

# tlT

*The Language Teacher*

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**Volume 23, Number 11**  
**November, 1999**

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**JALT**

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への書き込みに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher* は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

## Feature Articles

**English.** Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Malcolm Swanson.

日本語論文です。400字語原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・真は、本文の中には入れず、紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

**Opinion & Perspectives.** Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Bill Lee.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

**Interviews.** If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

**Readers' Views.** Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication.

ation, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

*The Language Teacher* に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

**Conference Reports.** If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

## Departments

**My Share.** We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

**Book Reviews.** We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

**JALT News.** All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

**Special Interest Group News.** JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

**Chapter Reports.** Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presenta-

tion was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports 日本語編集者にお送りください。

**Chapter Meetings.** Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部会名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を簡潔書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Announcements 編集者必着です。

**Bulletin Board.** Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

**JIC/Positions.** *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者に Announcement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。



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The tremendous diversity in the range of submissions we received for this issue reinforced our own beliefs that the term “teacher development” takes on a unique meaning for each teacher and teaching context. The feature articles presented in this edition do indeed span a considerable range. For example, although “development” has become the more popular term, the issue of specific “training” as part of a teacher’s development nonetheless remains important. Current pre-service training of Japanese teachers of English is therefore explicated in depth by **Suzanne Yonesaka** and **Masataka Kizuka**, while **Tim Stewart** investigates ways to enhance teachers’ communication patterns through both pre-service and in-service workshops. Classroom observations can create anxiety for many teachers, not to mention administrators, yet in **Gregor Smart**’s article he illustrates how non-judgmental observation can successfully be practiced even within a predominantly judgmental context. **Keith Richards**’ article, on the other hand, focuses on an action research study in which teachers were encouraged to discover for themselves the advantages of “developing naturally” through daily exploration of their regular teaching. **Alan MacKenzie** takes this approach a step further when he describes an experiment in cyberspace which takes teacher development out of the institutional sphere completely and into a realm of opportunity to pursue development purely “for development’s sake.” Finally, in the My Share section, **Julian Edge**, perhaps well-enough known as to need no introduction, further defines, and refines, his system of Cooperative Development, an approach that allows us to explore our teaching with a colleague within a unique framework for speaking, understanding, and development. We sincerely hope that your journey through this issue will be as enlightening and enjoyable as it has been for us.

Guest Editors: Chris Gallagher, International Christian University  
Nanci Graves, Toyo Women’s College

今回の特別号のために私達が受け取った投稿論文の種類の多さから、「教師教育」がそれぞれの教師と教育文脈において特別な意味を持つという私達の信念を強固にいたしました。実際、今月号の特集記事は、かなりの領域をカバーしています。例えば、「教育」という用語がより一般的な用語となっていますが、今回取り上げた教師教育の一分野である特殊な「訓練」が、重要であることと変わりはありません。**Suzanne Yonesaka** と木塚雅貴による論文では現在の日本人英語教師の事前教育に関して、深く考察されており、また、**Tim Stewart**は、事前の、そして現職者に対するワークショップを通して、教師間のコミュニケーションを向上させる方法について調査しています。教室観察は多くの教師にとって、不安を抱かせるものではありませんが、**Gregor Smart**の記事では、いかに評価的ではない教室観察が実践できるかについて述べています。一方、**Keith Richards**の記事では、日常の教育の診断を通して、「自然に向上する」ことの良さを教師自身が発見するようなアクション・リサーチについて述べています。**Alan MacKenzie**のサイバースペースにおける実験は、このアプローチをさらに一歩すすめて、完璧に機関を超え、教師教育を実践し、真に「向上の目的」のために教育を実践する機会を作り出すものとするものです。最後に、My Shareでは、**Julian Edge**が、紹介するまでもなくよく知られた「共同教育」システムについて、再定義を行い、詳しく説明しています。これは、話し、理解し、向上するという独特な枠組みを用いて同僚と自分自身の教授について内省するというアプローチです。私たちは、この号を通して、みなさんが私たちと同じように啓発され、楽しめることを期待しております。

Chris Gallagher (国際基督教大学)

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抄訳：衣川隆生

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## ***Having Your Cake and Eating It, Too*** ***Researching Employment Conditions at Japanese Universities***

David C. Aldwinckle is correct in suggesting that foreigners considering employment at Japanese universities should seek answers to “10+ Questions for Your Next University Employer” (*TLT*, 23 (7) 14-16). However, I would advise against asking all ten questions at a job interview. Rather, I would suggest that an applicant gather as much information as possible from independent sources. During the interview, the applicant should only ask those questions to which answers could not be gained elsewhere.

Presumably, one of our goals at a job interview is to make a good impression on whoever is doing the interviewing. I seriously doubt that most senior Japanese professors (or professors of any other nationality, for that matter) would be favorably impressed by an applicant who arrived at a job interview armed with a list of ten questions dealing primarily with compensation and benefits. Most of the university professors that I know like to think of themselves as engaged in an endeavor somewhat loftier than the pursuit of gross material gain, and they would prefer to hire applicants who feel the same way.

If I wanted information about employment conditions at a Japanese university, my first step would be to contact the local JALT chapter. If any JALT members were teaching at the university, they might be able to provide me with most of the information that I need. (Most of the JALT members I know are quite coopera-

tive about such matters, provided that their need for confidentiality is respected.)

I would also contact JALT's PALE and CUE SIGs. Even if they did not have information about the specific university, they would probably be able to tell me something about conditions at other universities in the same category: national, public, or private. They could also advise me of other sources that I should consult.

By making use of resources available through JALT, foreigners considering employment at Japanese universities can have their cake and eat it too: finding out most of what they need to know about a given university without alienating a prospective employer by asking too many questions during a job interview.

Unfortunately, I must end on a disquieting note. Thorough research can tell us about a university's current practices, but only a crystal ball can tell us what those practices will be in the future. For example, in the years following a 1992 Monbusho directive, many foreigners lost their jobs at national universities despite having been originally hired with the understanding that their contracts would continue to be renewed until they chose to retire. Under the circumstances, non-tenured foreigners, regardless of current policies at the universities where they teach, should realize that their employment *could* be terminated at any time with only one or two years' notice.

James J. Scott

### ***Dave Aldwinckle replies:***

I thank James Scott for his response. I have no real counterargument to it. Observing decorum in a job interview is commonsensical; there's no use grilling your interviewer and losing opportunities.

Still, I was not exactly advocating “asking all ten questions at the interview”—rather suggesting a little pushiness over taciturn tact.

In my article, after describing the job market and before the ten questions, I conclude:

Not all universities are aware of or responsive enough to the new laws to systemize tenure for full-time non-Japanese. Contract employment remains insecure—and steeply tilted against non-Japanese candidates. Nor are universities always forthcoming about employment conditions in their job announcements, so proper *investigation of conditions becomes crucial* for finding the better jobs” (p. 16, emphasis added).

In other words, “since standards are unclear for non-Japanese employees, find this information out by

proper means”—and by this I did not mean to insinuate a counterinterrogation at the interview. Ferret things out accordingly.

As for James Scott's final paragraph, the need for a crystal ball to predict future employment practices is surely true, given the newly prone position academics both citizen and non-Japanese are in due to *ninkisei* contract systems (See Fox, Shiozawa, and Aldwinckle in *TLT* August 1999, pp. 13-15, 18). That is why I recommend finding out whether tenure is part of the job description. Since it generally will not be for non-Japanese, there are other conditions that one should know about for increased job security. For in any case knowing is better than not knowing, I'm sure we can agree.

Finally, I am greatly pleased by the assessment of PALE as a valuable resource within JALT. Despite all the flak we get, we do aim to provide an important service.

Dave Aldwinckle  
PALE Journal Editor





# The Pre-service Training of Japanese Teachers of English

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*Schooling mirrors the culture in which it is organized, and the process of inducting teachers into the teaching profession reflects that culture as well. (Shimahara, 1995, p. 213)*

Japanese teachers of English (JTEs) are trained at general junior colleges and universities as well as in specialized teacher training universities and departments. Almost 70% of all two- and four-year colleges participate in teacher education (Aoki et al., 1998); thus native speaker (NS) teachers in general universities are likely to teach some students who are intending to get an English teaching license. Some of these NS teachers give special lectures, supervise practicums, or help students prepare for qualifying exams. However, most NS teachers know little about teacher training in Japan.

Reliable information in English about the pre-service education of JTEs is sparse. Unfortunately, "Japanese have not placed much emphasis on educational research...[resulting in] a dearth of research on SLTE [second language teacher education] practices in Japan" (Gebhard & Woo, 1992, p. 30). Tobin (1986) laments that "Japanese education is rarely simply described or analyzed in its own terms. Instead, it is either criticized or held up as an object of wonder" (p. 285). The purpose of this paper is to describe *in its own terms* the pre-service teacher education of secondary-level JTEs at general universities and junior colleges.

Two features of teacher training in Japan must be acknowledged. First, pre-service teacher training is less strongly emphasized than in-service teacher training. In fact, most newly-employed secondary teachers are graduates of general universities rather than of teacher training universities (Tanaka, Uesugi, & Shiraishi, 1993). Second, Japanese universities play a relatively small role in both pre-service and in-service teacher education. In general, Japanese universities prepare people for entry to employment, and employers provide training for particular roles; this is also true for the teaching profession (Hawley and Hawley, 1997).

## Pre-service teacher education

There are three levels of teaching certificates for teachers in secondary schools. Prospective graduates of four-year colleges may apply for first class certificates to teach in lower-secondary and upper-secondary schools. Prospective graduates of two- or three-year

junior colleges may apply for second class certificates for lower-secondary schools. There is also an advanced class for post-graduates. Promotion to a higher class can be obtained through additional schooling. According to Kobayashi (1993),

second class certificates are now regarded as temporary, with the definite intention of (a) making 4-year university schooling the standard for all teachers, and (b) leading toward post-graduate schooling. (p.9)

Some anthropologists observe that due to relatively favorable (especially for women) employment conditions—good income, security, and status—the Japanese school systems attract a large pool of good applicants and are able to recruit qualified people (Benjamin, 1997; Cummings, 1980). How are these applicants selected?

1. As undergraduates, students complete coursework (general education, subject area and pedagogy courses) for teaching certification.
2. During their final year of education, students carry out a student teaching practicum of several weeks.
3. During the summer before graduation, candidates take the Teacher Employment Selection Test, administered by prefectural or municipal boards of education.

What follows describes these three procedures for secondary-level JTEs.

## Coursework

Most new JTEs are graduates of English departments at general colleges which have been authorized to offer coursework for teaching certification. Competition is keen: Although this coursework is undertaken by exceedingly high numbers of students, there is a low rate of entry into the JTE profession. (See Table 1.)

As in other countries, the required coursework is under constant revision. A major change was approved for April 1999, drastically reducing subject requirements and increasing pedagogy and psychology requirements. (See Table 2.) Social volunteer work will also be required for lower-secondary credentials. These changes were made in response to the need for better preparation for coping with bullying, deviant and violent behavior, and school avoidance.

日本における教師の事前教育についての考察は英語ではほとんど出版されていない。本稿では、事前教育と中・高等学校における日本人教師の選択について説明する。新しい指導要項と実習、および教師採用試験の筆記および面接試験の詳細も紹介されている。

**Table 1: March 1996 Graduates Receiving First- and Second-class English Teacher Qualifications**

Type	Type of institution	Ss	Ss hired *	% hired*
SHS	National education universities or departments	758	66	8.7
SHS	General universities (public and private)	8386	537	6.4
JHS	National education universities or departments	859	205	23.9
JHS	General universities (public and private)	8159	414	5.1
JHS	National education 2-year colleges or departments	19		
JHS	General 2-year colleges (public and private)	2729	41	1.5

\* Number or % hired as teachers as of 6/96

(Compiled from Daigaku Eigo Kyouiku Gakkai Kyouiku Mondai Kenkyuu Kai, 1998 p.27)

**Table 2: First-level certificate requirements for JHS and SHS teachers of English**

**Area I.** Candidate must have (or be ready to complete) a 4-year university degree.

**Area II.** Basic courses needed by all teachers: 8 credits required

	JHS	SHS
Japanese constitutional law	2	2
Physical education	2	2
Foreign language communication	2	2
Information technology	2	2

**Area III:** Pedagogy requirements: 40 credits required

	(Representative courses)	JHS	SHS
Group A: Foundations in education	Foundations of education; Theories of teaching	2	2
Group B: Theory of education	Educational psychology; History of education	6	6
Group C-1: Methods	Moral education; Methodology	12	6
Group C-2: Guidance	Counseling; Guidance	4	4
Group D: Integrated seminars	Seminar in education	2	2
Group E-1: Practice Teaching	Practicum	4	2
Group E-2: Practice Teaching:	Preparation; Follow-up	2	2
Teacher development**	Counseling; Intercultural communication	8	16

\*\*Universities may choose either pedagogy or subject area courses to fulfill this area; however, at least one course in counseling is recommended by the Ministry of Education.

**Area IV:** Subject area requirements: 20 credits required

	(Representative courses)	JHS	SHS
The English language	Phonology; English grammar; Applied linguistics	2	2
English literature	American literature; British literature	2	2
English communication	Practical 4-skills courses	2	2
Comparative culture	American history; British affairs	2	2

**Area V (JHS only):** 1 credit required

Practicum in social volunteer work: Candidate must receive a certificate attesting to the completion of this requirement from the institution at which the volunteer work was performed.

In general universities, pedagogy courses are generally taught outside the department, often during hours outside the regular schedule of classes. These pedagogy courses are adversely affected by their orphan status. For example, in a survey of 218 instructors of "Methods in TEFL" classes (*Daigaku Eigo Kyouiku Gakkai Kyouiku Mondai Kenkyuu Kai*, 1998), most methods courses at general universities had from 30 to 50 students in the class, more than double the class size at teaching universities.

English literature and linguistics departments at regular universities continuously adjust course offerings so that students can complete the subject area requirements while fulfilling their majors' graduation requirements. In a sense, this "service" may actually be a disservice to the future teachers because, according to Browne and Wada, (1998),

in most cases, prospective English teachers studying in literature departments are not required to take any additional courses in second language acquisition theory, ESL methodology and techniques, or testing. (p. 101)

### Teaching practicum: Preparation

The teaching practicum, which takes place in the final year at college, lasts for about two weeks, an extremely short period by American standards. However, because only a small proportion of students will eventually become teachers, schools are very reluctant to disrupt their crowded timetables to increase the practicum length (Collins, 1989). Nonetheless, "*no matter how short it is* [my italics] and no matter how it is organized, student teaching seems to have a powerful impact upon most student teachers" (Shimahara, 1995, p. 146). I believe that, for Japanese pre-service teachers, the impact of the practicum is to invite them into the culture of teaching.

Perhaps because the practicum itself is so short, preparation during the previous year is seen as highly significant.

Student teachers visit the school at which they will do their practicum to meet the principal, vice-principal, and head teacher, and to get a sense of the surroundings. They may receive documents explaining the school's curriculum and educational approach as well as the textbook from which they will teach the following year. At my university, student teachers are instructed to study the English textbook carefully in the coming months, reading it from cover to cover at least three times.

This period of preparation is the beginning of the student teachers' acculturation into the teaching profession. They have been exhorted to behave as exemplary representatives of their university: they must greet school faculty and staff with loud, clear voices and always display appropriate demeanor and bearing. For the practicum, student teachers may be

explicitly instructed to wear clean, conservative clothing with little jewelry or makeup. (*Hokkai Gakuen Daigaku Kyoushoku Iinkai*, 1998). As in other professions, the acculturation of student teachers into their profession begins with visible appearances (*katachi*).

### Teaching practicum: The arrival

The student teaching practicum occurs during the students' final year. At the formal briefing that occurs one week before the practicum, student teachers bring the necessities: textbook, documents, practicum diary notebook (several publishers sell similar versions), and clean "indoor" shoes to wear inside the school building.

Student teachers are given administrative information—the schedule of classes, special events, practicum hours—which they carefully copy into their diary notebooks. Student teachers at upper secondary schools receive additional information about homerooms and clubs, for which they will also have some responsibility. They are expected to familiarize themselves with the layout of the school, its history, the numbers of students and teachers, and its present educational goals—information which they summarize in their diary notebooks. This short but intense briefing quickly assimilates student teachers into the school's social organization.

The arrival of student teachers is a routine part of secondary schools' yearly calendars. Although present for only several weeks, the student teachers are regarded by faculty, staff and students as an integral part of the school. Their own universities acknowledge that during this period they are constituents of another organization by excusing them from classes. This strengthens the student teachers' sense of responsibility and provides them with a supportive network.

Student teachers often return to their own former secondary schools, where an especially nurturing atmosphere welcomes them into the acculturation process. My students report feeling great nostalgia and joy upon meeting former teachers and staff. These schools obviously feel a certain obligation to their graduates to make their teaching practicum a relatively positive, non-threatening experience.

Student teachers' stress is further reduced by heavily structuring the practicum for a minimum of uncertainty. For example, my university's handbook notes that on the first day, student teachers can expect to give a one-minute self-introduction, get a final briefing, observe their supervising teacher's English classes, and write a report in their diary notebook.

### Teaching practicum: In the classroom

However, despite such predictability, experiences vary greatly:

Some student teachers are given ample opportunity to participate actively in lesson planning,

activity development, students evaluation, and actual teaching; others, unfortunately, are relegated to the back of the classroom to sit passively during the lesson only to observe... (Leonard, 1997, p.39)

Many of my own students spent much of the practicum observing classes, but not necessarily “passively,” as careful observation is an intense activity. Some of them had the opportunity to team-teach with ALTs, and a few had complete control of English classes for almost the entire practicum.

Toward the end of the practicum, student teachers give a demonstration lesson which is observed not only by the supervising teacher, but often by the head teacher, the principal, and a teacher visiting from the student teacher’s university. Obviously, the student teacher is being evaluated under immense pressure; at the same time, the participation of so many diligent educators is also extremely supportive. I have observed classes in which the principal joked with the students, helped to pass out papers, and kept some of the wilder students under control.

This demonstration class, called a “research class,” can be observed by other English teachers as part of their own in-service training. Thus there is a sort of supportive reciprocity, that even experienced teachers have something to learn from novices. Their presence also reminds the student teacher that this practicum has only been an induction into the profession, and that the real training will occur later.

### Teaching practicum: The diary notebook

One of the student teachers’ major responsibilities is the completion of the practicum diary notebook, often at the end of a long, exhausting day. However, even this task is highly structured and supervised, so that student teachers are set up for success rather than for failure.

In the full-page diary entry for each day, student teachers briefly record their activities during each class period, homeroom, before and after school. They write a paragraph of evaluation and reflection to which the supervising teacher responds. Each diary entry is stamped with the seal of the supervising teacher, the head teacher, and the principal.

The student teachers complete a separate observation and comment page for each class that they observe. One of my own students observed eleven English classes during his student teaching at a junior high school this year. His first entries were bare outlines followed by superficial comments such as “I think it was a class that interested all of the students.” However, his later observations became quite detailed; for example, noting how activities were carried out: “individual Q & A—> 2 Ss.”

Before teaching a class, the student teacher records a one-page class plan, and on a second page, the

specific objectives and teaching points of the class. After teaching the class, she writes a short, reflective paragraph, which is commented on by the supervising teacher.

The demonstration class—the highlight of the practicum—calls for an extremely detailed lesson plan and two full pages of comments. Twice as much space is allotted for positive comments as for negative comments, perhaps to tip the balance toward a positive experience. In the comments about one of my students’ demonstration lessons, the supervising teacher directly addressed him as “sensei.” His acculturation into the profession had been successful.

The practicum diary notebook is the core of the practicum: a permanent chronicle, an opportunity for reflection, and a forum for feedback.

### The Teacher Employment Selection Test

The Teacher Employment Selection Test is administered every summer by the boards of education of all prefectures and of selected cities. A standard certificate is technically valid anywhere in the country and is good for life.

Appointment examinations provide opportunities for all applicants—education majors and others—to compete universally and equally. The aim of the examinations is to select the best qualified applicants from the competitive pool where achievement is a major concern. (Shimahara, 1991, p. 270)

There are constraints on who may take the Teacher Employment Selection Test. Evidently, most prefectures allow candidates without Japanese citizenship to take the exam, although they may not be able to rise to administrative positions. Another limit is age, although recently this restriction has eased up considerably. Eight years ago, more than half of the forty-seven prefectures required that applicants be under the age of thirty (Shimahara, 1991); however, today only six do (*Kyōuin saiyō shiken kenkyūukai*, 1998, p.66). Candidates can circumvent age requirements by taking the test in another prefecture. For example, one of my students came to Hokkaido because she was over the age limit for getting the English teaching license in her home prefecture.

According to Horiuchi and Muzumoto (cited in West, Jarchow & Quisenberry, p.1073), 80% of the candidates began to prepare for the test six months in advance, generally by cramming the collections of past tests that are on the market. Unfortunately, these candidates claimed they did not find their college education helpful in preparing for the test.

Below is a description of the Teacher Employment Selection Test in Hokkaido. Its general format is typical of the 59 tests given in the 47 prefectures and 12 municipalities (Aoki et al., 1998).

### The written qualification exam

The written qualification exam contains four parts:

#### *Aptitude test*

Hokkaido's aptitude test evidently investigates the patience and endurance of the candidates, who complete a set of 25 single-digit addition problems. After one minute, they continue to the next set of 25 numbers. After fifteen sets there is a five-minute break, followed by fifteen more sets. Flagging attention appears in the response pattern, so candidates must be able to pace themselves properly. This portion of the test is dreaded because it is so tiring, pointless and distracting.

#### *General education and pedagogy qualifying test*

This multiple choice exam tests basic knowledge of natural sciences, social sciences, and humanities. The more difficult pedagogy section includes questions on school laws and regulations; principles of education; educational psychology and moral education.

#### *Subject area qualifying test*

Candidates with the pre-first level of the Eiken test, 520 on the TOEFL, or 650 on the TOEIC are exempted from this portion of the test, which tests high-school level written English.

#### *Essay test*

Candidates write an essay in Japanese on a general theme related to education.

#### *The oral qualification exam*

The oral qualification exam, administered approximately one month after the written exam (the same day in some prefectures), consists of two interviews in Japanese and an oral test (practical skills) in English.

#### *Individual interview in Japanese*

Two examiners interview one candidate for approximately fifteen minutes, with questions ranging from the personal to pedagogic. Because special activities (club activities, guidance, excursions, and school cleaning) are formally addressed as an aspect of the required curriculum, many of the questions concern the personal guidance of pupils (Okiyama, 1986).

This interview is crucial in the selection of candidates that appear likely to acculturate into the profession. The interviewers look for evidence of specific character and personality traits as reflected in a suitable appearance and demeanor: neat, polite, energetic, and cheerful. More ominously, Tsuchiya (cited in West, Jarchow & Quisenberry, p.1072) contends that the freedom of thought and of religion have been violated during these interviews.

Governmental preferences for the "type" of person with whom they wish to staff public schools do exist but they *only* [my italics] have a bearing during the interview aspect of the prefectural teacher-employment examinations. . . . Thus,

while it is no longer possible to control the training of teachers to ensure that they conform to governmental expectations, a similar end may be achieved through the interview process . . . ." (Collins, 1989, p. 225)

#### *Group interview in Japanese*

A group is formed of five or six candidates ("Ms A," Ms B" etc.) who are applying for teaching licenses in a variety of subjects. Candidates are given a broad discussion topic such as "school rules," and three examiners (one of whom is from a non-education profession) observe them while they discuss this topic for thirty minutes. The candidates are given no preparation time or ground rules, but they may choose a discussion leader if they wish.

#### *Practical skills test*

An English teacher interviews one candidate for ten minutes. After answering simple questions about daily life and teaching, the candidate is given a card with a high-school level written passage. After reading silently for one minute, the candidate reads it aloud and answers questions about the content. Candidates with the pre-first level of the Eiken test, 520 on the TOEFL, or 650 on the TOEIC are exempted from this portion of the interview.

Candidates do not consider this section to be difficult. In fact, one concern is what to do if the candidate's English is far better than the interviewer's.

#### *Demonstration class*

Most prefectures (but not Hokkaido) also require the candidate to give a demonstration class.

Candidates receive the results of the Teacher Employment Selection Test in late autumn. Candidates are not informed of the relative weight given to each part of the test, but the interview is rumored to carry the greatest weight. Candidates are not given separate scores for the various sections, but receive a comprehensive score, indicating whether they qualified or not.

Openings for the prefecture's teaching posts are filled in February depending on supply and demand. In Hokkaido, candidates receiving an "A" or "high B" qualification are assigned teaching posts for the following school year and candidates with a low "B" qualification are assigned teaching posts later in the year as they open up. Candidates with a "C" qualification may be given a temporary teacher certificate which is good for three years. Such teachers would teach English courses at one or several schools but would not have other responsibilities.

#### **Conclusion**

In this paper I have explained pre-service training and selection of secondary school JTEs graduating from *general* universities only. As this partial survey has indicated, however, Japanese education is not



monolithic: pre-service teachers and their training institutions have a wide range of expectations. Other teacher trainers may perceive the Japanese system differently, and I hope that my limited interpretation will provoke more exchange of information.

There are many related issues that I have not touched upon: training at specialized universities of education; in-service training; the impact of assistant language teachers (ALTs) on JTEs development; the impact of the imminent introduction of English at primary schools on teacher training. Other researchers' work in these areas should provide us with a bigger picture of JTE training and its impact on English education in Japan.

### Note

*Many thanks to my colleagues for patiently answering my many questions and to my students for so generously sharing their experiences.*

### Author

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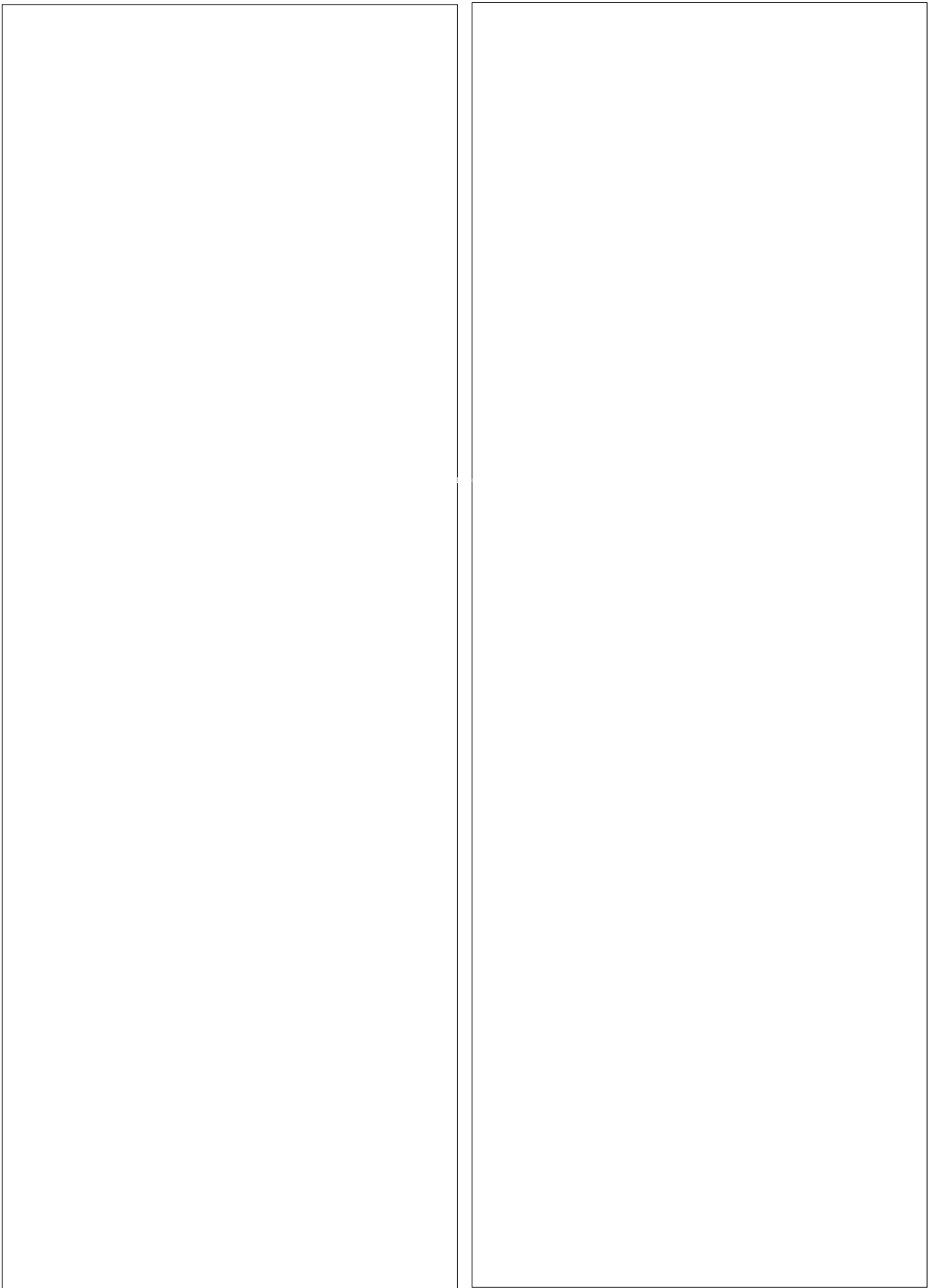
### Appendix

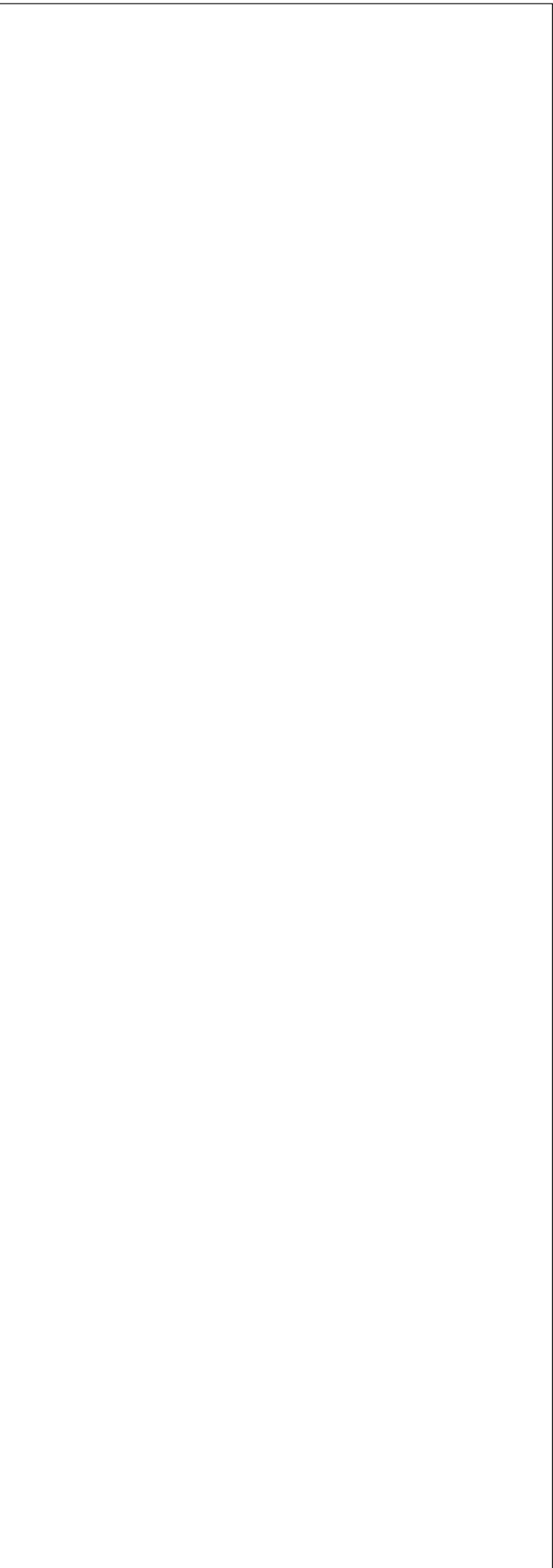
#### English-Japanese Glossary

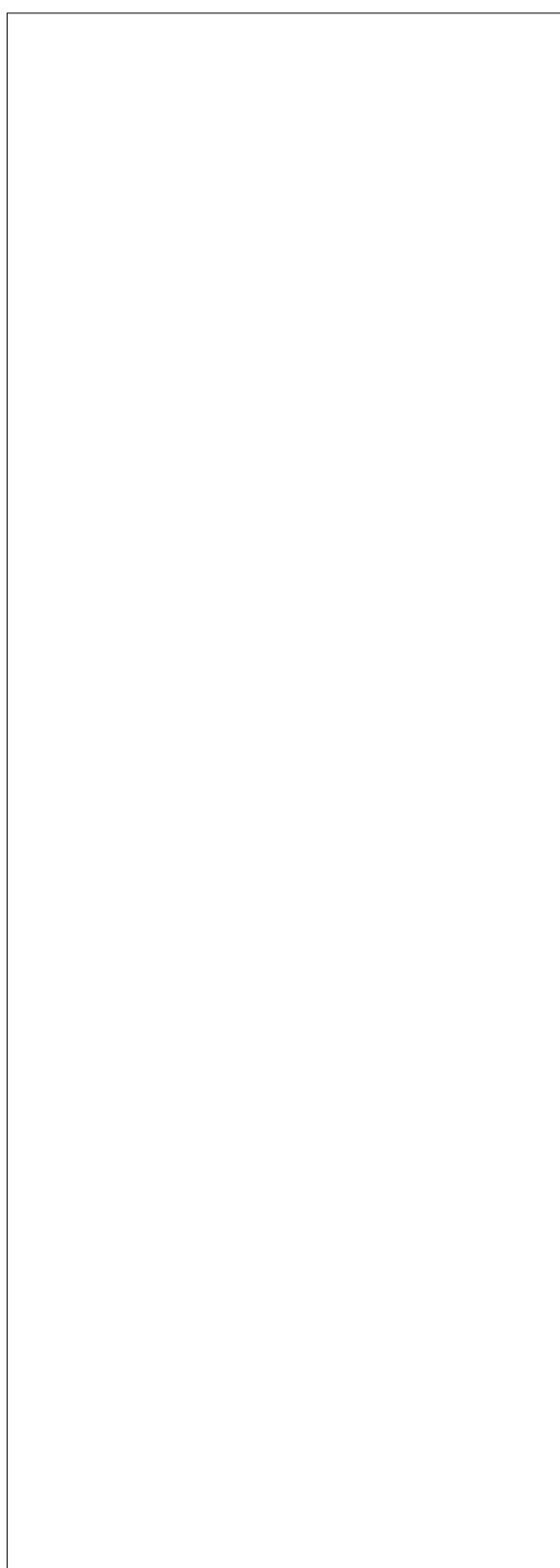
- aptitude test—*tekisei kensa*
- coursework for teaching certification—*kyoiiku katei kamoku*
- demonstration class —*mogi jugyuu*
- essay test—*ronbun kensa*
- evaluation and reflection—*kansou/hansei*
- first class certificates—*isshu menkyojou*
- general education and pedagogy qualifying test—*kyoyou kensa*
- interview test—*mensetsu kensa*
- observation page—*jugyuu nado no kansatsu/sanka no kiroku*
- practical skills test—*jitsugi kensa*
- practicum diary notebook—*kyoiiku jisshu nikki*
- research class—*kenkyuu jugyuu*
- second class certificates—*nisshu menkyojou*
- standard class plan—*hondoki no shidou keikaku*
- student teaching practicum—*kyoiiku jisshu*
- subject area qualifying test—*kyouka ni kansuru senmon kensa*
- Teacher Employment Selection Test—*kyoin saiyou kouhosha senkou kensa*
- teacher training (education) department—*kyoiiku gakka*
- teacher training (education) university—*kyoiiku daigaku*
- temporary teacher—*hijoukin*











*KIZUKA, cont'd on p. 24.*

# *Fostering Communication Among Teachers in Pre-service Training Sessions*

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According to Kaufman and Brooks,

Little documentation exists about innovative ventures within teacher education programs that are designed to prepare teachers for interdisciplinary collaboration and integration of language and content. (1996, p. 233).

This paper is one attempt to begin to fill this gap in the literature. It describes specific aspects of a teacher development program designed for a unique interdisciplinary team-teaching environment at a small Japanese liberal arts university. It highlights several activities used in the institution's pre-service orientation sessions to encourage collaboration among faculty from different disciplines.

The paper opens with a brief overview of the recent state of professional faculty development in higher education, followed by a summary of characteristics of effective faculty development workshops, and an overview of our professional orientation program for training in English for Specific Purposes (ESP). Drawing from experiences over five years as a faculty developer in this program, I then introduce several professional development activities that have proven to be very helpful to promote communication among faculty members centering on discussions about ESP and team teaching and present the reactions of trainees to these specific activities.

## **Professional Development Programs in Higher Education**

New faculty need orientation programs which encourage professional development. They cannot be expected to know everything necessary to be effective members of an institution (Boice, 1992; Fink, 1992). Boice contends that "learning a new campus culture requires adjustment, even for experienced faculty" (1992, p. 220). Yet, until recently, little research into the induction of new staff into higher education has been conducted, and therefore, the literature about

this topic is almost nonexistent (Dunkin, 1990). Thus, there is scant evidence of the effectiveness of faculty development programs. Given this situation, the occurrence of faculty development programs at colleges has generally been haphazard (Boice, 1992). In fact, department chairs and deans are often very resistant to faculty development programs (Turner & Boice, 1986). However, some colleges have established faculty development offices staffed by experts in pedagogy (Hativa, 1995; Smith, 1995).

## **Facilitating Active Participation in Faculty Development Programs**

Eison, Janzow and Bonwell (1990) reported that too many faculty workshops are conducted using a "teaching is telling" or "talk and chalk" style of presentation. This pattern of presentation has been used by many of the facilitators that have in the past helped to conduct the pre-service program for faculty at our institution. In higher education, the accepted method of instruction is lecturing. TESL training programs that I am familiar with tend to feature classroom presentations in lecture format. This is likely the result of the prevalence of the "empty vessel" philosophy of education. Teachers with this view of education, also known as "banking education," see learning as a unidirectional process and try to fill the *empty* minds of their students with their own knowledge (Crookes & Lehner, 1998). Instructors, even those who know better, can easily become preoccupied with covering as much material as possible. But altering traditional practices is not easy. When contemplating the use of more discussion-oriented and learner-centered instruction, faculty workshop leaders and classroom teachers share similar fears: fear of silences; fear of challenging and quiet students; fear of the unknown directions a discussion can take; and fear of not knowing all of the answers (Eison et al., 1990, p. 85).

So what are some characteristics of successful professional development workshops? Generating an

教師教育において、多くの事前、現職者コースとワークショップが、受講生をまったく魅了することのない伝統的な方法によって指導されている。これらの単一指向的なアプローチが行われているのは、私たちの多くが講義によって教育され、教師は一般的に教育された方法をそのまま用いて指導しているからである。この論文では、参加者が能動的に参加し、向上するよう計画された教師教育プログラムで用いられるタスクについて述べる。この事前教育用プログラムの主な目的は、異なった訓練を受けてきた教師間でコミュニケーションを促進することにある。この専門的な向上を目指すプログラムは、教師間のコミュニケーションを促進するために利用することができる。この活動に参加したワークショップの参加者からの反応も考察される。

atmosphere tolerant of risk and experimentation is something that can benefit faculty developers tremendously. The creation of such an environment can begin in teaching workshops offered by faculty developers (Eison et al., 1990; Gomez, 1995; Master, 1992; Short, 1991b & 1994). However, this can be accomplished only when administrative support is provided. Having administrative backing is particularly important in programs employing innovative teaching approaches. In addition, active learning strategies should be incorporated into professional development workshops. Eison et al. (1990) offer workshop facilitators an extensive list of points for using active learning techniques in teacher training sessions. Finally, effective workshops are organized so that teachers need to collaborate to find possible solutions to salient concerns (Brinton, Snow & Wesche, 1989; Chamot & O'Malley, 1994; Jackson, 1998; Master, 1992).

### **Professional Development Program and Context**

The scope of this paper centers on activities used in several pre-service training sessions. Before introducing the activities I would like to frame them for readers with a description of the institutional context, and a brief overview of the two orientation programs offered to new faculty at our college. (For a more extensive description of these programs see, Sagliano, Stewart & Sagliano, forthcoming.)

Less than 20% of our college's faculty are Japanese nationals. To ensure new faculty members as smooth a transition as possible into new personal and professional circumstances, the college provides two types of orientation programs before they enter the classroom. Personal orientation begins through email, fax, and post immediately after a faculty member is hired, with communication about housing, schools, banking, medical care and other matters of concern. This orientation continues officially for two weeks after new faculty members arrive on campus. In a small liberal arts college such as ours, this kind of extensive personal interaction between veterans and newcomers can forge new relationships and help build the academic community as it eases the transition for new colleagues.

The key professional development concerns for our new discipline-specific and ESOL faculty are learning about ESP instruction, and becoming accustomed to collaborative instruction. Once our new faculty members have dealt with important personal concerns, they begin our three-week professional orientation program. Each of our first- and second-year discipline courses is designed and taught by two instructors; an ESOL teacher and a content-area teacher. Since it is rare to find models in which discipline-specific and ESOL teachers collaborate (Kaufman & Brooks, 1996), it is not surprising that the vast majority of our new faculty members have no interdisciplinary team teaching experience.

Background in ESP varies depending on experience on the job. TESL programs outside of Britain typically do not include specific courses in ESP or content-based instruction (Kaufman, 1997; Kaufman & Brooks, 1996; Master, 1997; Peterson, 1997; Short, 1991a). In addition, few of our content specialists have had prior experience teaching LEP (limited English proficiency) students, and so their understanding of the backgrounds and needs of second language learners is limited.

The pre-service professional development program commences eight weeks before the start of the academic year. It includes nine sessions over three weeks. Most sessions run about three hours. The schedule is structured so that there are no sessions for two days in each of the three weeks. Sessions with social functions are also scheduled.

### **Communicating About Team Teaching Relationships**

At the beginning of teaching collaborations, an issue of immediate concern is the relationship between the instructors. Johnson, Johnson, and Smith (1991) argue that there is not nearly enough collaboration among university faculty members. Higher education researchers have described college professors as isolated, autonomous, and individualistic (Boice, 1992; Hatton, 1985; Johnson et al., 1991; Smith, 1995). Thus, a challenge for facilitators in our faculty development program is to help typically autonomous faculty members become accustomed to the dynamics of collaborative team teaching relationships. Our approach has been to allow faculty to get to know their colleagues and to strengthen relationships with them by having them participate in group problem-solving exercises. This approach reflects Master's view that communication between teachers "is best fostered through preservice and in-service training" (1992, p. 80).

Our professional development program seeks to promote close working relationships between ESOL and discipline-specific faculty. Throughout this pre-service training, both the rewards and challenges of team teaching are acknowledged. To help new faculty members avoid potential interpersonal and professional conflicts, developers indicate probable areas of teaching partner disagreement. The objective here is to have instructors discuss these challenges frankly as they seek solutions to problematic scenarios based on actual cases. This is done by introducing a series of reality-based scenarios (Jackson, 1998) for faculty members to consider through cooperative learning structured tasks.

In this session, new faculty members are assigned to interdisciplinary groups. At the start of the workshop, cooperative groupings such as "expert groups" and "cooperative groups" are defined (Olsen & Kagan, 1992). The first activity is a group investigation, and

initially participants are organized in expert groups. Each expert group works on solutions to their particular team-teaching challenge scenario. After about ten minutes, cooperative (jigsaw) groups, composed of one member from every expert group, are formed. Every member of a cooperative group is an "expert" about a different team-teaching challenge that has been experienced at our institution. Cooperative group members take turns describing their scenario and explaining the solution chosen by their expert group. Each scenario is discussed in the cooperative group, together with possible courses of action. Cooperative structures facilitate faculty interchange. Thus, teachers share ideas about how challenges in team teaching can be resolved, or avoided. While this is occurring, faculty begin to appreciate each other's points of view.

Next, participants are regrouped and provided with a list of cooperative group roles (Olsen & Kagan, 1992). Each member must perform one of these roles (Gatekeeper, Cheerleader, Taskmaster, Secretary, Checker) while their group considers the following reality-based scenario:

You have tried to reach your teaching partner to plan your course each week now for the past 3 weeks but s/he is either not on campus or is usually rushed doing committee work and Japanese study. You feel a real need to meet regularly and talk about the course and students at greater length but your partner thinks, "things are going along just fine." What do you think you would do if you were in this situation?

All groups work on the same scenario and secretaries for every group report the suggestions offered by their members to all participants. Suggestions offered by each group are briefly commented on by experienced faculty developers.

This session was well received, with sixty percent of participants rating it as "excellent" and forty percent rating it as "very good." Participants appreciated the "open discussion [and] realistic scenarios." One faculty member said that the workshop was helpful for "recognizing the importance of cooperation between partners." Another wrote that it was "very useful to develop some tools for partnered teaching and especially to have time to think about some of the potential difficulties and brainstorm how to deal with these problems."

### Communicating About Course and Lesson Planning

Swain (1996) has pointed out the need for more extensive planning for instruction of integrated curricula. Her concerns about a lack of coherence in integrated language and content instruction have been supported by Snow, Met and Genesee (1989). Kaufman and Brooks inform us that "the design, implementation, and assessment of integrated cur-

ricula can be greatly enhanced when teachers of different disciplines form interdisciplinary teams" (1996, p. 233). But, as was demonstrated earlier, few teachers are used to working in dynamic team-based structures. Teaching remains a personal and private act and many teachers are reluctant to share power in planning course objectives and content, let alone share classroom instruction time (Bailey, Dale & Squire, 1992).

Pre-service training sessions at our institution introduce new instructors to several models of integrated classroom activities. Faculty developers have begun to take more care to plan and implement their professional development workshops in a manner that reflects the active learning core of the institution's teaching mission. Thus, new faculty experience, firsthand, examples of the type of classroom dynamics, learning tasks, and teaching approaches that they are expected to employ.

One example of this hands-on practice is the workshops in Computer Assisted Language Learning. Use of computers in teaching is encouraged at our college. So in a workshop, facilitators match new faculty in content-language pairs and instruct each pair to share one computer in the computer classroom. This arrangement forces learners to cooperate and share information. Colleagues communicate while working through tasks. Several classroom-tested activities are demonstrated in an interactive way, allowing time for practice and discussion. These include activities to develop writing and reading fluency, writing accuracy, and editing, and to practice approaches to research for LEP students utilizing electronic sources.

Once the professional development program enters its final week, new faculty members are given tasks that require them to communicate at length with colleagues about course design and teaching in their new institutional environment.

In order to demonstrate practical aspects of ESP instruction more broadly, a collection of materials designed for courses at our college is displayed for new faculty members. This material is collected in one large room and contains work in every aspect of ESP course design. In this self-paced session, new faculty can browse a wide variety of material and discuss their questions and concerns at length with more experienced colleagues. In addition to syllabi, texts, task sheets, and assessment ideas, instructors can also individually examine completed student assignments and watch video recordings of classroom activities.

This material display assists new faculty to prepare for the final pre-service session in which they must describe a lesson plan and one activity that integrates language and content study. One week prior to the conclusion of the pre-service training program, new faculty are asked to meet with an assigned teaching partner and begin course planning discussions in preparation for this workshop. At the final session of this training program, teaching teams are asked to

present their lesson plan and one integrated classroom activity. Comments and suggestions are made to each teaching pair after their presentations. The session concludes with an open discussion of teaching issues peculiar to our context.

This session was rated as "very good" by all of the workshop participants. One participant wrote: "preparing the first week of class was very helpful [and] hearing other's plans was helpful too." Another new faculty member liked "the fact that it forced us to get together with our partners and talk and start planning."

### Communicating Strengths and Weaknesses of the Pre-Service Sessions

This article deals only with a portion of the activities offered in this extensive faculty development program. Participants in such programs need to be given the opportunity to evaluate them and offer suggestions for improvement. Evaluation of this program occurred at the end of individual sessions and then again three weeks after the conclusion of the program. In this way, participants could focus comments on specific sessions while they were fresh in their minds, and also were able to give general comments about the overall program after a period of reflection. Representative comments of a general evaluative nature are listed below.

#### Strengths

The biggest strength, as I saw it, was the use of cooperative learning activities during the orientation itself. It's said people teach as they've been taught ... hopefully this had some impact.

Sharing of teaching activities planned for the first week of classes was my favorite session. It was very helpful to have a chance to start planning, and it was very helpful to hear what others had planned.

I also found the team teaching activities useful largely because in hearing the ideas of the content faculty I worked with in my group, I could anticipate the real problems that might come up in the classroom!

#### Areas for Improvement

I didn't like the sharp division between personal and professional orientation. The main problem, as I saw it, was that after we had become familiar with the personal orientation committee members, we were suddenly newcomers all over again.

... I think that the pedagogical theories of "content-based, active learning" as well as other EFL concepts might have been more openly discussed at the beginning to provide everyone with more of a foundation in and respect of the concepts.

One significant weakness is the listen-in [lecture] sessions.

What advice can faculty developers glean from these comments? It seems that the use of cooperative learning methods in workshops was appreciated and should be continued. Several faculty members complained strenuously about the lecture sessions dealing with administrative issues. One participant made several positive suggestions for ways to "activate" these sessions. However, indications are that it might be advisable to hold administrative sessions separately from faculty development workshops. Comments about the team-teaching challenges and course planning sessions reveal that they were highly appreciated and show that the ideas that were exchanged between faculty across disciplines were valued. Yet, a couple of participants said that they believe improvements could be made in the program if more work were done to ground participants in the theoretical underpinnings of certain teaching methodologies. Finally, it seems that ensuring a continuum between orientation programs could help to establish an atmosphere more conducive to open communication between new colleagues.

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KIZUKA, cont'd from p. 19.

The aim of this paper is to consider how the "English Language Teaching Theory and Practice" class should be implemented in pre-service teacher education at university.

Students have a specific image of English lessons, established on the basis of their own experience in secondary school. In order to change that image, they should personally observe many different lessons, consider those lessons by exchanging views with others, and implement a model lesson on the basis of their own teaching plan, ending by reflecting on their teaching by observing their video-recorded lesson.

This process should be implemented through the use of the seminar style because that way they can begin to create their own style of teaching, not just imitations of professional videos or of the lessons which they themselves had in their secondary-school days.

The seminar-style class works very well in leading students to develop their own style of teaching.

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# Restoring an Equal Balance

## The Beneficial Effects of Taking a Non-judgmental Approach to Administrative Observations

Gregor D. Smart

Throughout my ten years as a teacher and during my teacher training experiences I have been both observer and observed. Most recently, as a Chief Instructor at Simul Academy, I have had to observe five to six teachers each term as part of our in-house teacher development program. During this time, I have become much more aware of how my own past observation experiences, postgraduate studies, and gradually evolving beliefs about teaching have had a major influence on my present non-judgmental approach to classroom observation.

### Why take a non-judgmental approach to observation?

For many teachers "observation" is synonymous with "evaluation," and is regarded as being judgmental and threatening in nature (Wajnryb, 1992; Richards and Nunan, 1990; Cosh, 1999). This is probably because evaluative observation was an integral part of their own training. While learning how to teach, they were observed by trainers and judgments were made as to whether they were competent to be certified as a professional teacher. For others, evaluative observation has been part of their work experience, in which judgments about their teaching by those in supervisory positions may have been directly related to pay rates, financial bonuses, contract renewals and promotions. At the same time, this limited view of the purpose of observation is also common among supervisors. Their reasons for seeing observation as an evaluative tool may be due to institutional pressures, their own previous experience or because it provides them with an opportunity to justify their own existence.

Observation then, tends to exist solely within a hierarchical supervisor-teacher framework. It is the job of the supervisor to observe a lesson, make decisions about what is good or bad and then proceed to teach the teacher about teaching, so that she will do a better job in the future. The teacher's role is to act on the recommendations, criticism and advice handed down and thus become a "better" teacher. During the observation "feedback session" the teacher's role is essentially passive (Cosh, 1999). She may disagree or question what has been said, but rarely feels comfortable doing so and is often given little real opportunity to do so. When the session is over, teachers may leave feeling resentful, frustrated, or with their confidence having taken a severe bruising. These feelings are unlikely to encourage professional growth. Even if the observation results in a positive evaluation, the teacher often gets nothing more out of it than a pat

on the back for having achieved the desired state of "teacherhood" required by the institution or supervisor. There is no mutual exchange of ideas, no discussion of issues and no generation of alternatives that could lead to professional development.

This is all well and good if one believes that there is some ultimate state of "teacherhood" that can be achieved: a state which then qualifies one professional to tell another how to do a better job. As far as I am concerned, however, no such state exists, and as in most professions, there are a number of reasons why people reach supervisory positions: through higher qualifications, length of service, political machinations, the simple fact that no one else wanted the job, or a combination thereof. In drawing attention to this, I mean no disrespect to others in similar positions. All of these reasons reflect the realities of the world of work and I myself, in my present position, am also a product of those realities. However, none of these reasons qualify the observer, whether supervisor or peer, to be judgmental about other teachers. We cannot say that we know *better*; the most we can say is that we know *differently*.

I believe that the only reason for teachers to observe each other and to talk about observations is to learn more about teaching and about ourselves as teachers. The emphasis placed on observation as an evaluative tool within a hierarchical supervisor-teacher framework seems to me the antithesis of this goal. In my experience, when something is imposed on me by a person or institution that is when I am most likely to reject it and to question why I should respect them. I know that I am not alone in reacting in this way: it is a very natural human reaction. Yet such implied imposition is the basis of the more traditional forms of observation. The observer is automatically placed in a position of authority and frequently falls into the trap of *telling* the teacher observed what to do. Furthermore, the hierarchical framework by its very nature also encourages an emphasis on the negative rather than a mutual exchange of ideas.

A non-judgmental approach, on the other hand, makes the ultimate goal of observation the creation of an environment where this traditional hierarchical supervisor-teacher relationship is redefined. This is important for the following reasons:

- There is no one single best teaching method.
- We all have ideas and opinions about teaching which are valuable.
- Teachers need to talk more about teaching to make

our ideas more explicit and to be sure that we are all talking about the same things.

- In order to develop we need to see things from different perspectives and consider various causes and consequences for our teaching actions (Fanselow, 1987, 1992; Ellis, 1994).

Since there is no one best way to teach, none of us can claim that we know best. Since there is no ultimate state of “teacherhood,” then the potential for development is unlimited for both observer and observed.

### **What does it mean to take a non-judgmental approach to observation?**

The definition of the word “judgmental” here is key. As human beings we are automatically judgmental by nature, yet most of us are aware that there are also times when it is necessary to suspend judgment. This is what taking a non-judgmental approach to observation is all about. Any time I observe, I am constantly making judgements, although often not on a conscious level. These judgments influence what notes I take while observing, both what I write down and why I write it down. I often catch myself scribbling judgmental comments—and even if I am not writing them down, I am certainly thinking them as I watch.

In order to be non-judgmental in the feedback discussion with the teacher whose lesson I have observed, I first have to go through a process of editing. This ensures that I suspend judgement and that feedback is carried out in a non-judgmental way. My notes are divided into three sections: observations, questions, and comments/suggestions, which are then typed up and given to the teacher to look over and reflect on before we meet. During the editing process I try to choose language which is as neutral and as non-confrontational as possible. By rephrasing my own notes in such a way, I hope that the hierarchical supervisor-teacher relationship can be redefined and that we will enter into our discussion on a more equal footing. If I did not edit my notes, I would be prone to making snap judgments about what I had seen and imposing my values and beliefs about teaching and teachers, without due consideration for my colleague.

### **Observing myself as a non-judgmental observer**

As someone in a supervisory position, I have found my attempts at non-judgmental observation to be very rewarding. The observations and consequent discussions have helped me keep in touch with what is actually happening in the classroom and ensure that my other administrative duties do not distance me from teaching, which is a real danger for those of us in supervisory positions. I have also learned to be more open-minded about different approaches to teaching. Often during observations I have seen teachers try techniques which I had previously read or heard about, but dismissed as not “my kind of thing” or as

having little value. Seeing them in practice has given me a different perspective and led me to question previous biases and prejudices. I have come to realize how important an individual teacher’s personality and relationship with a particular group of students is in influencing what happens in a class. I have also been able to expand my own horizons as a teacher and take techniques I have seen from classes I have observed into my own classroom. My observations have also given me more ideas to share with other teachers I observe.

In other words, I am learning how to talk about teaching in a productive way, in a way that challenges my own beliefs and ideas as a teacher and those of the people I observe, without being negative, overly critical or confrontational. Perhaps I could have learned some of these strategies through a more traditional approach to observation. However, it is my belief that what has made these lessons meaningful and lasting for me is that they arise out of extended and enthusiastic discussion in a non-judgmental atmosphere. It is the give and take of ideas, the consideration of alternatives and the process of questioning that has truly made being a non-judgmental observer a learning experience.

### **The impact of non-judgmental observation**

For many of the teachers I have observed, my approach has helped them to reflect more deeply on teaching actions that are unconscious or have simply become part of their repertoire. My observations, questions, comments and suggestions have prompted them to consider alternative interpretations of how they interact with students, which has encouraged them to think more about their teaching and themselves as teachers from their students’ point of view as well as their own. As a result, they have questioned assumptions about their students that for a long time have influenced what they do in the classroom, and often have realized how these unfounded assumptions have at times contributed to what they have thought of as failures or problems in the classroom. In other situations, they have come to see how something they thought went disastrously wrong actually had some positive outcomes, even if these were not what was originally intended. Most importantly, a non-judgmental approach has meant that teachers’ confidence in their own effectiveness has been increased and that an atmosphere of mutual respect has been built up. This allows us to move on together as concerned professionals who feel comfortable discussing teachers and teaching as equals and not within the constraints of a hierarchical supervisor-teacher relationship.

The benefits of a non-judgmental approach for teachers also means benefits for the institution. The creation of an atmosphere conducive to ongoing professional development is more likely to encourage

higher levels of commitment to the students and the program. As teachers develop, there are corresponding opportunities for the program and its materials to develop based on real teaching- and student- related criteria rather than simply on the intuitions of supervisors or administrators.

### **Some problems with taking a non-judgmental approach.**

Taking a non-judgmental approach to observation has not been without its problems. I have conducted observation feedback sessions with teachers who clearly expected me to pass judgment on their teaching and to *tell* them what to do to become better teachers. My coping mechanism so far has been to compromise and give explicit advice, while also talking about my own related teaching experiences. I question myself and my teaching as we discuss, hoping that I can act as a role model for the person I have observed. I have also been in situations where the teacher I observed obviously felt that she had reached the mythical ultimate state of "teacherhood" or for some other reason could not see any point in taking part in the kind of discussion I was proposing. With these people, too, I have tried to present myself as a role model, constantly drawing from my own experiences as observer and observed in a non-judgmental context to illustrate the benefits to my own teaching. Restating the goals for non-judgmental observation is another strategy I have called on. I have also had to deal with people who have taken a defensive stand and who have seemed intent on confrontation from the outset. Here again I have repeated the goals for non-judgmental observation, while also engaging in discussion of previous observation experiences to try to defuse the situation. Unfortunately, without so far being able to observe the same teachers over an extended period I do not know how effective these attempts have been.

Yet another difficult issue has been trying to convince those involved in management that observations carried out for professional development purposes should not be used as evaluative tools when it comes to bonuses, promotions and contract renewals. All of these situations suggest that there first needs to be much more dialogue among supervisors and managers as to our purposes for observation and our expectations of observation. Since teachers themselves are rarely, if at all, in the position to request that they be observed in a non-judgmental way, the impetus towards implementing a non-judgmental approach in any institution can only come from us.

Certainly, for me, these on-going misunderstandings prove that it is not enough for a single observer to simply propose and try a new approach. However, it is one step on the road to the above-mentioned ultimate goal of a non-judgmental approach to observation: the creation of an environment where the traditional hierarchical supervisor-teacher relationship is redefined through

the practice of helping others learn how to be non-judgmental observers themselves. Only then can observer and observed participate in productive non-judgmental discussions that they, their students, their program and their institution can benefit from.

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# Developing Naturally

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Development, as we all know, cannot be imposed; it is an internal and ongoing process and not something which can be parcelled up or delivered externally. In practice, though, it is easy to slip into the tacit acceptance of a different characterisation. The proliferation of teacher development programmes at all levels, the growth of interest in action research and the success of large-scale development projects can all lead to an assumption that in order to develop we need to attach ourselves to some external programme dedicated to this end.

While not wishing to call into question the worth of such programmes, or the value of the contribution which they have already made to professional development in our field, I should like to draw attention to something which seems to have been overlooked: the importance of development through our day-to-day practice. The assumption that the benefits of engagement in more formal development programmes will accrue naturally may be a dangerous one, because if we fail to nurture more mundane opportunities the effects of such external efforts will sooner or later fade away. In this paper I present the case for raising awareness of this “natural development,” drawing on data from a small but successful language school. My aim is to identify features of the environment in that school which may account for its developmental orientation and thereby to indicate ways in which we can all work towards establishing a context which encourages everyday professional development.

## The setting

The Pen school is a small language school in the heart of an English market town, attracting adult students from around the world for both general and ESP courses. The school has a core staff of five permanent teachers who have worked together for between fifteen and seventeen years, and it attracts varying numbers of part-time teachers. Although the teachers do not have a financial stake in the school, they were directly involved in its establishment and operate with a considerable degree of autonomy. Success can be measured in a number of ways, but the very positive profile derived from formal external assessments, student performance, student feedback, general reputa-

tion and staff continuity suggests that this is a successful school.

I spent the equivalent of twelve working weeks in the Pen, spread over a 15-month period, during which I taught and participated in staff meetings and social activities while keeping fieldnotes, audiotaping meetings and staffroom talk, and interviewing the teachers to understand more fully their professional lives, experiences and beliefs. For reasons of brevity, in this paper I will draw mainly on interview data but will make reference to the outcomes of the analysis of staffroom talk.

## Working together

Although development is ultimately an intensely personal experience, its nurture will depend to a large extent on the professional culture in which the individual works. It is here that we have to look in order to identify the conditions which encourage teachers to draw on the resources of their everyday teaching and professional exchanges in order to explore their professional world, advance their understanding and improve their practice. It is through this that natural development takes place.

Relatively little has been written about the world of the staffroom, and much of this makes depressing reading (e.g. Hammersley 1980, 1984; Kainan 1992, 1994), although there is one study based on fieldwork in six successful schools which offered “a positive model of adult relationships” (Nias *et al.* 1989:3). The outcomes of this suggested that what all these schools had in common was a collaborative culture, which was characterised by the following features:

- a sense of independence and collective responsibility;
- recognition of the need for a high degree of occupational competence;
- hardworking teachers with professional pride;
- the selection of staff who share the school’s existing values;
- a sensitive and informal head;
- person-centred talk;
- the staffroom as “hub”;
- humour.

教室観察し、その結果について討論することの理由は、教育と教師としての自分自身をより多く学ぶことにある。階層的な管理者—教師という枠組みにおいての評価的な観点を含む観察と、本稿における観察とは異なる。観察者は私のほうが良い方法を知っているということはない。別のものを知っているとしかいうことはできない。評価的ではない観察と討論は、教室内でなにが起っているかについて、異なったアプローチについて、そして、教師個々人の個性と個々の学習者との関係の価値について認識することができる。教育について生産的な話し合いができることを学習することは、教師としての信念を検討する機会を与え、学習者の視点から、別のあり方を考える機会を与える。いかにひどい結果であっても何らかのポジティブな結果を得ることを教師は悟ることができるだろう。もっとも重要なことは、学習者とプログラムへ高次のレベルでコミットすることを奨励することが、教師自身の自信を増すことに繋がることである。

The Pen school manifested all of these characteristics, and although their relative importance might vary from culture to culture, they provide a useful starting point for consideration of the occupational environment. In what follows, I identify features within four key areas which seem to me to make an important contribution to natural development, and the overlap between these and the above list will become clear. In each case I will, as far as possible, let the teachers involved speak for themselves (all names have been changed).

### Institutional

Institutional characteristics are likely to vary widely, and supportive leadership can be invaluable, but the single most important feature *is a place where teachers can meet in order to talk privately*. It is in what Goffman (1969) has called a “back region” that teachers are free to leave behind their “public” face and share their more private reflections. As Goffman noted, these will inevitably involve a rejection of the public persona, so we find jokes at students’ expense and at the expense of teaching itself, but time and again, through stories (Richards, forthcoming), jokes, exchanges of information, discussions and casual talk, the challenges of the classroom are taken up and explored with a view to finding ways forward. Without a place to talk, such exploration, and the developmental opportunities it offers, would not be possible.

### Professional

If work talk is to be raised above the level of the merely entertaining it needs to be underpinned by *professional commitment*, and there is ample evidence of this in the Pen. In discussing the selection of temporary staff, for example, Jenny emphasises that candidates have to take the job “extremely seriously,” while Paul’s statement in a staff meeting discussion is a good indication of the professional pride associated with commitment: “I mean it *really* upsets me if I give a bad lesson.”

This commitment manifests itself in the *practical orientation* of the teachers’ talk, the importance of which has been recognised by more than one researcher:

In successful and adaptable schools, interaction about teaching is consciously and steadily focused on practice, on what teachers do, with what aims, in what situations, with what materials, and with what apparent results. (Little, 1982, p. 334)

Certain types of structures are more likely than others to intensify and focus norms of good practice: organizations in which face-to-face relationships dominate impersonal, bureaucratic ones; organizations in which people routinely interact around common problems of practice. (Elmore, 1996, p. 20)

Annette’s view sums up the general position:

I love teaching, I love being in the classroom, and I think yes, I think that does give me the biggest buzz still. I don’t like what I would term the academic side of things. I’m not an academic, I’m very much a practical person.

This is not to say that theory is ignored or downplayed in the Pen staffroom; it is just that teachers expect it to be anchored to classroom realities.

### Personal

The honesty which underlies much of the professional discussion in the staffroom depends on a climate of trust which arises from *shared values*. The importance of this is reflected in the striking similarity between Harry’s comment on assessing potential colleagues, that “the first thing that springs to mind is that somebody will fit in with *us* actually, somebody that we can get on with” and those of participants in similar studies: “We’ve got to be looking for someone who will ‘fit’ in with the rest of the staff” (Nias *et al.*, 1989, p. 79); “I don’t think I would have chosen somebody who didn’t fit in” (Corrie, 1995, p. 95).

This orientation is not the same thing as an insistence on uniformity, and if development is to take place there must be room for differences of opinion. Along with shared values there must *be respect for differing views*:

That’s what I say, that’s what’s so good about working here, the fact that we do get on so well even though we do have different ideas. We respect each other’s ideas. (Louise)

It *might* be something to do with the slight difference in our personalities, I think. That there’s *enough* difference for a conflict of a certain kind all the time. I think that’s quite good, that we can strike ideas off each other and don’t just completely, blandly agree. I’ve seen a lot of staffrooms where everyone just sort of [pronounced intake of breath and pause]. I think that’s quite unhealthy. And I think we all have come to this with a curiosity about the world anyway—the world in general. Maybe a sort of *childlike* interest in new ideas, and I think that’s still there. (Jenny)

These differences emerge in staffroom debate, providing a means of testing and sharpening new ideas and discoveries. They are founded on the professional values I have already described.

### Experiential

Although everyday teaching generates more than enough material for discussion and exploration, development can easily stale into recirculated action if it does not draw in the oxygen of new ideas. The importance of making time to keep up with professional

developments in order to resist what Apple (1988: 106) has called the “dynamic of intellectual deskilling” is recognised by all at the Pen:

It's vital to us staying fresh. ... It's very easy to not bother to read that article because, while you're reading in isolation, if you're not really going to get together and talk it through... If you've got somebody whose focus is our professional development, who's sort of keeping us on our toes and saying, “Have you read-” and you say, “No I haven't but I will, for the next academic staff meeting,” you get that much more out of it than if you just sort of read it one evening before you got to sleep. ... It's terribly important to *us* as professionals, otherwise we *do* feel that we get into the daily grind of the full five hours a day every day. (Jenny)

Weekly staff meetings are divided into administrative and academic, and in the latter colleagues share their discoveries. Occasionally this leads to a shared commitment to experiment with the ideas introduced, sometimes it leads to a debate, but as an observer it was interesting to see the many ways in which new ideas were introduced and explored without any sense of imposition.

Where this *exposure to new ideas* calls into question established practice there must also be an *openness to challenge*. Without this, new ideas can founder on the rocks of conservatism allowing the development of a situation such as that described by Neilsen (1991, p. 676): “Teachers who bring their new ideas and practices to the staffroom threaten to stir up a carefully cultivated atmosphere of boredom and faded ideals.” Aware of the danger this represents to a group of teachers who have worked together for so long, Jenny made a conscious effort to employ young staff with fresh ideas because “it makes you re-examine yourself quite often. ‘Why do you do that?’ You have to think it through again; you can't just assume that there's a pat answer.”

Natural development depends on having the confidence to recognise and respond authentically to the challenge of new ideas and having the awareness to recognise the siren call of conservatism for its own sake. It is difficult to strike this balance alone, but it arises naturally within a genuinely collaborative culture. Perhaps not all the features I have described can be cultivated within all schools, but unless at least some of them are present professional development is unlikely to flourish.

### Development begins at home

Having outlined the key features of everyday development within a school context, I should now like to point to the value of seeing all development from this perspective. Apart from the fact that ultimately this is where such development must take place, there are at least two

reasons why it is worth giving particular attention to the advantages natural development offers.

### *It is non-threatening*

Development within a school context should always be challenging, but this does not mean it has to be threatening. The problem with external courses is that they carry with them the prospect of failure — a necessary feature perhaps, but not always a positive one. The Pen teachers registered for the RSA Diploma as a group. When it began all seemed well, but the illness of Annette's young child over a long period meant that she was sleeping less than two hours a night and became, in her own words, “a zombie.” Course work fell by the wayside and by the time she came to take the examination she had little prospect of success. Her failure affected not only her but all of her colleagues, even though they had been successful:

I was devastated. ... I thought that I was a bad teacher. Up to then I'd felt that I was a good teacher and I suddenly felt that this was the judgement on my teaching and that it meant that I was not an adequate teacher. (Annette)

It wrecked us. ... We felt responsible for Annette then. (Jenny)

We were all devastated for her because we are such a close group. And therefore we were all feeling quite jubilant but obviously didn't want to show it. (Louise)

This is not an argument against such courses, but an attempt to set them within a wider professional context. If we think of development in only external terms there is a danger that we might devalue it by reducing it to a mere matter of success or failure.

### *It is career-enhancing*

If an argument is to be advanced in support of natural development, it is to be found in the outcomes of research into career development. Huberman (1992:131) sums up the relevant findings succinctly:

Teachers who steered clear of reforms or other multiple-classroom innovations, but who invested consistently in classroom-level experiments—what they called “tinkering” with new materials, different pupil grouping, small changes in grading systems—were most likely to be satisfied later than their peers who had been heavily involved in school-wide or district-wide projects.

Whether or not such evidence is conclusive, experience suggests that life cannot be lived on a perpetual high; sooner or later we must come to terms with the everyday. Becoming involved in larger projects could perhaps be compared with a love affair: exciting, stimulating, carrying us forward on waves of delight and

*RICHARDS, cont'd on p. 59*

# Taking a Walk on the WILD-er Side of Teacher Development

Alan Mackenzie

The World Wide Web and email have become many language teachers' principle developmental arenas. Email lists such as JALTCALL, TESL-L, AUTONOMY-L and NETEACH-L are being used to share teaching ideas and provide other information helpful to teachers. These sites generate a huge amount of mail, but because of the transience of email there is a lot of repetition and often discussions are "nipped in the bud" by moderators or carried on in private, off-list. Static websites like Dave's ESL cafe ([www.eflcafe.com](http://www.eflcafe.com)) and the Tower of English ([www.towerofenglish.com](http://www.towerofenglish.com)) principally provide teaching resources for both online and classroom situations, while sites such as the Internet TESL Journal ([www.aitech.ac.jp/~iteslj/](http://www.aitech.ac.jp/~iteslj/)) replicate academic journals online.

Although these sites offer much information as well as many interactive activities designed for students, there are few interaction-focused activities to be found through which *teachers* can pursue their own development. The WILD-e (pronounced "wild") web site ([www.wild-e.org/](http://www.wild-e.org/)) aims to fill that gap by functioning as a truly interactive self-access center, within which teachers as learners can help themselves and others to develop in a non-threatening exploratory atmosphere.

WILD-e was set up in October 1997 as an online experiment in changing teacher-teacher communication from the often argumentative and intimidating academic style found in journals and mailing lists to a more personal and collaborative form. A non-argumentative, cooperative style of discourse was seen as essential to make contributors feel welcome, based on the belief that teachers are sharing experiences of separate but interconnected journeys through the same field, rather than attempting to prove their own ideas or to attack others for being wrong. Given the autonomous nature of teaching, the type of discourse that appears on many mailing lists was therefore viewed as potentially destructive and liable to block the growth of ideas and change within teachers themselves (Downing, 1995). In its place, as Krishnamurti (1972) has proposed, WILD-e chose to take the approach that "conflict exists only when you are not learning" (p.2).

By encouraging teachers to investigate their experiences in an honest, non-judgmental manner, the site hopes to act as a focus for building both a personal

awareness of one's professional activities and a professional view of one's personal actions. It is also being used to investigate what real issues teachers face that are ignored by the traditional academic press; what personally inspires individual teachers; how those diverse interests can be used for teaching purposes; and what similar insights there might be between TESOL and other, seemingly unconnected fields.

Rather than offer pre-determined information, WILD-e attempts to create a constantly evolving journal of pedagogic discoveries made through self-reflection, presented in an entertaining and even unusual manner. In fact, the site came into existence because its designers (myself and Nanci Graves) were dissatisfied with current forums for development, felt isolated in our workplaces, and were seeking a way to motivate ourselves to explore new approaches in our teaching and in our academic lives. The ultimate goal of WILD-e is motivating other disaffected teachers to do the same, by discovering how liberating communication based on awareness-raising is and just how much it can stimulate the flow of ideas.

Because of the open-ended subject matter and the corresponding approach, it is important that this form of teacher development be presented online in bulletin board form. Firstly, this is because it provides a permanent record of visitors' thoughts and shows the developmental path that discussions take, something that is often lost in email conferences. Also, it creates a certain anonymity: contributors do not have to leave their names, addresses or affiliations anywhere on site. The lack of face-to-face interaction decreases pressure on people who have little confidence in their ideas, and participation is open to anyone, no matter how isolated geographically or ideologically from their colleagues, giving immediate access to multiple, global teaching perspectives and contexts. Finally, the bulletin-board system gives visitors time to reflect on what is being said in the different threads and the freedom to jump into a conversation at any point they like.

## Theoretical Foundation

In order to suggest an alternative way for language teachers to use language in a creative manner that would simultaneously help the writer to develop as an educator and stimulate readers to develop themselves, WILD-e was based on the philosophical framework

Wild-e websiteとは、教師教育のためのオンラインのインタラクティブなリソースである。誠実さとオリジナリティーを奨励される不安のない環境で、長短を問わず、教師は個人的、一般的な問題について検討し、表現し、コメントを述べることができる。



provided by the following ten principles of awareness training:

### *In order to grow as educators we need to*

- develop our own autonomy
- respect old and develop new traditions
- understand our own experiences more deeply and how they relate to others' experiences
- heighten our sense of awareness of ourselves and others
- be generous with our ideas, time and love
- have a sense of style about everything we do
- realize the interconnectedness of all things and the true complexity of the universe
- cooperate with and respect colleagues and students
- develop inspiration and creativity in ourselves and in others
- develop ourselves for development's sake.

Each of these principles is explored in-depth in WILD-e ([www.wild-e.org/WILD-e/pages/Principles.html](http://www.wild-e.org/WILD-e/pages/Principles.html)), and their expression can be found both in the type of communication that is going on at the site, as well as in the construction of the different activities within WILD-e.

WILD-e's two sub-sections (or "parallel universes" in WILD-e parlance), the interactive and the guided realms, each have five separate sub-areas which provide different lenses through which teachers can become more aware of and gain insight into our profession, our actions and the behavior of our students (Fanselow, 1987).

### **The Interactive Realm**

The different interactive areas are what set WILD-e apart as a teacher development site, providing a variety of immediate access points for contributors and creating, as a whole, an ongoing journal of combined experience. Because all teachers are learners and it is the learners that have to do the learning (Nunan & Lamb, 1996), experiential tasks were seen as the best way to elicit collaborative development from teachers. The interactive realm therefore contains the following five areas, each of which provides different awareness-raising experiences and appeals to different interest areas.

### **For Meditation: *The Wonderwall***

To date, most people have first contributed to *The Wonderwall*. This is an open, "grafitti space" to put quotations that participants have found inspiring, so that they and others may take the opportunity to meditate on their meaning. Its purpose is to tap inspirational sources in the teacher's experience and give them a forum to share that inspiration with others. This contribution of others' words is both a statement of personal philosophy and a gift to others

of a helpful instrument for self-reflection, allowing contributors to state what they want to say without any arguments.

The quotes found there are indeed inspirational, but some are also comic and tend to question the status quo:

For whatever is written, with whatever purpose, whether to express the struggle for freedom or the passion of a love affair, can only reach towards the power of truth in the measure in which the writer is capable of exploring the splendor of language brought into its service.—Nadine Gordimer

Ideology wants to convince you that its truth is absolute. A novel shows you that everything is relative.—Milan Kundera

If you don't have any teeth, use your gums!—Korean Proverb

You don't have to be sick to want to get better.—Julian Edge

Although there is an additional area where quotes can be discussed, it is little used, perhaps because there is no need. Most of the quotes posted are transparent statements of philosophical belief, most are in tune with one another, and many focus on exploring the meaning of autonomy, which appears to be a major concern for both teachers and students.

### **For Questioning: *Can You Tell Me Why?***

In *Can You Tell Me Why?* teachers can insert questions about accepted practice and method in the teaching world. Tradition and received behavior are queried and exploration of alternatives encouraged:

- Why do we keep telling students that it's so important to ask us questions while we're often afraid to ask our bosses why things are being done the way they are?
- Why isn't there more communication between teachers of English and other languages?
- Why don't teachers' meetings get regularly assessed for their degree of effectiveness?
- Why don't learners learn what teachers teach?
- Why do school bureaucrats always reinvent the wheel?
- Does being popular with your students mean you're an effective teacher?
- Why do the people who teach the most get paid the least?

In this area, one question often leads to another. People's awareness of their working environment seems to be enhanced by the asking of the simple question: Why are we doing it this way? Some of these questions may have no answers, but an awareness is being built that alternatives need to be developed for current practices that are of no benefit.

### For Revealing: *True Confessions*

*The Confessional* provides an area for teachers to acknowledge their own failings and anxieties, and to see that even the most experienced do things of which they are not proud. Teachers can divest themselves of negative emotions not only by telling others what they have done that they regret, but also by reflecting on why they were ashamed and what they plan to do to change their behavior in the future:

I'm having trouble getting students to speak in a lower-level freshman listening lab class. The book is absurdly ambitious with uninteresting texts. The activities are only fill-in-the-blank, TOEFL questions, dictation and translation. the professor asked me to prepare some speaking activities, so as I am already teaching 32 hours a week, what I did was think up discussion topics. And of course the students find them impossible to discuss.

I guess I am not really looking for answers...I just wanted to confess a sin. I am ignoring student needs. One student suggested videos, something another teacher (a video freak) is doing. I am resisting this as I don't like television. And the extra work.

The action of confessing helps teachers to reflect on their behavior and the possible dissonance between their beliefs and their practice. By increasing their awareness of what they are doing and why they are doing it, such reflection upon perceived weaknesses also helps them either to develop strategies for dealing with a situation that they may often feel unable to prevent or to ask others for suggestions.

### For Exploration: *The Maze*

*The Maze* recognizes that metaphor both informs and represents our actions and thoughts (Edge, 1992). By understanding and experiencing one thing in terms of another, participants can gain insight into the deeper meaning of their experiences (Lakoff and Johnson, 1980). This area offers teachers an opportunity to create their own metaphors as a way of understanding their own reality, allowing them to take part in a metaphorical journey where connections between teaching, learning and seemingly unrelated actions or objects are explored:

Learning is like an adventure in the mountains. You have the chance to explore many new places, you climb quickly sometimes, spend seemingly endless time traversing plateaus, you descend into dark valleys, drink from crystal clear streams, and sometimes wander around completely lost. (There is also the potential to starve to death!)

### For Relaxation: *The Pub*

Finally, *The Pub* is an area that allows teachers to "shoot the breeze" by bringing up anything they have

read on the site or sharing their questions with other site contributors. Discussions here have ranged from how the site might be improved and expanded to the threatening nature of its having a solid philosophy "up front," while other threads have dealt with some of our inspirational sources, such as The Smiths, Oscar Wilde and Joe Orton.

In sum, the interactive realm was designed to encourage an exploratory rather than an argumentative discussion style, and to foster examination of participants' personal realities in light of multiple perspectives. The hope is that language teachers will thus develop their own language awareness through the effort to become more non-judgmental, respectful and constructive.

### The Guided Realm

The guided realm contains areas for more considered pieces of writing that have been developed over time. Again there are five main categories. "Reviews" explores what inspirational non-academic sources (music, movies, fiction etc.) can tell us about learning and teaching. "The W-files" makes use of the metaphor of the TV show *The X-files* to explore phenomena in teaching that are difficult to explain and rarely tackled in academic investigations. "Features" contains longer explorations on a variety of issues, while "Nexus" provides practical lesson plans and strategies for classroom practice. Finally, "The Outhouse" points to sources outside WILD-e that may be of interest.

What seems to happen when people first write an article for the guided realm is that they produce powerful, personal pieces of writing based on their own experiences and often fuelled by righteous indignation of some kind, as if they feel they have been silenced for a long time.

For example, Petra Kay's "The Metaphysics of the Word: The Gist-Spirit, The Gist-God and The Spirit-of-Metaphor" starts with a revelation: "I was granted a Vision of Joy and a Vision of Horror that was to mark me forever" (Kay, 1998). It continues on to describe a conflict in beliefs between herself and her employer, including a plea for greater consideration of the beauty, artistry and multiple meaning of language, in contrast to the current trend for dealing primarily with the gist and main points.

Similarly, the conflicts described in "Sara's self-analysis" are concerned with painful interactions with another teacher. Through the act of writing, Sara resolves the issue for herself and comes to the conclusion that,

It is only when we begin to share our experiences that they are elevated to the realm of collective wisdom. In doing so, we gain the power to analyze relationships and transform negative encounters into opportunities for self-development and learning. (Gayler, 1998)

MacKenzie, cont'd on p. 39.



# A Chapter in Your Life

## Hiroshima Chapter

It would be difficult to give a profile and history of the Hiroshima Chapter without citing several names. Indeed, despite being a medium-sized chapter, far away from Tokyo, many of its members have been involved as national officers, editors of *The Language Teacher* and JALT Journal, JALT Conference committee members, SIG coordinators and volunteers. However, the fear of omitting someone will prevent this article from being a "Who's Who of the Hiroshima Chapter." Nevertheless, one name has to be mentioned—that of our "founder," Marie Tsuruda.

Marie started the Chugoku Chapter in February of 1978; it became the Hiroshima chapter after other areas such as Okayama and Yamaguchi formed their own chapters. According to Marie, 60 participants at the very first meeting joined on the spot and membership has held steady at around 80-90 throughout the years. As with other chapters outside the Kanto & Kansai regions, membership spiked (150) in the year of our conference—JALT96.

JALT96 was truly a team effort owing its success to the multitude of volunteers who helped out. The theme, "Crossing Borders," reflected the genuine international participation of presenters from around the world, including the speakers from UNESCO/Linguapax. It was rewarding for those of us on the Conference Site Committee to receive so many compliments from participants on our organization, facilities, and city.

The Hiroshima chapter faces the same challenges that other chapters face: how to maintain/increase membership and how to offer its members valuable services on a tight budget. The solutions that have worked for this chapter include communication, variety of programs, and utilization of local talent.

In order to remind members and non-members of upcoming presentations and keep them informed of job opportunities, a bilingual email list has worked very well. It is not only quick and efficient, but it's far more economical than using the postal service. (If anyone would like to be added to this list, please send an email to: [capper@suzugamine.ac.jp](mailto:capper@suzugamine.ac.jp) or phone Mark Zeid at 082-231-4008.) In addition, residents and visitors to this region can find information about upcoming meetings at our website at <http://litcal.yasuda-u.ac.jp/student/>

[jalthiroshima.html](http://jalthiroshima.html) with links to JALT National and to our newly created bulletin board. We would like to encourage all to visit this page and participate in discussions on the bulletin board.

Periodic questionnaires sent to our members also allow us to obtain feedback on preferences such as meeting times, presentation topics, and types of activities. To illustrate the variety of programs slated for this year: teaching TOEIC/TOEFL, teaching children, classroom stress, composition, grammar-translation, JHS & HS issues, storytelling, NLP, using Japanese in the classroom, computer software and reading and vocabulary games.

Although we were able to attract such famous speakers this year as Carolyn Graham and Mario Rinvolutri, we are also fortunate to have many talented, local presenters with modest transportation expenses. This combination gives us a good variety without putting too much strain on our budget. To satisfy members' demand for different topics, our meetings sometimes feature two or three speakers giving mini-presentations and workshops. Members take advantage of the coffee breaks during regular meetings to network and share information. When renowned speakers visit, we sometimes have dinner parties, giving attendees the opportunity to speak directly to them.

In addition to regular monthly meetings, we also hold annual events such as a spring picnic, a potluck *bonenkai*, and a book fair. The picnic is usually held near the Hiroshima castle and the *bonenkai* gives members a chance to exchange recipes as well as ideas in an informal atmosphere. The book fair (January 23, 2000) gives members and non-members unable to travel to the national conference the opportunity to choose textbooks and materials for the following academic year.

Currently our "home" is the Hiroshima International Center in the Crystal Plaza across from the ANA Hotel in downtown Hiroshima City. Meetings are usually held there once a month on Sundays from 3:00-5:00 p.m. Occasionally, meetings take place at the International Conference Center (site of JALT96) near the Peace Park museum. Please check out our website for upcoming meetings and events. We hope to see you soon!

Nelson Einwaechter



## Speaking, Understanding, Developing

Julian Edge, Aston University

Of all the activities, tasks and exercises I have experienced in teacher development, either as participant or facilitator, in thirty years of TESOL across a range of national and educational cultures, the one which has regularly been the most powerful is the one I would like to share with you here.

I realise that that sounds a rather overbearing kind of a claim, but from where I stand, it's just an honest statement of the way I see things.

The task sounds very simple, and it certainly can be done superficially, but it usually engages people more than you might expect, and it usually opens people up to insights into their own interactions and potential that can be a springboard for further developmental work. The task comes in three parts. This is it:

### A. Individual: Read the following story.

In another country, at another time, there was a girl called Lima. Lima's mother died soon after Lima was born. Her father, a very poor man and himself uneducated, made it his main aim in life to make sure that Lima got a good education and so could live a better life than he and her mother had had. To this end, he made every sacrifice and, when Lima graduated from school and won a place at a teachers' college, he was a very proud and happy man.

Lima had lots of fun at college, but did very little work. When the time came for the final examinations, it was clearly going to be impossible for her to pass. Without her teaching certificate, she would not be able to get any kind of job.

The college had a system of personal tutors, to whom students should go if they had a problem. Lima asked her tutor what she should do. This woman said,

*"Lima, I have been telling you for three years that you need to work harder. It's too late now, there's nothing to be done."*

Lima then went to see one of her lecturers and told him the problem. He said that he would show her the examination papers before the exam if she would go to bed with him. She did so, and passed the examinations.

However, Lima also became pregnant. When her father found out, he threw her out of the house and refused to have anything more to do with her. He said that as far as he was concerned, he did not have a daughter anymore.

Now homeless, penniless, and expecting a baby, Lima met a much older man who was a widower

with three children. He said that he would be prepared to marry her as long as she stayed at home

and looked after his house and the children.

I never heard what happened next.

Now, without talking to anyone else, number the characters from 1 to 5 according to how easy you find it to sympathise with their actions. Number 1 is the character with whom you can most easily sympathise. *Do not let anyone else see your sequence.*

Lima Father Tutor Lecturer Widower

### B. Small Group/Pair

Sit in a group of three. Read through the instructions and decide who will be Speaker, Understander, and Observer. Then carry out the task. If there are just two of you, or if pairwork is more convenient, then work without the Observer.

#### The Speaker

Tell the Understander what sequence you put the characters in and why. Do not speak for more than five minutes. When the Understander repeats your sequence and your reasons back to you, listen carefully to see if you have been properly and fully understood. Make additions or corrections where necessary.

#### The Understander

Put out of your mind your own sequencing of the characters in the story. Listen carefully to the Speaker. Don't make notes. Concentrate on making the Speaker feel well listened to. Do not show any signs of agreement or disagreement with the Speaker. Your job is to understand what the Speaker has to say as well as you possibly can, leaving your own opinions out of it. To show that you have understood what the Speaker has told you, repeat back to the Speaker his or her sequencing of the characters and the reasoning behind it. This repetition is called reflecting. You don't have to try to use exactly the same words as the Speaker, but you must do your best to capture the exact meanings that you have understood. You can either wait until the Speaker has finished before reflecting, or, if you can't remember that much, come in while the Speaker is talking. The purposes of reflecting are:

- to check comprehension and communication of ideas and feelings;
- to demonstrate respect and increase empathy;
- to provide a basis for developing the Speaker's ideas.

#### The Observer

Pay particular attention to the Understander, noting any non-linguistic communication. Also pay special

attention to the Understander's attempts to reflect, noting anything that seems particularly successful or unsuccessful. Remember, it should not be possible for you to tell what the Understander thinks about the Speaker's sequencing and reasons for that sequencing. After not more than ten minutes, lead a feedback session, contributing the above information and asking for the reactions and contributions of Speaker and Understander. The following questions are central:

Did the Speaker feel well understood? What was this feeling like?

Did the Speaker understand his or her own ideas better after having expressed them?

Did the Speaker's ideas develop at all as they were being expressed?

How did the Understander feel while trying to reflect without revealing his or her own opinions?

How does the Speaker feel about not having heard the opinions of the Understander and Observer?

### C. Whole Group

If you are working as part of a larger group of people, get back together now and talk about what happened in the pair/small group activity. Talk especially about what it was like to be in the role of Speaker and Understander.



**What's the point of the activity?** Well, in one sense, it goes back to the following statement by Carl Rogers (1951/1992, p. 28):

I would like to propose, as a hypothesis for consideration, that the major barrier to mutual interpersonal communication is our very natural tendency to judge, to evaluate, to approve or disapprove, the statement of the other person, or the other group.

One purpose of the activity, then, is to give the Understander the experience of trying to put aside this "*natural tendency to judge*." A common initial outcome for the Understander is a sense of frustration, a frustration which arises from not being allowed to take up one's "*natural*" amount of interactional space. On the other hand, what is on offer is the chance to:

- learn a way of consciously disciplining your interactional style;
- learn really to listen to, and appreciate, someone else in a way which exceeds what you normally achieve;
- hear and understand opinions, positions and perspectives which would not normally be available to you;
- become actively involved in helping a colleague develop their own ideas and plans out of their own understandings of their own experience.

To take a current example, if you were put off by the pomposity of my opening claim about the activity

represented above, that evaluation will have got in your way of understanding what I am trying to share with you. If you are able to put aside such feelings, you will be more open to hearing and understanding me.

The point about helping a colleague develop demands a little more comment. Again, the background to it can be captured in a quotation from Rogers (Rogers and Freiberg, 1994, p. 288):

One way of assisting individuals to move towards openness to experience is through a relationship in which we are prized as a separate person, in which the experiencing going on within is empathically understood and valued.

Let's continue from that point by shifting our attention to the Speaker. One purpose of the activity is to give the Speaker the experience of expressing their ideas in a situation where they will not have to defend them, but they will have to make them very clear. A common outcome for the Speaker is a sense of frustration, a frustration which arises from not receiving the usual amount of interactive feedback. On the other hand, what is on offer is the chance to learn how to:

- take responsibility for expressing your ideas and plans clearly;
- use the opportunity provided by the Understander's reflecting your ideas back to you to clarify and improve those ideas;
- accept help in the development of your ideas without that help having to take the form of suggestions, advice, or any other form of evaluation.

So, the translation of this activity into our professional lives goes like this: if, instead of thinking about Lima, a teacher is working on a better way to pronunciation or an ethical way of reducing the amount of marking they have to do, some find it useful to have a relationship with a colleague in which that colleague takes on for a while the difficult but highly supportive role of the Understander, while they as Speaker work on their own ideas, based on their own experience, understandings and intentions. I am not putting this forward as speculation, I am reporting from practice.

I have to make it clear that I am not suggesting that we should abandon our exchanges based on evaluation: our discussions, suggestions, arguments, debates and disagreements. I am saying, however, that we can do better than limit ourselves to only that style of exchange, especially when a complementary possibility is available. It may just be that this is an idea whose time is coming around, inasmuch as Deborah Tannen's new book ends with the following plea in the face of the increasingly negatively adversarial culture which she identifies in many aspects of our lives (Tannen, 1998, p. 298):

We need to use our imaginations and ingenuity to find different ways to seek truth and gain knowl-

edge, and add them to our arsenal – or, should I say, the ingredients for our stew. It will take creativity to find ways to blunt the most dangerous blades of the argument culture. It's a challenge we must undertake, because our public and private lives are at stake.

I do realise that I am sailing deep waters here in the skiff of a single artificial activity, and that I am carrying very little intellectual ballast. But I guess that, in essence, all "My Share" activities are like that. Writers don't just want to share an activity with you, they want you to share the excitement and the sense of achieving something that they get from the activity. And each activity can only make sense in some kind of framework of shared purpose and values.

The purpose of this work is to enhance the possibilities for individual self-development based on the values of mutual respect, trust and empathy. As well as encouraging individual growth, the work can influence, both directly and indirectly, the spirit of collegiality which exists between two people, or among a group of colleagues, or throughout an institution. The activity I am sharing with you here is an introduction to a form of one-to-one collaboration, but in our work at Aston University we have also developed a form of what we call Group Development which brings together the six full-time members of the Language Studies Unit in regular meetings run on the same principles.

I can't go into all that here. If you want to read more about the ideas that inform this activity, you could follow up the references I have given. I lay out the original scheme of teacher development into which this activity fits in Edge 1992a, 1992b. If you try out the activity and think that there might be something in there for you, then talk to other people about it. Get in touch with me, or with the editors of this issue of *TLT*, or get involved in JALT's teacher development SIG and you will find like-minded people with whom you can develop your own way forward.

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- Rogers, C., and Freiberg, H. (1994). *Freedom to learn* (3rd. ed.). New York: Merrill/Macmillan.
- Tannen, D. (1998). *The argument culture*. London: Virago.

MacKenzie, cont'd from p. 33.

These articles constitute a form of creative expression that needed only the freedom to be allowed to happen. For contributors, it is a liberating feeling to know that they can say anything they wish in a thoughtful and entertaining way—rather like they might at a dinner party—to an audience that will listen, think about what was said and then comment on it if they feel the desire. WILD-e also allows different people to contribute in different ways, thus encouraging teachers to utilize other linguistic skills that academic publications do not tap. Petra, for instance, is a poet applying her talents to teaching, while writing for WILD-e appeared to open a floodgate for Sara, who subsequently started writing for other publications as well as developing her own teaching materials.

### Conclusion

Krishnamurti (p. 56) notes that there is a human tendency to "fix a direction, and avoid everything else," yet it is precisely the "everything else" that WILD-e is interested in exploring. As a journal of individuals' learning and teaching experiences, WILD-e will continue to grow and develop organically with a small band of contributors. The ultimate aim of WILD-e is to exist: to be there as an interesting alternative to the traditional teaching press and to challenge authority and received wisdom whenever necessary. Through the medium of the Internet, WILD-e seeks to simultaneously encourage cooperative solutions and increased personal awareness of the teaching/ learning condition. Contributing to WILD-e is a form of self-liberation rather than a professional duty that is designed to enable individuals wherever they are to share their experiences and find commonalities which will help them in both their personal and professional lives.

### References

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- Galer, S. (1998). WILD-e. Sara's self-analysis. Available at [www.wild-e.org/WILD-e/pages/Sara.html](http://www.wild-e.org/WILD-e/pages/Sara.html)
- Kay, P. (1998). WILD-e. The metaphysics of the word: The gist-spirit, the gist-god and the spirit-of-metaphor. Available at [www.wild-e.org/WILD-e/pages/metaphor.html](http://www.wild-e.org/WILD-e/pages/metaphor.html)
- Krishnamurti, J. (1975). *Beginnings of learning*. London: Penguin, Arkana.
- Lakoff, G. and Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Nunan, D. & Lamb, L. (1996). *The self-directed teacher*. London: Cambridge University Press.

### Suggested Further Reading

- Stevick, E. (1980). *Teaching languages: A way and ways*. Rowley, MA: Newbury House.
- The works of Oscar Wilde.







## Book Reviews

edited by katharine isbell & oda masaki

**A Novel Approach: Fried Green Tomatoes.** Elizabeth Gareis, Martine S. Allard, Susan Gill, and Jacqueline J. Saindon. Ann Arbor: University of Michigan Press, 1998. Student workbook: pp. x + 83. \$16.95. ISBN: 0-472-08495-X. Teacher's manual: pp. vi + 85. \$18.95 ISBN: 0-472-08495-4.

This is one of a series meant to complement reading an authentic novel, or watching a filmed version of the story. Others in the series include Jerzy Kosinski's *Being There* and Stephen King's *The Shawshank Redemption* (reviewed 8/99). American actress-turned author, Fannie Flagg, has written a story of love, fear, and food set in the now-abandoned hamlet of Whistle Stop, Alabama. Ninny Threadgood, a resident of a semi-rural home for the aged, tells her story to stranger Evelyn Couch. Ninny relates stories of her putative cousin Idgie and Idgie's soulmate and country cafe co-owner, Ruth. The 1992 movie version, starring Jessica Tandy, Kathy Bates, Mary Stuart Masterson, and Mary-Louise Parker, spent much time juxtaposing memories and the wonders of Southern cuisine, leaving viewers simultaneously melancholy and hungry. Luckily, detailed recipes are included in the book.

While it is preferable to use the entire story for a sense of completion in an intermediate-advanced reading, video, or critical thinking class, it is also possible to use certain selected scenes or stories within the narrative. The anecdotal, storytelling structure of the work makes such decisions possible. Much depends, of course, on actually obtaining the video or novel—they have to be rented or purchased separately. In any case, the student workbook proved lively and interesting, the teacher's manual readable and teacher friendly. The manual gives solid support in the form of a sample lesson plan, plus a series of ten quizzes of ten questions apiece.

Using the material and video together, my class tried some of the previewing, viewing and postviewing activities. One of the three previewing questions, for example, asks students to role-play as de facto producers and casting directors. "Whom would you choose to play the main roles? Which scenes from the novel would you [keep]. . . , Would you change the story in any way? Why or why not?" (p. 77) These lines of enquiry are certain winners, and they can surely elicit many comparative-superlative questions and opinions. The sixteen viewing activities were fairly difficult—asking students to select and research idioms from movie dialogue, predict the course of the plot, envision the same story in Japan, and write an internal monologue for one of the characters. The monologue notion would seem a worthy idea for a journal writing exercise.

Finally, a critical thinking class would be well served by one of the 12 postviewing questions, which asks students to "Research the history of homosexuality in Hollywood and discuss it with your classmates." (p. 80) This is in reference to the possibility that director Jon Avnet chose to water down the lesbian subtext to Ruth and Idgie's relationship as limned in the novel. Other postviewing activities include researching "several reviews. . . and comparing them. . . seeing which are most positive and most negative" (p.81) as well as asking students to play critic and hand out stars or "thumbs up and down" after oral reviews. Students are also encouraged to confer awards on members of the cast or production staff, which could be an interesting Theatresports-style role-play.

The book, video and recipe all share more than a common name; there is no doubt at all that they will also share a healthy and lengthy shelf life in the years ahead.

Reviewed by Tim Allan  
Kwassui Women's College, Nagasaki

**Interchange Placement Test.** Jean Turner, Suzanne Laurens, Robin Stevens and Troy Titterington. Cambridge: Cambridge University Press, 1997. Test administration and scoring guide: pp. 12, Test and answer sheet: pp. 16. ¥4,640. ISBN: 46759-4.

A new addition to the extensive *Interchange* family of materials which includes textbooks, teacher manuals, workbooks, videos, and audio tapes, the *Interchange Placement Test* is designed to help educators determine the appropriate *Interchange* materials students should use. The test consists of two basic parts: a multiple-choice test and a conversation test. The multiple-choice test has three sections: 18 listening items, 18 reading items, and 34 language-use items. The package includes a master test and answer sheet for authorized copying of individual tests for each test-taker. There is also a manual for test administrators and a cassette for the listening part of the test.

The listening section consists of eight brief conversations followed by one, two, or four multiple-choice questions. Test-takers are expected to draw conclusions from the interaction in order to choose the appropriate answer. The reading section consists of six passages ranging from six short sentences with a single multiple choice question to a half-page article which is followed by five multiple choice questions. The language-use section involves choosing the appropriate form to complete sentences such as *I have very \_\_\_\_ time for exercise* with the choices of *few*, *many*, and *little* given from which to complete the sentence. The conversation test, which involves questions and tasks that relate directly to the conversation levels in the *Interchange* series, is scored according to comprehensibility and accuracy.

The score for the written test is then used to place students into different levels of the Interchange program. In the recommended placement scores, students are divided into nine levels from Intro, Level 1, Level 2 and Level 3 with each level being divided into first half and second half. The ninth level is beyond the *Interchange* curriculum. The authors suggest that the speaking test can then be used to fine tune the results to the extent of even totally overriding the results of the written test in cases where the two tests yield radically different results. They say that the score guidelines are only suggestions and should be adapted to the needs of individual programs.

I used the test with intermediate- to advanced-level students at Hiroshima University. I had already selected the students and the texts (*Interchange 2* and *3*) so I used the test to divide the group in half. I only gave the speaking test to those falling in the middle on the written test and used this information to make the final placement. Judging from the class results, this placement test did a good job of providing a basis for placing students in appropriate groups.

The *Interchange Placement Test* is another high quality component of the Interchange family of classroom materials, and it can provide a solid basis for determining the placing of students using *Interchange* course materials. However, it should not be used blindly, and the results should be interpreted while keeping in mind the skills and needs of the particular students with whom the materials are being used. For example, it is probably true that for many Japanese students the written test scores will be much higher than the spoken test so that an instructor may wish to place students one or two levels lower than that suggested for written scores.

Review by Brian Teaman  
Institute for Foreign Language Research and Education  
University of Hiroshima

**Idle Chatter.** Margaret Von Perger. Melbourne: Oxford University Press, 1997. Vol. 1: pp. x + 110. ISBN: 0-19-554005-0. Vol. 2. pp. vii + 128. ISBN: 0-19-554007-7.

*Idle Chatter* is a two-volume spelling/sound recognition work—intermediate and upper-intermediate/advanced—with accompanying tapes. The 18 chapters in both books cover the same 20 vowel sounds. Line drawings of the lips and mouth open each chapter, followed by a dozen or so examples of the different spellings one may encounter for that sound. Each unit is rounded out with dialogues and gap-fill/word find exercises. For instance, Unit 2 of Volume 1 presents the [I] sound with its spelling appearances in *sieve*, *build*, *cabbage*, *pretty*, *gymnasium*, *busy*, and *women*. Volume 2, on the other hand, refers the learner to a much longer list of a hundred or so words for each sound found at the back of the book. Stu-

dents are advised to learn the spellings before doing the comprehension and cloze listening exercises.

The varied and ingenious dialogues that serve as practice throughout the two volumes are great value in themselves. These original, natural-sounding conversations provide a lot of idioms such as *through thick and thin*, *feeling the pinch*, and *don't know him from a bar of soap* as well vocabulary for real-life situations: *She gave birth to our child, they thought she might have to have a Caesarian, the baby turned around* (Vol. 1, p. 61).

In my experience, much of the difficulty in Asians' pronunciation comes from the rhythm and pitch changes that mark the new language. The importance of the melodic rise and fall of whole sentences is not touched on in the text; conceivably a student might be able to faithfully reproduce the individual sounds of each word without being able to produce sentences that are understandable for native speakers.

Relying on the written word to learn pronunciation is an unfortunate learning strategy. Although there is a wonderful selection of dialogues, the two volumes reinforce this concept. However, my own students loved the opportunity the books provided to refine the pronunciation of the individual sounds. I used the introduction from each chapter with its short list of examples and a few lines of one of the three dialogues in each chapter for a once-a-week pronunciation course I taught. Student liked having the difficult sounds together in accessible groups.

As a final comment, I would have liked to see the ubiquitous *schwa* sound receive more attention than a brief paragraph in the introduction. It is after all the most frequently occurring sound in English. Even an effort to say a single word such as *bacon* for instance, in Unit 13, Book One, will not be very satisfactory if *on* is not pronounced as a *schwa*.

Nonetheless, Margaret Von Perger's two volumes are a worthy attempt to draw together all the mysterious spellings of various vowels in English, and the dialogues are appealing in their own right. The way these books are used will, as always, dictate their success. They are an attractively presented, comprehensive collection of many of the sound-spelling contradictions which challenge the courage of learners of English.

Reviewed by Sue Sullivan  
Hagley College & University of Canterbury,  
Christchurch, New Zealand

### Recently Received compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of November. Please contact Publishers' Reviews

Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

## For Students

### Course Books

- !Burke, D., & Harrington, D. (1998). *Street talk: Essential American slang & idioms* (student's). Studio City: Caslon Books.
- Gallagher, N. (1999). *Delta's key to the TOEFL test* (text includes practice tests, tapescripts). IL: Delta Publishing Company.
- Jones, L. (1998). *New Cambridge advanced English* (2nd ed.) (student's, teacher's, cassettes). Cambridge: Cambridge University Press.
- Lazar, G. (1999). *A window on literature* (student's, cassette). Cambridge: Cambridge University Press.
- \*Littlejohn, A., & Hicks, D. (1998). *Cambridge English for schools: Book four* (student's, teacher's, workbook, cassettes, workbook cassette). Cambridge: Cambridge University Press.
- \*O'dell, F. (1997). *English panorama 1: A course for advanced learners* (student's, teacher's, cassettes). Cambridge: Cambridge University Press.
- \*O'dell, F. (1998). *English panorama 2: A course for advanced learners* (student's, teacher's, cassettes). Cambridge: Cambridge University Press.
- Richards, J. (1998). *Changes intro: English for international communication* (student's, teachers, workbook, cassettes). Cambridge: Cambridge University Press.
- !Richards, J., & Sandy, C. (1998). *Passages: An upper-level multi-skills course* (student's, teacher's, workbook, cassette). Cambridge: Cambridge University Press.
- \*Slater, S., & Haines, S. (1998). *True to life: Starter* (student's, teacher's, workbook, cassettes). Cambridge: Cambridge University Press.
- \*Spratt, M., & Taylor, L. (1997). *The Cambridge CAE course* (student's, teacher's, workbook, cassettes).

### English for Business

- Jones, Leo. (1998). *Welcome: English for the travel and tourism industry* (student's, teacher's, cassettes). Cambridge: Cambridge University Press.
- \*Jones-Macziola, S. (1998). *Further ahead: A communication course for business English* (student's, teacher's, workbook, cassette, workbook cassette). Cambridge: Cambridge University Press.
- MacKenzie, I. (1997). *English for business studies: A course for business studies and economics students* (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

### Grammar

- Gammidge, M. (1998). *Grammar works 1* (student's, teacher's). Cambridge: Cambridge University Press.
- Gammidge, M. (1998). *Grammar works 2* (student's, teacher's). Cambridge: Cambridge University Press.
- Obee, B. (1998). *Cambridge first certificate: Grammar and usage* (2nd ed.) (student's, teacher's). Cambridge: Cambridge University Press.

### Listening

- \*Espeseth, M. (1999). *Academic listening encounters: Listening, note taking, and discussion: Content focus, human behav-*

*ior* (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

### Reading

Roberts, P. (1999). *Cambridge first certificate: Reading* (2nd ed.) (student's, teacher's). Cambridge: Cambridge University Press.

### Supplementary Materials

- \*Hancock, M. (1998). *Singing grammar: Teaching grammar through songs* (resource book, cassette). Cambridge: Cambridge University Press.
- \*Obee, B. (1999). *The grammar activity book: A resource book of grammar for young students*. Cambridge: Cambridge University Press.
- \*Wallwork, A. (1999). *The book of days: A resource book of activities for special days in the year* (resource book, cassettes). Cambridge: Cambridge University Press.

### Vocabulary

- McCarthy, M., & O'Dell, F. (1999). *English vocabulary in use: Elementary*. Cambridge: Cambridge University Press.
- Redman, S., & Shaw, E. (1999). *Vocabulary in use intermediate: Self-study reference and practice for students of North American English*. Cambridge: Cambridge University Press.
- Writing**
- MacAndrew, R., & Lawday, C. (1999). *Cambridge first certificate: Writing* (2nd ed.) (student's, teacher's). Cambridge: Cambridge University Press.

## For Teachers

- Bachman, L., & Cohen, A. (1998). *Interfaces between second language acquisition and language testing research*. Cambridge: Cambridge University Press.
- Gardener, D., & Miller, L. (1999). *Establishing self-access: From theory to practice*. Cambridge: Cambridge University Press.

# JALT News

edited by thom simmons

**National Membership Chair change**—Richard Marshall, National Membership Chair for 1997-1999, has resigned. Joseph Tomei, the single candidate for this position in the upcoming election has been appointed interim Membership Chair by the JALT President. Joseph will seve out the remainder of Richard's term.

**USIS Grant Award**—JALT has been awarded a grant from the United States Information Service (USIS). In July we received a ¥571, 236 comprehensive travel grant for JALT99 main speaker Anna Chamot of George Washington University. Takubo Motonobu, Financial Manager, and Joyce Cunningham, National Program Chair, visited the offices of the USIS in August to receive the generous award and relay the appreciation of President Gene van Troyer, who made the grant proposal and shepherded it through the application process.

During July and August, JALT, now a recognized nonprofit organization, received over two million







yen in donations and grants. If you would like to further these efforts please contact JALT Treasurer David McMurray at [mcmurray@fpu.ac.jp](mailto:mcmurray@fpu.ac.jp); or send a donation by postal money order to JALT-NPO c/o Central Office, Urban Edge Building, 1-37-9 Taito, Tokyo 110-1106; or cash transfer by bank to The Fuji Bank Ltd., Torigoe Branch, branch code 145, account number 1508042. The type account is Saving, and the name, JALT. All donations will be acknowledged and receipted.

**JALT Non-Profit Organisation Formally Registered**—An all-important battle to gain recognition, to secure a measure of protection for national officers, and to open doors to foundations, granting agencies and donors, has been won! Valiantly and cooperatively by our JALT Central Office staff, Administration Committee, National Officers, Executive Board, and AGM. Quite right that we celebrate it on our 25th anniversary and let's put this new tool to good and immediate use.

**The Language Teacher CD-ROM is now on sale**—After a brisk debut at JALT99, additional copies of *The Language Teacher on CD-ROM* are now available. This disk is a fast, easy way to search for the topics and references you need. TLT: Episode One contains volumes 1 through 10, the complete set from 1976 to 1986, accurately compiled by Lawrence J. Cisar and priced at ¥4000 for JALT members. To order, please write "TLT on CD-ROM" on the row "other" on the postal furikae form found at the back page of every *The Language Teacher* magazine.

Larry is currently fielding technical questions on two JALT internet discussion lists, JALTCALL and SIGNIF. Feel free to join in the discussion, on whichever listserver you might be sharing. (Or check your April Directory Supplement to learn how to join a list.) The academic opportunities of the venture for our profession are endless. I received one of the early copies and have found it to be an extraordinary source of information on teaching in Japan and on JALT's history.

*Thomas L. Simmons  
JALT Recording Secretary*

## **JALT99**

**compiled by dennis woolbright**

The JALT community wishes to express our deepest gratitude to all of the sponsors of speakers and events at JALT99 and during the pre-conference 4 Corners tour:

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Sportsworld  
Tohoku Internet  
Toshiba  
Tuttle Publishing (especially John Moore)  
The United States Embassy (especially Helen McKee)

And the JALT community also owes a debt of gratitude to the many volunteers who gave freely of their time and energy to make this conference a success. The Gunma chapter of JALT, in particular, made an all-out effort to organize the gritty details of the conference site. Let's congratulate them for a job well done!

*Jill Robbins, JALT99 Program Chair  
Joyce Cunningham, JALT National Program Chair.*

## **Bulletin Board**

**edited by david dycus & kinugawa takao**

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a **paragraph format** and not in abbreviated or outline form.

**Call for Participation: JALT Tokyo Metro Mini-Conference**—The Tokyo area chapters are jointly sponsoring a one-day conference on Sunday, December 5, 1999, at Komazawa University from 9:30-17:00. Its theme is "Classroom Practice: Forging New Directions." The Junior and Senior High SIG and the Teaching Children SIG will host the Featured Series Presentations on Reading, with both teacher and publisher sessions about teaching reading. Visit the website at <http://home.att.ne.jp/gold/db/tmmc> or contact the program chair for details. Contact: David Brooks; t/f: 042-335-8049; [dbrooks@planetall.com](mailto:dbrooks@planetall.com).

**Call for Papers: CAJ Annual Conference in Tokyo**—The Communication Association of Japan (CAJ) will hold its annual conference on June 16-18, 2000, at Nihon University, Tokyo, Japan. Proposals for papers, mini-symposiums, and workshops are welcome on the conference theme of "Communication, Teaching,





and Research for a Global Society" and for all areas involving communication and foreign language teaching. The deadline for proposals is January 15, 2000. For details about the deadline, proposal format, or for more information about the conference and CAJ, contact Takehide Kawashima; Dept. of English, College of Humanities & Sciences, Nihon University, 33-25-40 Sakurajosui, Setagaya-ku, Tokyo, Japan 156-0045; t: 81-3-5317-9707; f: 81-3-5317-9336.

**Call for Papers: FLEAT IV Conference in Kobe**—The 4th International Conference on Foreign Language Education and Technology (FLEAT IV) will be held at the Kobe Bay Sheraton Hotel, Ashigei Rokko Island College, and Rokko Island Center (RIC), Kobe, Japan, from July 29 to August 1, 2000. The theme is "Language Learning and Multimedia: Bridging Humanity and Technology."

FLEAT IV is currently inviting proposals for papers for oral or poster sessions. Presentations are to be in either English or Japanese. Presentation time is 30 minutes for an oral session, including 10 minutes of discussion, and 2 hours for a poster session. Those interested should send an abstract in English (not Japanese) of about 500 words. **Abstracts should be sent via email to [fleatproposal@kuins.ac.jp](mailto:fleatproposal@kuins.ac.jp).**

Accompanying the abstract, include the following information: (a) presenter's name: surname, first name, middle initial (if any); (b) presenter's affiliation; (c) title of the presentation; (d) presenter's email address; (e) presenter's postal address; (f) presenter's telephone and fax numbers; (g) coauthor's name(s) (if any); (h) coauthor's affiliations; (i) coauthor's title(s); (j) language of the presentation: English or Japanese; (k) type of presentation: oral or poster; (l) presentation title (repeated).

All proposals must be received by Thursday, January 20, 2000. Further conference details will be available at <http://www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html>. Unless otherwise specified, all correspondence will be via email. For inquiries, contact Jun Arimoto, Vice Secretariat of FLEAT IV; [fleatQ&A@kuins.ac.jp](mailto:fleatQ&A@kuins.ac.jp).

**The Language Teacher Staff Recruitment**—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional on-line and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s

operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; [i44993g@nucc.cc.nagoya-u.ac.jp](mailto:i44993g@nucc.cc.nagoya-u.ac.jp).

## Special Interest Group News • 研究部会ニュース

edited by robert long

Interested in learning more about your SIG(s)? Please feel free to contact the coordinators listed after this column.

**Bilingualism SIG**—Are there two languages in your life? Are you raising or teaching bilingual children? The Bilingualism N-SIG's newsletter, *Bilingual Japan*, addresses a variety of topics concerning bilingualism and biculturalism in Japan. To receive *Bilingual Japan*, or for more information about the other activities and publications of the Bilingualism SIG, please contact Peter Gray.

**GALE**—Our SIG is gearing up for full SIG status with new officers and an exciting two-year plan to bring internationally renowned researchers on language and gender education to JALT conferences and publish our own refereed journal on gender and language education. The time is right and we are happening! For more info, contact Amy Yamashiro, publicity chair at [jmcl@gol.com](mailto:jmcl@gol.com) or call Cheiron McMahill, coordinator at 0274-82-2723.

**Teaching Children**—The Teaching Children SIG and the Junior & Senior High SIG are co-hosting the Featured Series Presentations on Reading at the JALT Tokyo Metro Mini-Conference on Sunday, December 5, 1999 at Komazawa University from 9:30-17:00. TC members will make a series of presentations on reading and publishers will make presentations on readers. Come and join us in Tokyo at the last conference of this century! The theme of the December issue of the *TLC Newsletter* is Extending Classroom Fun.

For SIG Coordinators: please send your reports by email, [long@dhs.kyutech.ac.jp](mailto:long@dhs.kyutech.ac.jp) or by fax, 093-884-3447. Thank you.



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## Chapter Reports

edited by diane pelyk

**Fukui: April 1999—*Practical Activities for Elementary and High School Classes*** by Elizabeth Kitamura. Kitamura led the participants through a unique hands-on presentation of various activities suitable for kindergarten through high school EFL classrooms. We began as kindergartners actively involved in decorating a human Christmas tree, and ended the session as

senior high school students landscaping the mood of intriguing sounds. In between, our tasks included games, songs, communicative speaking activities, grammar chants, and narrative pairwork. All activities were designed to enable learners to use English creatively in a pleasant atmosphere. During the meeting, participants were able to discuss and expand upon methods experienced to further ways of developing these moods.

**Fukui: May 1999—*Using Authentic Tasks*** by Date Masaki. This workshop centered on the design and implementation of authentic tasks in the English language classroom. Research has shown that students tend to enjoy participating in activities that have a real-world application, and that these tasks are useful in enhancing the communicative skills of students. The focus of real-world tasks is on the communication of meaning, as opposed to a focus on language forms. An example of a real-world task is asking the students to listen to a weather forecast and decide whether or not to take an umbrella and sweater to school. Date presented several examples of tasks that he has successfully used in his classrooms, then led participants in designing tasks that could be employed in their own classes. Some suggested activities included creating a classroom newspaper, making commercials, and writing and performing parody skits.

Both reported by Michelle Griffith

**Gunma: April 1999—*Poetry in the EFL Classroom*** by Audrey Short. Enjoying and exploring poetry need not be a solitary act. Short illustrated this point by engaging the participants in a wide variety of interactive and dramatic activities that help students work cooperatively while using poetry. These activities also help students communicate in English while acquiring intonation, rhythm, stress, and pronunciation skills. In order to encourage students to use their creative side, they must feel comfortable with their classmates. The presenter began with a guided visualization which made everyone feel relaxed and ready to be creative.

Poetry is not only a universal form of communication. It also touches on common themes concentrated in self-contained context. Teachers can help students think about themes by writing a word and its antonym on two large pieces of paper, then placing them on opposite sides of the room. The students migrate to their preferred word and brainstorm words related to that theme. Contrasting words might include *sun/moon*, *city/countryside*, or *car/bicycle*.

By the end of the workshop, we were able to create group poems by writing sentences related to a given topic on slips of paper. These poems were then passed on to other groups that selected and sorted the sentences, then gave the resulting poem a title.

Reported by Renee Gauthier Sawazaki



**Kanazawa: May 1999—*Oral Communication Tips*** by Hirano Michiyo. The purpose of this workshop was to give us an opportunity to work with oral performance and dramatic analysis. We developed an overall picture of the character and the situation by asking, "Who is speaking to whom under what circumstances?"

The procedure involved the following steps: (a) relay reading with and without the script; (b) retelling the story while looking at the illustrations for each paragraph; (c) speaking practice facing the wall with gestures and facial expressions; (d) classroom demonstrations.

If properly arranged, this procedure works well with all student levels. Letting students draw their own pictures of the story is another useful tool.

*Reported by Kamanaka Sechiko*

**Miyazaki: May 1999—*Peace Education*** by Toyama Kiyohiko and Kip Cates. Toyama traced the development and changes in Japanese attitudes to the Second World War and peace education, focusing in particular on the development and legacy of the victim mentality.

Toyama also outlined some recent positive developments such as a greater awareness of Japan's wartime aggressor role, as reflected in gradual textbook changes and the establishment of peace related institutions which admit Japan's aggressive role in World War II.

Cates focused on how to instill peace education within a language learning format, noting that education skills are meaningless unless they are humanized in some way. Cates involved the participants in word games that revolved around the idea of peace and allowed for more extended discussions. He also outlined the development of a successful pen pal program with a sister city in Korea, which has enabled Japanese and Korean students to view each other in a more positive light.

*Reported by Mike Guest*

## Chapter Meetings

edited by tom merner

**Akita—*The Value of Poster Sessions*** by Mark Cunningham, MSU-A. Also Beth Edwards, Ed Rummel, and Matt Warwick will explain and demonstrate the value of poster sessions in teaching the four skills at a wide variety of levels, which should be useful for everyone. *Saturday, November 13, 14:00-16:00; MSU-A (GH-300); one-day members ¥1000, students ¥500. Note: this is our final call in '99 and no meetings are planned during winter.*

MSU-A (ミネソタ州立大秋田校)の4人の先生が熱演。ポス

ター・セッション、プレゼンテーションが英語の4技能習得のためいかに有効かについて語る。秋田ではこの例会を最後に冬期間は月例会を休みます。

**Chiba—*Current Issues in the Japanese High School English Classroom*** by Charles M. Browne, Aoyama Gakuin University. *Sunday, November 28, 11:00-13:00; Chiba community center. There will be a pot luck lunch and an election from 13:00-14:00.*

**Fukuoka—*Motivating Japanese Students to be Active Communicators*** by David Paul. *Sunday, November 7, 14:00 to 17:00; Aso Foreign Language Travel College.*

**Hamamatsu—*Why Japanese students fail to learn English: a psychological perspective*** by David Paul, David English House. Why do children lose motivation and what can we do about college students who still can't communicate? George Kelly's ideas for Constructivist approaches to psychology will be used as a focus with quite fundamental implications for both Japanese and Western teachers of English at colleges, high schools, language schools and elementary schools. *Sunday, November 21, 13:00 - 16:00; Create Hamamatsu; one-day members ¥1000, first time visitors free.*

構造主義的心理学の手法を取り入れた、様々な学習環境で指導する日本人と西洋人教師双方にとって基本的な示唆を提供します

**Hiroshima—*Customizing Software for the Classroom*** by Nelson Einwachter and *Reading and Vocabulary Games* by Roidina Salisbury. *Sunday, November 21, 15:00~17:00; International Center 6F, Crystal Plaza; one-day members ¥500.*

**Hokkaido—Virginia Rojas (English) and Yukawa Emiko (Japanese)** will conduct an all day workshop on *Bilingual Child-raising and Education*. *Saturday, November 13, 10:00-16:00; HIS International School, 1-55, 5-jo, 19-chome, Hiragishi (5 mins from Sumikawa Station); one-day members ¥1000.*

**Kagoshima—*Home-Grown Texts*** by Malcolm Swanson. An interactive event on organizing and producing your own textbook or teaching materials. Followed by a Bonenkai. *Saturday, November 27, 15:00-17:00; Iris Kyuden Plaza (second floor of the I'm Building in Tenmonkan); one-day members ¥500.*

**Kanazawa—*Bilingualism and International Families in Japan*** by Mary Goebel Noguchi, Ritsumeikan University. The presenter will try to give the audience a better understanding of what it means to grow up with two languages, and how parents and teachers can facilitate linguistic development and emotional security in children growing up bilingually. She will also discuss teaching bilingual children who attend Japanese schools to read English at home. *Sunday, November 14, 14:00-16:00; Nagamachi Kenshyuukan, Nagamachi kosaten, Kanazawa (please note change of venue); one-day members ¥600.*

二言語をもって育つことをより深く理解するとともに、両親や教師がこのような環境で育つ子どもの言語的発達と情緒的安定の実現をいかに手助けできるかを講演します。

**Kitakyushu—Home-Grown Texts** by Malcolm Swanson, Kyushu Junior College of Kinki University. The presenter will discuss about creating your own texts for your students. Where to start, how to organize materials, getting work printed, and student reactions are among some of the areas to be covered. This will be an interactive event, so bring along your own ideas. *Saturday, November 13, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members ¥500.*

教材を整え、印刷することから学生の反応まで、自作の教材に関して講演します。皆様ご自身のアイデアをお持ちになりご参加ください。

KobDramaWorksのチームが、中学生から成人までのEFL指導において有効な、Star Taxiと呼ばれるドラマ手法を取り入れた新たな指導法を紹介します。

**Kobe—Star Taxi** by Theo Steckler, Ian Franklyn and Marc Sheffner. The DramaWorks team will give a presentation on using a new drama method for teaching EFL called Star Taxi. Star Taxi has been used successfully in secondary and higher education as well as in companies, and should interest and appeal to teachers in these areas. *Sunday, November 14, 13:30-16:00; Kobe YMCA 4F LET'S.*

**Kyoto—Annual Business Meeting and election of officers**, followed by an informal social event. Kyoto JALT has reached a point where decisions need to be made about its future course. This year chapter events have been organised by only four officers, three of whom will be stepping down, but who are keen to help new people take over. Kyoto Chapter needs people to take chapter officer positions in the year 2000. If you would like to see Kyoto Chapter continue, please get involved. *Sunday, 28th November, 13:30-16:30; Kyoto Kyoiku Bunka Center (5 min. from Keihan Marutamachi Station); one-day members ¥500.*

京都支部ではその将来を話し合い、2000年度の役員を決定するための、年次総会を開催します。京都支部の継続のためにもぜひご参加ください。

**Nagasaki—Drama in the Classroom.** Covenant Players, a U.S. based workshop group, returns to Nagasaki for three 50-minute workshop sessions. The aim is using drama techniques to help students enhance skills and make learning and practicing English a fun and exciting experience. Participants should come prepared to be up and involved, doing various exercises. *Saturday, November 20, 13:30-16:30; place: TBA; one-day members ¥1000, students ¥500.*

アメリカよりCovenant Playersが長崎支部へ再来日し、ドラマを取り入れて英語の学習を楽しくする方法についてのワークショップを開催します。

**Nagoya—Engaging University Students to Learn Using Timed Conversations** by Brad Deacon, Nanzan University. Participants will first experience and reflect on a Timed Conversation activity, then examine in detail many of the components of the activity and some ways that they can be adjusted to increase student engagement and consequently

learning. Video demonstrations from recent TC classes will also be presented. *Sunday, November 21, 13:30-16:00; Nagoya International Centre, 4F Lecture Room 3; one-day members ¥1,300.*

Timed Conversation (制限時間付き会話) アクティビティーを取り入れて、学生の参加と学習を促す指導法を紹介します。

**Niigata—Who Needs Teachers?** by Robert Weschler, Kyoritsu Women's University. After the participants are given a brief chance to play with some devices, we will brainstorm further potential uses for them both inside and outside the classroom. However, as students master these techniques and become more self-motivated and autonomous, one needs to ask the forbidding question, "Who needs teachers?" *Sunday, November 28, 1:00-3:30; Niigata International Friendship Center 2F; one-day members ¥1000, students ¥500.*

**Omiya—3-Minute Speeches** by Dennis Woolbright, Seinan Women's Junior College. This presentation will cover the nuts and bolts of helping students of all ages, from junior high through adult, prepare and rehearse short speeches. Mr. Woolbright will demonstrate how to take students from finding an idea, to bringing in their own experiences, researching for resources and finally delivering the polished speech. *Sunday, November, 21, 14:00-17:00; Omiya Jack (near Omiya JR station, west exit); one-day members ¥1000.*

中学生から成人の学習者まで、題目の発案から洗練されたスピーチを行うまで、短いスピーチを練習させるコツについて講演します。

**Osaka—Motivating Adults and Teenagers to Communicate** by David Paul, David English House. To train students to communicate naturally and effectively, Paul suggests we must cross the barrier between the classroom world and the world "outside," where they have their own emotions, keeping the learners fully emotionally involved in all stages of a lesson, respecting their individual learning processes. He will illustrate all points by activities. *Sunday, November 14, 14:00-16:30; YMCA Wexle, 2 Bangai 8F, ORC 200, Benten-cho.*

**Sendai—Help Kids Go From Listening to Speaking!** by Aleda Krause, Teaching Children SIG Coordinator. Children learn language by listening; hearing language, responding to it, and processing it. Our role is to provide many chances to hear understandable English. But we also need to help them to build on listening and go on to speaking. This presentation will demonstrate this in a 5-step progression. Join in and take home lots of new activity ideas for your own class. *Sunday, November 14th, 13:30-16:30; Seinen Bunka Center (above Asahigaoka subway station).*

児童を対象とした授業において、生徒たちにリスニング力をつけ発話へと発展させる5段階の指導方略を紹介します。

**Yamagata—Scottish History, Culture, and Language** by Clare Singers, Geos Communications. The presenter will elaborate on the topic of the above title in terms of global issues. *Sunday, November 7, 13:30-*

16:00; Yamagata Kajo-Kominkan (t: 0236-43-2687); one-day members ¥500.

グローバル問題の観点からスコットランドの歴史、文化、言語について講演します。

**Yokohama**—*Discussion in the Language Classroom* by Gregory Strong, Aoyama University. Please contact Ron Thornton for details. *Sunday, November 14, 2:00-4:30; Gino Bunka Kaikan, 6F, Rm. 603, in Kannai; one-day members ¥1000.*

### Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact-person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.ij4u.or.jp.

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**Yokohama**—Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

## Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, November 15th is the deadline for a February conference in Japan or a March conference overseas, especially when the conference is early in the month.

### Upcoming Conferences

**November 8-9, 1999—1999 International Online Conference on Teaching Online in Higher Education (TOHE)**, sponsored by Indiana University-Purdue University Fort Wayne (IPFW) in the U.S. Eighty-five online papers consider theoretical, in-





structional, administrative, interactive, training, and support aspects of and issues in implementing online education. The list can be viewed without registration; registration is U.S.\$35. Visit the site at [ipfw.edu/as/99tohe/](http://ipfw.edu/as/99tohe/) or contact Deb Sowards, Instructional Technology Coordinator, at [sowards@ipfw.edu](mailto:sowards@ipfw.edu)

**November 25-27, 1999—*International Conference on Language Testing, Evaluation and Assessment: Language T.E.A. for Thinking Schools***, held at Nanyang Technological University in Singapore, will address various spheres of assessment such as national & international assessment, self-assessment, relationships among creativity, thinking and language learning, language program evaluation, and culture and testing. Inquiries: Dr. Khong Chooi Peng; School of Applied Science, Nanyang Technological University, Nanyang Avenue, Singapore 639798; f: 65-792-6559; [ascpKhong@ntu.edu.sg](mailto:ascpKhong@ntu.edu.sg)

**November 27, 1999—*Temple University Applied Linguistics Colloquium '99***, at Temple University Japan. Any interested person is welcome to hear and discuss papers on up-to-the-moment completed research results and research-in-progress across a broad spectrum of applied linguistics concerns. For more information, email David Aline at [aline@cc.kanagawa-u.ac.jp](mailto:aline@cc.kanagawa-u.ac.jp) or write him at Kanagawa University, 3-27-1 Rokkakubashi, Kanagawa-ku, Yokohama 221-8686, Japan.

**December 1-3, 1999—*ELT Collaboration: Towards Excellence in the New Millennium—The Fourth International Conference***, presented by the University Language Institute of Chulalongkorn University in Bangkok, Thailand. Academic sessions, workshops and a long roster of plenary speakers will grapple with conceptions of excellence in English language teaching. Among the plenary speakers are Fred Davidson on testing, William Littlewood on collaborative learning, Alan Maley on dilemmas in quality assurance, Martha Pennington on "rightness" of method, and Adrian Underhill on the connection between relationship with the learners and success. For extensive ancillary information, visit the website at [culi.chula.ac.th/international/international.htm](http://culi.chula.ac.th/international/international.htm), or contact Kanchana Prapphal ([pkanchan@chula.ac.th](mailto:pkanchan@chula.ac.th)), Director, Chulalongkorn University Language Institute, Prem Purachattra Building, Phayathai Road, Bangkok 10330, Thailand; f: 66-2-218-6031 or 254-7670; [Prakaikaew.O@chula.ac.th](mailto:Prakaikaew.O@chula.ac.th)

**December 7-9, 1999—*International Symposium on Linguistic Politeness: Theoretical Approaches and Intercultural Perspectives***, at Chulalongkorn University, Bangkok, Thailand. Invited addresses by Sachiko Ide of Japan's Women University in Tokyo, Robin Lakoff of the University of California, Berkeley, and Bruce Fraser of Boston University, plus 67 papers by researchers from 21 countries and many disciplines, aim to promote awareness of and insight into various issues related to politeness across

languages and cultures. Extremely detailed information at [pioneer.chula.ac.th/~hkrisada/Politeness/index.html](http://pioneer.chula.ac.th/~hkrisada/Politeness/index.html). Otherwise, contact Krisadawan Hongladarom; Department of Linguistics, Faculty of Arts, Chulalongkorn University, Bangkok 10330, Thailand; t: 66-2-218-4690; f: 66-2-218-4697; [hkrisada@chula.ac.th](mailto:hkrisada@chula.ac.th).

**December 11-13, 1999—*Mapping the Territory: the Poetics and Praxis of Languages and Intercultural Communication—4th Annual Cross-Cultural Capability Conference***, sponsored by the Centre for Language Study at Leeds Metropolitan University in England. Language pedagogy must leave behind the unitary culture framework in which it has developed thus far if it is to remain relevant in an increasingly multicultural world. This conference consists of plenaries proposing insights from related areas, seminars fostering critical debate on the issues, and workshops sharing developing pedagogies. For further details, visit the website at [www.lmu.ac.uk/cls/](http://www.lmu.ac.uk/cls/) or contact Joy Kelly ([j.kelly@lmu.ac.uk](mailto:j.kelly@lmu.ac.uk)); Centre for Language Study, Leeds Metropolitan University, Beckett Park Campus, Leeds LS6 3QS, UK; f: 44-113-2745966, t: 44-113-2837440.

**December 17-19, 1999—*The Annual International Language in Education Conference (ILEC) 1999 on Language, Curriculum and Assessment: Research, Practice and Management***, at The Chinese University of Hong Kong. For information, see [www.fed.cuhk.edu.hk/~hkier/seminar/s991216/index.htm](http://www.fed.cuhk.edu.hk/~hkier/seminar/s991216/index.htm), or contact: Charlotte Law Wing Yee ([wylaw@cuhk.edu.hk](mailto:wylaw@cuhk.edu.hk)), ILEC'99; Hong Kong Institute of Educational Research, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong.

### ***Calls For Papers/Posters (in order of deadlines)***

**November 30, 1999 (for July 29-August 1, 2000)—*Language Learning and Multimedia: Bridging Humanity and Technology—Fourth International Conference on Foreign Language Education and Technology (FLEAT IV)***, cosponsored by LLA (Language Laboratory Association of Japan) and IALL (International Association for Learning Laboratories, USA), in Kobe, Japan. Proposals for English or Japanese oral papers and posters are invited concerning not only the technology of language learning and teaching but also cognitive processes involved in language skills, cross-cultural aspects of language learning, first and/or second language acquisition, and related areas. Contributors from Asian countries are especially welcome. See [polyglot.lss.wisc.edu/IALL/FLEAT4Call.html](http://polyglot.lss.wisc.edu/IALL/FLEAT4Call.html) for extensive details about submission. For more information or inquiries, contact Jun Arimoto, Vice Secretary, FLEAT-IV; Kansai University of International Studies, 1-18 Sijimi-cho Aoyama, Miki, Hyogo

673-0521, Japan; t: 0794-84-3572; f: 0794-85-1102; fleatQ&A@kuins.ac.jp

**December 1, 1999 (for May 19-20, 2000)—V Conference on Applied Linguistics (Psychological Issues)**, hosted by The Graduate Program in Applied Linguistics and the Department of Languages of the University of the Americas—Puebla in Mexico. Abstracts are sought for papers, workshops and poster presentations on topics in applied linguistics with a focus on second language acquisition and teaching in relation to this year's conference theme, "Psychological Issues." Psychological and psycholinguistic topics are particularly welcome. Details, including a long list of potential topics, appear at [linguistlist.org/issues/10/10-1306.html#2](http://linguistlist.org/issues/10/10-1306.html#2). A conference web page was promised for October 1999. Contact: Peter Ecke (eckep@mail.udlap.mx) or write to Departamento de Lenguas, Universidad de las Americas - Puebla, Sta. Catarina Mertir, Puebla 72820, Mexico; t: 52-2-229-3105; f: 52-2-229-3105.

### Reminders—Conferences

**December 5, 1999—JALT Tokyo Metro Mini Conference—Classroom Practice: Forging New Directions**, held at Komazawa University. Website at <http://home.att.ne.jp/gold/db/tmmc>. Contact: David Brooks, JALT West Tokyo Chapter Program Chair; t/f: 042-335-8049; [dbrooks@planetall.com](mailto:dbrooks@planetall.com)

### Reminders—Calls for Papers

**December 1, 1999 (for September 15-16, 2000)—The Second Symposium on Second Language Writing**, at Purdue University, Indiana, USA. Details at <http://icdweb.cc.purdue.edu/~silvat/symposium/2000/>. Contacts: Paul Kei Matsuda ([pmatsuda@purdue.edu](mailto:pmatsuda@purdue.edu)) or Tony Silva; Department of English, 1356 Heavilon Hall, Purdue University, West Lafayette, IN 47907-1356, USA; t: 1-765-494-3769.

## Job Information Center/ Positions

edited by bettina begole & natsue duggan

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at [begole@po.harenet.ne.jp](mailto:begole@po.harenet.ne.jp) or call 0857-87-0858. The notice should be received before the 15th of the month, two months before publication, and contain the following information: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. (Please note that JIC contact data in the April Directory Supplement are out of date.)

**Ehime-ken**—The Business Administration Faculty, Matsuyama University is seeking a full-time EFL instructor to begin April 1, 2000. **Qualifications:** Native-speaker competency with an MA in TEFL/TESL/TESOL; knowledge of Japan and or experience in teaching Japanese university students would be helpful. **Duties:** Teach six 90-minute classes per week. **Salary & Benefits:** Two-year non-renewable contract, salary of approximately 4,300,000 yen per year, airfare to and from Matsuyama, partial payment of health insurance, and 630,000 yen for research. **Application Materials:** Resume, transcripts, copy of diploma, and up to three publications (these will not be returned). **Deadline:** November 5, 1999. **Contact:** Dean of Business Administration Faculty; Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790-8578 (no email or telephone inquiries, please).

**Hyogo-ken**—The Language Center at Kwansei Gakuin University in Nishinomiya is seeking a full-time contract instructor of English as a foreign language. **Qualifications:** MA in TESOL or applied linguistics. **Duties:** Teach ten 90-minute classes per week in an intensive English program for selected university students. **Salary & Benefits:** 5,200,000 yen per year; research allowance; subsidized furnished housing; two-year contract renewable for two more years. **Application Materials:** Resume; two letters of recommendation; one copy of diploma(s); written statement of applicant's view on teaching and career objectives (one to two pages); a five- to ten-minute videotaped segment of actual teaching. **Deadline:** January 10, 2000. **Contact:** Acting Director; Language Center, Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya 662-8501; t: 0798-54-6131; f: 0798-51-0909; [tkanzaki@kwansei.ac.jp](mailto:tkanzaki@kwansei.ac.jp); [www.kwansei.ac.jp/LanguageCenter/IEP](http://www.kwansei.ac.jp/LanguageCenter/IEP).

**Kyoto**—Kyoto Nishi High School is looking for a full-time EFL teacher to begin April 1, 2000. **Qualifications:** Native-speaker competency, with degree/diploma in TEFL, literature, or education. Ability to speak Japanese is preferred. Position requires a minimum two-year commitment. **Duties:** Teach at least 13 classes per five-day week in an integrated content-based program including reading, writing, listening, and speaking in the international course; speaking/listening in other courses; other responsibilities include team curriculum planning, committee work, overseas chaperoning, homeroom responsibilities from second year, other school activities. **Salary & Benefits:** Salary based on experience (270,000-300,000 per month); bonus of three months gross salary the first year, increasing by one month each year to a six month maximum; transportation; housing allowance based on marital status; visa sponsorship. **Application Materials:** Resume, three references, two letters of recommendation, and statement of purpose. **Deadline:** Ongo-

ing. **Contact:** Lori Zenuk-Nishide; Kyoto Nishi High School, course of International and Cultural Studies, 37 Naemachi Yamanouchi, Ukyo-ku, Kyoto 615-0074; t: 075-321-0712; f: 075-322-7733; l\_nishid@kufs.ac.jp.

### Web Corner

Here are a variety of sites with information relevant to teaching in Japan.

[www.jobsinjapan.com/want-ads.htm](http://www.jobsinjapan.com/want-ads.htm)

Information for those seeking university positions (not a job list) at [www.voicenet.co.jp/~davald/univquestions.html](http://www.voicenet.co.jp/~davald/univquestions.html)

You can receive the most recent JIC job listings by email at [begole@po.harenet.ne.jp](mailto:begole@po.harenet.ne.jp).

ELT News at [www.eltnews.com/jobsinjapan.shtml](http://www.eltnews.com/jobsinjapan.shtml)

JALT Online homepage at [ww.jalt.org](http://ww.jalt.org)

"Jobs and Career Enhancement" links at [www.jalt.org/jalt\\_e/main/careers.html](http://www.jalt.org/jalt_e/main/careers.html)

Teaching English in Japan: A Guide to Getting a Job at [www.wizweb.com/~susan/mainpage.html](http://www.wizweb.com/~susan/mainpage.html)

ESL Café's Job Center at [www.pacificnet.net/~sperling/jobcenter.html](http://www.pacificnet.net/~sperling/jobcenter.html)

Ohayo Sensei at [www.wco.com/~ohayo/](http://www.wco.com/~ohayo/)

NACSIS (National Center for Science Information Systems) career information at [nacwww.nacsis.ac.jp](http://nacwww.nacsis.ac.jp)

The Digital Education Information Network Job Centre at [www.go-ed.com/jobs/iatefl](http://www.go-ed.com/jobs/iatefl)

EFL in Asia at [www.geocities.com/Tokyo/Flats/7947/eflasia.htm](http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm).

"Jobs in Japan" at [www.englishresource.com](http://www.englishresource.com)

### 差別に関する

#### *The Language Teacher* Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

#### **RICHARDS, cont'd from p. 30.**

despondency, but most of all temporary. The transmutation of an affair into a long term relationship depends on finding more ordinary ways of growing together, less obvious and less interesting to the outsider, but fundamental to the nourishment of our developing selves.

### Conclusion

In this paper I have argued the case for natural development and indicated the professional conditions which appear to foster this. To say that development must be embedded within our professional lives is easy enough, but we should not underestimate what this involves. To illustrate this I should like to conclude by juxtaposing reflections from a researcher dedicated to the study of this subject and a teacher whom I interviewed as part of a life history project:

Staff development will never have its intended impact as long as it is grafted onto schools in the form of discrete, unconnected projects. The closer one gets to the culture of schools and the professional lives of teachers, the more complex and daunting the reform agenda becomes. (Fullan, 1991, p. 21)

The more I stay in teaching, the harder I have to work to stay fresh. (Steve)

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## Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 38 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

**Publications** — JALT publishes *The Language Teacher*, a monthly magazine of articles and announcements on professional concerns; the semi-annual *JALT Journal*; *JALT Conference Proceedings* (annual); and *JALT Applied Materials* (a monograph series).

**Meetings and Conferences** — The JALT International Conference on Language Teaching/Learning attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m<sup>2</sup>, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups, SIGs**, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

**Chapters** — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate).

**SIGs** — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

**Awards for Research Grants and Development** — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

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### JALT (全国語学教育学会) について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

**出版物**：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌 *The Language Teacher*、年2回発行の *JALT Journal*、*JALT Applied Materials*（モノグラフィーズ）、およびJALT年次大会会報を発行しています。

**例会と大会**：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロシアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に1回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テストングや他のテーマについての研究会などの特別な行事を支援しています。

**支部**：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、熊本 [準支部]）

**分野別研究部会**：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロップメント、教材開発、外国語教育政策とプロフェッショナルリズム、教師教育、児童教育、試験と評価。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

**研究助成金**：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

**会員及び会費**：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥5,000）：学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員（1名¥6,500）：勤務先が同一の個人が5名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て（日本の銀行を利用してください）、ドル立て（アメリカの銀行を利用してください）、あるいはポンド立て（イギリスの銀行を利用してください）で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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