

Development and Supervision of Teaching Assistants in Foreign Languages

***Joel C. Walz
Editor***

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Edited by Joel C. Waltz

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“Poof! You’re a Teacher!”: Using Introspective Data in the Professional Development of Beginning TAs

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When the fall semester starts, many beginning TAs in our language programs will be on the “other side of the desk” for the first time. They are not only beginning graduate students; many of them are absolute beginners in the role of teacher. While they have indeed chosen to pursue language and literature teaching as a profession, often they have not thought much more about teaching language classes than to see it as a means to an end, a method of earning enough money to support their graduate studies in order to go on to their first “real job” at another university. Our task as TA supervisors, or better, as “language teaching and culture specialists” (Rivers, 1992, p. 299) is to guide these bright and enthusiastic people into roles as professional teachers. We want to help them move, in the shortest possible time, from the perspective of a language student to that of a competent professional whose calling is the teaching of language. This formidable task can be accomplished so well at the University of Arizona that many of our advanced TAs are better, more flexible, and even more knowledgeable teachers for beginning and intermediate language classes than some of our more experienced colleagues.

The purpose of this chapter is to examine the process of leading beginning graduate students to the “other side of the desk” in a way that optimizes the time and opportunities we have to accomplish this task so that all our TAs have the tools to continue this development beyond the realm of our immediate supervision. My focus will be the professional development of beginning TAs through the use of learning logs to enhance awareness in four areas:

- 1) Professional development as an ongoing process
- 2) Teacher and learner roles and the change of roles in which they must become actively engaged
- 3) Teaching anxiety and ways to reduce it
- 4) Learning styles and strategies and ways that this knowledge can be utilized in the classroom.

All four of these topics are frequently discussed in the professional literature. The essential notion is that teaching is a research-based endeavor that can be constantly optimized by engaging in informal and formal, action-based, theory- or model-oriented research for oneself and for the profession. These ideas are the leitmotif of this contribution and of the professional development endeavors that it reports.

Opportunities for Professional Development

The professional development concepts discussed below take place in three stages of TA training in the Department of German at the University of Arizona: a 10-day presemester workshop required of all beginning TAs; a one-semester, three-credit graduate course on “Issues in Foreign Language Teaching” required of all beginning TAs, and one-to-one observation and supervision meetings held several times each semester. Further opportunities derive from participation in the annual Foreign Language Teachers’ Symposium that takes place at the university with a nationally known keynote speaker in foreign language pedagogy and with language-specific sessions on different topics. Finally, perhaps one of the most fertile opportunities for development are the weekly, course-specific coordination meetings in which all aspects of teaching as a professional endeavor are “cussed and discussed.”

TA Learning Logs as a Core for Professional Development

The best tool for all these aspects of professional development is the use of TA learning logs, a type of journal written by the beginning TAs as they engage in the opportunities described above. Using learning logs for TA professional development is one of the best ideas to have come along in many years. Porter, Goldstein, Leatherman, and Conrad (1990, pp. 227-40) outline the ideas upon which our program's use of learning logs for beginning TAs is based. The assignment is, in our version, a weekly entry of at least five-hundred words for 12 weeks of the semester. But most TAs go far beyond the minimum assignment. The entries can be characterized as anything from brief, very formal papers to heart-rending and very personal pleas for help in personal and professional matters. TAs are very articulate about many of the key issues facing them as they engage in their professional development. The process of journal entry writing, along with thorough reading and commentary by the TA's supervisor, becomes a source of more intense and personalized exchange than could ever be accomplished in any classroom, group, or even one-on-one discussion. TAs learn to focus their own ideas and to respect their own experiences and thoughts by virtue of putting them on paper. Many also write about the process of writing the learning log itself. They realize that this form of introspective data represents a wealth of material that can help them in many ways. As this discussion proceeds, the value of this kind of data to all concerned will become evident. It will also become evident that the journal entries of the TAs best articulate the concepts under discussion. I will employ pertinent quotes from actual TA journals to illustrate the importance of this type of introspective data to language teaching and culture specialists. The citations include the initials of the TAs, all of whom have given their permission for the inclusion of their comments in this chapter, and the year of the journal entry.

The first example of the entries illustrates their value:

Here as I write my last entry, I find that there is no rhyme or reason to my entries. I just grabbed on to something I thought I could talk about. But these entries showed me where my interests lie, made me organize my thoughts and ask why. In many ways it was therapeutic, and it has helped me not let most of the major concerns escape me until I've come to terms with them. [JH, 1991.]

Bailey (1990, pp. 223–24) points out that what she calls the “diary’s awareness-raising function” is a very important one that cannot be replaced by any other mode of inquiry or, in the terms of this discussion, of professional development. While it is true that some TAs may not be comfortable with introspective writing, they do always have the option of discussing something they have read or of recording their thoughts about topics from graduate courses in pedagogy or the like. The learning-log process is invaluable for all of those who are involved. From the supervisor’s perspective, it is an enormous source of insight, critical awareness, and sometimes flattering feedback about programmatic or supervisory issues, as well as about each TAs professional development. No term paper or other written assignment can accomplish the overriding goals of professional development for TAs as well as the learning log.

Teacher and Learner Roles: Easing the Transition

One of the primary concerns of TAs as they begin their teaching assignments is the reality of actually becoming teachers and the implications that this role has for them personally. As Wright (1987, p. 11) points out, language learning in the classroom is an extremely complex activity that consists of many factors, each of which can contribute to the specific roles that individuals adopt in the classroom. Before most TAs can even begin to become fully engaged in the professional development process, they have to struggle with the idea that they have actually become teachers and to wrestle with their own interpretation of this new role for themselves. One beginning TA describes in her journal a struggle with the role of teacher:

It is difficult to explain, but I first need to get an overview of what I am actually doing, or a feeling for what is going on in the classroom, before I can be calm enough to organize my own teaching. I need to establish myself as a teacher and feel comfortable in this role in order to focus on my teaching. [BH, 1990.]

The way that each TA adjusts to the idea of becoming a teacher and “feeling comfortable in the role” depends very much on the individual’s learning history and on what Wright (1987, p. 11) calls the “social and psychological ‘baggage’ that participants [in the group activity of a language classroom] bring with them.” Culturally specific views of the status, rights, duties, and obligations of “the teacher” play a major role in these percep-

tions. Each TA's own assessments of his or her abilities in the language to be taught, of the "right" to be in graduate school or to be teaching others, and especially of the issues of the power relationships and the task of assigning grades and evaluating others, determine how smooth the transition into the role of teacher will be for the beginning TA. What makes professional development in this area particularly challenging is that the perceptions of the role of teacher are thoroughly bound to value judgments and to issues of self-esteem that go beyond the classroom. Many TAs have a very ambiguous relationship to the power structure of the university classroom and to finding themselves in a role that is traditionally more powerful and of a higher status (in the eyes of their students) than what they are used to. What is essential from a professional development point of view is that TAs become aware of the concepts of power and social distance and the ways that these issues are an essential part of the classroom structure. Our role as supervisors is, of course, not to dictate the level of social distance or to exaggerate issues of the power structure in the language classroom, but to make these ideas explicit in our discussions of the classroom and to guide TAs into establishing their own classroom roles.

Pennington (1990) suggests some excellent exercises to help guide beginning teachers toward uncovering attitudes about students and about teaching, and several of the suggestions in Wright (1987) are also pertinent. Pennington, for example, suggests exercises through which new teachers explore their own experiences as language learners or discuss the essential conditions for a class, the ideal student, or what constitutes effective teaching. Wright describes suggestions for in-service programs, including several stages where teachers identify beliefs and attitudes about language learning, discuss links between values and behavior in the role of a teacher, or observe and give feedback on actual classroom lessons that reflect on the role of the teacher and on systems of values and beliefs. Certainly these or similar exercises can be found in many professional development opportunities for TAs. The essence of these types of activities should be placed, whenever possible, on the issues of power and status and general values and attitudes as they relate to the role the TAs assume as teachers.

Another citation from the introspective data of TAs themselves serves to illustrate the importance of these activities. In this insightful entry the same TA cited above discusses her awareness, at the end of the first semester of teaching, of the power relationships in the classroom.

Being a teacher also implies having a certain amount of power. "Power" to me has a slightly negative connotation. It seems to imply injustice and rigidity. If the teacher chooses to, s/he can really make the students feel very uncomfortable and maybe even scared in class. S/he can simply pick on students, always letting them know how imperfect they are. There are these little ways of giving it back to those students who have been getting on your nerves all along. [BH, 1990.]

After this section of "true confessions" about the temptations of the power of the role of the teacher, this same TA goes on to write:

[After a particularly good practice session], most of the students came up with [very good] sentences. I really like this, as I did not have to stand there as the figure of authority, giving them the rules of the game and sanctioning those who violated them....Of course I know that learning to take up responsibility for themselves is a process they have to go through. I cannot expect them to walk out of high school and into my classroom, and be able to stand on their own feet right away. I feel that I have only recently gone through these stages myself. Maybe we are never really done, as we constantly develop and learn new things. [BH, 1990.]

The exercises in Wright and Pennington cited above, and related ones adapted for our particular program, have been very successful in helping new TAs become aware of these basic concepts. They learn that classroom roles of teachers are reflections of values, beliefs, and attitudes that contribute greatly to expectations about behavior in the role relationships involved in the classroom. One TA sums up some of her own thoughts about these awareness-raising activities in the following journal entry:

Our activities and discussions with the other TAs during the last [orientation] week about different attitudes of students and the roles of teachers have brought me to the conclusion that there are "German" and "American" views of these two positions.... There are definite and essential differences in attitudes toward the teaching profession, in the practical orientation and in interests in the teachers as people. [AK, 1990, German native — translated from German.]

These perceptive comments by a TA just entering the classroom after a short but intensive orientation in which teacher and learner roles are central themes show the value of awareness raising. By virtue of the exercises and

discussions outlined above, cultural conflicts can be avoided, or at least made much milder in their effects. Jorden (1992, p. 145) writes that when foreign language teachers are themselves native speakers of the language being taught, they bring to the classroom the target-culture mind-set. The degree of their experience with the learners' home culture certainly affects classroom interaction, but many continue "to follow their native pedagogical paradigm to the letter" (p. 145). She goes on to emphasize that the influence of acquired culture in the language classroom should be carefully examined, even in cases where the differences may be less extreme: "[I]magine cultures in which teachers are recognized as absolute authorities, are expected to transmit knowledge down to their students, are not to be questioned or challenged, and are certainly not subject to evaluation by the learners. What happens when such teachers face a class of American students?" If those teachers had the opportunity for awareness raising and peer discussions, role-plays, and reports from more experienced TAs from their home cultures, they would be more aware of the differences in the classroom situation, more able to assess them, and more prepared to establish their own new attitudes, new values, and a new teacher role that takes both their native culture and the American classroom culture into consideration.

One aspect of the roles of teachers and students that has, to my knowledge, received little direct attention, is the issue of the interaction of teacher and student roles with the cultural specificity of gender roles and attitudes toward gender. As Tannen (1990, p. 42) points out, women and men view and take part in conversational interactions in very different ways:

If women speak and hear a language of connection and intimacy, while men speak and hear a language of status and independence, then communication between men and women can be like cross-cultural communication, prey to a clash of conversational styles. Instead of different dialects, it has been said they speak different genderlects.

Tannen (1990, p. 41) cites a study from the *Chronicle of Higher Education* in which male and female university professors were asked why they had chosen the teaching profession. All four men referred to independence as their main motive, while the two women emphasized the opportunity to influence students in a positive way. TAs are no less protected from cross-cultural genderlect differences than are the rest of us involved in the profession. What is important for them to know is that these differences do exist, and that by working with this knowledge they can understand some of the undercur-

rents in classroom interactions that may be related to gender differences, to cultural differences, or to both. Knowledge *is* power in this context, and by giving beginning TAs this knowledge, or self-awareness, many problems related to their assuming the role of teacher can be avoided.

To conclude this discussion about assuming the role of teacher and of the complexities that this process entails, I would like to cite two more instances of experiential support for these thoughts. The first is from a report by a language teaching and culture specialist colleague. She discusses the exponential difficulties that can arise from the combination of cross-cultural and gender differences in the case of a male Japanese TA who had a female professor as his supervisor. He was, by personality, culture, and gender, not able to accept this situation, would not cooperate with his supervisor, and was very ineffective in the classroom. The clash of sex roles and cultures was too much for him, and he failed to deal with them adequately so as to continue with his chosen profession. The second situation was described by a TA in the German program who found it very difficult to be taken seriously by her class — which was, by an accident of registration, mostly male. They engaged in a constant power struggle that became very trying for the TA. She described the situation in her journal as follows:

I really wanted them to like me... The class turned into chaos. They never took me seriously any more. I had problems getting them to pay attention and to do their homework. They thought of me as a peer, rather than a teacher. I lost my respect as a figure of authority, and basically by the end of the semester they did what they wanted to do.... Now, I think that students have more respect for a teacher and will like a teacher if there is order and fairness in the classroom.
[CM, 1991.]

The two painful experiences cited here show that conflicts related to teacher–student roles, target versus instructional culture roles, and gender-specific roles are all serious issues in the classroom. Professional development for beginning TAs is necessary to raise awareness of these situations and to give the TAs some tools for understanding the role that relationships play in the classroom.

Language Teaching Anxiety

The next of the four areas of professional awareness reflected in the learning logs is the complex issue of teaching anxiety. For many beginning TAs, being *in front* of a class is the most terrifying thing they have ever had to do; indeed, the anxiety level seems to remain high for many language teachers.

In a summary form, the following will characterize and give examples of a programmatic approach to reducing language classroom anxiety by promoting coping strategies for both TAs and their students. These strategies are coupled with concrete activities for developing communication strategies for the speaking and listening skills during the first and second semesters.

Language learners and their TAs experience apprehension, worry, even dread during, before, or after their classes, exams, and oral interviews and activities. While there certainly may be other reasons for this behavior, the main one is anxiety. Horwitz, Horwitz, and Cope (1991, p. 29) report clinical experience at the University of Texas showing that anxiety centers on the two basic task requirements of foreign language learning: listening and speaking.

Difficulty in or fear of speaking in class is probably the most frequently cited concern of the anxious foreign language learner....Anxious learners also complain of difficulties discriminating the sounds and structures of a target language message,...[or of] grasping the content of a target language message. Many [students] claim that they have little or no idea of what the teacher is saying in extended target language utterances.

Their TAs know that this is the case, yet they are at a loss as to what to do about the situation. The TAs are often so bound up by their own anxiety levels that they are blind to the truth that their students are suffering equal or worse anxiety. Teachers, supervisors, and curriculum developers generally have two options available to them when dealing with anxious individuals: they can help them learn to cope with the existing anxiety-laden situation *or* they can make the learning context less stressful.

In addition to general and specific awareness raising, a concrete way to reduce the performance and general language-use anxieties discussed above is to focus on the processes and strategies involved in both speaking and listening. These processes need to be broken down for TAs into a set of

achievable goals, which then lead to cumulative language competence and strategic competence. We can thus give TAs the tools both for overcoming their own anxiety about engaging in foreign language interaction and for interacting successfully with their students. As with any activity, the more success TAs and students feel they can achieve, the lower their level of stress will be when they engage in the activity the next time around.

TAs are often anxious about their own ability to teach in the target language. For TAs who themselves are still polishing their skills in the target language, their anxieties are very similar to those of their students, if on a higher level of understanding. For TAs who are native speakers, their anxiety usually centers more around being able to “tone down” their own language to be understandable for their students, or to understand their own students’ questions and comments in English or about the target language. Once again, a TA has expressed this anxiety and these difficulties very clearly in a journal entry:

In the classroom...very soon it becomes obvious that it is hard to answer the things you always knew [about your own language]. I certainly have the competence but how do I bring my points across if I am not aware of it? This lack of awareness struck me suddenly this week when a student asked me about [a form of the genitive]....So in my opinion it is definitely not easier to teach your own language but it is rather very complicated. [AK, 1990.]

Another TA, a nonnative speaker, expresses his anxieties in a similar situation. The vocabulary he uses and his description of the situation reveal the ongoing anxiety involved in the situations encountered in the classroom, though he is also capable of a measure of self-irony in the end.

Last night [a student] pointed out a mistake I made in front of the entire class...It was all because of a question that a student had asked me. After the [student] pointed out the error, I was not willing to accept any more questions and I simply continued on with the lesson as though nothing had phased [sic] me. This in the end may have been very bad because it might make the students more apprehensive in the future to ask me questions....On the one hand I want to encourage the students to ask a lot of questions, but on the other hand I am inclined to take control of the class in order to avoid being drilled by a student who might want to know something I do not know. Is this the fear of

every teacher? Is there a way to overcome this fear? Will I be fired for admitting that I'm not perfect? I'll wait and see. [DW, 1990.]

Oxford (1990, pp. 163-73) lists three general types of affective strategies that can be applied to speaking and listening situations in order to reduce the anxiety levels of the participants. One group of these strategies uses progressive relaxation, deep breathing, or even meditation. Another employs music. These ideas are familiar to most of us as among the basic ideas of suggestopedia. The third group of strategies consolidated by Oxford concerns self-encouragement. These techniques are used in our program in modified form and at the discretion of the instructors. In presemester training, TAs learn strategies for coping with their own anxiety. The results have been very beneficial. One main effect is that merely by addressing the issues of anxiety reactions, beginning TAs feel they can "come out of the closet" with this anxiety and discuss its various forms and causes. As we saw in the second excerpt from the TA journal, the fears themselves are not the only problem, but also the anxiety of "Am I the only one?" Simply opening the discussion about TA classroom anxiety leads to a reduction of anxiety levels. Oxford also suggests making positive statements privately to encourage beliefs that individuals can accomplish the tasks set for them, that they can be confident about their progress, that they will get their point across when teaching, and that they can learn from their mistakes. This suggestion is followed constantly throughout the duration of the relationships between TAs with each other and with their supervisor.

"Style Wars" Revisited: Learning and Teaching Styles and Strategies for TAs

The issues of learning and teaching style are extremely important ones. But it seems that TAs are not usually aware of these issues until the concepts are discussed and illustrated in their professional development opportunities. Once they have learned about these concepts, though, they become a major element in the learning log entries. In the first annual volume of the American Association of University Supervisors, Coordinators, and Directors of Language Programs, a contribution by Oxford, Ehrman, and Lavine (1991, pp. 1-25) entitled "Style Wars: Teacher-Student Conflicts in the Language Classroom" underlines the importance of awareness raising and education for both learners and their teachers in the diversity of learning

styles and the concurrent and resulting diversity of teaching styles found in the language classroom. Oxford (1990) develops these ideas with both a theoretical foundation and practical suggestions for teacher and learner education about learning strategies in the foreign language classroom. I conducted an empirical study of TA learning styles in the Department of German at the University of Arizona, summarized in the appendix, to take a close look at learning style diversity in that context. Of most interest here are comments from the TA journals about the usefulness of awareness raising and professional development on the issues of learning styles and strategies.

Considerable time during professional development sessions in our program is devoted to the ideas of learning styles and strategies, assessment of TAs' own style preferences using standardized instruments, and workshop sessions on expanding TA repertoires of teaching styles and strategies to include those preferred by more of their students. The most recent results of assessments of 11 German TAs are included in the appendix.

As evidenced by reactions in their journal writings, TAs are usually very articulate about concepts related to learning styles and see them as immensely important for their continued professional development. Here are some excerpts:

I liked seeing how my learning style compared with the learning styles of the students I am teaching. I appreciate you[r] having us make up lesson plans for our own style and then for the opposite style. I hadn't previously given this a lot of thought, and I found the whole process very helpful... You gave me an... understanding that I need to change my teaching style every day to accommodate all types of learners. I also knew that race and gender affected learning, but I didn't know exactly how to deal with this. [JH, 1991.]

Another TA was even more excited about the concepts of "Style Wars" and learning styles and strategies. She wrote a six-page, typed journal entry about her own style and what knowing about it in detail has meant to her. She also revealed some more facts about her assessed learning style as well as about gender specificity in her entry. Her discussion of the SF (Sensing-Feeling) type and learning style also overlaps with what Tannen (1990) claims to be typical traits of women in communication. (Incidentally, all of the TAs who were assessed as SF in our limited group were women.) An excerpt from her entry:

As far as the "SF" [scale from the Myers-Briggs Type Indicator] compares with my learning styles, most of the things listed do pertain to my style. For example, it is so true that I work best when emotionally involved.... People that know me say that I tend to be over[ly] dramatic when it comes to feelings and emotions and such.... I was talking to a woman at Stammtisch.... It was really important to me to get to the heart of the matter of how she felt. This, of course, I find a lot easier to do with women than with men. I find that other women do have a tendency to open up about their feelings more. When it comes to teaching, I am truly an "SF." I like to see the students interacting with one another and getting along. [CM, 1991.]

This entry reveals much about the elements of awareness raising as professional development for TAs as related to cognitive/learning styles and their applications in the language classroom. The approach to awareness raising about learning styles and strategies gives TAs a chance to find similarities and differences with others and to practice expanding their teaching to accommodate students' styles that are perhaps at odds with their own from the outset.

Conclusion

The general goal of contributing to the ongoing discussion of language teaching as a research-based endeavor has been the focus of these comments. The elements of the discussion have highlighted recent, pertinent literature on teacher learning logs as an essential component of TA development, especially as they relate to teacher and learner roles and classroom behavior, language teaching anxiety, gender differences as relevant to teacher roles, and learning styles and strategies as a source of diversity in the classroom. This discussion has been augmented by introspective data in the form of quotes from TA learning log entries that illustrate the points made. These entries often give new and very insightful perspectives on that discussion. This method of exploring the issues of TA supervision is itself a microcosmic approach to the essentials of TA supervision and professional development, namely, that language teaching and culture specialists as supervisors and the TAs themselves have equally valuable contributions to make toward optimizing TA development.

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Appendix

An Empirical Study of TAs' Learning Styles

The Myers-Briggs Type Indicator (MBTI — Myers & Briggs, 1990), registered trademark of Consulting Psychologists Press, Inc., served to assess the learning styles of 11 TAs in the Department of German at the University of Arizona. The research by Katharine Briggs and Isabel Briggs Myers, drawing on the work of Carl Jung, demonstrates and delineates 16 personality types, each with its own way of looking at the world and each with its own advantages and disadvantages. The instrument is used in education to identify learning styles and to promote the use of teaching approaches that complement those styles. The scales reported below are as follows:

E = Extrovert	T = Thinking
I = Introvert	F = Feeling
S = Sensing	J = Judging
N = Intuitive	P = Perceiving

It is interesting to note, at least, that of the 16 possible learning styles assessed by the instrument, the 11 TAs showed 9 different combinations of the four scales. Diversity of learning styles is thus a major factor in our classrooms and, therefore, a major issue for the professional development of our TAs.

Sex	Nationality	Results of MBTI
F	A ¹	INFP
F	G ²	ISTP
F	G	ESTJ
F	A	ENTJ
M	A	ISTJ
F	A	ESFP
F	A	ISFJ
F	A	INTP
F	A	INFP
M	A	INYJ
F	G	ESTJ

¹ A = American

² G = German

Additional assessments were made using the National Association of Secondary School Principals' Learning Style Profile (Keefe & Monk, 1989). A correlation study among the variables resulting from the NASSP and Myers-Briggs assessments was completed using the *Minitab* (Schaefer & Anderson, 1989) statistical software package for the personal computer. Significant correlations were found between the following pairs of variables (a preliminary interpretation of the result is also included here):

- ◆ GENDER || GROUPING ($r = -0.706$). Males do not find group membership a strong factor in their learning styles.
- ◆ COUNTRY || GROUPING ($r = -0.725$). German TAs do not find group membership a strong factor in their learning styles.
- ◆ COUNTRY || SIMULTANEOUS PROCESSING ($r = 0.704$). German TAs show simultaneous processing of information as a significant factor in their learning styles.

- ◆ **VERBAL RISK-TAKING || T/F SCALE (MBTI)** ($r = -0.868$). TAs who show the “thinking” scale on the MBTI to be a preferred learning style do not tend to take verbal risks, but to think more before they speak. This is a major factor concerning accuracy and acquisition in a natural setting for language learning and teaching.
- ◆ **VISUAL LEARNING CHANNEL || MANIPULATORY LEARNING CHANNEL** ($r = -0.734$). Those who prefer the visual learning channel do not tend to use the manipulatory or haptic learning channel. Individuals who prefer manipulatory or haptic learning prefer to touch and manipulate concrete objects while they learn and discover details about them. This finding indicates validity of the assessment instrument.
- ◆ **SOUND || ANALYTIC** ($r = 0.657$). Those TAs for whom sound (or silence) is a major factor for concentration are also analytic in their learning style.
- ◆ **SOUND || T/F SCALE (MBTI)** ($r = 0.631$). Those TAs for whom sound is a major factor for concentration tend to be assessed as “Thinking” types on the MBTI scale. This supports the finding of a significant positive correlation between sound and analytic style, but from a different perspective and using a different instrument.

These findings must, of course, be viewed as preliminary. Many of the significant correlations do indicate interesting tendencies. Much more research needs to be done regarding the absolute relationships between teaching style, learning style, gender, country of origin, and all the scales mentioned here. Nevertheless, a beginning has been made here and in similar studies, so that research and theoretical work can proceed.