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日本語教師のためのCooperative Development : 教師としての自己成長をめざして

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Cooperative Development for Japanese teachers
— A case study of self-development program —

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The purpose of this paper is to report on our sessions concerning Cooperative Development proposed by Julian Edge, in which three teachers take the role of “speaker”, “understander” and “observer”. The “speaker” tries to reveal the problem of his/her class to the “understander” who puts into practice the special skills to support him/her. Meanwhile the “observer” observes the whole session and leads a feed-back after the session.

This article will introduce Cooperative Development, its framework and the case study being conducted.

Key words: cooperative interaction, attending, reflecting, self-awareness, beliefs