Explorations in Teacher Education
教師教育の探究他

This newsletter should reach you just prior to the JALT99 conference in Maebashi, and we hope that many of you will make it to one or another of the Teacher Ed. SIG supported presentations. These include: Dr Andy Curtis' pre-conference workshop on action research; two colloquiums, one on action research and writing, and the other on learning styles and motivation (further info. on pages 2-5).

We always welcome new faces and volunteers to join the committee in organising the year's program so if you would like to help come to the AGM (Saturday, October 9th, 6:15 - 7:00 in the DOME) or drop in to the Teacher Ed table beforehand. Look out for our party, too! Please enjoy all that the conference has to offer, both socially and professionally. See you there!

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CONFERENCE PREVIEWS

TE SIG's guest speaker

This year our sponsored guest at JALT99 is Dr Andy Curtis, from Hong Kong Polytechnic University. He will be offering two sessions: a three-hour workshop on Friday October 8th 1999, entitled, "Connecting hands, head and heart through action research and portfolio creation," and a forty-five minute talk on teacher collaboration entitled "Professional connections and collaborative research in the classroom." To follow are details of both sessions.

Connecting hands, head and heart through Action Research and portfolio creation

While action research and portfolios are not new they are, however, a relatively recent source of much discussion in the international language teaching community. One reason for this is the realization that, as we approach the next millennium, our view of what it means to be a language teacher needs to be expanded and extended; building on, incorporating but also going beyond our regular, daily classroom teaching.

This workshop will show us how to do this by connecting what we do, our hands; with how we think about and reflect on what we do, our heads; and how we feel about who we are as professional practitioners, our hearts.

The first part of the workshop will discuss the various steps that can be incorporated into the action research framework. It will consider what is required for effective classroom-based research to be carried out successfully, and how this can help us to re-examine and re-view what we do.

The second part of the session will look at extracts from teachers' portfolios to see how well these documentary and textual reflections can portray the many and varied aspects of our professional roles and responsibilities. It will also take us through some of the potential problems and pitfalls of both action research and portfolios, and how these can be minimized, whilst maximizing their potential benefits in making the connections between our hands, heads and hearts.

Professional connections and collaborative research in the classroom

Although much has been written about collaborative teaching and collaborative research in recent years, it is still relatively rare to find, for example, two teachers co-teaching a class, in the same class at the same time. Collaborative inquiry is one of those professional partnerships that illustrates the truth of the truism: "The whole is more than the sum of its parts". But what is different about research with two or more people; why should we and how can we go about creating such collaborative partnerships?

The differences relate to the change in vision that comes from viewing the same situation from two or more similar but different perspectives. Reconsidering the word 'research' we find 're-search', in the sense of looking again with fresh eyes at our teaching and learning environments, and this multiple-point perspective leads to a form of 'triangulation', so important in claiming validity and reliability in research.

A number of essential characteristics, qualities or factors are required for this collaboration to result in outcomes greater than those than one could achieve individually. Factors such as trust and willingness to expose professional ourselves 'warts and all' also need consideration. These questions will be expanded on in this talk.

大会予告　-　TE SIG ゲストスピーカー

JALT99の今年のゲストは香港科学技術大学より Dr. Andy Curtis氏をお招きします。Curtis氏は2 つの発表を行います。一つは1999年10月8日に行 われる3時間のワークショップで、「アクション リサーチ、ポートフォリオ作成をとおして手、 頭、心をどう結び付けるか」。もう一つは教員 の共同研究に関する45分間の講演で、「プロ フェッショナル・コネクションと教室内の共同 研究」です。詳細は以下を御覧ください。

「アクションリサーチ、ポートフォリオ作 成をとおして手、頭、心をどう結び付ける か」

アクションリサーチやポートフォリオ自体は 新しいものではありませんが、国際的な言語教 育界では比較的最近、話題にのぼっているもの です。その理由の一つは、次世紀には語学教師 であることとは何か、の見方を広げなければな らないからです。つまり、構築し、様々なもの を受け入れることのみならず、我々の日常の、 いつもの教室での教育を超えなければならない のです。

このワークショップは我々が何を行っているか-

「手」と、それを我々がどう考え、行動に反映させているか-

「頭」と、それをプロの実践家としてどう感じるか-

「心」とを結び付けることによってどのように実践できるかを示すものです。

　ワークショップの前半は様々なステップをアクションリサーチの枠組みにどのように組み込めば良いかを話し合います。教室を実験現場にした研究を効果的に行い、成功させるために必要なこと、それによって我々が行っていることを再考し、見直すのにどう役立つかを考えていきます。

　セッションの後半は教員のポートフォリオの例を挙げ、このような文章化されたものがどのように我々のプロとしての多くの、そして多彩なの役割や責任を反映しているのかを見て行きます。また、アクションリサーチやポートフォリオに潜在する問題や落とし穴も考察し、それらを最小限にする方法と同時に利点を最大限にし、どのように手、頭、心を結び付けていけるのかを考えます。

「プロフェッショナル・コネクションと教室内の共同研究」

　近年、共同授業や共同研究に関して多くの文献が書かれているにも関わらず、２人の教員が同じ教室で同時に授業を行う形式はあまり見かけません。共同研究はプロとしての協力の一形式で、自明の真理の真を表します；つまり「統一体というものは単なる部分の総和以上のものである」ということです。では２人以上で行う研究の何が異なっているのでしょうか。なぜそうするべきで、どのようにしたらそのような共同研究を行うパートナーシップを持てるのでしょうか。

　その違いは、似てはいるけれども２つ以上の異なった見方で同じ状況を見る、という観点の違いに由来しています。「リサーチ」という言葉をもう一度見てみると「リ・サーチ」、つまり我々の授業や学習環境を新鮮な目で再び見ることだと解釈できます。そしてこの複眼的な見方が「三角測量」のように働き、研究に最も大切な妥当性、信頼性をもたらすのです。

　個人で得ることのできる結果よりも良い成果を得るための共同研究に必須な性格、質、要素等が多くあります。欠点もそのまま隠さずに自

分のプロとしての自己をさらけだす潔さや信頼も考慮するべき項目でしょう。この講演ではこういった疑問について展開していきます。

JALT99:Teacher Ed. colloquia

JALT99 教師教育研究会コロキアム

Responding to writing: learning from Action Research

How response to writing is formulated and incorporated into writing courses depends on teaching goals - and individual beliefs about effectiveness of response. Many writing teachers believe teacher written responses have considerable impact on student writing and attitudes to writing, while others support learner-centered peer response. To address that tension, this demonstration will examine the strengths and weaknesses of different response modes.

In consecutive segments, four teachers will each report on their decisions about what kind of response to use. Each segment will draw on action research that the teachers conducted as members of a teacher development group. The first presenter will examine the value of identifying with students goals for improving their writing and of learner training in specific peer response techniques to reach those goals. The next presenter will describe the development of feedback on student writing through spoken comments on audio tapes. The third presenter will analyze how student writers can interactively develop writing plans, genre awareness and peer responses, before the fourth examines the use of reading journals to help students see reading and writing as dialogic processes of text (re-) construction. In each case, the presenters will relate their choices to course goals, teacher beliefs, and learning theory.

Participants will have opportunities to review student writing and classroom materials. Through a final question and answer session, attendees will be actively encouraged to relate these mini-demonstrations to their own teaching goals to revise, expand or confirm their positions as regards responding to writing.

ライティングに応えるには：アクションリサーチから学んで

　学生のライティングにどう応答し、それがライティングのコースにどう取り入れられていく

かは指導のゴールによります - そして、そのリスポンスがどれだけ効果的であるかに関する個人の信念と。多くの教員が、学生に書いた教員からのリスポンスが学生のライティングとその姿勢に大きな影響力があると信じています。また、一方では学習者中心の仲間同士のリスポンスを支持する教員もいます。その拮抗をあらわすために、このデモンストレーションは異なったリスポンスメソッドの長所と短所について考えます。

4人の教員がどのようなリスポンスを使うべきかという、それぞれの決定について、順番に述べます。それぞれの発表は教師開発グループのメンバーとして行ったアクションリサーチに言及します。最初の発表者はライティングを上達させるために学生のゴールをどのように置くべきか、およびそれらのゴールに到達するための仲間同士のリスポンステクニックの為のトレーニングとその価値について検討します。次の発表者は学生のライティングにオーディオテープで口答のフィードバックを行うことについて述べます。3人目の発表者はどのようにして学生がライティングの計画をインタラクティブにたて、ジャンルについて詳しくなり、ピアリスポンスを行うことができるかを分析します。そして4番目の発表者はジャーナルを読むことで、学生が読むことと書くことがテキストを（再）構築して行く上で対話的な役割を果たすことを認識していくことができる、その意義を話します。各々のケースで、発表者はそれぞれのゴールの選択、教員としての信念、そして学習理論について関連づけます。

参加者は学生のライティングや使用した教材を見ることができます。最後の質疑応答のセッションで、参加者はこれらのミニデモンストレーションと各自のライティングにおけるリスポンスに関する指導のゴールを積極的に関連づけて再検討、拡張、あるいは確認することをおすすめします。

Attuning lessons to learning styles and learner needs *Sunday, Oct 10th, 9:15-11:00*

Donna Fujimoto (facilitator); Jill Robbins, James Venema, Shinichiro Yokomizo, Anthony Robins (speakers)

Just as teachers at language schools must use flexible strategies to deal with a wide variety of students with different experience, learning styles and motivation, a similar flexibility is needed when teaching at colleges and universities. Building from an awareness of the variability of classes and the diversity among students within a class, each presenter will focus on how she or he has undertaken action research to enhance the learning environment.

One presenter will share his experience of negotiating a 'process syllabus' with learners of Japanese, focusing particularly on helping learners distinguish between the uses of similar Japanese expressions.

Three presenters have used Rebecca Oxford's 'Style Analysis Survey' (SAS) of different learning styles. One study highlights the personality information from the survey investigating the role of 'introversion' and 'extroversion' as character traits. Heightened awareness can help reluctant learners towards an increased and more fruitful involvement in class activities. Another presenter uses the survey to match student individual learning styles to activities aimed at improving lexical competence.

The final presenter widens the focus to compare classes at two universities and seeks to show that greater objective awareness of different student and group learning styles can help overcome perceptions of large university classes as 'homogenous' entities. This helps to enhance the tailoring of activities to make the best use of individual student 'strong points'.

Participants will gain ideas on how to individualize lessons within the limitations of their teaching situation. The audience will be encouraged to offer their own experiences and viewpoints.

...& MORE!

Annette Kaye & Chris Pitts, members of the TE SIG, will be presenting at JALT this year. They're doing a joint presentation on Saturday morning, 11:15-12:00, entitled Needs analysis: two examples using questionnaires, and Annette's doing one on her own on Monday morning, 9:00-9:45, entitled A Master's Degree by DL: some points to consider. These will be Annette's first presentations at JALT and Chris' second.

Also of interest, the GALE Colloquium - Professional Pursuits: Publishing, Peers, & Power, moderated by *Amy Yamashiro*:

Language teachers, women in particular, often lack mentors and role models for helping them pursue ongoing professional development. The panelists will address three important issues relevant to professional development for

language educators in Japan. *Brent Culligan* will provide an overview of the publication process of professional journals, *Christine Pearson Casanave* will discuss collaborative peer development activities, and *Jacqueline D. Beebe* will describe changes effected at schools from the margins of the power structure.

REPORTS/PAPERS

生徒、教師、及び養成者のテストと評価

Bruce Oertel

「生徒、教師、及び養成者のテストと評価」と題された2日間にわたる研究発表会が、7月19-20日に京都で開催された。出席者は50人前後で、発表とワークショップは多様なテーマにわたり、伝統的なテストをより興味深く、また学習者の意欲をそそる方法から、グループごとの継続評価や生徒の自己評価のような新しい評価スタイルにおよんだ。出席者の数が比較的少なかったため、和やかな雰囲気の研究会となり、関心を同じくする人々に出会うとても良い機会ともなった。

第1日目は研究発表が行われた。十数人の発表者が、口頭試験の作成、継続的な評価、アクションリサーチなどについて発表を行った。その過程で、私達参加者にすぐに明らかになったことは、生徒を「テストする」という概念がさまざまに解釈されうるということであった。英検やTOEFL、または期末試験の問題作成についての討論にとどまらず、伝統的なテストや評価を根本的に変えるようなアイデアが示された。ゲームのような形をとることによって生徒たちを刺激し、テストよりも言語そのものに関心を向けさせるテストについて、また、学習したことについて何か報奨を与えるやり方、生徒自身に自己の上達度を認識させることでやる気を起こさせるやり方など、評価をカリキュラムに組み込む実際的な方法についての発表もあった。

この新しい評価方法について、多くの関心が寄せられ討論がなされた。グループごとでの継続評価を行うことで、生徒の自己抑制や引っ込み思案を解消しようとする発表、生徒の自己評価についての経験と実験を詳細に論じる発表などがあった。これらの発表では、特に議論の中心が、生徒の知識を確認する教師中心のものから、生徒の自己責任を強調し、教育的ツールとしての評価という点に移行していった。そこには、「評価」ばかりではなく、いかに学習を進行させられるかという概念そのものについて

も、再考を要するという感覚があった。

第2日はワークショップの日で、参加者がそれぞれ評価方法を発展させたり、各自のクラスのためにアクションリサーチのプロジェクトをデザインする予定になっていた。研究発表会全体と同じく、このワークショップの雰囲気も非常にゆったりとしたものであった。私が出席した生徒の自己評価に関するワークショップでは、個々にプロジェクトに取り組んでいる参加者はおらず、そのかわりに、皆でテーブルを囲んでの議論が行われ、各自のアイデアや経験、問題点などについて語り合った。このような形式は、私のように、この分野にまだ詳しくなく、特定の事についてより一般的な疑問を抱える者にとって、たいへん有益であった。それぞれの話は、馴染み深いもの、初めて聞くものなどで、とても新鮮に聞くことができた。ここで討論された問題点は広範囲に及んだ。生徒に自分たち自身の学習を評価させるためのさまざまな工夫、ワークシート、手順などにとどまらず、自己評価の効果、利点ならびに、欠点についても議論が行われた。少なくとも私が参加したグループでは、これらの広く、かつ基本的な問題が、研究会が終わるまでに参加者の心に深く刻まれたことと思う。

実際のところ、研究会の締めくくりに当たり、参加者それぞれが研究会から得たところを発表した際、多くの人々がこの分野に対する自分の態度や視点の変化を挙げた。議論の対象の広さと、トピックスの多様さに驚いたという声もあった。今までにない新しい評価方法は、確実に支持者を獲得したが、同時に、これまでのテスト方法の利点も強調された。出席者の大半は、これから考えるに値する何らかの新しいアイデアを得て、それぞれのクラスと夏の試験の準備に向かって帰路に着いたことと思う。

Conference on Testing & Assessment of students, teachers & trainers

Bruce Oertel <boertel@kansai.email.ne.jp>

A two-day mini-conference entitled Testing and Assessment of Students, Teachers and Trainers was held in Kyoto on June 19th and 20th. The 50 or so participants were able to choose from a variety of presentations and workshops ranging from ways of making traditional tests more interesting and motivating to alternative assessment styles including group-based continuous assessment and student self-assessment. The relatively small number of attendants made it a rather

intimate conference but at the same time it was a good chance to meet people with similar interests and concerns.

The first day was devoted to presentations. More than a dozen presenters offered information and ideas on topics such as oral test design, on-going assessment and action research. It quickly became apparent that the notion of "testing" students could be interpreted in many ways. More than just discussions on Eiken (STEP test) & TOEFL or on how to design questions for the end-of-term final, several of the presentations offered ideas on fundamental changes from traditional testing and assessment. Some tests were made game-like to pique student interest and focus attention on language rather than the test. Others offered practical ideas incorporating assessment into the curriculum through a rewards-based class management technique or using a system of course criteria to motivate students and identify their progress.

A great deal of interest and discussion was devoted to alternative forms of assessment. One presentation described a method of using group-based continuous assessment to break-down student inhibitions and shyness. In another, the presenter offered a detailed account of his own experiences and experiments with students self-assessment. With these presentations especially, the tone of the discussions shifted from one of teacher-centered checking of student knowledge to an emphasis upon student responsibility and using assessment as a pedagogic tool. There was definitely a sense of rethinking not only "assessment" but also the whole notion of how learning is carried forth.

Day two of the conference was intended to be a series of workshops were participants could work on developing assessment packages or on designing Action Research projects for their classes. The atmosphere in the workshops was, like the whole conference, very laid back. In the workshop that I attended on Student Self-Assessment, no one really worked on an individual project of their own. Instead, we had a kind of round table discussion in which we could share ideas, experiences and problems. For me, this was much more beneficial since the topic was new to me and I had more general questions than specific aims. It was quite refreshing to hear everyone's story, some familiar others quite different. Again the issues raised were quite broad. Not only did we talk look various devices, worksheets and procedures for getting students to assess their own learning but also at the possible affects, benefits and drawbacks of Self-Assessments.At least in my group, I think these broader and

more fundamental issues are what stuck in everyone's mind at the end of the conference.

Indeed, in the final wrap-up for the conference when people were asked to share what they had gotten out of the two-day conference, many talked about changes in attitude or perspective. People said that they were surprised by the breadth of the discussions and the variety of topics. Alternative forms of assessment had definitely gained a following but at the same time benefits of traditional testing were also underscored.Most people came away with at least some new ideas to think about as they headed back to their classes and summer exam time.

Action Research: A case study

Susan Araki Vergnani

Introduction

Following is a case study of a writing course I've taught for the last few years at a Japanese university. It involves an analysis on two levels. First, in the course of making modifications to my writing curriculum I've delineated the methods I used to examine my teaching techniques--i.e. the ways in which I gathered the data that prompted the changes that I've made. In doing this I applied the steps of the action research approach described below. The data gleaned from my investigation was then used to rework aspects of my classroom strategies to better serve the needs of my students. This second prong of my evaluation focused on the writing course itself and the changes that needed to be enacted in my curriculum and class management techniques.

Course background

The student-centered writing course I've developed over the years has a "writing as process" orientation in which students are encouraged to view a writing task as a creative process that involves considerable brainstorming and pre-writing (i.e.thinking) before organizing one's thoughts on paper.

Setting

An elective EFL writing class at the university level. Student population: freshman through seniors; Class size: 20-30; Level: intermediate to advanced writing and speaking / listening skills; Course Objective: That students finish the course having acquired the tools to adequately edit their own writing; and that they are able to produce a 300 word reader-centered expository essay which

communicates clearly with only minor errors, if any.

Issue

While the approaches toward self-editing I'd been using had produced some positive results, students still seemed overly dependent on teacher feedback and the process from pre-writing to final product had not shown enough improvement in the area of editing / error correction. I wanted students to develop more confidence and autonomy in the revision of their writing by honing their editing skills.

Research methods

Observation of student behavior

In trying to work out how to teach the tools of self-editing to students I tried many different approaches in the classroom, such as group editing, which with certain modifications has proved to be very effective. Students are broken into groups of three or four and given copies of their classmates' papers (first drafts). Also, copies are made of the four essays assigned to each group so that each student can read and offer comments with ease. When I initially tried this I gave students in each group the papers of people from other groups thinking that they would feel more free about making corrections if they didn't have to worry about hurting the feelings of their peers. Also, I thought they'd be shy about having their own work criticized in front of them. Yet I wasn't sure if this would be the case.

However, over the course of a semester I observed that students didn't have as much enthusiasm in these group sessions as group work usually yields, and I wondered why. Everyone was diligent enough, but as I walked around the room assessing the situation from an affective standpoint, the energy level was low. Then I noticed a student smile when she happened to hear someone in a nearby group read her paper aloud. (Before the group begins editing a piece in earnest it is read aloud to focus the group's attention). I realized from observing this subtle behavior that after working so hard on their essays, students weren't embarrassed or shy about sharing them with others, but instead were excited at the prospect.

Later when I made notes and reflected upon my observations of student behavior during these group sessions, I decided to change things around and give each group their own papers to correct. I quickly learned that the shyness and reticence I was trying to respect did not apply as strongly here as it did when the class came together as a group or with oral presentations.

Thus, with their own papers in front of them they had more incentive and more enthusiasm for the activity, and I saw a marked improvement in the editing process. Papers came back to me with far more remarks on them, and the energy in the groups was much more perky.

Student interviews

Another method I used for assessing my classroom techniques with regard to this self-editing issue was student interviews. In the course of each semester I try to meet with each student twice, but if it's a large class and time doesn't permit I settle for one interview per semester. (My writing courses have always been full year courses). With regard to self-editing, I ask students how the group sessions are going, whether or not there are aspects of the course that are obstacles for them, and if I can do anything to smooth these 45 minute sessions.

One student mentioned in an interview a few weeks into the semester that the handout I had prepared which gave them symbols to use when editing papers, rather than using longhand was helpful, but limiting, as she wanted to mark many more errors than I was recommending they look for at this point in the course.

My intention had been to introduce the correction symbols in clusters of 5 or 6, beginning with simple errors such as tense, number, spelling, and punctuation, and slowly add on symbols for more difficult errors to spot such as non parallel structure and improper use of the subjunctive mood. I wanted students to slowly build up to a full editing job, rather than take on too much responsibility too soon. (In any case I read and edit every paper my students write, so they're always getting the benefit of both peer review and teacher feedback on their work.)

I had initially used the approach of introducing correction symbols slowly with a class whose skills fell into the advanced beginner to lower intermediate range, and decided to keep it going in this class so as not to overwhelm students. I wanted them to enjoy their papers as whole creations and not lose the big picture through too much dissecting too soon. However, after this student's feedback I broached the topic in other student interviews and found that the majority of class members were eager to handle a far wider range of editing possibilities quite early on in the course. Thus, thanks to the interviews I received valuable feedback, which led to an expansion of the correction symbol sheet, and far more latitude for students in the editing process.

In addition, the interviews themselves, while providing feedback to me on my teaching techniques are also an opportunity to discuss students' work. They bring their folders (which contain all the writing each student has done up to that date) to each interview, and together we look at the progress they are making and whether or not the individual in question has sharpened his or her editing skills.

Reading, reflection, & informal conversations with students and former students

The content of my writing courses in Japanese universities has always been up to my discretion, unlike the situation in American colleges, where many of the courses have a pre-designated content. For example one writing course I taught in an American college was entitled Research Writing, and the entire course was devoted to developing the skills for and writing a major research paper. Another course focused on various types of writer-centered essays such as narration and description. While I far prefer the freedom to develop my own curriculum that I have in Japan, it's an ongoing challenge to decide what content will best meet the needs of the students who take these elective courses.

Many insights into the type of assignments that would best suit my Japanese students and help them develop skills that can be used with confidence in future situations have come from reading, as well as informal conversations with students and former students.

A comment I read in a book by John M. Lannon entitled *The Writing Process* (1989) meshed with what I had been experiencing in my own writing classes and gave me an insight on how to better meet my course objectives regarding the development of student autonomy in the editing process. Lannon describes what he obviously considers an obstacle to the development of practical writing skills in the classroom setting:

> Students do better with discourse that is writer-centered (description narration) rather than reader- centered (exposition / argument) presumably because they have been conditioned to write for no apparent audience other than teachers, and for no apparent purpose other than the completion of assignments. As long as they view writing as an academic exercise in which neither writer nor reader has any real stake or interest, students cannot possibly understand that each writing situation poses its own rhetorical problem. Outside the classroom situation, we write about subjects only in context. We write to particular audiences who will use our writing as a basis for some specific human contact. (preface, vii)

Lannon's observation, while not an earth shattering revelation for experienced teachers,

offered a helpful insight as I worked on the revision of my curriculum one year in the search for ways to inject more purpose into the laborious process of composing or "problem solving" as Lannon refers to it. I wanted to elicit more enthusiasm from students for the albeit painstaking, but essential activity of editing.

It seems that with creative writing assignments such as: Describe what your lifestyle might be like 500 years from now; or: You've just crash landed on earth and you're standing in the middle of Shinjuku station at rush hour--report back to your own planet on what you've found; are in themselves not without validity, but they're writer-centered tasks that don't lend themselves as well to my course objectives as do reader-centered assignments such as the business letter, argument , or comparison and contrast. These might require less imagination, but in the end they foster stronger self-editing techniques because they are written within a specific rhetorical context - even though in all likelihood they will not be read outside the classroom.

The decision to move almost fully into the task-oriented reader-centered direction with regard to my writing curriculum has been further reinforced by feedback from students and former students. For example, several students over the years have asked for help in writing cover letters to foreign companies to which they were applying for jobs. Others have asked me to incorporate a lesson on resume writing into the course. Still others have asked for help with the essays required on graduate school applications. I've even had students in company courses - recent university graduates - bring faxes to class and ask for help composing replies to foreign clients, all of which reinforced the idea that a more pragmatic curriculum would best serve my students and most improve their writing skills.

However, this change in curriculum doesn't close off outlets for creativity. Students keep journals on a weekly basis throughout the school year (when school is in session and on vacations) where they can write poetry, reflections and free associations of all kinds. In addition I occasionally request a haiku as a special seasonal assignment, and students seem to view them as a refreshing change of pace. Also, I sometimes read short passages on the craft of writing, or give students handouts containing excerpts from books about writing such as *Writing Down The Bones* by Natalie Goldberg or *Bird by Bird* by Ann Lamot. Hopefully these readings inspire them and lift

them above the drudgery of sticking to task week after week.

Class conferences / note-taking

Another method I employ to assess my teaching techniques is the class conference in tandem with note-taking. A particular advantage of class conferences is their expediency with regard to limited time and large classes. This is a 20 to 30 minute period, (I schedule them based on need) usually at the beginning of a class, consisting of two parts. Students are given notice a week ahead of time that a class conference will take place.

In the first part of the session they bring in questions about editing and revision uppermost in their minds. It often happens that several people have similar questions. Next I present some pointers on one or two stumbling blocks I've observed in either the current assignment, or one that's been showing up consistently over several weeks and has not shown much improvement . (Sticking to the 30 minute limit can be difficult, so I sometimes carry questions over to the next session.)

For example, in last year's class run-on sentences continued to plague student essays, despite my efforts to point out this error in my written comments to students along with the feedback everyone received in the group editing sessions. The problem needed more attention; so I culled several examples of run-on sentences from student papers, wrote them on the board and we went over them together.

Using actual examples was very useful to students, but I noticed that more reinforcement was needed from the kinds of questions they asked. Since I don't use a text in my writing courses I gave them handouts on the point in question containing exercises for them to do---these handouts aren't always necessary, but they prove very useful when extra practice is needed. While students can refer to suggested reference books on writing skills, reinforcing spot problems with short handouts offers more immediate help with editing and error correction in my experience.

After each conference I reflect on the feedback received and make notes about how a particular assignment is going; I also take note of students who need extra help because either they don't grasp the organization of say, an argumentative essay, or they missed a class. Also, I consider the level of student participation in the question/answer period at the beginning of the session a strong indicator of how much personal responsibility students are

taking for the development of their writing skills.

Discussions with peers

This type of analysis has been mostly informal in my experience. Usually the discussions are casual conversations in the course of a school day, though worthwhile insights often come out of them. With regard to self-editing and revision, the issue under examination here, one change I made in my writing course happened as a result of a discussion with colleagues:

I reduced the number of drafts required for each paper I assigned based on the degree of difficulty it posed for my students. This was an especially helpful modification given the many writing tasks I cover in a course. I've found that the more students write, the more fluid the process becomes for them - learning by doing does produce results. Thus, rather than planning for only 3 or 4 papers per course that are labored over excessively, (A Japanese colleague of mine assigns only one essay per semester!) I've always opted for a larger number of short tasks which get progressively longer over the school year.

However, this sometimes poses a scheduling problem when every paper is revised 3 times before it's turned in. In discussions with colleagues who were experiencing similar problems with time constraints, everyone agreed that the number of revisions should be increased or reduced depending on the assignment in question and the level of challenge it presented to students. For example, a 200 word letter inquiring about overseas study programs would need less editing and revision than a 600 word essay arguing for a more comprehensive recycling program in the Tokyo metropolitan area.

The EFL filter

Finally, although writing is a language art, teaching it always feels closer to a content course such as literature to me because, implicit in the course design is the assumption that students can comprehend lectures and instruction in English. However, because the student population at Japanese universities (with few exceptions) are all non-native speakers of English, my underlying approach naturally differs significantly from writing courses I've taught to native speakers. I'm always looking through the EFL filter, even with advanced classes who, despite their excellent language skills, will never have the background information on the language that a native speaker possesses.

As obvious as this is in the average writing class, with students who are borderline bilingual it can easily be forgotten, and inadvertent use of vocabulary, analogies, and allusions beyond their scope can leave them confused and often too reserved to ask what was meant. Thus, an ever-present mindfulness of my EFL population, even with the most fluent students, controls my enthusiasm to use language too far beyond their abilities without "teaching" it.

Results

The end point of the above analysis was a more specific, accurate and comprehensive understanding of the weak links in my classroom techniques for teaching self-editing and revision. In past evaluations and modifications of my teaching methods that were less systematic I found the changes enacted in my class management techniques , as well as in course content and presentation somewhat helpful, but the data I based them on was less thorough and the modifications I made less often produced the desired result.

Implications

Course curriculum and student mastery of course objectives can be further enhanced with the application of the action research techniques. Modifications made by gathering data in a systematic manner seem to result in a more accurate understanding of what needs fixing. For example, my self-editing groups had been going well overall, but gathering data from several sources helped me to discover the weaknesses in my approach in a very pointed and thorough fashion.

Also, the 5-step self-evaluation process is a convenient hands-on approach that doesn't require separate, isolated research to discover what's most classroom friendly. It can be incorporated in to one's day to day teaching, acting as a kind of automatic maintenance system.

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The role of affect in language learning with implications for teaching in Japan

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Affect, as defined by psychologists, refers to emotions "and an even wider range of phenomena that have anything to do with emotions, moods, dispositions, and preferences" (Arnold, 1999, p. xi). Educators have used the term 'affect' in slightly different ways. One definition, offered by Dulay, Burt and Krashen, states that "one's 'affect' toward a particular thing or action or situation or experience is how that thing or that action or that situation or that experience fits in with one's needs or purposes, and its resulting effect on one's emotions" (Stevick, 1999, p. 44). Experience indicates that affective teaching can improve the attitude and learning capacity of students of any age.

Affective language teaching

What, then, is good affective language teaching? How can we foster positive emotions in the classroom and bring students more in touch with their own feelings as well as those of others? Answers to these questions range from simple strategies usable in any classroom to entire courses utilizing the materials and approaches of psychological counseling. In seeking to teach affectively, some teachers simply follow the common sense advice found in a generation of method books promoting learner-centered curricula:

a. Choose materials which give students a sense of security, enhance their self esteem, and allow them to express their personalities (Arnold, 1999, p. 12).

b. Allow learners to share in decisions about course content, objectives, and rules (Aoki, 1999, p. 144).

c. Get to know students as individuals; really listen to and value their contributions; praise their efforts (Moskowitz, 1999, p. 179).

d. Pair and group individuals so that all members of the class become acquainted and develop mutual acceptance (Dornyei, 1999, p. 167).

e. Address various types of intelligence in each lesson to foster self-esteem in those with lower linguistic aptitude; e.g.: use TPR for those with bodily kinaesthetic intelligence, music for those with musical intelligence (Puchta, 1999, p. 257).

f. Minimize failure by breaking lessons down into small easily-understandable parts which build upon each other (Arnold, 1999, p. 13).

g. Devise various types of evaluation so that students with varying intelligences receive recognition for their abilities (Kohonen, 1999, p. 292).

Other teachers consider good affective teaching already to be a part of a number of respected and established language teaching methods. These include the following:

a. *Gattegno's Silent Way*, in which students are totally engaged in lessons silently taught by the teacher using colored rods, charts and gestures;

b. *Total Physical Response*, which makes learning more efficient by incorporating the body and movement into the process;

c. *Krashen and Terrell's Natural Approach*, which minimizes stress with simple models, indirect error correction and stimulating activities, such as music and games, which can enhance students' receptivity.;

d. *Lozanov's Suggestopedia*, through which students indirectly acquire language via the subconscious in a relaxing, stress-free atmosphere;

e. *Cooperative Language Learning*, in which carefully structured cooperative tasks (information gap activities) require students as a group to listen and contribute to the development of a group product, simultaneously reducing anxiety and increasing motivation and self-esteem;

f. *Community Language Learning*, based on Curran's counseling-learning model of education, in which students relate to each other positively as members of the same group and are freed from stress and fear of communication failure thanks to the assistance of a teacher-translator; and,

g. *Global Issues*, which start in the classroom at the personal and interpersonal level to promote a feeling of community and a culture of peace which are then extended in focus to the national and world levels.

Affective courses

Still other teachers design their own affective courses employing the activities and techniques of group counseling. Such courses concentrate on establishing the class as a cohesive group and together building the self-esteem and empathy of each member. Two activities taken from Moskowitz illustrate:

a. *I like you; you're different*: For homework, students write three positive and unique things about themselves on a card provided by the teacher, e.g.: 1. I am a good cook; 2. I was on TV when I was eight; & 3. I was a 'shogi' champion in my hometown.

The teacher reads each card aloud. Students suggest three possible student identities and the whole class votes on the one most likely. The mystery students reveal themselves and answer a few questions from classmates related to the card. This activity helps students learn about each other and promotes self-esteem.

b. *Fortune cookies*: In groups of four, each student writes a positive fortune for another group member, folds it with the student's name on the outside of the paper and puts it in the center of the group. In turn, each student takes the designated fortune, reads it aloud and reacts to it. To end, each group chooses one fortune to read to the class. Laughter and good feelings toward classmates ensue from these positive wishes. (Moskowitz, 1999, pp. 190-191)

Humanistic activities can also put learners in contact with their inner selves. A sample activity designed by Mario Rinvolucri follows:

Stage 1: The teacher asks all 27 students to step inside a circle of rope and pulls the rope, at waist level, tighter and tighter. Students close their eyes and are asked to dwell on their feelings in the situation.

Stage 2: Students fill the board with expressions describing those feelings. The teacher asks students to explain to the class what they wrote. Such a step thoroughly involves students and allows them to express both positive and negative emotions. (Rinvolucri, 1999, pp. 198-199)

Visualization is another technique which can bring learners closer to their inner feelings. For example, the teacher asks students to picture an object or place in their minds and, in response to the teacher's questions, to visualize it in even greater detail. A possible follow-up is to have students describe the visualization in a written paragraph or orally to another student who will ask questions and attempt to draw it. Teachers can choose images for various purposes, including helping students to: a) forget their problems temporarily, b) work through their anxieties, or c) build self-confidence. Arnold suggests that "there are many ways the imagery can be incorporated into the classroom to support learning" and feels that "both the cognitive and affective aspects of the language learning process can benefit" from such activities (1999, pp. 275-276).

Entire courses can be taught using such self-esteem and personal exploration activities, if carefully chosen and sequenced. The courses

succeed based on the *cumulative* effect of the activities. As Rinvolucri cautions, "Humanistic exercises are not fillers for Friday afternoon.... When teachers use humanistic activities in this way, out of context...., [learners may] often find them upsetting and irrelevant" (199, p. 1998).

For most teachers, the type of affective course they present will largely depend on the flexibility of their curriculum, the size of their classes, the cooperativeness of their students, and the amount of preparation the lessons require. There are as yet not affective language textbooks available which are based on humanistic counseling strategies. A number of intriguing affective language teaching activities are described in the newly published *Affect in Language Learning*, but any course composed of mainly affective learning exercises is likely to be demanding of the teacher's preparation time.

Culture and learning styles

One further consideration regarding affect and language learning is the connection between culture and learning styles. Are there, for instance, optimal affective techniques for teaching language to students of Japanese culture? Is the cooperative learning method, as sometimes suggested, a more effective strategy with Japanese than other approaches would be in a group-oriented society?

The literature on culture and English language learning styles comes primarily from countries such as the United States, which has a number of minority groups studying together, most notably, African-American, Mexican-American and Native American. Guild cites seventeen studies on U.S. ethnic minorities, including Griggs and Dunn (1989), which lead to the conclusions that "a relationship does exist between the culture in which children live and their preferred ways of learning" and that this relationship "is directly related to academic, social and emotional success in school" (Guild, 1994, p. 17). Yet within each minority exist "variations among individuals...as great as their commonalities" (p. 19), making it inadvisable to attribute any particular learning style to all individuals within a group. While these conclusions are likely to be true for classes in Japan as well as for multi-culture classes in the U.S., further research on Japanese language learning styles is needed.

Far less debated are the following conclusions regarding culture and learning:

1. Teachers need to respect students' culture and be sensitive to it.

The literature cautions that if teachers study their students' cultures, they must be extremely careful not to be misled by stereotypes. Foreign language teachers living in Japan who interact with Japanese in their native culture everyday should have a decided advantage in dispelling such stereotypes.

2. Foreign teachers should also be aware that their own culture's expectations may be putting their students at a disadvantage.

For example, research indicates that native English speaking teachers favor active participation by students in class, where as Japanese students may be accustomed to a passive role (Sasaki, 1996, p. 237). To be successful, teachers must structure classroom activities that respond to students' strengths. If the teacher's cultural predisposition puts students at a disadvantage, it seems reasonable for the teacher to strike a compromise and meet students halfway with activities which require less individual participation.

3. In all cultures, facial expressions of the teacher are an essential part of communicating with students and conveying meanings within the classroom. Teachers must be aware that, cross-culturally, facial expressions can be seriously misunderstood.

Though perhaps it is well-known that, in Japan, direct eye contact is considered very aggressive, a recent study on facial expression yields further insights for teachers in Japan. For example, when Toshiki Shiori, U.C. Irvine visiting professor from Japan, showed 123 medical students in Japan "photographs of expressions that virtually all Americans recognize in the same way" (Emmons, 1998, p. E1), the Japanese students identified expressions of happiness and surprise correctly. However, three-quarters of the students interpreted anger on a photographed face to mean disgust or contempt. Shiori and his associates caution that more subtle expressions of are even more likely to be misunderstood.

Teachers would be well-advised to accompany their negative facial expressions in class with explanation, such as, "That makes me angry," because unwittingly sending the wrong affective messages to an entire class can not only seriously interfere with learning but also undermine the goals of affective teaching. By the same token, foreign teachers should also question their own judgement of students' facial expressions. Shiori and associates expect to find a similar degree of misunderstanding when they study Westerners reading Japanese facial expressions.

Implications

Even if there is consensus that the best teaching methods can neither solve all classroom problems nor suit all learners, the instructional pendulum tends to swing from one teaching approach to another. It does so only to replace one set of problems with another. A logical way to address diverse learning needs in our students is to apply diverse teaching strategies. Affective teaching then would take its place in Japanese language classrooms along with other successful teaching strategies.

Affect has been linked enhanced language learning when students feel positive, optimistic, self-confident, and in touch with their own emotions as well as those of others. Affective teaching techniques can range from traditional, student-centered methodologies to humanistic counseling strategies. Research on culture and language learning suggests that individuals within a culture, though sharing certain characteristics, still may exhibit a variety of learning styles. Affective teaching, while not a panacea for all teaching problems, holds the hope of improving the attitudes and, consequently, the performances of both students and teachers alike - of making good classes better.

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Learning & commitment: An NLP perspective on the purposes of teaching

©Dr Richard Bolstad and Margot Hamblett

Isocrates and Demosthenes

In the fourth century BC, Isocrates and Demosthenes were considered the greatest political orators in Athens. Their styles could not have been more different. Isocrates was a publisher of pamphlets whose aim was to educate, to encourage people to learn and to make clearer judgements based on their learnings. As a speaker he had a smooth, regular style, but he despised extravagant claims and orators who distorted the truth to gain some effect.

Demosthenes, on the other hand, was interested not so much in what was "true" at present, as in what could be "made true" by the actions he advocated. Accused at times of dishonest dealings behind the scenes, he was none-the-less admired for his ability to convince others to dream great dreams, and go out and act on them. Demosthenes' speeches were dramatic, varied in style, and motivational. The story goes that when Isocrates spoke, people said "Great speech!", but when Demosthenes spoke, they said "Let's march!" (Saunders, 1970, pp. 13-21).

Learning or commitment

In developing excellent teachers, are we aiming for them to support learning or commitment? Do we want their students to *understand* something, or to *do* something? Some teachers are exceptionally good at getting their students to learn information, and to understand it. Some are great at motivating their students to study on their own, to achieve success, and to put ideas into practice. Increasingly today, we see that students who are not motivated are at high risk of giving up on education, and starting a pattern of life-long failure. But then, many of those with low motivation don't seem to find it easy to actually learn things when they try. Where do we start?

We believe that both aims (learning and motivation) are equally important. But more than that, we believe that both teaching styles can be

learned. We are trainers in NLP (Neuro Linguistic Programming), a field which aims to understand how highly successful people achieve their results. Professor John Grinder and Dr Richard Bandler originally developed NLP at the University of California in the 1970s. They called their methodology "Neuro Linguistic Programming" because it studied the way language (such as a teacher's communication in a classroom) produces internal change in other people (such as students).

In this article we want to give you some examples of the results of the NLP research into how highly successful teachers achieve results. In doing so, we will show how both Isocrates' style and Demosthenes' style can be learned. NLP is a huge field, and it's important to understand that these examples are just that. After completing NLP training with us in New Zealand, Japan and Europe, teachers report excitedly that they not only learned new skills, but that they learned to identify more clearly what things they themselves were already doing well. Here are two quotes that give examples of their results:

"NLP has had an impact on my life both professionally and personally. At school, I have had students go from achieving 0/10 in spelling tests to achieving 10/10 and moving up 2-3 levels in a week. Even more important is the effect this small success has on their overall confidence and attitude towards themselves and school in general. I'm now involved in sharing the skills in training sessions with other teaching staff."

- Julie McCracken, Secondary School Teacher. Christchurch, New Zealand

"Immediately after my NLP training I established what has proven to be a successful vocational rehabilitation training business with 12 colleagues working for me in 6 different locations. I could not have achieved this success without the outstanding NLP strategies. I work as a motivational trainer for unemployed people. These people are forced to attend and are initially quite antagonistic. Throughout my trainings I utilise the skills I have acquired through modelling the NLP trainers at my NLP courses. With these skills I manage to get the course attendees on board quickly."

- Stu Macann, Career Consultant and Trainer, Wellington, New Zealand

Facilitating memory

One small part of learning, for example, is the ability to memorise. As teachers, we are constantly trying to help students remember information, and yet we frequently have very little idea exactly how those with exceptional memory achieve this. Firstly, memory is unrelated to intelligence test results. At the University of Texas, a study was done where slides were shown to viewers, and then re-shown with some new slides mixed in. Viewers were to press a lever when they recognised a slide from the first set.

Human adults and five year old rhesus monkeys *both* got 86% correct! (Howard, 1996, p 242). When people don't remember, it is not because they are too "dumb". It's because they don't use their brains the way people who remember do. In every case of a person with exceptional memory, the person's mental capacity has been shown to be within the normal range. In every instance, the exceptional memorisers have discovered and used some very simple memory *techniques.*

Joan Minninger (1984) points out that the entire gamut of memory techniques can still be summarised in the 3 points made by the scientist Erasmus in 1512 AD: intend, file and rehearse. As a teacher, these principles translate into:

1. Have students identify what they will be learning and *why* it's worth learning.

2. Teach students how to file memories in ways that they will be able to retrieve them.

3. Have students review information repeatedly after first exposure to it.

Having students identify their intention for learning involves getting them to set individual learning goals at the start of any training. In an overview of 400 separate studies of goalsetting, E. Locke and G. Latham (quoted in Jensen, 1995, p 79) showed that setting specific and slightly challenging goals always led to better success in the task required. Mobilising students' interest in the subject is not just an intellectual process. It floods their brain with chemicals such as adrenaline and enkephaline, which act as "memory fixatives" (Jensen, 1995, p 85). Even injecting these chemicals into rats before learning studies will increase their memory (though we recommend the motivational route as safer than the intravenous one).

Techniques for filing

Throughout history, there has been some development in the techniques of filing, the second of the principles for memory. For example, we now know more fully that our mind's files are linked to the particular psycho-physiological states we are in when we compile them. If you drink coffee while studying, it helps to drink coffee before sitting the test (Howard, 1996, p 250). In NLP terms, all learning is "anchored" to the state of mind it is learned in. We also know from George Miller's studies that there is a neurological reason why learning is best broken down into sets of seven plus or minus two (7 ± 2) bits (Howard, 1996, p 230). Short term memory handles only one such set of five to nine information bits at a time. That's why people remember long lists in sections of 5-9 pieces (try saying the alphabet to yourself, and you'll notice that it comes to mind in such short sections).

The production of long term memory involves the making of links between different sensory areas in the cerebral cortex, and links to the deeper areas of the brain (Howard, 1996, p 242). This means that memory is far more successful when students see, hear and physically move or feel things as they learn. Memory techniques are ways to deliberately create links between the "facts" and students' sensory experiences. One newer example of a memory technique taught in NLP is the "mind map", where students actually draw a diagram of the whole field they are studying. Companies like Boeing say that the use of mind maps has enabled them to reduce training time to one tenth or less (Buzan, 1993, p 170).

Memory peg systems and mnemonics are far older methods, and account for the "super-memory" of people such as the Russian "S" (Buzan, 1991, p 15). "S", studied by Dr Alexander Luria, could recall an entire speech, word for word, after a 30 year interval. Mnemonic and memory peg systems take advantage of the fact that a multi-sensory experience is easier to remember than a word or number. For example, if you wanted to recall the three keys to memory (intend, file, rehearse), using memory pegs, you might first notice that the number one (1) looks like a pen, the number two (2) looks like a swan, and the number three (3) looks like a woman's breasts. You could then create the sounds and images of a pen writing intentions, a swan in a filing cabinet, and a woman rehearsing putting on her new bra repeatedly. Later, to recall the three points, simply see the three numbers (123) in your mind, and the pictures/sounds that go with them. If you wanted to use a mnemonic, you might remember memory as a FIR tree (File, Intend, Rehearse).

This sort of memory technology (now called "Accelerated Learning") is based on the awareness of sensory systems that is central to most NLP. Here are some important ways you could use these skills immediately after learning them:

Avoid giving students lists of over 9 points. "Chunk" these into lists of 7 ± 2.

Avoid teaching by lecturing, with no visual aids and no movement for hours at a time. Keep wallcharts with key points up on the walls, design experiential demonstrations requiring physical movement for each key point, and provide time to move every half an hour.

Avoid expecting students to recall lists of facts without teaching them memory peg systems, mind mapping or mnemonics.

Finally, repetition is the third of the three keys to memory (intend, file, rehearse). The most successful learning results occur when information is reviewed a short time after initially being presented, and again the next day, after sleep. Sleep itself is an important part of the process of "fixing" long term memory, and reducing students' sleep by only two hours reduces recall significantly. Sleep loss has been the key factor in several famous human error accidents such as the 1979 Three Mile nuclear reactor accident and the 1987 Challenger Space Shuttle explosion (Jensen, 1995, p 51). A certain level of relaxation is essential to short and long term memory.

Facilitating new learning strategies

Of course, one of our aims in teaching is not merely to teach facts, but to enable students to install whole new learning strategies (to learn how to learn). Just how easily a new learning strategy can be installed is shown by a now well known piece of research done at the University of Moncton in Canada. (Dilts and Epstein, 1995, p. 409). Here four groups of pretested average spellers were given the same spelling test (using made up nonsense words they had not seen before). Each group had different instructions. Group A was simply told to learn the words. Group B was told to visualise the words as a method of learning them. The two other groups were told to look in a certain direction while they visualised. Group C was told to look up to the left (an eye position which NLP claims will help visual memory). Group D were told to look down to the right (an eye position which NLP claims will help connect with kinesthetic feelings, but may hinder visualising).

Group A scored the same as their pretest. Group B scored 10% better. Group C scored 20-25% better. Group D scored 15% worse! Of course, this study supports two NLP claims: a) the eye position a learner uses decides which sensory system they can effectively process information in; and b) Visual recall is the best sensory system for learning spelling in English. Even more exciting, it demonstrates that students can be successfully taught (in 5 minutes) to use the most effective sensory strategy. For a kinesthetic learner who had been a poor speller, this would result in an instant improvement of 35-40%. Interestingly, in a final test some time later (testing retention), the scores of Group C remained constant, while the scores of the control group, Group A, plummeted a further 15%, a drop which was consistent with standard learning studies. The final difference in memory of the words for these two groups was 61%. That is, the brief instruction to look up left and visualise installed a new strategy which

increased long term learning by enough to shift a learner from "the bottom of the class" to high achievement. We have used this technique to solve problems previously labelled "dyslexia" or "attention deficit disorder" -both names for the problem where students simply don't know how to use their brain successfully.

The success of exceptional spellers can be learned, and so can the success of extraordinarily creative and innovative learners. Creativity too can be studied and taught. One of the people studied by NLP developers was Walt Disney. Disney's creativity was far from accidental. It involved him using a sophisticated set of steps which are explained in NLP training, and which enable anyone to achieve similar results.

Why are we learning this?

When most of us were at school, we learned many things because we "had to". No-one asked us if we wanted to learn, and very little effort went into helping us find reasons to learn. For many students, learning occurred anyway. But a large number of our fellow students gave up on school for this reason. Now, as teachers, such students take up an enormous proportion of your time. Learning how to help them become excellent learners is one thing. Helping them make a commitment to learning is quite another.

Bernice McCarthy has developed a model of teaching called the 4MAT, based on NLP and the work of David Kolb. Kolb noticed that learners have different preferred learning styles. To simplify, learners are asking four different questions in relation to the learning process:

1. Why? These learners want to know the reason for learning. Kolb calls them "Divergers". In the USA, they make up 25% of female students and 19.4% of male students.

2. What? These learners want to get the facts and concepts. Kolb calls them "Assimilators". In the USA they are 27.5% of women and 37.5% of men.

3. How? These learners want to practise and do something. Kolb calls them "Convergers". In the USA they are 14.8% of women and 23.5% of men.

4. What if? These learners want to try out variations. Kolb calls them "Accommodators". In the USA they are 32.7% of women and 19.6% of men.

Kolb pointed out that each of the four groups of students is focusing on one section of a learning cycle. This cycle begins with identifying a reason to learn, formulating concepts about the subject, actively using the concepts, speculating about the results of using the concepts and trying them out in life

elsewhere, and identifying new reasons to learn more. Kolb's research in the United States verified that learners were spread across the four types. McCarthy pointed out that different teaching styles were required for each stage of this learning cycle, and that accelerated learning models such as NLP were providing the tools to meet the needs of all four groups. What's important here is to realise that those students who lack motivation are often "Divergers", whose "Why are we learning this?" question simply has not been answered.

Motivating students is the task that McCarthy recommends teachers focus on first. This requires explaining *why* the subject is worth learning. You can check that the "Why" question is answered for Divergers by then asking "So would this be of use to you?". If not, it makes sense to continue explaining or demonstrating "Why" until students are motivated. The Japanese education system has powerful motivation "built in" at certain stages, and almost none built in at others. Some teachers can take it for granted that most of their students have the "Why" question answered (in terms of the examination system). Even in this situation, it is worth checking that "Divergers" in your group have made the connection. The first thing to check, when a student does not seem interested, is that they have had their "Why" question answered.

Commitment

Some students seem interested enough in the material they learn in class. But they never actually get around to studying and applying it. How do teachers build motivation to learn into commitment to carry on learning and acting? The secret, research from social psychology shows, is to get students to take small actions before they leave your classroom. High commitment motivational trainings (whether run by NLP trainers such as Tony Robbins, or Japanese company motivators) ask students to repeatedly affirm their intentions; to repeatedly take small actions that commit them. Success Magazine's Dan Greenberg (1998, p 71-2) describes his experience of a Tony Robbins seminar, and notes that Robbins' demands for what he calls commitment are continuous. "Robbins often ends his statements with "If you agree with that, say "Aye!" and the crowd echoes back, "Aye!" Before the break we're told to stand, face our partners, and make a pledge to keep one another's energy at peak; we repeat this at peak volume like a command from a marine drill sergeant."

There is a simple principle behind Robbins' pledges and shouts of "Aye", and the success of

teachers who really can get their students to do their homework. The principle is that once people have engaged in some new behaviour, they tend to keep doing similar behaviours, in order to seem congruent (to themselves, and to others). In the field of social psychology there is considerable research on this phenomenon (Myers, 1983, p 44-69). For example, usually, 46% of Toronto residents asked to contribute to the Cancer society fundraising drive actually do so. However, in one study residents were asked, on the day before the drive, to wear a lapel pin advertising the fundraising. All those approached agreed to do so, and the contribution rate from *these* people, the next day, was 90%. Having done one behaviour (wearing the pin) they were twice as likely to complete other similar behaviours later. Similarly, after agreeing to sign a simple "safe driving" petition, Californian residents were three times more likely to agree to have a large, ugly "Drive Safely" sign put in their front yard. In sales, this is known as the "foot in the door" phenomenon.

Interestingly, the first action need only be a verbal or written statement, in order to generate other related actions. Steven Sherman repeated the Cancer society research, but merely phoned people up the day before and asked them whether they thought they would be willing to donate time to the society (by working as a collector). Almost half said yes, presumably wanting to appear helpful. When the actual Cancer society organiser called a few days later, the result was a 700% increase in collectors (Cialdini, 1993, p 58). In sales, many Japanese companies utilise this principle by running competitions in which a person writes a "testimonial" beginning "I like the product because...." Amway Corporation was one of the first large companies to take advantage of the idea with its own staff, by requiring sales personnel to write their own individual goals down and state them publicly (Cialdini, 1993, p 67).

Statements creating commitment can be encouraged without the influencer even asking for them. When groups are allowed to talk about the decisions they face (as a group or in pairs) people are more likely to act on their positive intentions. In the Second World War, United States government Committee on Food Habits representatives travelled around the USA attempting to convince housewives to cook the less popular cuts of meat, in order to provide more food for the war effort. Only 3% of those attending their presentations, and receiving the glossy recipe books actually changed their behaviour. Next, they changed their strategy, and after a brief presentation

had the groups discuss whether they would be willing to change to use more of these meats. This increased their response rate to 32% (Franzoi, 1996, p 239-240). Stephen Franzoi (p 546) explains "group discussion allows members to make explicit promises as to how they will behave, and these promises act as a binding "contract"."

In summary, then, for a teacher to establish commitment involves having students take action (verbally, in writing, in roleplay or in real life situations) that:

a. Is completed while they are at the teaching session.

b. While small, is consistent with the change they want to achieve.

c. Is observed and even discussed by other students.

The result of doing this repeatedly throughout one's education is life-transforming change.

Isocrates or Demosthenes?

We have presented commitment, and learning/memory strategies as complementary goals. That's the way we consider them to be used most effectively. For you as a teacher, it's also important to know that some teachers have a strong focus on one goal and an avoidance of the other. This difference became obvious in ancient Athens, when Philip of Macedonia began to gather the northern Greek cities under his control. The response of Isocrates was to write to Philip in 346 BC, proposing that he consider becoming a sort of defender of unity and peace in Greece. Philip's greatest success would then be the admiration of future generations, he said. Isocrates, in presenting this proposal, acknowledged "I hope you will go through and examine all I have written, and if you find any weakness or inadequacy in it, you will put the blame on my age, which may reasonably be excused."(Saunders, 1970, p 166). In other words, he advocated a careful consideration of his proposal, rather than simply acceptance.

Between 351 and 341 BC, Demosthenes, on the other hand, spoke forcefully to the Athenian senate about the need to wage war against Philip. He said, "We have no choice. We are left with the one most just and unavoidable course, which speakers like this deliberately overlook. What is that? Resistance to aggression."(Saunders, 1970, p 236). Demosthenes' rhetorical questions, fear based motivation and "no choice" language are not designed to engage considered decision-making. They demand commitment. If

the risk of Isocrates approach is that he never insists on action, the risk of Demosthenes' approach is that he only insists on action.

Here is an example of a teacher we'd consider to be creating both learning *and* commitment:

"The programme I run is called "Fresh Start" and was established at the beginning of 1996 because there was a big problem in the area about what to do with "at risk" teenagers. We work to change the beliefs that they hold about themselves, particularly by looking at how they can go about improving their ability to learn. We do all of this through the outdoor skills and also learning to juggle, things I learned on my NLP training. I teach them the memory-pegs and NLP Spelling Strategy too, so they can visualise to spell and read and do maths and suchlike. They like that, because no-one ever showed them specifically how to use their own brain properly before. They learn the NLP attitude that 'if it is possible for someone else to do something, then it is possible for me to learn to do it too'. Then I show them some of the NLP and accelerated learning tools to actually do it. In 1996 we got about 40% of students actually go back into the classroom and stay, which is a really, really good result. Most of the other approaches that have been tried with these kids - counselling, police, getting heavy with them - none of that stuff has worked anything like that well."

- Karyn Chalk, High School Teacher, Christchurch, New Zealand

This is not so much an article on NLP (Neuro Linguistic Programming) as it is a small sampler of examples of the type of understanding NLP produces. NLP is the study of success, and in teaching success means, we believe, both learning and commitment. Amongst the skills which enable these goals to be reached are:

1. Use memory systems such as mind maps, memory pegs and mnemonics.

2. Teach using pictures, sounds, and movement.

3. Chunk new learnings into 5-9 pieces.

4. Answer the "Why?" question before teaching new information.

5. Have students complete small actions and discuss actions in ways that create commitment.

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Teacher development: international viewpoint

The following message from *Joyce White* launches a mini-series introducing educators from around the world and their views of how teachers keep developing. These articles will stimulate reflection upon and promote discussion among our professional selves.

Please share these articles with those in your professional network and invite your colleagues to contribute articles of a similar ilk to this on-going series. Nominate an educator you know (yourself included) to write something for this series today! - ed.

As an adult ESL Instructor at the University of British Columbia, in Vancouver, B.C., Canada, I find that there are a multitude of different ways that teacher development is available and occurs. Some of these opportunities are available through my workplace, and others are situations that I pursue on my own.

At our institution, we have "PD's" or professional development sessions about eight fridays out of a twelve week term. These PD's are usually an hour and a half in length, and are often given by instructors from in-house, on topics and issues with which teachers are grappling. On occasion, we invite guests from other departments or colleges to give talks to

us. Recently, we had Dr. Bonnie Norton from the Language Education department lead a session on test creation and evaluation of test items. Another, more informal type of training has been going on at lunch hours in our work place, as those with computer expertise give tips and suggestions to the less "progressive" of us!

We are also encouraged to participate in and present at conferences at the local, national and international level. In February of this year, The ELI hosted the annual TEAL (Teachers of English as another Language) conference, which is the B.C. organization for ESL instructors. This was a great opportunity for most of the teachers to attend. There is a scholarship that is given to help finance one or two teachers to attend the TESOL or TESL Canada conference each year. Eligibility for the funds depends in part on being accepted to present at the conference. Also, all those who are accepted as presenters at conferences have their conference fees paid. As follow-up to the conference, instructors take turns presenting to their colleagues highlights of what they learned at the conference. Next year, the TESOL conference will be held right here in Vancouver, so we are all looking forward to attending it!

They are many less conventional ways that I feel I am able to enhance my knowledge and teaching expertise. Often, it comes from the challenge of taking on a new teaching assignment, and having to do some reading and discussion with colleagues to figure out what it is that I am going to do to fill out the curriculum for the course. Recently, I've been teaching a teacher training course, and I'm certainly learning a great deal from the enthusiastic and energetic trainees. Many of the participants in the teacher training program are mature students, and often they are immigrants to Canada. They bring with them insights into the language learning experience and cultural struggles that cause me to reconsider some of my assumptions. I have also been doing some textbook reviewing, which is another great way to look at new materials and get new ideas. Finally, I think reflecting (when I have time) on what the students I have write do and say is often the most instructive of all!

Joyce White, Instructor, ELI, UBC

<joycewhite@ubc.ca>
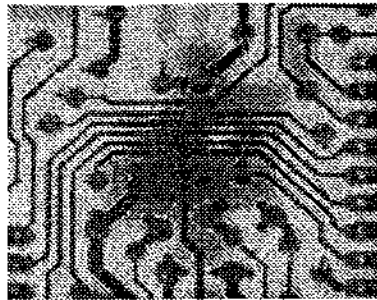
Treasurer's report

Hello fellow teachers!

This is your treasurer speaking. Thank you very much to those of you who responded favorably to my previous report. I would like to give you an update on the financial health of our group. Firstly, you will be pleased to know that last financial year, we received more than we spent. What's more, the difference (+57,233 yen) was a little more than had been budgeted for. Consequently, this year I proposed a marginally more adventurous budget to the JALT accountants. The main expenses are still the newsletters, but I increased the income expected from workshops.

先生同士の皆さんへ

会計係です。前回のレポートに好意的に連絡して下さった皆様、ありがとうございました。我がグループの財政状態についての最新情報をお知らせします。まず最初に、前の会計年度に、頂いたお金は使われたお金より多かったということを聞いて幸いでしょうか。その上、金額の差（¥57,233）は予算を立てた金額より少し多かったのです。その結果、今会計年度は更に大胆な予算を提出しました。主な支出は相変わらずnewsletterですが、workshopsから収入があることを前提に金額を少し増やしました。

Since the budget was submitted in April, we have held the Testing and Evaluation conference in Kyoto, which generated more income than we had thought, because the number of delegates was more than anticipated. This money is now available for future projects carried by our SIG. A huge thanks to the event's main organizer, Janina Tubby.

4月に予算を提出した時以来、京都でTesting and Evaluation学会が開かれ、参加者の人数は思った通りより多かったという理由で、財政も多かった。余った金額は我がグループの将来の企画の為に利用できます。この学会の担当者のジャニーナ・タビーさんに心から感謝いたします。

The other big expense is our contribution toward sponsoring Andy Curtis, a featured speaker at JALT 99. This year we have agreed

to limit our part of the sponsorship to 100,000 yen. He will be holding a workshop on the morning of Friday, October 8th in Gunma. Be sure to get along to it if you can.

もう一つの大きい支出はfeatured speakerのアンディー・カーティスさんへの寄付金です。今年度は我がグループのスポンサーシップの部分を¥100,000以内に制限することにしました。アンディー・カーティスさんは10月8日の金曜日のあさに群馬でworkshopを開かれますので、必ず参加下さるよう、お願いいたします。

For your information, I include a copy of this year's budget proposal at the end of this report. I would welcome the chance to discuss any comments or questions about how the money is spent to serve our members.

情報提供の為、今年の予算案のコピーはこのレポートの下をご覧下さい。メンバーの為のお金の使い方についての質問と意見をお待ちしております。

Yours, most humbly, Gordon Bateson
<gordon@neptune.kanazawa.it.ac.jp>

Teacher Education SIG budget

April 1, 1999 - March 31, 2000

REVENUE
from JALT National	50,000
membership dues	210,000
workshops	80,000
	=======
TOTAL REVENUE	340,000
	=======

EXPENSES
Telephone	0
Traveling	0
Copying	0
Print	90,000 (3 x 30,000)
Office Supplies	5,000
Postage	75,000 (3 x 25,000)
Refreshments	5,000
Room Rent	0
Honoraria	0
Miscellaneous	100,000 (featured speaker)
Other	0
	=======
TOTAL EXPENSES	275,000
	=======
REVENUE - EXPENSES = NET INCOME (NET LOSS)	65,000
	=======

Prepared by : Gordon Bateson
Date: April 1, 1999

WANTED! Conference Chairs
for JALT 2000
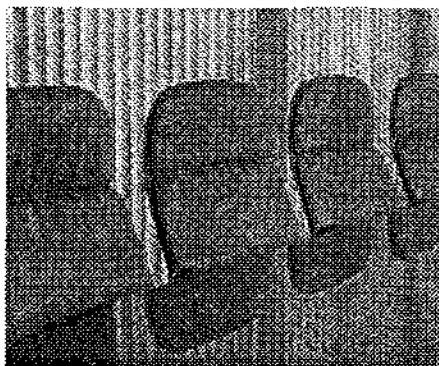
The pre-conference planning committee for JALT2000 is looking for interested JALT members to be the next CONFERENCE PROGRAMME CHAIR / CO-CHAIR(S) for JALT2000 in Shizuoka on November 2-5th.

What will this person or team of people do? Among other things, it is your special responsibility to organize the JALT2000 conference programme. You make the schedule of presentations for the three days of the conference. You coordinate this with the Handbook editor and team, helping to collect all necessary information to complete the handbook on time. You work with the conference site team to check on such details as room sizes, equipment, and so on. You collaborate with the publishers, national officers and the national programme chair in relation to the main speakers and other aspects of the conference.

If you are interested in learning more about this fascinating part of JALT, if you want to work with a dynamite team of volunteers, if you don't know much about this kind of volunteer work but are a good team player, if you would like to consider this special position but would like to try this with a colleague, or know someone you might suggest, then, please contact me, Joyce Cunningham:

Tel: (029) 228-8455,

Fax: (029) 228-8199.

I hope to hear from you soon.

Joyce, on behalf of the other members of the Pre-Conference Planning Committee