by a curriculum since all necessary fundamentals will be taught to students by computers. As teachers plan and develop their workshops, there will be few limits on their creativity. They will be able to lead small groups of students into new and perhaps at times, uncharted areas where creativity of both teacher and students can flourish. Instructors will encourage students to develop advanced habits of thinking and analysis while teaching pupils to work together. Seminars and workshops will provide important opportunities for discussions among students, and help them learn to work together.

Teachers are accustomed to initiate interactive student learning in classrooms today. They will continue these familiar patterns while conducting these seminars and workshops. In computerized education, their success in this type of undertaking will be magnified because they will have more time to prepare for these activities and ideal conditions to carry them out: students will be better prepared and will have better attitudes because they will be participating in something they choose to do.

Students will have a certain freedom in making their choices of groups in which they wish to participate. Since various topics will be available, they will be able to delve into subjects that intrigue them. Most of the seminars or workshops which they attend will not be with their own Leader teacher, but their participation will always require the approval of their personal mentors, who will know them and their abilities intimately. The immaturity of the student which might result in poor selection will be tempered by the Leader teacher.

Allowing pupils to select their seminars will give them an opportunity to take an active part in setting up their educational program. On the other side, giving students the right to choose seminars in which they wish to participate might frighten some teachers when they first think about the possibility. Until now, they have had an audience that was required to attend, and usually they weren't concerned about filling their classes. When students can choose to take or pass up workshops or seminars, a new element will appear in education.

Some teachers may find the transition to a student choice arrangement difficult without additional help from authorities. It should be made available to them exactly as other advanced learning is provided today. Teachers, however, will not be judged on numbers of attendees they at-

ample, only a few be interested and ity needed to ana- ters in Shakespearean Teachers con- seminars cannot as less able if students sign up.

this caliber probably will be held with students from many schools able to participate.

“ *The interaction of well prepared students with similar interests under the direction of an enthusiastic teacher will provide conditions for optimal learning.* ”

tract. For ex- students will have the abil- lyze charac-

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“ only a few Courses of

Since teachers will establish requirements for entry into workshops, students will be prepared when they attend. The interaction of well prepared students with similar interests under the direction of an enthusiastic teacher will provide conditions for optimal learning. Teachers will spark and foster this interplay; they will prod students to think deeply; they will also provide a valuable and professional opinion on subjects under discussion, but bright, motivated participants will often come to their own conclusions. These students will be advancing in self-directed learning that will have had its beginning on the first day in kindergarten.

All these group activities will be ungraded, but only students will be allowed to attend who have fulfilled the prerequisites and are willing to make the efforts needed to be prepared. The teacher or teachers who direct the seminar will assign required readings and multimedia presentations. That will encourage adequate preparation to ensure that students are ready and qualified to take part in discussions.

Since individual striving for grades will not interfere with group effort, cooperative work toward a common goal will be fostered more easily. The push of competition might still be employed with one class competing against another class in another school. Students working together in a common struggle will allow both cooperation and competition. Telecommunications will make this possible.

Critics might question whether students will do more than go through the formalities of attending seminars without grades to motivate them. In reality, powerful precedents already exist for students taking courses without getting grades or credit many school systems conduct summer sessions and attract students with unusual courses that don't carry

credits; many learning camps require pupils to pay to attend although the courses are without credit. Learning also takes place in many extracurricular activities that consume time of students, but with no consideration of school credits.

Merely because only a few students in today's schools would take non-credit seminars means nothing. The current educational system often deprives students of the necessary enjoyment. In the Florida at-risk programs, learning is stimulating and intrigues students who had been completely disdainful of schooling before their computerized education.

Although some students may shirk their responsibilities in ungraded seminars, they will still be much better educated through computerized education than in today's schools. Teachers will have the time to make seminars interesting and that will entice students to take them and work in them. Peer pressure will also be a valuable force. Schools will be smaller as will be seen in Chapter 21. Peer pressure has many negative effects today, but in smaller schools it will be a positive force. Students will find education in enjoyable seminars to be stimulating. Today's frequent condition where students are apathetic in gigantic impersonal institutions will no longer be a factor in education.

Other Considerations

Although computers are powerful teachers, they have obvious limits to what they can achieve. For example, computers can't judge creativity since they only carry out what has been included in their programming. Anything truly creative is therefore new and, consequently, is outside the scope of what they can have in their memories. This restriction may change sometime when work on artificial intelligence achieves greater results. In the foreseeable future, however, and probably always, judgment of creativity will be restricted to humans.

Advanced fiction writing is an area that is dependent upon creativity. All students will learn to write a decent paper with proper use of grammar and sentence construction. Computer programs now exist that can teach and evaluate basic writing skills, and these, like all software, will continually improve. Any student, however, who wishes to go further in writing, will need other options. Creative writing seminars will be an important possibility. Some students may want to start magazines in their fields although they will have limited circulation, or may be available only on the Internet.

Besides writing, many other areas of learning could be enhanced by development of creativity. For example, finding possible solutions for any of the myriad of crises in the nation and around the world could prod students to develop and justify new approaches. Teachers will be responsible for encouraging and developing innovation in their seminars and workshops. They will have more time to help students foster and then to develop new ideas further, because workshops will extend over a full day, or over several days.

An added benefit for students, but also for teachers, will be interchange of ideas from other students and teachers in other schools. Certain participants in advanced seminars will make their work available for criticism through the Internet. In turn, they will evaluate student

work from other locations. These will be learning experiences both for the student doing the review, and for the one being judged.

The self directed element combined with seminars and workshops, and teachers directing this learning will have some similarities with what takes place in better graduate schools today. This emulation is desirable because American graduate schools provide some of the foremost examples of outstanding education anywhere in the world. Their value entices many foreign students to come to America for advanced studies.

Exercising Their Initiative

Teachers will find the potential of computerized education and their position in it to be exhilarating. They will find new outlets for their initiative and ingenuity, and the educational system will be enhanced even further. Although education, both in and outside the classroom, advances today through their creativity, they are still restricted and often stymied in their attempts. When they are able to use their talents more fully, both they and their students will benefit.

An example of the abilities of teachers aiding education beyond simple teaching is in a movement known as "empowerment." The basic idea is that teachers assume more responsibility for schooling by being "empowered" by authorities to make many decisions that higher authorities formerly imposed upon them. A continuing difficulty is that teachers must grapple with these new responsibilities without any additional time. Nonetheless, empowerment has shown laudable results. Teachers, freed from many present burdens, will be able to give the movement a valid test.

The individuality of teachers will be retained, and they will never be carbon copies of each other. Even in the duties they choose, their different skills and talents will be used. For example, some instructors may be better as Leader teachers, and others may be exceptionally well qualified to conduct advanced learning seminars and workshops.

In computerized education, students will be the primary beneficiaries, but teachers will also share in the rewards. When instructors are relieved of tedious routine work, they will be better able to educate youth, the reason they became teachers. These new opportunities will likely attract more of the brightest young people into education as their life's work.

Computers will never eliminate human pedagogy. They will make the profession more satisfying, engaging and fulfilling. They will allow teachers to be better educators, the ultimate reward for any dedicated instructor.

You can contact the author at : Fred Bennett, 770 S. Palm # 401, Sarasota, FL 34236, USA. E-mail: <faben1@cris.com>

FRAGMENTARY PIECES OF WONDER

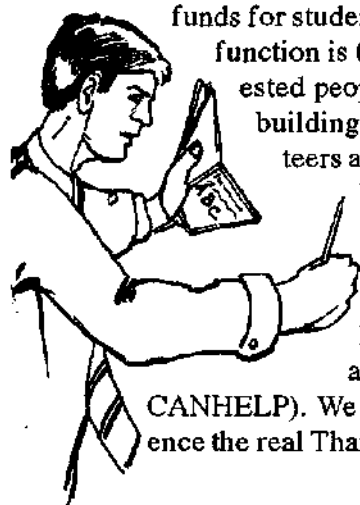
Two weeks in Thailand, the experience of a lifetime

Roger Pattimore

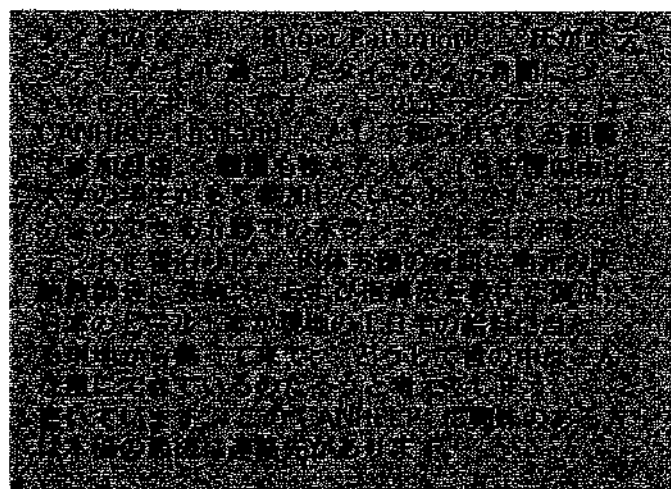
Dejima Mura Board of Education, Ibaraki-ken

Almost the moment I picked up the CANHELP leaflet at a JALT meeting last April, I knew I was going to Thailand in the summer. What an idea! Let's build a school in Thailand! It just has to appeal to someone who has not lost their sense of idealism (or become totally jaded working in Japan!?).

This volunteer organization, more properly known as CANHELP Thailand, provides funds for student scholarships and school lunch programs. But its major function is the volunteer labor program where, every summer, interested people may work for one, two or three weeks on the school building projects funded by CANHELP. The majority of volunteers are Japanese students from Nanzan University in Nagoya, but this year there were many others from all walks of life across Japan. Teachers, electricians, salesmen, even Seven Eleven clerks joined our group with the oldest member 73 and the youngest just 16. Volunteers may have the satisfaction of supporting a worthy cause as well as travel to Thailand cheaply (including a donation to CANHELP). We had the chance to escape the tourist circuit and experience the real Thailand from the point of view of "salt of the earth citizens."



All volunteers were lodged in classrooms at various school where building was being done. We slept under mosquito nets about twenty to a classroom, and we learned how to live without hot running water! Some members worked on food preparation, and we shopped for and prepared our own food. Every volunteer made at least one trip to the open air market (quite an experience!). We

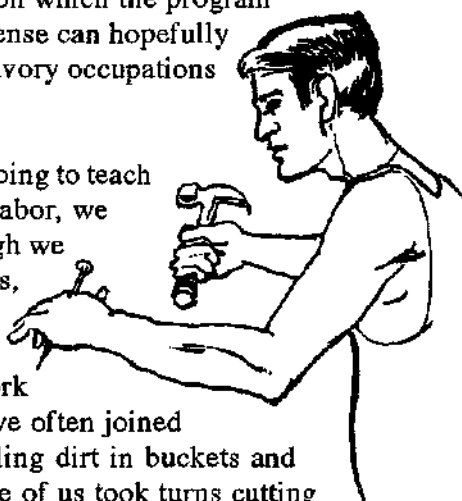


had many opportunities to get to know the teachers and students at our respective schools. On the weekends, our hosts took us on some sightseeing trips in the area which were well worth the effort, as well as cooking us a couple of delicious dinners and providing Thai style entertainment. Building days were from 9 to 5 and each volunteer gave according to his or her own abilities.

The projects in this four-year-old program have all been in Northeast Thailand's agricultural area. While Thailand appears to be booming, tragically the wealth is being accumulated and sucked into Bangkok and the south, while the traditional poorer areas are worse off than before. Costs have risen while the incomes of those in the agricultural areas have not. Neither has the northeastern area been able to attract much in the way of tourist dollars.

The objectives of CANHELP are to provide educational facilities and funds to these areas to help reverse the cycle of poverty. Particularly with young girls, it is heartening to see how the chance for a better education which the program makes possible by offsetting much of the expense can hopefully keep them from being drawn into various unsavory occupations in urban areas.

In the last two years, EFL teachers have been going to teach English to Thai teachers. As well as manual labor, we were required to do some teaching and, although we enjoyed meeting and teaching the Thai teachers, most of us had the same thought: here was a chance to get from behind our desks and out of our classrooms and do a different kind of work as well as get some fresh air and sun. Thus we often joined the other volunteers and found ourselves hauling dirt in buckets and wheelbarrows and filling in foundations. Some of us took turns cutting re-bar and others tried their hands at bricklaying. However, most of the skilled building was done by Thai workers. Our labor was often accompanied by swarms of school children who took turns helping us during the school day. At first we were frustrated by the lack of proper tools. For example, we probably raised the overall foundation only a few centimeters after a full day's work. In Japan or any other industrialized country this would have been done by mechanized equipment, but for us the expression "bailing out the ocean with a teaspoon" often came to mind that day as we trudged back and forth with buckets of earth. Yet, all expenditures by CANHELP had to be carefully considered and equipment or services bought had to be evaluated according to their usefulness to the school after we had left. Also, for many of us it was the first real object lesson about third world countries. Things that we take for granted are just not there and often manual labor is what gets things done.



As for the teaching aspect of our trip, this function of CANHELP is relatively new. For two years, CANHELP has invited English teachers to Thailand and these teachers have been seen as a bonus for areas applying for and receiving building funds

and labor. This year about ten of us worked with some sixty Thais from various backgrounds. The teaching group included college level teachers, three AETs, one high school teacher and even one owner of a language school. Among the students were elementary teachers, college teachers and even some office workers from the school board. Classes were in the afternoon from 1:00 to 4:00 with a longish coffee break. We were most concerned about the elementary teachers, who were apparently to begin teaching English from the fifth grade starting in October. Unlike Japan, the Thai government has opted to move English teaching down to the lower grades, but it remains to be seen what quality of teaching can actually be delivered by the existing system and teachers with their present level of training.

My class consisted of elementary teachers whose English ability ranged from practically nil, to good enough to undertake teaching their own students. Most had never met a foreigner before, but my students were in no way shy, and class time was pretty lively. As I said, my time was divided up between manual work and teaching, and I would have liked to have spent more time teaching and get to know them a little better.

The end of my stint in Thailand was marked by a very emotional good-bye party. Most of the village attended or were

“*...I don't think that just the thought of
having done something charitable is
very satisfying...*”

round for the last good-bye, and not a dry eye was to be seen. Our hosts were a kind, patient and fun-loving people, and many volunteers left Thailand sadder but wiser. What we could do meant so much to them and I hope and believe that education is one way to change the world.

Yet many Thais still have nothing, and even those better off have little. One man I met made 100 baht (400 yen) per day working in a rock quarry. Most of his daughter's high schooling is funded by a scholarship from CANHELP of about 10,000 yen, a sum he could not possibly afford. Even a teacher makes only about 5000 baht per month (20,000 yen). I was brought into contact with real poverty for the first time in my life, and I don't think that just the thought of having done something charitable is very satisfying. I won't ever be quite the same. By mere accident of birth these great people and friends were born in a have-not region of a have-not country. When one bottle of beer in Japan is a day-and-a-half's wages in Thailand, one has to begin questioning why the world is the way it is.

Roger Pattimore was born in Winnipeg, Canada. After receiving a BA in English Literature from the University of Winnipeg in 1984 and a BA in French Language and Literature from the University of Victoria in 1988, he earned his British Columbia Teacher's Certificate in 1989. He taught for two years as a junior/senior high school teacher on Vancouver island. Subsequently, he studied at Vancouver Community College and received a TEFL teaching certificate and then taught English at Immigration Services in Vancouver while waiting for a posting to Japan. Currently, he is a private Assistant English Teacher in Dejima, Ibaraki-ken, where he has been

for four years. He is now studying for an MEd. TESOL at Temple University in Tokyo and hopes to teach at a Japanese high school or college at some time in the future.

For N-SIG members who are interested in taking part in the CANHELP Thailand volunteer program, information is available in the Global Issues in Language Education Newsletter. Alternatively, you can contact the English Teaching Program Recruiting Officer, David Rines (office fax: 052-832-2104), or the Ibaraki chapter N-SIG Liaison Officer, Martin Roche-Nishimori (fax: 0298-64-8828).



The Teacher

I took a piece of living clay
And idly fashioned it one day
And as my fingers pressed it still
It moved and yielded to my will
I came again when days were past
The bit of clay was hard at last
The form I gave it still it bore
But I could change that form no more

I took a piece of living clay
And gently formed it day by day
And moulded it with power and art
A young child's soft and yielding heart
I came again when years were gone
It was a man I looked upon
He still that early impress bore
But I could change that form no more

(passed on by a student)

Baselines

ベースライン: TE N-SIG の会員の皆さん、個人プロフィールをどうぞニュースレター編集部までお送り下さい

We invite Teacher Education N-SIG members to send in their personal profiles for future issues of the newsletter.

Shinichiro Yokomizo

Shinichiro Yokomizo is interested in reconsidering and clarifying "Language Teacher's Roles" which vary in different types of classroom activities. Yokomizo has been specifically working on Community Language Learning (CLL), Drill contextualization, Error Correction, Teaching Portfolio for teacher development, the relationship between learners' characteristics/learning styles and their reactions to classroom activities, etc. Yokomizo hopes to deepen his understandings of these areas by exchanging ideas with those who are interested. You can contact Yokomizo Shinichiro Yokomizo 氏は「語学教員の役割について」の検討をしています。CLL, drill contextualization, error correction, portfolio 等について意見交換をして下さる方を探しています。下記までご連絡を。
Shinichiro at: yokomizo@ic.nanzan-u.ac.jp

Richard C. Smith

I first came to Japan in 1984 on the BET Scheme (a forerunner of the JET Program(me)), and taught for two years in high schools in Takasaki, Gunma. Though we ALTs were "just off the boat," we were asked to take part in teacher training seminars for local secondary school teachers, and - with a missionary zeal I now deeply regret - I did tend to set about telling the (much more experienced) teachers what they should be doing: communicative approach, of course (this was pushed both the RSA course I'd done and in our British Council orientation, and it'd been a revelation to me at the time!). I sincerely hope ALTs don't have such strong views about what's right or wrong in ELT nowadays: but I suspect they probably do, since nothing's fundamentally changed in the JET Program(me) - it's still set up as a kind of "shock" approach to innovation in JHS/SHS teaching.

I used to get very annoyed about the waste of money and inefficiency of the BET Scheme, and I guess that's how I got involved in my first "bottom-up" teacher development activities, taking an active role in orientation and mid-year seminars for new ALTs. Now I think about it, this was a kind of revolt against the top-down training we'd received on our orientation course (we ALTs thought the British Council "expert" orientation should be replaced with "near peer role model" training (thanks, Tim - now I know what to call it!), and observation of videoed lessons, which is what some of us set about providing (in 1985 and 1986). Looking back, I have to say I'm grateful to the British Council for giving us the space to take over to the extent we did.

I helped set up the Gunma chapter of JALT in 1986, and learned a lot as programs chair, realizing that language teaching probably was the career I'd thought I'd find elsewhere. Then I went back to do an M.A. (at Reading), and helped coordinate an "applied linguistics circle" there: the best "presentations" I remember were those where we didn't invite outside researchers, but planned our own discussions - workshop style. Student / teacher autonomy! I sometimes wonder why JALT chapters feel the need to fly in outside experts: surely there's a lot they could do workshop-style among themselves!?

Then I came back to Japan, and - trying to cut a long and boring self-introduction short - I've been at Tokyo University of Foreign Studies for six years, where I've taught / still teach non-English majors taking extra English classes for their teacher's license, and where - for the last two and a bit years - I've been teaching half of their main methodology course as well. I used to have fun in the former of these courses getting everyone to do practice-teaching in/of their major language; another enjoyable course involved students teaching each other English songs they chose themselves - the personal reminiscences they attached were often very moving. Now I'm still enjoying myself, trying to develop a syllabus for development of teaching policies with regard to use of L1 and L2 in the classroom, including graded confidence-building in use of English specifically in teaching.

So, from an initial interest in the JET Program(me) and team teaching, I've become much more interested in development of appropriate methodology for JTEs in their own teaching. Some of you may have been at my presentation in Hiroshima where I talked about my current approach to this in the methodology course referred to above. In Hamamatsu I'll be talking about a development group set up to bring together graduates who've become teachers and student teachers: all seem to benefit from this, including me (in learning about the JHS/SHS context). Workshops I've given for JTEs for the British Council and Tokyo Board of Education have also emphasized sharing of teachers' experiences, and building development on awareness of JHS / SHS contexts. Recently I've developed an interest in the potential of team teaching for cooperative development and have been team teaching in a Junior High School with one of my former students (I learned a lot!). All of these are "bottom-up" approaches to teacher development in that where I like to start is with participants' experience (as teachers, as learners or both) and with analysis of the context, rather than with decontextualised theory / dogma about the "best" way of teaching. So I'm happy to be expiating my first missionary years in Japan! I'd be very interested in sharing experiences with others involved in similar work with JTEs via the Teacher Education N-SIG!

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Wilma B. Wilcox

Wilma B. Wilcox, Ph.D., acting director of the Intensive English Program at South-

ern Illinois University at Carbondale in Niigata, has been in Japan for two years. She received her Ph.D. from the University of Kansas in May 1995 and came to Japan in June of that year. The first year she was a lecturer at SIUC-N and the second year she was the curriculum coordinator of the IEP. This new promotion was effective May 15. She was active in Teacher Education at the University of Kansas working with student teachers in the field in both ESL and Foreign Languages. Her special areas of interest include music and pronunciation. She is active in the Niigata JALT chapter as program chair last year and member-at-large this year. She wishes to focus on teacher workshops this year.

Wilma B. Wilcox, Ph.D. email wwilcox@siu.edu

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Jill Robbins

I have been teaching about how to teach learning strategies for about five years, both in the US and in Japan. Currently I'm teaching at the college level and have a course for senior students who want to become language teachers. This course uses *The CALLA Handbook*, a content-based approach to teaching using learning strategies. I also give workshops on adaptation of the Western ESL-originated model of learning strategies instruction to the Japanese classroom. I'm very interested in the issue of metacognitive control over the learning process; empowering learners, and remediating the climate of passivity that exists in the Japanese educational system. (Jill Robbins)

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Jill's Ph.D. dissertation summary/ordering info: <http://www2.gol.com/users/robbins/text.html>

Peter Connell

Hello. I'm a new member of the Teacher Education N-SIG. I've recently completed an MA in TES/FL and through JALT and computer mailing lists I'm trying to keep afloat as to what's happening in teacher education.

On a part-time basis, I work at Asahikawa National College of Technology and supplement my (lack of) income through private teaching. It's a good situation as I can 'do my own thing' in regards to lesson planning.

Recently, I've had big doubts about college teaching. I dislike how colleges tend to be alienated from the public at large. The students are almost exclusively young under the influence of professors who have never been exposed to the experiences and pressures of non-university life. Why can't professors and students be more actively involved in the community and vice versa?

These days I'm quite interested in expanding my role as a teacher. I'd like my col-

lege to provide more courses for various members of the public who don't believe it's too late to study something and have plenty of knowledge to offer their classmates. With the support of my college and the Japanese Education Ministry, I've been given permission to set up a series of discussion forums in English from July 1 to September 9, 1997. Members of the public will be invited to 10 meetings to discuss and debate various topics concerning Japan's relationship with other countries. My role will be as a kind of moderator in which I will help participants to clarify their arguments for the benefit of others.

If it is successful, I'd like to believe that organising members of the community and helping them to express opinions will be an important part of teacher education in the future. It certainly will require different teaching skills than those that are currently employed in universities in Japan today.

If anyone is interested in this direction of 'teaching' that I've just outlined or can give me advice, I'd be happy to hear from you.

Peter Connell Tel/Fax (0166) 54 7520 E mail: peter@asahikawa-nct.ac.jp

Judith Johnson

Kyushu Institute of Technology

I'm an Associate Professor in the Human Sciences Department at Kyushu Institute of Technology (K.I.T.) in Iizuka, Japan. I've been teaching EFL/ESL, Inter-cultural Communication and World Cultures courses and developing curricula since 1969. I began working in the area of teacher education in 1985, after receiving my Ed.D. in Curriculum Development and Teacher Education. Over the years I've lived in North, Central and South America, the P.R.C., Macau, and Korea.

This is the second time that I've come to work in Japan. Iizuka has been my home since April, 1993. At K.I.T., I teach and develop basic and technical/scientific English course that are taught in the classroom and through CAI. I also teach global education and education courses. As the Director of Curriculum of a non-profit organization-International Educational Initiatives, Inc.-I'm involved in developing and conducting teacher education programs and morally-based curricula in the P.R.C., Russia, Czech Republic, and various Asian countries.

My areas of interest are teacher education and curriculum development. At present, I'm working on developing globally-oriented and morally-based curricula.

Judith A. Johnson, Ed.D., Human Sciences Department, Kyushu Institute of Technology

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Cheiron McMahon

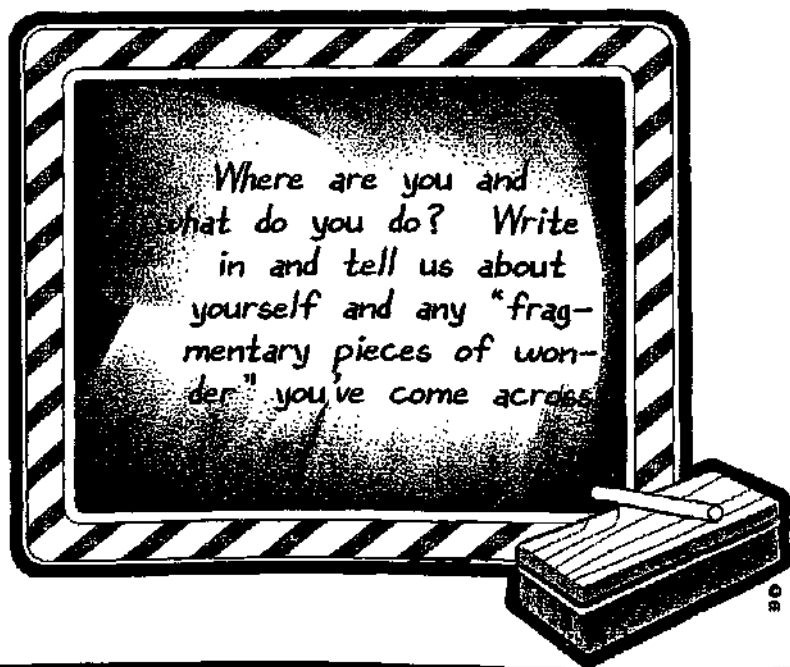
I'm from Seattle, Washington, USA and have lived in Japan a total of about eight

years. I'm teaching in my favorite job so far at Gunma Prefectural Women's University in Tamamura, Gunma. It's wonderful to be in a laid-back, rural area working with bright and talented young women students, many of whom want to be English teachers.

The rural part of my life means, though, that I have little regular contact with other TEFL-trained teachers, so my first motivation for joining the TE N-SIG was peer development and support, even if sporadic, long-distance, or by e-mail. Although I've dropped out a bit this year to be pregnant and have a baby, I definitely feel that the N-SIG has been satisfying my needs in that regard. Now that my activities are even more limited to home and school, though, I've been taking a closer look at my students, and realizing that even though I am not formally included in teacher training or the teacher certification program at my university in any way, I still have a chance to constantly incorporate chances for them to reflect upon themselves as learners and train themselves as future teachers in all of the classes I teach.

This has been exciting for me to realize I don't have to wait for permission from my school or a title to be a teacher trainer, in the sense that as I strive for excellence in my own teaching and in my students' development of autonomy in the learning process, I am a model and a mentor for them. I have come to think it is important to think of teacher training and development as part and parcel of everything we do as educators. I would be interested in exchanging ideas by e-mail with others who are trying to integrate projects and activities aimed at student teacher training and learner autonomy into their various English classes. Let's share our success stories!

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Events:

Action Research & Organisational/Social Change, Annette Karseras on the SOLAR Centre

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Further details are available from Annette Karseras 01604 735500 ext.2626, email annette.karseras@nene.ac.uk

Inquiries about postgraduate action research, and in-house consultancy/research also invited.

速報

International Symposium on Bilingual Education at Katoh Gakuen,

"Learning Through Two Languages: Research & Practice"

see ad, page 10

NLP for teachers and teacher educators!

see ad, page 28

Events:

中国でのシンポジウムについて

北京航空宇宙大学のDexin Tang氏より、以下のようなメールがとどきました。10月5-15日に北アイオワ大学との協賛で開催される国際会議についてです。今年のテーマは「言語と文化」です。このタイトルに直接関係がなくても構いません。原稿の締切は6月30日です。応募先などは下記を参照ください。

International Symposium in China

April 15, 1997

Dear friends in Japan,

I hope you still remember me, the Chinese professor who, during the 1995 Four Corners Tour and JALT Nagoya International Conference, met some of you and enjoyed your great hospitality. The Japan trip to me is something unforgettable, and I hope through e-mail we can keep in touch.

I have some specific news to share with you. As you probably remember, every other year my university co-sponsors an international symposium on language teaching together with the University of Northern Iowa of USA and some other universities. This year the theme is "Language and Culture" but we welcome all kinds of contributions for the teaching of foreign languages, be they English, Japanese, German, Spanish, French or Russian. The venue(s) will again be two cities in China, this time Beijing and the scenic city of Hangzhou near Shanghai (with time to spend also in the latter.) The time:

October 5 (registration)-15(departure). Scholars may attend one part (either Beijing or Hangzhou) or both. The Beijing part is Oct. 5-10 and the Hangzhou part Oct. 10-15. The fees, including everything in China and a copy of the selected proceedings (to be published within two years) is US\$700 for one part and \$1,300 for both. Interested persons should send an abstract of their papers no later than June 30 either to me at my university, or to Dr. Stephen Gaies of the English Dept., Dr. Fritz Konig of the Modern Languages Dept., both of the University of Northern Iowa, Cedar Falls, IA 50614, USA. Some cultural activities will be organized in addition to academic exchange.

Please contact me or any of the American professors for more particulars, and help disseminate the idea. I look forward to hearing from you soon.

With best regards,

Dexin Tang

Dexin Tang
Professor & Deputy Head
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Beijing University of Aeronautics and Astronautics

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