

行政院及所屬各機關出國報告提要

出國報告名稱: 出席參加 2001 年美國東西中心(East-West Center)當代英語教學研討會：提昇英語教育的革新與創意會議報告

頁數: 含附件: 是 否

出國計畫主辦機關: 教育部國際文教處
聯絡人: 李振清 電話: (02)2356-5606

出國人員姓名/服務機關/單位/職稱/電話
李振清 教育部國際文教處處長 (02)2356-5606

出國類別: 1 考察 2 進修 3 研究 4 實習 5 開會

出國期間: 九十年二月十五日至十八日 出國地區: 美國

報告日期: 九十年五月廿五日

分類號/目: 文教/綜合

關鍵詞: 美國東西中心、East-West Center、英語教學、英語教育、教育改革

內容摘要: (二百至三百字)

- 一、在國際學術研究與教育政策發展上曾頗富盛名的美國夏威夷東西中心(East-West Center)，於今(2001)年二月十五至二十七日在檀香山(Honolulu, Hawaii)舉辦了一次罕見的「當代英語教學研討會」。這項為時兩星期，並以「提昇英語教育的革新與創意」(Increasing Creativity and Innovation in English Language Education)為主題的專業性學術研討會，計邀請了來自新加坡、香港、印度、印尼、泰國、日本、韓國、馬來西亞、中國大陸，及臺灣等地的二十一名從事英語教學專業研究與教學的學者和行政主管，就學術理論與教學實務方面的經驗與觀點，深入探討當前英語教育的現況、國際方向與前瞻。
- 二、本次東西中心辦理「提昇英語教育的革新與創意」的「當代英語教學研討會」，李振清處長警覺到各國的人民正積極努力地提昇英語文學習與教育的境界，以便適應二十一世紀的國際社會；而我國表現於大學生的外語學習之敬業精神，則不免令人擔憂。為了對「當代英語教學研討會」能有所貢獻，李振清處長將與張武昌教授合力將各國學者發表的論文編撰成書，並於今年底獲明年初發行，藉以對全球的教育界有所實質之貢獻。

行政院所屬各機關因公出國人員出國報告書
(出國類別：其他)

參加 2001 年美國東西中心
(East-West Center)
當代英語教學研討會：
提昇英語教育的革新與創意
English Language Education Workshop:
INCREASING CREATIVITY & INNOVATION
IN ENGLISH LANGUAGE EDUCATION

會議報告

出國人：教育部國際文教處處長 李振清

行政院研考會/省(市) 研考會編號欄

出國地點：美國

出國日期：九十年二月十五日至二十八日

報告日期：九十年五月二十五日

目錄

Table of Contents

1. 英語教育三十年：現況與前瞻 美國東西中心當代英語教學研討會的啟示 (English Education in the Past 30 Years: Current Situation and Future Prospects: The Significance of the East-West Center Symposium on Increasing Creativity and Innovation in English Language Education) 1
2. Enhancing the English Language Education Through Creativity and Innovation within an International Context (Chen-ching Li) 11
3. Complete Report of the Workshop on Increasing Creativity and Innovation in English Language Education (Chen-ching Li) 25
4. A Sociolinguistic Profile of English Use by 2010 in Taiwan 75
5. Participant and Staff List of the English Language Education 80
6. State of the Art of ELE in Japan - Part A (Yoji Tanabe) 85
State of the Art of ELE in Japan - Part B (Yoshiko Otsubo) 103
State of the Art of ELE in Japan - Part C (Susumu Yamauchi) 115
7. State of the Art of ELE in Korea (Moon-Sub Han) 125
8. State of the Art of ELE in China (Gong Yafu) 131
9. State of the Art of ELE in Hong Kong (Angela Mok-Cheung and Bob Adamson) 143
10. State of the Art of ELE in Singapore (Anne Pakir and Phyllis Chew) 161
11. State of the Art of ELE in Taiwan - Part A (Vincent We-chang Chang) 169
State of the Art of ELE in Taiwan - Part B (Chen-ching Li) 11
12. State of the Art of ELE in Malaysia - Part A (Ng Guat Hong) 185
State of the Art of ELE in Malaysia - Part B (Hyacinth Guadart) 205
13. State of the Art of ELE in Thailand (Nuantip Tantisawetrat) 227
14. State of the Art of ELE in Indonesia (Fuad Abdul-Hamied) 233
15. State of the Art of ELE in India:
ESL in India - Yesterday, Today and Tomorrow 279
16. Increasing Creativity and Innovation (Andrew Crilly) 299
17. Selected Annotated Bibliography in English Language Education (Larry E. Smith) 310

英語教育三十年：現況與前瞻

美國東西中心當代英語教學研討會的啟示

李振清

在國際學術研究與教育政策發展上曾頗富盛名的美國夏威夷東西中心(East-West Center)，於今(2001)年二月十五至二十七日在檀香山(Honolulu, Hawaii)舉辦了一次罕見的「當代英語教學研討會」。這項為時兩星期，並以「提昇英語教育的革新與創意」(Increasing Creativity and Innovation in English Language Education)為主題的專業性學術研討會，計邀請了來自新加坡、香港、印度、印尼、泰國、日本、韓國、馬來西亞、中國大陸，及臺灣等地的二十一名從事英語教學專業研究與教學的學者和行政主管，就學術理論與教學實務方面的經驗與觀點，深入探討當前英語教育的現況、國際方向與前瞻。這項遲來的重要學術會議，不禁令人回想起七十年代世界各領域的傑出學者與政界領袖經常聚集東西中心的盛況。當年的風華如今雖已不再，然而「當代英語教學研討會」的精神，彷彿在經過「英語教學專業」(Teaching English as a Second/Foreign Language)三十年的耕耘和發展後，正務實地喚起東西中心的真正學術魂魄。

主持「當代英語教學研討會」的史宓思(Larry E. Smith)先生，是國際英語教育研究經驗至為豐富，並曾負責東西中心英語教育研究長達二十七年的知名學者。筆者有幸應邀與會，並為此項研討會記載了五十四頁的完整紀錄，供各國代表參考，心中至感欣慰。

三十年來的英語教育發展

三十年來，全球英語教學的理論與方法推陳出新，不斷地更替。從傳統的「翻譯與文法教學法」(Grammar-translation method)，到六、七十年代的「句型練習」(Pattern practice)和「直接教學法」(Direct method)、八十年代的「視聽語言學法」(Audiolingual approach)，到後來的「自然語言學習法」(Naturalistic approach)、**「整合式學習法」**(Holistic approach)、**「完全反應學習法」**(Total physical response)和**「溝通式教學法」**(Communicative approach)等，不一而足。

如今，全球各國更利用多媒體與電腦科技，不遺餘力地以更多元化的方法積極推廣英語教育。東西中心在歐哈納基金會(Ohana Foundation)的贊助下，掌握英語在全世界蓬勃發展的趨勢，及多媒體教學科技與新觀念之應用，配合這新思潮而於此時舉辦實務取向的當代英語教學研討會，意義非凡。

值此包括台灣在內的亞洲各國均積極配合對知識經濟(Knowledge-based economy)之重視，以及英語文的國際地位之提昇，各國重要教育決策層級人員參與此次會議，均有備而來，而且極為重視。參與人員的背景與會議的重大意義異常明顯，也因此特別凸顯了三十年來全球英語教育的發展特質，及未來各國配合其教育改革與人力資源發展(Human resources development)政策所可能規劃的新教育方向。

英語教育與國際化趨勢

與英語文教育息息相關的「國際化」(Internationalization)與「學術多元化」(Academic diversity)雖難謂當代的顯學，但已成為國際社會政策擬定必用的辭彙。根據伊利諾大學教授 B. Kachru 的統計，全球現有十餘億的人口使用英語。

隨著人類文明的演進、社會的現代化、科技的日益昌明、高等教育的日趨普及和品質的日益提昇，英語文已自十八世紀末即逐漸發展成為國際間人類通用的國際語言。國立台灣大學校長陳維昭教授在今(2001)年的「第二屆大學理念、資源分配與社會實踐學術研討會」中就慨然指出：「因應國際化的潮流，英語能力是決勝負的關鍵之一。」而早在一九八二年十一月十五日出版的美國「新聞週刊」(Newsweek)，就在該期的專題報導(Cover story)「英語飄香處處聞」(English, English Everywhere)中明確地指出，「不管你喜愛英語，或討厭英語，它已經成為一種最接近國際境界的語言了。」(“Today, like it or curse it, English has become the closest thing to a lingua franca around the globe”)。無獨有偶地，就在「新聞週刊」發表這篇學術與教育意義深遠的專文十八年後，「今日美國」新聞(USA Today)也在公元二千年的七月二十一日，刊載了一篇由 Julie Schmit 女士所撰寫，內容與「英語飄香處處聞」互為表裡的警世絕佳好作：「英文沒學好，難找到理想工作：亞洲職工面臨的現實問題。」(No English, No Jobs: a Reality Many of Asia's Workers Face)

面對當代全球政、經、文、教、科技等多方面的發展與知識經濟觀念的萌芽，「新聞週刊」與「今日美國」專文所提出有關英語文的重要性之警訊，只不過是當前世界發展趨勢的冰山一角而已。畢業於哈佛大學法學院的智利前教育部長阿雷雅諾(Jose Arrellano)，在一九九九年的由筆者主持的「亞太經濟合作會議教育論壇」(APEC HRD Education Forum)中直陳，「教育改革及經濟發展有密切之關聯，而英語文能力的提昇，更是導向這項目標不可或缺的基本要素。」

去(2000)年四月六、七日在新加坡舉行的第二屆亞太經濟合作會教育部長會議(The Second APEC Education Ministerial Meeting)中，全體部長揭櫫了四項必須運用英文才能領會的共同的議題：

- 學習社會中的資訊科技運用。
- 學習型教學制度。
- 改革教育管理體制。
- 強化國際教育合作與交流。

這四項亞太教育部長會議的主題，不但剴切說明二十一世紀國際教育的前瞻，更驗證了英語文在全球各國追求教育卓越、推動資訊科技、生物科技研究所需的國際重要性。與會的各國教育部長包括美國的芮理察(Richard W. Riley)部長、新加坡的許志賢(Teo Chee Hean)部長、澳洲的肯普(David Kemp)部長、中華民國的楊朝祥部長、韓國的文永林(Moon Yong-lin)部長、中國大陸的陳至立部長、汶萊的亞濟烏瑪(Pehin Dato Haji Abdul Aziz Umar)部長、泰國的普嵩薩克(Somsak Prisananuntagul)部長等，均一致體認到英語在國際溝通與教育改革所扮演的重要角色。

各國教育改革中的英語教育

在各國積極推動教育改革的大前提下，強化各階層人士英語程度，及落實英語文教學的政策，已經均成為各國決策者的最重要教育指標之一。為了適應此種國際需求，世界上的主要英語系國家如英國、美國、加拿大、澳洲等，均不斷地藉高等教育的課程設計中，推出「以英語為第二外語的教學」(English as a Second or Foreign Language)之重點課程。

在亞洲的非英語系國家如日本、台灣、韓國、中國大陸、泰國等，小學已普遍地提早正式教授英語。參加「當代英語教學研討會」的各國代表幾乎都強調全面格新英語教學在教育改革中的重要份量。這在他（她）們的報告中可以明確地展現出來。

至於歐洲的瑞典、荷蘭、德國、芬蘭、丹麥、西班牙，甚至自古以來一直強烈排斥英語的法國，英語都已成為各國推動國際化的重要媒介。這些國家的代表性大學如瑞典的隆德大學、荷蘭的萊頓大學、德國的海德堡大學和柏林自由大學、西班牙的馬德里大學、法國的巴黎大學、里昂大學和馬賽大學等，均不斷透國筆者向外宣示其「以英語為授課媒介的國際課程」。這種歷史性的國際教育發展趨勢，刻畫出本世紀以英語為國際交流工具的特色。

當代英語教學研討會的內涵

有鑒於世界潮流的發展，使英語成為各國發展的主要語言，東西中心遂在歐哈納基金會的全力支持下，舉辦了本項研討會。這次當代

英語教學研討會的主要內涵，包括了三大主軸：

- 提昇英語教育的革新與創意
- 以英語為國際語的共識
- 將科技注入英語教育

這三大主軸的討論，主要是肇基於現代網路科技的創新與多媒體的普遍應用於教學，並兼顧語言心理學(Psycholinguistics)、語言社會學(Sociolinguistics)及語言神經學(Neurolinguistics)等領域的演進與應用。與會各國專家及學者中有國立大學副校長、英語系系主任、教授、國家出版局副局長，及英語教材編撰主持人等。大家分別就各國的英語教學現況與研究、教材編撰、教學與評量，及配合教育改革推動的配套措施與未來展望進行報告、然後持續廣泛的討論、評估與建議等。在報告與討論中，各國的英語教育實務與精華，均可供大家做為借鏡。東西中心校長莫理遜(Charles Morrison)博士也特別肯定這些內涵。至於英語教學與哲學層次的研究和創新，夏威夷大學的柯洛克(Graham Crookes)教授則強調一脈相承的創新思維邏輯，如孔子所強調的「舉一反三」之觀念，正是創新思維的詮釋。

各國英語教育改革的現況與策略

代表十個國家與地區（如香港）的二十一名專家學者，在研討會中仔細地介紹、分析其英語教育的現況與前瞻。然後大家就展開熱烈的討論，並相互提供政策制定的參考意見。從下列各國配合教育改革而推展的英語教育政策，可以窺探出二十一世紀的英語教育方向。

日本：強力提昇英語能力的策略

日本早稻田大學的語言與英語教育系教授田邊洋二、長崎大學英語系系主任大坪喜子教授，及琉球大學山內進教授，從日本文部省「邁向二十一世紀邊緣的日本教育」(Japanese Education on the Brink of the 21st Century)政策，分析日本自1989年開始的「外籍教師教授英語」(Japanese English Teacher – JET)方案，用以提昇日本各級學校學生英語聽、說、讀、寫能力之經驗，並評估其正面成效。

日本的英語教育正式始自小學三年級。教學方式均輔以錄影帶及各種視聽教材。生動教學採功能取向，此乃是日本當代英語教學的特色。多媒體教具的廣泛應用，更增加學習之成效。然而，英語文師資的培訓仍是當前最大的挑戰。光是有良好的教材與教學法而缺乏優良的教師，學習成效當然會大打折扣。

韓國：英語教學提昇與教育改革同步

年輕而又充滿幹勁的韓國漢陽大學英語教育系系主任韓文燮博士，描繪出日據時代，日本政府管控韓國人學習英語的不當政策。加上韓國社會的保守民風，因而造成今天英語教育的落後。然而，邁向新世紀的韓國，已經把英語教學的規劃，及英語文聽、說、讀、寫能力的開發，制定成國家教育改革的重要主軸之一。為了因應此項國家政策，韓國自 1982 年起，在小學就以開始將英語列為課外活動的選修課程。1997 年開始，則自小學四年級起，每星期教授二節英語。同時，英語教師職前與在職訓練也配合教改政策同步進行。大學課程也鼓勵以英文授課。我國正在實施的「全民英語檢定測驗」，韓國早在進行中了。

韓國政府清楚地看到，要落實國際化政策與經建發展，必須借重教育改革中的全民提昇英文能力，方能邁向已開發的民主國家之林。

中國大陸：在改革開放中捨俄文就英語

身兼全國政協委員的「中國教育出版社外語室主任」龔亞夫，說得一口流利的英語。在報告中他特別指出，由於其父親為北京大學俄文系教授，因而他個人在文革期間被下放至黑龍江勞改場。回到北京後，有鑒於改革開放所需之國際資訊與英語文之重要，大力提倡英語教學研究與教材出版。在鄧小平於 1992 年南巡後，獲得大力支持。從 2001 年秋季起，大陸將由小學三年級起，無分城鄉，開始教授英語。中學與大專校院亦將同時提昇英語教學的品質。龔亞夫並強調，「具有『獨立精神』的上海，其英語教育政策和方法，可以不同於其他地區，以便更迅速地推廣。廣泛開發且具國際化走向的深圳亦同。」

除了龔亞夫外，來自上海外語教學研究會的楊順德會長，和江蘇教育委員會的高級教師何鋒，亦肯定龔亞夫的報告。楊順德並就「上海英語教學新面貌」，來闡釋都會區邁向新世紀所面臨的社會變遷與教育現代化實況。龔亞夫與楊順德兩位教育主管所透露的現代思想，不但符合當前的國際教育趨勢，更凸顯出大陸知識份子隱藏心中的良知。同樣來自上海的江澤民主席，與參加了 2000 新加坡 APEC 教育部長會議的陳至力部長，對此觀點，亦必點滴在心頭。為落實捨俄文就英語政策，自 2001 年起一連三年，大陸將培訓一百萬名英語教師，加入提倡英語教學之行列。

香港：以「雙軌制」維繫英語教育品質

由香港大學教授 Bob Adamson 博士與香港教育局莫張慶文所提出的報告，可以明顯看出 1997 回歸後的香港，正面臨一項維繫原有的英語教育品質之重大挑戰。根據報導，目前香港學生的英語文能力

已大不如前。

香港特別行政區儘量秉持原有的教育體系與英語教材、教法和制度，並由專責單位推動標準英語的教育與學習。香港民間與官方的共識是：強化英語教育方能帶動整體的社會發展。編撰創新性實用取向教材，維繫香港的永續發展是香港特區政府的積極政策。

新加坡：多元社會的獨特英語教育

新加坡在李光耀的領導下，開創了一個多元語言（英、華、馬、印）與文化融和的新社會。新加坡獨到的語言政策與特殊之英語教育。特點包括母語保存與多語(Multilingual)暨多文化(Multicultural)之推廣與認同。在此大原則下，提倡華語、推廣英語則是國家的重大政策主軸。此舉一來可以強化國際功能，二來則可以凸顯並提倡傳統價值觀。

縱然新加坡英語有其濃厚的方言色彩，但這不影響新加坡英語的地方與國際地位。由於英語在國際功能上是第一官方語言，因此，新加坡的政策重點乃置於多元化英語教材的設計與編撰。配合資訊科技的推廣與多媒體教學的廣泛應用、英語師資的大量培訓、教學品質的管控、語言技能(Linguistic skills)的提昇等，使得新加坡的全面英語教學改革，順利邁入二十一世紀的新境界。

新加坡的英語教材設計，符合當代外語教學所強調的「聽、說、讀、寫」並用(Integrating of the four language skills of listening, speaking, reading, and writing)理論。同時，教材設計也配合小學生引發學習興趣與實用之原則。此舉亟可做為臺灣小學英語教材編撰之參考。

臺灣：邁向全民英語的國際境界

代表中華民國臺灣的筆者，與國立台灣師範大學英語系系主任張武昌博士分別就「以新穎與創意為方法提昇國際化的英語教學」(Enhancing the English Language Education Through Creativity and Innovation within an International Context)，及「台灣中小學的英語教師培訓策略」(Training English Teachers at the Secondary and Primary Levels in Taiwan)為題，發表整體化的當代英語教學觀念及英語教育的最新趨勢。同時，我們也藉此報告台灣當前的英語教學改革現況。

我們分別強調在教育國際化、推動知識經濟、資訊科技及提昇國家競爭力的政策中，英語在臺灣所扮演的重要角色。在這大前提下，從今年秋天起，開始按教育改革之全面推動，自國小五年級起，正式全面教授英語，並落實英語師資培訓、教材多元化英語編撰、全民英語檢定測驗，以及實施九年一貫教育，使英語課程實際融入生活中。

臺灣今天在國際上的地位，可以說是建構在以英語為基礎的國際

化教育中。這也說明了過去五十年來，我們能轉化「人才外流」(Brain drain)為「人才回流」(Reverse brain drain)，使得台灣得以屹立世界的主因。

然而，當前臺灣大學生英語文程度正亟待更有效提昇，以便與亞洲各國的優秀學生在起跑點上務實地從事全球化的國際競爭。筆者曾在師大與台大從事英語教學十六年，深感現代大學生亟應正視高等教育的本質和內涵，努力提昇英語文的境界，方是國家之福。

泰國：配合全面教改民實施小一英語教學

泰國學者奴安娣(Nuantip Tantisawetrat)院長，與周玆菀(Carina Chotirawe)博士均為泰國國立著名大學的傑出外語教學教授。她們很懇切地強調，根據一九九九年制定的「國家教育法案」，實施全面教育改革，並提昇英語教學，是拯救泰國經濟危機、穩定社會、帶動經濟的國家重點政策。因此，泰國計畫儘速自小學一年級起，將英語納入必修的教學課程，並強調英語聽、說、讀、寫並重的語言能力培養。

為了配合普受全國歡迎的外語教學政策，泰國已積極地動員人力，從事英語教材編撰、師資培訓、英語教師在職訓練等工作。

馬來西亞：利用廣播教學提昇英語文能力

馬來西亞的文化與社會較其他國家複雜，加上近代經濟發展比較緩慢，因此在推動英語教學方面，只有儘量利用傳統的廣播與電視教學，以便將訓練課程無遠弗屆地傳送到各偏遠地區。為貫徹此教目標，馬來西亞教育部透過「特別英語教育委員會」(Special English Language Committee)來規劃大、中、小學的整體英語教育課程，同時積極推動教師在職訓練。

馬來西亞英語教學的特色是強調教學法、教育資訊與多媒體教育方法的三合一整合，並對英語教師施以嚴格的職前與在職訓練。此種政策極類似我國早期的空中大學教育方式，及暑期中學英語教師在職訓練。馬來西亞因曾受到英的國治，其中小學的英語文教學成效，仍然差強人意。他山之石可以攻錯。我國在七、八十年代的全面英語教師在職訓練推動的非常成功，如今卻反而在資源與教學媒體更充分的現況下緩慢了下來。這對極須推動英語教育、提昇國家現代競爭力的國際挑戰中，令人擔憂。

印尼：在經濟困境中提昇英語教學成效

印尼教育大學副校長哈福德(Fuad Abdul Hamied)及國家教育部語言訓練發展中心主任蘇哈佗(Isnoerwate Soejoto)都是專業知識與行政經驗均極豐富的學者兼行政官僚。面對社會資源與國家不確定性遠劣於馬來西亞的印尼，其推動全民英語的政策，正面臨了空前的困境。加上印尼人口眾多（二億四千萬）幅員廣大且分散在三千個島嶼上哈福德博士懇切指出：政府當局只有期待一個和平、民主、公正而有效的成熟社會，方能為印尼的八千八百萬學生提供現代化的英語教育。也因此，小學的英語教育只有任其自由發展。但經濟的蕭條、英語教師的嚴重不足，同時阻礙了經濟的發展。在此現況下，印尼的英語教學則只有退一不地偏重在閱讀方面。然而，教材編撰則列為重點工作。為了培訓師資，印尼獲得世界銀行的協助，學習馬來西亞利用教傳統的廣播與電視教學，將訓練課程傳送到各島嶼的學校裡。

印度：藉廣播與電視開展英語教學的新方向

印度跟馬來西亞一般，都是受到英國統治而後又回歸到本土社會與文化認同的獨特國家。根據與會印度學者簡粟巴希(Subhash Jain)及莫漢拉傑(S. Mohanraj)的介紹，印度的社會情況和國家政策，跟馬來西亞極為相似。惟一不同的是印度乃一文明古國，教育極為普及，加上存在的 1600 種語言中，很多是屬於「印歐語系」(Indo-European family)。同時，印度努力推動資訊科技及國際化教育，所以印度的英語教學能在經費並不充裕的狀況下，仍透國類似我國空中大學的教學模式，有效地推廣融合印度本土文學與文化的英語教學內涵。由於英語也是官方語言，社會的接納度自然也高。此種語言的社會學現象(Sociolinguistic phenomenon)，使得印度人講起英語時，會有半英半印之特徵。

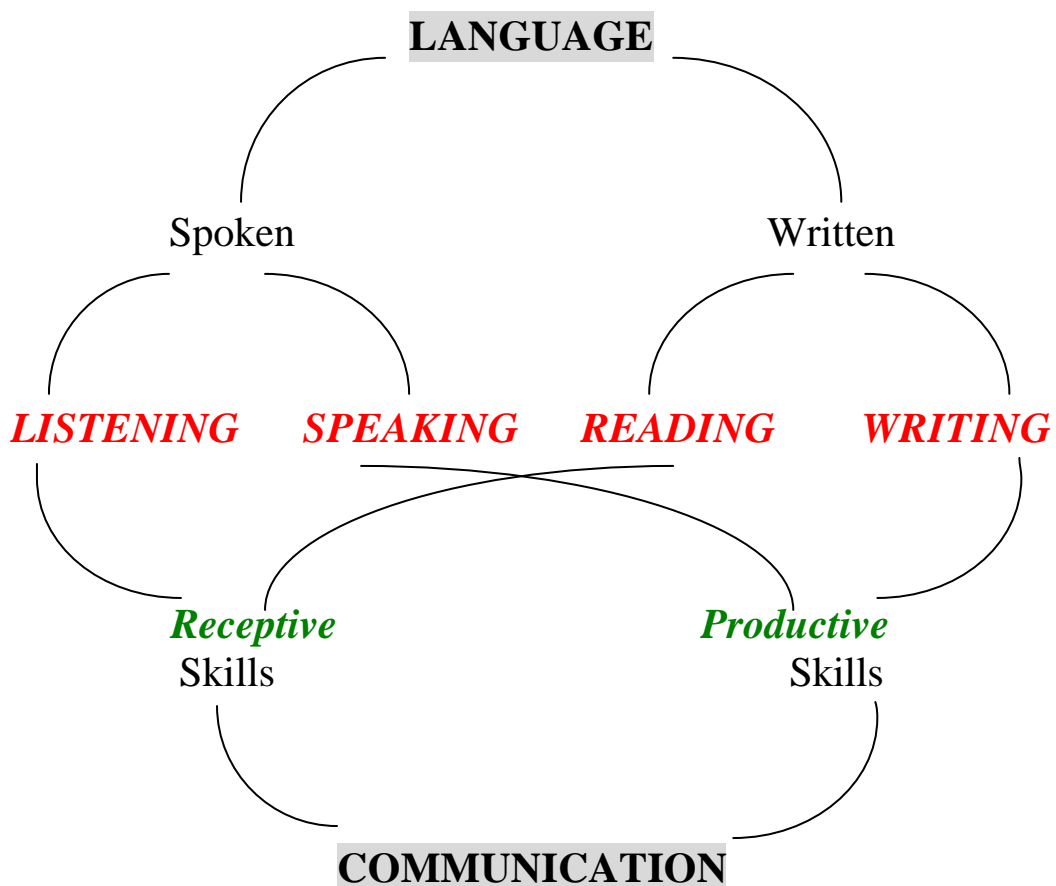
印度的國民所得雖然沒有我們高，但他們的科技研究成效高過臺灣。電腦輔助教學方式的利用，使得印度的英語教學在各種客觀環境下，遠景非常樂觀；國家競爭力亦日漸提昇。

展望二十一世紀的英語教學

當知識經濟與全球化的觀念普遍深植人心時，英語教育顯然也已成爲各國不得不重視的教育課題。「新聞週刊」(1982. 11. 15) 及「今日美國」(2000. 7. 21)的警世名言，早已獲得全球各國的迴響。這也是為什麼連向來因為歷史與政治的因素而極力排斥英語的法國，現在也開始在其重點大學如巴黎大學、里昂大學，及馬賽大學等校，隨同其他非英與系國家高等學府一般，開始開設以英語為授課的學位與課程，以便招來更多的外籍留學生。

成功的語言學習及英語文教學，必須建立在明確的理論架構上，

再輔以優良的師資、完善的教材、正確的教學法，以及政府主管機構前瞻性的制度和規劃。我國的大、中學生一直在英語學習方面，成效不盡如人意。除了上述的因素外，一般人均不瞭解英語文聽、說、讀、寫四種語言技能的相輔相成的共通性。例如，一個人要把英語說得好、寫的流暢，則必須先在閱讀與聆聽兩方面下功夫。閱讀與聆聽稱為「收受性」(Receptive)的語言技能；口說與寫作則為「表現性」(Productive)的語言範疇。二者之密切關係，悠如電腦術語中的“Input”和“Output”之互補關係。語言學家將此種關係表述如下：



Interrelation of Language Communication Skills
(Betty W. Robinett: *Teaching English to Speakers of Other Languages*)

從本次東西中心辦理的以「提昇英語教育的革新與創意」的「當代英語教學研討會」，筆者警覺到各國的人民正積極努力地提昇英語文學習與教育的境界，以便適應二十一世紀的國際社會；而我國表現於大學生的外語學習之敬業精神，則不免令人擔憂。

為了對「當代英語教學研討會」能有所貢獻，筆者將與張武昌教授合力將各國學者發表的論文編撰成書，並於今年底獲明年初發行，藉以對全球的教育界有所實質之貢獻。

Enhancing the English Language Education Through Creativity and Innovation within an International Context

**English Language Education Workshop, East-West Center
East-West Center
Honolulu, Hawaii
Feb. 16-27, 2001**

Chen-ching Li, Ph.D.

E-mail: <ccli@mail.moe.gov.tw>; <http://www.edu.tw/bicer>
Director General, Ministry of Education &
Professor, National Taiwan Normal University

1. From "English, English Everywhere" to "No English, No Jobs" : What's Next?

In the February 5, 2001 issue of *TIME* magazine, the implication revealed by its cover story is fascinating to all educators in general, and to the scholars of "English Language Education" in particular. *TIME* unveiled on this cover story a challenging issue of the new century: "Forecast 2001: You are in for an amazing year! What's next?" This special report coincides with the cover story of "English, English Everywhere", *NEWSWEEK*, published on November 15, 1982. The same argument of *TIME* can also be justified by a special report of "No English, No Jobs" which was published on *USA Today*, July 21, 2000.

In relation to the education of the English language, we are right on the crossroad of enhancing the field due to the increasing complexity of international politics, rapid development of global communication in all sectors, as well as the fast growing consensus of teaching and learning English in the network-based environment (Lin 2000:421, Li 2000:i). While English is playing a crucial role in modern-day communication, how should we employ every available variables to enhance the English language education?

On December 1, 2000, *Asiaweek* printed a thought-provoking article, entitled "Digital Divide: To bridge it, nations need to invest in basics." By investing in basics, one should refer it to one of the core courses that ensure efficient communication along with the four language skills.

Topics such as educating the next generation to brace the new era have been enthusiastically discussed in a series of conferences in OECD/INES, APEC, UNESCO, and many other international organizations. And when it comes to tackling the challenges of the era of information technology, a crucial issue arises: English language education. Nobody can deny that the development of economics, science and technology, as well as modern Internet have become inseparable entities. And

when Dr. Norbert Walter (2000:7) proposed that "The Internet is a window to this world and many conventional notions are being turned upside down," he is also reminding all educators the importance of beefing up the English language skills so as to cope with the demanding skills of internet and IT.

In early April, 2000, all of the ministers of education in the Asia and Pacific region gathered in Singapore for the Second APEC Education Ministerial Meeting. The four sub-themes of the meeting can be put into practice if, and only if English language education is in the good hand of each government. The four sub-themes are:

- The use of information technology in a learning society.
- Improving teaching systems.
- Reforming education management systems.
- Enhancing cooperation and exchange of people and expertise.

With English as a mean of efficient communication, with assistance of simultaneous interpretation, the APEC and OPEC/DINES meeting have reflected the importance of enhancing the English language education through creativity and innovation within an international context. This proposition can also be generalized to help resolve the many problems in relation to digital divide and social-economic development of all the countries in the world.

As I was in Brunei Darussalam in May 2000 for chairing the "22nd APEC HRD Education Network" meeting, Ms. Julie Schmit of the *USA Today* called to interview me from Hong Kong, discussing with me in length about the status and teaching and learning of English in Asia. I bluntly told her that "English is an international language in Asia. Those who don't learn it will be disadvantaged." And back in 1982, "English, English Everywhere" (*NEWSWEEK* Nov. 15, 1982) justifiably argued: "Today, like or curse it, English has become the closest thing to a lingua franca around the globe."

To cope with all of the aforementioned issues pertinent to English language instruction, Taiwan has been preparing for its advent sweeping education reforms in order to meet the new challenges of the new century. It is our belief that the twenty-first century can be characterized by its constant changes and the formation of a new order based on successful education of English. Efforts exerted to this strife will sustain our global economical developments and international competitiveness, as well as responding to high demands for self-fulfillment under the contemporary domain of lifelong learning in a learning society. Indeed, the greatest challenge that our ever-changing world has encountered at the turn of the century is how to achieve sustained economic growth so as to pave the way for continuous development in all areas of concern, including sound education for all (Teo 2000).

In this paper, I will first discuss the relationship between Taiwan's purpose

of education reform from the aspects of economic impact, cultural heritage and international trends. "No English, No Job" (USA Today 7/27/00) has shed new light on the system and operation of the proposed compulsory education, teacher and vocational education, lifelong learning, as well as education internationalization. In particular, the implementation of the teaching of English in the elementary schools starting from 2001 is a crucial issue in relation to the education reform. The application of contemporary technology such as computer and internet is a key point of discussion in my presentation. The impact of culture on foreign language learning will be expounded, based on my personal experiences of teaching in Taiwan, together with advising foreign students in San Francisco Bay Area, Maryland, and Washington, D.C. Besides, my current post as the International Coordinator of the APEC Education Network will be interesting to argue in favor of the English Language Education Symposium.

2. Sweeping Education Reform and English Language Education Policy in Taiwan

According to the mandate of education reform policy issued by the Ministry of Education on upgrading the quality of primary and secondary education, the following policies have been made for implementation in three years: 1999 - 2002.

- Officially offering the teaching of English as a foreign language starting from the fifth grade in year 2001.
- Enhancing the training programs for English teachers for elementary schools
- Enhancing the teacher-training program of elementary school teachers in a large scale.
- Reducing the class size to no more than 35 students in the elementary school.
- Connecting all elementary schools to internet by providing computers in each classroom by 2001.

Elementary and Secondary School ELE

In an attempt to motivate high school students to better learn the four language skills of English, more and more high schools have initiated to offer dynamic courses by employing native speakers to teach in the "English Language Camp." In a three-day English camp at Yung-chun High School in Taipei, students demonstrated their enthusiasm in learning to interaction with both English teachers and peers, all in English.

The English camp, students' motivation of learning have been enhanced through subjects such as practical English conversation, American culture and society, playlet performance, and discussion on special topics.²

College ELE Curricula 2001

(DC Paper)

ELE 1970 – 2001

Children's English

National Open University

9-year Integrated Education 有年一貫教育

General English Proficiency Test 全民英檢:

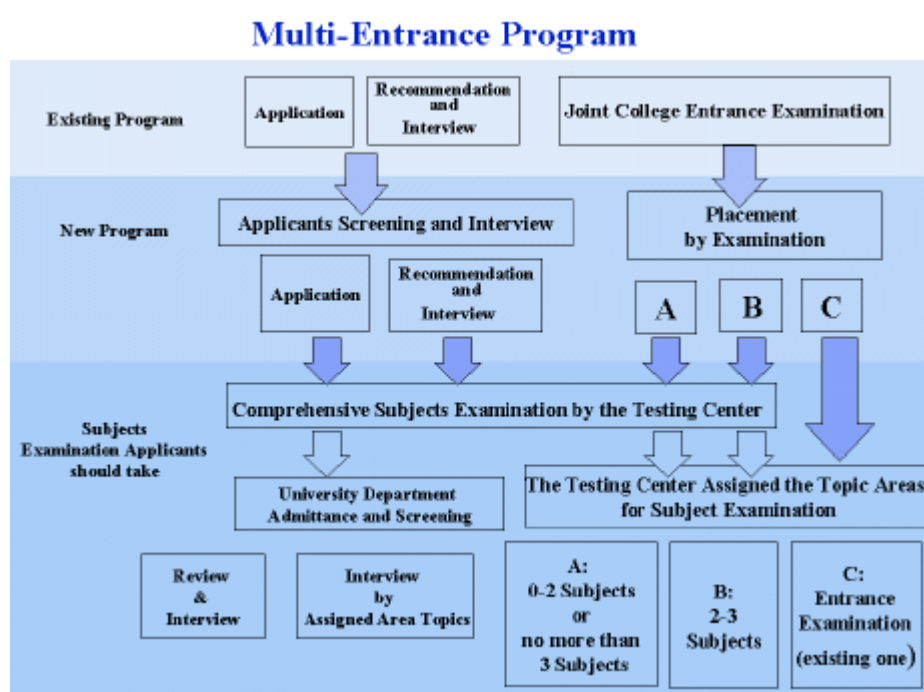
Levels: Elementary, Intermediate, intermediate-advanced, advanced, superior

3. Justification of ELE in Taiwan

From "Brain Drain" to "Reverse Brain Drain"

7.1 Creating Flexible and Multiple-entry Routes for Schools

The traditional entry route for our schools is mainly through entrance examinations. Although fairness and objectivity is achieved in entrance examinations, yet they can not accommodate the multiplicity of students' needs. There is no entrance examination for schools at the compulsory education level, e.g. middle schools. Except for that, entrance examination is the main entry route for high schools, junior colleges, and even supplementary junior colleges. In addition to the entrance examination, universities have a direct-entry route for excellent students and entry through "recommendation and interview", but these are mainly for those who just graduated from high school, few alternatives are offered for adults with work experience. Thus, multiple-entry paths for these institutions should be established, especially for adults, if a society of lifelong learning is to be achieved. Current practice has justified the value of reforming the college entrance mechanism. The ROC Ministry of Education has also decided that the traditional college entrance examination will be abolished, and replaced by the aforementioned system by 2002.



7.2 Encouraging the Provision of Learning Opportunities by the Business Community

Business represents a key resource for the state. It not only offers the opportunities for employment, but also enhances the growth of the learning society. Due to that fact, business will have a great part to play in education, and become an important vehicle in which lifelong learning opportunities can be offered. Workers will be encouraged to attend various learning programs if the provision by business can be encouraged effectively. An economy and its business community need to develop a partnership for learning that will make learning opportunities widely available. In addition, there is a new trend for business executives to go back to schools for further learning. Programs such as EMBA (Executive MBA) and similar types have become popular due to the need of business CEO's. This encouraging social phenomenon has also justified the fact that a sweeping education reform is in progress throughout the country for all.

4. Expectations of ELE

Europe : Sweden, Holland, Germany, and France

OECD, APEC

Education Internationalization

Knowledge economy

IT (ICT)

4-skill correlation (Graphic)

English for special purposes

As the new century rapidly approaches, Taiwan is bracing for its sweeping education reform to meet the unprecedented challenges. Among these efforts is the innovative reform in the English language education. English will be officially taught starting from the fifth grade in the fall semester of 2001. To cope with this brand new educational policy on English language education, innovative strategies will be employed to fulfill the mission that the Ministry of Education has been planning for decades.

My paper will review Taiwan's purpose of education reform in general from aspects of the economic impact, cultural heritage and international trend. The foreseeable future policies of the unprecedented education reform will be discussed and evaluated based on the system and operation of the proposed compulsory education, teacher education, vocational education, higher education, lifelong learning, education internationalization, as well as the implementation of the teaching of English in the elementary schools starting from 2001. The progress of the mandated reform policy as well as its impact on Chinese society is unprecedented, as it is elaborated in the paper. Statistics and specific data on Taiwan's education reform and English education will be cited for reference and justification.

My presentation will also cite "English, English Everywhere" (*NEWSWEEK* 11/15/82), "No English, No Job" (*USA Today* 7/27/00), together with the arguments of the correlation of the four language skills, namely, listening, speaking, reading, and writing (Betty W. Robinets 1978). Concepts of English as an international auxiliary language will be discussed.

The application of contemporary technology such as computer and internet is a key point of discussion in my presentation. The impact of culture on foreign language learning will be expounded, based on my personal experiences teaching in Taiwan, and advising foreign students in San Francisco Bay Area, Maryland, and Washington, D.C. Besides, my current post as the International Coordinator of the APEC Education Network will be interesting to argue in favor of the English Language Education Workshop.

Finally, the expected outcome of my approach can be shared with fellow participants. And my personal research and English teaching experiences at National Taiwan Normal University, as well as participation in the 2000 OECD educational indicator programs should be helpful in shedding new light on the English language education after all.

Innovative English Programs for 145 Colleges and Universities: 2001

Construction and Implementation of College English Language Curriculum

提昇學生英文基本能力具體措施

Specific approach to enhancing college students' English proficiency

Soochow University

Freshman English

Sophomore Listening and Speaking, Levels 1-3
English Club for all
English Newsletter
Diverse English activities: movie, debate, lectures, drama, book fair, speech and writing contests

*2002 Policy: More English credits (4) to the original ones, e.g.

Freshman English/Spanish/Japanese/German: 6 credits

Sophomore Listening Training: 2 credits

Additional 4 credits for ENGLISH

Totaling: 12 credits

Goal: *Courses lecturing in English*

Fengchia University 逢甲大學

Applied Foreign Language Courses to be designed
Placement for English classes
Translation and Interpretation (T&I) courses to be offered
Multimedia Instruction in conjunction with T&I
Study Tour Overseas

Providence University 逢甲大學

Testing of English writing for all Non-English majors
Certification of English Proficiency Test for all students 英語能力認證
Mini Class for English instruction
Online Correspondence Center for all

Ta Yeh University 大業大學 (Excellent planning)

International Language (and Culture) Center for enhancing English instruction
Policy of Certification of English Proficiency
Superior = TOEFL 590
Excellent = TOEFL 550-589
Pass/Fail
TOEFL scores in place of regular English courses

International Village: Reading, living, multi-media, online learning, resource room, foreign language theater, and foreign language teachers on campus

Mingchuan University 銘傳大學

Four skills: Listening, speaking, reading and writing emphasized on the same scale
Compiling textbooks: East Meets West
Accelerated ESL programs
Placement of English proficiency

Ta Tung University 大同大學

Freshman: Listening comprehension; Reading
Sophomore: News English
Sophomore: English writing
Senior: Accelerated ESL programs of various areas
Graduate Programs: Technical research writing plus speaking

National Taiwan Normal University 國立台灣師大 2001-2005

Courses offered: Elementary, Intermediate, Advanced
Multimedia
Placement
Teacher training

National Chengkung University 國立成功大學

WTO Carrot Stick and Implication: Internationalization
Diverse courses offered year by year:
1999 Cross-cultural and cross-discipline courses
2000 EMBA in English
Certification of English (Placement Test) of the four language skills

National Chenchi University 國立政治大學

Receptive/Productive Integration (of the four language skills)
Building up Computer Center, Resource Center,
Distance Learning
Basic Language programs
Special programs
Elementary, intermediate, advanced levels

National Chiaotung University 國立交通大學

Freshman: Required Basic English
Sophomore - Senior: Topic or Specific courses
Ph.D. Program: Basic Science English and Thesis Writing in English
English Self-study Center equipped with multimedia infrastructure
Certification of English for Ph.D. students

National Central University 國立中央大學

English Self-study Center equipped with multimedia infrastructure
Online English Clinic (for Self study): www.ncu.tw/eng/cgi-bin/GuestBook
Online English songs
Online Children literature
Online teaching and learning methodologies
Online classroom: EdClass

National Chinan University 國立暨南大學

Freshman English Proficiency Test

NOTES

1. "English, English Everywhere." *Newsweek*, Nov. 15, 1982.
2. "Foreigners Entertained Students in English Language Camp." *China Time Evening News*, Feb. 9, 2001.

BIBLIOGRPHY

- ASIAWEEK. 2000. "Digital Divide." Dec. 1: 20.
- Li, Chen-ching. 1988. *English Writing: Research and Analysis on Stereo-type Errors*. Taipei: Tunghua Publishing Co.
- Li, Chen-ching. Ed. 1999. *The Relationship Between Education Reform and a Changing Economy: The Proceedings of APEC Education Forum International Seminar on Education Reform*. Santiago, Chile, January 25.
- Li, Chen-ching. 2000. "On English Education and Multimedia Instruction." *The Proceedings of the Fourth International Conference on Multimedia Language Instruction*. Taipei: The Crane Publishing Co.
- Lin, Chih-cheng. 2000. "EFL Students' Perceptions of Learning Language Skills on the Internet." *Selected Papers from the Ninth International Symposium on English Teaching*. Taipei: Crane Publishing Co.
- China Time Evening News*. 2001. "Foreigners Entertained Students in English Language Camp.", Feb. 9.
- NEWSWEEK. 1982. "English, English Everywhere." *Newsweek*, Nov. 15.
- Teo, Chee Hean. 2000. "Report to the Second APEC Education Ministerial Meeting", Singapore, April 6-7.
- TIME. 2001. "Forecasting 2001: You are in for an amazing year! What's next.?" Feb. 5: 41-61.
- Wlter, Norbert. 2000. "New Era Connected to New Quickly Changing Economy." *European Council of Commerce and Trade*. No. 73: 7-9.

Language Learning Before Translation/Interpretation Training

Margareta Bowen
Division of Translation & Interpretation
Georgetown University

1. Language learning is a lifelong undertaking vs. Translation
Language learning is never a terminal. And yet, translation/interpretation cannot be undertaken at the same time. Translation/interpretation cannot afford the slow-pace struggle of dictionary-assisted endeavor.

Danica Seleskovitch

Robert Lado
John B. Carroll

2. Georgetown University and Its Translation/Interpretation Project

- 1949: founded by Fr. Leon Dostert
- Students: with all backgrounds and linguistic competence
- Experiences: United Nations, Nuremberg Trials, etc. (Court interpretation)
- Domiciles: various and international
- Schooling: in different communities
- Background: with enviable humanistic education; scholars; diplomats

📖 : *Implication inferred? (What inference can you draw?)*

☺ : A. **(Humanistic) Background, culture, language efficiency (competence and performance are accountable for T&I performance.)**

*Inferences, deduction, paraphrasing, anticipating, deduction, etc.
Knowledge counts. Internationalization*

3. Your views or observation

4. Translation = equate terms in the language being studied (the source language) with terms in another language (the receptor/target lg.)

5. Successful translation:

Genuine translation succeeds, it seems, just insofar as the translator can *adapt his own conceptual scheme to express the ideas in the scheme of the individual or group he is trying to understand.*

The anthropologists *approximate* the concepts of the source-language speakers. 領悟、頓悟

6. The Interdefining Character of Concepts

ETICS analysis: phonological concept of phonetics (linguistic sounds)

EMIC analysis: understanding the concepts, practices and institutions as they are understood to interrelate with each other by cultural insiders.

7. The Sapir-Whorf Hypothesis (Edward Sapir, Benjamin Lee Whorf)
Patterns and structures in one's native language have a strong influence on a person's world-view.

8. Imposition in Translation (W.V. Quine 1951) 133

9. Translational Objectivity in a New Light (138-39)

CNN NEWS REPORT IN TAIWAN'S PRESIDENTIAL ELECTION

March 18-20, 2000

Questions for Discussion

1. How is your perception of this footage related to the Sapir-Whorf Hypothesis?
2. What is the significance of DISCOURSE and (four language skills training) in relation to your perception and translation of this news report?
3. What is the role of CULTURE and translation based on this CNN news?
3. Translation and Translation: How different in nature based in this news report?

Your Input & Questions

Mike Chinoy Andrea Koppel, Karuna Shinsho, Rebecca Makinnon

Interviewing: James Lilly 李潔明, 閻學通、蘇起、Bi-khim Hsiao
Chen Shui-bian: from political prisoner to president
Language Proficiency and Translation

Language Proficiency and Translation
James R. Child

1. Language skills Testing
Issak
2. ACTFL, CLTA, FSI and their functions

Reinforcing Education internationalization: a New Policy of Educational Reform

The world is changing rapidly. It is my conviction that we international educators should appreciate the ancient Chinese saying of "Reading tens of thousands of volumes of books should be coupled with traveling for tens of thousands of miles away from home." International education is the extension of this concept both in academic and cultural learning. This is why Dr. Derek Bok, former president of Harvard University, reiterated his claim that all students should go overseas to become better motivated for future learning.

In his recent speech, President Neil Rudenstine (also of Harvard) urged Commitment to international Exchange Programs to beef up the mission similar to that of Dr. Derek Bok. President Neil Rudenstine's comments in ACE's Robert H. Atwell Distinguished Lecture Series makes sense to me, and is pertinent to our conclusion:

In spite of all the criticism surrounding the point today, we really have to sustain our commitment to international students and faculty exchange programs. We need those foreign students, and we need our students to be out there. There is simply no substitute for direct contact with talented people from other countries and cultures. We benefit from overseas students, they add to our base of knowledge, (and) they drive research and teaching in new directions that are very fruitful."

International education has much to learn from history. Indeed, there are two role models of international students who are frequently discussed. One of them is Dr. Gerhard Casper, President of Stanford University. The other is Dr. Lee Teng-hui, President of . In the op-ed section of the New York Times, April 24, 1997, Dr. Henrik N. Dullea, Vice President for University Relations of Cornell University wrote:

"President Lee is one of our most outstanding alumni. His Ph.D. dissertation was recognized as the best in his field by the American Agricultural Economics Association. In addition, President Lee's skill in implementing the economic, political and social development agenda of his native island has reflected a lifetime of achievement that Cornell University was honored to recognize by inviting him to deliver the 1995 Spencer T. and Ann W. Olin Lecture on world politics and international affairs ."

In addition to President Lee and President Casper, there have been innumerable young Chinese college graduates traveling from to pursue advanced studies in the major universities in the United States between 1950 and the present time. Many of them ended up as renowned scholars, scientists, political leaders and professionals in all fields either back home or in the United States. According to informal statistics,

there are one hundred thousand outstanding naturalized American citizens who succeeded as international students, and were recruited to join promising institutions due to their educational accomplishments.

Two crucial factors can account for this unique phenomenon of educational internationalization. First, the quality of teaching and research in the American higher learning institutions is a major reason for foreign students to apply for admission. Second, the steady increase of American teaching and research universities reflected the modern success story of knowledge-creation through higher learning institutions.

The impact of the rise of American research universities on Chinese students is immeasurable. The increasing number of Chinese students from enrolled in American universities between 1950 and 1998, as indicated in Fig. 6 is reflected in that most of the cabinet members in 's government have earned Ph.D. degrees from overseas.

Indeed, the value of international education and its exchanges in the global level is a fact widely recognized today, with an increasing number of students seeking at least part of their education in a country different from their native land (Goodman 1999). The endeavors of students from Taiwan studying overseas have justified this reality.

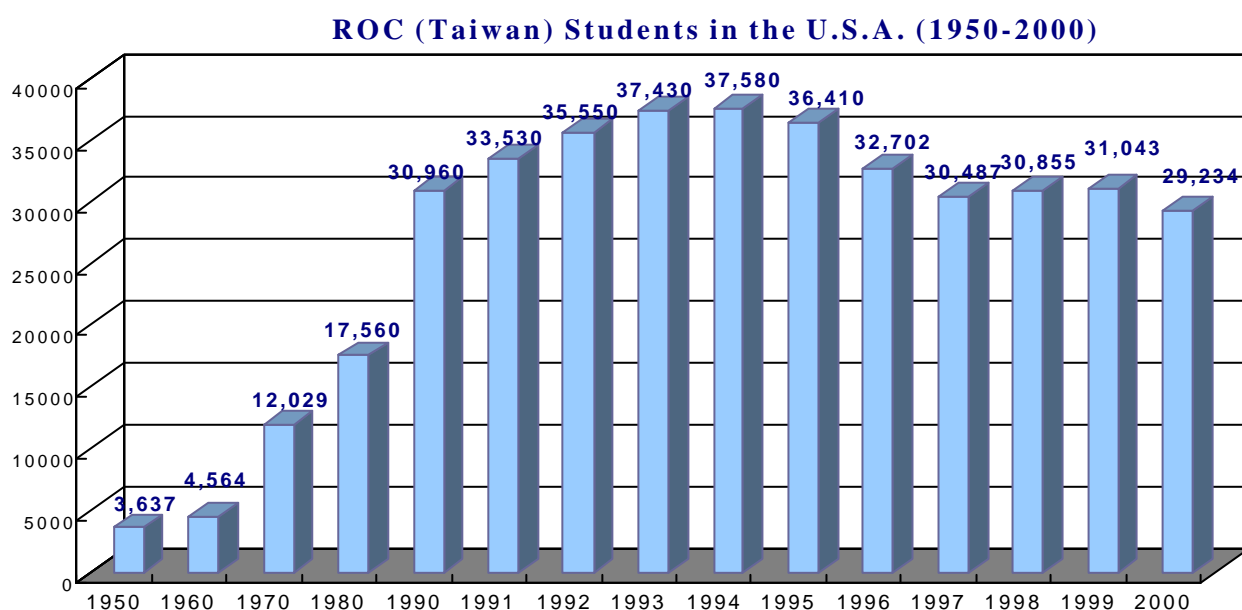
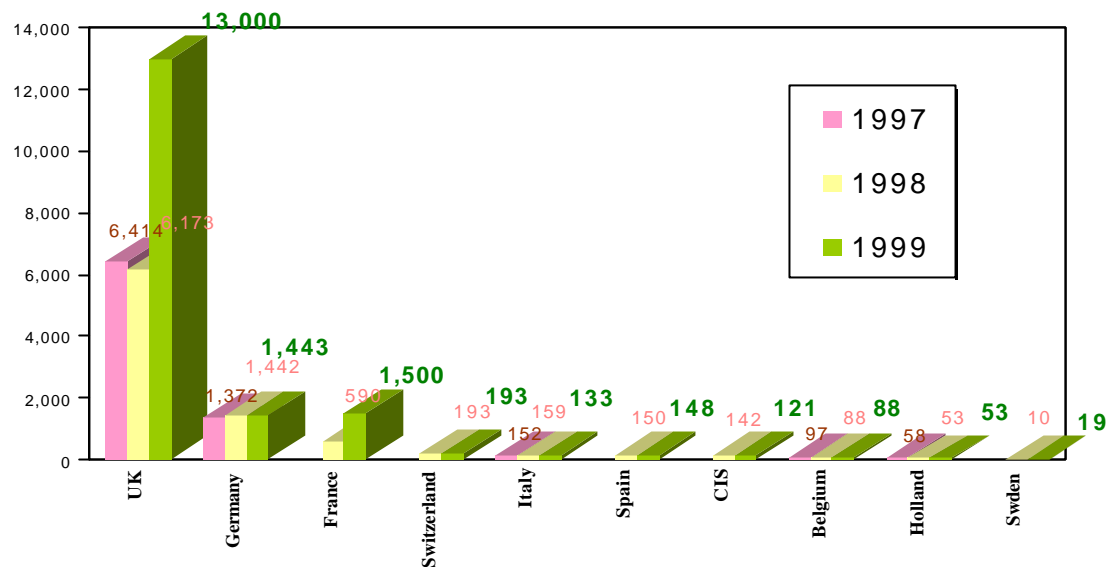


Fig. 6: ROC (Taiwan) Students in the USA (1950-1999)



Interestingly, in 1995-96, the number dropped to 866, proportionally reflecting the decrease of total students coming to the US. Instead, they chose to study in (Li 1997:25). This changing trend is due to several factors. The world is changing fast, and cutting edge science and technology are dominating the world. has been striving for continuous social and economic prosperity under the guideline as for international and regional competitiveness, both of which are related to the trend above. Increasingly, sharp programs and economic consideration have kept more students on the island for further study. In this context of continuous campaigns for higher education reform and internationalization in , the following programs have been put into practice.

8.1 Studying Overseas on Government Scholarships

The program enabling students with academic potential to pursue advanced studies overseas has been in existence since 1955. The government foresaw the future trend three decades ago. and was certain that advancement in higher education and education internationalization would be the driving force leading to the optimal development of a nation. This proposition has been justified recently by the mandate of APEC Summits which President Clinton proclaimed in three consecutive years, 1994~96. Ministry of Education has been active in screening qualified college graduates to study all over the world for advanced degrees as well as researching as postdoctorates. At present, there are 480 students enjoying this privilege globally. Out of these students, 185 are in the United States.

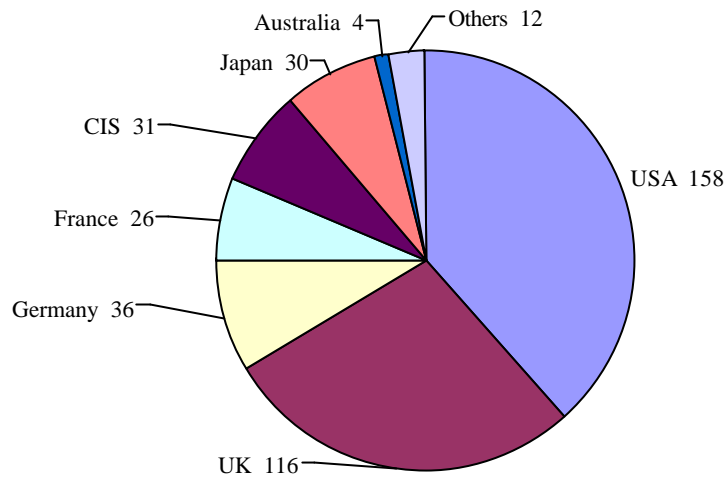
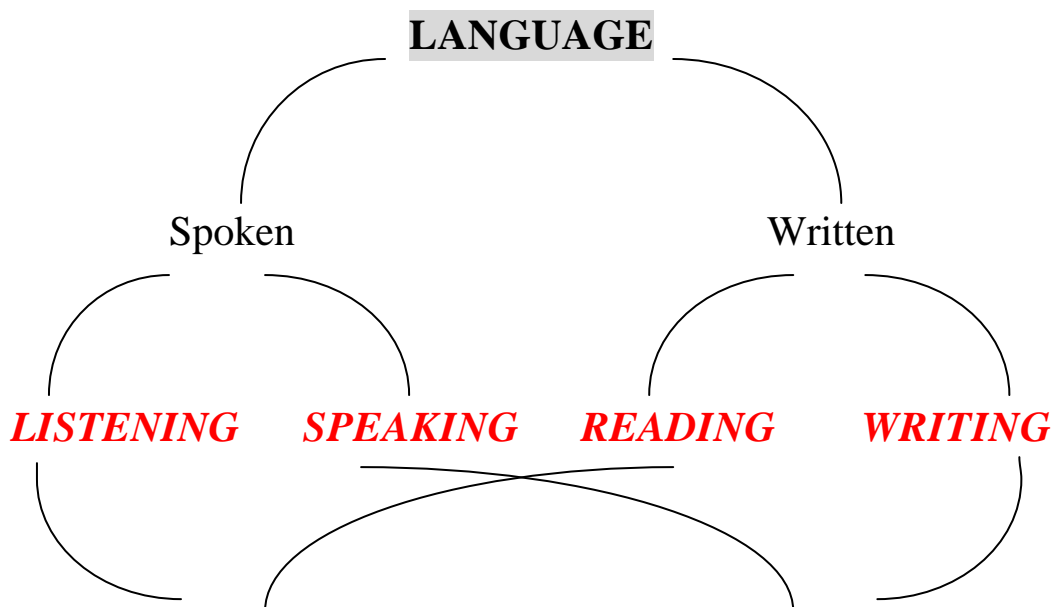


Fig. 7: Distribution of ROC/Taiwan Students Abroad on Government Scholarships, 1999

Provision granted to each of the students includes monthly stipends, book allowance, medical insurance coverage, tuition fees, as well as subsidy for attending international academic conferences. In total, each of the scholarship students will be awarded approximately \$29,200 per year, plus round-trip airfare.

Each year, 150 scholarships are offered to qualified candidates. As soon as they are selected, each of them is responsible for applying to research universities all over the world out of their own choices. Upon the completion of their studies, usually aiming at the Ph.D. degrees, they are required to go back to to contribute their knowledge and learning.



Receptive
Skills

Productive
Skills



COMMUNICATION

Interrelation of Communication Skills

(Betty W. Robinett: *Teaching English to Speakers of Other Languages*)

Report for

SYMPOSIUM ON

English Language Education (ELI)

Increasing Creativity and Innovation

Feb. 15-27, 2001
John A. Burns Hall 3121
East-West Center
Honolulu, Hawaii 96848

Prepared by

Chen-ching Li, Ph.D.

1. Feb. 16, 2001 (Friday 9:00 –12:00)

The work shop, “Increasing Creativity and Innovation in English Language Education Workshop” was inaugurated on the morning of February 16, 2001 at John A. Burns Hall of the East-West Center. The Ohana Foundation, the East-West Center, and the International Association for World English jointly sponsored the Workshop/Symposium. Larry E. Smith of Christopher, Smith & Associates LLC was the coordinator of the workshop. Mr. Grant Otoshi served as the Administrative/Program Officer of the academic symposium. Focus of the workshop included:

1. Creativity/Innovation in English Language Education (ELE)
2. English as an International Language and the
3. Use of technology for ELE

On the eve of the opening ceremony (Feb. 16), The Ohana Foundation sponsored a welcoming reception in honor of all of the 21 scholars/participants from the 10 represented countries: China; Hong Kong; India; Indonesia; Japan; Korea; Malaysia; Singapore; Taiwan; and Thailand.

Ms. Lishan Chong of the Ohana Foundation welcomed all of the participating scholars. Ms. Chong unveiled the mission of the Ohana Foundation as one that supports educational development in all countries.

Also representing the Ohana Foundation was Dr. Andrew Crilly, Senior Vice President, Multimedia, reported to all about the current research and development of multimedia used in English language education. The lecture of Dr. Crilly was inspiring and convincing. Professor Frank Tang, Advisor, EFL Content Development, and Ms. Jane Johnson, Production Director and Corporate Training, were also present at the reception.

The first day of the ELE Workshop held at the East-West Center will create a new milestone of the English language education, as reflected from the current international trends of the teaching and learning of English.

Program of the first day of ELE Workshop begins with “Welcome to Program.” There are several speakers commenting on this significant ELE Workshop which has been organized at the right time at the right place. Dr. Charles Morrison, President of the East-West Center kicked off the workshop, which was meticulously planned and organized by Mr. Larry E. Smith.

Charles Morrison, President, East-West Center

Dr. Charles Morrison, President, East-West Center, emphasized the fact that the Center is a research institution, and functionally serves as a think tank. Located in Hawaii, where the east meets the west, the East-West Center is an academic and research institution for scholars from all over the world. The 2001 ELE Workshop is a major academic activity that the East-West Center is anxious to cosponsor.

Elizabeth (Betty) Buck, Director, EWC Education Program

Dr. Elizabeth Buck recognized ELE as an essential approach to the study of English as an international language. ELE and cultural identity are complementary to each other. Taking over the position of Mr. Larry E. Smith, Dr. Buck has kept doing the inspiring and innovative projects of EWC, such as this (2001) ELE Workshop.

2. Self-introduction of all of the participants

Each participant introduced himself/herself about the personal careers, highlight, and academic advancement in relation to the state of the art of English Language Education, and vision of ELE implemented in each country. In addition to the formal affiliation and official status of each participant, special and interesting personal reports are taken note as follows:

1. Carina Chotirawe, Thailand

Carina was an EWC grantee, graduating from University of Hawaii with a Ph.D. degree in English literature. She has been teaching English literature, culture, and translation in Chulalongkorn University in Bangkok.

2. Hyacinth Gaudart, Malaysia

Hyacinth earned her Ph.D. degree from University of Hawaii, and has been responsible for English teacher training in Malaysia. She is also specialized in cultural geneology.

3. *Frank Tang, US

(Professor of University of Hawaii – American Studies, representing The Ohana Foundation)

Professor Tang spent 40 years in China, helping schools of all levels to learn English. He is now professor of American Studies.

4. S. Mohanraj, India

Mohan can speak seven languages, out of India's 1657 languages. He is also competent in Sanskrit. Mohan is a teacher trainer, and textbook writer.

5. Isnoerwati Soejoto, Indonesia

Isnoerwati (Is) was originally specialized in economics and accounting. She is new in the ELE field in the Indonesian government. And yet, she is intelligent, and is committed to the promotion of the teaching and learning of English in all levels of schools in Indonesia.

6. He Feng 何鋒, China

"He" is his last name. He Feng is a bureaucrat, and is responsible for teacher training in China's Jiangsu Province. He is shy, but friendly. He demonstrated endeavor in gathering innovative concepts and creative strategies for his professional need

7. Ng Guat Hong, 黃月芳 Malaysia

Dr. Ng Guat Hong's last name is Ng, written in Chinese, it means "yellow" 黃. Dr. Chen-ching Li, a linguist, is the only person who can accurately pronounce her full name in the Chinese dialect of Fujian. Others cannot pronounce it correctly, and thus called her "NG", which means "No Good" in the TV studio terminology. Guat Hong (her given name) is an expertise in teacher training through IT. The "Smart School" is a promising program she is engineering for Malaysia.

8. Yoji Tanabe 田邊洋二 Japan

Yoji is a professor of English in Waseda University. He is active in English teacher training and education. He is currently the Vice President of Japan Association of College English Teachers. Yoji is also well known for producing Radio English Programs for broadcast through NHK.

9. Yang Shunde 楊順德 China

Shunde is his given name. He taught English in Japan after he was unduly castigated as the "poisonous element" during the Cultural Revolution, because he had relatives in Taiwan. Returning to China, he was engaged in teaching English, and is now responsible for English teacher training.

10. Angela Mok 莫張慶文 Hong Kong

Angela earned her Ph.D. in Australia, and is now responsible for adult learning of English, as well as students in secondary schools. Angela is a brilliant ELE educator. She is now lecturer of English Department, Hong Kong Institute of Education.

11. Chen-ching Li, 李振清 Taiwan

Chen-ching was an East-West Center grantee, 1973-1974. He taught English at National Taiwan Normal University, with a concurrent position as the director of the

renowned Mandarin Training Center of the same university. Due to his background and specialties, he was recruited to work for the Ministry of Education in San Francisco (1990-92) and Washington, D.C. (1992-998). Chen-ching is a prolific writer, and is now engaged in educational internationalization in Taiwan. He is currently the director general of the Bureau of International Cultural and Educational Relations, Ministry of Education. He is also serving as the International Coordinator of the APEC HRD Education Network, which he took over in 1997.

12. Susumu Yamauchi, 山内進 Japan (Okinawa)

Susumu is a faculty member of Education University of Ryukyus. He earned his Ph.D. degree from University of Texas, Austin. He is now engaged in education reform in Ryukyus (known as Okinawa), and also responsible for English teacher training. Susumu enjoys sports. During his sojourn in East-West Center,

13. Moon-Sub Han, 韓文燮 Korea

Moon-Sub earned his Ph.D. degree from University of Texas, Austin. He is now the department chair of Department of English Education, Hanyang University. He has edited a series of English textbooks, and was successful in fund raising for the university. Moon-Sub is a young and dynamic scholar. He is very knowledgeable. His concept on compiling English textbooks for the elementary and secondary school students is remarkable. He is one of the youngest department chairmen in Korea, and is a promising scholar.

14. Anne Pakir, 沈正英 Singapore

Anne is an energetic educator of English. She earned her Ph.D. degree from University of Hawaii, and currently she is the department head of Linguistics at National University of Singapore. Anne was married to an Indian from Panjab. She is a good example of cross-cultural interaction. Ann is a prolific writer, and well known linguist. Both she and Dr. Chen-ching Li presented papers at the 1996 Georgetown University Roundtable on Languages and Linguistics.

15. Subahsh Jain, India

Subahsh is a true scholar. He looks very much like the ancient Chinese sage, Confucius. And indeed, he is very much like Confucius, due to his personality and characteristics. He was educated under the well known linguists A. Gleason and Mario Pei. He was retired in 1997, but still active in English teacher training and production of TV English programs for secondary school students and adults. Subahsh is well known for his “Intensive Primary Teacher Training through Interactive Television.”

16. Vincent Chang, 張武昌 Taiwan

Vincent earned his Ph.D. degree in linguistics from University of Florida, Gainesville. He is now the head of the Department of English, National Taiwan Normal University. He is responsible for English teacher training in Taiwan under the education reform initiatives. His special areas of research are discourse analysis and sociolinguistics.

17. Yoshiko Otsubo, 大坪喜子 Japan

Like Chen-ching Li and Anne Pakir, Yoshiko was involved in many of EWC programs under the coordination of Mr. Larry E. Smith. She is now conducting very successful programs in English teaching and learning in Nagasaki University. And more importantly, Yoshiko is now the Chair of Department of English, Faculty of Education of Nagasaki University.

18. Fuad Abdul-Hamied, Indonesia

Fuad is a very humorous scholar. He made everybody laugh all the time. He is also a cheerful, optimistic, visionary scholar, currently serving as the vice rector of Indonesia University of Education. As a graduate of Southern Illinois University, he is good at English teacher training, and EFL material development. Fuad is full of confidence in the promotion of English in Indonesia. Like all other participants, Fuad is optimistic about Indonesia's education reform.

19. Nuatip Tantisawetrat, Thailand

Nuatip has had a lot of training and teaching experiences in EFL. She was trained in EFL both in the US and UK. As a professor of King Mongkut's University, she is a leader of ELE in Thailand. Nuatip is friendly, and very inquisitive in learning.

20. Gong Yafu, 龔亞夫 China

Yafu is a legendary official in the PRC. During the hectic days of the Cultural Revolution in China, he was castigated as the "black element" due to his father's position as a professor of Russian in Peking University. Thus, Yafu was sent to the labor camp in Heilongjiang Province in northern China, bordering Russia. At the age of 21, he began to learn English. Today he is the director of Foreign Language Department of Curriculum and Teaching Material Research Institute and People's Education Press. Yafu is a friendly and promising young man.

21. Phyllis Ghim Lian Chew 周錦蓮 Singapore

Phyllis arrived late due to her busy schedule in Singapore. She regarded the workshop as a break for her. This is true to most participants. Phyllis is a talented and committed educator, responsible for English material development in Singapore. She is also a prolific writer.

22. Bob Adamson, Hong Kong

Bob was born in UK, and left for Taiyuan (City), Shanxi Province, China to teach English after the Cultural Revolution. In spite of the cultural shock he experienced, he succeeded in teaching English to the Chinese college students in the remote area. Practical experiences in curriculum design, material development and cross-cultural communication prompted Bob to be further engaged in ELE in the college level. Currently, Bob is associate professor of Department of Curriculum Studies, the University of Hong Kong.

Workshop Presentations

3. Feb. 19, 2001 (Monday 9:00 –10:00)

Topic: **English as an International Language/World Englishes**

Speaker: **Larry E. Smith**, President, Christopher, Smith & Associates, LLC

*"The English Language Education (ELE: Increasing Creativity and Innovation" formally started with a presentation of Mr. Larry E. Smith, who served as its creator and coordinator. Mr. Smith has devoted all his lifetime to the research and practice of **English as an International Language/World Englishes**. In addition to the presentation, Mr. Smith assigned each of the participants a series of brief "research homework" such as the "**A Sociolinguistic Profile of English Use by 2010 in (Taiwan)**." Other discussions leading to the state of the art of English Language Education (ELE) have proven to be the highlight, under the thorough coordination of Mr. Smith. It is through his great efforts that the 2001 ELE Workshop could accomplish its goal and become a paramount momentum that will have a great impact on the future English education in the Asia Pacific region. (Chen-ching Li)*

English as an International Language (EIL): A term in applied linguistics for the role of English as a language of international communication, for example, when a Brazilian and a Japanese businessman use English to negotiate a business contract. The type of English used on such occasions need not necessarily be based on native speaker varieties of English (e.g. American or British English) but will vary according to the mother tongue of the people speaking it and the purposes for which it is being used.

(p. 124 Longman Dictionary of Language Teaching & Applied Linguistics, 1992)

EIL Principles /Standards:

1. English belongs to those who use it, not just to its native speakers. English is a language of Africa, Asia, Europe, and North America. The culture of English is the culture of the speaker (native or nonnative).
2. English is an international language. It is not the only one but it is the one most frequently used in international settings today. In the past other language of frequent use include.
3. EIL situations are classified in terms of interactors:
L2 with L2 international (a Japanese with a Thai)
L1 with L1 international (an American with a Briton)
L2 with L1 (a Chinese with an Australian)
4. EIL refers to functions of English not to any given form. EIL is conceptually distinct from EFL and ESL. Differences include
(a) students, (b) cultural content, and (c) model /target.
5. Standards of use remain high :
grammatical competence
(E.g. pronunciation, intonation, pronoun usage, sub. / verb agreement, etc)

sociolinguistic competence
(E.g. appropriate language and behavior for situation, verbal acts of identity,
ideology/power)
strategic competence

4. Feb. 19, 2001 (Monday 10:15 –12:00)

Topic: **Innovation and Creativity and in English Language Education (ELE)**
Speaker: **Prof. Graham Crookes**, Professor, UH SLA (ESL) Dept.

CREATIVITY

1. Introduction to Innovation and Creativity (in ELE)

The topic of Innovation and Creativity (in ELE) has aroused enthusiasm in the US and many other Asian nations, e.g. PRC, Hong Kong, Taiwan, Thailand, etc. Innovation and Creativity (in ELE) is essential to globalization. PRC is heading for this direction.

China: “Evangelization” of English: Teaching English in the large gathering in the stadium in China. This is an indication of the learning of English in PRC. Reports on his new fashion are available at EWC.

Innovation and Creativity (in ELE) has been emphasized in PRC, with a view to upgrading ELE and the building up of English language skills.

2. Research in Creativity

In UH Library, there are 200 publications/literature focusing on “Creativity” in different areas: psychology, human dimensions, sociology, anthropology, etc. The number is increasing. “Generalization” and “Universalization” are the concern. (See HANDOOUTS: References on Innovation and Creativity.)

Baker, Chris. 2000. *Cultural studies theory and practice*. Thousand Oaks, CA: Sage.
(And many others. Se attached.)

3. Historical Perspective

China: TANG dynasty (600AD) emphasized Innovation and Creativity.
Education in the Chinese society
Experiment in Chinese education, under the influence of John Dewey.
Campaigning for the Chinese literacy and training of teachers.
Confucianism ideology imposed for innovation in education

Japan: Education in the Japanese society

4. Definition of Education Innovation and Creativity

A product is viewed as creative to the extent that is both novel response and applicable and useful, correct or valuable response to an open-ended task.

(Hennessey, B.Aa., & Amabile, T.M. 1988. The Condition of Creativity. In Sternberg, R.J. (e.d.) *The Nature of Creativity*. New York: hers College Press.

Howard Gardner (Harvard) on Chinese education with resources.

Sternberg, R.J: Complexity and family, societal domain and impact on creativity.

“**Human Capitals**”: Human skills ad resources heuristic approach
(Li: Cf. OECD 2000 Fourth Assembly of OECD/INES in Tokyo, Japan.)

The general concept has also been taken from Western psychology.
The *cultural quantum and cross-cultural psychology*: German on Japan

5. Approach and General Practice in ELE

Teacher Oriented:

Starting from the teacher for creativity?

What will be a creative teacher to an open-end task? Novel in approach and solution?

“Drill and repetition” alone is inadequate. ELE is just like the teaching of science. It has to be innovative and creative on the part of the teacher.

Li (李振清講評要點中譯)

英語文教學：師資訓練勝於一切。創新性師資訓練法為第一要務。不理想的英語教學環境或教材，可以以優良的英語教師之創新性教學與方法來加以彌補；反之，一切則只有枉然。。

6. Creativity from the Perspective of the Learners

Beyond the Chomskyian theory.

Liberal education is required to foster creativity in ELE. This will foster the learning of English, and *good command* of English language.

INNOVATION

7. Definition of Innovation

Source: Western idea of *individuality* is essential to innovation, supported by the psycho-analytic theory.

8. Pragmatic Discussion of Innovation

Kelly P. 1980. “From innovation to adaptation. In Galton, M. (ed.) *Curriculum Change*, (pp. 65-80). Leicester: Leicester University Press.
Coleman, Hywel. 1998. *Society and the Language Classroom*. Cambridge: Cambridge University Press.

These great books talk in depth about the Innovation of teaching.

“*Distance Education in Language*” is a reflection of this type of concept.

Confucius's emphasis on INNOVATION: 舉一反三

舉一隅而不以三隅反，則余不予教也。(On connotation)

Freedom of designing curriculum falls into this category of Innovation.

Novelty is a reflection of this type of theory.

Improvement is a necessary reflection of Innovation after all.

Innovation, Creativity, and “generalization” of Confucius’ teaching.

9. Two Aspects of Innovation (and Creativity)

Critical incidence could cause the challenge to fundamental beliefs.

Research on foreign (second) language teaching and learning is essential.

Empirical research in second or foreign language teaching and learning is necessary for ELE: Curriculum research and development.

10. Rational (Irrational) Change of Education System and Creativity and Innovation: Social Change as a Major Factor

School Structuring and Social/Political Changes

Jiang Zemin is probably key to this type of change in PRC.

11. Initiation, Implementation and Consultation for ELE

It takes initiatives and implementation of innovative strategies and continuous consultations to safeguard the quality of ELE in every country or cultural backgrounds.

12. Finale

Cf. Markee, N. 1992. “The ELT Curriculum: design, innovation, and management.” *TESOL Journal* 2.36, 40.

See also Holliday, Adrian. 1994. *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.

13. Q & A

(1) Anne Pakir (Singapore)

Creativity vs. Innovation and Teachers’ Practical Theories

(2) Bob Adamson, Hong Kong SRA

Definition and top-down policy: unresolved 無解。

(3) Subhash Jain, India

Teacher education in the social context: There are many things that cannot be done to teacher education. Different variables can be employed. Yet, *TV and Distance education* can be employed to make up the inadequate strategy.

(4) Moon-Sub Han, Korea

“Innovation” vs. “Renovation” in Korea.
This is to make that innovation can be practiced for improvement.

(5) Chen-ching Li 李振清, Taiwan

Confucianism, Neo-Confucianism and Taoism both stress innovation and creativity.

Tu Weiming 杜維明 (Harvard University)

Confucius: **Confucius**'s emphasis on INNOVATION: 舉一反三

「舉一隅而不以三隅反，則余不予教也。」 (on connotation)

Question:

Creativity and innovation in Asian on “Testing and Innovation”:

SAT for evaluation US students to be deleted, by UC (CNN and Honolulu Advertiser, 2/18/01)

Japan: National Exam Board: offers “listening comprehension”

“English as an official language” was proposed, 2000. Yet, this concept is ridiculous. (Yoji Tanabe)

Li: Cf. 7/21/00 *USA Today* Report by Julie Schmidt, “No English, No Jobs”

Malaysia: Certain levels of (English) be met for eligibility for graduation.

(Hyacinth Gaudart)

Hong Kong: Syllabus of teaching English has been changed to be tuned in to be implemented in line with innovation and creativity. Still, assessment needs to be verified for the further implementation.

“Subjective Test” is inhibited, due to the response of parents.

(6) Isnoerwati Soejoto, Indonesia

Innovation in English teaching in Indonesia: Difficult to implement.

(7) Hyacinth Gaudart, Malaysia

Teaching without textbooks in the open field, with role play, simulation...

“Textbooks can be boring.” Teaching can be innovative.

Li: I do not quite agree that “Textbooks can be boring.” It depends on how textbooks are compiled in line with the reality.

(8) Vincent Chang 張武昌, Taiwan

Innovation in English writing in Taiwan: 1981 to 2001

Li: That's my campaign which ended up in great success.

(9) Subhash Jain, India

Teacher training/trainer: Issues cannot be resolved.

Ans (by Prof. Crookes): US experiment and exploring through the John Dewey's theory has much to say about this point. Political and economic factors have much to do about **innovation and creativity**.

(10) Anne Pakir, Singapore

Top-down National Policy in Singapore:
Singapore liberation through Innovation: “*Thinking Schools, Learning Nations*”:
National priority, trying to reinvent school programs in elementary and secondary schools all over Singapore.

- Ability driven: Helping all students to achieve through their abilities.
- Efficiency drive: To be truly efficient in their learning.
- IT utilization for innovation and creativity aspect
- Interfacing work: focusing on discipline
- Higher education reviewed by Harvard University Dean of Education, with “Cluster Courses” introduced by Prof. Tu Weiming of Harvard and Prof. Landow of Yale Univ.

(11) Nuantip Tantisawetrat, Thailand

“**Task**” Orientation (郊區學校任務取向教學法：就地取材) for all students, even in the countryside. Studying Insects in the rural area schools is a good example. Schools need computer for internet and innovative teaching and learning. Local and international companies offered to help.

Bob Adamson: Teacher education, and continuous education is essential for the updating and innovation of curriculum and materials.

(12) Hyacinth Gaudart, Malaysia

Teacher education is boring, and ineffective.

5. Feb. 19, 2001 (Monday 14:00 –16:30)

Topic: “The Use of Technology in English Language Education”

Speaker: Dr. **Andrew Crilly**, Vice President, Ohana Foundation Responsible for multimedial development

1. Ohana and Education Projects in China

Editing and developing English multimedia programs and textbooks in China. Gong Yafu (龔亞夫) was the contact in PRC for this project.

2. Text and DVD for English Teaching in China and Other Countries

Objective: Increasing creativity and innovation

Approach: Developing a top-layer of Multimedia, and providing contents, a teacher guide and resources, linked to the Multimedia layer.

(1) 九年義務教育三年制初級中學教科書 by 中國人民教育出版社(People Education Press)及 and (UK) Longman <http://www.pepe.com.cn>

Junior English for China, Students’

Book 1A

(1) Look, say and learn

- (2) Read and act
- (3) Ask and answer
- (4) Look, ask and answer

Check Point (in Conversation)

Total: 64 lessons, or 16 Units, with a of pictures and DVD, Video taped by native speakers of English. Good colors and editing.

(2) Experimental textbooks are provided for the students of 1 All-day Regular High Schools

全日制普通高級中學教科書（試驗本）必修 第一冊（上）

Senior English for China Book 1A (1997)

Structure of the Textbook: Unit 5 – Lessons 17-20

Unit 5	
Lesson 17	Dialogue PEP (video contents) Practice Find the right answers, the practice in pairs.) “Why do you sow cabbages?” “To make them grow big an strong.” “Language study”
Lesson 18	Reading: (Scanning thru DVD first in various ways) The Green Hills of Tangshan (p. 18)
Lesson 19	Sentence making (+ Video and DVD Pattern Practice, conventional style: Q&A)
Lesson 20	Listening Writing Checkpoints 5 Grammar Passive Voice Useful questions (P. 20)

DVD Supplement: Space travel narration both in English and Chinese.

Questions from Li:

Vocabulary control for Book 1? What is the theoretical basis?

Outcome? How to evaluate? (4 language skills)
How to proceed with the teaching, e.g. Unit 5 above (in Box)
Expenses of publishing the textbooks?
Teacher Training for applying these multimedia instruction (DVD)?

3. Q&A

- (1) DVD application and evaluation of learning achievement? (Chang)
- (2) “Discovery Channel” and “National Geography” to be implemented with DVD use in EFL? (Subhsh Jain)
Ans: Yes, for the segments to be used and linked to other video format, to be used in the lesson plan. Use also Hyperlink, too, to link other resources.
- (3) Culturally correct be taken into consideration. (Ng Guat Hong)
Facilities must be diverse for reasonable maintenance.
- (4) Geographical consideration: DVD is the most popular in Shanghai Special materials be produced to meet the local demand culturally. (Yang)
- (5) Supplementing the learning processes and helps achieve the learning result. (Andrew Crilly)
- (6) Korea focuses on English learning by spending large amounts of budget through the video infrastructures, and now, these have to be given to the room of DVD!
- (7) Smith: PEP Textbooks (English): Why cannot they be made more general so that other countries can make use of them for educational purposes?
- (8) “Shanghai is an independent state. They do everything there on their own.”

6. Feb. 20, 2001 (Tuesday 9:00 –12:00)

Topic: **State of the Art of ELE in Japan**

Presenters: Yoji Tanabe 田邊洋二 Professor, Dept. of Linguistics and English Language Education, Nagasaki University
Yoshiko Otsubo 大坪喜子
Susumu Yamauchi 山内進 Professor, Faculty of Education, University of Ryukyus

Japan MOE was renamed in 2000 as “Ministry of Education, Science, Sports and Culture (Monbusho 文部省. It is one of the 12 Japanese Cabinets.

Yoji Tanabe 田邊洋二 Reports:

Educational Structure of Material Development

- **Central Education Council**, 1952. To deliberate education reform issues.
- **Curriculum Council**
- **Council of Study**

15th **Central Educational Council**, Curriculum Council and Courses of Study 1955
“Japanese Education on the Brink of the 21st Century”
Theme: 「邁向二十一世紀邊緣的日本教育」

JET (The Japan Exchange and Teaching) Programme to help high school students to speak English: 1987

JET Programme was introduced for oral communication in upper secondary school curriculum as a required subject in the Course of Study in 1989.

Education Reform Mandate: TEFL in Elementary Schools or in the lower secondary schools reinforced

Li: *This is parallel to the Education Reform mandate on Teaching English in the elementary schools from the fifth grades and on, 2001.*

PIS (Period of Integrated Studies)

EFL Textbooks for Senior High Schools in Japan: 165

English I: 53
Oral Communication A: 20
Oral Communication B: 21
Reading: 38
Writing: 33

Susumu Yamauchi 山内進 Reports:

1. English Textbooks: The selection of textbooks is decided by the principal.
2. English teachers: American teachers are preferred, for language and culture...
3. Class size: 40
4. Teaching Methods at Secondary Schools:
English for communication, and for college entrance examination
5. “Oral Communication and Grammar Method” is adopted to meet the need of college entrance examination.
6. Team Teaching: Japanese and native speakers (mostly Americans) work together in teaching English.
7. **English as an International Language (EIL) / World Englishes (WE)**
Reference for English textbooks writing.
8. **IT for TEFL**
Computer and internet are used to assist the teaching of English in schools.
Still, this is not the mainstream of ELE in Japan.
9. English in Japanese Society: Limited. Less than 1 %
Exception: Japan Times (English)
10. Loaning: English into Japanese (P. 8)

Team	chiimu
Couple	kappuru
Marathon	marason
Mind	maindo
Hotgel	hoteru
Clone	kuroonn

Computer	kamputa
Personal computer	pasokonn
Think tank	sinnku tannku
Karayoki	kara OK
Imi	from “Imigrant”
Haraki	suicide

11. The Major Challenges/Problems for the Future EFL in Japan

Developing communication skills in speaking, listening, and writing.

Yoshiko Otsubo 大坪喜子 Reports

Yoshiko Otsubo (大坪喜子教官), Professor and Chair of Department of English, Faculty of Education, Nagasaki University, presented three interesting video programs, depicting practical teaching. She distributed papers written by her students on TEFL strategies. These include:

- “English Education I”, by Yosuke Kakinoki (198019) Sep. 24, 2000
- “How to Teach Four Skills to High School Students – English Education II”
by Yosuke Kakinoki (198019), Feb. 2001
- “From teacher-centered to student-centered: Making the English lessons
communicative”, by Rika Yoshitake 吉武渡邊, 大學院一年

1. Video presentation for TEFL in a Japanese class: I am studying Japanese now.”.

Listen and Repeat (Pattern Practice)

- “He is playing Baseball.”
- “Ronald is eating mochi.”
- “He is singing a song.”

Li: The teacher overused the flash cards for oral practice: listen and repeat.

2. Video presentation for TEFL in a Japanese Senior High class

The English teacher uses English most of the time, and tries to activate students to participate in the “dialogue” activities. It is very dynamic situation.

Interaction between the student, and with the teacher is very impressive.

3. **Discussion** based on the three segments of the video presentations

- 3.1 English be used in class.
- 3.2 Pronunciation and Grammar are emphasized.
- 3.3 Communication skills are essential, and are practiced in class.
- 3.4 Pattern Practice is employed in the class activity.

4. **General Discussion on Japan**

4.1 **Textbooks**

- Revised every 10 years.
- Textbooks: 165, authorized by the Ministry of Education
Reviewed by the Council, including native speakers of English.

The situation is similar to that of Taiwan.

- Textbook writers are mostly college professor and high school English teachers.
- Foreign publishers are not yet cooperating with local publishers. Longman tried to get involved, and yet the term has not been reached. (Bob Adamson)
-

4.2 **Teacher training**: in Japanese mostly as a means of communication.

4.3 **Components of the Textbooks**

Literature, poems, stories ..? (Angela Mok)

Li (環球英語 by Chang and Li 1981 – 1998, as a good example) : Good textbooks should enhance reading and literary appreciation, and then convert them into the practice the four language skills. *Authentic English* be taken into consideration while compiling English textbooks for non-English speakers. Avoid the “artificial” language contrived by the textbook writers merely for pattern practice.

7. Feb. 20, 2001 (Tuesday 14:00 –16 :3)

Topic: “State of the Art of ELE in Korea”

Speaker: Dr. Moon-Sub Ham 韓文燮

Chair, Department of English Education, College of Education
Hanyang University 漢陽大學

1. History: Conflict between English and Japanese

- 1.1 English was discouraged, and regarded by the Japanese ruler as the enemy’ s language. Japanese: 6 hours per week, and English, only 2.
- 1.2 Grammar translation method dominated the teaching process in Korea and Japan.
- 1.3 Teachers do not speak English well. English education has been undesirable. It’ s lamentable. Grammar translation method prevails. Listening comprehension is the worst in the TOEFL Test. Foreigners asking for directions in Korea will be stunned that Koreans will simply turn away upon being asked.
“Those who cannot speak English, teach English in school.”
- 1.4 1990: Awakening –
The government of Korea decided to launch curriculum change for the betterment of ELE.

2. Reform in ELE

2.1 Historical Development of ELE in Korea

- | | |
|------|--|
| 1980 | Introducing linguistic theories and ELE practices. |
| 1990 | Revolutionary change in ELE |

“Grammar” was prohibited, even the grammatical terms such as nouns, verbs, adverbs, etc., have become taboos.

“Communicative” functions/teaching alone has been employed. English teachers were punished for failing to do so.

Sad Result: “Grammaticality” is not a concern. As long as they can utter English understandably, it is fine. ELE is chaotic.

1995- Writing Programs were promoted together with Reading.
2000 “Communicative competence” in reading and writing was introduced.

2.2 Reform in ELE: an urgent task in Korea

The minister of education has undertaken strategies for averting the situation.

3. Current Strategies

- 3.1 Listening Comprehension Test has been added to all testing of students.
- 3.2 No grammar test.
- 3.3 Reading Comprehension: Power or Speed reading has been introduced.
- 3.4 Writing Test: Testing indirectly through multiple choice such as coherence, unity, etc.

Li: This is against the natural approach to studying a new language.

4. Elementary School English: Revolutionary Policy in ELE

- 4.1 1982: English was taught as an extracurricular activity.
1997: English was officially taught in the elementary school, **3rd grade**, 2 hours a week. (North Korea started the teaching of English at **4th grade**.)
- 4.2 Before 1997, private institutes offered better ELE than the public ones, creating big gaps of learning achievement.

*Li: How were English recruited to meet the need of so many English classes?
Result of the elementary ELE? Gap still exists?*

- 4.3 Textbooks for students: 500 words for the elementary schools
Teachers’ manuals accompany the textbooks.
Audio and video tapes are provided.

The textbooks for elementary schools do not have many English words or sentences. There are only pictures.

Example: 5. What’s This?

In this lesson, pp. 37-44 do not have one single words or sentence in English, except for Korean. On P. 41, there is an English song, though, “My Chair, My Desk, My Pencil, My Book.

The same is true of all other 16 lessons. (*Elementary School English 3*)

(1) Hi, Su-Mi.

- (2) I'm Min-Su.
- (3) Who's That?
- (4) Come Here.
- (5) What's this?
- (6) I'm Sorry.
- (7) Do You Like Pizza?
- (8) I Have Cars.
- (9) Happy Birthday!
- (10) Let's Make a House.
- (11) What Time Is It?
- (12) What Are You Doing Now?
- (13) It's a Nice Day!
- (14) There Are Many Bikes.
- (15) It's Christmas.
- (16) Where's Bobo? (Rabbit; Poki, a big)

Li: No body terms? Greeting expressions? Items that can be easily identified should be introduced. Visual perception is essential, as opposed to mental perception and oral articulation. The "Whole-language approach is a reasonable justification of my argument.)

4.4 1st Year: No written forms introduced, except for the English alphabet.
2nd and 3rd Years: Simple writing will be introduced.

4.5 Evaluation: No testing at all. Just let the students enjoy the learning of English.

5. English Teacher Training Program

- 5.1 Pre-service: Done in colleges
- 5.2 In-service: Four-year training program.

6. College Native-speaker English Teachers

- 6.1 MA level at least, regardless of major fields, but will be trained.
- 6.2 They will be trained for teaching college English.
- 6.3 Pay: US\$2,000. Per month, plus medical insurance and room.

7. College English Proficiency Assurance

- 7.1 Certification of English proficiency for college students.
- 7.2 Testing to be offered to college students of all fields .

8. Grammar Teaching Regained

Without grammar, no English skills can be evaluated. Still, grammar is not taught in the traditional manner. Functionalism is emphasized.

9. Textbooks for Elementary Schools

10. Discussion (Q&A)

The enthusiastic promotion of English language teaching in Korea started in 1982. And it was not until 1997 that the efforts began to be paid back. Through the education reform initiatives in Korea, the promotion of ELT has been placed on top of priority. Private ELT programs are very popular.
(韓國的小學英語教育始於 1997 年。可是遠在 1982 年時，私立英語班已非常普遍。)

8. Feb. 21, 2001 (Wednesday 9:00 –12:00)

Topic: **State of the Art of ELE in China**

Speaker: Yafu Gong 龔亞夫

1. Profile of ELE in China

- 1990 New curriculum (trial) introduced
- 1993 Nine-year compulsory education
- 2000 Revised Nine-year compulsory education: 800 words for junior high schools, and 2000 words for senior high schools
In 2001, 800 was raised to 1000, and 2000 to 2200 words.
- 2001 New curriculum re-introduced
English will be taught in starting from the third grade, fall, 2001.
- 2002 English will be taught in the rural area elementary schools

2. Textbook Production

2.1 Publication

English textbooks are prepared, and submitted to review by the official committee for approval.

2.2 Budget

2.3 Budget comes from the local government, not the central government, so as to ensure the local features geographically.

Li: Shanghai has a great tradition, embodying traditional and international education. What will be the outcome of the imbalance of budget allocated between urban (as Shanghai and Shenzhen) and the rural areas (such as the inland cities).

On 2/22/01, President George W. Bush, announced that \$1.6 billion will be allocated to support elementary and secondary schools in the US. What would China learn from US educational endeavor?

2.4 Curriculum and guidelines for the textbooks

Autonomous, and decided locally, especially Shanghai 上海, Shenzhen 深圳... They make their own decision, but will have to abide by the Curriculum Guideline of the central government.

3 Approach to Teaching English: Innovation 1993 - Present

- 3.4 **Innovation and Goal:** Communication as the sole purpose or ELE.
- 3.5 Daily terms are used, instead of “functionalism” or ““GB”, “Communicative”, etc. (Cf. Korea’s endeavor)
- 3.6 Integration of the four language skills
- 3.7 Introduction of the culture of the English speaking countries
- 3.8 From Teacher-centered to Student centered
- 3.9 Multimedia used
- 3.10 Integration of Chinese and English: Illustrating grammar or abstract concept in Chinese, and English is used all the time for communication.

4 New Curriculum (of English)

(Gong Yafu is in the committee for revising)

- 4.1 Comprehensive contents such as English contents and moral and cultural components are included. It is believed that spiritual education as well as English learning is conducive to educate a person in a holistic education.
- 4.2 Computer and Internet
Flexibility exists between urban and rural areas. In Shenzhen and Shanghai, students use internet and computer for communication (e-mail), and IT concept exists, and yet in the rural, the situation is totally different.

5. Sociolinguistics: Loan Words

Hong Kong Chinese: 好波(good ball)

Taiwan: 資訊、

UK: Taipan vs. tycoon

6. Historical Perspective in Shanghai

上海英語教學新面貌

Shanghai Report (by Yang Shunde 楊順德)

People speak louder than action. In one year, Shanghai will catch Singapore. Both Jiang Zemin and Minister Chen Zhili 陳至立 are both from Shanghai.

Tradition of English in Shanghai: Lead in China till 1950.

1960: English gave in to Russian learning: Disaster to the English learning in Shanghai.

Cultural Revolution and Shanghai: Sacrifice and revival

Two Sets of ELE materials: National and local levels.

Early 80s: Sentence structures and forms; no multimedia applied.

1998 Shanghai set up a committee for material reform for ELE (new) system:
Structural formalism, with grammatical structures emphasized.
Teaching English from Grade 3, Student-centered instruction.
Multimedia and AV aids were used.

Assessment/Exam: 1995 General exam for the senior high schools

English Gram Test in 1998.

2002 English education has made great progress a result.

7. New Approach and Perspective in Shanghai 上海英語教學新面貌

7.1 *Using English in learning other subjects in Shanghai.*

7.2 English summer camps and extracurricular activities to be planned

7.3 Grade 3 (9 years old) show enthusiasm in ELE.

7.4 2001-2003 In two years, ELE in Shanghai will be very different.

7.5 English Teacher Training: Urgent

7.6 EFL materials: diverse and practical

Oxford English was introduced for teaching and testing

7.7 Testing through computers and other language skills of English

7.8 English plus 2nd foreign language education, e.g., Japanese, French, and bilingual education to be imposed.

8. Jiangsu Province Perspective

江蘇省英語教學新面貌

Jiangsu Province (by He Feng 何鋒)

8.1 Testing in English

Listening and reading combined in Jiangsu Province Junior high school students).

5-minute for oral test and listening (in 3 days)

8.2 Outcome of Reform in Assessment (in English)

Such tests have enhanced the general skills of English as a result.

9. Discussion/Q&A

(1) Zhang Sizhong Method

(Zhang cannot speak English at all, but his method works.)

Multi-level Teaching Method

Target Oriented Teaching

The Whole Language Teaching Method

Trinity Teaching Method

(2) Overseas Training Program for English Teachers: Non-degree programs

(3) Assessment: 9 Levels (Cf. ETS, Cambridge Test)

Level 5: Graduating from junior high schools

Level 7: Eligible to enter colleges

(4) Training 1,000,000 English teachers in five years; motivation of teachers

Through Internet, cable TV.

Subhash: “Take the horse to the water.”

Gong: “There is not enough water.” (In the rural area.)

Li: “Too far to fetch the water for the fire.” 遠水救不了近火。

- (5) Educational Lottery for Supporting ELE/Education
Cf. S. Carolina
Jiangsu Province helps other sister provinces such as 山西. The Central Government assigns the sisterhood provinces.
- (6) Minister Chen Zhili 陳至立, who is a graduate of Penn State University, is ambitious in promoting the teaching of English starting from **Grade 1**.
And yet the grassroots or local level opposes to this initiative.

(7) **English Teacher Training**

English teachers have to be college graduates.

Studying overseas has been encouraged so as to become good English teachers.

9. Feb. 21, 2001 (Wednesday 14:00 –12:30)

Topic: **State of the Art of English Language Education (ELE) in Hong Kong**

Speaker: Bob Adamson

Hong Kong: From Plastic Flowers to Mickey Mouse (Bob Adamson)

1. First Encountering in China after Cultural Revolution in Taiyuan 太原

In Taiyuan 太原, a student murdered his English teacher. It was also in Taiyuan 太原 where Adamson met his girl friend and married, after a series of struggle and conflicts with cultural differences,

**2. History of Language, Education and Politics in Hong Kong:
The British Connection**

- “A language is a dialect in the army and navy.”
- Language to unify/to advantage/educate
- Hong Kong is a pimple in the back of China!
- “Linguists” in old-day China: “Know nothing about English, and ignorant, but greedy for money.”
- English civil services, commerce, customs services in China.
- 1978: Pleading to the new governor of HK to offer education in Chinese.
“No! No! No! We are British. We educate only in English.” Yelled the governor (of HK) who had just arrived from India.
Hong Kong identity was played down. No Chinese history was studied, and there was no mention of the civil war at all.
- 1911 Introducing education for girls, compulsory.
Chinese history began to be taught in this year. Prior to that, nothing about Chinese politics or history was mentioned.

- 1945 After WW II, the British lost India, the precious jewel in the crown.
“Vernacularisation”
Burney Reports, 1935, Fisher 1951, and Llewellyn 1982 all advocated
Chinese language promotion
Vocational English training
Chinese culture neutralized

Adamson: “Education is the root to success.” (Feb. 212, 2001 at EWC)

3. Before and after the Handover (of Hong Kong to China, July 1, 1997)

3.1 Language and Culture

Cantonese has become a predominant language. And pop Cantonese music as replaced the appealing Beatles. Movie stars such as Jacky Chan, Li An 李安, etc., have replaced all of the British or foreign entertainers.

3.2 Language Policy (1994)

- No mixed code.
- 70% “Chinese” medium.
- 30% “English Medium”
- Higher status for Chinese
- Bridge Programme
- Exam Changes
- Teacher education changes (mass production)
- Putonghua (普通話 Common speech) is now replacing Cantonese as a dominant language in HK.

In Hong Kong, the government has no power over all schools, It only guides, but cannot control.

3.3 Language and Education

- Twin Track Policy (雙軌制) EMI
- Trilingualism (Linguistic dynamics)
- No written materials for the spoken Cantonese – sad for Cantonese education
- Structured and unstructured input: *Every* teacher is a language teacher.
- Textbooks published for teacher training:

Syllabuses for Secondary Schools – English Language-, Secondary 1-5. Prepared by The Curriculum Development Council, Recommended for Use in Schools by The Education Department. Hong Kong. 1999.

Learning to Learn: Key Learning Area – English Language Education. Consultation Document. Published by Curriculum Development Council, 2000.

- Subject Target: Interpersonal/ Dimension/Experience Dimension Target

3.4 Discussion/Q&A

- (1) Future of English in Hong Kong, in contrast with Singapore

Hong Kong cannot be compared with Singapore, which is a solid state in terms of its goal and mindset. Still, HK SRA tries to maintain the status of English.

10A. Feb. 22, 2001 (Thursday 9:00 –12:30)

Topic: **State of the Art of English Language Education (ELE) in Singapore**

Speaker: Anne Pakir

Reference Papers (4)

- Pakir, Anne. 1994. "Education Linguistics: Looking to the East." Georgetown University Roundtable. Washington, D.C. GU Press.
- Pakir, Anne. 1995. "Beginning at the end: Bilingual education for all in Singapore and teacher education." Georgetown University Roundtable. Washington, D.C: GU Press.
- Pakir, Anne. 1999. "Singapore." Paper for circulation)
(General background, Linguistic profile, The education system, English-knowing bilinguals, The future of English in Singapore, The future of the mandarin, May and Tamil.)
- Chew, Phyllis Ghim-Lian 周錦蓮 n.d. "Linguistic imperialism, globalism, and the English language." AILA Review 13.1.3.
- Brown, Adam. 1999. Singapore English in Nutshell. Singapore: Federal Publications.

1. Historical and Sociolinguistic Profile of Singapore

English, Chinese, Tamil, Malay are the four official languages.

English is adopted as a working language.

With 3 million population, four official languages are being used in the island country.

Population Profile: Chinese 77%, Malays 14%, Indians 7%

Bilingualism and Bilingual education have been implemented. Multiculturalism is being imposed. Proficiency of English is a working requirement for most of the people.

2. Education Policy: Nurturing talents for national development

2.1 Mother tongue retention and bilingualism or multilingualism

Mandarin has been promoted actively in line with English.

And yet, bilingual education is not very successful.

2.2 Teaching and learning in also preserving Asian values.

2.3 Sociolinguistic sensitivity is essential to all teachers. Learn standard English in school, but speak it in different flavor at home.

English is regarded as a neutral language in Singapore.



Li: English with Singaporean flavor: Neutral vs. global/standard English
English with Singapore (colloquial) flavor

Let's English *la*. (*Fareast Economic Review*, 1981)
Study *gum* travel overseas.

English = a global language, with 1 billion speakers (Kachru, B. 1995, and David Crystal)

Ans (Pakir): Singapore colloquial English is caught) vs.
Standard English (is taught)
“la” is used in 14 functions in Singapore.
Sociolinguistically, this phenomenon will persist. And Singapore colloquial English will persist. There are still a lot of debates going on in this regard.
Cf. Comedies: “Under One Roof”, “Phua Chu Kang”

3. Future of English in Singapore

- English = a global language, with 1 billion speakers (Kachru, B. 1995)
- In Singapore, English speakers = highly educated, with higher social status.
- It's no longer a neutral language.
- Nationalistic and globalization of English: emerging in Singapore
- Cf. Indian English in India, Hong Kong, New Zealand, etc.
- Singapore is a linguistically enriched location (as what it is in Taiwan – Li 2001)
- *English in Singapore*, 1999.

4. Mentor Programs for Multicultural Manifestation

4.1 For the youngsters to be nurtured in a pragmatic and multicultural programs, with science, art, laws, and others.

5. Conclusion: Language Shift –English and Chinese

“Toward a theory of massive language shift”

Macro Level: Language management, national policy, programs, and phases set the ground in motion.

Micro Level: Language acquisition and learning theories feed into the practices, beliefs, attitudes, values, and behaviors of the children's teachers and of the parents who want only the best for their children.

10B. Chew, Phyllis Ghim-Lian 周錦蓮 Reports (Singapore)

6. Principles of Language Learning and Teaching in Singapore

Learner centeredness.

Teacher training

Grammar has made a comeback

Context and purpose

Text-type

6. Grammar has made a comeback , 2001

Grammar used to be neglected, but it has a comeback.

7. Learning outcome.

Reading Strategies to teach basic literary skills

Presentation skills: effective communication: know the purposes

Knowledge of grammar and text

Interaction cross-culturally

Introduction of new skills

Multimedia literary: computer, internet

8. Textbooks Produced for Learning

IN STEP 2A Active Book (A Course in English for Primary Schools)

Listening + Reading + Speaking + Writing

+ Grammar + Vocabulary + Phonics (Cf. Li' s thoery 1987)

Contents of **IN STEP 2A** (Project ADVISOR: Phyllis Chew)

Unit 1 What I do every day

- **(Phonics- Listening)** Listen to two other incidents. Answer these questions.

Tick the correct answer.

(Excited/Impatient/Happy; Surprised/Angry/Puzzled)

- **Reading:** “The Three Little Monkeys”

The three little monkeys had a busy day helping Mother. The pictures below show what the monkeys did. Describe what the monkeys did at each place.

Picture 1 Bath room	Picture 2 Bedroom	Picture 3 Garden
------------------------	----------------------	---------------------

- **Talk about** the following questions in your group. Share your answers with class.
- **Vocabulary:** Doing exercises and playing games
Healthy, game, important, interesting, school
- **Grammar:** Many – a few; a little – a lot of; much – some
- **Punctuation**
- **Writing: Drawing up a Timetable (p. 11)**
- **Reading Comprehension:**
“Celebrating Chinese New Year”
“Tony’ s Diary: Read about Tony’ s Diary (p.33)

- 12 Monday I couldn't quite get out of my bed today. I felt ill. Mum felt my forehead and said, "No school for you today." Later, the doctor said I had to rest in bed for a week!
- 13 Tuesday I slept the whole of yesterday. Must be the medicine the doctor gave me! It was horrible. Yuks! I felt a little better today. Mum and Dad comforted me. They said I would get well soon.

● **Reading Comprehension:**

"Fort Siloso at Sentosa" (p.29, 2B)

- Unit 2 Celebrations
- Unit 3 People around me
- Unit 4 Families
- Unit 5 Friendship
- Unit 6 Occupations

新加坡的英語教材設計，符合當代外語教學的基本原則，如英語「聽、說、讀、寫」並用(Integrating of the four language skills of listening, speaking, reading, and writing)理論。同時，教材設計也配合小學生引發學習興趣與實用之原則，亟可做為臺灣小學英語教材編撰之參考。

9. Discussion/Q&A

(1) Competition and Academic Stress

Causing critical suicidal of the children. The rate is next only to Japan, the highest in the world. Singapore government keeps the suicidal rate confidential.)

Li: Strife for academic excellence exists in all developed nations, such as in Eastcoast of the US magnet schools such as Bronx High School of Science, Thomas Jefferson High School of Science and Technology in Virginia.

(2) Neutrality of English in Singapore: Language shift and sociolinguistic reality

(3) Fostering of artistic creativeness in conjunction with English teaching: Sacrificed? (Cornia, Thailand)

The selected students in the Talented Programs have already had the creativity achievement. They co-exist on the part of the kids, during the cutting-age learning situation.

11. Feb. 22, 2001 (Thursday 14:00 -16 :30)

Topic: "State of the Art of ELE in Taiwan"

Speaker: Dr. Chen-ching Li, Ministry of Education

教育部國際文教處處長李振清博士

Dr. Wu-chang Chang, National Taiwan Normal University

國立台灣師範大學英語系系主任張武昌博士

教育部國際文教處處長李振清以“Enhancing the English Language Education Through Creativity and Innovation within an International Context”(以新穎與創意為方法提昇國際化的英語教學)為題,發表整體化的當代英語教學觀念。

國立台灣師範大學英語系系主任張武昌博士則以”Training English Teachers at the Secondary and Primary Levels in Taiwan”為題,報告台灣當前的英語教學情況。

1. Global Perspective of ELT in every country

(Refer to Dr. Li's paper.)

2. ELE in Taiwan: NTNU English Dept. Programs (See attached.)

3. In-service English Teacher Training Program:

Producing 1700 English teachers, 1978-2000.

Courses offered

Background of trainees

4. Problems of In-service English Teacher Training Program

4.1 Teacher trainers are not necessarily good teachers who are successful in training the trainees successfully. (Complaints from the trainees)

4.2 Updating of teaching strategies and materials development needed.

4. Video Tape Show

4.1 Using flash cards: Catch the words with flash cards (two teams).

My sister, a nurse: My sister is a nurse.

4.2 Chains and Songs (Jazz chains): I Like English.

4.3 Phonics

4.4 American teacher teaching “directions”: up, down, left, right, forward, backward

5. Discussion/Q&A

(1) Number of trainees for In-Service English Training Programs

(2) Advancement of teachers: improvement of their own English 教學相長

(3) Two Tracks for English teachers: Primary and secondary schools

(4) Integration of subject areas (九年一貫教育): Language areas: Chinese & English?

(5) Cf: TOEFL 560 for pre-training trainees; 600 for trained (completion)

(6) Credit points: 40 in one year (Elementary school teachers)

(7) Total credits: 140 for regular teachers (four year programs)

(7) Naming in English: Hong Kong, Taiwan, Yes. Other countries (Thailand, Japan, Korea): No. Think of the cultural implication.

12. Feb. 23, 2001 (Friday 9:00 –12 :00)

Topic: “State of the Art of ELE in Thailand”

Speaker: Dr. Nuantip Tantisawetrat, Dean, School of Liberal Arts, King Mongkut’s University of Technology

Dr. Carina Chotirawe, Dept. of English, Chulaongkorn University

Reference: “EDUCATION IN THAILAND 1998” – <2fellows@usa.net>
Chapter 2: Framework for Educational Development

1. National Education Profile:

Profile of Education and Coordination: Vision of the Future in relation to English Language Education. Prime Minister: Dr. Taksin Shinawat, a High Tech Tycoon.

“The vision of the bright future of Thailand would never be realized unless all Thai people immediately join efforts in reforming education and aim at further development of the Thai people and Thai society.” – The National Education Act of 1999)

1997: Thailand economic crisis

The Asian economic crisis enabled the Thailand to realize the importance of education reform, which is a path to economic rehabilitation –

(Dr. Rung Kaewdang, the Secretary General of the Office of the national Education Commission)

(<http://www.onec.go.th/move/news/dec16.htm>).

1999: The National Education Act of B.E. 2542 (1999)

“National Education Act of B.E. 2542 (1999), Office of the national Education Commission Office of the Prime Minister, Kingdom of Thailand

Reform in Curriculum, administration, teacher training, resources, technology (http://www.moe.go.th/English/article/article_educuarea.htm)

Location: Leadership22.doc.page 10)

Education System: 6-3-3:

National Population as of 2000: 62,000,000. (62 million)

15,929,378 students governed by the Ministry of Education

Pre-Primary (Ages 4-6): 2.2 million

Primary (Ages 6-11, Grades 1-6): 5.5 million

Lower Secondary (Ages 12-14): 2.4 million

Upper Secondary (Ages 15-17): .1.1 million

Two streams: Academic and Vocational

(Check: <http://www.moe.go.th/article/EFA.htm>)

- **Ministry of Education** is responsible for the general educational policies and operation.
- **Ministry of University Affairs** can also offer teacher training projects by requesting budgets from the Central Government.

472 Schools in Bangkok area.

● **Ministry of Social Affairs** also offers training programs for different purposes.

After all: There will be only one authority governing the businesses of education. Commission of Higher Education, and Commission of Education.

Li: How about other authorities such as the Ministry of University Affairs, and The Ministry of Education? 教育重整

2. English Education in Thailand

2.1 Foreign Language Education in Thailand: English, Japanese

Bilingual Schools: Getting popular, but expensive. (Schools of the rich)

2.2 1978 – 1995: English (Grades 5 and on)

English is compulsory subject in most schools. The most important foreign language taught in all schools.

2.3 1996: English instruction from Grade 1

The Ministry of Education proposed that English be taught from Grade 1 as a compulsory subject. Other foreign languages can be added to the curriculum at lower secondary level. (Passed by the Cabinet in December 1995)

English language skills: Listening, Speaking, Reading, and Writing are taught for communication purposes.

Grades 1-2: Learning readiness: Listening and Speaking
Starts from the second semester for 3 semesters continuously
(3 semesters of Grades 1 & 2.)
Six 20-minute periods per week,
(120 20-minute periods per year for Grade 1,
240 20-minute periods per year for Grade 2)

Grades 3 & 4: Emphasize the teaching of reading and writing
(Literacy)

2800 – 3000 English words to learn at the upper secondary education level.

Question: There are not enough qualified English teachers to meet the demand in Grades 1-4. Original elementary school teachers are asked to tackle the additional challenge by teaching English beyond their original subjects to teach.

2.4 Teaching Methodology and English Teachers – Run by the Thai (2001)

The Project for the Improvement of Secondary English Teaching (**PISET**)
Thai English Resource and Instruction Centers (**ERIC**)

Teacher training and development for proficiency in English inside and outside the classroom are implemented.

2.5 Approach: Learner-centeredness:

The approach is not successful due to the resistance of the teachers.

2.6 English Teachers and Computer Training (Computer Literacy)

CAI (Computer Assisted Instruction) is a concept to be implemented. English teachers have to learn computer programs for benefiting the instruction programs.

13. Carina Chotirawe, Dept. of English, Chulalongkorn University

Change of Thailand: Ministers of all departments are changing all the time. And yet, Education Reform is a great concern, and immediate goal. The teaching of English has been prioritized in the education projects.

Thailand can become the “Geneva of the East”. (Pitswan, former Minister of Foreign Affairs)

3. English Instruction:

Dr. Carina Chotirawe discussed the literature instruction in the college level. More detailed discussion is available in the presentation of Dr. Nuantip Tantisawetrat.

4. Discussion/Q&A

(1) In-Service English Teacher Training: % of Proficiency and ELE Methods

40 credit hours for in-service English teaching

Linguistics, research methods, literacy in reading and writing

8 hours (additional) for English language skill proficiency upgrading

This system is similar to that of the system and operation currently practiced in Taiwan.

(2) Student-centeredness in Action? How?

Not quite sure about how this will be enforced. “I doubt it myself.” (Nuantip)

(3) Teaching and Learning Materials: Who prepare them? Who review them?

All the English teaching and learning materials are prepared by native speakers, and are subject to the approval of the Ministry of Education that organizes committees to review them.

14. Feb. 23, 2001 (Friday) 14:00 –16 :30

Topic: “State of the Art of ELE in Malaysia”

Speaker: Dr. Hyacinth Gaudart, Faculty of Education, Faculty of Education,
University of Malaya

Dr. Ng Guat Hong, Multimedia Manager, Educational Trend Sdn. Bhd.

Dr. Hyacinth Gaudart, Faculty of Education

1. Variety of English used in Malaysia

<u>Malay-English</u>	<u>Am/Br English</u>
Off someone	kill someone
Brinjal	egg plant
Ladies' fingers	refreshment ('banana' in Australia)
Hot pepper	white/black pepper
Butty	sandwich
Billy	restroom/toilet
Rubber	eraser
Revise	revie
Knuckle	sandwich

2. English Education in Malaysia: State of the Art

2.1 Level of English: Poor

The general public is poor in English, including college students. College students are poor in English. International Islamic University is an exception: Medium of instruction is English.

Intra-national communication: **Malay**
Inter-national communication: **English**

2.2 Remedial Approach: Malaysian University English Test (MUET)

All college students are required to have to reach a certain level of English through TOEFL-type test of English proficiency.

2.3 **RP (Received Pronunciation)** is the only accepted English pronunciation in Malaysia, e.g., British English.

3. Curriculum for ELE in Malaysia:

Malay is the only official language in Malaysia.
Languages used and taught: English, Malay, Tamil, Mandarin, Panjab.
English is taught in all levels of school at all time.
Tamil, Mandarin are taught starting from the third grade.

4. **Language and Culture**: Malaysia, Singapore, and Others: Examples attached.

5. Teacher Education

- 5.1 Training for primary and secondary
- 5.2 Two-track: degree; and non-degree for certified degree.
University of Malay also offers degree for early childhood
- 5.3 Training through Link Programs, with UK Consortium programs
 - In-service (non-degree)
 - Per-service (with degree)

Problems: Some Bahasam English specialists cannot speak English at all.

15. Ng Guat Hong, Multimedia Manager, Educational Trend Sdn. Bhd.

6. Special English Language Committee of MOE

6.1 Maintaining regular feedback on EL proficiency programmes in schools, universities and other institutions of higher learning as well as research undertaken in this area.

6.2 English Literature in Schools – Secondary 4

Novels: *The Pearl* by John Steinbeck

Poems “Si Tenggang’s Homecoming” by Mohammed Haji Salleh

“Monsoon History” by Shirley Lim

“The Road Not Taken” by Robert Frost

7. Curriculum

7.1 Integrated Curriculum for Primary and Secondary Schools

Levels 1-3: different levels of skills for development

8. Teaching and Learning Resources

8.1 Central, State, District levels (3)

8.2 **Textbooks** Production/Publishers

Primary 1-6: Three authorized textbook package level

Secondary:

Model 1: Publishers Commission Writers

Model 2: Commissioned Publishers (of different ethnic groups)

Textbooks are free to some.

8.3 **Audio and Video Resources** for Teachers and Students: stories and songs

Three studios of the government are specialized for producing teaching materials, with Teachers’ Manual

TV and Cable TV : 3 studios; 5 channels for education.

8.4 Teacher Training through TV: Efficient for all, using English

8.5 Creativity Training: Games and activities

- Crossing the room and “say” how you will do it. Never repeat. (Do something and say it.)

“I cross the room by walking backward.”

“I cross the room by skipping.”

“I cross the room by hopping.”

“I cross the room by turning around (zigzag).”

- Kara Yoki (Sing songs) in English (8 programs)

- I saw the birds in cage: Fly, fly away. You are free now. Now, I feel happy. Sing a song again.



Li: The best way can be processed the training program through TV channels such as the Open University in Taiwan (空大).

Multimedia Games (TV and computers: Clicking for language games) **Click** and play the language games: speaking, singing,

See how the pretty birds/words fly.

- **Features of the programs (Smart Schools):**

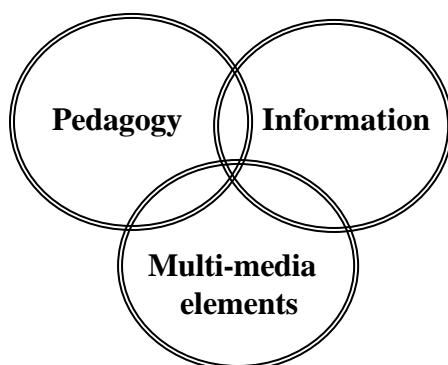
Curriculum-based
Supplement
Catered for different learning styles
Complete in itself
Self-paced

- **Interactive Multimedia Courseware:**

Smart School Package: Electronic courseware, Teachers' guide, activity

Smart School English Program

Ideal Lessons Must Include the Following:



9. Discussion/Q&A

(1) Feedback from the teachers on the "Smart Schools"

There are problems. Decision is good, and yet the operation is usually delayed and misused. Thus, "privatization" is a new policy. Schools are allowed to work

with the private sectors.

(2) Pay scale of the teachers of the primary and secondary schools

Not good enough. Suburban schoolteachers are even below average.
English educated specialists will turn to the private sector for better pay.
They will even go to private schools (secondary and colleges/universities)

(3) Scandal: Offering after-school programs to help students with pay?

No. They have to get permission from the government.

(4) Moslem culture and vocabulary

Dogs, Pigs cannot be used in textbooks.

(5) Literature for use in ELE, written by non-native speakers of English

Shirly Lim (Malaysia) and other Nobel laureates.

(6) Smart School: How extensive in promotion and use in Malaysia? What's the next step, since it's expensive? (Li)

(7) Standard Examinations?

No.

(8) Nationwide Promotion of "Smart School" in Malaysia?

In responding to Dr. Chen-ching Li's very positive comments and inquiry about the nationwide promotion of "Smart School", Dr. NG Guat Hong responded with a "Not yet." The "Smart School" is a pivotal program, and is yet to be experimented and promoted, and more budgets will be needed. Dr. Li suggested that Malaysia approach World Bank, UNESCO, and other agencies for educational funding.

16. Feb. 26, 2001 (Monday) 9:00 -12 :00

**Topic: "State of the Art of ELE in Indonesia"
English Language Education in Indonesia"**

Speaker: Dr. Isnoerwate Soejoto, Director, Language Teacher Training Development Center, Ministry of National Education

Dr. Fuad Abdul-Hamied Vice Rector for Cooperation, Indonesia University for Education

Dr. Fuad Abdul-Hamied

1. **Population:** 240 million 1.7% growth rate (to become 1.5 % in the future)
3000 islands.
Java: Population 58% of the population of Indonesia (The island is sinking!)

Sumatra, 5.5%

Vision: Peaceful and democratic country, justice, competitive, mature, technology, literate, healthy and prosperous Indonesian people.

Strategies: equality, quality, relevance, efficiency

2. Education in Indonesia

Ages 5-6:	Kindergarten
7-12	Primary school
13-15	General Junior
16-17	General Senior/Vocational School
18-	College level

School age population: 88,720,276

All schools cannot accommodate all the students!

3. Foreign Language Status

- 3.1 State Board Guideline: Ratification of international convention
- 3.2 Quality of foreign affairs personnel
- 3.3 Laws and regulations that support economic activities in facing the free trade area
- 3.4 Uplifting that quality and status of the Indonesian people's life.
- 3.5 A long history integrating with other countries

4. Basic Policies of Languages (Cf. Foreign)

- 4.1 The 1991 Domestic Affairs Minister's Instruction: Cultivating national unity
- 4.2 Sociolinguistic-related concepts: nationalism and nationalism
- 4.3 **650 languages** across the country – the Indonesian multilingual setting
- 4.4 Economic motivation behind language policy
- 4.5 **Foreign languages** are not in rivalry position against Indonesian and local languages.
- 4.6 **ENGLISH** – one of the most important foreign languages. The next is Arabic, Sanskrit...
- 4.7 ***Dilemma: Early English Teaching** in the elementary school: permissible, for earlier exposure, but there are still arguments.
- 4.8 **English Teachers?** Not enough. Recruiting enough qualified English teachers is a major problem. Shortage exists. Economy is a crucial issue.

5. Global Concern for Education

- 5.1 Less than **5%** of the national budget has been allocated to education!
- 5.2 International initiatives: no national boundary
- 5.3 Multilingual initiatives for international communication.
- 5.4 Central problems: Use of nonrenewable resources. Too old to teach.

6. English Curriculum and Its Implementation

- 6.1 Renew every 10 years.

Teachers college curriculum:
EFL assessment

6.2 The 1994 English Curriculum

- No textbooks have been prepared enough for the English curriculum review or revision
Change of the CEO (ministers) will change the policy of curriculum policy!.
- English across the curriculum:
English as a tool for development in science, technology and arts
- Bilingual: a major theme

6.3 Coverage of English Curriculum

- The four language skills
- Emphasis on reading (now)
- Language components: reinforced in class oral-communication activities

6.4 Meaningfulness in English curriculum

- Language system: expressing meanings: linguistic and situational
- Communication
- Motivation for learning through meaningfulness
- Learners' needs: meaningfulness
- A good tenet: a good teacher

7. Material Development

8. Implementation

- Five basic principles:
- Know what is being done.
- Learning by doing.
- Whole, not a part
- Trial and learn

9. Quantity and Method

1994: Communicative and meaning-based approach

Communicative approach: 1984

Oral Approach: 1968

Oral Aural Approach: 1975

10. "Innovative" efforts in English Teaching

10.1 Pilot projects for improvement in EFL teaching

10.2 Local-content-based supplementary material development by school teachers

10.3 Indonesian Education Television English programs for Junior and Senior Secondary School students – Not a public one, but a private one, owned by the daughter of the former president.

10.4 Teacher-of-the-same-subject Networking through regular formal/informal gatherings

(Li: Seminars of EFL teaching as such is essential, even in the local level.)

- 10.5 National and provincial cascading training for enhancement of teacher's performance, a **World Bank**-supported project.
- 10.6 University-school collaboration for development of EFL materials

11. ELE Curriculum at Teachers' Colleges

- 11.1 Basic general courses – many, including religion, state philosophy, national, resilience, sports, ecology, public service, etc.
- 11.2 TEFL courses – 20 cs: material development, testing, curriculum design, ...
- 11.3 English Language Courses: 86 cs
- 11.4 Additional subjects *Li: Where do all the teacher trainers come from?*

12. EFL Assessment Problems

- 12.1 Validity and Accuracy
- 12.2 Based on psychometric principles: More quantitative type testing; item analysis
- 12.3 Naturalistic/Sociolinguistic
- 12.4 Study of Abdul-Hamied: Correlation: Personal Traits

The longer the teacher teaches, the less will there be psychometric concern.

Dr. Isnoerwate Soejoto

Continued portion of Indonesia

“Functions of English in Indonesia – For Better Future”

13. Sociolinguistic Reality of Indonesia

- Speak Arabic, if you want to speak to Gods.
- Learn to speak English if you want to make more money, or do better international communication. English enables people to have more job opportunities in Indonesia.
- English is also a medium of instruction.

14. Problems of ELE in Indonesia

- Poor motivation for ELE in all levels.
- Insufficient funding and training of ELE personnel/teachers
- Failure in the learning and teaching of the four English skills
- Only 20% of high school graduates continue to study in colleges.
- Too many printing and grammatical mistakes in the English textbooks.
- Few native speakers or experts have been hired to support the preparation of English textbooks and resources.

15. Remedial Approach – Conclusion

- Enhancing better communication skills of English in the government level.
- English textbooks must be revised according to the modern ELE theories.
- Increasing the number of qualified ELE personnel/teachers
- Revising English curriculum duly.

16. Discussion/Q&A

(1) Assessment of English

TOEFL and TOEIC are good only for students intending to study in the United States. They are culturally oriented. TOEFL score can be misleading sometimes. Complaints reflecting from the lack of objectivity were raised by Larry Smith, Yoji Tanabe, Ng Guat Guat Hong, S. Mohanraj, and Frank Tong. Also, TOEIC only tests two skills of English. Thus, it has more problems in validity.

In defending the validity of TOEFL, Chen-ching Li cited the improvement and validity of TOEFL, such as the addition of the “essay writing” to test the true ability of English writing. This adoption is crucial. It is compatible with the policy of testing English writing skill of Taiwan in its “College Entrance Examination – English.” For further remedial purposes of any of the drawback, if any, such as TOEFL, addition face-to-face interview can be added to make it a complete testing scheme. (Li 2/26/01)

- (2) Proficiency of teachers are essential to the teaching task. Thus, teacher training and testing are important to all – in every non-English speaking countries of the Asia and Pacific regions.
- (3) ELE Curriculum at Teachers’ College: There are enough faculty members to teach all the courses. However, the quality of the courses is not guaranteed to reach the desired level as expected. Anyway, they are offered as national courses.
- (4) Follow-up In-service and On-service training programs offered in different districts, by the “master (seed) teachers.”
- (5) Teaching English in elementary schools: Too early and can be an obstacle to the learning of native languages.
- (6) Teaching of native languages – means of instructions – A new drive in Indonesia. Cf. Similar drive in Taiwan for some politicians to encourage to adopt the native dialects to be used as a means of instructions in school. This is by no means workable.

17. Feb. 26, 2001 (Monday 14:00 –16:30)

Topic: “State of the Art of ELE in India: ESL in India – Yesterday, Today and Tomorrow”

Speaker: **Prof. Subhash Jain**, Chairman, Intensive Primary Teacher Training through Interactive Television, Government of Gujarat, Gandhinagar
Dr. S. Mohanraj, Department of Extension Services, Central Institute of English and Foreign Languages, Hyderabad, India

Education in India is unique, due to the linguistic and socio-economic complexities. Thus, the discussion of ELE will have to be traced back to the history, society, politics, economics, and other factors.

1. **1600 languages** are spoken in India. They belong to different language families,

e.g. Indo-European, Sino-Tibetan, Altaic, etc.

67 languages are used in education functions.

26 languages are used for collegiate instruction.

15 languages used in higher level.

English is an associate official language in India. There are four states in the Northeast India considering English as their official language.

2. Sociolinguistic Factors of Indian English

Indian people have often reflected their feelings about English.

- English spoken in India sometimes is “half English, half Indian.”
- “English spoken in India should be spoken as it is in India, not in UK or Australia.”
- Kachru: “English empowerment in India.”
- 15-20% of Indians use/speak/write English fluently, as the native speakers of English.
- English is widespread in India, as a means of education after all.

2. Education at a Glance

2.1 **Free education: Ages 6-14.** And yet, there are not enough schools.

Geographically, some students have to commute 20-25 kilo-meters to reach the schools. Thus, schools rotate the location of education/instruction.

Number of schools	7,000,000
Colleges	9,000
Training Institutes	1,800
Universities	220

2.2 Number of students in schools (Year 2000) 350,000,000

Number of students in colleges (Year 2000) 9,000,000

2.2 Dropout: Measures to Arrest the dropout in schools (1985 and on)

Dropout rates dropped drastically from 80% to 16% as a result based on the following measures:

- 35% - 80% dropout rates (before 1985) – very high
- Strategy to arrest the issue: Free mid-day meal (lunch).
- Free books and uniforms (2 sets per year)
Different schools can choose the colors of their own preference.
- Establishing residential schools

3. English Education

3.1 1500 – 2000 words for English textbooks in secondary schools for all the basic sentences structure.

3.2 **Bilingual education:** Hindi and English

Hindi is for social studies, and English is for others.

Bilingual and multilingual are very common.

3.3 Tibetan language is another factor in relation to ELE.

4. English Teaching Methodology

4.1 Mother tongue is used for teaching English, but not Grammar-translation method.

4.2 Learner-centered Approach

4.3 Procedural Approach (1878)

4.4 West Bangal Expt. (1983)

4.5 CLT (Communicative Language Teaching)

4.6 Interact (CBSE) (1992)

5. **Textbooks** (See the attached paper – India)

6. **Computer Literacy for Educators**

CALL: Computer Assisted Language Learning (in college level)

7. **English Teaching TODAY: Problems**

7.1 Large classes: 40/50/60/80 or even 100 in a class.

7.2 Teacher competence: personal, linguistic and professional

7.3 School resources: Limited

7.4 School dropouts: fairly high (35-80%)

7.5 Teacher approach: resist changes, underestimate the students' capacities

7.6 Teacher education courses: Deficiencies prevail.

8. **The Radio Input: Teacher Television and Radio Programs**

8.1 Purpose: To train untrained teachers and reinforce the training continually.

8.2 Volume: Over 1,134 thirty-minute presentations are produced for elementary and secondary school teachers.

8.3 Script writer workshops: 34

8.4 Contact programs: 27

8.5 Research significant at .5 and .1 levels.

9. **The Television – Computer Input – The IPTT-ITV undertaking**

Intensive Programme for the Training of Teachers)

(Covering 15 Districts (including 2 states) + 90 Centers.

55,000 school teachers are trained using U Band.

10. Demonstrations of The IPTT-ITV (In-Service Primary Teacher Training through the Application of Inter-Active Television) Undertaking.

The features of IPTT-ITV includes the following:

- Chat with teachers on line.
- Chat with Teacher Trainers]
- Live or studio classes
- Script writer training
- Production workshops

- Tryout – feedback revision
- Monitoring TV and ITV
- LSRWT
- Computer Centres:
- Support materials

(See: “Dear Script Writer”)

11. English Teaching Tomorrow

- 11.1 English is in a dominant position.
- 11.2 Computer/internet/TV programmers should be multiplied and intensified.
- 11.3 Boost to software production.
- 11.4 Classroom interaction will be one of the many inputs – Television, cable work, CALL and will be others.
- 11.5 Next 10 years: Users of English will be twice the number today.
- 11.6 New materials will prevail such as Internet;
- 11.7 CALL (Computer Assisted Language Learning)
- 11.8 Massive training programs
- 11.9 Support from the government

12 Indian Flavor English: Code-Switching, Code-mixing and Coinages

- The protesting workers organised a *bandh* in Hyderabad. They *gheraoed* the Chief Minister.
- Please see *pre-page*. Previous page)
- I would like to *pre-pone* my journey. (“postpone”)
- My *co-brother* would like to meet you. (“brother-in-law”)
- I do *up-down* from Ahmedabad to Baroda daily. “back and forth”)
- A Poem (In Indian English)

Friends,
 Our dear sister
 Is departing for foreign
 In two three days,
 And we are meeting today
 To wish her bon-voyage.

You are all knowing, friends
 What sweetheart is in Miss Pushpa.
 I don't mean only external sweetness
 But internal sweetness.
 Miss Pushpa is smiling and smiling
 Even for no reason
 But simply because she is feeling.

Discussion/Q&A

- (1) On-line chat: For training teachers
Teachers can call and discuss with large number of trainers.
- (2) Bengal: Giving up English, and giving room to local dialect?
(*USA Today* report, 7/21/00 by Julie Schmidt)

Ans: The statement was not reliable. In those NE states, there are 16 languages existing, and there is no way to give up English as a common means of communication, or even for instruction. Schmidt quoted from one of the former ministers of the states, who was not trusted as reliable for his personal views.

18. Feb. 27, 2001 (Tuesday) 9:00 –12 :00

Topic: Recommendation and Evaluation of the 2001 ELE Workshop

1. What do you think is the best part of this **2001 ELE Workshop**?
1. What would you recommend for improvement in the future, if this **2001 ELE Workshop** is going to be continued?

1. The most exciting and invaluable part of this **2001 ELE Workshop** is that it has the most invaluable organized contents, organized at the right time at the right place, and attended by the right scholars. The way of the presentations and discussions are invaluable, and benefit the future English Language Education of the new era.
2. The **2001 ELE Workshop** will certainly be repeated in the future. For that, I would suggest that meetings between the participants of the **2001 ELE Workshop** and the scholars of the UH ESL/SLA arranged. We certainly had Professor Graham Crookes present an excellent lecture on innovation and creativity of ELE, and yet there are still more professors at UH ESL/SAL Department who can also provide diverse and practical opinions to us.

Also, for practical experiences, it might be useful if visits to some schools such as Punahou, Iolani, or McKinley Schools could be arranged. The ELE participants can provide some insights and suggestions to their counterparts here in Hawaii. And we can also learn from them for the first hand information on ELE as well, especially on curriculum design, material development, instruction through multimedia design, etc.

General Recommendation and Suggestion from ELE Workshop Participants

1. There should be time allowed for us to be free so as to **visit UH and EWC scholars**. Microwave provided in the basement is not convenient. (Corina, Thailand)

Solution: A common room (Oxford style) is a solution.

2. **Lincoln Hall:** Facility is not enough. (Hyacin, Malaysia)
3. **Duration of the workshop:** Too long. Preferably, it should be just seven (7) working days. We cannot afford to stay so long. Seven (7) working days is an ideal plan. (Mohan, India)

Li: Indeed, the workshop is too long. Fortunately, it is very productive. Here we can concentrate on discussing and researching. (Li, Taiwan)
4. More contents on English education competency and more books on this be planned and provided. Lincoln Hall should provide hot pots to make coffee. (Isnoerwati Soejoto, Indonesia)
5. During the **weekend**, participants could not find places for eating on campus. (Frank Tang)
6. Thank you all for he programs. Computer access for Internet is not enough. (Li, Yamauchi)

EWC does not have enough computers for **Internet**.
7. Making Tea, Japanese style? Not in Lincoln Hall. (Tanabe, Japan)
8. Visit Punahou School, Iolani, or McKinley High for their EFL programs, adult education for the immigrants, etc. (Li, Smith)
9. Lincoln Hall is good for me. **CV** of all the participants be provided to all, for reference and better understanding. (M. S. Han, Korea)
10. Visits to UH ESL/SLA Department should be arranged. And we should meet people here, too. Also, two weeks is a little bit too long for professional like all of us to be away from offices and families. (Angela, Hong Kong, SRA.; Li)
11. Arrange time to discuss with fellow participants on ELE in respective countries. Sharing information and strategies on material development, curriculum design, testing and evaluation, of different countries, will be more valuable. (Subhash, India)
12. Shortening the program a little bit. Regrettably, I did not visit the Big Island in a certain package. (Chang, Taiwan)
13. Focus: Teacher Training; Overview discussion; special topics? (Yotsuko, Japan)
14. It' s good to be away from the daily routine in Indonesia. The workshop actually worked through only for eight days, due to the intervening weekends (four days). CV exchange can be invaluable for all.

Follow-up gathering is recommended. Rotation in different countries is recommended. (Fuad A.-Hamied, Indonesia)
15. Great to be away from office in Thailand.

CV can be exchanged individually through Internet later.

Preparing of the PAPER to be presented at this ELE Workshop – Focus was not

clearly requested at the beginning. Preparation was hard back in Thailand. No complaints at all in Lincoln Hall. The residence hall Lincoln Hall) is excellent. Shopping at Waikela (outlet and shopping mall) is memorable. (Niuatip, Thailand)

16. This is the second workshop of ELE. It has great improvement. “Creativity and Innovation in ELE” has been discussed this workshop. Proposal: Publish the paper of all participants. Focus: Language proficiency and other related topics can be considered. (Frank Tang, Ohana Foundation)
17. Dr. Charles Morrison, President, EWC

Li was invited to summarize the conclusion and report to Dr. Morrison. Dr. Morrison promised to keep supporting a successful program such as this one., thanks to the good organization of Larry E. Smith. Dr. Morrison also thanked all of us for the participation.

19. Larry E. Smith: Further Brain-storming on Website of ELE

- **Website, with a Web Master: Maintaining, and Responding to the Visitors**
- **Publishing an anthology of the 2001 ELE Workshop**

Dr. Vincent Chang and Dr. Chen-ching Li will be happy to coordinate and contact each participant to revise the paper for publication. The publisher is targeted as the Crane Publishing Co. (文鶴出版社) of Taipei.

Topics can include:

Introduction
Language policy
Language learning
Material development
Curriculum design
Language Testing
Other related topics

20. Leadership Issue – Ennea Gram (Discussion with Larry E. Smith)

No type is better or worse than nay other. All nine must develop maturity and each has unique gifts that only they can bring into the community.

(Power holders such the visa officer of the US Embassy, or the secretary of the president, are important, but they do not have vision, though they are powerful.)

<u>Code</u>	<u>Type</u>	<u>Leadership Style/Characteristics</u>
CZ	1	Principle Centered: Leads through integrity and reason (<i>Rational, idealistic</i>)

OR inflexible and judgmental (*controlling*)

AZ 2

Servant: Leads with altruistic generosity
(Caring for all)

OR struggles with people pleasing, (*possessive*)

(Many of the ELE Workshop participants belong to this category, including Li. Jesus, Mother Theresa, Einstein, and most Americans, and teachers also belong to this category.)

CX 3

Situational: Inspiring leader of excellence and hardwork
(*Adaptable, ambitious*)

OR blindly pursues success and status
(*Self-promoting*)

BY 4

Passionate: Leads with creative and intuitive power
(*Sensitive, aesthetic*)

OR held back by moodiness and self-consciousness
(*self-absorbed*)

CY 5

Transactional: Leads with insightful intellect and
Inventiveness.

(*Perceptive, innovative*)

OR becomes increasingly eccentric and isolated (*detached*)

Bill Gates, Al Gore,

(Al Gore had difficulty making decision. It is difficult to come to a closure.

(Taiwan, Corina and her husband, and the Philippines)

BZ 6

Subtle: Leads with courage as trouble shooter
(*Engaging, responsible*)

OR struggles with anxiety and rebelliousness (defensive)

They don't like to be leaders.

This is the type of people who always wear belts and suspenders for precaution.

(George Bush (sr.), **Japan** belongs to this type.)

AX 7

Transformational: Leads as optimistic adventure seeker
Enthusiastic, upbeat)

(They don't someone to look over their shoulders.)

OR impatient and uncommitted (impulsive)

(George Bush, Jr., Anne Pakir)

BX 8

Directive: Powerful, magnanimous leader
(Self-confident, decisive)

OR manipulative and intimidating (domineering)

(Korea, Larry Smith, Hitler, Sadam Husan)

AY 9

Participatory: Leads people together to heal conflicts
(Receptive, decisive)
OR passive aggressive and stubborn (complacent)

Enjoying participation, always seem to gather people together. Good mediator.

Ghandi of India. (also plus 1)
(,Indonesia, Thailand, involving, and colonized)

It is difficult to stereotype China or India because of their immense cultures and history.

Variables: Evolution; Transcendental/Immanent 出世、入世.

Many cultural and philosophical concepts available in the Chinese and Indian cultures are comparable with the functions of Ennea Gram classification used for leadership training.

21. Feb. 27, 2001 Finale & Completion of the ELE Workshop

On the evening of February 27, 2001, all participants of the ELE Workshop were invited to a “Closing Buffet Dinner at Hawaii Seafood Paradise. Presentation of certificates of completion was performed, and all participating scholars were awarded their certificates of completion. Andrew Crilly, Jane Johnson, Lishan Chong, Frank Tang, and Hu Ming of Ohana Foundation were present. Andrew praised the success of the workshop, and praised the planning and organization of the workshop of the teamwork of Larry E. Smith, Elizabeth Betty Buck, and Grant Otoshi. Larry also sincerely thanked all for contribution. The inspiring ceremony turned out to be a farewell party for all. Subhash Jain thanked Ohana Foundation and the East West Center on behalf of all of the 21 participants.

The English Language Education (ELE) Workshop on Increasing Creativity and Innovation was concluded with unprecedented success. All participants are anxious to form a solid team to continue to cooperate with one another. And Vincent Chang and Chen-ching Li volunteered to contact all participants to further polish their papers for publication in a book format in the near future.

A Sociolinguistic Profile of English Use by 2010 in Taiwan

A Report for the Workshop of English Language Education (ELE)

East-West Center & Ohana Foundation

Chen-ching Li, Ph.D.

Ministry of Education, Taiwan

(886-2) 2356-5608 E-mail: <ccli@mail.moe.gov.tw>

1. Projected Number of Users of English in 2010 Based on School Enrollment and Census-survey

The number of users of English will be approximately **7,864,000**, or one-third (**33.3%**) of the projected population of **23,592,000** in the year of 2100.

In 2000, the total population of Taiwan is 22,092,000 according to the census-survey, and the total enrollment of students is **5,239,000**, or **23.71%** of the total population. The growth rate of population in Taiwan was reduced in the span of 1990-2000, in contrast with that of 1980-1990. Thus the projected population of **23,592,000** is reasonable. However, the percentage of student population will remain approximately 23.7%, since education is the greatest concern of all middle-class families, which constitute the majority of Taiwan's society. This is particularly true due to the sweeping education reform implemented in 1998.

The projected number of English speakers in 2010 will increase, in contrast with that of 2000. This social phenomenon is caused by the fact that English has become a frequently used international language in Taiwan due to the rapid development in economics and science and technology as well as education internationalization. Also, the drastic increase of the application of Internet has prompted the frequent use of English by people of all age levels. Besides, the implementation of teaching English in the fifth grade in the elementary schools, starting from 2001, is a catalyst of increase of English users in Taiwan.

The steady increase of projected number of users of English can also be justified by the increasing number of Taiwan students pursuing advanced studies in the English speaking countries, such as the United States, Canada, the United Kingdom, Australia, and New Zealand. The reentry phenomenon has caused not only social and economic advancement, but also the increase of number of users of English. The following statistics of Taiwan students studying in the US is an indicator of this fact:

Fig. 1: Number of Taiwan Students Pursuing Advanced Studies in the US

Years	Students	Year s	Students
1950	3500	1993	37430
1960	4564	1994	37580
1970	12019	1995	36410
1980	17560	1996	32702
1985	22590	1997	30487
1990	30960	1998	30885
1991	33530	1999	31403
1992	35550	2000	29254

The drastic increase of Taiwan students pursuing advanced students between 1980 and 1996 had direct impact on the people in the English-speaking academic communities and the elite groups, since large number of these “students” finally returned to Taiwan for career development. English, for example, is an essential means of international communication in the Hsinchu Science Park, which is also called the Silicon Valley of Taiwan, and well known for its research and production in high-tech and global trade.

2. Fields in Which English Will be Primarily Used

The use of English will primarily be in the fields of science and technology, international trades, international or diplomatic relations such as activities involved in APEC, WTO, WHO, OECD, and other international organizations, higher and international education, medical science, and tourism, and English language education (TEFL).

3. Prospect of Intra-national Use of English: Steady Increase

The intra-national use of English will grow because of the following facts:

- 3.1 Promotion of education internationalization all over the country
- 3.2 Enhanced recruiting of students from overseas international institutions of higher learning
- 3.3 Frequent intra-national discussion/conferences on global networking through international organizations, conferences, and negotiations, etc.
- 3.4 Promotion of the teaching of the four language skills of English
- 3.5 Successful promotion of the “General English Proficiency Test” through The Ministry of Education and Language Training and Testing Center in Taiwan.

4. Prospect of Inter-national Use of English: Steady Increase

The inter-national use of English will steadily grow because of the following facts/reasons:

- 4.1 Promotion of education internationalization all over the country:
All of the major universities in Taiwan are promoting “International Programs” to establish international academic cooperation, linkage and exchange. Also, starting from 2001, high schools are encouraged to follow this pattern so as to enable students to take learn English overseas during the summer vacation.
- 4.2 Enhanced recruiting of students from overseas to study in the institutions of higher learning in Taiwan in which English will be used as a means of instruction. About one-fifth of the colleges and universities are initiating this program to internationalize their institutions.
- 4.3 Frequent intra-national discussion/conferences on global networking through international organizations, conferences, and negotiations, etc.
- 4.4 Promotion of the teaching of the four language skills of English (TEFL)
- 4.5 Successful promotion of the “General English Proficiency Test” (GEPT)
Through The Ministry of Education and Language Training and Testing Center in Taiwan.

5. Comments on the Materials for Teaching English in the School System: Production and Evaluation

The materials for teaching English can be divided into three levels, e.g., college, secondary schools, and elementary schools. The preparation and publication of each level can be analyzed as follows:

College level:

Over 95% of the teaching materials are published in the US and UK, and are imported to Taiwan for use.

Secondary school level:

Over 75% of the teaching materials are compiled and published locally. The state-controlled textbooks have been privatized since 1998, creating greater leverage of production of English materials locally. However, all the English textbooks are subject to being reviewed by the committees authorized by the Ministry of Education.

Elementary school level:

Over 80% of the teaching and reference materials are published in the US and UK, and imported to Taiwan for use.

6. Comments on the future “Teaching Shops” Outside the School System

The local governments (cities and counties) allow and govern the teaching of English in the English centers, or supplementary schools. There are more than two thousand English learning centers of all over Taiwan. The multiple functions of these “teaching shops” offer not only authentic learning of English, but also prepare students for English examinations. One of the prestigious “teaching shops” is the “Language Training and Testing Center (LTTC)”, which has been authorized the Education Testing Service of New Jersey as the agency for administering the testing of TOEFL and GRE. LTTC has also been authorized by the Ministry of Education to administer the General English Proficiency Test.

The “teaching shops” are operated not only by Taiwan citizens, but also by foreigners or international organizations such as British Council, Hess American Language Center, ELS, Cambridge University Group, Longman Group, etc.

7. The Common Problems in English Teacher Training

Taiwan used to prioritize English teacher training in the scope of education. The pre-service and in-service English teacher training projects have been proven successful. And yet, the following problems confronting the training of English teachers are our great concern in Taiwan.

- 7.1 Insufficient hours of teaching English: The number of teaching hours of English has been reduced from 5 to 4 or 3. English teachers have found it difficult to handle the ideal teaching within such insufficient time.
- 7.2 Insufficient well trained English teachers for the newly adopted education policy of teaching English to the fifth and sixth graders, starting from 2001.

- 7.3 Examinations prevent the teaching and learning of English from being enjoyable. Students are overloaded with tests and examinations.
- 7.4 Undesirable English textbooks edited to be used for teaching and natural learning. The contents of most of the textbooks are in need of improvement.

Despite the aforementioned problems, the training of English teachers for all level of schools have become well received, and consensus has been reached that all English teachers possess the proficiency level of listening, speaking, writing and speaking English.

8. The Frequency of Creative Writing by Local and International Audience

Creative writing by locals will be more frequent for both local and international audience. Through the active campaign that many of my academic colleagues and I initiated in 1981, the policy of implementing the testing of free and creative English writing has been proven to be a necessity not only in the college entrance examination, but also in all business communities. The newly inaugurated *Taipei Times*, an English language newspaper published in metropolitan Taipei, has printed large number of English articles written by local expertise of all fields to share with international communities. *The China Post* and *The Taiwan Times*, two other English newspapers are doing the same, so is *The Asian Wall Street Journal*, published in Taipei.

Free and creative writing has been promoted in a large scale, including the “free writing” portion which I advocated for the college entrance examination . Thus, creative writing will definitely increase in the foreseeable 10 years.

9. Future of Media Production in English

It is inevitable that more and more medial productions in Taiwan, such as newspapers, magazines, radio and TV programs as well as Internet will be in English. This fact has much to do with international communication and global transaction in business of all sorts. Both local and international media production will continue to increase due to the necessity of global communication in English. The award winning movie directed by Lee An, “Hidden Dragon and Crouching Tiger”, was produced in English. The unprecedented endeavor of using more English in medial production will continue.

In addition to media production, many billboards in Taiwan have already been designed in English only. This is an interesting phenomenon of the future of English in media production.

10. E-mail Use: Intra-national vs. Inter-national

There is a strong tendency for e-mail to be sent intra-nationally as well as inter-nationally in English. This has been made possible through the easy and convenient typing and transmission in English, which can be time-saving and efficiency guaranteed.

Chinese characters are pseudo-graphic, and take more memory to process in the internet. Thus, it can save more time and ensure more convenience just by typing English in the e-mail transaction.

