

Explorations in Teacher Education 教師教育の探究他

the Newsletter of the JALT Teacher Education N-SIG
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Outward-bound co-editor

Dear members: I am resigning as co-editor with this issue. The main reason is just personal, that is, a very active daughter who is hitting the terrible twos early, combined with my full-time and part-time jobs. I overextended myself this past year but I did enjoy it and am sorry to have to bow out and bow to reality. I really appreciate how responsible, friendly, supportive and creative Nobuyuki and Paul have been to work with. Cheiron McMahill

会員の皆様へ：このニュースレターで編集者の仕事を辞めさせていただきます。あくまでも子育てとフルタイムの仕事で追われているという個人的な理由です。今年は忙しくて大変だったけれど、英和翻訳を電話で皆さんにお願いした時に楽しい話もでき、皆さんに触れることもできたので良かったです。高木さんとボーファエーさんの協力や暖かい態度を深く感謝しております。　ーカイラン・ミックメーヒル

Message from the TE N-SIG Coordinator

I'd like to say a big 'thanks' to Cheiron McMahill, on behalf of the NSIG, for all her work on this newsletter over the last year - this issue will be her last as she needs more time with her young family. I first met Cheiron at a chapter meeting a couple of years ago and since then we have become good

friends and NSIG colleagues - I think we are a good example of how JALT, through chapters and NSIGs, can foster both friendship and professional development.

I would encourage you to get involved in some way if you are not already- obviously we now need someone to help edit the newsletter! There's no pay but there's a lot of satisfaction in helping to pull together an issue - you do not need previous editing experience, but an enthusiasm and willingness to help out with a variety of jobs - if you'd like to know more contact Cheiron, Paul, Nobuyuki or myself (contact information on page 26). Or if you're reading this prior to JALT 98 at Omiya come to the NSIG table or AGM to find out how you can help the NSIG grow and develop.

Speaking of the annual conference the NSIG is involved in many ways, chief among them is our co-sponsorship (with CUE) of Dr. Amy Tsui (see page 3 ff.). There are also two 'action research' presentations, a forum and a colloquium, by NSIG members - included in this issue are details of how you can get your account of classroom research into print (page 26 ff.) and a report on the fabulous AR retreat at Seto (page 9 ff.).

I hope you enjoy this issue and that we can see as many of you, both socially and professionally, as possible at Omiya.

Cheers, Neil Cowie (Coordinator)

CONFERENCE GOODIES

Amy B. M. Tsui: Featured Speaker Workshop

At JALT '98 Omiya: The CUE and TE N-SIGS are jointly sponsoring a pre-conference workshop by Amy Tsui entitled "Understanding classroom discourse: Insights from linguistic discourse analysis and ethnographic studies." It will be held Friday, November 20 from 11:30 AM to 2:30 PM, at a cost of 4000 yen for JALT members. Registration is limited to 35 people, so sign up now!

She will also be presenting on "A Hypermedia Database for ESL Teachers" from 10:30 AM Sunday November 22, and the "Cognitive Dimensions of Classroom Practice" at 9:30 AM Monday November 23. Here is a profile Amy Tsui wrote for us:

I have been involved in the classroom-centred research for a number of years, investigating various aspects of the analysis of classroom discourse, learner participation in classroom interaction. I have published papers on analysing classroom interaction, learner involvement and comprehensible input, and negotiation of meaning. My book "Introducing Classroom Interaction" published by Penguin in 1995 is a summary of the studies that I have conducted in Hong Kong classrooms and covers aspects like analysing input and interaction, questioning, the relationship between language and learning, and the socio-

cultural dimensions of classroom interaction. In more recent publications, I have focused on second language learning anxiety in classroom interaction, and the need for researchers to conduct quantitative as well qualitative analyses of classroom discourse from the etic as well as the emic perspectives.

Another area of my research interests is in spoken discourse analysis, analyzing naturally occurring conversations. Papers in this area have appeared in journals like *Language in Society*, *Journal of Pragmatics*, *Semiotica*, *TEXT*, and other edited volumes. My book "English Conversations" published by Oxford University Press in 1994, proposes a theoretical framework for a linguistic description of English conversation, drawing on insights from speech act theory, ethnomethodology and discourse analysis. I am currently supervising doctorate students on the cultural dimensions of English conversations by ESL Japanese and Chinese learners and adults.

A third area of my research interests is ESL teacher knowledge and information technology. I have published a number of papers on how the use of information technology can be used to help teachers construct their knowledge of ESL teaching and the English language system. These papers have appeared in journals like *System*, *Information Technology for Teacher Education*, *Education Technology Research and Development*, and

In my presentations at Jalt'98, I shall be providing an overview of classroom research conducted, recent trends and directions for future development. In my pre-conference workshop, I shall make observations about the importance of examining classroom interaction not only from the point of the view of an observer, but also a participant. I shall also be conducting two other workshops. In the CUE-sponsored workshop, I shall be looking at the cognitive aspect of classroom interaction, using teacher explanation as a case in point, and in the other workshop, sponsored by the Teacher Education N-SIG, I shall introduce an electronic database that I have been developing in the past five years which aims to enhance the knowledge base of ESL teachers with the help of information technology.

Dr Amy B.M. Tsui is Chair Professor and Head of the Department of Curriculum Studies at The University of Hong Kong (Tel: 2859-2517 Fax: 2540-6360). Her participation at Jalt'98 is sponsored by two JALT National Special Interest Groups: College and University Educators (CUE) and Teacher Education (T. Ed). For more information about CUE, contact the Co-Coordinator, Hugh Nicoll <hnicoll@miyazaki-mu.ac.jp>; for more information about T. Ed, contact the Coordinator, Neil Cowie <cowie@crisscross.com>.

Amy B.M. Tsui氏による特別講師ワークショップを開催

大宮JALTで：CUE(大学教師部会)及びTE N-SIGS(教員養成)の共同主催により、Amy Tsui氏による「授業における談話の理解：言語的談話分析及び民族誌学からの知見」のワークショップを開催します。11月20日(金)、午前11:30~午後2:30の予定で、JALT会員の参加費は、4,000円です。定員は35名となっていますので、今すぐお申し込み下さい。

Tsui氏は、この他にも、11月22日(日)、午前10:30から、「ESL教師のためのハイパーメディア・データベース」、及び11月23日(月)午前9:30から、「授業実践の認知レベル」のプレゼンテーションを行う予定です。彼女のプロフィールは次の通りです。

私は、長年、授業に焦点を当てた研究に取り組み、授業における談話分析、授業中のインターアクションへの学習者の参加など、多様な観点から調査してきました。授業におけるインターアクション、学習者の参加、コンプリヘンシブル・インプット及び意味の交渉などの分析に関する論文を発表しました。1995年にペンギンから"Introducing Classroom Interaction"という本を出版しましたが、これは、これまで香港での授業で行った研究をまとめたものであり、インプットとインターアクション、質問、言語と習得との関係、そして授業におけるインターアクションの社会的文化的側面などを分析したものです。またごく最近では、授業におけるインターアクションの観点から、第二言語習得の際に生ずる不安、及び研究者が色々な観点から授業における談話の質的だけでなく量的分析を行う必要性を中心に論じた本を出版しました。

また、私は、話し言葉 --自然に発話された会話--の談話分析にも興味を持ち研究してきました。この分野の論文を、Language in Society, Journal of Pragmatics, Semiotica, TEXTやその他の編集された刊行物の中で発表しています。1994年にオックスフォード

大学出版局から出版した"English Conversations"という本は、英語による会話を言語的に記述することに対する理論的な枠組みを提示したものであり、発話行為理論、民族社会学的方法論及び談話分析からの知見に基づいたものである。現在、日本人及び中国人の英語第二言語学習者及び成人学習者が話す英語の会話の文化的側面を研究に関して、博士課程の学生の指導をしています。

さらに、ESL教師の知識と情報技術も研究の対象としています。教師が第二言語としての英語の指導と英語の言葉としての体系の知識を構築する手助けとするために、情報技術がどのように利用できるかということに関する論文を数多く執筆しました。この分野の論文は、System Information Technology for Teacher Education, Education Technology Research and Development, や International Journal of Educational Technology などに発表しました。

1998年JALT大会でのプレゼンテーションでは、これまで行ってきた授業に関する研究、ここ数年の傾向、及びこれから進むべき方向などについて概説したいと思います。プレコンファランス・ワークショップでは、観察者の観点からだけでなく授業参加者の観点から授業におけるインターアクションを調査する重要性に関して所見を述べたいと思います。また、この他にも二つのワークショップを行う予定です。CUE(大学教師部会)主催のワークショップでは、授業中の教師による説明を例として取り上げながら、授業におけるインターアクションの認知面に関して考察してみたいと思います。そして、TE N-SIG(教師養成部会)主催のワークショップでは、情報技術を利用してESL教師の知識を高めることを目的としてここ5年かけて開発したデータベースを紹介したいと思います。

Dr. Amy B.M. Tsui 氏は、香港大学カリキュラム研究学部の主任教授及び学部長です。

(連絡先: Tel.: 2859-2517, Fax: 2540-6360)

・教授の1998年JALT大会での発表は、JALTの二つのN-SIG(大学教師部会及び教員養成部会)による共同主催です。CUE(大学教師部会)に関して詳しい情報が必要な方は、CUE Co-Coordinator の Hugh Nicoll <hnicoll@miyazaki-mu.ac.jp> に連絡して下さい。

また、TE(教員養成部会)に関しては、TE Coordinator の Neil Cowie <cowie@crisscross.com> まで連絡して下さい。

訳: 小野田 栄

My Share Live! Materials Writers' Swap Meet

Have you tried a new and different classroom activity lately that ignited a spark of light in your students' eyes? Would you like to know of some of the innovative and effective activities other teachers are using?

If your answer to both of the questions above is, "Yes!", then it's time to start thinking about making the handout describing your activity that you'll take to this year's My Share Live! teaching materials swap meet.

Just bring 50 copies of your handout to share with other teachers to the JALT'98 conference in Omiya, and take copies of their new activities back with you to your school.

FEATURES/REPORTS

Interview with Mr. Yoshihide Arima, Educational Advisor, Kagoshima Pref.

*by Nobuyuki Takaki, with English
translation by Cheiron McMahill*

有馬義秀先生は鹿児島県内の高校教諭を勤め、ロンドン大学でTESOLを学んだ後は同県の指導主事として8年間にわたって英語科教員の現職教育を担当してきた。現在は同県教育庁高校振興課主任指導主事の任にある。特に中高連携に尽力し、「教員研修は日常的でなければ結実しない」との確信を得て平成5年に「鹿児島TEFL研究会（会員数約150）」を組織し、中高教員に月例の研修と年1回の研究発表会及び紀要発行の機会を提供し続けている。

今回は、同様の活動をしているPIGATE (Teacher Talking to Teacher, Oct.'96参照) の高木信之（熊本大学）が有馬先生の英語科教員教育に対する所感を伺った。

Mr. Yoshihide Arima worked as a high school teacher in Kagoshima Prefecture, and after studying TESOL at London University, for the past eight years has overseen the training of in-service English teachers in the prefecture as the educational advisor to the prefectural board of education. At present he is the educational advisor for the promotion of high school education to the prefectural education department. He devotes himself especially to strengthening ties between high schools and junior highs, and with the conviction that, "Professional development means nothing unless it is part of everyday life," he founded the "Kagoshima TEFL Research Society," a group of about 150 members, in 1993. This society continues to provide junior and senior high school teachers with opportunities for development in the way of regular seminars and research presentations and a research bulletin.

For this issue of the TE N-SIG newsletter, Nobuyuki Takaki interviewed Mr. Arima about his

views on the education of English teachers. Mr. Takaki is a professor at Kumamoto University engaged in similar activities to that of the Kagoshima TEFL Research Society in a group called PIGATE (see the October, 1996 issue of Teaching Talking to Teacher for more information on PIGATE), and an editor of this newsletter.

高木：指導主事の仕事はJALTではあまり理解されていないように思いますので、まず

先生がどのような形で教員教育に関わっておられるかお話しください。職務上の問題点や課題も併せてお願いします。

Takaki: The job of educational advisor isn't well-known in JALT, so first of all, could you please explain your involvement in teacher education? Feel free to talk about both the duties and the headaches of your job.

有馬：学習指導要領の趣旨徹底のために、初任者研修やALT研修を始めとした各種教員研修を開催し、コミュニケーション能力育成を目指した授業や協同授業の在り方や望ましい評価法等について指導・助言をしてきました。各県の英語科教員研修のほとんどは指導主事の策定によるものです。一番の問題点は、こうした研修が原則的には自主参加であるために、本来参加すべき教員が尻込みして勉強の機会を生かしていないことでしょう。そのために1年目・3年目・6年目・11年目の教員の研修が義務となりましたが、教科専門については1年目と6年目のみが義務参加です。

Arima: I oversee in-service teacher training for both new teachers and ALTS with the aim of thoroughly orienting them to Monbusho's teaching guidelines. This means holding professional development seminars on a variety of themes, from how to foster communication ability in the classroom, to ways of team-

teaching, to techniques for evaluating students. In-service training for English teachers is almost entirely up to each prefecture's educational advisor. The biggest problem is how to involve those teachers who don't take advantage of the opportunities we offer for professional development, since in principle, participation in training seminars is voluntary.

高木：先生は「教員研修は日常的でなければならない」と結論付けておられますが、そうしたお考えの背景について教えてください。

Takaki: You have noted that "professional development must be a part of daily life," but how did you get to that conclusion?

有馬：県教育センターの研究主事時代に、3日程度の短期講座を開いて多くの参加者から手応えのある反応を得て将来を期待したのですが、しばらくして参加した教員の多くが日常の雑務に追われていて、研修で学んだことがその場限りになっていることに気付いたのです。やはり定期的に問題や課題を持ち寄り、議論を深めたり理論研究を日常的に行ってはじめて理論の実践化や実践の理論化が可能になると思うのです。

Arima: When I was a research advisor with the prefectural education center, we held short seminars of up to three days which met with a favorable response from most of the participants. We expected great things of these seminars, but I came to realize that most participants eventually became overwhelmed again with all the niggling details of their work, and weren't able to really apply what they had learned. That's how I came to believe that we've got to meet together more regularly to talk over problems and issues, deepen the discussion, and engage in theoretical research as part of our daily lives if we want to make theory more practical and practice more theoretical.

高木：現職教育を主催する県教委と自主研修としての鹿児島TEFL研究会及び鹿児島英語英文学会三者の関係はどうなっていますか？また、鹿児島では現職教育に大学はどのように関わっていますか？

Takaki: What kind of relationship is there between the prefectural board of education, in charge of in-service English teachers, the Kagoshima TEFL Research Society, a voluntary study group, and the Kagoshima English Language and Literature Association? Also, how are universities involved in the in-service training of English teachers in Kagoshima Prefecture?

有馬：直接の関係はありませんが、県教委の研修会や英語英文学会でTEFL研究会の会員が発表する機会を提供しています。また、英語英文学会の運営委員を私が中高代表として務めていたり、TEFL研究会の会員も数名学会に入っています。大学側は行政主催の研修会の講師を務める程度で、現職教育にはあまり貢献しているとは言えません。これから若手の研究者が増えて、現職教育に影響のある動きを見せてくれることを期待しています。

Arima: There's no direct relationship, but we often invite members of the prefectural board of education and the English Language and Literature Association to present at our TEFL Research Society. Also, I serve as the representative for junior and senior high schools to the steering committee of the English Language and Literature Association, and several members of the TEFL Research Society are also in the Association. I'm afraid that universities don't contribute much to the in-service training of teachers, except for providing instructors for government-sponsored seminars. I'm hoping the number of young university instructors will increase and that such instructors will play a more influential role in in-service training in the future.

高木：ロンドン大学教育研究所で学ばれたことと現場での実践の関わりの中で、先生が特に心に留めておられることは何ですか？

Takaki: Of what you learned at London University, what have you particularly tried to bring into your practical work in the field?

有馬：実践の理論化と英語教育を科学する視点を強く持ったことです。ファッション的な教授法の転換ではだめだということです。学習指導要領に書いてあるからこうしなければという発想ではなく、現場教員とチームを組んで実証授業を行い、集めたデータに基づいて指導法や評価法を確立する必要性を感じて、そうした意味での改革を説いて廻りました。現在本県で行われている英語教育の本流はこのような指導・助言から生まれてきたのです。

Arima: It's made me a firm believer in English teaching as a science, and the need to theoreticize practice. This means we can't be blind followers of the latest teaching method. I don't say to do something just because it's in the Monbusho guidelines, but have gone around advocating reform in the sense that I feel the necessity of working with teachers to establish and confirm data-based methods of teaching and evaluation in their classes. The main trends in English education in our prefecture today were born from that kind of guidance and assistance.

高木：最後に、これからの "Teacher Educator" の在り方やその養成についての先生のご所見をお伺いいたします。

Takaki: Finally, I'd like to ask you what you think the role of teacher educators will be from now on and how to nurture such persons.

有馬：これまで大学の研究者の現場に対する影響力はあまりにも小さかったと思います。大学でやっていることと現場との差があまりにも大きすぎたのです。そ

れに、大学で何を勉強してきたのだろうと思うような若い教員が多いのには驚きます。どの学部出身であれ、英語教育学の根幹が分かっていないように思います。これは、しっかりした教官に教わってないからでしょうか。大学で英語教育学を担当する教官は、現場の経験を豊かに持っていないと良い Teacher Educator にはなれないと思います。日本の現実や制約に根差した英語教育学を志向した Teacher Educator の出現がいま強く望まれます。その意味では PIGATE はこれからの教員教育のモデルになるかも知れませんが、私たちの鹿児島 TEFL 研究会も日々の実践研究を重ねていきたいと考えています。

Arima: Until now I believe the influence of university researchers on schools has been exceedingly small. There's just too big of a gap between what they are doing at universities and what teachers do in the field. There are also a lot of young teachers who surprise me with how little they seemed to have learned at university. No matter what department they came out of, they just don't seem to grasp the fundamentals of English education. I can't help but wonder if this isn't because they are not learning from good instructors at university. I don't think faculty in charge of English education at universities can be good teacher educators if they themselves lack extensive experience teaching in the field. I strongly wish for the appearance of teacher educators who are dedicated to the study of English education as it has taken root in the realities and limitations of Japan. In that sense, PIGATE can be a model of teacher education to come, and I hope our Kagoshima ! The TEFL Research Society can also contribute something in the way of practical research based on the everyday lives of teachers.

Report on the Seto Action Research Weekend

Catherine Smith

June 13-14, 1998: Thirty four people took part in the Teacher Education Action Research Weekend in Seto. The future EXPO 2005 site near Nagoya was the ideal country retreat for two days of discussions, presentations and planning. This was my first time to take part in such an event and I left feeling motivated and refreshed. So much so in fact, that I offered to write up the report for the newsletter!

The weekend was organized by Teacher Education NSIG and iatefl. Martin Parrott (teacher, teacher trainer and project manager in International House London) opened the session with a plenary address on the key elements of classroom research. Members then broke up into interest groups to develop action research ideas and frameworks. Their ideas were then presented on the following day.

Martin Parrott on classroom research:

Martin talked about four main areas; key objectives, means, hints and starting points:

i. Key objectives:

To help us base decisions in planning and teaching lessons more firmly on knowledge of:

- what actually happens in the classroom.
- learners (preferences and attitudes).
- ourselves.

To help us evaluate systematically:

- our regular practice.
- innovation in our teaching.

ii. Means - observation schedules, audio/video recordings, interviews, questionnaires, diaries, tests.

iii. Hints - Keep to a very small scale:

- Yes/no or 1-4 responses;
- one variable only in each observation schedule;
- one or two questions only in a questionnaire;
- pre-select students.

iv. Starting points - hunches, doubts, problems.

With these points in mind we broke off into our interest groups to plan our action research projects.

The interest groups:

There were five groups: evaluating learning, individual differences, classroom management, SLA and writing. Each group came up with the following action research plans that are currently in progress.

a. Evaluating Learning

The evaluating learning group broke up into five sub-groups with differing action research projects.

Group 1

Aim: A comparison of teacher/student evaluation of students' oral communication. The aims are to determine the

degree of divergence between teacher/student perception, to raise teacher/student consciousness and to ultimately focus instruction on areas of divergence..

Procedure: The students will be recorded at the beginning and the end of the course and both tapes will be evaluated. The tapes will be evaluated by both the teacher and the students with a criteria list generated by both parties.

Group 2

Aim: To find out if students learn vocabulary that has personal relevance therefore evaluating whether classes built around chances for adding personal vocabulary are useful to the learner.

Procedure: The students will be tested on their use of self-selected vocabulary through a story writing assignment. Students will circle all new words that they looked up on their own. In class the students will tell their story to a partner while reading. Students will then re-tell their story to another partner, only looking at their paper three times. On the third re-telling students will not look at their papers. The fourth re-telling will be a surprise to the students at a later date. It will be recorded. The recording will be used to see how many new vocabulary words students use without their papers. The result might cause addition or limitation on the time students are asked to spend on self- selected vocabulary.

Group 3

Aim: To find out where students do most of their speaking practice.

Procedure: Through a questionnaire.

Group 4

Aim: To find out what students do when they do not understand instructions.

Procedure: Through a questionnaire.

Group 5

Aim: To find out if students in large classes learn anything from small group conversations. Currently the students sit in circles of six and converse about a general topic. After five to ten minutes they switch groups and carry on the conversation. Students are then expected to repeat the information that they give.

Procedure: Tape one or two groups. Analyse the tapes for correctness of language, vocabulary range, self/peer correction and other language. Administer a questionnaire to find out what the students think of small group work. Resulting innovations could be; the teacher joins the groups, the teacher gives model language, correction techniques, allowing groups to form amongst friends, the way the task is introduced etc.

b. Individual differences

Aims: There were five individual aims in this group which will all be achieved using the same

procedure. The five aims are:

- i. Use the Learning Style Preference (LSP) information to make groups (separated by style or mixing styles) to see which works best. Also, to find out if there is any acquisition of elements of others' learning styles.
- ii. How does LSP affect group work?
- iii. What kind of learners does the teacher interact with most?
- iv. For a given task or activity, how do students of a particular LSP react?
- v. How can the teacher adjust their teaching to reach all the various LSP in the class?

Procedure: The group will use the Style Analysis Survey developed by Rebecca Oxford (University of Alabama) as the basis for their action research project. The survey analyses students based on the following criteria:

- A - Visual, auditory, haptic (kinesthetic);
- B - Extroverted, introverted;
- C - Intuitive, concrete-sequential;
- D - Closure-oriented, open;
- E - Global, analytical;

The short-term research project has four stages. These are:

- i. Pilot the SAS with one class. The purpose is to get comprehensive and objective information about student learning styles (as opposed to differences of level, motivation etc).

- ii. Liase with each group member concerning this information and also focus on what extent it confirms or disproves the pre-survey intuitions of students' learning styles.

- iii. Use the SAS again, this time with a new class in the Autumn semester. Liase with the group regarding the results.

- iv. Move to each group member's individual objectives.

The long-term project has three stages. These are:

- i. Compile a co-authored paper on the individual varied uses of the data from the SAS, having consulted on how much interplay there is between the areas of use of the SAS.

- ii. Compile individual papers on each specific use.

- iii. Present at TESOL and JALT in the first year of the new millennium.

c. Classroom management

Aim: To find out where and how students like to be seated during a class and who they like to be seated with.

Procedure: Through a questionnaire.

d. SLA

The group broke up into two.

Group 1

Aim: How are students currently acquiring new vocabulary? Are their current skills effective?

Procedure: Ask the students to find new words from the next chapter of their text. Then have them learn them and write down how they did it. Next conduct a vocabulary test. After the test pool the class skills and strategies used for learning the vocabulary. Have students repeat the above using a different strategy for learning the vocabulary. Re-test and compare the results.

Group 2:

Aim: To find out why students are favouring 'katakana' type pronunciation and flat intonation especially during group work. Is it a result of the teaching method, embarrassment or perhaps a negative attitude to the target culture?

Procedure: Introduce regular pronunciation sections into the class and later focus on intonation patterns. Find out if a change in the teaching method has an effect on the students' pronunciation.

e. Writing

Aim: To find out what teachers and students do with "responses" and if the responses to the writing are useful and cause students to change their writing. The methods of responses being measured are: taped responses, e-mail dialogue journals, course planning and student-to-student responses.

Procedure: Data will be collected through interviews, teacher diaries, recordings and questionnaires.

All the groups would welcome

input of any kind. If you would like to get involved in any of the projects please e-mail me on cathaigh@gol.com and I will pass on your message to the appropriate group.

There will be more weekends like the Seto weekend in the future. As a first timer myself I really recommend them. Don't be put off, it wasn't all work. On the Saturday night we indulged in a well deserved beer drinking session followed by some rather ridiculous betting on the World Cup. How can you resist a weekend where the drinking is justifiable? See you at the next one!

瀬戸アクションリサーチ・ ウィークエンド 報告

1998年6月13-14日:

キャサリン・スミス (福島美枝子 訳)

瀬戸で行われた教師教育アクションリサーチ研修会には、34名の参加者があった。2005年の万博の開催地であるこの名古屋近郊の町は、二日間都会の喧騒から離れて討論や発表や企画を行うのに申し分のない引きこもり場所であった。こうした催しに初めて参加した私は、新たな意欲と動機を与えられ、さわやかな気分で瀬戸を後にした。結果、ニューズレターでこの会の報告をしようと筆を取った次第である。

この研修会は、JALTの「教師教育」研究部会と iateflの主催で行われた。第一日は、まずマーティン・パロット (インターナショナル・ロンドンの教師養成担当、企画部長) によって、クラスルームリサーチの重要な要素に関する基調講演が行われた。次に参加者は五つの分野のグループに分かれ、それぞれのアクションリサーチの案を練った。第二日は、各分科会の企画の発表が行われた。

(特) マーティン・パロットの講演: クラスルームリサーチの基本領域について

1. 基本的な目標

(1) 私たちが、授業の立案と実践において、次の事項の知識をベースにして根拠のしっかりとした決定ができるようにすること。

- * 教室で実際に起こっていること
- * 学習者（好みと態度）
- * 私たち自身

(2) 次の事柄を体系的に評価できるようにすること。

- * 私たちの日常の教育実践
- * 私たちの教育における新機軸の導入

2. 方法 観察、録音、録画、インタビュー、アンケート、テスト

3. 心得 研究をきわめて小規模なものにしておくこと。

- * Yes/No、四つの選択肢
- * 一回の観察で扱う変数は一つ
- * アンケートの質問項目は一つか二つ
- * あらかじめ選んでおいた学生を対象にする

4. 出発点 直感、疑念、問題点

(監) 分野グループの創案

上記の諸点を念頭に置き、各分野グループは次のような企画を編み出した。これらのプロジェクトは、現在進行中である。対象分野は、「学習の評価」、「個人差」、「授業運営」、「第二言語習得」、「ライティング」。

a. 「学習の評価」（五つの下位グループに分かれて考案）

<1グループ>

目的 学生のオーラルコミュニケーションに関する教師と学生の評価の比較。目的は、両者の知覚にどの程度の差があるのかを見極め、双方

に自覚を促し、最終的に、教師と学生の間で差異のある領域に焦点を置いた授業を行うこと。

手順 コースの始めと終わりに生徒の様子をテープに記録し、これを教師と学生の双方で、それぞれが編み出した基準によって評価する。

<2グループ>

目的 学生が彼ら自身に関連する語彙を学ぶのかどうか、そして、個人にとって意味を持つ語彙を学ぶ機会を与えようとする授業が学習者にとって有益であるかどうか、を見定めること。

手順 一つの物語を書かせる課題を与え、学生が自ら選んで使った語彙の使用状況を調べる。自分で調べて初めて使った単語に丸印を付けさせる。学生同士の語り聞かせを四回。予告せず行わせた最後のものを録音し、原稿を見ないで発した新しい単語の数を見る。（この手順の詳細は原文参照のこと。）

<3グループ>

目的 学生が話す練習を最もよく行う場面を見出すこと。

方法 アンケート

<4グループ>

目的 教師の指示が理解できないとき学生はどうするのか。

方法 アンケート

<5グループ>

目的 大人数クラスの学生は、小グループで行う会話から何かを学ぶのかどうか。（考案されたグループワークの方法と手順の詳細は原文参照。）

手順 一、二のグループを録音。言葉の正確さ、語彙の範囲、自己または

学生間の誤りの訂正その他、言語上の観点から分析する。さらに、アンケートを用いて、学生が小グループでの活動についてどう思っているのかを調べる。(原文には、この調査の結果導入される可能性のある指導上の工夫が例示されている。教師のグループ活動への参加など。)

b. 「個人差」

五つの個別的な目的 (同一手順の適用)

i. 学習スタイルの好み (LSP)に関する情報を用いて、好みの学習スタイル別に分けたグループに、かれらにとって最も良く作用するのはどのスタイルであるのかを考えさせる。また、他者の学習スタイルの諸要素を学び取ることがあるのかどうかを見る。

ii. LSPはグループワークにどう影響するのか。

iii. 教師はどのような学習者と最もよく関わりあうのか。

iv. 特定の学習スタイルへの傾向を持つグループが、所与のタスクまたは活動に対してどのように反応するのか。

v. 教師は、どのようにすればクラスに存在する多様な学習スタイルのすべてに働きかけることができるのか。

手順 レベッカ、オックスフォード (アラバマ大学) が彼らのアクションリサーチの基礎として開発したthe Style Analysis Surveyを用いる。これは、次の基準で学生を分析するものである。

- A. 視覚型、聴覚型、触覚型 (運動感覚型)
- B. 外向的、内向的

- C. 直感的、具体的／連続的
- D. 閉鎖 (終結) 志向性、開放 (未解決) 志向性
- E. 包括的、分析的

(以下原文にこの分野グループで考案された「短期プロジェクト」と「長期プロジェクト」のプロセスに関する詳述。長期研究の結果は21世紀の最初の年にTESOLとJALTで発表の予定。)

c. 「授業運営」

目的 学生は、授業のどんな場面でどのように自分の席に座っていたいか。そして誰と一緒に席になりたいと思っているのか。

方法 アンケート

d. 「第二言語習得」 (二つのグループに分かれて考案)

<1グループ>

目的 学生たちは、現在どんな方法で新しい語彙を習得しているのか。彼らが現在使っている技能は語彙習得にとって有効であるかどうか。

手順 授業で次に扱われる章から見慣れない単語を探し出させ、これを学習するよう指示し、そこで用いた方法を書きとめさせる。そして語彙のテスト。次に、学生たちが用いた技能や方略を共同で使うこととし、初めのやり方と異なる方略を用いて上記の手順を繰り返させる。再びテストをして結果を比較する。

<2グループ>

目的 学生たちが、殊にグループワークにおいて、カタカナ式の発音と平板なイントネーションを好むのは何故か。それは、教え方がもたらしたものなのか、学生自身の決ま

り悪さから来ているのか、それとも、学習目標である文化への否定的な態度を示しているのか。

手順 定期的な発音練習のセクションを設け、後でイントネーションのパターンに焦点を移す。結果、教授法の変化が学生たちの発音に影響するかどうか、を見る。

e. 「ライティング」

目的 教師と学生は「反応、応答」をどう扱うのか。書きものへの「反応、応答」は有用であり学生の書き直しや変化の起因となるのかどうか。評価対象となる「反応、応答」の種類：テープに録音されたもの、Eメールでの対話の記録、教師のコースの立案、学生間の反応。

手順 インタビュー、教師の教育日誌、録音、アンケート、による資料の収集。

どのグループもみなさんからの意見や感想を歓迎します。どんなことでもお聞かせ下さい。上記企画のどれかに参加したいと思われる方は、私にEメールで知らせて下さい。あなたのメッセージを、該当するグループに送ります。連絡先：<cathaigh@gol.com>

今後、瀬戸のウィークエンドのような会がさらに多く開かれるでしょう。私自身初めて参加した者として、これからの催しに参加なさることを奨めます。意欲がもう一つという方へのお知らせ。研究にだけ没頭する会ではありません。土曜の夜には、私たち自身の労をねぎらってビールを思う存分飲み、その後、いささか馬鹿げてはいますが、ワールドカップの賭けに打ち興じました。正当な理由でお酒が飲める週末の研修会に抵抗することなんてできるのでしょうか。次回の研修会で会いましょう！

Cyber-Ground for Self-Development Decisions

Kikuyo Shinohara

Using the Internet to apply for graduate schools abroad is easier than you think. Whether you want a master's degree or a short course, using the Internet makes it simple and effective for busy teachers who want to develop professionally to get the information necessary for selecting the right university.

1. Advanced studies: What for?

I used to teach at a private high school in Fukuoka, but I stopped teaching there to enter the third phase of my professional development. At first I had concentrated on acquiring the classroom skills needed on a day-to-day basis. Then, as I entered the second phase, I strove for goal-oriented integration of my classes on a longer-term basis. Now I'm standing at the third crossroads of my career, dreaming of ways to apply a broad range of knowledge and skills in order to promote effective language development.

After having taught for three years, I became more curious to know the principles that underpin good teaching practice than I had been when I began teaching and needed practical methodologies that I could use the next day. Desiring chances for regular teacher training at my school which never materialized, I joined two in-service summer courses in the UK to foster my personal development activities. Through lectures and discussions overseas, I gained fresh insights into the

possibilities of the incorporation of theories into secondary-level classrooms even in Japan.

Over the past five years I have exchanged ideas of teaching with the lecturers and peer participants on those courses. This dialogue has encouraged me to develop what I already know and do about teaching English into better plans and performances. It also inspired me to explore new aspects of computer assisted language learning and the possibilities of distance education using the Internet. In short, I have chosen to study these specialties in a further programme. I quit my job this March and will start on an MA at Lancaster University this October to pursue my interest in the use of corpora and computers in language teaching.

2. Major problems resolved during the decision-making process

While struggling to make a final decision about so many courses, I faced two major problems:

- 1) I was working full-time and, like other teachers, always pressed for time. I had to ask myself how I could collect much information quickly and complete sending applications in a short time.
- 2) I faced a big dilemma - selecting the right university, one suitable for my needs.

The process of choosing a school involved dealing with the quality of information I gathered in step one. It took me two months to decide where to go for my master's. I would like to present ways I found efficient to solve these two problems. I hope this

information helps busy teachers make their selection of a university more effective.

Here is what I did to streamline the process. I collected information, made inquiries about courses and sent applications through the Internet, which saved me a lot of time. Prospectuses are readily available from each university home page and an on-line application saves a week's mailing time and the cost of postage.

3. Useful URLs relating to courses of TEFL mainly in the UK

The British Council (BC) home page:
<<http://www.britcoun.org/>>, has enlightening links to courses for EFL teachers. "The Virtual Campus" is quite informative <<http://www.britcoun.org/eis/campus.htm>>; it covers topics ranging from general matters on post graduate study to specific course descriptions and contact addresses of each university in the UK. "International Seminars" focuses on short term in-service programmes for which there are numerous detailed descriptions covering course content and teaching staff <<http://www.britcoun.org/seminars/isemelt.htm>>.

Those who may consider studying on a distance mode more beneficial can access the on-line Distance Education Database: <<http://www-icdl.open.ac.uk/icdl/ICDLdb.htm>>, for details of programmes at institutions

world-wide. "Professional Development Through Distance Learning" by Steven Snyder, in the Kyushu JALT page: <<http://www.kyushu.com/jalt/resourcedegrees.html>>, tells you advantages of distance programmes, and offers valuable tips on courses available for teachers working in Japan.

You can make direct contact with universities at the UK University Fair. Please browse: <<http://www.gate-uk.co.jp/council/events.htm>>, for dates and places. The next briefing session is going to be held in October in Osaka and Tokyo. Event schedules on the previous site are renewed every three months.

Evidence of English language qualifications is usually required for programmes of higher education. For your information, the test dates and centres of the IELTS (International English Language Testing System, which is widely recognized in the UK) are in the BC's event page. You can get a sample of IELTS exams at: <<http://www.ielts.org/>>.

4. Accessing core information

How to choose a university meant to me, how to get reliable information to judge the content and teaching staff of the course. The crucial path to getting this information was asking questions about course content directly via e-mail. To my surprise, course directors at three of my target universities were very quick to help me by providing details. I

was excited to find it took just a couple of days to get sufficient information for selecting a course that suited my interests and objectives.

Direct access to the staff of a target university also provides the most reliable information on what students can do in their courses. The point is to get access to essential information. Questions addressed to teachers of universities should be professional and specific; not on general matters, such as the number of foreign students in a course, which you can check out with a secretary.

5. Dealing with the quality of information

Analysing the quality of the information you collected in terms of authority, subjectivity, and efficiency helps support your decision by providing solid ground for careful consideration.

5.1. *Authority*

One interesting case was when I asked the Course Director and a Teaching Fellow the same questions about the course content: "In your prospectus I can't find any options dealing with the use of corpora in language teaching. Could I have any chance to study this area?" I asked. The Course Director said that they had not done much in that area and added, "Moves are afoot to develop a greater interest in this topic, but it will not happen overnight" (personal correspondence, April 1998).

The teaching fellow was more flexible in his response, "I am fairly certain that corpus linguistics is part of the MA course, even if it does not appear in the prospectus" (personal correspondence, April 1998). Then he sent another message soon afterwards, saying, "Several members of staff including myself have done some work in the field and would certainly give you support if you wanted to pursue your interest" (personal correspondence, May 1998).

Yet in an even later dialogue with the Course Director, I learned the two authorities had made their comments on the field based on their understandings from different contexts (further correspondence, July 1998). This exchange of ideas has shown that cross-checking information and confirmation of the information with authorities is effective for getting vital information about programs.

5.2. *Subjectivity*

Getting information from current or former students might help you evaluate the course content and teaching staff from students' viewpoints. You could make contacts with them through student programme or alumni offices. You should bear in mind, though, the information they provide is based on their own experience, ability, and belief systems. That being the case, most of the information you obtain from students tends to be subjective. Thus the concern about

the quality of information arises here. I recommend cross-checking your information by contacting the target university via e-mail.

For detailed course contents and assessment methods you will need syllabi; for study-load, get reading lists. You can obtain syllabi and reading lists from a secretary, but they are often sent by mail, so it takes time. For tutorials, how about asking the secretary the number of teachers and students in the course? Then you can assess whether the course takes too many students for the tutors to accommodate. If you compare syllabi and reading lists of several courses, it enables you to find the features of each course. Cross-checking like this will allow you to confirm that the information you have constitutes solid ground for your decision to select a particular university.

5.3. *Efficiency*

Though it may not sound particularly efficient, I spent quite a few late nights and wee morning hours reading books and journals in the field of my interest. The background knowledge I got from these sources enabled me successfully to decode the gist of information I received from my target universities and to make my questions to them clearer and more to the point. Once you have good background information, you can judge what else you need to know about a certain topic, and how close you are to arriving at a final decision.

How to make information-

gathering and assessment efficient is the key to success for teachers like me and you who don't have much free time. Direct access to core information, obtained via the Internet, allows you to reach the essence of your decision. Analysing the authority and objectivity of the information you collect helps you ascertain what you need and how best to obtain it. Gaining satisfactory background knowledge and cross-checking it quickly via the Internet provides you with the framework you need for efficient content or staff choices. In a networked society, all these approaches become easy with the Internet, which gives you the solid ground you desire for an important decision influencing your future.

Other References (annotated)

Chin, Curtis S. (1992). *Daigakuin ryuugaku no tamen o essay to suisenjo* [essays and letters of recommendation for graduate studies abroad]. Tokyo: ALC Press.

For Japanese teachers who don't understand how to prepare statements of purpose, CVs, and references: The book combines about 100 sample essays and references with very practical tips for clearer and more persuasive essays. It is originally for MBA and Law students, but Curtis' analysis of what makes an essay effective is valid for students with other majors.

Wada, M., Hatori, H., & Koike, I. (eds.) (1992). *ECOLA: Eigoka kyōiku jissen kouza* [course on English education (principles) in practice]. Tokyo: Nihonbunkyo-sha.

Series of 18 books and 2 videos. This

series aims to develop principled pragmatism based on the key concept of promoting communication skills and international understanding at the secondary level. Each book focuses on one area of study. Suitable for introductory reading to discover what issues are arising, what kind of research is being done, and how teachers incorporate their ideas into practice.

Peters, Robert L. (1996). *Amerika daigakuin ryuugaku* [Graduate Studies in America]: Getting What You Came For. Tokyo: ALC Press.

This book, written for American students, is well worth reading for Japanese audiences. From Chapters one, *What is graduate school like?* and two, *Choosing a school: The thesis adviser*, you can get precise ideas of what you should do in the preparation stage.

Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.

Introductory overview to issues in EFL field. This book defines terms and issues in this field, so it is very understandable even for EFL beginners.

インターネットで迅速に信頼のおける留学先を決定する

篠原 希久代

インターネットを使えば、海外の大学院への出願は思ったよりも簡単です。

私は福岡の私立高校で教えながら英国での短期研修に2度参加し、そこで作ったネットワークに参加して、授業の改善に取りくんでいました。3年ほど教えた頃から、効果的な授業の根底にある理論を学びたいと考え始めました。2度目の研修で、これら言語の理論は現場とかけ離れたものではなく、日本の中・高校で

も十分に実践ができると感じました。ただし短期研修では学んだことを掘り下げる時間がない為、大学院に進学しさらに勉強しようと決心しました。

留学を決心してから最も苦労したのは、仕事との両立で時間がなかったことと数多くのコースからいかに自分の留学先を決めるかという2つでした。

1つ目の問題については、情報をほとんどインターネットで入手した為、かなり時間を節約できました。中でも素晴らしかったのは、希望する大学の教授陣に質問したら、本人から直接細かい返事が返ってきた事で、これらの情報は決断の最も信頼すべき判断材料になりました。

2つ目の問題は、収集した情報からどの情報を自分の決定に役立てるかということです。信頼できる情報はどれか注意深く吟味しなければなりません。情報収集自体より、得られた情報をいかに運用するかが大切で、細かい配慮と時間が必要です。情報の信頼性と客観性を分析すると、無駄なものを取り除けます。そこから先の分析は、判断する側に十分な専門知識が必要です。前もって専門文献を読んでおくと、効率よく情報の意味合いを掴めます。そして、最後に大元の情報源に問い合わせて再確認をすれば、情報は信頼のおけるものになります。

インターネットは情報入手の効率を高めるだけでなく、教師が自ら判断し価値ある決定をしていく有効な手段になります。

Teacher Development from a Distance

Daniel T. Kirk

The following describes the inception of, and struggle to find funding for, a distance-development program for junior and senior high school English teachers in Kumamoto Prefecture. The

Japanese Education Ministry rejected the grant application, but the project will proceed, on a more modest scale, as proposed.

In 1991, when Paul Beaufait and I arrived at the Prefectural University of Kumamoto (PUK), a really attractive aspect of the positions we accepted was the seminar for junior and senior high school English teachers. The school wanted to establish it in the Foreign Language Education Center. After seven incarnations of the program and ideas from the participants (see: Beaufait, P 1997, for background), we have found that teachers attend the seminar with some difficulty. Their language abilities vary, and their needs differ widely. There were suggestions from the university and prefectural administration that Paul and I take our show on the road and travel to the teachers instead of having the teachers come to us. The university was not prepared to help us by reducing our other responsibilities to make that effort feasible, so we did not change the original program. In fact, teachers answered quite clearly in program evaluations that they enjoyed coming to the university to participate in the program and would prefer to attend seminars at the university. To accommodate these three groups, the teachers, the administration, and ourselves, we decided to develop a distance-learning program for the language teachers of Kumamoto Prefecture.

The PUK provides a variety of communication tools to the students and teachers at the school, but the teachers of the prefecture's junior and senior high schools rarely have the chance to use the facilities. It was our idea that we could reach out and touch the teachers more effectively by fax or e-mail over an extended period than by arranging one-off gigs in townships across the prefecture. The goals of the distance-learning program would be similar to those of the seminar that we have coordinated at the university, to help pre-service and in-service teachers develop their language and teaching skills, and to discover how much the teachers' skills improved because of their participation. We are interested in how teachers progress in development projects that they choose for themselves, and we are interested in finding out if the program has been useful in fostering communication between the Japanese teachers of English and assistant language teachers (ALTs), but there were still problems with such a proposal. First, how could we fund the operation? The university provides teachers with generous budgets, but we had to assume that the participants would not own their own computers, and were not subscribed to an Internet provider. We were not sure that our budgets could cover computers and software required for the project. Not only that, but organizing and carrying out this kind of project would be a tremendous time-consumer.

Considering recent events at our work place (various labor disputes) we were not of a disposition to give any more of our time to the institution without a return. How could we provide participants with facilities and support for an on-line distance learning program and make it worth our time and effort?

The answer was to apply for a grant from Mombusho, the Japanese Education Ministry. A grant would provide sufficient funds for developing such a distance learning program and present a new professional challenge for us. Until 1994, Paul and I were ineligible to apply for the grants as we were on one-year contracts with the school. Our positions changed at the beginning of the academic year and made us eligible to apply. (Most of our non-Japanese colleagues are still ineligible.) If we had been awarded a grant, we could have provided the participants with hardware, software, and hook-ups to an internet provider that they would need to participate in the program. In addition we could have given the first two cadres a small financial stipend to help compensate them for their time spent in helping us to develop the program.

There are several different schedules for the grants, providing a variety of financial supports for various time spans in a spectrum of disciplines: We applied for a C-schedule grant,

because the monetary support seemed to fit our project, as did the time frame. The C-schedule would provide up to five million yen for from two to four years. This year's deadline for submission was last October. After consultation with several faculty members at the university who had applied for grants in the past, we prepared our proposal and presented it to the university's administration. (All of the grant proposal materials were written in Japanese, and a professional translated the application that we had written in English.) They reviewed it to make sure that the project we proposed fell within the contextual limits of the grants, and that the allocation of funds fit the regulated distribution scheme. There are six funding divisions within the proposal: 1) funds for goods over ten thousand yen, 2) funds for goods under ten thousand yen, 3) domestic travel budget, 4) international travel budget, 5) thank you payments (謝金), and 6) *other*. In the application process we needed to show that we would spend certain percentages in each of the divisions within specified periods. Those percentages and time were predetermined by the Education Ministry.

On May 6, 1998, we heard from the granting authorities that the Education Ministry had rejected our proposal. Before the reply, however, the Accounting Division of the administration at PUK had changed their story about the probable date of notification

twice. At first they said that we would know the outcome by the end of January. Their latest story was that it would be April before we knew. Our colleagues said that it would be the end of April. I was assured that we would hear either way when there was a decision, and late in April we received a list of grant winners. Our names were not among them, so we assumed we were out. There was no stated reason for the project's rejection, so we are left to imagine for ourselves. Some of our guesses include that we, the coordinators, are unworthy, plain and simple. It could also be that we are too unreliable to receive the funding. We are on three-year appointments with the university that end in March 2000. Our proposed project would run through to March 2001. It may be that we have only applied for the grant once. The professor from PUK who was awarded a grant this year was not awarded a grant last year, but applied again with a similar project. It's possible that the proposal itself was inappropriate. Instead of proposing the study of a discreet, scientific phenomenon, we had proposed to create an educational program for study. Whatever the reason, with help from the Education Ministry or without it, we are planning a distance learning program for junior and senior high school English teachers from this year. We'll keep you posted.

Reference:

Beaufait, P. (1997). Bottom-up teacher development in a top-down environment. In Barfield, A. (Ed.) *Teacher education in Japan: options and opportunities - a celebratory anthology* published by the Japan Association for Language Teaching, Teacher Education National Special Interest Group. Tokyo: Stonehaven Press, 72-78. (Available from: Andrew Barfield, Foreign Language Center, University of Tsukuba, Tennodai 1-1-1, Tsukuba-shi, Ibaraki-ken 305, Japan)

文部省科研費要求願末記：ディスタンス・ラーニング制度の確立を目指して

ダニエル・カーク (熊本県立大学)

本報告は、結果としては認められなかったが、県内中・高英語科教員にディスタンス・ラーニングの機会を提供しようと、文部省科研費獲得を目指した取り組みの記である。

筆者と同僚のポール・ボーフェは、熊本県立大学で1991年から7年に互って中・高英語科教員の現職研修を担当してきたが、その間遠隔地の教員が参加しにくいという問題を引きずってきた。大学当局は我々が研修を「出前」をする形にしたらと提案してきたが、コマ数を減らすなどの配慮はなく、一方では参加者は大学へ来て研修を受けたいという気持ちが強かったこともありお断りした。そして、参加者・当局・我々の三者を満足させる方法として、大学での研修に加えてディスタンス・ラーニングを制度化することにした。

ディスタンス・ラーニングの目的は、これまでの大学での研修と同様で、参加者の英語力と指導力の養成である。参加者が遠隔地の現場で大学での研修で学んだことをどう役立てているかを長期に

互ってフォローし、教員としての成長を援助するのである。しかし、これを実現するにはファックスやEメールが欠かせないが、現職教員のほとんどにはその持ち合わせがない。さりとて、我々の研究費でカバーできるものでもない。加えて、これは手間暇のかかる仕事だし、このところの本学における外国人教師の雇用をめぐる労使紛争を考えると、何の見返もなく負担ばかりが増えることには耐えられない気持ちだった。

幸いにも1994年度の制度改革によって、ポールと筆者は文部省科研費に応募する有資格者となっていた。もっとも多くの非日本人教員にはこの制度は適用されていないが。ともあれ、2～4年の期間に5百万円が支給される科研費に応募することを決め、応募経験を持つ同僚に相談し、慎重にチェックした後で大学に書類を提出した。書類はすべて日本語だから、我々が英語で作成したものを専門家に翻訳してもらった。書類には、備品・旅費・謝金等6つの項目について、文部省が定めた分配率等と整合性が取れる形で漏れなく記入した。応募の締め切りは、1997年10月であった。

1998年5月6日になって、我々は応募が却下されたことを知ることになった。いつ採用の可否が知らされるかについて、大学側の答は二転三転した。当初は1月下旬、後では4月頃と言うのである。同僚の予測は4月下旬だった。ともあれ、4月下旬になって科研費支給対象者の名簿を受け取った。我々の名前はそこになく、却下されたことを思い知ることとなった。却下の理由は何も書かれていなかったのである。こうした研究費を支給されるだけの信頼が我々にはないのか、我々の計画には何の価値もないのか等々の憶測が頭をよぎった。我々は本学と3年契約を結んでおり、2000年の3月に切れることになる。一方、応募した計画は、2001年3月までの予定であった。一回の応募ではだめなのかも知れない。現に、今年本学でその支給を受

けとることになった教授の場合は二回目の応募だったと聞いた。また、我々の応募そのものに不適当な点があったことも考えられる。教員も研修プログラムを作ろうとしたのであって、実験系の研究でなかったことも関連があるのだろうか。その理由が何であれ、あるいは文部省の援助があろうとなかろうと、我々としては中・高英語科教員のためのディスタンス・ラーニング計画に今年からとりかかる予定である。後日談についてはまたの機会に。

訳：高木信之（熊本大学）

TE N-SIG Treasurer's Report

September 8, 1998

Hello fellow teachers!

When someone suggested some words from the treasurer regarding the finances of the group I welcomed the opportunity to bring to light some of the inner workings of the TE NSIG. I am sure you have often wondered what happens to the dues, what scale of organization the NSIG is and whether it is all run the way you would like it to be. Well, maybe this article can address some of those questions.

先生同士の皆さんへ

会計から、グループの財政について提案があった時、TE NSIG の中身について詳しくお知らせする機会であると思いました。きっと皆さんは、会費はどのように使われ、NSIG はどのぐらいの規模の組織か、また、すべては皆さんの納得のいくように運営されているか疑問に思われていることでしょう。おそらく、これを読めばその疑問は解決すると思います。

The dues (subscriptions) go to JALT HQ and then four times a year the monies that have been collected in the

previous three months are paid into our NSIG account. We have about 160 members who together generate about 220,000 yen a year in this way. In addition, we also receive the NSIG grant every June. Each NSIG gets the same size grant - 50,000 yen from this year. Other sources of income include selling publications ? such as the Anthology which came out last year, and sponsorship ? The upcoming tour by Dr. Ami Tsui will be paid for in part by sponsorship from friendly universities. Other projects, such as this year's June retreat are self-financing and do not affect the flow of money through the NSIG accounts. [Breaking news: This year's June retreat made a small profit (83,000 yen) which we are using to help pay for the visit of Dr Amy Tsui to the JALT conference (along with a grant of 100,000 from our colleagues in CUE NSIG).]

まず最初に、会費はJALT 本部に入り、年 4 回NSIGの口座に入金されます。この方法で、160人のメンバーから年に22万円集まります。さらに、毎年6月にNSIGの授与があります。各NSIGが同じ額の授与を得て、その額は今年から5万円となります。他の収入源として、去

年出版されたアンソロジーのような出版物や、大学からの提供などがあります。Ami Tsui 博士の訪問費の一部は、いくつかの大学の提供によるものです。他の企画、例えば今年の6月の静修、はNSIGの決算には影響を与えていません。

As regards spending, it goes mostly on the newsletters, These cost about 30,000 yen to print and 25,000 yen to distribute and the NSIG produces three a year. There are some other small expenses, for example postage and office supplies which are incurred on behalf of the NSIG and then reimbursed. According to JALT

guidelines all reimbursements require receipts and must be written in the accounts which are checked every month. Not much chance of embezzlement I am afraid. Other times the NSIG will attempt a more financially ambitious projects - such as the anthology or this years featured speaker tour by Dr. Tsui. These make demands on the NSIG's resources, but they are all approved of by the JALT HQ accountants when the budget is submitted in April. For your information I include a copy of this year's budget at the end of this report.

支出はほとんどNewsletterにつかわれています。印刷費は約3万円で、郵送費は2万5千円で、NSIGは年に3冊出版します。文房具など、その他NSIGのために出て、そのあと払い戻しされる細かい費用もあります。JALTの規則に従って、払い戻しの為に領収書が必要で毎月計算書を調べられているので、残念ながら横領の機会はありません。時々TE NSIG はもっと大望を抱いた企画を試みる－アンソロジーや今年の招待されたTsui博士のツアーなどです。そういうことで何かと資源がつぶれるのですが、すべては予算案を提出される時JALT本部の会計士に承認されました。情報提供のため、今年の予算案のコピーはこのレポートの下につけてあります。

So is it all done the way you would want? Well, none of the money goes to waste or 'disappears'. It all goes on projects which help members to develop professionally as teachers and trainers. If you have any thoughts or views on how the money is spent please feel free to air them either privately - to the NSIG officers, or publicly - in this newsletter.

すべてはあなたの満足のいくようにされているでしょうか。お金はすべては会員がプロの教師と調教師として成長する為の企画に使われます。お金の使い方につ

いて、意見があればNSIGの役員に直接、もしくはこのNewsLetterで遠慮なく言ってください。

your humble treasurer,
Gordon Bateson

会計係のゴードン・ベイトソンより

*Teacher Education N-SIG Budget:
April 1, 1998 - March 31, 1999*

REVENUE

from JALT National	80,000
membership dues	220,000
Anthology sales	20,000
=====	
TOTAL REVENUE	320,000
=====	

EXPENSES

Telephone	5,000
Traveling -	
Copying -	
Printing	90,000
(3 x 30,000)	
Office Supplies	5,000
Postage	75,000
(3 x 25,000)	
Refreshments	5,000
Room Rent -	
Honoraria -	
Miscellaneous	100,000
(Dr. Amy Tsui tour)	
Other -	
Supplies from JALT HQ -	
=====	

TOTAL EXPENSES 280,000

REVENUE - EXPENSES = NET
INCOME (NET LOSS) 40,000

Prepared by : Gordon Bateson
April 1, 1998

TE N-SIG Newsletter contacts:

Help us with future issues; find out how now!

Coordinator: Neil Cowie (same as for Action Research, p. 27)

Co-Editor: Nobuyuki Takaki, 44-5 Kyojuka Honmachi, Kumamoto-shi, Kumamoto-ken 862, Tel (h): 096-381-1278, Fax (h): 096-381-1278, Tel (w): 096-342-2614, Fax (w): 096-342-2614, Email: <pigate@educ.kumamoto-u.ac.jp>

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Co-Editor: Paul Beaufait, 14-23-404 Kengun Honmachi, Kumamoto-shi, Kumamoto-ken 862, Tel (h): 096-365-5650, Fax (h): 096-365-5650, Tel (w): 096-383-2929 x646, Fax (w): 096-383-2966, Email: <pab@pu-kumamoto.ac.jp>

CALL FOR PAPERS: Special issues of THE LANGUAGE TEACHER

Dear colleagues:

You might like to know that as well as writing for this esteemed organ (apologies to those of you who read Private Eye and apologies to those who don't because you won't know what I'm talking about!) you have two further special opportunities to write about your experience of teacher development or action research - two special issues of The Language Teacher will be published in November 1999 and February 2000. You may have already caught the call for papers in the TLT but if you didn't please read on.

A special issue on Teacher Development: November 1999

In November 1999 The Language

Teacher will devote a special issue to Teacher Development. Since almost all of us are teachers and almost all of us have developed in some way, we are looking forward to a variety of contributions providing a vivid collage of approaches, contexts, and applications.

Some of us may know Teacher Development as Professional Development or Growth, Teacher Education, Training, or even Assessment. Others may attach no label to their growth at all. We hope that contributions will reflect this broad diversity.

We welcome Feature Articles showing how specific notions of teacher development apply within specific teaching or institutional contexts. We also hope for Opinions and Perspectives which may offer a personal definition or approach to teacher development. The "My Share" column might be the ideal place to share your 'best' or 'worst' teacher development experience. If you admire a book or work in other media on the topic, or if one has contributed to your own development, please consider contributing to the Book Reviews column.

As the topic is a broad one, we welcome inquiries from those of you who may wish to contribute but are uncertain about the relevance of your work.

A special issue on Action Research: February 2000

Action research usually involves a number of cyclical steps:

1. Identification of some kind of issue (or problem, puzzle, or doubt) that a teacher would like to investigate.
2. Systematic collection of information about the issue. This could include such actions as: reading, peer discussions, and gathering of various kinds of data (eg. lesson notes, observations, student interviews).
3. Structured analysis and reflection on the information, often followed by a planned change in teacher behavior. This change could then be followed by a further cycle of information collection, analysis and reflection.

Such a cyclical approach is particularly appropriate as a means for professional development at all stages in a teacher's career: for both pre-service and in-service teachers; and for trainers and managers of teachers.

TLT would like to invite submissions of Features, Opinions, and Perspectives articles on action research ranging from theoretical approaches to specific case studies, and would particularly like submissions from a broad range of experiences and settings. Small scale examples of such research would be particularly suitable for the "My Share" column.

Current reviews of books and materials related to action research are also being sought for "JALT Undercover."

For Teacher Development please submit your manuscripts by January 1, 1999. Send submissions and inquiries to: Christopher Gallagher, International Christian University, 10-2, Osawa 3-chome, Mitaka-shi, Tokyo 181-8585, Tel.: 0422-33-3392, Fax: 0422-21-6281, E-mail: <chris@icu.ac.jp>.

For Action Research please submit your manuscripts by March 1st, 1999. Send submissions and inquiries to: Neil Cowie, 635 Shimo Okubo, Urawa-shi, Saitama 338-0825, Tel./Fax: 048-853-4566, E-mail: <cowie@crisscross.com>.

教師養成 特集

1999年11月の Language Teacher では、「教師養成」を特集する予定です。つきましては、その原稿を募集いたします。私たちのほとんどは教師であり、何らかの方法で各々教師としての専門能力を高めてきたことと思いますので、そこでの具体的な状況、またそれを踏まえたさまざまな方法や試行など幅広い寄稿をお待ちしております。

「教師養成」を専門性の向上もしくは育成、教師の教育、訓練、さらにその評価といった形でお考えの方もいらっしゃるかもしれませんが、またそうでない方もいらっしゃると思いますが、今回の寄稿がこうした多様な現実を反映したものとなることを願っております。

例えば、Feature Articles では、具体的な教育活動や教育機関において、「教師養成」をどう捉え、どう実践しているのか。また、Opinions & Perspectives では、「教師養成」に関する個人的な考え方やその方法。My Share では、個々の「教師養成」の経験（成功例または失敗談など）。さらに、他のところで発表された「教師養成」に関する本や論文などで、ご自身が啓発を受けたり、ご自身の「教師養成」に役立ったものを紹介してくださる方

は、Book Reviews への寄稿をお待ち
しています。

尚、このトピックは広範囲にわたりま
すので、ご自分の原稿がこのトピックに
沿っているかどうかなど不明な点がある
方は、どうぞ、ご遠慮なくご連絡くだ
さい。

アクション・リサーチ 特集

(2000年2月) 通常アクシ
ョン・リサーチにはいくつかの循環的なス
テップがあります。1. 先ず、調べたい
問題や疑問を特定すること。2. 次に、
その問題に関する情報を計画的に収集す
ること。例えば、リーディング、学習者
間でのディスカッション、授業ノートや
観察やインタビューといった方法で様々
な資料を集める。3. その次に、そうし
て収集した情報に組織的な分析と考察を
加えること。さらにそれが多くの場合教
師の教育活動の意識的な変更へとつな
がっていく。そして、こうした変更はさ
らなるサイクル、つまり情報収集、その
分析と考察へとつながっていくのです。

このような循環的な方法は教師のあら
ゆる成長段階で、教師としての専門性を
高めていくうえで最も適した方法といえ
るでしょう。教師を目指し勉強している
方や現役の教師はもちろん、教師教育や
教師の質的向上に携わっている方々に
とっても有益な方法だと思います。

TLT では、Features、Opinions &
Perspectives におけるアクション・
リサーチに関する幅広い原稿をお待ちし
ております。理論的なアプローチから事
例研究まで、特に様々な事例、経験、状
況に基づいた寄稿を歓迎いたします。ま
た、少数のサンプルで行った調査などは
My Share での掲載に適していると
存じます。

また、アクション・リサーチに関連す
る書評、レビューなども、JALT
Undercover欄宛お送りください。

Teacher Development に関する原稿は1999年
1月1日までお願いします。原稿の送り先お

よび問い合わせは、〒181-8585 東京都三鷹
市大沢 3-10-2 国際基督教大学
Christopher Gallagher, Tel: 0422-33-
3392, Fax: 0422 21 6281, E-mail: <
chris@icu.ac.jp>.

アクション・リサーチに関する原稿は199
9年3月1日までお願いします。原稿の送り
先および問い合わせは、〒338-0825 埼玉県
浦和市下大久保 635, Neil Cowie, Tel/Fax:
048-853-4566, E-mail: <
cowie@crisscross.com>.

訳: 大河原 尚 (OKAWARA Hisashi)

ANNOUNCING: A British Council Int'l Seminar

Current Methodology for Teacher Trainers in EFL

Kent, United Kingdom
19 to 27 March 1999

Directed by Tessa Woodward

The seminar will give trainers
an opportunity to share ideas on
teacher education and training
with staff and other participants,
and to learn about some recent
developments in thinking and
research in this field.

Fee: £1,490

For full details contact: Information
Manager, International Seminars,
quoting seminar number 98022 in all
correspondence:

International Seminars, The British
Council, 1 Beaumont Place, Oxford,
OX1 2PJ, United Kingdom;

tel.: +44 (0)1865 316636

fax: +44 (0)1865 557368

e-mail:

<international.seminars@britc
oun.org>.

More information and an electronic
application form are available at:
<[http://www.britcoun.org/seminars
/isemelt.htm](http://www.britcoun.org/seminars/isemelt.htm)>.