

Explorations in Teacher Education

教師教育の探究他

the Newsletter of the JALT Teacher Education SIG
Volume 8, Number 1 (February 1999)

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TE-SIG COORDINATORS' MESSAGES

コーディネーターを辞するにあたって

これが教師教育分科会のコーディネーターとしての最後のメッセージです。もう2年間コーディネーターをやってきましたが、それ以前にも1年間本分科会のプログラム係を担当していました。そんな私にとっては、今回役員を離れるのは、ちょうどよいタイミングではなかったかなと思っています。ルイス・スコット・コンリーさんが私の後のコーディネーターに志願してくださったことを、とても嬉しく思います。次年度のご活躍を心より期待しています。

Out-going coordinator's message

Dear all,

This is my last message as SIG coordinator. I have been coordinating for two years and before that I was a program person for a year, so it's a good time to get some fresh thinking in to the SIG. I'm delighted that Lois Scott Conley has volunteered to be the new coordinator, and I would like to wish her the best of luck for the coming year.

Lois has loads of ideas, is an excellent communicator, and oozes enthusiasm - we are lucky to have her at the helm. She is already busy planning next year's program including a further opportunity to investigate action research.

Our sponsored guest at JALT99 was Dr Andy Curtis who was such a popular presenter he is returning in April to lead another workshop (details below). At JALT there were many other superb presentations by SIG members, as well as opportunities to meet socially: there was a great turn out of forty at our joint party with Aston University.

As well as Lois there are a number of other new names on the committee (see contact list?) and some old ones who are taking a back seat. I would especially like to thank our two program people for this year: Mirinda Wilson and Janina Tubby. Mirinda is leaving Japan next year to return to the UK and Janina has her hands full with her young baby Megu. This may be catching as our new membership person, Tim Ashwell, has just become a dad for the first time.

Best wishes,

Neil Cowie

新しくコーディネーターになるにあたって

ニューズレター、研修会、印刷物、招待講演等で常にエネルギッシュに活動なさっている教師教育分科会の皆様に加わることが出来て、興奮気味です。次年度の分科会の役員に昨年通り、または新たに志願して下さった方々に心より御礼申し上げます。

In-coming coordinators' message

Greetings!

I have to say how excited I am to join the dedicated and inspired team of TE people who have been keeping the SIG energized with the newsletter,

retreats, publications and featured speakers. A big thank you to the returning and new officers who volunteered to contribute to the SIG this year. And to those of you who were not able to attend the general meeting at JALT in Maebashi, if you find that you are interested in something going on in the SIG or have an idea to share, please get in touch.

I hope to see a lot of you at our Action Research retreat in April. It will be an interactive weekend with a mix of large and small group work and sessions focused for those new and experienced in AR. If you caught the retreat speaker, Andy Curtis (the SIG's featured speaker) at JALT 99, you know how dynamic he is. And if you didn't, well, now you have another chance!

Wishing you all a full-of-wonder 2000.

Lois

REPORTS

Cooperative-Optional Features of Teacher Development Groups

Andy Barfield, University of Tsukuba

教師成長・発達のグループ

教師成長・発達のためのグループづくりは、現実の世界でも非現実の世界でも、教師教育の実践において繰り返される特徴の一つです。本稿では、そのようなグループがどのように機能するのかについて、いくつかの共通の特徴を探究していきます。

Teacher development groups, whether in real time or virtual space, are a recurrent feature of teacher education in practice. Here I explore some common features of how such groups might work.

Who would you want to make the group with?

Some Teacher Education SIG members have been part of groups with:

- other university-based English native speaker teachers (Steve McGuire);
- university students, high school teachers and a university-based trainer (Richard Smith);
- conversation school and high school teachers (Bobbie McClain);
- other teacher trainers (Jan Visscher);
- other university-based English, Russian, Japanese and Chinese teachers and postgraduate students (Andy Barfield).

Some of these groups have been based at place of work; others have met in people's houses, or in local community centres.

What would be good reasons for starting the group?

Some reported reasons include:

- providing opportunities for (i) students intending to become teachers to learn from practising teachers; (ii) teachers to help each other learn; (iii) teachers to learn also through continuing contact with the university; (iv) the university-based trainer to learn from teachers;
- to develop a means of pooling experience of teacher trainers and those interested in teacher training;
- to provide a forum for the exchange of ideas on classroom teaching and learning across different languages in an environment geared to formal administrative meetings;
- to create a means for teachers to continue their development through peer mentoring;
- to keep up with the field of English as a second language.

Underlying many of these reasons is the feeling that 'I need to keep

developing, but there's a limit to the present opportunities that I have and I want to do something to change that'

Would your group involve classroom observation or not? Why?

Only one group among those the five described here directly involved classroom observation: Bobbie McClain's peer mentoring group in Fukuoka. Teachers would video-record part of their lessons, and take it in turns to present their observations to the peer mentoring group. Reasons why other groups don't directly include this...probably...mmm...interesting question....: When was the last time you invited someone into your classroom? Or you video-ed your own teaching? Would an action research focus change this?

Which language(s) would your group use? Why?

Experiences vary:

- English where the group is all English native speakers;
- Japanese and English, according to choice, where all but one members of the group are Japanese native speakers;
- English where the group is mixed English and Japanese native speakers;
- Russian, Japanese, English and Chinese where the group is an international mix of speakers of languages.

Without using the native language of some of the participants, would you risk turning people away from taking part? How much is the use of our mother tongue connected to the way we create / change / maintain power relationships?

What would be the best way to organize your group's discussion? Why?

Preferences vary here:

- group members take it in turns to present an article that they have read and would like to share;
- group members read the same chapter from a teacher trainers' book and discuss it;
- group members video their classes and take it in turns to present their own observations, while the group listens supportively and helps the presenter develop their understanding;
- group members conduct different types of action research and report on this to the group;
- group members report on their teaching to each other and discuss particular aspects, including non-native / native speaker identities.

For conscious structuring of such interaction, Julian Edge's *Cooperative Development* offers one model.

What advice would you most like about running your group?

These are points of advice that others offer you:

- set clear goals and establish processes from the start;
- negotiate goals and processes with participants at the first meeting;
- create a newsletter to keep all informed (more interesting than 'minutes!');
- be flexible on time (teachers are busy!);
- make a contract to meet on fixed dates over six months and agree that consistent attendance is crucial;
- plan meetings well in advance;
- choose a leader (either long-term or meeting by meeting) who is committed to keeping the group going;

- avoid pontification in meetings (one person speaking too long);
- follow a reflective listening approach;
- engage in periodic re-evaluation of group aims and activities;
- keep everybody involved in decision-making;
- try e-mail and cooperative development (Neil Cowie).

How long would you expect your group to 'survive'?

Most groups start with a bang and a tidal wave of enthusiasm, but...:

- one group stopped because of the Hanshin earthquake;
- another came to a close because its organiser left Japan;
- another disbanded after six months due to busy commitments;
- one group has continued for a year and is still going (contact Richard Smith);
- another group stopped after two years, then moved into cooperative development on a pair basis for 6 months (Andy Barfield).

So, in general, six months is a minimum target; from one year on, leaders may need to change, and goals and processes may need to be re-evaluated, in order to keep things fresh. However, the basic lesson is simple: The biggest surprise that many people in TD groups experience is simply understanding each other and negotiating common terms. But then is this so surprising if we don't have the chance to talk in depth about learning and teaching with each other?

Towards a Comprehensive Language Teacher Education Scheme

Paul A. Beaufait

STAGES:	<u>PRE-SERVICE</u>	<u>IN-SERVICE</u>	MENTORSHIP	(POST-SERVICE)
GOALS:	<u>GLOBAL</u>	<u>LINGUISTIC</u>	<u>METHODOLOGICAL</u>	<u>RESEARCH</u>
LEVELS:	<u>ELEMENTARY</u>	<u>JUNIOR HIGH</u>	<u>SENIOR HIGH</u>	<u>UNIVERSITY</u>
VENUES:	<u>ON CAMPUS</u>	<u>ON-LINE</u>	<u>IN-SCHOOL</u>	<u>AT CONFERENCES</u>
MODES:	<u>COOPERATIVE</u>	<u>COLLABORATIVE</u>	<u>DISTRIBUTED</u>	<u>PUBLISHED</u>
CONTINUITY:	<u>DEVELOPMENT</u>	<u>COORDINATION</u>	<u>SUPPORT</u>	<u>NETWORK</u>

The table above is an interim map of a teacher education scheme nine years in the making. Though a thorough explanation of the concepts illustrated in the table above is impossible in this report, a certain amount of explanation is desirable. Following these brief notes on program elements displayed in the table above are a proposal to re-establish a discontinued in-service teachers' seminar and launch an on-line pilot program.

The underlined elements in the table above reflect facets of the teacher education scheme which Paul A. Beaufait and Daniel T. Kirk coordinated at the Prefectural University of Kumamoto until it was abruptly canceled last year (1998-99). "Global" is one term which certainly

deserves amplification; "global" goals are comprehensive of the professional, environmental and social parameters which coincide with education in schools and communities. Such parameters impinge upon not only upon the viability of programs, but also on the ethics of the profession.

Though the coordinators have considered the developmental stage in parentheses (POST-SERVICE, above) at some length, they have deemed that particular element less essential to a comprehensive teacher education program. However, the bold items in the table indicate additional elements they have deemed necessary to create a comprehensive program that will meet local language teachers' needs for continuing professional development in years to come.

THE FUTURE

A proposal for the year 2000 (and beyond) ?

Distributed teacher development: <i>Focus group meetings (teacher-trainees, teacher trainers, teachers & teacher developers), needs assessment, planning, scheduling & preparation</i>						Distributed teacher development: A distributed teachers' seminar: <i>Teacher - teacher collaboration & teacher - trainee mentoring (five sessions: Oct. - Feb.) pilot program</i>					
On-line collaboration scheme: Individual teacher development projects, distance-learning/ teacher-mentoring & web-page publishing						On-line collaboration scheme: Individual teacher development projects, distance-learning/ teacher-mentoring & web-page publishing					
Apr.	May.	Jun.	July	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.

The proposal tabulated above entails a pilot project for on-line collaboration which the seminar coordinators intend to start in the second term of

1999 (Oct. 1999 - Mar. 2000), utilizing available resources. Perhaps by the year 2001 both the distributed teacher development seminar and the on-line

teacher collaboration project could be offered as courses for graduate or under-graduate credit (NOTE: This proposal was vetted by the Foreign Language Education Steering Committee, during its meeting on July 1, 1999; the proposal awaits implementation pending faculty approvals). If approved they also could be added to Open University courses.

Why distributed?

A distributed format is, in both of the coordinators' professional opinions, the most suitable for teacher development anywhere, anytime. Offering a monthly distributed program responds to a different segment of the English teacher population (APPENDIX A) than the teachers' seminar has catered to in the past. It will enable the seminar coordinators to complete a research paradigm of seminar offerings, which have shifted from intensive to semi-distributed already (see *Teachers' seminar intensity/distribution...*, below). Another table showing the distribution schemes the coordinators have considered is available on-line at:

<<http://www.pu-kumamoto.ac.jp/~pab/sem.prog.dist.html>>.

Since the semi-distributed seminar has been discontinued during the academic year 1999-2000, the following year (2000-2001) is the obvious time to switch to a distributed format.

Why on-line?

Part of the reason English teachers may be split on the issue of program distribution (APPENDIX A) is that access to PUK for some teachers is problematic; they live and work too far away or are too busy to come to the university regularly. The seminar coordinators' proposed solution to geographical and time access difficulties is explained on-line at:

<<http://www.pu-kumamoto.ac.jp/~dtk/distanceintro.html>>.

The Internet is rapidly gaining recognition as a venue for teacher development. It is perhaps the most rapidly growing educational domain in the world. Given the resources, there is no reason to delay the development of an on-line teacher development program to complement a distributed teacher development program on campus.

THE PAST

Teachers' seminar intensity/distribution scheme & staff levels

YEAR	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Spring	-	-	-	-	-	weekend	weekend	weekend	-	
	-	-	-	-	-				-	
Summer	1 week	1 week	1 week	1 week	1 week	1 week	1 week	1 week	-	
"	1 week	1 week	1 week	1 week	1 week				-	
Fall	-	-	-	-	-	weekend	weekend	weekend	-	
Staff levels	2 coord.	2 coord., 1 instr.	2 coord., 2 instr.	2 coord., 2 instr.	2 coord.,	2 coord.	2 coord.	2 coord.	-	

Key: The vertical bars, "|" indicates continuity of participation from one session to the next.

Since 1991, there have been two seminar coordinators, Paul A. Beaufait

& Daniel T. Kirk. In 1992, another instructor, Mary Gawienowski joined

the coordinators. In 1992, there were the two coordinators and two new instructors, Jay Melton and Cynthia Worthington. In 1993, Myles MacAuley replaced Cynthia Worthington as one of the instructors.

In 1995, the seminar and all it entailed (see the program development cycle, below) was recognized as the equivalent of two full courses, coordinated by Beaufait & Kirk until discontinued in 1998.

Teachers' seminar participation

YEAR	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Female	16	13	15	15	16	10	5	3	0	
Male	10	7	10	6	3	1	2	5	0	
TOTAL	26	20	25	21	19	11	7	8	0	

Participation figures for 1991-1995 come from the first university self-assessment report (SAR1: 'genjou to kadai,' c. 1996, p. 223). Those figures combine participation from the two separate sessions offered in each of those five years (ave. 10.75 participants per session).

Participation figures for 1996-1998 show an average 8.7 participants per

session, but do not reflect the occasional participation of Assoc. Prof. Madoka Murakami, a linguist and teacher trainer at the Prefectural University of Kumamoto, in 1997 & 1998. Nor do numbers alone explain how a bureaucratic bottleneck delayed implementation of the program in 1997 and 1998.

Goals of the teachers' seminar (1998 brochure)

The goals of *The English Teachers' Recurrent Seminar*, coordinated by Paul A. Beaufait & Daniel T. Kirk at the Prefectural University of Kumamoto, are to:

1. *involve the teacher-participants in a variety of skill and content-based activities, tasks and topical discussions relevant to the participants themselves.*

Through these activities, tasks and discussions, and through organized presentations and reports they make to their peers, it is hoped that the Japanese teachers of English who participate in this seminar will:

2. *develop participants oral and written communication skills as well as individual and professional perspectives on the learning and teaching of English.*

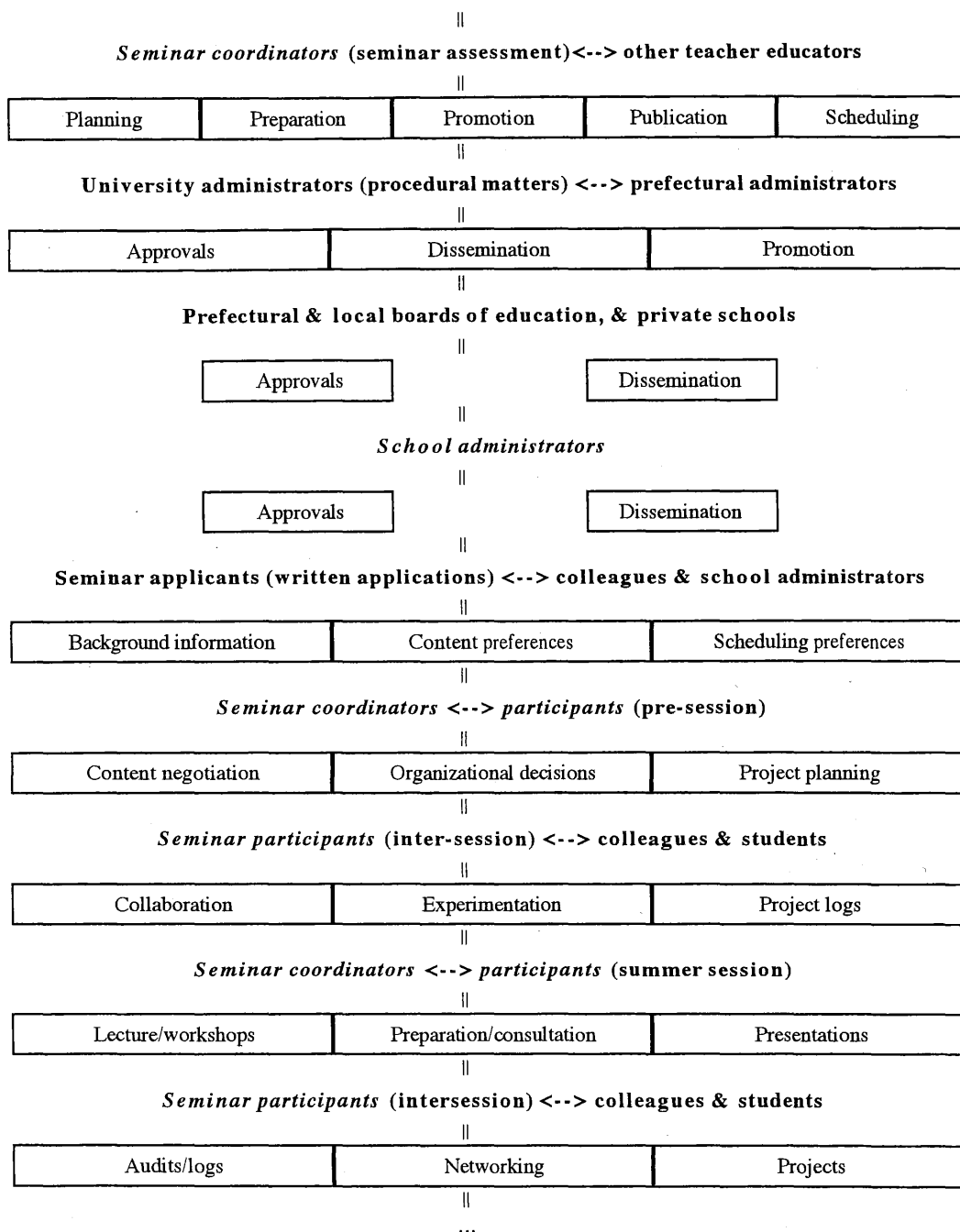
The third and long-term goal is to:

3. *enable the teacher-participants to function more effectively in cross-cultural and classroom English speaking situations, to more readily coordinate instructional activities with assistant English teachers, and to continue their own professional development.*

The teachers' seminar program development cycle: A year-round endeavor - November to November (1996 - 1998) - with a bottle-neck!

...
||
Seminar participants (follow-up session, Nov.) <-> Seminar coordinators
||

Reports	Self assessments	Seminar evaluations
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Benefits of participation in the program (August 1996)

Seminar participants reported the following benefits of seminar participation, during the feedback period at the close of the summer session.

1. *Confidence building*

- Participants developed in their confidence to speak English

- Participants developed confidence in speaking in front of peers including native speakers of English.

2. Presentation skills

- Participants learned how to organize presentations.

- Participants learned to prepare presentations that were not top-down.

3. Community building

- Participants began developing a collegial relationship (with each other and the seminar coordinators).

A general survey of English teachers (Feb. 1997): What they let us know...

The following are seven comments from the 94 of 858 public school English teachers (11% return rate) who responded to the coordinators survey. 50 of 94 teachers provided written comments. The "Y" - yes, or "N" - no, in brackets following their comments indicates whether they had heard about the seminar in 1996 (Y: 25, N: 25). The questionnaire also offered a school copy of the Teachers' Seminar Video (Beaufait & Kirk, 1997). The range of responses is intriguing, even if not representative:

- Is this all you want? What's the use of giving us this sheet? What do you want? Is this [a] waste [of] the postage cost? [N-11]
- I work at an academic school and do a lot extra curricular lessons. It's impossible for me to attend your summer seminar, and to be

honest, when I'm on holidays, I want to run away from English. [N-12]

- Unfortunately, I've never heard of the Teachers' Seminar. I understand that you have good staff and audio-visual aids in the university. [N-19]
- I firmly believe that we can acquire communicative competence and good teaching skills even if we don't go abroad. You can give us, English teachers, precious opportunity to learn many things regarding improving our English ability. [Y-13]
- I think we English teachers have to improve our abilities in teaching English and using it, [Y-23]
- If there are any good ways that I can study in my house by myself, would you please teach me it. [Y-7]
- I hope that the seminar is held not only in the summer holiday but also in other days, for example second Saturday, fourth Saturday and after school. [N-21]

What teachers who actually participated in previous years wanted: More of a chance to learn about...

n=20	NR	a. Yes	b. No
Communicative testing	0	20	0
Teaching skills	1	19	0
Language skills	0	17	3
Travel & study opportunities	0	16	4
Student counselling	1	15	4
Teaching to tests	0	6	14

Source: P. Beaufait, in A. Yamashiro et al. (1997)

What participating teachers suggested: Ways of improving the seminar

n=20	NR	a. Yes	b. No
Invite guest speakers	4	11	5
Give participants more say in contents	2	10	8
Have more staff (than the current 2 coordinators)	1	6	13
Have Japanese staff	1	5	14

Source: P. Beaufait, in A. Yamashiro et al. (1997)

What individual participants wanted from the teachers' seminar (1998)

professional development interests	motivations	primary interest in improving...
learning to learn & reflective self-development	to improve skills in teaching & speaking, to learn various teaching styles	ability to teach English
learning to learn, reflective self-development, & negotiating skills	to get some practical insights into teaching	ability to teach English
cross-cultural awareness, reflective self-development, assessment, & Planethood	to exchange information with other teachers, to brush up English ability	ability to teach English
cross-cultural awareness, public speaking, & video	to improve English skills and teaching ability	ability to teach English
cross-cultural awareness, learning to learn	to brush up English ability and study teaching methods	ability to help students
learning to learn, reflective self-development, & Planethood	to learn effective teaching skills, to help students understand	ability to help students
reflective self-development	to regain communicative fluency in English	ability to communicate in English
public speaking	to get back to own profession, to make friends with E. teachers	ability to communicate in English

Source: Teachers' seminar applications (1998)

Products of the teachers' seminar

The Teachers' Seminar Report: Newsletter of the English Teachers' Recurrent Seminar,

Beaufait, P., & Kirk, D. (Eds.). (1995-1999)*

TTSR	No. 1	No. 2	No. 3	No. 4
Vol. I (26 pp.)	Dec. 1995	Apr. 1996	Nov. 1996	Feb. 1997
Vol. II (21 pp.)	May 1997	July 1997	Oct. 1997	Feb. 1998
Vol. III (20 pp.)	Aug. 1998	Mar. 1999	-	-

* Available from: Paul A. Beaufait, Prefectural University of Kumamoto, 1-100 Tsukide 3-chome, Kumamoto, 862-8502, Japan.

Though precise figures are unavailable, the circulation of TTSR has grown to *approximately 200 copies per issue* (pers. conv. with M.

Yamashita, June 17, 1999). Recipients include all former seminar participants whose current addresses are known, plus respondents to

questionnaires sent to English teachers around Kumamoto prefecture. Publication of TTSR ended when the seminar was discontinued. In spite of the discontinuation of the seminar, one of the seminar coordinators' next projects is to make back issues of TTSR available on-line.

Networking via e-mail (1999)

An individual teacher who had never attended the on-site teachers' seminar at the Prefectural University of Kumamoto contacted one of the coordinators, asking whether a seminar would be offered;

...I transferred to [an]other school this spring and the students are totally different from the previous ones. They are not positive about learning English at all and I feel the difficulty of teaching at the present school. But I need a lot of opportunities to learn though I am always busy to deal with the problems they cause.

...I have one more question. Do you have a seminar for English teachers at your university this year? If you plan it and it's possible to join it, please let me know. I would be very happy if I can take your lectures.

(Ai Fukuhara, JHS teacher; June 12, 1999)

The bad news was that the seminar was not offered:

What you wrote about your new teaching situation concerns me. I wish I could say that we have a seminar this year. Unfortunately it was discontinued because the PUK didn't know who, if anyone, would be around to teach regular English courses [in 1999-2000] - much less an English teachers' seminar.

Since May [1999] I have been struggling to arrange a satisfactory transition back to offering a seminar again, possibly as early as the year 2000. In the meantime it is going to be an uphill battle to get things restarted right. You can help me in at least two ways.

First of all I would like to quote part of your message in a report I am writing to argue for a better language teacher education program at the PUK....

I would also like to know if you are interested in a focus group to help in planning for a renewed and improved seminar at the PUK, or in participating in a pilot project for on-line (e-mail/Internet) teacher education. I sure hope you'll say, "Yes!" to all of the above. I am looking forward to hearing from you again soon.

(P. Beaufait; June 18, 1999)

The good news was that this junior high school English teacher, who was utilizing a sibling's computer resources on occasion, and a senior high school English teacher, who was already wired for electronic communications, both agreed to help a colleague and I pilot an on-line teacher development program. The senior high school teacher had participated in the teachers' seminar twice, so we had a simple paradigm to explore:

- a. teachers who had/hadn't already participated in the on-site teachers' seminar at the PUK, &
- b. teachers who did/didn't already have a personal Internet connection.

POSTSCRIPT: Feedback desired on TOPLINE pilot program documents

As my colleague, Daniel T. Kirk and I entered a new cycle of seminar development, including an on-line seminar pilot, we posted for comment, by all of the TESOL Teacher Education Interest Section (TEIS) mailing list's readers, introductory documents pertaining to our pilot program for on-line language teacher development. The doorway URL is:

<<http://www.pu-kumamoto.ac.jp/~pab/topline.cover.html>>.

Even though the TEIS list has experienced quite a lull in submissions lately, I still would like to ask that colleagues around Japan who read this article take a moment to peruse the materials posted on my website and then provide critical yet constructive

responses. We are especially interested in hearing of published research & development reports with bearing on programs of this kind.

Other publications & presentations on the teachers' seminar

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Beaufait, P. (1997a). 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)

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Beaufait, P., & Kirk, D. (1995, March 15). Participant-oriented seminar programming: Decisions, procedures and outcomes. Paper presented in a roundtable, with B. Bagnell, on Support Programmes for Teacher Development, at the Third International Conference on Teacher Education in Second Language Teaching, City University of Hong Kong.

Beaufait, P., & Kirk, D. (1996a). Participant-centering a teachers' seminar. In Murphey, T. & Barfield, A. (Eds.), *Innovation in Teacher Education and Research in Japan*. The *Language Teacher*, 20 (9), 21.

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Kirk, D. (1998). Roundtable on global education and teacher training. At the 24th JALT International Conference. November 22, 1998.

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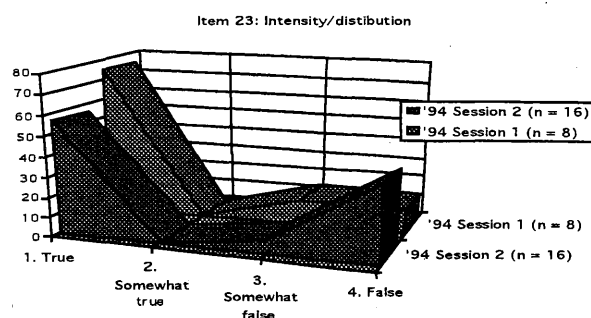
Kirk, D. (forthcoming). Global Issues in the English Teachers' Seminar at the Prefectural University of Kumamoto.

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APPENDIX A: Intensity/distribution preferences



Seminar evaluation: Intensity/distribution (1994)

Item 23: *I would like to attend the seminar spread out over the year.*

Item 23	1. True	2. Somewhat true	3. Somewhat false	4. False
'94 Session 1 (n = 8)	75	0	12.5	12.5
'94 Session 2 (n = 16)	56.25	0	6.25	37.5

Suggested frequencies:

Sess. 1: 2x/qtr. (1), 1x/sem. (3), nx/sem. (1), 1x/NA (1), NA (1)

Sess. 2: 2x/mo. (1), 1x/mo. (3), 1x/qtr. (1), 2x/sem. (1), 1x/sem. (2), nx/sem. (2)

(Beaufait & Kirk 1996, p. 102 [bold highlights added to table])

Post-session evaluation: Intensity/distribution (1997-1998)

Item 10: *I would like to attend the seminar spread out over the year.*

Item 10	1. True	2. Somewhat true	3. Somewhat false	4. False
1997 session (n = 4)	50	0	25	25
1998 session (n = 4)	25	25	0	50

Suggested frequencies: 1x/mo.(2 [1997 {1}, 1998 {1}]), 2x/qtr.(1 [1997]), 1x/sem. (1[1997])

ESSAYS

Keeping your teaching 'genki'

Katie Datko

So often in the teaching world I think that ESL/EFL teachers, while engaging in the very personal act of teaching a language, don't really get all that personal about teaching. After some soul-searching, reading, writing and reflection, I eventually started to realize that the key to staying in the teaching field was not to focus on

whether or not every "teaching moment" is good, but whether or not a teacher is good to herself.

Humanism in our field has seemed to focus up to this point on treating our students as human while expecting ourselves to be superhuman. Something in the equation just doesn't work.... More and more I see the need for us as a field to step back and think of ourselves as deserving of the same amount of understanding and compassion that many of us reserve

for our students. It's my hope that these essays can be a small move in that direction.

Empty Calories®

Katie Datko

無駄なカロリー

私の時間面での「ダイエット」が上手く行っていないことに最近気づきました。色々なことに時間をかけすぎていて、しかもそれが、結局のところは私の授業にとってちっとも健康的ではないのです。果物よりもジャンクフードばかり食べていたようです。私の授業でのゼロカロリーって、何だと思いますか。

I love chocolate. I'd have to say that I'm a chocoholic. I could literally eat chocolate for breakfast, lunch and dinner if my arteries, complexion and waistline allowed. When I get hungry in the afternoons, I find that if given a choice between something healthy like fruit or yogurt or a calorie-laden Kit Kat, I'd take temptation over health any day.

Recently I've been buying a lot of health and fitness magazines that tend to have article after article of ways to improve one's diet. Eating things like semolina pasta or oatmeal not only provide a great source of fiber, but also have beneficial caloric content. While you might get the same amount of calories from eating a bowl of oatmeal as, say, from a few Hershey's kisses, the nutritional value that the body gets from the oatmeal is better. The body is using those calories to its fullest advantage. Recently I noticed that my time "diet" was high in fatty calories. I was spending too much time doing things which in the long run weren't really all that healthy for my teaching. I was grabbing for junk food rather than fruit.

What were the empty calories of my teaching, you might wonder??? Well,

being the perfectionist that I was, I used to spend hours prepping for my classes. In the first year of teaching or in a new teaching situation this is normal to some extent. However, I was overly concerned with getting everything "just right". In wanting to make a great handout, for example, I would hunt through lists of fonts, create elaborate paragraph borders, or search for just the right clip art picture to include on it. Or, I would fret over margins that weren't just right. I would spend hour upon hour thinking of a creative way to teach vocabulary or theme content which would outshine my last lesson. I was applying the "New and Improved" idea so prevalent in modern day marketing to my teaching - I was eating fistfuls of empty teaching calories without a second thought. Every lesson or handout had to be better than the last.

Preparing for lessons is an important part of any teacher's daily routine. In fact, for most of us, it is the most time-consuming aspect of teaching. Developing new ideas and materials is also an essential part of the teaching "diet" or regimen. However, I came to realize that more than 20 minutes spent on creating a handout was oftentimes too much. Having to have everything "just so" took energy away from other parts of my teaching life - such as recharging before a lesson or meeting with students.

I also noticed that the materials which I had so meticulously created often wound up scattered on the desks after the students had left the lesson or on the floor with a huge footprint on them, or worse, crumpled up in the trashcan outside the classroom. I realized that my students didn't care about the presentation of the materials

nearly as much as I did, but rather with the simplicity with which they could understand what their tasks were.

Another place where I found that I was consuming empty calories was with my grading. I used to spend hours writing down detailed comments to students journals or portfolios. On presentation grading sheets I used to print up a separate page of comments giving itemized suggestions for improvement. While giving feedback and responding to student work is important, the amount of work I was putting into giving feedback to my students was like eating a whole German chocolate cake by myself - it had little nutritional value in terms of my sanity and other aspects of my job.

After a while, I started to notice what happened when students got their papers back - they'd look at the grade and ignore the comments. My comments were too lengthy and/or complex to understand. My students had never been introduced to the idea of a teacher responding with comments to their work - they had to be trained to look at the comments, and I had to retrain myself to provide them with simpler, more useful feedback. I had to change my "calories" to something with more "nutritional value", which would in turn be more beneficial for my students.

In the business world, "Keep it to the point" is almost a mantra. For many of us teaching in the Japanese university system, maybe we should also adopt this idea. Being concise and to the point for our students doesn't necessarily mean that we are falling down on the job in terms of giving them adequate feedback. In fact, it probably serves them better in the long

run - with a few comments, they aren't bowled over by what we give them and can concentrate on improving one thing at a time.

Watching my teaching calories doesn't have to mean that I don't do a good job. Of course I still prepare my own materials for my classes and do grading. However, it does mean that I try to do so more efficiently and realize that when I am taking too long on something that is only of limited benefit for my students - such as a killer handout or a page of single-spaced feedback (yep, I used to do that...) - I sit down and reevaluate my time diet. I reach for an "apple" instead of a "Kit Kat".

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CALLS FOR COLLABORATION, COOPERATION, & PARTICIPATION

Call for Collaboration via E-mail

Galina Lovtseвич

E-mail を通じての協働を求む

「教師成長・発達におけるE-mail通信」というプロジェクトを計画しており、そのためのパートナーを探しています。外国語としての英語教育の教師の職業的成長・発展に、異文化間の通信が及ぼす影響を調査していくことに興味を持っています。

I am planning a project called "E-mail Correspondence in Teacher Development" and I am looking for a partner. I am training pre-service EFL teachers at the Far Eastern State University, in Vladivostok, Russia.

I think that it would be a good idea for my students to correspond with prospective EFL teachers from Japan. It will be interesting to study the effect of cross-cultural correspondence on the professional development of teachers.

Q1. Approx. how many students do you expect to (or want to) get involved at first?

A.1 I'd like 13 students to participate in the project (as there are 13 students in the group I am teaching).

Q2. When would you like participants to get started?

A.2. I think we may start in February.

Q3. What will be the duration of a project cycle (a quarter, a semester, a year...)?

A.3. I suppose it may be a semester long.

Contact

If anybody involved in EFL teacher training in Japan would like to participate in the project contact me, please. I can be reached at:

E-mail: <lovtsev@ext.dvgu.ru>
Galina Lovtsevich, Associate Professor
Head, Dept. of EFL Teaching Methods
Institute of Foreign Languages
Far Eastern State University
Vladivostok, Russia

アンケート協力をお願い!

東京純心女子大学 満尾貞行

大学で英語科教育法等を講義している者ですが、「現在、教育実習生の英語授業に関するフィードバックをどのように実習先中学校指導教官からもらえるか。」という事柄について研究しています。

実習修了した大学生(中学校・英語)30人、中学校英語教員30人、大学教員30人(英語科教育法等を教えている)に、実習生の授業を見てもらい、アンケートに答えてもらうというものです。

実習先の中学校の英語教員よりいただけるフィードバックには、大きく分けて2つあるように考えます。1つは、2週間の実習生の授業(実質的には1週間ぐらいですが)を観察する指導教官が、この期間の実習生の成長等をふまえて、実習生に与えるもので、実習ノート等に刻銘に記されています。このフィードバックは大学に戻った実習生の事後指導からも得ることが出来ます。ただフィードバックがあまり具体的でないこともあります。

もう1つは、大学担当教員が実習生の研究授業等の巡視に行ったときです。この時は、中学校指導教官、実習生、大学教官と三者の視点から、同じ授業に関しての話し合いが可能です。

私が目指している方法は、後者のものが基礎になります。実際には、実習生のいる中学校へ巡視に行ける大学教員の数にも限界があり、後者のような方法はいつも可能というわけではありません。では、実習生の授業をビデオで、実習生、中学校指導教官(実際には授業をみるわけですから、必ずしもビデオで見る必要はありませんが)、大学指導教官が観察し、授業チェックリストやいくつかの質問事項に答えるというのは、どうだろうかと考えました。

このような研究ですが、もしお願いできればと思っています。

[contact info. for Sadayuki Mitsuo (p. 17)]

Call for participation in a survey

Sadayuki Mitsuo

Are you interested in helping develop feedback methods for Japanese pre-service teachers of English?

I am writing to anybody interested in student teacher practicum in Japan in order to ask for your help. If you are one of the following you might be able to help me: a university or college student who has finished your practicum teaching English; a Japanese junior high school teacher of English; or, a university or college teacher teaching English and also participating in a teacher licensure program. I would like 30 students, 30 junior high school teachers, and 30 university teachers to answer a questionnaire after watching a video. It takes about one hour to finish.

Now let me explain my research.

A practical problem

How do student teachers and college teachers get feedback from their

practicum supervisors at junior high school at present? Student teachers at some colleges give presentations on their practicum after they come back to their college. In such presentations, they inform other college students and teachers in the teacher licensure program about what they have experienced in their practicum, give an analysis of their teaching, and report on the advice and evaluation that they have obtained from practicum supervisors at junior high school. Through their student teachers' diaries, student teachers and college teachers can get practicum supervisors' opinions and observation about their teaching. Feedback is also obtained through evaluation sheets of student teachers made by their junior colleges or universities. These evaluation sheets do not usually contain a lot of items on which student teachers' teaching is to be evaluated and be commented. Instead rather abstract and vague feedback may be given to the student teachers. I would like to make a list of more detailed items to help practicum supervisors give feedback on student teachers' teaching performance. With more specific feedback some college teachers can set more concrete goals and objectives for their teacher-licensure program.

The purposes of the research

My goal is to find out how student teachers and college teachers can obtain more specific feedback from practicum supervisors and also what other ways they can obtain feedback besides evaluation sheets, student teachers' presentations about their practicum after their practicum, and practicum supervisors' feedback in student teachers' diaries.

According to experienced practicum supervisors student teachers get

feedback in two main ways:

1. Supervisors observe student teachers' teaching for about two weeks, and they usually get ideas of what to give as feedback through such two-week observation. Student teachers and practicum teachers share these two weeks, so feedback given to student teachers can be very specific, but it is sometimes not specific enough.
2. The other way occurs when college teachers visit junior high schools to observe a student teacher's classes. The practicum supervisor and college teacher give feedback to the student teacher. The student teacher, the practicum supervisor, and the college teacher can share one of the student teacher's classes and talk about it. But this rarely happens as the number of college teachers in the licensure program is limited and they do not visit every junior high school.

It is the second way that I, as a college teacher in the licensure program, would like to develop in order to obtain more specific feedback for practicum teachers. I would like to see all people involved in assessment (practicum supervisor, student teacher, and college teacher) observe a videotape of the teaching of the student teacher. I would then like these three partners in the process to complete a questionnaire and also fill in a checklist which includes teaching items such as the introduction of new words.

If you are interested in helping me to develop this questionnaire please get in touch at the address or e-mail given below. I will then mail out the materials to you along with a full explanation of how to use them.

Contact

Sadayuki Mitsuo
Tokyo Junshin Women's College
2-600, Takiyama-chou,
Hachioji city, Tokyo, 192-0021
E-mail: <s-mitsuo@ta2.so-net.ne.jp> or
<SMITSUO@john.t-junshin.ac.jp>

Amanda Hayman, Annette Kaye,
Linda Peterson, & Chris Pitts

日本中の本共有プロジェクト

日本在住の外国語としての英語教師の間の、リソースをプールすることを提唱します。本を借りたい場合は、その持ち主に直接連絡をとれば、その持ち主が送ってくれるような....

If you've ever done research in EFL/ESL or related fields, you know hard it can be to get the books you need. Buying them all is expensive; tracking them down in libraries here and abroad can be slow and frustrating.

We are proposing a pooling of resources among EFL colleagues living in Japan. There would be a register of books, with the owner's e-mail address, available on the WWW. If you wanted to borrow a book you would contact the owner directly and s/he would send it to you through the post office or parcel delivery service, cash on delivery.

Everyone using the service would be asked to pay a deposit, perhaps 10,000 yen, to safeguard our books. When you left Japan, or finished using the service, your money could be refunded.

What's in it for us? The satisfaction of providing a service that would have benefitted us, or our partners, while doing Master's degrees by distance learning.

If you would be interested in receiving further information about this project, please contact:

Chris Pitts, Japan Bookshare Project, Rm.
401B, Kyoritsu Women's College, 27-3
Kanda-Jimbocho, Chiyoda-ku, Tokyo 101-
0051;

E-mail enquires to: "Amanda Hayman"
<ath@gol.com>.

Action Research: A Guide for the Teacher Researcher, Geoffrey E. Mills

(Upper Saddle River, NJ: Prentice Hall, 2000.
184 pp., ISBN 0-13-772047-5)

*Reviewed by Marie Clapsaddle
Hokuriku Gakuin Junior College*

「アクション・リサーチ：研究者としての教師を目指して」ジェフリー・E・ミルズ著、書評：北陸学院短期大学マリー・クラブサドル

アクション・リサーチを実施するためのステップの紹介や、アクション・リサーチについての具体的な説明などを、分かりやすい形で総合的に提供してくれる本をお探しの方に、お勧めの本でしょう。アクション・リサーチのコース用の主要教科書として、また参考図書として、出版会社もこの本を推薦しています。アクション・リサーチの基本的な部分の全てを取り扱っているようです。

If you have been looking for one comprehensive book about action research which offers step-by-step guidance, concrete illustrations, and an accessible format, this may be it. The publisher recommends it as a core textbook for action research courses or as a resource book, and it does seem to cover all the basics. Some features which make the book user-friendly and suitable as a core text or as an aid to self-study are chapter overviews and objectives at the beginning and chapter summaries and thought questions at the end of each chapter.

The book opens with definitions of and background about action research and helps the teacher researcher decide an area of focus (Chapter 1 and 2). Chapters 3 and 4 deal with the process of data collection and problems that accompany it, including a section on ethics. Chapter 5 guides the researcher in data analysis and interpretation. Mills presents a method of coding the collected data using 3 x 5 cards to help the researcher stay organized while

looking for underlying patterns and meaning in data collected from surveys, interviews, and questionnaires. Chapter 6 offers help in applying results of an action research study in order to bring about educational change. The "Steps to Action Chart" can be adapted to any action research project and should be an aid in helping researchers organize their project. Ways of sharing one's research are suggested in Chapter 7. One of the most innovative and unusual methods presented is "performance text," an active presentation of research by means of a skit, music, or a multi-media presentation. Chapter 8 is filled with information about on-line resources. The book concludes with a case study (Chapter 9).

Qualitatively oriented action research is sometimes criticized as not being "real research" as compared with more traditional quantitatively orientated research. Teachers who wish to spend time and energy on an action research project must settle in their own minds the question of whether action research meets research standards and whether these can be defended to other teacher researchers. In Chapter 4, Mills faces these issues squarely and shows that while the issues of validity and reliability may not be applied to action research in exactly the same way as to quantitative research, nevertheless, these issues must not and need not be ignored. Mills presents some new terms such as "trustworthiness" and "understanding," developed by other researchers who have tried to apply the concept of validity to action research. Characteristics of trustworthiness (credibility, transferability, dependability and confirmability) are explained in Chapter 4. Various types of validity

presented under the concept of "understanding" are descriptive validity, interpretive validity, theoretical validity, generalizability, and evaluative validity. In addition the following criteria which are especially suited to the nature of action research are explored: democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Teacher researchers concerned about validity will find the "strategies for ensuring validity" in Chapter 4 to be helpful.

One drawback for ESL/EFL teachers is that this book is not written specifically for language teachers. Thus, teachers must make their own applications to their individual settings, a task which may be daunting for those not already well acquainted with action research. A good example of this problem is Chapter 9 which presents a case study of an attempt to improve students' reading achievement at an elementary school. Those who do not teach L1 reading or work in an elementary school setting will have to make their own applications.

One notable strong point of this book is the impressive amount of information about on-line resources, something which has been lacking even in many recently published action research books. For example, Chapter 2 contains step-by-step instructions for doing a literature review using internet resources such as ERIC, and Chapter 8 includes information about action research web sites, on-line journals, and listservs.

In the end, what this book is all about is best expressed by Mills himself in the Preface: "Action research is an invitation to learn, a means to tackle tough questions that face us individually and collectively as

teachers, and a method for questioning our daily taken-for-granted assumptions as a way to find hope for the future."

ANNOUNCING

TE SIG Retreat 2000: Teacher Autonomy, Learner Autonomy

教師分科会 2000年度研修会： 教師の自律と学習者の自律

アクション・リサーチについてのワークショップが、開催されます。参加者中心形式で、講師は香港のアンディー・カーティスさんです。この研修会は、JALTの学習者の成長分科会と共同で、茨城支部の後援を受けて開催されます。

British Hills, Fukushima (one hour north of Tokyo)

Saturday April 22 - Sunday April 23 (plan to arrive Friday evening)

A series of participant-centred workshops on action research, led by Andy Curtis from Hong Kong, and in association with JALT's Learner Development Special Interest Group and co-sponsored by Ibaraki chapter.

Workshops will be geared to people both new to action research and familiar with action research. There will be plenty of time and chances for pair and group discussions, as well as plenary sessions, informal networking, and socialising.

Sessions will include such themes as:

- Doing classroom-based/ action research in classrooms in Japan: Identifying areas for exploration and change; designing and conducting research studies;
- Working with classroom data: Designing ways of collecting, analyzing and presenting such data; & • Writing about AR and sharing with a wider audience.

More details are coming soon in

The Language Teacher; for further information...

...Contact

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ブリティッシュヒルズ

Fifth Annual Bilingual WELL Retreat in Saitama, Feb. 11-13, 2000

The members of WELL (Women Educators and Language Learners) will hold their conference at the National Women's Education Center, the Kokuritsu Fujin Kyoiku Sentaa. The center is located in the suburbs of Tokyo, an hour and 15 minutes from Ikebukuro Station, on the Tobu Tojo Line. This conference is open to all women (and their children--childcare available with prior arrangement), and especially serves those interested in teaching and learning second languages, in feminism, and in supportively and bilingually interacting with a diverse range of women.

This year's retreat includes workshops on topics such as Assertiveness Training in Japanese for Non-native Speakers of Japanese, The Female Voice in the ESL Classroom, and Teachers Effecting Change From the Margins. The details: Two nights accommodation (possibly in shared rooms) on Friday and Saturday nights, full participation in workshops, and a Friday night welcome party would cost a total of 8,500, while various other options go as low as one-day attendance at workshops with no accommodation for 2,000 yen. Membership in WELL (ranging from 1,000 to 5,000 yen) is encouraged but not required.

The organizer this year is Reiko Yoshihara. Phone or fax her at 03-3577-0993 or e-mail her at <rei0225@swu.ac.jp> if you need a registration form or have questions. You can also see the retreat schedule and get a registration form on line at WELL's homepage: <<http://www.miyazaki-mic.ac.jp/faculty/kisbell/well/well.html>> .