

Explorations in Teacher Education

JALT Teacher Education SIG Newsletter

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ARTICLE

Volunteer Educational Network: English Workshop in Thailand

Miki Kohyama

Introduction

In the summer of 2002 I volunteered for the English teaching workshop held in Sakaeo, Thailand, organized by the volunteer aid organisation, C.A.N.H.E.L.P Thailand.

Like many others I am concerned about the uneven distribution of wealth worldwide and what I can do to help other people in Asia. I teach in the environment with abundant material richness. I always remind myself how lucky I am to have access to diverse English educational materials in Tokyo. Is giving out food or money the optimal way to guarantee sustainable growth? What is the best way to help?

The best way, it seems, is to help provide education to the young people. If children know how to read, write, calculate and think logically on their own, they can become good citizens who can make rational choices for their own societies. This kind of help takes effort and time. And the result does not show immediately. I firmly believe, however, that giving the people the ability to support themselves is much more effective than giving them food to survive for the meantime.

In this paper I will introduce the history of the volunteer teaching workshop program, its future plans, my experience observing Thai schools and giving teacher training workshop in Sakaeo. I recommend this program as an optimal way to establish

networks of English teachers worldwide.

From CHT to Volunteer Educational Network (VEN)

C.A.N.H.E.L.P. Thailand (CHT) is a non-profit organization established by a professor at Nanzan University, Nagoya, in 1995. He visited one of his students in Thailand in 1990, and was saddened by the condition of children in the poor regions. He proposed to establish scholarship fund with his colleagues and found C.A.N.H.E.L.P. Thailand at the end of the year. The program continues to provide scholarship for Thai students, school lunch to remedy student malnutrition, exchange programs, English teaching workshop for Thai teachers, improvement of school buildings, and sending children's books to the northeast area of Thailand.

CHT has a building program with 300 student volunteers helping out for three weeks to build schools in Sakaeo. On the first day of my visit to Sakaeo I had a chance to talk to the volunteer students. They arrived there on the previous day, but they did not stay in a hotel. In the building they stayed there were only two rooms, one for the boys and one for the girls. They had to bring some water in buckets to take morning shower. The boy who sat next to me complained that their breakfast looked like gruel boiled in Thai curry. He added some white substance that he thought was salt, but it turned out to be sugar. So he could not eat breakfast at all and worked in the heat all morning!

Despite the hardship, I think that the building program is a great experience for university students. It is a great way to contribute to Thai people. Often college students in Japan wish to study in America, England, or Australia, but not in Asian countries. A

month in Thailand helping to build schools in Sakaeo would be more valuable than spending vacation sightseeing somewhere else. It is a vacation spent with a purpose and meaning.

The new government educational policy requires English education from the first grader in all the elementary schools in Thailand. The shortage of English teachers became a serious problem especially in the poor agrarian regions. Thus the English Workshop was started by CHT in 1996. Thai provincial governments reeducate non-English teachers to be able to teach English. With the help of the Educational Board, CHT sent experienced English teachers from Japan every year and gave teacher training workshops for Thai English teachers. The English teaching workshop program separated from CHT in fall 2002, became an independent organization and now it is called Volunteer Educational Network (VEN). In the future the English workshop program can be organized in places outside Thailand and expand as a volunteer network worldwide. The workshop used to be held once a year in summer; however there is a possibility to do it in February in addition to the summer program.

English teachers in Thailand

I heard about the English teaching program from my teacher at Teachers College Columbia University. I became interested in the program immediately, because I wanted to contribute to the world using the skills I acquired at Teachers College. Another reason was my friend who has been involved in the volunteer project with Shanti Volunteer Association (SVA) to build libraries for Karen refugee children in northern Thailand since last year.

From July 28 to August 4, 2002 I visited Sakaeo, Thailand to work as a volunteer teacher trainer for CHT. On July 28 at the bus terminal in Bangkok I met coordinators and other volunteer teachers. Other volunteer teachers were friendly and nice. There were 12 teachers coming from Japan to volunteer for the English Workshop. To my surprise, I was the only Japanese national, except three Japanese university students who worked as teaching assistants.

Thai culture interested me, because its religion is Buddhism and influenced by China. My first query was to find similarities and differences between Japan and Thailand. Thai people smile at me when they talk and I liked them immediately. I have to admit that Japanese people are expressionless compared to them.

The most striking thing about the Thai experience was that material richness does not correspond to the psychological strength and care. Japanese students now have access to computer facilities, CD players, DVD and other technologically advanced equipment at school for learning English. Despite the material richness they are suffering from lack of discipline, decent manners, and respect for teachers. Gakkyuhoukai (class destruction with disobedient students) is becoming a serious problem in Japanese primary schools. Thai schools that I visited had simple and modest facilities. One school did not have glass windows and the raised floors had cracks and holes. The students were all smiles there and greeted us warmly. The students and teachers were both eager to learn as much English as they could while we were there. The lack of dictionaries and textbooks did not stop the motivated teachers and students. Thai students showed respect to teachers by greeting in Thai style. Some Japanese

students seemed to forget how to greet teachers. Thai students reminded me of something lost from Japan. If it was the effect of the industrial growth, sacrificing the children's education was the serious mistake.

I met a teacher who was doing an M.A. while teaching high school. I sympathized with her, because I was doing the same for the past three years. Her school seemed relatively big and well managed, but she said that she wanted to obtain English picture dictionaries for her students. I promised to send them to her from Japan. After seeing my team-teaching, she immediately transformed the activity I did to fit her class. Her eagerness, motivation and talent in teaching impressed me. There are many ways in which Thai and Japanese educational systems are similar. One aspect that I noticed during the school visits was the greeting at the beginning and the end of English lessons. Thai students have sets of greeting they are trained to practice without thinking too much, just like Japanese counterparts in junior and senior high schools. For example at the beginning of each lesson:

A student: Stand up. (All students stand up.)

Teacher: Good morning, everybody.

Students: Good morning, teacher.

Teacher: How are you today?

Students: I'm fine, thank you. And you?

Teacher: I'm fine, too, thank you. Please sit down.

At the end of each class:

A student: Stand up.

Students: Thank you, teacher. See you tomorrow.

Teacher: See you tomorrow.

I have to remind my Japanese college students that they are not supposed to say "fine" if they are sick; however they automatically say "I'm fine, thank you. And you?" because of the six years of training/brainwashing. I believed that it was only a Japanese phenomenon, but it was also happening in Thailand.

During the English teaching workshop I taught a group of about 40 primary school teachers with three other volunteer teachers from Japan. Even though we planned and prepared for the workshop in advance, one thing we did not expect was the lack of dictionaries among the English teachers who attended the workshop. The problem was especially serious for me, who was used to resort to Japanese when I had to explain something abstract to my students in Japan. I could not speak Thai, and I could not explain things well in simple English. Next time I go there, I should buy at least five Thai-English English-Thai dictionaries from Bangkok. But most importantly, I should make the habit of not using translation to teach my students. I did not realize it until I went to Thailand.

The teachers who attended the workshop had different levels of English competency. They also differed in their experience teaching English. Their linguistic abilities, however, was relatively low. They came to the workshop not only to learn how to teach English, but also to brush up their English speaking and listening skills.

The workshop took place intensively for three days straight from 9 to 5, because many Thai teachers were commuting from far away. Some teachers from schools near the Cambodian border attended the seminar. These schools suffer from the overflow of students coming in from Cambodia. "Cambodian students come to Thai schools to eat lunch, because they are so poor" one of the teachers complained. "There aren't enough teachers there."

For the first two days, four volunteer trainers including myself demonstrated different ways and techniques to make children's classroom more active and interesting. We introduced board games, Jazz Chants, songs, activity using balls, cards, stickers and so on. On the last day, the Thai teachers prepared a lesson from their textbook, "English is fun" in groups and demonstrated it in front of everyone. The teachers modified the tasks from the textbook to more interactive ones. It was exhausting for both teachers because of the intensive nature of the workshop. Nevertheless, I think the teachers were able to master the basic skills to plan classes based on their textbook.

Conclusion

Both as Asian countries under the traditional Chinese influence, Thai and Japanese culture are more similar than different. They share the culture of modesty, and shyness. The societies are group-oriented, male-centered and hierarchical based on seniority. Thailand and Japan both have centralized government-controlled educational systems. In Japan English will be compulsory from primary school level in the near future. Japan can learn from the Thai experience of introducing obligatory English classes at primary schools.

As a workshop coordinator for primary school level in VEN, I plan to become more involved in the volunteer English teaching workshop in the future. I taught elementary school 4th graders' class at the English Seminar this summer, and I experimented on how much autonomous learning they could handle at that age. As far as the goal setting was concerned, they were able to write down clear achievable purposes for themselves. They had different preferences for learning and were aware of their learning styles. Thai and Japanese English teachers can cooperate with each other to find a better way to teach English to Asian children.

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ARTICLE

Formal Teacher Education Programs for Action Research

Takeshi Kamijo

Introduction

After taking an MA (TEFL) course at the University of Reading from October 1999 to March 2000, I became aware of how action research can be used for advancing ELT in higher education.

Presently, few studies have explored action research being undertaken through formal teacher education programs by Japanese university EFL teachers. Amanda Hayman (1999) conducted a survey on how teachers perceive and initiate action research, by sending questionnaires to native and non-native EFL teachers at Japanese universities and two-year colleges. She found that about two-thirds of respondents who reported having heard of action research had done so through formal teacher education programs or through journal and books. However, fewer than half were presently involved in action research. Many who had engaged in action research had undertaken formal teacher education programs to learn research skills. Her research findings suggest that formal teacher education programs such as a BA, MA, or PhD in TEFL/Education/Applied Linguistics can be useful to help university EFL teachers to effectively learn action research.

This study considers the following four research questions:

- 1) Which teacher education programs have the EFL teachers taken to initiate action

research in Japanese universities and colleges? Are formal teacher education programs useful for beginning action research?

2) What are the approaches of the formal teacher education programs, aspects of action research learned, and characteristics of such teacher education?

3) What are the strengths and weaknesses of formal teacher education programs?

Are there any particular strengths and weaknesses among them?

4) Are the formal teacher education programs taken by university EFL teachers in accordance with the 'reflective teacher education model'?

Methodology and Results

E-mail questionnaires were sent to about 75 members of the JALT Teacher Education SIG, and postal questionnaires were delivered to 350 university EFL teachers in the JALT College and University Educator SIG in 2001. Of the 55 questionnaires returned, only 34 respondents mentioned that they were engaged in action research as Japanese university EFL teachers. Of those 34 respondents, 30 mentioned that formal EFL teacher education programs enabled them to initiate action research, and these are the focus of further analysis. Three other respondents initiated action research because of professional collaboration, and one a professional workshop.

Formal teacher education qualifications of the 30 key respondents are summarized in Table 1. An MA in TEFL / TESOL accounts for the vast majority.

Table 1: Classification among the formal teacher education program (n=30)

Formal teacher Ed program	Number	Percent
MA in TEFL / TESOL	20	66.7
MA in Applied Linguistics	3	10
PhD in TEFL/Education	2	6.7
MA in Education	2	6.7
BA in Education	1	3.3
Diploma in TEFL	1	3.3
PGCE in TEFL	1	3.3

The 30 respondents who regarded formal teacher education as helpful for action research described a number of approaches to formal teacher education programs, summarized in Table 2.

Table 2: Approaches emphasised in formal teacher education programs

Approach of the teacher education	Number	Percent
Research	22	73.3
Observation / Mentoring	12	40
Discussion and Collaboration	11	36.7
Lecture / Project	11	36.7
Readings on subject	02	06.7
Assignments	01	03.3
Self-reflection	01	03.3

The respondents also listed the different aspects of action research emphasised in their formal teacher education program, summarized in Table 3.

Table 3: Aspects of action research emphasised in formal teacher education programs

Aspects of action research	Number	Percent
Research skills	16	53.3
Reflective Practice	15	50
Collaborative work	12	40
Reference to Specific research	08	26.7
Application of knowledge to practice	02	06.7
Collaborative observation	02	06.7
Genre analysis	02	06.7
Structured Feedback	02	06.7
Professional development	01	03.3

Note: Respondents were asked to provide two different answers, so there are 60 responses in total. Since the total number of responses is 60, total percentages exceed 100.

Next, the respondents rated the degree of the characteristics in the teacher education programs for action research, presented in Table 4. These characteristics are based on the reflective model suggested by Lange (1990), Nunan (1989), and Wallace (1991).

Table 4: Characteristics of the formal teacher education program / ($n=30$)

Characteristics/ Percent of the degree among characteristics %	Very much Frequently Sometimes Rarely Notatall Don'tknow					
Field-Based	26.7	26.7	26.7	16.7	3.3	-
Problem-centred	33.3	30	23.3	6.7	6.7	-
Technology-based	03.3	10	23.3	40	23.3	-
Experimental	16.7	13.3	26.7	26.7	10	6.7
Developmental	30	23.3	30	13.3	3.3	-
Competency-based	13.3	26.7	30	3.3	10	16.7
Open-ended	23.3	23.3	20	6.7	6.7	20

Note: Due to rounding, total percentages may no add up to 100.

Particularly notable are the differences among the five key characteristics emphasised.

Thirdly, respondents were asked to consider two different strengths and weaknesses of their action research in formal teacher education programs, summarized in Table 5 and Table 6 respectively.

Table 5: Strengths of the formal teacher education program

Strengths	Number	Percent
Expertly-staffed	11	36.7
Course content/ material	11	36.7
Developmental action research	8	26.7
Field-based action research	7	23.3
Experiential action research	5	16.7
Problem-centred action research	3	10
Group work	3	10
Other elements	8	26.7
No strengths	1	3.3
No response	3	10

Note: Respondents are asked to provide two different answers and there are 60 responses in total, so the total percentages exceed 100.

Among the strengths of the teacher education programs, being expertly-staffed (36.7 %) and having strong course/material (36.7%) were rated the highest.

In the analysis of weaknesses of the teacher education programs in Table 6, the lack of linkages to the teacher's context (40%) was given the highest rate among the categories.

Table 6: weaknesses of the formal teacher education program

Weaknesses	Number	Percent
Lack of links to context	12	40
Lack of feedback/support	7	23.3
Inadequate quantitative research	4	13.3
Academic research emphasis	4	13.3
Lack of group work	3	10
Time constraints	2	6.7
Vague goals	2	6.7
Notation/Format not emphasized	2	6.7
Tech-driven	2	6.7
Lack of technology	2	6.7
Other elements	5	16.7
No weaknesses	6	20
No response	9	30

Note: Respondents are asked to provide two different answers and there are 60 responses in total, so the total percentages exceed 100.

Discussion and Conclusion

The survey results suggest clearly that the formal teacher education programs have been useful for the majority of respondents to initiate action research. The results support Amanda Hayman's (1999) study.

Secondly, approaches of teacher education include research, collaborative work, mentoring, lecture/projects, and so on. Aspects of action research teachers have learned through such education are research skills, reflective practice, collaborative tasks, some specific research skills and so on. These approaches and aspects seem to fit with the ones described in the reflective model of teacher education. However,

respondents rate the main characteristics of their action research experiences differently.

The results of characteristics and weakness suggest that some formal teacher education programs may not be in accordance with the reflective model of teacher education, especially as regards the link of teacher education to contexts, one of the key elements in the reflective model of teacher education. Also, almost one-quarter refer to the lack of feedback/support.

From the results, two things are evident. Firstly, there are differences among formal teacher education programs, so university EFL teachers should assess them carefully before undertaking education for action research. Secondly, university EFL teachers must be well aware of the potential weaknesses in the link of teacher education to the contexts and supportive framework.

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CONFERENCE REVIEW

9th Annual IAWE International Conference on World Englishes

James D'Angelo

Richard Morrison

The Chukyo University College of World Englishes was founded in April 2002, with Dean Sanzo Sakai at the helm. The concept of World Englishes has been growing in popularity for more than twenty years, and Dean Sakai had the foresight to recognize its applicability to the situation in Japan. It is our hope that a true 'Japanese Variety of Educated English' will continue to develop. Having the first Department of World Englishes in the world, we decided that it was essential for us to attend the 9th annual IAWE (International Association of World Englishes) Conference at the University of Illinois at Urbana-Champaign, held October 17-20, to meet and listen to some of the leading scholars in this exciting field. The conference was also timed to honor Professor Kachru on his retirement from the University, and on his 70th birthday!

Background

The concept of World Englishes (WE) was developed by Professor Braj Kachru and his colleagues at the University of Illinois, and was largely introduced into Japan by Professor Nobuyuki Honna of Aoyama Gakuin University. Professor Yasutaka Yano of Waseda University serves on the board of the IAWE and heads up the IAWE Japan. An offshoot group for Japan is the Japan Association for Asian Englishes (JAF AE) which is headed by Professor Honna working closely with Professor Tina Tajima of Shirayuri Women's University. Chukyo University Professor Hiroshi Yoshikawa serves on the

board and is editor of the JAF AE journal. Chukyo hosted JAF AE's 9th annual conference and the 11th conference will be held at Tenri University in Nara on this upcoming November 30th.

The basic premise of World Englishes is that legitimate varieties of English have developed and continue to develop in a wide range of countries, outside of the native-speaking nations. Non-native speakers now outnumber native-speakers by a ratio of almost six to one, so English no longer 'belongs' to the native-speakers. Professor Kachru developed the concept of the 'three circles of English', in which the 'inner circle' consists of the native-speaking countries, the 'outer circle' consists of countries where English has some sort of recognized status as an official second language for certain functions, and the 'expanding circle' consists of countries such as Japan, where English is used mostly for 'external' purposes. All of these nations are recognized as having developed, or being in the process of developing, their own legitimate variety of English. Most scholars agree that a certain 'core' grammar and vocabulary (and perhaps phonetic system) are necessary, but the main area of contention regards the balance between uniqueness and norms or standards. Those who wish to dive more deeply into the literature should first check the IAFE website, and consider reading *The Other Tongue*, Braj Kachru, editor. Seeing the contributors to *The Other Tongue* will lead to an awareness of the key players in the field. A more recent publication is *The Three Circles of English*, edited by Edwin Thumboo.

The Conference

The Chukyo contingent consisted of Dean Sakai, visiting scholar Paroo

Nihalani (born in India, retired from National University of Singapore and currently working on issues of 'International Intelligibility'), and Associate Professors Richard Morrison and James D'Angelo. Professor Andrew Moody of Shukutoku University joined us on the flight. We flew into Detroit and then took a propeller plane into the University of Illinois' airport near campus, staying at the historic Lincoln Hotel. It was wonderful to see the foliage and smell the rich grass and crisp fall air for the two Americans who had not visited the States during this season in many years. The hotel was wonderful and it we soon found out that the World Englishes movement is like a fraternity (and sorority!) network and that most of the main figures were all staying at our hotel. It was really like a big reunion party of great friends.

The opening ceremony was held at 1pm on the 17th, and highlights included speeches by Professor Chin Wu Kim who heads the University of Illinois Department of Linguistics (he believes Martian or Korean may some day become the global language!), Professor Ayo Bamgbose of Nigeria, and Mr. Larry E. Smith, former head of the East/West Center in Hawaii and one of the founding figures of World Englishes as well as being editor of the IAWE Journal. The ceremony's finale was a wonderful keynote speech by Professor Edwin Thumboo, a poet and director of the Center for the Arts, National University of Singapore. Professor Thumboo spoke about 'E' (English) Literatures and stressed that, "although the novel has often been threatened with burial, if we allow literature to decline we lose important parcels in our soul." He truly is a poet and speaks in a wonderful soft deep voice which projects beautifully, as he peers out at the audience over his half-glasses.

That evening a highlight of the conference was a special symposium lecture by Professor Michael A.K. Halliday, perhaps best known for his work on language functions. Professor Halliday was Braj Kachru's PhD. advisor and mentor at the University of Edinburgh in the late 1950's and early 1960's. Professor Halliday spoke about the long-term effects of a language becoming globalized.

Other featured speakers included Margie Berns of Purdue University, Vijay Bhatia from Hong Kong (not to be confused with Tej Bhatia of Syracuse), Kingsley Bolton also of Hong Kong, and Anne Pakir of Singapore. Anne Pakir delivered a lively plenary address in which she (heretically?) called for the group to move beyond Kachru's three-circle model to develop something more appropriate for the current situation.

Professor Kachru finally spoke at the final party on Saturday evening, but unfortunately your authors were unable to attend due to having overindulged the previous evening. Dean Sakai came up with some wonderful photos we'd be happy to forward to you by e-mail!

Conclusion

All in all it was a wonderful conference, and with only about 100 or so attendees, it had a tight, friendly, family-like atmosphere. Many of the presenters are teaching masters or doctoral students, so the presentations can get quite technical and at times seem rather too abstract. There are very few presentations that deal with practical classroom issues, but at the same time, they discussed important

philosophical issues that need to be resolved in order to eventually develop classroom techniques that incorporate the concept of World Englishes. It was inspiring and motivational to be among such interesting and dedicated scholars. It was like 'Oscar night' for those of us who only knew the names. We are looking forward already to next year's conference, which is, tentatively, to be held in Hong Kong in December 2003.

The IAWES annual conference has been held in Japan twice already, but for those who would like to have a chance to meet Professor Kachru, Larry Smith and Edwin Thumboo, we had a fruitful meeting with them and are working together to plan a three-day workshop (budget permitting!) to be held at Chukyo in September or October of 2003. The theme of the workshop would involve developing practical pedagogical methods to introduce World Englishes into the language skills classroom in Japan and we would love to have your participation!

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CONFERENCE REVIEW

The Challenge of Change: 2002 CoLT Conference in Thailand

Brad Deacon

A friend once said, "change itself is not what takes time, rather it is getting to the point where individuals or groups are *ready to change* that takes time." Those words of wisdom echoed in my mind recently as I attended and presented at the first CoLT (Collaboration on Learning and Teaching) International Conference at the JB Hotel in Hat Yai, Thailand from October 14-16, 2002. The theme of the conference was on the Challenge of Learning and Teaching in a Brave New World: Issues and Opportunities in Borderless Education.

Traditionally, the education system in Thailand and in many neighboring countries continues to be teacher-centered. In contrast, the focus of the CoLT conference promoted the need for a paradigm shift towards learner-centeredness and greater technological use in education. Even though the 1999 Education Act in Thailand proposed numerous such reforms to raise the level of education with other middle-income countries, the quality of education is still quite low, we learned. Approximately 200 presenters and participants met in the spirit mutual growth and learning in order to address and reflect on these issues in our teaching and students' learning. Here I will highlight some of the voices and themes from the conference.

The opening address by Krasae Chanawongse, present Minister to the Thailand Prime Minister's Office, suggested that Thailand and its neighbors are increasingly

feeling the effects of globalization and need to become more competitive on the world stage. He added, we need to educate our learners in up-to-date technical know-how, but not to the exclusion of social know-how. Those who will emerge as leaders need to be adept at both, he suggested. It would be up to the presenters and keynote speakers to suggest various ways to meet those challenges.

In one of four keynote speeches, Dr. Yin Cheong Cheng from The Hong Kong Institute of Education considered the role of the student in learner-centeredness. He proposed that one step to help shift students from current passive to more active learning states is for teachers to recognize that student engagement represents valuable content in the class. Most teachers in their teacher-centered approaches foster a follower mentality instead of the necessary leader mentality that is necessary for today's global learner. Accordingly, Cheng suggested that educators incrementally shift their instruction styles from teacher-centered to more learner-centered and from subject-based to more multiple intelligence-based.

One presenter, later in the conference, shared her research results on the Cooperative Learning Approach and lent support to educators perceiving greater value in active student learning. In her study, students understood significantly more when sharing their understandings to course readings with peers when compared to merely listening to the instructor lecture. Furthermore, over 80% of her students favored the Cooperative Learning Approach over teacher-centered approaches. Thus, it would seem that many students in the Thai college context are in favor of assuming a more active role in their learning and having classes that afford them this opportunity.

Another approach that was presented and stressed an active learner presence was Project Based Learning (PBL) where students collaborate with peers and gain valuable training in both technological and social development. We learned that there is even an annual conference in the United States for children to present their PBL projects. A great deal of discussion was generated by this model where students learn by "doing" rather than "learning about."

Dr. Phillip Hallinger from Mahidol University in Thailand challenged us to consider the following quote in his keynote address:

Young people must have a global perspective, high personal integrity, strong language ability, be computer literate, able to think independently, and creativity.

- Moses Cheng, member of HK Education Commission

Indeed, no one disagreed with Cheng's statement and yet we felt a discontinuity between current educational policies and what students need. Hallinger pointed out that many schools he has visited make minimal or no use of their technology for student education. In fact, most of the educators he met lack the basic skills to operate much of the new technology that is available to them in the classroom. Thus, students are neither exposed to new technology nor socialization opportunities in the classroom. Consequently, we realized that there is a huge gap between the espoused vision of change and the reality that exists in modern education in Thailand and elsewhere. It was suggested, ironically, that schools were never designed to change rapidly and that they tend to reflect rows of factory workers (witness rows of students). As a result, while educational reform is a wonderful horn to blow, the fact is that change happens s-l-o-w-l-y, especially in schools. To reiterate, getting to the point where people are ready to

change can be a very time-consuming process.

In closing, while it is true that schools change slowly and old dogs may find it tough to learn new tricks, fresh attitudes and skills are still available to those who are ready to proactively adopt them in the service of empowering the people who matter most in our profession: our students. I know that I was inspired to continue to focus on my students' growth and to push myself to become more proficient in not only technology but also new advances in learner-centered education. Meeting other like-minded educators who I have begun collaborating with also made me realize that conferences don't end with *the conference*. In fact, the ending is actually the beginning and we will meet again at the 2004 CoLT conference in Malaysia.

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Nanzan University

TE SIG Party at JALT 2002

Date: Saturday, Nov. 23rd

Time: 7.00-9.00p.m

Cost: 3500 yen

Venue: Tsubohachi (Shizuoka Ryogaichoten)

Nichiei Morioka Bldg, 2F

(日映森岡ビル 2F)

静岡県静岡市両替町 2-4-9

(about five minutes walk from Shizuoka JR Station)

Phone: 054-254-2280

Style: Japanese 'nomihoudai' (all you can drink)

Only 25 places available,
so please sign up fast at the TE SIG table!

Explorations in Teacher Education

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UPCOMING WORKSHOPS

The British Council Teacher Training Seminars in Osaka:

Seminar for Japanese Teachers of English at Junior and Senior High Schools

Location: Osaka Time: 7:00 PM - 9:00 PM

Monday, November 11th, 2002: Lesson Planning

Monday, November 25th, 2002: Speaking

Monday, December 9th, 2002: Writing

Saturday, January 25th, 2003: Error Correction

Monday, February 24th, 2003: Reading

Monday, March 17th, 2003: Integrating Skills

Monday, April 28th, 2003: Vocabulary

Monday, May 12th, 2003: Communicative Grammar

Monday, May 26th, 2003: Pronunciation

Monday, June 9th, 2003: Testing

URL: <http://www.uknow.or.jp/bc/eng>

British Council Osaka: courses@jpo.britishcouncil.or.jp

Phone: Office: 06-6342-5301 Fax: Office: 06-6342-5311

Upcoming Conference Information

There are lots and lots of teacher development events on this summer in Japan!
Bookmark these URLs now, and check them regularly!

The largest listing is at <<http://www.elcalendar.com/>>. This URL lists events that are organised by all groups in Japan, and also covers bookfairs. Groups listed include JALT, JACET, Oxford University Press, Nellies, David English House, Tokyo British Council Seminars, and Temple University Japan.

For JALT events, including chapter presentations, see <<http://jalt.org/calendar/>>.

David English House

Introductory Certificate in Teaching English to Children

Time: 10:00 AM - 5:15 PM

Sunday, January 12th, 2003: Kagoshima

Monday, January 13th, 2003: Fukuoka

Sunday, January 19th, 2003: Tokyo

Sunday, February 9th, 2003: Nagoya

Tuesday, February 11th, 2003: Kanazawa

Sunday, February 16th, 2003: Sendai

Sunday, February 23rd, 2003: Naha

Sunday, March 2nd, 2003: Niigata

Sunday, March 9th, 2003: Sapporo

Sunday, March 16th, 2003: Hiroshima

David English House:

Eiko@DavidEnglishHouse.com

Phone: Office: 082-244-2633

Fax: Office: 082-244-2651

Wednesday, November 27th, 2002

Kansai University

Opportunities for learning L2 pragmatics: The Roles of Input and Interaction and Individual Differences in Learning L2 Pragmatics

Speaker: Gabriele Kasper, University of Hawaii Manoa

Time: 6:00 PM - 9:00 PM Date: Wednesday, November 27th, 2002

Venue: Kansai University, Shobunkan Room 502, 3-3-35 Yamate-cho, Suita-shi, Osaka
(5 minute walk from Kandai-mae Station on the Hankyu Senri Line)

January 11th-13th, 2003

University of Tsukuba's Special Research Project on Dynamic Brain Functions and Amenity for the Mind

Human Learning and Memory: Advances in Theory and Application (4th Tsukuba International Conference on Memory)

Time: 9:00 AM - 5:00 PM Date: Saturday, January 11th, 2003

Venue: Tsukuba International Congress Center, in the center of Tsukuba Science City, Takezono 2-20-3, Tsukuba, Ibaraki

COORDINATOR'S MESSAGE

The days are getting shorter and there is a certain autumn crispness in the air. This kind of weather reminds me that it is conference time again. This year's conference, JALT 2002 Waves of the Future, will be held at the Grandship Conference Center in Shizuoka, November 22-24. Again the event promises to be full of exciting programs and presentations. For more information visit: <http://jalt.org/jalt2002>

The main Teacher Education SIG-sponsored events at the conference will be the Featured Speaker workshop presentation by Kathleen Graves entitled "Developing a reflective practice through disciplined collaboration" on Friday evening, and then she will also conduct an in-conference workshop on Saturday afternoon called "Mindmapping as a Tool for Curriculum Design". Mark your conference programs now! More information on these events and about our Featured Speaker can be found inside this issue.

Another important TE-Sig conference event is the Annual General Meeting (AGM). This venue provides an excellent chance for members to meet and exchange ideas. Other ways to make new contacts are to join the fun at the TE SIG party or volunteer to sit for an hour at the TE SIG information table. Contact me miriamblacktesig@yahoo.com) if you are interested in volunteering a little bit of your time and I will slot you in!

For those readers who are new to the Teacher Education SIG, this SIG can best be described as a network of foreign language instructors dedicated to becoming better teachers and helping others teach more effectively. The TE SIG attracts teaching practitioners from diverse contexts and focuses on many areas of development. If you want

to become more involved, don't be shy. There are plenty of opportunities to get your feet wet at some level. Encourage others to join and as for current members, please renew your TE SIG membership when renewing your annual JALT membership. In that way you can ensure that you will not miss an issue of the newsletter or other important information throughout the year.

I'm looking forward to seeing all of you in Shizuoka!

Miriam Black

Teacher Education SIG Coordinator

miriamblacktesig@yahoo.com

Teacher Education SIG AGM at JALT2002

Saturday, November 23rd, lunchtime: 12:15-1:15, AV Hall

This is an opportunity for TE SIG members and others with like interests to meet and discuss the TE SIG's future direction. The TE SIG currently addresses many areas and aspects of teacher training and development, but is flexible and open to ideas as to where it can best focus its energy and resources in the coming year. Reports on the past year's activities will be made, new officers chosen, and coming events organized.

Bring your lunch and your ideas!

Call for Nominations of New Officers

Several key positions in the Teacher Education SIG will become vacant next year. If you or others you know are interested in volunteering at the National level of JALT, please inform me (miriamblacktesig@yahoo.com) as soon as possible. I would like to have a full slate of officers on which to vote at the AGM in November. No previous officer experience is necessary, and in all cases the former officer will be available to guide newcomers as needed.

Coordinator: Although I have enjoyed the work in the past two years, I have embarked on some new projects that need my attention and need to step down. Coordinator duties include overseeing programs and newsletter publication, and generally passing out information as necessary. I would be happy to work in an advisory role or Member at Large.

Treasurer: Gordon Bateson has been a great treasurer for many years and needs a break. He indicated he would be happy, though, to consult with the new treasurer and take that person through the steps of filing the annual reports for the first time.

Membership/Newsletter Printing: Tim Ashwell will be out of the country next year and thus, cannot continue in his vital dual officer role. Membership means keeping track of the membership list from National JALT and updating the contact info on address lists and listserv. Newsletter printing ideally involves printing the newsletter inexpensively at your place or work. These positions can be split up, of course.

Please do not hesitate to put names (including your own!) forward. Thank you. Miriam Black

JALT2002: Waves of the Future

at Granship Conference Center, Shizuoka

28th Annual JALT International Conference on Language Teaching/Learning
and JALT Junior, the 2nd Annual Teachers of Children Mini-conference

Visit us at JALT 2002, the largest and friendliest professional language
teacher-oriented academic conference in Japan!

Plenary Speakers

WILLIAM GRABE is a professor of English at Northern Arizona University, author of *The Theory and Practice of Writing* (with R. B. Kaplan, 1996) and the soon to be published book in the Longman series of Applied Linguistics in Action entitled *Reading* (with Fredricka Stoller). He is a leading researcher of L2 reading, writing and literacy.

JANE WILLIS is a Teaching Fellow in the Language Studies Unit in the School of Languages and European Studies at Aston University, Birmingham (UK). She's researched and published on task based learning and is the co-author of the just published Oxford imprint *English for Primary Teachers*, a language course for teachers of young learners.

Featured Speakers

- HENRY WIDDOWSON (Creativity and conformity in English teaching)
- KRISTOFER BAYNE (Written instructions in ELT materials)
- CURTIS KELLY (Theories and principles of teaching children)
- LANCE KNOWLES (Combining multimedia and classroom activities)
- MICHAEL ROST (Collaborating: Learning outside the classroom)
- KATHLEEN GRAVES (Developing a reflective practice through discipline collaboration)
- TERRY ROYCE (Developing visual literacy for the 21st century)
- ROBERT WARING (Principles and practice in vocabulary instruction)

Note: Each Featured Speaker Workshop is limited to 30 participants. They are popular events; sign up early to ensure that you will have a place. Featured Speaker Workshops are held in Afternoon and Evening Sessions.

**Explorations in
Teacher Education**

Newsletter of the
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Explorations in Teacher Education

CALL FOR PAPERS

**'Explorations in Teacher Education' explores teacher development
issues relating to Japan and Asia.**

The Editors are seeking research articles (up to 2500 words), essays (up to 2000 words), conference reviews and book reviews (up to 1500 words).

We are also interested in accounts of pre-service and in-service teacher development networks and workshops in Japan and Asia, as part of the Stimulating Professional Development Series (up to 3000 words).

Announcements of future teacher development events and meetings are also welcome, as are contributions from non-native speakers.

Contact: Robert Croker croker@nanzan-u.ac.jp.

What is the Teacher Education SIG?

A network of foreign language instructors dedicated to becoming better teachers and helping others teach more effectively, the TE SIG has been active since 1993. Our members teach at universities, high schools, and language centres both in Japan and other countries. The TE SIG focuses on five areas: action research, teacher reflection, peer-based development, teacher motivation, and teacher training and supervision.

We welcome new members! We look forward to seeing you at our **SIG AGM** (Annual General Meeting) at the

JALT2002 Annual Conference in Shizuoka in November (see pages 29-31).

The TE SIG is looking for new officers – please volunteer (see page 30).

Please also join us for our **SIG Party** (see box, page 25).

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