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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

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# 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。

本人應邀至夏威夷東西中心參加此次深具國際教育意義的「當代英語教學研討會」，並在會中發表論文，又被公推為團體與會學者的代表，或重要及正式場合的發言人，深感榮幸。更難得的是：來回的機票全由美方提供。雖是經濟艙，但能為國家省下經費，坐遠程經濟艙，我也樂在其中也。

### 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佳作：「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，英語都已經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，均不斷透過國筆者向外宣示其「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。由於都是學有專精的學者與教育從業者，大家討論起來，非常認真。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 21<sup>st</sup> 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，與周玠菡(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，只有儘量利用教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。

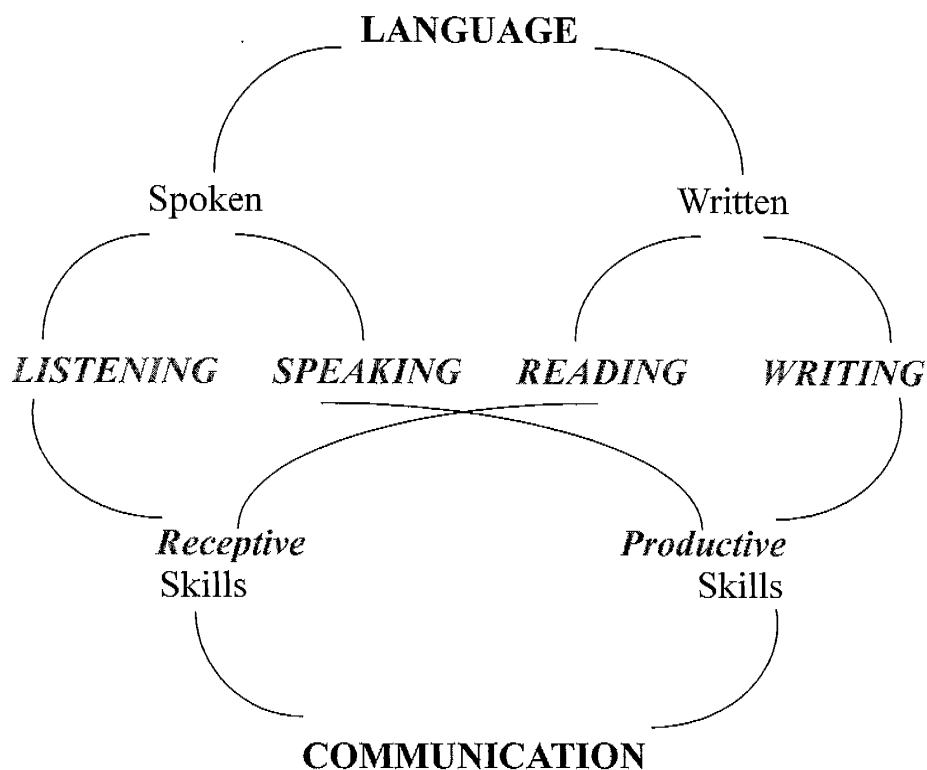
印度的國民所得雖然沒有我們高，但他們的科技研究成效高過臺灣。電腦輔助教學方式的利用，使得印度的英語教學在各種客觀環境下，遠景非常樂觀；國家競爭力亦日漸提昇。

## 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。這也是爲什麼連向來因爲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，開始開設以英語爲授課的學位與課程，以便招來更多的外籍留學生。在倡導「知識經濟」(Knowledge-based economy) 與調整「數位落差」(Digital divide)的二十一世紀，有效地學好英語文及其他重要第二外語，可說是當前各國教育改革中的重點計畫。

臺灣目前面臨的英語教育問題很多。其中，大學生的學習動機低落是一項隱憂。大家除了這項問題外，就是要重視英語文教學的有效方法和實質理論。

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。閱讀與聆聽稱爲「收受性」(Receptive)的語言技能；口說與寫作則爲「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  
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## 1. From "English, English Everywhere" to "No English, No Jobs" : What's Next?

For centuries, the subtle strategies of learning foreign languages have been enthusiastically discussed and debated for betterment in one way or the other. Along the changes of human history, English has emerged as a common means of global communication since the late eighteenth century. Continuous academic researches and experiments on the methodology of the pragmatic teaching of English as a second or foreign language have thus been of paramount importance as a result. "Today, like or curse it, English has become the closest thing to a lingua franca around the globe" (Newsweek 1982).

To meet the diverse challenges of the twenty-first century, the teaching and learning of English, or professionally, "English Language Education" (henceforth "ELE") has become one of the hottest education issues of top priority in every country. Creativity and innovation in English teaching methodology, curriculum design, EFL material development, language skill assessment, the application of multimedia to teaching English, teacher training, and many other practical issues have been expounded as a means to enhancing national rejuvenation and international competitiveness within a global context. All of these issues will lead to the core concern of the current prevalent development of information technology and knowledge-based economy in each country. Indeed, ELE has become one of the overwhelmingly crucial issues of educational enterprises that will dominate the successes not only in education reform, but also of social and economic upgrading, due to the obvious relationships between education reform and economic development (Li 1999, Arellano 1999).

What on the earth are the implication of this new trend of teaching and learning of English as a world or international language?

The implication arising from the February 5, 2001 issue of *TIME* magazine's, cover story will be fascinating to all educators in general, and to the scholars of "English Language Education" in particular. *TIME* revealed in this cover story a challenging issue for the new century by its title: "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 English language education, we are right at the crossroads for enhancing the field, due to the increasing complexity of rapid development of global communication, international and cultural relations, as well as the fast growing consensus regarding the teaching and learning of English in a network-based environment (Lin 2000:421, Li 2000:i). English is playing a crucial role in modern-day communication. Thus, it is crucial that we employ all available variables to enhance English language education from a global and pragmatic perspective.

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 for the new era, have been enthusiastically discussed in a series of conferences in OECD/INES, APEC, UNESCO, and many other international organizations. 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 the modern Internet have become inseparable entities. Therefore 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 was also reminding educators of the importance of beefing up English language skills, so as to enable individuals to cope with the demanding skills of internet and IT.

In early April, 2000, all of the ministers of education within 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 hands of each government. The four sub-themes under discussion were:

- 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 means of efficient cross-linguistic and cross-cultural communication, and also with the assistance of simultaneous interpretation (SI), the APEC and OPEC/DINES meeting 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 indicated in Li (1999) and Arellano (1999).

When 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. She discussed with me in length about the status and teaching with regards to the 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 the advent of its sweeping education reforms in order to meet the new challenges of this 21st 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 English education. These exerted efforts will sustain our global economic developments and international competitiveness, as well as responding to the 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* 7/21/00) 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 within our elementary schools, starting from 2001, is a crucial issue in relation to the education reform. The application of contemporary technology such as the 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, and 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 add an interesting perspective in support of the English Language Education Symposium.

Likewise, the inspiring presentations and contributions of the fellow participants

of the “Workshop on Increasing Creativity and Innovation in English Language Education” will be complementary to this paper due to their academic research and educational experiences in EFL businesses.

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

To begin with, the sweeping education reform in Taiwan has manifested its crystal-clear vision on EFL, aiming at coping with the challenges of the new era of information technology and knowledge economy.

According to the mandate of education reform policy issued by the Taiwan/ROC Education on upgrading the quality of primary and secondary education, the following policies have been designated for implementation during the five-year period of 1999-2004.

- 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 in elementary schools
- Enhancing the teaching and learning the four language skills of English through objective and efficient assessment.
- Reducing the class size to no more than 35 students in the elementary school
- Connecting all elementary schools to the Internet by providing computers in all classrooms by 2001.

English, which used to be the sole foreign language taught in the secondary schools, will be enhanced also in colleges and universities. And more significantly, it will be extended to the elementary school starting from the fall of 2001.

### **2.1 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 are initiating the offering of dynamic courses, by employing native speakers to teach in their “English Language Camps.” In a three-day English camp at Yung-chun High School in Taipei, students demonstrated their enthusiasm for learning to interaction with English teachers and peers. This was completely done in English.

In the English camp, students’ motivation for learning has been enhanced through subjects such as practical English conversation, American culture and society, playlet performances, and discussion on special topics.<sup>2</sup>

Aside from the above activities to help enhance the teaching and learning of English in the secondary schools, further assessment policies have been implemented.



Minister of Education, Dr. Ovid Tzeng announced on February 13, 2001, that a comprehensive assessment policy will be implemented for evaluating the English proficiency of students, focusing not only on reading and speaking skills, but also on essay writing proficiency and listening comprehension, starting from 2002. The nationwide test offered to the students of 7-9 grades, entitled, "Assessment of English Proficiency of Junior High School Students" is expected to land a complementary impact on the future teaching of the four English language skills.

Evidently, the new proposal that Minister Tzeng proposed is theoretically justifiable in terms of the interrelation of language communication skills which are divided into "receptive skills" (reading and listening), and "productive skills" (speaking and writing). Reading and listening serve as "input" of linguistic data to be processed into "output", namely, productive skills, as schematized in Figure 2.

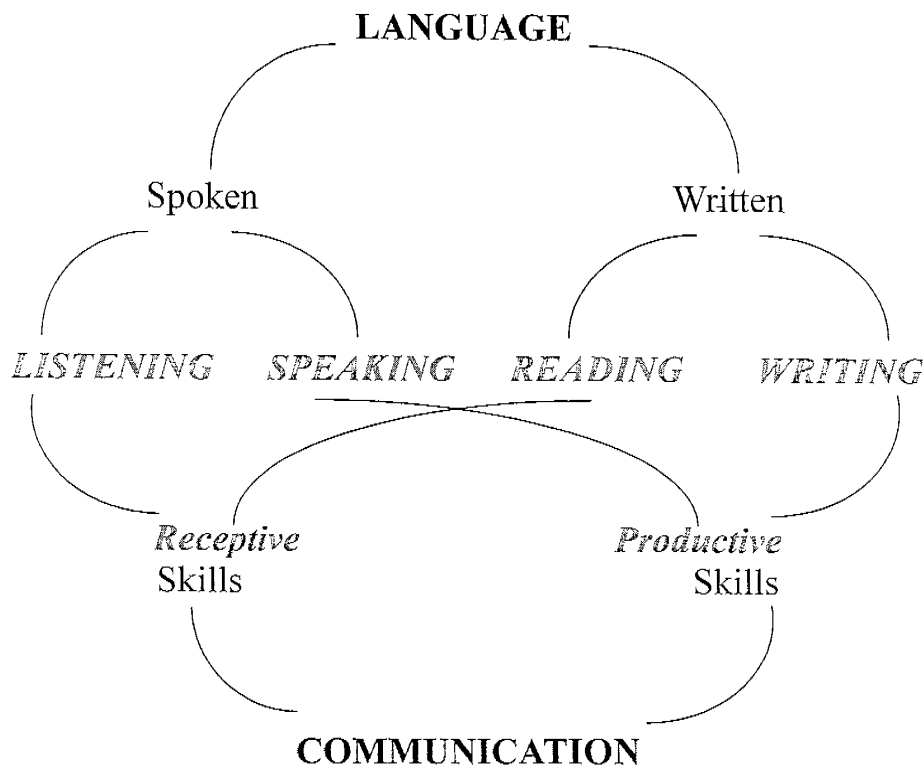


Fig. 1: Interrelation of Language Communication Skills  
 (Betty W. Robinett: *Teaching English to Speakers of Other Languages*)

The correlation of receptive skills and productive skills enables the students to master the four language skills eventually. The scope of assessment of "curriculum objectives" that Eyerman (200:304-305) elaborated in *Figure 2* justifies this point.

**Figure 2 Curriculum objectives for MCU Practical English Program: 2000-2001**

Students should be able to master the four language skills of:

***Listening:***

- 1/2: comprehend basic commands and instructions
- 1/2: comprehend simple requests for factual information
- 3/4: comprehend informal talk about a variety of general topics
- 5/6: comprehend talk in a limited range of business situations
- 7/8: comprehend basic job interview language
- Overall: apply listening strategies to oral communication situations

***Speaking:***

- 1/2: ask questions or make questions about classroom material
- 3/4: initiate, sustain and close a short general conversation with appropriate (sociolinguistic) strategies
- 5/6: initiate, sustain and close short communicative tasks in business situations
- 5/6: give moderately fluent, short, prepared oral report or speech
- 7/8: respond simply to basic job interview language
- Overall: apply speaking strategies to oral communication situations

***Reading:***

- 1/2: make reasonable guesses at meaning of unknown words in context
- 1/2: identify the topic sentence and supporting ideas in a paragraph
- 1/2: skim an article to get the main idea
- 1/2: scan an article for factual information
- 3/4: paraphrase a text
- 5/6: identify opinions from facts
- 7/8: make limited inferences about short texts
- Overall: apply reading strategies for comprehension

***Writing:***

- 1/2: write short, clear sentences
- 3/4: write accurate paraphrases of sentences
- 5/6: write a clear, comprehensive summary of a short article
- 5/6: fill out forms
- 7/8: write a standard, basic resume
- 7/8: write short business memos
- Overall: apply writing strategies to written communication\*\*

As for the format of curriculum and teaching, the following format is cited (Eyerman 2000:307).

**Figure 3: New lesson format to pilot in 2000-2001**

i. Lesson Objective

Short statement to let students and teacher know what students should be able to do at the end of this lesson

ii. Warm-up Activities

Topical questions to stimulate discussion related to the reading and pre-reading preparation, perhaps pictures to illustrate some concepts or vocabulary

iii. Reading Selection (1 page)

iii. Vocabulary (with activities)

Maximum of 15 items, with some items including semantic clusters, particularly for commonly confused word forms

iv. Reading Comprehension

Workbook style with some questions similar to those in test format

v. Sample Dialogue

Sequence of 1 complete sample, 1 partially complete sample (fill in blanks), and several dialogue starters with only the first line or two given to use vocabulary and functions

vii. Grammar Point/Language Function Box

Review and application of a point/function found in the lesson

viii. Problem-solving Exercises

Require students to apply the language knowledge covered in this lesson; also could include English-English dictionary skills

Starting from January 2001, the Ministry of Education implemented the "Nine-Year Education of Integrated Curricula" on the part of Grades 1-9. Among the seven areas (or clusters) are Languages, Art and Humanities, Health and Sports, Mathematics, Sciences and Technology, Social Sciences, and General Activities.

In the area of "Languages," English has been prioritized, in conjunction with the analysis in the previous section of this paper.

### **2.3 English Language Education in the College Level**

While innovative and practical approach to English language education has been actively implemented in the elementary and secondary schools, the same efforts have also been launched in the post-secondary school level. Consensus has been reached nowadays that English language education should be further enhanced due to the contemporary international development as expounded in the previous parts of this paper. This phenomenon is particularly salient as there are more and more students pursuing advanced studies overseas. Thus, the vast majority of colleges and universities in Taiwan have embarked on the enhancement of the teaching of English so as to revitalize their competitiveness of engaging in international academic exchange and cooperation.

Part of the programs that some universities are pursuing in enhancing the English proficiency of students are as follows:

#### **Soochow University**

- Enhancing the contents of Freshman English
- Sophomore: Listening and Speaking enhanced, Levels 1-3
- English Club for all to practice language skills
- English Newsletter published as practicum purposes
- Diverse English activities to be offered: 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: Offering courses lectured in English for international purposes

#### **Fengchia University**

- Applied Foreign Language Courses to be designed
- Placement for all to schedule English classes
- Translation and Interpretation (T&I) courses to be offered to competent students
- Multimedia Instruction in conjunction with T&I, with technology employed
- Enhancing English language education by offering study tour overseas

#### **Providence University**

- Testing of English writing for all Non-English majors

- Certification of English Proficiency Test for all students
- Mini Class for English instruction
- Online Correspondence Center for all to learn English

#### **Ta Yeh University**

- International Language (and Culture) Center for enhancing English instruction
- Policy of Certification of English Proficiency to be established:  
Superior = TOEFL 590  
Excellent = TOEFL 550-589  
Pass/Fail
- TOEFL scores to be adopted 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

#### **Ming Chuan University**

- Four skills of the English language to be enhanced: Listening, speaking, reading and writing emphasized on the same scale
- Compiling textbooks based on the concept of “English for Special Purposes”: *East Meets West*
- Accelerated ESL programs for honor students
- Placement and certification of English proficiency

#### **Ta Tung University**

- Freshman: Enhancing English listening comprehension and reading
- Sophomore: Offering “News English” for all
- Sophomore: Offering English writing
- Senior: Accelerated ESL programs of various areas
- Graduate Programs: Technical research writing, plus speaking

#### **National Taiwan Normal University 2001-2005**

- Courses offered: Elementary, Intermediate, Advanced
- Multimedia for English instruction, technology based
- Placement of English for all
- Teacher training

#### **National Chengkung University**

- Internationalization: Lecturing in English
- Diverse courses offered year by year:
- Cross-cultural and cross-discipline courses
- EMBA in English
- Certification of English (Placement Test) of the four language skills

### **National Chengchi University**

- 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 Central University**

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

## **2.4 General English Proficiency Test**

To meet the need of international English language education, the Ministry of Education implemented in 2000 the nationwide General English Proficiency Test (GEPT). Five levels of proficiency were placed: Elementary, Intermediate, Intermediate-advanced, Advanced, Superior. The nationwide placement of English serves as a voluntary certification of English proficiency for all, ranging from 12 to 75 years old.

The General English Proficiency Test has been so successful that the Ministry of Education will continue to enforce. Many public and private sectors also turn to General English Proficiency Test for assessing the English proficiency of their staff.

General English Proficiency Test offers testing on the four language skills, and is already well received by the general public. It is predictable that more efforts such as this will ensure the future English language education in a larger scale, regardless of age and profession.

## **3. Enhancing English Language Education by Creating Flexible International Network and Multiple-Entry Routes for Schools**

In this age of "Knowledge Economy", the pursuit of upgrading English is indispensable, and quite understandable, in Taiwan as well as in many other Asian countries. Internationalization and invigorated promotion of education are lending

another hand to the teaching and learning of English nowadays. All of the Asian countries share the same consensus that it takes joint efforts of administrative and academic sectors to work out a creative and innovative scheme to enhance the English language education within an international context. In the meantime, we are also encountering the identical problems of budgets and human resources for carrying out our ultimate goals of education and English language training. Indeed, we should not take it for granted that the resources will come in a conventional manner. This is even so in the developed nation such as the United States, Canada, France, or the UK. On February 21, 2001, CNN reported as its headline news that President George Bush allocated an unprecedented huge budget of \$1.6 billion to enhance elementary and secondary education, focusing on teacher training and curriculum development. While the US has problems solving the educational issues similar to the ones we are encountering, we have to take similar actions to enforce our endeavor of English language education in a flexible measure. Thus, Bob Adamson (2001) concluded his presentation in the 2001 English Language Education Workshop by asserting that “Education is the root to success.”<sup>3</sup>

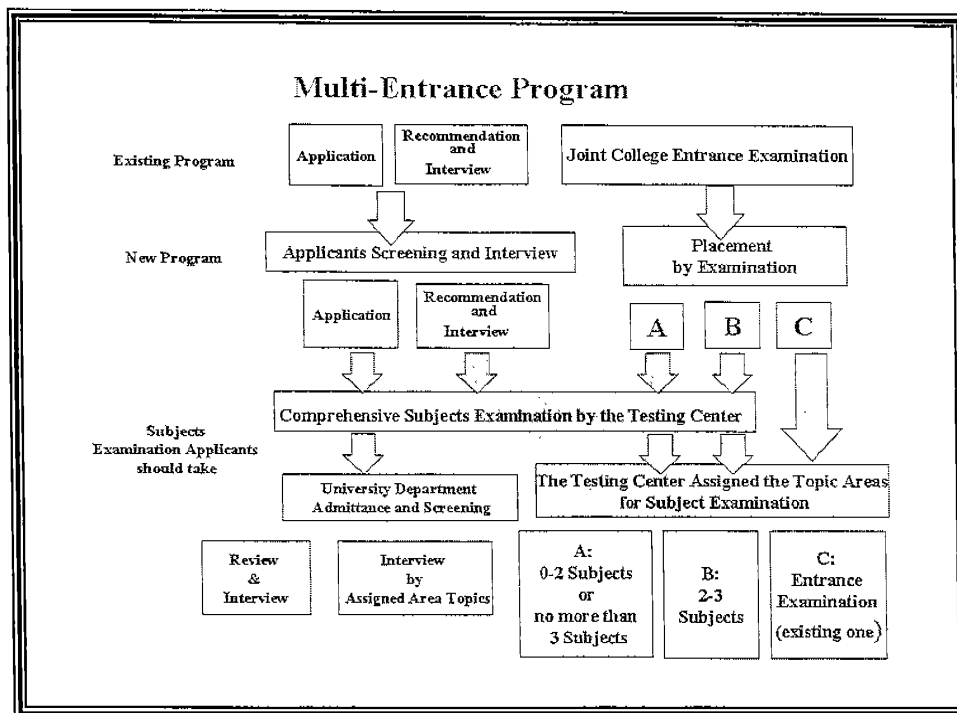


Fig. 4 Multi-Entrance Programs for Higher Education

In Taiwan, one of the strategies pertinent to the promotion of English language education is improve education by creating easy and friendly access to colleges and universities. This measure will also help the enhancement of learning English.

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 Ministry of Education has also decided that the traditional college entrance examination will be abolished, and replaced by the aforementioned system by 2002.

Aside from all the aforementioned factors, Taiwan's participation in APEC, OECD, WTO, and hopefully WHO and many other international organizations have enabled the teaching and learning of English as a daily event. College and universities from Sweden, Holland, Germany, France, Australia, the United States and many other countries actively recruited students from Taiwan. All these efforts have made the teaching and learning of English a more promising mission of the future. And above all, the promotion of the teaching of English in the elementary schools, together with the new trends of attending summer English institutes overseas will help streamline the English language education in Taiwan. After all, English is the most important foreign language in this country, and Taiwan will continue to reinforce its policy in efficiently improving English language education with every possible efforts. Once and for all, ELT is a crucial policy in Taiwan's sweeping education reform.



## NOTES

1. The comment was taken from "English, English Everywhere." *Newsweek*, Nov. 15, 1982. Insight from this article has been cited to justify the development of English language education in Asia in general, and in Taiwan in particular. The development of ELE in Taiwan has coincided with the claim of "English, English Everywhere."
2. The current dynamic English teaching and learning programs offered to the children and youngsters are reported in "Foreigners Entertained Students in English Language Camp." *China Time Evening News*, Feb. 9, 2001. The report depicted the dynamic learning activities and enthusiasm of the students outside the school.
3. During the 2001 English Language Education Workshop sponsored by the East-West Center and the Ohana Foundation, Bob Adamson reiterated the same argument that I claimed.

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*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. Nuantip Tantisawetrat, Thailand**

Nuantip 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-town 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 b 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**

**15<sup>th</sup> Central Educational Council**, Curriculum Council and Courses of Study 1955  
“Japanese Education on the Brink of the 21<sup>st</sup> 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, **3<sup>rd</sup> grade**, 2 hours a week. (North Korea started the teaching of English at **4<sup>th</sup> 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 1<sup>st</sup> Year: No written forms introduced, except for the English alphabet. 2<sup>nd</sup> and 3<sup>rd</sup> 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 of 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.

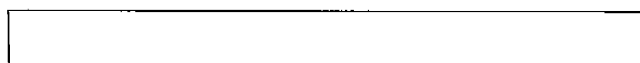
**Teaching English from Grade 3**, Student-centered instruction.

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 2<sup>nd</sup> 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 theory 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)"

February 2001

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”（以新穎與創新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 their 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/dec 16htm>).

**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/articl edu area.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  
“Monsoom 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

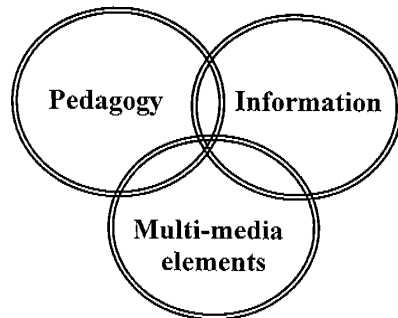
Self-paced

- **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 ad 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 mea (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.)

<b>Code</b>	<b>Type</b>	<b>Leadership Style/Characteristics</b>
<b>CZ</b>	<b>1</b>	<b>Principle Centered:</b> Leads through integrity and reason ( <i>Rational, idealistic</i> ) OR inflexible and judgmental ( <i>controlling</i> )
<b>AZ</b>	<b>2</b>	<b>Servant:</b> Leads with altruistic generosity (Caring for all) OR struggles with people pleasing, ( <i>possessive</i> )  (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.)

- |           |          |  |
|-----------|----------|--|
| <b>CX</b> | <b>3</b> | <p><b>Situational:</b> Inspiring leader of excellence and hardwork<br/>(<i>Adaptable, ambitious</i>)<br/>OR blindly pursues success and status<br/>(<i>Self-promoting</i>)</p>   |
| <b>BY</b> | <b>4</b> | <p><b>Passionate:</b> Leads with creative and intuitive power<br/>(<i>Sensitive, aesthetic</i>)<br/>OR held back by moodiness and self-consciousness<br/>(<i>self-absorbed</i>)</p>  |
| <b>CY</b> | <b>5</b> | <p><b>Transactional:</b> Leads with insightful intellect and Inventiveness.<br/>(<i>Perceptive, innovative</i>)<br/>OR becomes increasingly eccentric and isolated (<i>detached</i>)</p> <p>Bill Gates, Al Gore,<br/>(Al Gore had difficulty making decision. It is difficult to come to a closure.</p> <p>(Taiwan, Corina and her husband, and the Philippines)</p> |
| <b>BZ</b> | <b>6</b> | <p><b>Subtle:</b> Leads with courage as trouble shooter<br/>(<i>Engaging, responsible</i>)<br/>OR struggles with anxiety and rebelliousness (defensive)</p> <p>They don't like to be leaders.<br/>This is the type of people who always wear belts and suspenders for precaution.<br/>(George Bush (sr.), <b>Japan</b> belongs to this type.)</p>                    |
| <b>AX</b> | <b>7</b> | <p><b>Transformational:</b> Leads as optimistic adventure seeker<br/>Enthusiastic, upbeat)<br/>(They don't someone to look over their shoulders.)<br/>OR impatient and uncommitted (impulsive)</p> <p>(George Bush, Jr., Anne Pakir)</p>   |
| <b>BX</b> | <b>8</b> | <p><b>Directive:</b> Powerful, magnanimous leader<br/>(Self-confident, decisive)<br/>OR manipulative and intimidating (domineering)</p> <p>(Korea, Larry Smith, Hitler, Sadam Husan)</p>   |
| <b>AY</b> | <b>9</b> | <p><b>Participatory:</b> Leads people together to heal conflicts<br/>(Receptive, decisive)<br/>OR passive aggressive and stubborn (complacent)</p> <p>Enjoying participation, always seem to gather people</p>   |

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

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## 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**

<u>Years</u>	<u>Students</u>	<u>Years</u>	<u>Students</u>
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	29234

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.

**East-West Center and Ohana Foundation  
Workshop on Increasing Creativity and Innovation in  
English Language Education**

East-West Center, Honolulu, Hawai'i  
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# **Aspects of Current English Language Education in Japan**

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## **Abstract**

The Curriculum Council's final report, issued in June 1998, provided the nation with the principles, recommendations and ideas for education for the new century, which were to be specifically described in the Course of Study. In March 1999, the Ministry of Education finished revising the course of study for each of the three school levels: elementary, lower secondary and upper secondary schools. The key concept of the educational reform is to develop a good system for both general education and TEFL in Japan in the 21st century. There are at least three crucial factors that influence TEFL. These factors also include the basic concepts that the Ministry of Education and the educational councils must seriously take into consideration. These are (1) English as a means of communication, (2) English and entrance examinations, and (3) English education for elementary school children.

Key Words: TEFL; educational reforms; elementary school education

## **1. The establishment of educational principles: From the Central Education Council to the Course of Study through the Curriculum Council**

### **(Monbu-Kagakusho)**

The Ministry of Education, Science, Sports and Culture (Monbusho) was one of the 12 ministries of the Japanese Cabinet. The Ministry was renamed on January 6, 2001, and it is now called the Ministry of Education, Culture, Sports, Science and Technology (Monbu-Kagakusho). In 1952 the Ministry of Education formed the Central Council for Education (the Central Education Council) in order to have a forum to deliberate and issue fundamental educational reforms. The council submits reports in which policies related to education, culture, sports, science and technology are described, and these recommendations and advice are given to the Ministry. This is an ordinary procedure for introducing educational reforms to the Ministry of Education from the Central Education Council. (See Appendix I.)

### **(15th Central Education Council, Curriculum Council, and Courses of Study)**

In April 1995, the 15th Central Education Council was organized, and its first and second reports were issued in July 1996 and June 1997 respectively. The title of the reports was Japanese Education on the Brink of the 21st Century, which implied forthcoming educational reforms. This Council's recommendations were handed down to the Curriculum Council, which issued an interim report entitled Guidelines for the Improvement of Curriculum Standards of the Curriculum in December of the same year (1997). One of the most striking suggestions in the report was the possibility of eliminating English as one of the main subjects for college/university entrance examinations. The suggestions were widely welcomed but they were reserved for further

discussions in the future. We still have English as one of the most important subjects for entrance exams.

The Curriculum Council's final report, issued in June 1998, provided the nation with the principles, recommendations and ideas for education for the new century, which were to be specifically described in the Course of Study. The title of the report was Improvement of Standards in Kindergartens, Elementary and Secondary Schools, Special Schools for the Visually Handicapped, the Hearing Impaired and the Otherwise Handicapped. As the title shows, the Curriculum Council's reports always function as a rulebook in developing the Course of Study. As soon as the Curriculum Council reports came out, the Ministry of Education started working to confirm the Course of Study for schools in primary and secondary school education.

### **(The Course of Study)**

The first Japanese Course of Study for formal education was introduced by applying the principles of the American Course of Study in 1947, which came out only two years after the World War II. It was tentatively revised in 1951 as "a tentative plan by Monbusho", then again revised in 1958. The newly revised version of the course of study, issued as an official announcement from the Government, was not a tentative plan for education, but provided all teachers throughout Japan with official rules for establishing good educational guidelines. Since then, all the curricula for formal education have been planned and implemented in accordance with the Monbusho Course of Study.

In March 1999, the Ministry of Education finished revising the course of study for each of the three school levels: elementary, lower secondary and upper secondary schools. The new course of study will be implemented in April 2002 at elementary and lower secondary (junior high) schools, and in 2003 at higher secondary (senior high) schools.

## **2. Current Issues on TEFL in Japan: A reform**

The key concept of the educational reform is to develop a good system for general education in Japan in the 21st century. This is also true with TEFL in Japan. In view of the fact that the percentage of students who go on to the upper secondary schools (senior high schools) exceeded 95% in 1996, English education in Japan has to be considered as a school subject for people in general. The educational reform should aim at this goal, and all the people who are engaged in foreign language education have to cooperate to attain it.

There are at least three crucial factors that influence TEFL in Japan. These factors also include the basic concepts that the Ministry and the educational councils must seriously take into consideration.

### **(1) Can English truly be a means of communication for the Japanese?**

As Dr. Kachru suggests in his description of language circles, the Japanese are studying English in the "expanded circle" as a foreign language. Furthermore, Japan could be said to be in a very peculiar language setting. In spite of the fact that it is about 140 years since English came into Japan, the Japanese have never used English as a means of communication for their internal links, i.e., the Japanese use only Japanese for communication. A limited number of people use English as a means of communication only for external links. This setting helped develop the ideas that English should be



learned as a symbol of an educated person; spoken correctly, fluently, accurately, and even rapidly; learned only by reading and writing. In short, English has not be learned as a means of communication.

The situation in which the Japanese use English drastically changed since the advent of the Internet to their homes. Ordinary people started using English on their computers. They now feel that English is a tool for their daily life as well as a foreign language they want to master from an esthetic point of view, or as an important language they have to learn for communication for the external link.

## **(2) Is English studied only for entrance examinations?**

In Japanese society, entrance examinations are usually required for admission to high schools, colleges, and universities. The use of entrance examinations has been one of the important measures to evaluate students' intelligence and their scholastic achievement. It has been a social institution as well as a social tradition. In this situation, students don't have to display their communication skills but only their knowledge of English. I wouldn't be surprised if a student was equipped with a vocabulary of 8,000 words, and he/she still found it difficult to communicate with people in either spoken or written English. As I pointed out above in (1), until recently English as a means of communication was not necessary for the general public.

The Central Educational Council recommended changes in the system of entrance examinations, which include revisions of methods for evaluating English skills. They strongly recommended the learning of practical English for communication at all levels of primary and secondary education.

## **(3) Should English education be given to elementary school children?**

English has never been taught as one of the formal subjects in public primary education in Japan. Since both the Central Educational Council and the Curriculum Council suggested its introduction, however, TEFL in the public primary education has become one of the most controversial issues in Japanese education. The Curriculum Council gave birth to the learning periods called *Soogooteki-na Gakushuu-noJikan*, or Periods for Integrated Study (PIS), which has been introduced in the new course of study to be enforced in April, 2002.

Periods for Integrated Study (PIS) none-the-less give students chances to learn English from childhood. It might also create troubles and upheavals, too. Unfortunately PIS has been unpopular among TEFL teachers, simply because it gives them the impression that it is not qualified as a regular subject like English or Mathematics. However, it is also true that the introduction of PIS advances a totally new concept of integrated learning, which could also create new TEFL methods. PIS could provide students with integration of various disciplines as well as excellent learning chances if it is implemented appropriately.

TEFL in public primary education is certainly a new wave in the world of English education in Japan. Not only the Monbu-Kagakusho but also all elementary school teachers along with TEFL professionals have been striving to find magic drugs which could soothe this newly occurring trouble. Serious confusion may arise unless some workable methods can be developed before 2002. One major objection to the current state is that some confusion may occur simply because TEFL for children is not going to be implemented as an independent subject "English" but in the PIS.

As a matter of fact, TEFL for children in Japan is not a new wave at all as far as private elementary schools are concerned. It is a very new trend only in public primary education. According to the 1992 survey on TEFL for children in Japan by the Japan Association for the Study of Teaching English to Children (JASTEC), about 85 per cent of the 164 private elementary schools are giving English lessons to their students. At present, the number of private elementary schools is increasing, and the percentage of TEFL may be even larger. This long-standing experience gained from private primary education will help public primary education create appropriate syllabi applicable for all children nationwide when added to all the syllabi developed by the public school teachers through experimental studies which were supported by the government. English for children may become a key to the world for the Japanese in the 21st century.

### **3. Aspects of Current English Language Education in Japan**

Mr. Larry Smith, the coordinator of the workshop, raised 30 questions in his "Guidelines for Presentation" about aspects of current English Language education of each country. The following are my answers including my comments and opinions. I believe they will reveal aspects as well as the current state of English Language education in Japan.

#### **Question 1: What is official governmental policy toward English?**

**Answer:** English is taught as a foreign language in Japan. In the *Monbusho Course of Study* English is included as one of the foreign language subjects, and therefore "English" does not appear as a regular subject in the *Course*. Furthermore, it is an elective course subject, despite the fact that almost of all junior high and senior high students take it. This is simply because English is one of the most important subjects for school entrance examinations as well as a tool for international communication. English is the first foreign language learned by more than 98 % of all Japanese young students, although it has never been a required subject.

This situation is going to change in April 2002. (Ref. No. 1)

In 1998 the Curriculum Council recommended that the Ministry of Education (Monbusho) make the subject "Foreign Languages" a requirement in the school curriculum, and urged the Ministry in principle to have junior and senior high school students learn specifically "English". Furthermore, the Curriculum Council has decided to introduce English language education in public elementary schools in April 2002, although it is not a regular subject. The Council recommended providing all schools in primary and secondary education with learning hours/periods, called *Soogooteki-na gakushuu-no jikan*, or "Periods for Integrated Study (PIS)". Elementary school children can enjoy learning English through English conversation in class with trained teachers including native speakers of English. (Ref. Nos. 2, 3, 4, and 5)

I should add the fact again that more than 80 % of all the private elementary schools in Japan have been giving English as a regular subject. The implementation of nationwide TEFL at the public primary education level in April 2002 actually means the official start of the public TEFL at the primary education level for the first time in the history of education in Japan. (Ref. No. 6)

#### **Questions 2: When does the teaching of English begin in schools? How often is it taught?**

**Answer:** Until fiscal year (FY) 2001: as an elective subject:

LS 1st grade	LS 2nd grade	LS 3rd grade
105-140 (3-4 periods/wk),	105-210(3-6 periods/wk),	140-280 (4-8 periods/wk)

From fiscal year (FY) 2002: as compulsory subjects: (Ref. Nos. 1 and 4)

A: as a "Foreign language" subject

LS 1st grade	LS 2nd grade	LS 3rd grade
105 (3 periods/wk)	105 (3 periods/wk)	105 (3 periods/wk)

B: as "Periods for Integrated Study"

LS 1st grade	LS 2nd grade	LS 3rd grade
70-100 (2-2.5 periods/wk),	70-105 (2-3 periods/wk),	70-130 (2-3.5 periods/wk)

(Note: LS stands for Lower Secondary Education. The "LS 1st grade" is equivalent to the 7th grade in the American educational system. )

**Question 3: Is English the medium of education for any/some/many/most classes in school?**

**Answer:** No, the medium of education is exclusively Japanese.

**Question 4: Is English a required subject? If so, for how long? If not, what percentage of the students study English even if it is not required?**

**Answer:** See: Nos. 1 and 2.

**Question 5: What is the model of pronunciation? Is there a preferred cultural model?**

**Answer:** Generally speaking, British English was the preferred model of pronunciation until the end of the World War II. This is mainly because the Ministry of Education tried to introduce the British educational system to Japan. The type of English that educated people tried to learn was also British English. However, the situation changed drastically after the end of the World War II. Since 1945, American English has been the first model for the Japanese learners. If you take English-Japanese dictionaries for high school students for instance, the first choice of pronunciation of words is the American model and the second, British.

The history of Japan shows that the first Westerner who reached Japan in 1600 was William A. Adams (1564-1620). He was a British sailor and given the Japanese name, Anjin, "pilot", by the Tokugawa Shogunate. Since then, many foreign ships came to Japan, but the Japanese government, the Tokugawa Shogunate, refused to accept demands to open the country and continued isolation until Matthew Calbraith Perry (1794-1858), an American Commodore, came to Uraga, Japan, in 1853. The Tokugawa Shogunate decided to open the country at last.

After the country was opened, many American words came in to Japan through the mouth of sailors. People coined many popular loanwords such as *paira* (pilot), *wara* (water), *usuke* (whisky), *uwaya* (warehouse), *kameron* (Come along.) *mijippu* (midship) , and so on. These words were all borrowed in the Meiji era (1868-1912).

History shows that the first actual model of English for the Japanese was mainly the American model. However, the Japanese government tried to introduce British English as the preferred model by applying the British educational system, which continued until the end of the World War II. The Ministry of Education adopted the American 6-3-3 system

for Japanese formal educational system for primary and secondary education in 1947. Since then, the American model has prevailed mainly due to the geographical setting of the country, i.e., the Pacific rim, as well as the close contact in international politics, economics, military affairs, science, and pop-art and music.

**Question 6: What are the principal teaching methods at secondary schools?**

**Answer:** The combination of aural-oral methods and reading, grammar-translation methods are popular at the junior high school level. It seems that grammar-translation method is still most popular at the senior high level. All teachers and parents as well as students think that acquiring ability and skills for reading and translation based on grammar is the most essential and fundamental. Their goal is to acquire skills to read correctly and precisely. This is because the acquisition of these skills is the key to passing entrance examinations to colleges and universities.

Needless to say, teaching and learning of skills for listening comprehension and speaking has been stressed in the *Courses of Study* since the end of World War II, but the skills have never been achieved, simply because they are not needed by the public in daily life.

**Question 7: Is the typical teacher's English competence adequate for the task of teaching these methods?**

**Answer:** As far as grammar-translation methods and reading ability are concerned, the typical teacher's English competence is definitely adequate. Younger teachers have started acquiring fluent command of spoken English.

**Question 8: What is the process for training teachers of English at the primary/secondary level?**

**Answer:** Teacher training courses are included as elective courses in university and junior college curricula. Normal colleges and universities require students to take them. The formal publication issued by the Ministry of Education, *Monbusho, 2000*, explains as follows: (Ref. No. 1, p.31)

"In order to become a teacher, the individual must first obtain a teacher's certificate by completing a university course in education in accordance with the provisions of the Education Personnel Certification Law. Monbusho is also working to diversify and invigorate formal education enabling schools to employ members of the community with expert knowledge as part-time teachers regardless of whether or not they possess a teacher's certificate.

"Monbusho and boards of education work to further improve the quality of teachers by providing them with a wide variety of training. Firstly, all newly-employed teachers from elementary, lower and upper secondary and special schools receive one year's induction training following their appointment. Training is also provided to all teachers with a certain amount of teaching experience. In order to develop teachers who occupy leading positions within the prefectures, Monbusho also offers training and overseas dispatch to principals, vice principals and experienced teachers."

**Question 9: What textbooks are used in ELE instruction?**

**Answer:** All textbooks for public elementary and secondary schools have to be authorized by the Textbook Division, Elementary and Second Education Bureau, of the Ministry of Education. The division has a Council and a number of monitors throughout Japan.

For the year 2001 as many as 22 English textbook publishers will publish more than 165 kinds of textbooks. The breakdown based on the subject is as follows: 53 kinds for "English I", 20 for "Oral Communication A", 21 for "Oral Communication B", 38 for "Reading", and 33 for "Writing". These are only for senior high school use, and just about the same figure is expected for public junior high school education. In 2002 more textbooks authorized by the Ministry will be published for public primary education.

**Question 10: Who are the principal publishers?**

**Answer:** It is hard to specify particular publishers even for Monbusho textbooks. It all depends on the subject or material, for example "Readers", "Oral Communication", or "Writing". It also depends on school grades. Take "English I" for instance, Bun-eido's *Unicorn*, Sanseido's *Vista* and *Crown English Readers*, and Keirinkan's *Milestone*. Other leading publishers are Tokyoshoseki, Kaitakusha, Taishukan, Obunsha and so on.

**Question 11: Does the Ministry of Education approve these publishers?**

**Answer:** See No. 9. The Ministry of Education has an authorization system to approve textbooks to be used in public school education. The authorization is not for publishers but for each textbook.

**Question 12: What percentage of market share does each of these publishers /textbooks have?**

**Answer:** As far as I know, the biggest share for "English I" to be used for 2003-2005 is about 8 % of all. The smallest share is around 0.1 %. The total number of senior high school students for FY2000 is 4,211,826, i.e., 2,963,521 students in public schools and 1,248,305 students in private schools. Since almost of all the high schools use authorized textbooks, the biggest share, which is 8 %, turns out to be approximately 337,000. (Ref. No. 7, p.247)

**Question 13: How are the educational policies, budgets, regulations, curricula organized?**

**Answer:** The national educational policies are discussed at the Central Educational Council and handed down to the National Curriculum Council. The Curriculum Council makes specific suggestions incorporated into the Monbusho *Course of Studies*. The Councils are open to opinions from the general public. All the Prefectural Boards of Education are expected to help teachers in their areas closely observe the *Course of Studies*. (Ref. No. 1, pp.59-60)

The total budget of the Monbusho is 5,175.5 billion yen (approximately 51.755 billion dollars), and this is 6.47 % of the total general account budget, and it also is 10.77% of the total general purpose budget. (Ref. No. 1, p.17)

Public school teachers are supposed to observe regulations or instructions issued by the Board of Education. However, they can affiliate in the Teachers' Union, and claim

their rights as public servants. The system where both the Board of Education and the Teachers' Union exist is well-balanced and working well. The relationship is quite democratic, in spite of the fact that the Teachers' Union usually expresses strong objections to the Ministry of Education and the Government.

**Question 14: Who are the decision-makers in ELE instruction? E.g. provincial leaders, school boards, individual schools, teachers, parents? Where does the greatest impetus for ELE come from? (Government, school systems, individual teachers, parents, students, other?)**

**Answer:** It could be said that the decision-maker in ELE instruction is the Government, because the basis of the curriculum is established by the Government through various kinds of Councils. The greatest impetus usually comes from the decisions made by the Central Educational Council and the Curriculum Council, or ad hoc councils. Ad hoc councils are such councils as the 1984 Ad Hoc Council organized by Prime Minister Nakasone, or the 2000 Civilians Conference for Educational Reform (*Kyooiku-kaiikaku kokumin kaigi*) formed by the late Prime Minister Obuchi and continued by Prime Minister Mori as Prime Minister's personal advisory organization in the Cabinet. (Ref. No. 1, pp.59-60)

**Question 15: What are considered to be current innovations in English Language Education ?**

**Answer:** See No.1

**Question 16: How familiar is the concept of English as an International Language (EIL) / World Englishes (WE) to secondary English teachers and Ministry of Education curriculum writers?**

**Answer:** Such terms as English as an International Language (EIL) / World Englishes (WE) or global English and related concepts are very familiar to secondary English teachers and Ministry of Education curriculum writers. Toward the end of 2000 the Civilians Conference for Educational Reform discussed the problems of English language education in Japan, and suggested the possibility of using English as a second common language in addition to Japanese. This created a long-standing nationwide dispute.

**Question 17: What are the most common instruments of technology being used in ELE currently?**

**Answer:** Computers are very popular among teachers and students. It is called CALL (computer assisted language learning). Nowadays at large universities such as Waseda University, a digital campus consortium system has been developed, where a number of companies and institutions cooperate to develop new systems to help students learn foreign languages. Needless to say, English is the strongest foreign language. Classes are conducted in English on the web. Foreign language education over network is growing popular day by day.

At Waseda University in particular the Media Network Center (MNC) of the university started computer-oriented language learning system in 1997, where tutor-

based English conversation classes have been offered since then. More than 500 students registered for the classes this year and have been practicing conversation with 120 tutors. The number is expected to increase to as many as 1,000 next year. In 1998 the university launched an intramural as well as international institution called Cross-Cultural Distance Learning (CCDL), where quite a variety of cyber classes have been implemented. The classes include Cyber lectures, Telemeet, and CuSeeMe programs. Of all the programs, a series of cyber lectures is most popular, and so far 23 overseas institutions in 13 countries have participated in the program. Those institutions include University of Korea, De La Salle University, University of Malaya, the National University of Singapore, RELC in Singapore, Chulalongkorn University, Thammasat University, University of Edinburgh, University of Essex, University of Michigan, University of Hawaii, University of Utah, Stanford University, University of Monash, University of New South Wales, University of Auckland, and others. This virtual course work has not been completely approved as credit classes yet, but will be sooner or later in relation to education through virtual media.

The opportunities to use computers are none-the-less limited especially at the elementary and secondary levels. Such teaching aides as cassette tapes, mini-discs, CD's, videotapes, pictures, photos, maps to be used in ordinary classes, and language laboratories are still very popular for practice of English.

**Question 18: What is the typical class (number of students) class size?**

**Answer:** The class size for English language practice is still large. The ordinary size of the public junior high school class is around 30. It sometimes turns out to be even 40 and over. Our university, Waseda University, has seriously been trying to solve this problem. We have been developing computer systems to support foreign language education. We should realize the fact that learning through computer media may be able to solve this kind of problem, although the method of personal contacts is not really direct. Teaching through direct human contact is definitely needed to foster good human relationships, but computer media can be utilized to support the practice of acquiring skills for communication and to have chances to listen to lectures from outside of the university for discussions.

**Question 19: Is the text (curriculum) suited to the method and the teacher's language ability?**

**Answer:** The text (curriculum) should be suited to the method and the teacher's language ability, because teachers select their textbooks by themselves. Nowadays all English teachers are quite different from those of 60's and 70's, and they have a good command of English. They can manage not only spoken and written English but also their enough or controlled classroom English to manage their class in English.

**Question 20: What are the major Challenges/Problems for the future of ELE?**

**Answer:** The Japanese in general are not good at speaking out. This is, to my knowledge as a Japanese, part of our esthetics. They are not good at showing their reactions outwardly to their teachers, although they are seriously reacting in their mind. This is also their esthetics. They are reticent even when they know well enough to answer. This is again their esthetics. This particular esthetic behavior could be said to be one of our

traditions. As Edwin O. Reischauer, the former American ambassador to Japan and Professor at Harvard University, correctly puts it in his *The Japanese Today* (1988) in relation to "group consciousness", the Japanese in general tries "to avoid open confrontations. Varying positions are not sharply outlined and their differences analyzed and clarified. Instead each participant in a discussion feels his way cautiously, unfolding his own views only as he sees how others react to them. Much is suggested by indirection or vague implication." (Ref. No. 8, p.136; No. 9)

The student wants to learn "perfect" English. They keep quiet until they are perfectly confident at performing better than others. I wouldn't be surprised if that quiet student knew 8,000 words and could read and appreciate an Ernest Hemingway novel very quickly and smoothly.

Now *the Course of Studies* urges teachers to train their students to behave more positively in interaction in English particularly when they learn spoken English.

**Question 21: If possible, please bring a (VHS) videotape of an example of classroom teaching at the secondary level.**

**Question 22: Approximately how many people in your country/region can use English when necessary to carry on daily activities? Reading? Writing? Speaking?**

**Answer:** As was described in relation to major challenges and problems in No. 20, I would say all people who graduated from high school can at least read English, although it would take time for them to understand. I believe many of them can use English for communication when it is necessary.

**Question 23: What percentage of the population is comfortable using (speaking, reading, or writing) English?**

**Answer:** Nobody knows the exact number. However, in 1974, Mr. W. Hiraizumi, a member of the Political Affairs Research Committee, proposed his own draft. It was entitled "The Present Situation of Foreign Language Education in Japan and Possible Measures for Reforms. A Draft" He suggested that 5% of the Japanese population should be intensively trained so that they can work in international situations for the nation. Those people should be intensively trained to be skilled users of English, and a certificate issued to prove their skill. The percentage equates with roughly 6 million people. It is apparent that we haven't reach that number.

**Question 24: How extensively is English used in the media? (radio, TV, newspapers) For whom is this media intended?**

**Answer:** English has never been used to broadcast public information through any kind of media. As far as the radio and TV programs are concerned, however, broadcasting stations provide multi-lingual programs, where news, weather forecasts and foreign movies are given in English or other original languages. All languages used for those programs are interpreted and superimposed in Japanese on the original versions.

The Nippon Hoso Kyokai (NHK), or the Japan Broadcasting Corporation, provides various kinds of foreign language programs. A total hours of foreign language programs per week is 72 hours, half used for English. (See Appendix II, the attached tables of NHK Radio and TV Language Programs (minutes/week)-Part 1 and Part II.)



**Question 25: Can you provide examples of borrowings from English into the native language? Are their borrowings into English from your native/national language?**

**Answer:** We have quite a few loanwords from English. We started taking English words as early as 17th century. In the Meiji Era (1686-1912) major borrowing occurred through the mouths of sailors. The method of word formation was mainly phonetic. The recent borrowing increased especially after the World War II. The method of word formation was graphic, since the Japanese people could read the Alphabet. The most recent borrowing has occurred through the development of computers, i.e., information technology. (Ref. No. 10)

The long-standing borrowing from English least influenced the Japanese grammar system, since the structure of English and Japanese are totally different. The borrowing was mainly word-based. In a few words in the Meiji Era, some sentence-based borrowing can be recognized. The words borrowed in the Meiji era were coined purely phonetically. From the Taisho Era (1912-1926) on, the words were often read graphically by spelling.

Examples are as follows:

**Meiji Era (1868-1912):**

*Kameya* (Come here!) "western dogs"

*Banbai* (by and by) "in a short while"

*Ramune* (lemonade) "a kind of bottled sparkling soft drink"

*Menchi* (minced) "minced meat"

*Paira* (pilot) "pilot on the boat"

**Taisho Era (1912-1926):**

*Pairotto* (pilot) "aviator"

*Rajio* (radio) "radio"

*Washidekki* (wash-deck) "wash deck"

**Showa Era (1926-1989):**

*Jiruba* (jitter bug) "a type of dance"

*Nau* (now) "fashionable"

*Regaasu* (leg guards) "leg guards"

There are also quite a few Japanese words borrowed by English. Both English and American dictionaries give such words as *Juujitsu*, *Moxa*, *Rickshaw*, *Kabuki*, and *Kimono*. They also give *tunami* "tidal wave", *Yagi-antenna* "a type of antenna for the radio and TV". The most recent borrowing from Japanese was made during the war. This is one of the most interesting borrowing, and the loanword in English is *honcho* "a group leader". It is actually spelled in the Japanese Romanization as *hancho*. Notice the phonetic borrowing.

**Question 26: Are there uses of English words and/or phrases that are particular to your country/region? For example, "I will consider it." Spoken by a person from Osaka, Japan can mean "No."**

**Answer:** It is not easy to clarify these kinds of linguistic problems which are based on the

sociological factors. This is simply because the Japanese expression "I will consider it" means not only "No", but also "I will think about it seriously to agree with you." The connotation changes in accordance with the speaker-listener relationship.

A similar example can be seen in "*Kekkou desu*". It can mean OK and No. Another interesting example would be the Japanese negative question to refer to something which happened in the past. In Japanese, answers do not follow the form of the question but to intention of the listener. The listener is responding to the person, not his question.

Q: *Kinou eiga-ni ikimasendeshita-ka.* "Didn't you go to the movies yesterday?"

A: *Hai, ikimasendeshita.* "Yes. (Your guess is right.) I didn't."

**Question 27: What discourse features are commonly used by people using English in your country/region, which are sometimes found to be unusual by those outside your country/region?**

**Answer:** See No.26.

**Question 28: Is literature (short stories, poems, essays, etc.) being produced in English? If so, please bring examples.**

**Answer:** Few. Some modern singer-songwriters use English words or short phrases to make phrases stylish such as "Wow, wow".

**Question 29: What are the names and addresses of the most important professional organizations for English language professionals?**

**Answer:** The following institutions are active and could be said to be very important leading professional organizations in Japan.

**The Association for the Language Education and Technology (LET)**

(□□□□□□□□□□)

Audio-visual Education Center  
Toyo Gakuen University  
1660 Hiregasaki  
Nagareyaka-shi, Chiba-ken 270-0161  
Japan  
Tel&FAX: 0471-58-6572

**The Institute for Research in Language Teaching, Inc. (IRLT)**

(□□□□□□□□□□)

Mezon-dooru #29  
1-35-28 Hongo  
Bunkyo-ku, Tokyo 113-0033  
Japan  
Tel: 03-3818-9648  
FAX: 03-3828-9885

**The Japan Association of College English Teachers (JACET)**

(□□□□□□□□)

55 Yokodera-cho, Shinjuku-ku, Tokyo 162-0831 Japan

Tel: 81-3-3268-9686  
FAX: 81-3-3268-9695  
E-mail: [jacet@zb3.so-net.ne.jp](mailto:jacet@zb3.so-net.ne.jp)

**Japan Association for Language Teaching (JALT)**

(□□□□□□□□)  
Urban Edge Bld. 5F  
1-37-7 Taito  
Taito-ku, Tokyo 110-0016  
Japan  
Tel: 03-3837-1630  
FAX: 03-3837-1631

**The Japan Society of English Language Education (JASELE)**

(□□□□□□□□)  
c/o Prof. R. Matsukawa  
Department of Education  
Gifu University  
1-1 Yanagido,  
Gifu-shi, Gifu-ken 501-1193  
Japan  
Tel&FAX: 058-293-2315

**The National Federation of the Prefectural English Teachers' Organizations**

(□□□□□□□□□□□□)□□□□□  
Toritsu Hakuou High School  
1-6-22 Moto-Asakusa  
Taito-ku, Tokyo 111-0041  
Japan  
Tel&FAX: 03-3843-5686

**Question 30: List of 5-10 references for those interested in further study.**

**Answers:** The following are selected references particularly used for the questions asked for this seminar.

**References:**

- (1) *Monbusho 2000* (2000) Ministry of Education, Science, Sports and culture, Government of Japan.\*  
\*"Monbusho" has been reformed as "Monbu-Kagakugijyutsusho", or the Ministry of Education, Culture, Sports, Science and Technology <<http://www.mext.go.jp>>
- (2) Tanabe, Yoji (2000) "TEFL in Primary Education and the Current Educational Reforms in Japan", *Language Curriculum and Instruction in Multicultural Societies*, 35th SEAMEO RELC International Seminar (17-19 April 2000) Anthology Series 42, Singapore, pp.97-106.
- (3) *Shougakkou Shidou Youryou* (The Monbusho Course of Study for Elementary Schools) (1997) Ministry of Education, Science, Sports and culture, Government of Japan. (<http://www/mext.go.jp>) for the English version.
- (4) *Chuugakkou Shidou Youryou* (The Monbusho Course of Study for Lower Secondary

- Schools) (1997) Ministry of Education, Science, Sports and culture, Government of Japan. (<http://www/mext.go.jp>) for the English version.
- (5) *Koutougakkou Shidou Youryou* (The Monbusho Course of Study for Higher Secondary Schools) (1997) Ministry of Education, Science, Sports and culture, Government of Japan. (<http://www/mext.go.jp>) for the English version.
- (6) Tanabe, Yoji (2000) "Selected Books on the First TEFL at Public Elementary Schools (book review)", *Waseda Journal of Asian Studies*, Vol. 21, 2000. International Division, Waseda University.
- (7) *Asahi Shinbun Japan Almanac 2001* (2000) , Asahi Shinbun.
- (8 ) Reischauer, Edwin O. (1988) *The Japanese Today*, Harvard University Press.
- (9) Tanabe, Yoji (1999) "What English Language Teachers Could Do for the Educational Reform in Japan", *Journal of Pan-Pacific Association of Applied Linguistics*, Vol. 3., the Pan-Pacific Association of Applied Linguistics. Sungkonghoe University, Korea.
- (10) Lovejoy, Leo J. (1996) *Language Contact in Japan - A Sociolinguistic History*, Oxford Studies in Language Contact, Clarendon Press, Oxford.  
(February 2001)

## Appendix I

- 1871:** Monbusho (the Ministry of Education, Science, Sports and Culture) was established.
- 1872:** The modern school system of national education was introduced.
- 1945:** World War II ended.
- 1947:** The Fundamentals of Education Act and the School Education Act was announced.  
The 6-3-3 school system began.  
The educational reform that created a new educational system for the first time since the end of World War II.
- 1952:** The Central Council for Education (the Central Education Council) was formed.
- 1971:** The 1971 Central Education Council's report was issued.  
The educational reforms based on the 1971 report are well known as the first comprehensive review of the Japanese educational system since the end of World War II.
- 1984:** Prime Minister Yasuhiro Nakasone formed an Ad Hoc Education Council.  
This reform actually bridged the previous 1971 revisions and the current reform that is going to be implemented in 2002 and 2003.  
A project to accept 100,000 overseas students was started.
- 1987:** A "Japan Exchange and Teaching Program" (JET Program) was introduced and Assistant Language Teachers (ALT) came to high school classes.
- 1989:** The National Center for University Entrance Examinations was founded.
- 1991:** The University Council urged all the higher education institutions to revise their curricula
- 1995 April:** The 15<sup>th</sup> Central Education Council was organized.
- 1996 July:** The 15<sup>th</sup> Central Education Council's 1<sup>st</sup> report was issued.
- 1997 June:** The 15<sup>th</sup> Central Education Council's 2<sup>nd</sup> report was issued.  
The title of the reports: *Japanese Education on the Brink of the 21<sup>st</sup> Century*  
The objectives: a five-day week system, a strict selection of the educational contents, and integrated learning hours to be established.
- 1997 July:** The Curriculum Council's interim report was issued.  
The title of the report: *Guidelines for the Improvement of Curriculum Standards*
- 1998 June:** The Curriculum Council was issued.  
The title of the report: *Improvement of Standards in Kindergartens, Elementary and Secondary Schools, Special Schools for the Visually Handicapped, the Hearing Impaired and the Otherwise Handicapped.*

### **Three key issues transferred from the Central Councils to the Curriculum Council**

- (1) TEFL for public elementary school children should be started.
- (2) A new subject entitled *Sougouteki-na Gakushuu-no Jikan*, or Integrated Learning Hours (ILH) or, “the lesson hours for general study” should be prepared for each of the three school levels.
- (3) TEFL in lower secondary education should be a required subject in 2002.

**1999** March: The Ministry of Education finished revising the Course of Study.

**2000** January: The Monbusho Meeting to Promote Improvement of English Language Teaching Methodology was organized.

**2000** December: The Civilians Conference for Educational Reform issued its final report.

**2001** January: Monbusho □□□(the Ministry of Education, Science, Sports and Culture) was renamed as Monbukagakusho □□□□□(the Ministry of Education, Culture, Sports, Science and Technology).

Monbukagakusho issued the report of the Monbusho Meeting for English Language Teaching Methodology.

**2002** April: A course of Study for elementary and lower secondary schools will be started.

**2003** April: A course of Study for higher secondary schools will be started.

The East-West Center English Language Education Workshop  
TANABE, Yoji

TEFL in Primary Education and the Current Educational Reforms in Japan

**Appendix II**

□ **Part 1** □

**NHK Radio and TV Language Programs (minutes/week)**

**(1) TV Language Programs**

Japanese	Italian	German	Spanish	French	Chinese	Korean	Russian	English	Total
50	90	60	60	60	90	60	60	485	1015
5%	9%	6%	6%	6%	9%	6%	6%	48%	100%

**(2) Radio English Programs**

Basic E. 1	Basic E. 2	Basic E. 3	Begin E C	Eng. Conv	Easy Bs E	Total
270	270	270	270	360	240	1680
16%	16%	16%	16%	21.40%	14.20%	100%

**(3) Radio Language Programs (Except English)**

Italian	German	Spanish	French	Chinese	Korean	Russian	Total
240	240	240	240	240	240	240	1680
14%	14%	14%	14%	14%	14%	14%	100%

**(4) A Total of TV and Radio Language Programs (Except English)**

	Italian	German	Spanish	French	Chinese	Korean	Russian	Total
TV	90	60	60	60	90	60	60	480
Radio	240	240	240	240	240	240	240	1680
<b>Total</b>	<b>330</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>330</b>	<b>300</b>	<b>300</b>	<b>2160</b>

**(5) A Total of English TV and Radio Programs**

	Basic E. 1	Basic E. 2	Basic E. 3	Begin E C	E C	Easy Bs E	Total
Radio	270	270	270	270	360	240	1680
TV*							485
<b>Total</b>							<b>2165</b>

\* Notes: The titles and total time given for the English Programs

(1) Let's start English Conversation<Standard 40>: 60 min./week

(2) English Conversation: 60 min./week

(3) English Business World: 60 min./week

- (4) Three-month English Conversation: 60 min./week
- (5) Repeat: Three-month English Conversation: 60 min./week
- (6) Let's Play in English: 150 min./week
- (7) *Eigorian*: 30 min./week
- (8) One-word Useful Expressions in English: 45 min./week

□ **Part 2** □

**NHK Radio and TV Language Programs (minutes/week)**

**NHK Education TV\***

	Hrs. Min.	%
News	4. 14	2.9
Education	119. 32	82.0
Culture	21. 59	15.1
<b>Total</b>	<b>145. 45</b>	<b>100.0</b>

\* The NHK Education TV is one of the five major channels of the NHK TV system. The General NHK TV, the NHK Satellite TV-1, NHK the Satellite TV-2, the NHK Hi-vision TV, and the Education TV. This Education TV consists of four major fields of programs: News, Education, and Culture. The percentages of these fields are 2.9, 82.0, and 15.1 respectively.

**NHK Radio Band 2 \*\***

	Hrs. Min.	%
News	18. 40	14.4
Education	84. 40	65.4
Culture	26. 10	20.2
<b>Total</b>	<b>129. 30</b>	<b>100.0</b>

\*\* The NHK Radio Band 2 is one of the three major long-wave radio stations of the NHK radio system. The NHK Radio Band 1, NHK FM Radio, and the NHK Radio Band 2.

**Total Hours of Language Programs**

	English	Others	Total
Edu. TV	8 hrs.	8 hrs.	16 hrs.
Radio 2	28 hrs.	28 hrs.	56 hrs.
<b>Total</b>	<b>36 hrs.</b>	<b>36 hrs.</b>	<b>72 hrs.</b>

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# English Language Education: The State of the Art in Japan

Yoshiko Otsubo  
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## Official Government Policy toward English

### 1. Overall Objectives for Teaching Foreign Language

The official government policy toward English in Japan has been gradually changing at a very slow pace. It is clear that the 1978 Overall objectives for Teaching Foreign Language in both junior and senior high schools showed rather passive attitudes toward Foreign Language: these objectives did not focus on the learners' communication skills yet (see Appendix). But the 1989 Overall Objectives for both junior and senior high schools describe clearly to foster a positive attitude toward communication in the language, and also the 1999 Overall Objectives for both junior and senior high schools, which will come into force in 2002 and in 2003 respectively, express even more strongly to foster a positive attitude toward communication with foreign peoples and to develop the practical communication skills in listening, speaking and other language acts. □

The 1980's English education in Japan had been conducted under the 1978 Overall Objectives for Teaching Foreign Language. However, the Ministry of Education and the Board of Education at a prefecture level had introduced Assistant Language Teachers (ALTs), i.e., the native speakers of English, to English classes in both junior and senior high schools since 1987. It means that they had been preparing for the 1989 Overall Objectives for Teaching Foreign Language; that is, the concept of fostering a positive attitude toward communication in the language (i.e., English) was introduced after the several years experimental practices in junior and senior high schools.

And the new curriculum for both junior and senior high schools under the 1999 Government Guidelines for Teaching Foreign Language, which will be valid in 2002 and in 2003 respectively, states clearly that (1) Foreign Language is a required subject and (2) Foreign Language as a required subject should be English, in principle.

Since the present curriculum for both junior and senior high schools is still under the 1989 Government Guidelines for Teaching Foreign Language, Foreign Language is not a required subject, i.e., English is an elective subject in both junior and senior high schools. However, students in both schools have been learning English as a compulsory subject: English is one of the important subjects in the examination which is an entrance requirement for the upper secondary schools or colleges and universities.

### 2 Introduction of English Instruction

Formal English instruction begins from the first year of junior high school when the students are about twelve years old. From April in 2002, however, the curriculum for elementary schools can offer English as part of International Understanding, which is one of the courses offered in the Period of Integrated Study, starting from the third grade.

### **3. Number of Hours of English Instruction**

Junior high school students have three to four hours of English a week. The Government Guidelines for Teaching Foreign Language state that junior high schools should offer 105-140 hours of English during 35 weeks in a year. And senior high school students have four to seven hours a week. For example, the first year students have four hours of English I and two hours of Oral Communication A, the second year students have four hours of English II and three hours of Writing, and the third year students have four hours of Reading and three hours of Writing, and so on. (Cf. 9)

### **4. English as the Medium of Education**

English is not used as the medium of education for most of the classes in schools except English classes. Since almost all the English Communication classes at college level are conducted by the native speakers of American or British English, English is used as the medium of education. The Oral Communication classes at senior high schools are conducted by Japanese Teachers of English and Assistant Language Teachers (ALTs), i.e., native speakers of English, where English is used as the medium of education. And English classes at junior high schools are also sometimes conducted by Japanese teachers of English and ALT, in which English is used as the medium of education too. We could say that about 20-30 percent of Japanese teachers of English in both junior and senior high schools can conduct their English classes in English.

### **5. Model of Pronunciation & a Preferred Cultural Model**

The model of pronunciation is American or British English. A preferred cultural model may be American's. Because they have already been familiar with the culture since their childhood, it seems that the younger generation do not notice their preferred cultural model.

### **6. Principal Teaching Methods at Secondary School**

Generally speaking, Grammar-Translation, Audio-Lingual, Communicative Language Teaching and Interactive Language Teaching methods are equally used in the secondary schools. Able Japanese teachers of English at the secondary schools can choose the method depending on the aims of the English classes. For example, Communicative Language Teaching and Interactive Language Teaching methods are more preferably used than the others when they teach Oral Communication A for the first year students in senior high schools under the present curriculum, in which they focus on developing students' communication skills. On the other hand, Grammar-Translation method may be more preferably used than the others when they teach Reading classes.

## **7. Typical Teacher's English Competence Adequate for the Task of Teaching These Methods**

In order to perform all these methods freely depending on the aims of the classes, Japanese teachers of English should have not only the grammatical knowledge of English language but also the practical communication skills of listening, speaking, reading and writing.

## **8. Process for Training Teachers of English at the Secondary Level**

There are several processes for training teachers of English at the secondary level provided by the Board of Education at a prefecture level and by the Ministry of Education.

- (1) The Board of Education at a prefecture level offers a three days workshop in English for training Japanese teachers of English at the secondary level every year, where the lectures on the theoretical issues and techniques are provided in English. The participants have various kinds of activities with ALTs, such as public speech, debate, games and so on. The Education Center in each prefecture usually has the responsibility for such in-service training programs.
- (2) The Ministry of Education offers one month workshop in English to 600 teachers of English at the secondary level every year; the whole Japan is divided into six blocks, and each block has 100 participants in the workshop, where Japanese teachers of English from different prefectures get together in a place such as the Education Center in a prefecture, and listen to lectures on TEFL, have a presentation, discussion, debate and so on.
- (3) The Ministry of Education also has a program of sending Japanese teachers of English abroad for six months or for one year. In 1999, the Ministry of Education sent 118 Japanese teachers of English to US or UK and so on for six months, and also 28 Japanese teachers of English to US or UK and so on for one year.
- (4) The Board of Education at each prefecture sends about 10-15 teachers at the primary/secondary level to the MA Course of the Graduate School of Education at the University in the prefecture every year, in which teachers of English at junior/senior high schools can be included.

## **9. What Textbooks Are Used in EIE Instruction?**

All the textbooks for all elementary and secondary schools in Japan are under the responsibility of the Ministry of Education. The principal publishers of the English textbooks for junior high schools are Sanseido, Tokyo Shoseki, Chukyo Shuppan. And the principal publishers of the English textbooks for senior high schools are Sanseido, Tokyo Shoseki, Kenkyusha, Kairyudo, Kaitakusha, Kirihara Shoten and so on.

Local selection of textbooks is limited to those authorized by the Ministry of Education. A prefecture is normally divided into a number of selection areas. Two or more municipal boards of education in the same selection area jointly adopt the same textbook for each subject at junior high level.

More than ten publishers provide various levels of English textbooks for senior high schools, which are all approved by the Ministry of Education. Since the level of senior high schools varies from school to school, teachers of English must choose the textbooks suitable for the aims of the classes and their students' level.

In the present curriculum of senior high schools, the following seven kinds of English subjects are offered: English I, English II, Oral Communication A, B, C, Reading and Writing (See Appendix.). The 1989 Guidelines for Teaching Foreign Language state that English I and Oral Communication A should be taught to the first year students, English II, Oral Communication B, C, Reading and Writing should be offered to the second and third year students, which each school can choose in its own way.

#### **10. The Decision-Makers in ELE Instruction**

The decision maker in ELE instruction is the Government. However, the greatest impetus for ELE might come from school systems. For example, there are five highly competitive senior high schools in Nagasaki city; both teachers and students are highly motivated to teach and to study for the famous national or private universities, and compete each other the number of the students who passed the famous national or private universities. Thus each school offers extra English Classes before and after the regular classes every day. Since English is one of the important subjects for the entrance examination for universities, they have classes even in summer and winter vacations.

#### **11. Current Innovations in English Language Education**

We have the following two innovations based on the 1999 Government Guidelines for Teaching, which will have effect in 2002: (1) Foreign Language becomes a required subject and Foreign Language as a required subject should be English and (2) English can be taught in elementary schools as part of International Understanding which is one of the courses offered in the Period of Integrated Study, starting from the third grade.

#### **12. English as an International Language(EIL) / World Englishes (WE)**

In Japan, it seems that the concept of English as an International Language (EIL)/World Englishes(WE) is not so familiar to secondary English teachers and Ministry of Education curriculum writers. They rather focus on only American English or British English.

#### **13. Most Common Instruments of Technology**

Tape Recorder, Video, TV, Language Laboratory etc.

**14. Typical Class Size: the number of students in a class is 40.**

**15. How many people can use English when necessary to carry on daily activities?**

Only a small number of people in Japan can use English when necessary to carry on daily activities. The percentage of the population that is comfortable using English may be under one percent.

**16. English used in Media**

English is used on some TV programs and a newspaper, which are intended for foreign peoples.

**17. Examples of borrowings from English**

We have lots of examples of borrowings from English: perma (perm): lental(rental): proglam (program): gloup (group): postocard (postcard): member (member) etc.

**18. Names and Addresses of the most important professional organization for English Language Professionals**

(1) The Federation of English Language Education Societies in Japan

Faculty of Education  
Hiroshima University  
1-1-2 Kagamiyama,  
Higashi-Hiroshima 739-8523  
Japan  
Tel/Fax 0824-24-6795/6796 E-mail: [nobukazu@hiroshima-u.ac.jp](mailto:nobukazu@hiroshima-u.ac.jp)

(2) The Japan Association of College English Teachers (JACET)

55 Yokotera-machi, Shinjuku-ku  
Tokyo 162-0831  
Japan  
Tel: 03-3268-9686 Fax: 03-3268-9695

(3) Kyushu Academic Society of English Language Education

c/o Seinan Women's College  
1-3-2 Ihori, kokura-kita-ku  
kitakyushu 803-0835  
Japan  
Tel: 093-583-5720

**APPENDIX:**

(1) 1978 Overall Objectives for Junior High School

To develop the students' basic ability to understand and use a foreign language, to deepen their interest in language, and to foster their good grounding in the lives and attitudes of foreign peoples.

□□□[□□□□□□ □□□□□□□□□□]  
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 □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□

(2) 1978 Overall Objectives for Senior High School

To develop the students' ability to understand and use a foreign language, deepen their interest in language, and foster their understanding of the lives and attitudes of foreign peoples.

[□□□□□□□□□□□□□□□□□□]  
 □□□  
 □□□

(3) 1989 Overall Objectives for Junior High School:

To develop the students' basic ability to understand and use a foreign language, to foster a positive attitude toward communication in the language, to deepen their interest in language and culture, and to cultivate a basis for international understanding.

[□□□□□□ □□□□□□□□□□]  
 □□□  
 □□□  
 □□□

A. Objectives of English Education in Lower Secondary School (1989)

(a) Objectives for First Grade

- (1) To enable students to understand basic English conversation on simple, everyday matters, to familiarize them with English speech and cultivate their interest in understanding spoken English.
- (2) To enable students to carry out a conversation about simple, everyday matters in basic English, to familiarize them with and cultivate their interest in speaking English.
- (3) To enable students to read basic English sentences on simple, everyday matters, to familiarize them with reading English, and to cultivate their interest in understanding written English.

- (4) To enable students to write about simple, everyday matters, to familiarize them with and cultivate their interest in writing in English

**(b) Objectives for Second Grade**

- (1) To enable students to understand a speaker's intention while listening to sentences and passages spoken in basic English, to get them used to hearing English spoken, and to cultivate their desire to understand spoken English.
- (2) To enable students to express their ideas in sentences and passages in basic English, to get them used to speaking English, and to cultivate their desire to speak it.
- (3) To enable students to understand a writer's intention while reading sentences and passages written in basic English, to accustom them to reading in English, and to cultivate their desire to understand written English.
- (4) To enable students to write down their thoughts in sentences and passages in basic English, to accustom them to writing in English, and to cultivate their desire to write it.

© Objectives for Third Grade

- (1) To enable students to understand what the speaker intends to say when they listen to passages spoken in basic English, to help them improve their English listening comprehension, and to foster a positive attitude toward understanding spoken English.
- (2) To enable students to express their ideas in passages of basic spoken English, to help them master speaking in English, and to foster a positive attitude toward speaking English.
- (3) To enable students to understand the writer's intention while reading passages of basic English, to help them master reading in English, and to foster a positive attitude toward reading it.
- (4) To enable students to express their ideas in passages of basic English, to help them master writing in English, and to foster a positive attitude toward writing it.

(4) 1989 Overall Objectives for Senior High School

To develop the students' basic ability to understand and use a foreign language, to cultivate a positive attitude toward communication in the language, to heighten their interest in language and culture, and to deepen international understanding among students.

[ ]  
 [ ]  
 [ ]

A. Objectives of English Education in Upper Secondary School (1989)

(1) Objectives in English I:

To develop the students' basic ability to understand a speaker's or writer's intentions, to help them express their ideas in English, and to cultivate a positive attitude toward communication in English.

(2) Contents of English I

(a) Language Activities:

In order to develop the students' ability to understand and express themselves in English, the following activities should be carried out:

a) Listening: The following skills are to be taught.

- (a) The ability to grasp the content of English when spoken or read aloud.
- (b) The ability to grasp the main points and the outlines of cohesive spoken passages.
- (c) The ability to organize one's ideas while taking in the contents of what is said

b) Speaking: The following skills are to be taught.

- (a) The ability to respond to what one hears with appropriate questions and answers.
- (b) The ability to express one's ideas about the content of what one has read.
- (c) The ability to organize one's thoughts so as to be able to express them without omitting important points.

c) Reading: The following skills are to be taught.

- (a) The ability to read aloud or silently considering the content of a sentence or passage.
- (b) The ability to grasp the main points and the outlines of cohesive written passages.
- (c) The ability to read rapidly as many cohesive passages as possible.
- (d) The ability to read aloud with feeling and understanding.

d) Writing: The following skills are to be taught.

- (a) The ability to take dictation of sentences or passages.
- (b) The ability to write the main point and outlines of what one has heard.
- (c) The ability to write the main points and outlines of what one has read.



- (d) The ability to organize one’s thought so as to be able to write them down without omitting important points.

**Objectives of English II**

- To further develop the students’ basic ability to understand a speaker’s or writer’s intentions, to help them express what they think, and to cultivate a positive attitude toward communication in English.

Contents of English II

- Language activities:  
The same as those of □English I□, with emphasis on achieving the above objectives.

Oral Communication A:

- Objectives: To develop the students’ ability to understand others’ intentions, to help them express their thoughts in English in every situations, and to cultivate a positive attitude toward communication.

Oral Communication B:

- Objectives: To cultivate the students’ ability to understand what others’ intentions are, and to cultivate a positive attitude toward communication in English.

Oral Communication C:

- Objectives: To cultivate the students’ ability to organize, express and discuss what they think, and a positive attitude toward communication in English.

Reading:

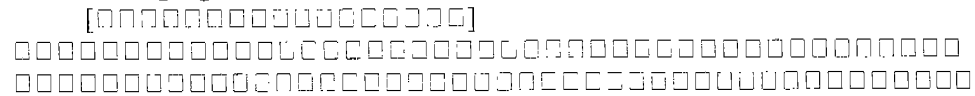
- Objectives: To develop further the students’ ability to understand a written text and to cultivate a positive attitude toward understanding English.

Writing:

- Objectives: To develop further the students’ ability to write their ideas in exact language, and to cultivate a positive attitude toward expressing themselves in English.

(5) 1999 Overall Objectives for Junior High School

To deepen students’ understanding of languages and cultures through learning foreign languages, foster a positive attitude toward communication with foreign people, and develop the basis of practical communication skills in listening, speaking and other language acts.



**Objectives and Contents**

0. Objectives:

- (1) To familiarize students with listening in English and enable them to understand speakers’ intentions in simple English. □

- (2) To familiarize students with speaking in English and enable them to express their intentions orally in simple English.
- (3) To familiarize students with reading in English and enable them to understand writers' intentions who use simple English.
- (4) To familiarize students with writing in English and enable them to express their intentions using simple English.

1. Contents:

Language Activities: The following language activities should be conducted in order to develop the students' abilities of understanding English and expressing themselves in the language.

A. Listening: The following skills are to be emphasized:

- (a) To understand spoken English correctly, learning the basic characteristics of stress, intonation, and pauses.
- (b) To grasp the main contents or specific ideas of speech which are spoken or read out with natural speed and intonation.
- © To respond appropriately to questions and requests.
- (d) To gain a correct understanding of speech by asking questions of the speaker.

B. Speaking: The following skills are to be emphasized:

- (a) To pronounce English correctly by learning its basic characteristics such as stress, intonation and pauses.
- (b) To speak in such a way as to convey one's ideas and feelings correctly to the listeners.
- (c) To ask questions and start discussions about what one has read or heard.
- (d) To develop a discourse by connecting sentences with filler words or some other devices.

C. Reading : The following skills are to be emphasized.

- (a) To read correctly words and punctuation marks.
- (b) To read silently so as to grasp the contents of the passages and to read them aloud in such a way that their meaning is expressed adequately.
- © To grasp the outlines and the main messages of stories and explanatory sentences.
- (d) To make appropriate responses understanding the writers' intentions from their notes and letters.

D. Writing: The following skills are to be emphasized.

- (a) To write correctly learning the distinctions of letters and punctuation marks and paying attention to word boundaries.
- (b) To take notes of what one has heard or read and write one's impressions and opinions about it.

(6) 1999 Overall Objectives for Senior High School:

To deepen students' understanding of language and culture through learning foreign languages, foster a positive attitude toward communication with foreign peoples, and develop the practical communication skills for understanding

information given and intentions shown by others as well as for expressing their own thoughts and judgements.

[ ]  
[ ]  
[ ]

**Oral Communication I:**

1. Objectives: To develop students' basic skills to understand as well as convey information and thoughts about things of their everyday life, and to foster a positive attitude toward communication in English.
2. Language Activities: In order to provide students with specific situations in which they play the role of a sender or a receiver of information and intentions, the following language activities should be carried out:
  - (a) To understand the content of what is told and react to it appropriately in accordance with the context and the purpose of the conversation.
  - (b) To ask and answer questions about things that are relevant to the conversation.
  - (c) To convey information and intentions appropriately in accordance with the context and the purpose of the conversation.
  - (d) To organize and express one's ideas about what one has heard and read, and to understand statements given by others.

**Oral Communication II.**

1. Objectives: To further develop students' ability to grasp information, organize their ideas, express themselves and discuss with others a wide variety of topics, and also to foster a positive attitude toward communication.

**English I.**

1. Objectives: To develop students' basic abilities to understand speakers' and writers' intentions about things of everyday life and to tell and write about their intentions and information, and to foster a positive attitude toward communication.
2. Language Activities for English I:

Specific contexts should be provided as that students play the role of a sender and receiver of information. The following communication activities should be introduced.

  - (a) To understand information and speakers' intentions, and to grasp the outline and the main points of what one has heard.
  - (b) To understand information and writers' intentions, and to grasp the outline and the main points of what one has read.
  - (c) To discuss opinions and exchange information about what one has heard or read.

(d) To work one's ideas about what one has heard or read.

**English II.**

1. Objectives: To develop further students' abilities to understand what they have heard or read as well as to express themselves in speaking and writing about information and thoughts over a wide variety of topics and also to foster a positive attitude toward communication.

Reading:

- 1.Objectives: To develop further the reading abilities to understand information and writers' intentions, and to foster a positive attitude toward communication by developing these abilities.

Writing

- 1.Objectives: To develop students' abilities to write their thoughts and information in English according to the demand of the situation and the purpose of writing, and to foster a positive attitude toward communication.

ELE Workshop  
East-West Center  
Feb. 20, 2001

## **State of the Art of ELE in Japan**

**Susumu Yamauchi (University of the Ryukyus)**

### **Governmental policy toward foreign language/English education**

Japan's official governmental policy toward foreign languages is embodied in the Course of Study issued by the Ministry of Education, Science, Sports, and Technology. The Course of Study is issued as the guideline for school curriculum and revised about every ten years. In the new Course of Study, which was issued in 1998 and is to be implemented in the 2002 school year, the overall objectives of foreign languages in lower and upper secondary schools are stated as follows:

“To deepen students' understanding of languages and cultures through learning foreign languages, foster a positive attitude toward communication with foreign people, and develop the basis of practical communications skills in listening, speaking, and other language acts.  
“(lower secondary school)

“To deepen students' understanding of languages and cultures through learning foreign languages, foster a positive attitude toward communication with foreign people, and develop practical communication skills for understanding information given and intentions shown by others as well as for expressing their own thoughts and judgements.” (upper secondary schools)

Besides the overall objectives of English language education, the Course of Study also states specific objectives of each English subject offered at the upper secondary schools, language activities, language materials, grammatical items to be covered, vocabulary to be introduced in each subject, and so on.

English language education is not necessarily regarded as a required course under the current Course of Study. Studying at least one foreign language is, however, required for secondary school students and English language is included as one of the foreign languages. In reality, however, all secondary schools offer only English language as a foreign language, and thus every student in secondary school studies the English language. English, as a school subject, plays a vital role especially in entrance examinations for the upper secondary schools and colleges/universities.

The greatest impetus for ELE comes from the Ministry of Education. The Ministry

decides various educational policies, budgets, rules and regulations. Each provincial/prefectural board of education administers the primary and the secondary schools within its province under the guidance of the Ministry of Education.

### **English language education at secondary schools**

English is not the medium of education for any classes in Japanese schools, except for a few private schools. English is taught as a foreign language at Japanese schools, but not as a second language. English language education is officially introduced in the first year of the lower secondary level, when the students are 12 years of age. English is taught three hours per week at the lower secondary school level in many cases. At the upper secondary school level, however, the time allocated to English classes varies according to each school's curriculum and the subjects offered to the students. Unlike the lower secondary schools, the upper secondary schools can offer various English subjects; for example, English I/II, Oral communication I/II, Reading, and Writing. The new Course of Study recommends the standard hours per week for each subject as follows:

- Oral Communication I---2 hours
- Oral Communication II---4 hours
- English I---3 hours
- English II---4 hours
- Reading---4 hours
- Writing---4 hours

Each upper secondary school has to decide their own school curriculum considering the needs of their students. They can decide what kinds of English subjects and how many hours per week they should teach in their schools. Of these subjects, either Oral Communication I or English I is required for every student to take according to the new Course of Study.

Under the current Course of Study, however, the lower secondary students study English three class hours per week. In the upper secondary school level, students are practically required to take English I and one course among Oral Communication A, B, and C. The English I classes are usually taught four hours a week and Oral Communication classes are held once a week. Many upper secondary schools offer other English subjects like Reading and Writing for students who want to go to colleges/universities. Several schools even offer other foreign language classes besides English. For example, among the 60 upper secondary schools in Okinawa prefecture, several upper schools offer Spanish, Chinese, and German. But the number of students enrolled in these classes is very small.

## English textbooks

Japan's national government employs a textbook screening system. Every textbook, which is intended for use at the compulsory and the upper secondary schools, must be screened and authorized by the Japanese Ministry of Education. In the lower secondary level, municipal boards of education decide which textbooks to adopt on the basis of the teachers' recommendations. In the case of the upper secondary level, each school principal decides which textbooks to adopt for use on the basis of teachers' recommendations.

There are 21 English textbook publishing companies in Japan, all of which are private and commercial publishing companies. Textbooks by these publishers are approved by the Ministry of Education as long as these textbooks meet the standard guidelines shown in the Course of Study. There are six kinds of English textbooks for the lower secondary schools. These are New Horizon (published from Tokyo Shoseki), Sun Shine (Kairyudo), New Crown (Sanseido), One World (Kyoiku Shuppan), Total English (Gakko Tosho), Columbus (Mitsumura Tosho), and Everyday English (Chukyo Shuppan).

With respect to English textbooks for the upper secondary schools, however, various kinds of textbooks are published: 48 textbooks for English I, 51 textbooks for English II, 16 textbooks for Oral Communication A, 16 textbooks for Oral Communication B, 2 textbooks for Oral Communication C, 36 textbooks for Reading, and 32 textbooks for Writing. Textbooks published in foreign countries are not being used currently as textbooks for lower and upper secondary schools in Japan probably because of the Ministry's screening system.

English textbook writers/editors are usually college professors, secondary school teachers, and a few English native speakers. These writers/editors are required to write textbooks in accordance with the guideline shown in the Course of Study.

With respect to the model of pronunciation in textbooks, the Course of Study regulates that the language materials in Oral Communication textbooks should be of current and standard English. But it also adds that attention should be given to the fact that different varieties of English have been accepted as international communication tools. In reality, however, the model of pronunciation can be said to be American English because the tapes attached to the textbooks are recorded by American English native speakers in many cases.

As for a preferred cultural model, American culture may be regarded as such because many textbooks often introduce American culture and its people, although American culture alone is not necessarily regarded as the preferred one. It is also true that Japanese people are familiar with American culture, especially with American pop culture, through the Japanese mass media due to the close bilateral relationship between the U.S.A. and Japan in the field of commerce and trade.

## Teaching methods at secondary schools

The Course of Study does not specify what kind of teaching methods should be employed in English classes, but the principle teaching method preferred by many secondary school teachers is definitely the grammar-translation method. This is because many English teachers think this traditional method is suitable for the entrance examinations for upper secondary schools and colleges/ universities. Many teachers also point out that this method is suitable for the 40-student class size. Although the Course of Study stresses the importance of teaching English as a means of communication, this phase of teaching seems to be largely neglected in many English classes. It is even pointed out that Oral Communication classes are practically taught as Oral Communication Grammar classes. The typical Japanese teacher's English competence is adequate enough for the task of this teaching method but it is not adequate for the task of Communicative Language Teaching. This may be the covert reason why the infamous grammar-translation method is most preferred by Japanese English teachers.

## Teacher training

Those who graduate from colleges/universities can be qualified as secondary school level English teachers if they earn the necessary credits at colleges/ universities. The following table summarizes the kinds of teacher license, basic qualification, and the minimum credits to be earned at colleges/universities. The quasi-bachelor's degree is given to those who graduate from the two-year junior colleges

School level	License Certificate	Basic qualification	Minimum credits to be earned at college		
			English subjects	Teaching subjects	English/Teaching subjects.
Lower secondary	Special	Master's degree	20	31	32
	First grade	Bachelor's degree	20	31	8
	Second grade	Quasi-Bachelor's	10	21	4
Upper Secondary	Special	Master's degree	20	23	40
	First	Bachelor's degree	20	23	16

(Subjects offered to students differ from university to university.) The following is an example of University of the Ryukyus:



**English related subjects:** English Grammar, English Pronunciation, English Linguistics, English Syntax, History of English, Introduction to English/American Literature, History of English/American Literature, English Reading, Oral English, English Composition, Language and Culture, English/American Culture, Comparative Study of English and Japanese, and the like.

**Teaching related subjects:** English Teaching Methodology, Teaching Practice, Study of Teaching Profession, Principle of Education, Educational Psychology, Learning Psychology, Child/Youth Psychology, Education Administration, Education Law, Education Sociology, School Sociology, Curriculum, Educational Measurement and Evaluation, School Administration, Educational Information Processing, and the like.

**English or Teaching related subjects:** Seminar on child education culture, and/or the ones listed in either English or Teaching related subject.)

Students who take these required subjects are given the teaching license certificate from the regional board of education. In order to become an English teacher at a secondary school, however, the qualified applicants have to pass the teacher employment examination which is held in each prefecture. The competition is very severe in many prefectures. In the case of Okinawa prefecture, about only one in ten to fifteen candidates can pass the examination and become an English teacher afterwards.

### **Current innovations in English Language Education**

The biggest innovation in the ELE in Japan is the introduction of the Japan Exchange and Teaching Programme, known as JET Programme. The JET Programme was established in 1987 by the Ministry of Education, along with the Ministry of Foreign Affairs and the Ministry of Home Affairs. The programme mainly consists of placing native English speakers in the secondary schools throughout Japan. The programme intends to improve the quality of English language education, to deepen mutual understanding through various international exchange in regional communities, and therefore to contribute the promotion of internationalization. The Ministry of Education urges the programme onward from the viewpoint of improvement of ELE, stressing that the programme would give the Japanese students abundant opportunities to learn English as 'a living language' directly from English native speakers.

These native speakers are employed as Assistant Language Teachers and are expected to team teach together with Japanese English teachers at English classes. More than 5,200 English native speakers are working as Assistant Language Teachers currently in Japanese

public schools. These teachers are invited from various countries in the world, for example, the USA (2,432 people), the United Kingdom (1,125), Canada (858), Australia (344), New Zealand (272), Ireland (84), the South Africa (17), France (11), China (5), Germany (3), Austria (1), and Korea (1).

Another noticeable innovation in ELE in Japan is the introduction of Oral Communication subjects in the upper secondary school level. The current Course of Study, which was issued in 1989 and introduced in 1992, provides that every student has to take at least one subject among the three Oral Communication subjects: Oral Communication A (basic daily conversation), Oral Communication B (listening comprehension), and Oral Communication C (speech, discussion, debate). The Course of Study is revised by the Ministry of Education about every ten years to meet changing societal needs and conditions. The newly-revised Course of Study, which was issued in 1998 and is to be implemented in 2002 school year, however, requires every student to take either English I or Oral Communication I. Two Oral Communication subjects, OC-I (basic) and OC-II (advanced), are offered but they are not necessarily required subjects but selective required ones.

#### **English as an International Language (EIL) / World Englishes (WE)**

The concept that English is the main means of communication in various international situations and that there are many varieties of English in the world is well known to secondary English teachers as well as to the Ministry of Education curriculum writers. In fact, the Course of Study states that, in dealing with language materials, attention should be given to the fact that different varieties of English have been accepted as international communication. How and to what degree the concept is embodied in textbooks or in English instruction in reality is not known, however.

#### **The most common instruments of technology being used in ELE currently**

The use of computer in ELE has been discussed for more than a decade in Japan. Some innovative English teachers use computer, Internet, and/or e-mail as an effective technique in ELE instruction. Many English teachers use Internet to get information for their classroom materials and use e-mail to exchange their ideas and opinions for themselves. But it seems difficult or almost impossible to use computers for their ELE instruction for various reasons. Many schools are not equipped with enough computer facilities; computers are not so easy to use in class due to the high number of students and teachers; and/or commercial computer softwares are not related with the contents of their textbooks and are very expensive. In

reality, CAI is not the mainstream instruction in ELE.

The most common instrument of technology in ELE is Language Laboratory/ Audio Visual equipment. Although it is not necessarily a new kind of technology, it has been widely used in ELE instruction in Japan for decades.

### **English in Japanese society**

Japan is a monolingual society in which Japanese language is used extensively in public and private situations. So Japanese people in general are not expected to speak English or any other foreign languages as long as they live inside Japan. Japanese people, of course, understand that English is important and necessary as a means of international communication. But most Japanese people still cannot use English in daily activities even when necessary. The percentage of population who can use English in Japan is very limited, probably less than one percent.

English is not usually used in the Japanese media. Several TV programs, like news programs and Hollywood movies, are sometimes broadcasted bilingually, in Japanese and in English, but the number of them is quite limited. English daily newspapers, such as The Japan Times, The Asahi Evening News, and The Daily Yomiuri, are published in Japan. The intended readers of these papers, however, are mainly English native speakers living in Japan.

Literature is not produced in English for the general Japanese public. Literature written by Japanese and for Japanese is usually produced in Japanese language. Some literary works by famous authors, of course, are translated into English by mainly native English speakers and known world-widely. Examples of these writers are Oe Kenzaburo (a Nobel prize winner), Kawabata Yasunari (a Nobel prize winner), Inoue Yasushi, Abe Kobo, Mishima Yukio, Tanizaki Junnichi, and Natsume Soseki, to name a few.

### **Examples of borrowings from English into Japanese and borrowings into English from Japanese**

A vast amount of English words are imported into Japanese language as loan words. But these words are not used in their original forms since the English alphabet is not used in the Japanese writing system. These words are transformed into *katakana*, one of the Japanese characters, but they are pronounced quite differently from their originals. So it is difficult for English native speakers to identify these English words with their original English words. (Edwin O. Reischauer once commented on English loan words, saying that their pronunciations are distorted in order to fit them into the simple Japanese phonetic system.)

Practically, any English word can be adopted by Japanese language if they are represented in *katakana*. The following are some examples of *katakana* English taken from a local newspaper. (English words and the equivalent Japanese *katakana* and their pronunciations are shown.)

<b>team</b> = チーム /chiimu/	<b>clone</b> = クローン/kuroonn/
<b>couple</b> = カップル /kappuru/	<b>television</b> = テレビ /terebi/
<b>marathon</b> = マラソン /marason/	<b>walk</b> = ウォーク/uwooku/
<b>goal</b> = ゴール /gooru/	<b>program</b> = プログラム /puroguramu/
<b>mind</b> = マインド /maindo/	<b>think tank</b> = シンクタンク /sinnku tannku/
<b>hotel</b> = ホテル /hoteru/	<b>personal computer</b> = パソコン /pasokonn/
<b>magnitude</b> = マグニチュード /magunichuudo/	
<b>home doctor</b> = ホームドクター /hoomu dokutaa/	

Meanwhile, there are some Japanese words borrowed by English language. It is reported that more than 300 Japanese words are listed as entry words in Webster's dictionary in 1966 edition. The number of these words may have been increased more considerably in the newest edition. Some of these English words with Japanese origin may be familiar to English speakers, but others may not be necessarily so. Are you familiar with the following examples?

tofu, sushi, tempura, sukiyaki / haiku, kabuki, sado, ikebana, origami, bonsai / judo, jujutsu, kendo, sumo, karate / shogun, tycoon, samurai / banzai, kamikaze, hibakusha / nisei, sansei / geisha, kimono / hara-kiri, seppuku / karoshi / heimin, kago, oban, shingonshuu, sinshuu, tenno, randori, dan, kata, sakura, kiku, haikai, tanka, bancha

### **The major Challenges/Problems for the future of ELE**

The major problem for the future of ELE in Japan is how to develop students' practical communication skills especially in speaking and listening. The ELE in Japan has always been the focus of criticism for decades. It has been claimed that ELE in Japan is not effective nor practical because Japanese students cannot acquire communicative competence even after they study it for six years in secondary schools.

To cope with this problem, the Ministry of Education introduced the JET Programme in 1987 and introduced Oral Communication class in upper secondary school curriculum as a required subject in the Course of Study in 1989, as mentioned above. Despite these efforts,

however, the situation has not been improved favorably. Put simply, English as a school subject has not been, and still is not, regarded or taught as a means of communication in Japan. Many people claim that it has been taught as a means of passing entrance examinations instead, not as a means of communication.

Various factors have been discussed as causes of this status quo. Some claim that motivation of studying English as a means of communication is very low in Japan since you can live in this monolingual society without studying it. Others claim that entrance examinations to the upper secondary schools and colleges/universities are the 'evil of everything' because communicative aspects of English are not tested in them. Others also point out that 40-students' class size is not adequate to teach communicative English or that English teachers' communicative ability is not sufficient enough to teach oral communication skills.

In the new Course of Study, which is to be implemented in the school year of 2003, the Ministry of Education stresses the importance of teaching English as a means of communication in the age of internationalization. Developing the practical communication skills in English is described as one of the main objectives of English language education. How we can achieve this goal depends mainly on secondary school English teachers.

Another challenge the English teachers have to face in the near future of ELE in Japan is how we can successfully teach English at primary schools. The Ministry of Education decides that English can be taught at public primary schools from the 2002 academic year in general studies classes. There are pros and cons about the introduction of ELE at the primary schools. Some argue that the early instruction of ELE is necessary for Japanese children in order to acquire English, while others insist that learning Japanese language is much more important at the primary schools for a full development of language ability. Although how many primary schools start teaching English is not known at this point, it is often reported that many schools are considering offering ELE to their students, from the 3rd to the 6th graders.

The homeroom teachers at primary schools, in principle, are expected to teach English but the problem is that these teachers do not usually have English teaching certificates. They have not received education and training in teaching English while at college. They may not be so familiar with English teaching/learning theories or teaching methods they can use in their classes. How we can train these in-service teachers working at the primary schools is also a challenge for the future of ELE in Japan. (The Daily Yomiuri reported on January 25th that the Education, Science and Technology Ministry would introduce an English language training program for public primary teachers in autumn 2001. "Under the program--which will be held in a boarding-house format--about 600 primary school teachers will be selected to study and receive specific guidance on how to teach English conversation, select appropriate teaching materials and conduct classes effectively and efficiently.")

### **The names and addresses of the professional organizations for English language professionals**

The Japan Association for Language Teaching (JALT), 1-37-9 Urban Edge Bldg 5F, Taito, Taito-ku, Tokyo 110-0016 Japan,  
<http://langue.hyper.chubu.ac.jp/jalt/>

The Institute for Research in Language Teaching, Mezondooru Hongo 901, 1-35-28 Hongo, Bunkyo-ku, Tokyo 112-0033 Japan

The Japan Association of College English Teachers (JACET), 55 Yokodera-machi, Shinjuku-ku, Tokyo 162-0831 Japan

The Federation of English Language Education Societies in Japan, c/o Nobukazu Matusuura, 1-1-1 Kagamiyama, Higashi-Hiroshima-shi, University of Hiroshima, Department of Education, Hiroshima, 734-8524 Japan

The English Language Council, Inc. (ELEC), Kanda Chuo Bldg. 9F, 3-20 Nishikimachi, Kanda, Chiyoda-ku, Tokyo 101-0054 Japan

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Workshop on ELE  
East-West Center  
University of Hawai'i  
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**ENGLISH LANGUAGE EDUCATION IN KOREA:  
ITS CURRENT STATE AND FUTURE – AN OVERVIEW**

Dr. Moon-Sub Han  
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**I. Historical Review up to 1980s**

The first official English teaching in Korea started at a governmental institute called “Tongmunhak” in 1883. The purpose of this institute was mainly to produce interpreters necessary for diplomatic relations as Korea opened up its door to foreign countries. At that time, English was taught in a form similar to Direct Method. Though this institute was closed three years later, Korea, since then, has had many changes in terms of English education. During the Japanese colonial period (1910-1945), there was not much English education and the Grammar-Translation Method was used mostly. After World War II, there were strong American influences on the English education, and English language has been considered important ever since. In 1953, Korean government set up the First National Curriculum. Korean National Curricula have changed several times and many theories and methodologies have been introduced each time the national curriculum has changed.

However, until 1990, the changes in the curriculum has not resulted in changes in English classrooms. In the classroom Grammar-Translation Method was prevalent for several decades, making most Koreans grammatically competent, but communicatively incompetent. There are some reasons for this: (1) There have not been the so-called “English education specialists” in Korea. Most people studied English literature and linguistics. English education (TESOL) was not considered as an independent academic field in colleges. No one was deeply interested in what was going on around the world in terms of English education. (2) Korean teachers of English did not have to speak English well in order to teach it. Knowledge about English grammar was the only thing that was required of English teachers. Most Koreans thought anyone who could read and speak English could teach English, and teaching grammar and translation skills was considered as the best method possible in Korea. This, in turn,

made their students translate English reading materials into Korean and study English grammar. Practicing the spoken English was not necessary in order to be considered as competent in English.

## **II. Revolutionary Changes in 1990s**

### **A. Curriculum Changes**

Starting from the 1980's, there began to appear some English education specialists in TESOL and Ph. D. holders in this field, mostly educated in the US, UK, or Canada. In 1990s, they began to actively participate in the English education policy-making in Korea. The 6<sup>th</sup> National Curriculum (1995-2000) is probably the first curriculum that was prepared and designed by English education specialists. Therefore there is a lot difference between the 5<sup>th</sup> and the 6<sup>th</sup> curriculum. The main characteristics of the 6<sup>th</sup> National Curriculum are as follows: (1) A change from grammatical syllabus to functional syllabus, (2) Comprehension before production, (3) Emphasis on communicative competence (no more on the grammatical knowledge), and (4) Fluency over accuracy.

### **B. College Entrance Examination**

Based on these characteristics of the 6<sup>th</sup> National Curriculum, the College Scholastic Ability Test (CSAT), which is an official, national test for college entrance examination was developed by the TEFL specialists for three years (1990-1992) and first administered in 1993 for the school year of 1994. This test drastically differed from the old College Entrance Proficiency Test which had focused on phonological, lexical, and grammatical knowledge. The characteristics of the CSAT are: fluency over accuracy, communicative competence, listening comprehension ability (for the first time in its history), emphasis on reading comprehension (and no more paper-and-pencil test on pronunciation, spelling, or grammar). This test had a significant washback effect on the students' way of studying English. They no more focused on grammar and translation when they studied English. Rather, they are now concentrating on listening comprehension, extensive reading, and communication skills.

### **C. English Education in Elementary Schools**

Since 1982, English has been taught in elementary schools as an extracurricular activity (60-80 minute lesson a week only to those who wish to learn English). In 1995, the Ministry of Education announced that English be the required subject in all elementary schools from 1997. Now the elementary English education starts from the



3<sup>rd</sup> grade, two hours a week. However, most elementary school teachers, all of whom are expected to teach English, are not at all prepared as they have never been trained to teach English. Therefore, the Korean Ministry of Education has started to provide basic training programs since 1996, in order to develop the teachers' communicative ability.

#### D. Import of Native English Speakers

Another big change is the import of native speaker English teachers. In 1992, the Ministry of Education assigned 8 native speakers to several secondary schools. This program was supported by the Korean-American Educational Commission, and the number has increased yearly. This program received a good reputation from secondary schools, so the Ministry of Education started the EPIK (English Programs In Korea), a project to contract and assign native speaker teachers from the US, UK, Canada, Australia, etc. Each year, about 600 native speaker teachers were contracted on a one-year contract basis. The private language institutes throughout the nation also imported native speaker teachers. According to The Washington Post, 7,000 native speakers were legally employed in Korea as English teachers in 1994, and the number doubled in 1995. In 1996 alone, over 30,000 illegal native speaker teachers were deported. After the IMF era, many native speaker teachers left Korea, but the majority remained and kept teaching from elementary up to college level.

*1998 - Reduced the number of native speakers*

#### E. Changes in College English Education

Traditionally, all college freshmen in Korea have been required to take one or two "College English" courses, which focused on reading English articles from the high-level works of literature, history, philosophy, and so on. Of course, grammar and translation were the major skills required in these courses. However, due to the students' and the society's strong demands on developing communicative competence in English, more and more colleges and universities started to abandon the traditional "College English" program and to adopt the new program, generally called "Practical English." The "Practical English" program is designed to develop students' practical conversational skills. As a result, large number of native English speakers were needed of each college or university. Nowadays about 20-40 native speaker teachers are employed by each college or university for their "Practical English" program.

Another noticeable change in college English education is the requirement of certain level of English proficiency before graduation. For this purpose, most colleges ask all students to acquire certain scores of one of the standardized tests such as TOEFL,

*cf. TOEFL certification*

*(TOEFL) 2001*

*→ K: Global perspective*

입학비: 40 native speakers  
25th 2,000/m + 10, mad ins.

<sup>SDSU</sup>  
TOEIC, or G-TELP. Some colleges have developed their own test tools and ask their student to pass this test before graduation.

#### F. Changes in Teacher Training Programs

Training teachers to be communicatively competent is absolutely critical for the future English education in Korea. Therefore, it is indispensable that the teacher training programs make a radical revision so that they include more courses in practical language skills and modern teaching methods. Since revision of teacher training program is clearly the key to the future success of English education in Korea, standardized curriculum for teacher training institutions are being made by the Ministry of Education.

Until the beginning of the 1990s, the programs of teacher-training institutions put more emphasis on literature, linguistics, and abstract theories rather than practical acquisition of English language skills. Therefore, most teachers were not interested in teacher training programs at all. However, from the middle of the 1990s, the teacher training programs have started to change drastically in a way to increase language skill-building and ELT methodology courses.

### III. Innovations for the Millenium Era

In the era of globalization, we consider the unavoidable changes and challenges the 21<sup>st</sup> century will bring. We simply cannot isolate ourselves from the rest of the world. With more and more opportunities for international communication, the need to enhance communicative competence has never been so urgent. This urgency has motivated language teachers to put fluency before accuracy. Not only has this motivated teachers, it seems that everyone is realizing that a good command of English has become a 'must' to most Koreans. For example, the foreign language institutes in Korea are literally jam-packed with students who aspire to have good English conversation skills. More and more students are not hesitating to go abroad and are spending large sums of money on English language programs in English-speaking countries. The English education market in Korea is so huge that it is attracting the attention of foreign publishers and education-related businessmen. With the advent of the WTO, Korea has opened up the door to foreign businesses and have allowed them into our domestic market. Under the free market system, domestic publishers and institutes are bound to be faced with fierce competition from foreign institutes and publishers.

The goal of English education, teaching methods, and test items are changing so that learners can improve their communicative competence. With these trends in mind, the Ministry of Education has prepared a new 7<sup>th</sup> National Curriculum for the millenium era. To be effective in 2001, this new curriculum has adopted student-centered, stage-specific principles, and it is a combination of grammatical and functional syllabus. Like that of the 6<sup>th</sup> Curriculum, the goal of this new curriculum is to enhance students' overall communicative skills.

According to this new curriculum, teachers' language proficiency becomes especially important because the communicative activities bring more challenges to the teachers of English in Korea. Therefore, the English teachers, besides other qualifications, will be trained to be able to use the language they are teaching fluently and correctly. In this way, teachers will have confidence to embark upon social interactions in classroom in English. Lack of this communicative competence will easily lead teachers to slide back to the traditional teaching methods they are familiar with. The teacher training program is a very hot and urgent issue in English education in Korea.

As has been reviewed so far, orchestrated efforts have significantly improved English education in the 1990s, and efforts will continue to be made to produce more competent speakers and writer of English.

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**\*\*Major Professional Organizations for English Language Professionals**

1. Korean Association of Teachers of English (KATE)

President: Dr. Hyo-Woong Lee

Address: Department of English, Korea Maritime University, Pusan

Characteristics: over 1,200 members / two conferences held annually(summer & winter) / four academic journals and three newsletters annually

2. Applied Linguistics Association of Korea (ALAK)

President: Dr. Dukki Kim

Address: Department of English Education, Koryo University, Seoul

Characteristics: about 600 members / two conferences annually (summer & winter) / two academic journals and two newsletters annually

3. Korean Association of Elementary English Teachers (KAEET)

President: Dr. Hui-Sook Kim

Address: Department of English Education, Seoul National University of Education

Characteristics: over 2,000 members (most elementary English teachers are members) / two journals and two newsletters annually

4. Korea-TESOL

President: Dr. Sang-ho Han

Address: Department of English, Kyungju University, Kyungju

Characteristics: over 1,000 members(90% are English native speaker teachers in Korea) / four newsletters annually

# State of the Art of ELE in China

## Foreign Language Education in Chinese Schools

Gong Yafu

### Overview

#### *Invigorating education*

At the turn of the 21st century, the world enjoys increasing development in science and technology, especially in the field of information technology. The globalization of knowledge-based economy, which represents an important trend of the world's development in the future, is reshaping the ways of people's living and production. The level of knowledge, talent, people's quality and creativity is playing an increasingly important role in measuring a nation's comprehensive national power. Education is the essential way in improving people's quality and creativity. China has made world-renowned achievements in education since it adopted reform and opening-up policies more than 20 years ago. However, today's education still cannot meet the demands of the dramatic change and the development of the society. The State Council issued the Decision on Deepening Education Reform and Improving Quality Education on the Third National Education Conference. The decision marks China's education and development entering a new stage, attaching great importance on improving quality education of the people and focusing on developing students' creative thinking and abilities of application. The document titled "Invigorating Education Acting Programme toward the 21<sup>st</sup> Century" brings forth two plans for the basic education development in the early 21<sup>st</sup> century. One is to start the "quality education project across the century", to shape the framework and

standard of modern basic education, reform the content and teaching methods. The new evaluation system will take the place of the old one, more teachers will receive continuing education and the new curriculum will be on trial from 2001. Then after about 10 years, the 21<sup>st</sup> century new basic education curriculum and the textbooks will be put into use nation wide. The other is to start the so-called “Gardener Project Crossing the Century”, which aims at the professional development of the school headmasters and teachers. This will enhance the professional level of school teachers. In this way, the overall quality of the teaching staff will reach a higher level. Therefore, we can predict that the education development project will surely bring profound changes to basic education.

*New Objectives of foreign language teaching in Chinese schools.*

Foreign languages are one of the most important means in absorbing achievements of human civilization. They are also key media to develop mutual communication. With the development of information technology, foreign languages and computer are regarded as two indispensable skills. As one of the core courses in basic education, foreign language education attracts much more attention than ever before. It was put in a prominent place in the process of carrying out education development project, gardener project and the quality education project. We realize that the effective improvement of foreign language teaching is crucial for the strengthening of our comprehensive national power and competitiveness. As foreign language educators, we can feel the responsibility on our shoulders and at the same time, we consider it a great honor to do our utmost for foreign language teaching. In recent years, all the academic and research activities,

including this symposium, hold the same purpose, that is, to find the proper way to strengthen foreign language education, improve the overall quality and creativity of the teachers and students.

## Foreign language teaching in Chinese schools

### *A survey of Chinese foreign language teaching in the schools*

Now, the students studying in primary, junior and senior high schools are about 130 million, 57 million, and 10 million respectively. Major foreign languages taught in our schools are English, Japanese and Russian. Among them, Russian and Japanese are mainly taught in the three provinces in the Northeast and Inner Mongolia. The student's number is about 350 thousand and 120 thousand respectively. Except this, all the students are taking English as their foreign language. In recent years, the number of English learners in the primary school grows rapidly. Each year, more than a million more students start their English courses since the year 1994. Statistics show that more than 7 million primary students are studying English in the school last year ( the average of three class periods per week). Besides the 80 thousand middle schools that offer foreign language programs ( in average 4-5 hours per week), about 50 foreign language schools (in average 6-8 hours per week) and all the professional high school and technical training school are offering the course as well. At the same time, students can also learn foreign languages in the thousands of private-run middle schools and technical schools. In this circumstances, nearly 100 million students are learning foreign languages in

schools. The country is regarded as one of the biggest countries that carries on foreign language teaching.

### *Development of Chinese foreign language teaching in recent 10 years*

In the 1990s, the reform of foreign language teaching, which put the curriculum and textbook reform at the core, set up a solid foundation for the theoretical and practical launch of quality education in the following areas:

#### **1. Establish the multi-purpose requirements for foreign language teaching**

The new syllabus not only sets up requirements for the language teaching, but also set up requirements for ideology education, culture education and intelligence development.

#### **2. Emphasis on the ability of the language use in daily life**

After the reform, people realized that the purpose of foreign language teaching is for communication and it cannot be separated from practice. Therefore, the topics, structures and communicative functions should be integrated in the curriculum. Teachers pay more attention to the language meaning and improve the students' ability to solve problems with the language knowledge they have learned. Students learn to develop their abilities in listening, speaking, reading, and writing through interactions while emphasizing their abilities in reading and expressing both oral and written language. The result proves that the new teaching trend is effective: the students are released from the tedious word recitation, grammar analysis and text translation, the classroom becomes a place for the teachers and students to express themselves for the purpose of communication.

#### **3. New teaching and learning methods bloom.**



In the past ten years, to explore practical teaching methods, to improve the teaching quality and efficiency of teaching in the shortest possible time, the local educational organizations and education research institutes set up a large number of research projects. The coordinators and research fellows conduct workshops for teachers, prepare lessons together with the teachers, supervise foreign language programs, observing classes, select outstanding teaching approaches and organize various conferences to exchange teaching experiences. After all these activities, we can choose from diverse teaching methods, such as structure-function approach, Zhang Sizhong Method, Multi-level Teaching Method, Target Oriented Teaching, The Whole Language Teaching Method and Trinity Teaching Method and many others.

#### 4. Modernization of teaching equipment

To create the foreign language learning environment and improve the teaching quality, schools began to pay more attention to technology for teaching, such as tape-recorders, Over Head Projectors and so on. Many schools in the cities and small towns in rural areas are equipped with language lab and schools in the cities are already equipped with computers, multi-media and some have multi-media libraries. Some schools have already put Internet into use for students.

#### 5. Test and evaluation system has been reformed

The reform of the curriculum and textbooks accelerates the reshaping of content and form of tests. The traditional grammar based test has been gradually replaced by the new proficiency test, which emphasis to measure the ability to use the language in context. Listening comprehension tests are widely adopted in provincial level tests and regional tests. In some provinces, larger scale oral tests are also included in a trial stage.

6. Improve the language teaching exchange at home and abroad.

The tremendous development of China's foreign language teaching in the past 20 years has attracted much attention around the world. Some textbooks jointly published by Chinese and foreigners improve the academic exchange between China and the rest of the world. In the spring of 1994, we organized the 1<sup>st</sup> international seminar on foreign language teaching in schools. From then on, we established cooperative relationship with colleagues from UK, U.S., Australia, Canada, Russia, Japan, Korea and many other countries. Continuously, we are sending teachers and researchers to visit other countries, attend various international conferences and at the same time, invite foreign experts to attend our conferences and give lectures.

The statistics from the research center of foreign language teaching in Southwest Teachers' University show that in recent ten years, Chinese foreign language teaching has achieved outstanding progress and overall, the students' English level has been greatly improved. In the year 1999, the researchers organized a large-scale investigation. 10225 3<sup>rd</sup> year senior high school teachers and students from 31 provinces, municipalities and autonomous regions took part in the investigation and among them, 5682 students took the test. Compared with the test organized by the former State Education Committee in 1985, the average score increased by 10-20 points and that of country schools and ordinary schools rose more rapidly, that is, by 30 points in average. The investigation is the best proof of our achievement in middle school English teaching.

### **Language teaching development in China**

Though school language teaching has made great achievement, it is still no easy task to change the deep-rooted concept in foreign language teaching because of the measurement-driven instruction. Many teachers spend much more time explaining grammar structures instead of developing students' ability to use the language. In many classes, the student-centered concept is severely challenged. The overall quality of the teachers is far from satisfactory. The inconsistency between the assessment and the teaching methodology, the inefficient teaching strategies and the lack of language environment resulted in the situation described by Vice-primer. Li Lanqing, "it is time-consuming, but the result is far from satisfactory." That is to say the foreign language teaching nowadays cannot meet the needs of modern social and economic development. In order to seek more rapid development, we have to push forward a higher quality of quality education and creative teaching.

The following are some features reflecting the purposes of the new curriculum of foreign language teaching.

1. It respects the differences between individual students and creates an environment to develop the possible initiatives of all the students.
2. It aims student-centered, aiming at helping the students to foster their character and emotional elements, developing their healthy personality and laying a solid foundation for their life-long learning.
3. It stimulates and raises students' study interests, establishes their confidence, develops their autonomous learning ability and helps them to form the habit of life-long

learning to meet the demand of the modern society.

4. It helps students grasp the basic knowledge of foreign languages and improve their basic skills in reading, listening, speaking and writing; helps them to acquire basic communication skills through language use.
5. It helps to discover students' different intelligence through the use of foreign languages, and enhances their critical thinking and creativity.
6. It promotes the students' understanding of the world culture, fosters their patriotism and raises their international awareness.

#### **Developing creative foreign language education**

China is a country with a long history and civilization. She has made great contributions to the world culture in many fields. But for the past one hundred years, a violent history left us behind. We have realized that the prosperity of our country relies on the development of education and creativity of the whole nation. Therefore, emphasis on quality education should be transferred to training that encourages innovation and creativity of the whole nation.

One may ask, can foreign language teaching foster innovation and creativity of the students? The answer is positive. During the process of language acquisition and information processing, such as to ask questions, to compare and contrast, to analyze, to summarize, to differentiate and to imagine, one has to be innovative and creative.

Another question might be, is it necessary for foreign language teaching to be innovative? The answer is also positive. At the beginning of Part Three, I have already given the answer and what we need to discuss is how to reform our foreign language teaching and

how to be innovative.

### **Seminar on reform**

In July, sponsored and organized by OHANA Foundation, many experts from home and abroad took part in a two-week seminar discussing how to reform EFL, ESL, and ELL.

The experts have reached the following agreements:

To reform foreign language teaching, we need a democratic and relaxing teaching environment, a harmonious relationship between the teachers and the students, an open classroom, and the inspiration for creation. To realize the above, we need:

**An innovative course design.** In order to enlarge students' knowledge of science and culture and improve their spiritual and physical quality, diversified subjects and courses should be designed to meet the requirements of different areas. These subjects should focus on stimulating students' study interests, strengthening their comprehensive capabilities, including their awareness of cognition and culture, practical abilities like autonomous learning and creativity.

**Innovative foreign language textbooks.** Diversified subjects lead to diversified textbooks. Ideas of creativeness should be permeated during designing textbooks, from contents, system, exercises to illustrations and bindings and layouts. For example, to adjust to development of the changing times, the textbooks cover trans-cultural contents and modern scientific and technological knowledge. With the aim to train students' creativity, language exercises should shift from mechanical imitation to communication.

**Innovative teaching methods.** Innovative course design and innovative textbooks require innovative teachers who are to integrate teaching theories with teaching practice,

to seek teaching methods that suit to Chinese foreign language education. The old teaching mode, which focuses on textbook knowledge, teachers' activity and spoon-feeding in class, should be changed gradually. Compulsiveness and unification should be reduced, and options and openness should be encouraged. The new pattern of teaching is student-centered, the teaching process is student autonomous learning; it takes place only after creating a healthy environment in which students have the sense of ownership.

**Innovative teaching instruments.** The adoption of modern teaching technology is an important guarantee in the success of creative education of foreign language. A real foreign language environment is a place where students can learn more effectively via visual aids and language labs; teachers can standardize and optimize teaching process through multi-media. More multi-media labs and libraries and reading rooms should be established to realize Net education and provide plenty of materials and wide arena for students to practice.

**Innovative evaluation and assessment.** The adoption of new evaluation methods is the key to carry out quality education. The new evaluation system aims at students' development and is regarded as part of the teaching and learning. It is multileveled rather than monotonous and combines formative evaluation and summative evaluation. Official examinations, classroom performance, listening comprehension, speaking, writing, peer assessment and self assessment are used to assess our students. Under this innovative assessment system, students learn to be responsible for themselves and their own study.

**Innovative teacher training program.** To promote quality education, teacher training becomes the priority. At present, the teachers' language proficiency is relatively low. Out of the 550,000 middle school teachers, only 80.4% of junior middle school teachers and

55% senior middle school teachers are professionally qualified according to the government requirements. To change the present situation takes a long way to go. According to the National Teachers Training Project in the new century, we are now doing our utmost to train all the teachers and at the same time, six national foreign language teachers training centers have been established and one out of a thousand teachers will receive the training. Hopefully, through the training, the teacher concept toward language education and teacher quality will reach a higher level and the notion of life-long learning will help them to master the creative thinking methods and new teaching methodology.

### **Conclusion**

Facing the new century and education invigoration project, all the foreign language teachers are responsible for the new challenges and tasks. We will make every effort to deepen the reform of textbook, course plan, teaching methodology, technology for teaching, evaluation system and teachers' training, try to push forward the overall quality education and make modern Chinese foreign language teaching meet the demands of the new century.

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# State of the Art of English Language Education in Hong Kong

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Angela Mok

## Introduction

Language has long been a contentious issue in Hong Kong. Over the past 150 years, debates have waxed and waned over the "declining" linguistic standards among young people, the medium of instruction policy in schools and universities, the role and status of various Chinese dialects and English, and the acceptability of Hong Kong English as a variety--to mention but a few. Such debates have been tied up with issues of Hong Kong identity within the complex geo-political and economic spheres in which the city is located. Bereft of natural resources other than its harbour, Hong Kong has had to rely on the wits of its people--traditionally a transient population from East and West--to survive and compete with mighty dragons and little tigers. A colony that was a constant (but useful) irritant to China, and latterly a prodigal son somewhat awkwardly returned to the bosom of the motherland, Hong Kong has trodden a delicate political path between a capitalist rock and a socialist hard place. As the major protagonists in the drama of language politics, English--the language of capitalism, imperialism and barbarianism--and Putonghua (Mandarin)--the language of the Chinese nation, communism and country cousins--have competed with Cantonese, the vernacular, for acceptance, airtime and prestige.

## Historical Context

Hong Kong was restored to Chinese sovereignty as a Special Administrative Region (SAR) on 1 July 1997 after over 150 years as a British colony. In that century and a half, Hong Kong forged a distinct local identity that combined Chinese and European influences. Education initially served the interest of the colonial rulers, creating a buffer class of educated élite from the local population. Thus English was emphasised on the curriculum in government schools, while community schools still followed the mandates of the Imperial Civil Service examinations in China. Mandarin, not Cantonese, was the formal language of such schools.

With the expansion of education at the beginning of the twentieth century, the government relied on charitable organisations, missionary societies and neighbourhood associations to cater for other sections of the population. Despite moves to reform the curriculum, it was clear by the 1930s that schooling in all sectors was not keeping track with Hong Kong's development as an entrepôt port and light manufacturing centre, nor with the modernisation of China in the

Republican era. One official commission of overseas inspectors, published as the Burney Report (1935), called for greater vernacularisation of schooling in Hong Kong--in other words, more attention should be given to teaching Cantonese (at that time seen as a low status dialect)--and for a shift from a highly academic to a more vocation-oriented curriculum. The catalyst for such changes, however, was the post-war period, when the decline of the British Empire meant that Hong Kong had to strengthen its own economic base while, at the same time, coping with a massive influx of refugees fleeing the civil war and its aftermath in China.

In the final decades of the twentieth century, Hong Kong developed its own distinct cultural identity, as expressed through popular music in Cantonese (Cantopop), films and journalism. It also reinvented itself as a centre of international finance and tourism after the Chinese mainland assumed many of the manufacturing functions previously carried out in Hong Kong. The move towards post-colonialism also impacted on education, with language being a central issue: English remained as a powerful force, serving as the language of administration, law, higher education, international trade and cross-cultural communication, while Putonghua (Mandarin), which had been much neglected in Hong Kong after the Chinese civil war, assumed greater importance with the impending return of sovereignty in 1997. The interplay between Cantonese, English and Putonghua was addressed in the post-handover government's goal of establishing a "biliterate and trilingual" society (biliteracy in English and Modern Standard Chinese; trilingualism in Cantonese, Putonghua and English).

### **English in Hong Kong**

English is sustained in post-colonial Hong Kong because it is perceived by many sectors of society as essential for the economic prosperity of individuals and Hong Kong as a whole, even though it is largely irrelevant in the daily life of the general population. As Lin (1996, p 7) argues:

Hong Kong people are afraid of losing their "economic stability and prosperity" (a recurrent phrase in the public discourses in Hong Kong). The government, academic and media discourses repeatedly assert that Hong Kong's economic prosperity depends on attracting foreign investors, which in turn depends on providing them with an English-conversant labour force. This saturation of consciousness by the "economic argument" has legitimised the subordination of all sociocultural and educational goals to the single goal of mastering a socially, culturally, and linguistically distant language for the majority of children in Hong Kong.

This connection between economic imperatives and the school curriculum, a constant dynamic in Hong Kong's history, has led to considerable anxiety about language standards in Hong Kong, particularly in English. Drawing unfavourable comparisons with rivals such as Singapore, the business community has criticised the linguistic competence of school leavers and university graduates. Of course, the sociolinguistic profile of Hong Kong is vastly different from that of Singapore, where English serves as a *lingua franca*. Some 97 per cent of the population of Hong

Kong are ethnic Chinese, and a dialect of Chinese (Cantonese for the vast majority) is their language of daily interaction. English is generally used for cross-cultural communication, as well as being an official language (along with Chinese). In reality, Chinese is an ambiguous term: it is spoken in a number of varieties in the SAR, including Hong Kong Cantonese, Guangdong Cantonese, Chiu Chow, Hakka, Shanghainese, Fujianese, Taiwanese and Putonghua. The written form of Chinese is equally complex. Modern Standard Chinese (MSC), based on the Putonghua (Northern Chinese) dialect, is preferred in formal writing while a form of written Hong Kong Cantonese, which is much closer to its spoken counterpart than MSC, is found in less formal writing, such as journalese.

Hong Kong English is strongly influenced, in formal settings, by British English--the secondary school English syllabus, for instance, promotes "international English" but is written in British English--although there are large numbers of citizens who were educated or have spent time in the USA, Canada, Australia and other English-speaking environments. Hong Kong English is characterised by variants to "regular" pronunciation--*committee*, for example, is often pronounced [ˈkɒmɪˈti], and [l] and [n], [b] and [p], are sometimes not distinguished, consonant clusters are usually reduced to a single consonant, the final consonant is often dropped or minimally articulated; it also has a rich vocabulary that reflects local history and culture, such as words for food, like *dim sum* and *pak choi*, and words of Indian origin, such as *shroff* for a cashier and *nullah* for a small canal, that were transferred from other colonial settings. Some of the daily Cantonese words are borrowed from English, sometimes a direct adoption or translation of the English sound, such as 'bus', 'store' (for a grocery store), 'lift' (to go up and down stairs). There is little support for the promotion of Hong Kong English as a valid variety of English as contended by Luke & Richards (1982), Tay (1991) and Johnson (1994). However, this view seems to be changing. Along with the localised features of "Hong Kong accent" (Bolton & Kwok, 1990) and Hong Kong vocabulary, some of which are given earlier, the development of IT and the use of cyber space has resulted in more attention being paid to ICQ (I seek you, software for online chat) language (Bolton, 2000). Among students especially tertiary students, the ICQ language is English, with Cantonese code-mixed in a hybrid variety.

There is not a vast amount of local literature in English (certainly not in the quantity that exists overseas of novelists using Hong Kong as a quaint oriental setting), although poetry circles are quite active. Examples are works by Ho (1994, 1997), Lam (1997), Perkin and Wong (1997).

## **English in Hong Kong Education**

### ***Language policy***

The medium of instruction (MoI) debate goes back to earliest colonial times as early as the 1860's. Frederick Stewart, the Inspector of Government Schools and first Headmaster of the Central School in Hong Kong, strongly advocated that equal emphasis should be given to Chinese and English in the curriculum (Tsui, 1996). There were other reports

pointing to the need to use the mother tongue to learn and more Chinese medium schools should be established, with students, at the same time, learning English as a second language (e.g. the Burney Report on Education, 1935; the Marsh & Sampson Report, 1963). The issue became a momentous debate in the 1970s when a Green paper (consultation document) was released recommending that the MoI in junior secondary schools should be Chinese and English should be taught as a second language. However, when the White Paper (policy paper) was published in 1974, the Government only left the choice of MoI to schools. Since then, the issue of MoI and language standards has appeared in almost all major Government papers and Commission Reports. Despite the considerable attention given to the MoI issue, it has remained on the rhetoric level rather than in the form of real actions taken by the Government.

A twin-track system emerged historically, with secondary schools that used English as the medium of instruction (EMI) enjoying a higher status than their Chinese medium (CMI) counterparts. Most primary schools are CMI, but parents favour those that achieve good results in English (and therefore, under the existing system of secondary school allocation, access to prestigious secondary schools). The EMI schools, also known as Anglo-Chinese schools, grew in popularity and number to become dominant in the 1990s as listed in the following table. By 1990, the proportion of EMI/ Anglo-Chinese schools rose to 91.7%.

**Table 1. Percentage of day pupils in two types of secondary school in Hong Kong**

Year	Chinese Middle Schools	English Middle Schools
1960	45.1	57.9
1965	29.0	71.0
1970	23.3	76.7
1975	21.3	78.7
1980	12.3	87.7
1985	9.5	90.5
1990	8.3	91.7

(Source: Lee (1993): 206)

In the 1990s, a number of policies addressed the problems caused by this favouring of EMI (e.g., children struggling to learn in a foreign tongue; teachers using a mixed code to compensate for this and their own lack of competence in English). Firstly, schools were permitted to teach in either medium according to their resources and capabilities. Bridge Programmes were established to help students move from CMI to EMI education at appropriate points. Despite the Government's "advice", encouraging secondary schools to adopt CMI as their MoI by giving various incentives to schools, most schools still chose to be an EMI school, for this is much preferred by parents and students. In reality, apart from the elite schools, most so-called EMI schools adopted mixed code teaching, using Cantonese mixed with lexical items of English or English technical terms because

of students' low ability of English. This phenomenon continued until 1997 with the changeover of sovereignty when the Education Department issued an MoI Guidance Booklet, giving "firm" guidance to schools; that is, they had to opt for CMI unless the school demonstrated that they (teachers, resources, and the students) had the ability to opt for EMI.

Thus the current policy emphasises the benefits of mother-tongue education for whole-person development but acknowledges the role and status of English in Hong Kong society. One hundred secondary schools were designated by the Education Department as EMI schools-- which sparked a furious backlash from schools that were omitted from the list and who feared a drop in status that was associated with CMI education. On appeal, 16 more schools were deemed to be capable of delivering EMI education. What was unusual in this instance was the government's threat (not yet fulfilled) to use judicial means to enforce this policy. Hitherto, policies had the status of "guidelines" or "recommendations". The firm intentions of the government, however, were later eroded with a greater autonomy being given to CMI schools to use EMI in certain courses, and vice versa. The MoI policy applies to 9-year or compulsory education. Moving beyond this, on the senior secondary level (F.4 to 7/ grade 10 to 13), the Government does not seem to have decided upon its MoI policy. Starting next academic year in September, the CMI/ EMI junior form students will be in the senior form. It is an important decision for the schools to make regarding MoI for the upper secondary level. Faced with the pressure of fighting for tertiary places after F.7 / grade 13, the final year, to sit for public examinations to get to the higher education institutions which usually favour those with high English language competence, the majority of schools will probably opt for EMI. However, the English language gap between a CMI F.3 / grade 9 to an EMI F.4/ grade 10 is enormous. How the schools and teachers address this gap is going to be a big challenge.

The status ascribed to English, and its associations with colonialism, has caused some disquiet. Li (2000) shares and Phillipson's (1992) view of "English linguistic imperialism", and, to a certain extent, Pennycook's (1998) supposition of the hegemony of the cultural construct of English as a result of discourses of colonialism. He contended, however, that it was misleading and inaccurate to acknowledge only their claims. On top of the colonial historical reasons, the way Hong Kong has accepted English is based on a pragmatic manner acting on their own best interests. Parents favour EMI because English opens the door to tertiary education and good job opportunities. They may understand that not all students can study through EMI, but getting a chance is more important than being denied the opportunity. It is, to them, a fair way to climb the social ladder, though it may be frustrating in the learning process for their children.

The Government and the society by and large put much emphasis on the importance of English since it is seen as an important asset to build Hong Kong into a "world-class" city in the long run (Hong Kong Government, 1999). Hong Kong has lost much of its importance in the manufacturing section and the recent market fluctuations have seen most of the skilled and non-skilled labour force moved to mainland China. Hong Kong is desperately seeking a new economic profile to remain competitive and is investing in knowledge-intensive economic activities, as

advocated in Chief Executive Tung Chee Hwa's 1999 policy speech. In his 2000 policy speech, Tung reiterated the idea of "gearing up for the knowledge economy" (Hong Kong Government, 2000) and education reform to improve learning is seen as one of the priorities that helps to achieve the Government laid down objectives. Language improvement is at the top of the agenda attached directly to the reform.

### ***English Language curriculum***

English Language is one of the three key subjects (the others are Chinese Language and Mathematics) currently used in the primary curriculum for the purposes of determining entry into secondary school, and are also important subjects for university entrance. Putonghua is offered, where schools are able, as a non-core subject at Primary Four to Six and Secondary One to Three. It is also used as the medium of instruction in the handful of secondary schools that cater specifically for immigrants from non-Cantonese speaking areas of the Mainland. Other languages --French, German, Hindi and Urdu--are also available as optional subjects at secondary level, but there is no official syllabus or recommended time allocation for them (Curriculum Development Council, 1993b). Table 2 and Table 3 show the suggested curriculum map for primary and secondary schools respectively, as expressed in the official guidelines issued by the Education Department of the Hong Kong SAR Government. These are currently under review, with the aim of streamlining subjects and broadening cross-curricular links.

***Table 2: Suggested Minimum Time Allocation (Periods per Week) for Subjects in the Core Curriculum in Hong Kong Primary Schools***

<b><i>Subject Level</i></b>	P.1	P.2	P.3	P.4	P.5	P.6
Chinese Language	11	10	9	8(9)*	8(9)*	8(9)*
English Language	5	6	7	8	8	8
Mathematics	5	5	5	5	5	5
General Studies	5	5	5	5	5	5
Art and Craft	3	3	3	3	3	3
Music	2	2	2	2	2	2
Physical Education	2	2	2	2	2	2
Total:	33	33	33	33 (34)*	33 (34)*	33 (34)*

\* If Putonghua is offered at P.4 - P.6 levels

(Source: Curriculum Development Council, 1993a)

**Table 3: Suggested Guidelines on Subject Selection & Time Allocation for Secondary Schools**

Subject Groups	Suggested Time Allocation	Subject Selection Guidelines
Languages	35-40% <sup>†</sup>	Both Chinese and English Languages should be offered. Non-Chinese speaking students can take either French or German instead of Chinese. Putonghua can be offered as an optional subject.
Mathematics & science	20-25%	Both Mathematics and Science should be offered. Computer Literacy can be offered as an optional subject.
Humanities	15-20%	At least two subjects from: Social Studies; Economic And Public Affairs; Geography; History; and Chinese History
Cultural, practical & technical	15-20%	Physical Education and at least two subjects from: Art & Design; Design and Technology; Home Economics; and Music
Other learning activities	5%	Cross-curricular activities such as: Civic Education; Environmental Education; Ethical/Religious Education; Moral Education; Sex Education; and other topical issues

Notes: <sup>†</sup> 30-35% in technical schools, 25-30% in pre-vocational schools  
(Source: Curriculum Development Council, 1993b)

The Hong Kong curriculum is, in theory, oriented towards the all-round development of individual students. In practice, however, both the primary and secondary school curricula are dominated by attention to English and Chinese (in its various forms), although the diversity of Hong Kong's language profile noted above is not encapsulated in the school curriculum. The Target Oriented Curriculum (TOC), which was introduced in 1995 in Primary One and will be implemented in September 2001 (in modified form) in Secondary One, and initially encompassed English, Chinese Language and Mathematics, identified the need for a highly educated workforce "ready to function effectively in the changing world of work with a strong foundation for life-long learning" (Education Department, 1994, p 5). TOC was linked to Hong Kong's move from labour-intensive manufacturing to high-technology service industries. The specific rationale for English reiterated the international value of the language, but added whole-person perspectives such as enhancing the students' moral, intellectual, social and aesthetic development; their socio-cultural awareness; and their capability for learning other languages (Curriculum Development Council, 1992, p 10). The TOC Programme of Study for English



Language (Curriculum Development Council 1994, p 4) sets out the learning target for the subject as follows:

To develop an ever-improving capability to use English to think and communicate; to acquire, develop and apply knowledge; to respond and give expression to experience; and within these contexts, to develop and apply an ever-increasing understanding of how language is organised, used and learned.

This conception of English contrasts with that embodied in the previous syllabus although both stress the communicative functions of language. Targets are organised in three dimensions—Interpersonal, Knowledge and Experience—whereas the previous syllabus focused on the four skills of reading, writing, listening and speaking. This suggests that, according to TOC, English is learnt for and through personal growth, rather than as an end in itself. The syllabus is not based on a set programme of discrete linguistic items or skills, but on tasks which are tailored to meet the needs of individual students.

In reality, the implemented curriculum falls some way short of intentions. Teachers tend to opt for a hybrid approach to task-based learning, that retains a strong focus on the mastery of discrete linguistic items but adds a greater degree of contextualisation than previously (Tong, Adamson and Che, 2000).

The reasons for this constrained response to curriculum reform are complex and tied up with the cautious approach of textbook publishers in Hong Kong, as well as the somewhat unsophisticated, top-down exhortatory processes of curriculum reform adopted by the Education Department (ED), which alienated many teachers. The relationship between ED and the publishers of textbook resources is not close. ED, as a civil service branch wishing to appear impartial when dealing with commercial companies, issues standard guidelines to publishers and then vets new resources for inclusion on the official approved list that is circulated to schools. The commercial publishers (of which there are half-a-dozen major players in Hong Kong), have to consider market forces and, as decisions concerning the adoption of textbooks are made by teachers in individual schools, publishers naturally tend towards catering for teachers' concerns than those of the curriculum planners. As a result, the interpretation of the task-based learning initiative in English Language textbooks, as in the classroom, is a compromise between the conventional and the new. The resources are organised in a traditional way with new elements—the tasks—added on, effectively in a subsidiary role. Second, the teaching steps advocated in the textbooks reinforce the discrete Presentation-Practice-Production language teaching approach rather than a strong form of task-based learning.

Teachers' reasons for not whole-heartedly embracing the curricular reform were varied. Many teachers had confidence in their old ways of teaching and did not want to abandon them completely, particularly, as some pointed out, as TOC had no track record. Other teachers said they were worried that task-based learning might create a lot of noise, which the Principal may think was caused by poor classroom management. There was also the feeling that task-based learning took a long time to organise, and that there was insufficient time in a single lesson. Too much task-based learning might be boring for the pupils after a while said some, and that a variety of pedagogy was desirable. One teacher commented on the limitations of using task-

based learning with young children too often, saying that it becomes difficult to think of suitable contexts for tasks: “You can’t get the children to organise picnics every lesson!” Her colleague (who actually supported task-based learning) resented the pressure she felt from ED officials to use the pedagogy, noting cynically that “a task a day keeps the inspector away”, while others said that they attempted to carry out task-based learning in their subject even though they were not fully convinced of its merits—they had been cajoled by senior colleagues into adopting the reform. A major complaint made by teachers was the lack of suitable materials, including TOC textbooks, to guide them in using task-based learning. Designing materials themselves was very time-consuming, even though some schools had arranged for resource banks to be set up, or materials designing workshops to take place.

To introduce the new English secondary TBL syllabus to secondary English teachers, the Education Department has organised seminars to inform the teachers and Panel chairpersons. To support the implementation of the new syllabus, the Curriculum Development Institute (a Government body, related to Education Department) commissioned higher education institutions to run workshops for English teachers. In one of the commissioned activities (Mok et al, 2000), teachers’ views were gathered on the support of TBL implementation they perceived necessary at the school, teacher and student level in future. Results showed that support at the school level is of paramount importance. Within this level, modifications in school administration, e.g. reduction in workload and class sizes, appeared to be salient. The next important level of support cited was at the teacher level where staff co-operation, collaboration and extensive involvement were perceived to be crucial for the successful implementation of TBL. Within student’s level of support, students’ attitude in participation was found to be the most important area for successful implementation of TBL.

The TBL syllabus advocates a learner-centred teaching approach of which students are expected to assume a more active and participatory role, whereas teachers will need to be able to support them. The roles and responsibilities of both parties are very different from the traditional classroom. However, the Chinese traditional belief in the central role of the teacher may create difficulty in implementing TBL syllabuses. The traditional role and expectation of the teacher include ‘teacher knows all’ and ‘teacher is the supreme authority figure’. These concepts are very much challenged. Teachers may need to change substantially in order to function effectively in the new learner-centred approach, from the ‘knower’ to a ‘faciliator’, from the ‘director’ to an ‘organizer’ of activities, and perhaps a ‘learning counsellor’.

As the traditional value and belief in the teaching and learning may be deeply rooted in the teacher and the student, this phenomenon is compounded by the Hong Kong society’s emphasis on the importance of public examinations. These are aspects which hinder educational innovation unless the mentality of teaching and learning changes; and the examination system will have to be changed in accordance with the innovation. Littlewood’s (2000) findings show that students are less traditional than we expect, whereas teachers seem to be persistently more traditional. Reasons to resist change may include two levels of realities: teacher competence and the practical aspects such as time constraint, discipline problems, and large class size on top of

the earlier mentioned examination culture. The road to success seems to be very distant, but the Government emphasised “learning to learn” and “learning for life”(Education Commission, 2000).

To support curriculum innovation effectively, the Government will need to shift from the administration level to the implementation aspect in a systematic way, allocating resources accordingly. Research shows that it is more effective for the whole school to address the issues together and there should be support structures for implementation.

As such, teachers are the key figures in the process of change and curriculum initiatives. With this forthcoming new learner-centred syllabus, there are many challenges for teachers, including being interactive in teaching, responding to learner needs and catering for individual differences. The most challenging one for the teacher would be acting as material and curriculum developer, an aspect Hong Kong teachers usually rely heavily on adopting textbooks. Teachers need to be supported systematically and teacher development will have to be ongoing and long lasting.

It is within this kind of climate of change in English language education that the Government published reform proposals in such a massive scale that has not been preceded. Consultative papers (e.g. Education Commission, 2000; Curriculum Development Council, 2000) on an overhaul of the whole education system have been presented to the public, and major reforms including all levels of the education system, in curriculum, IT, teacher performance and student learning are underway. Like many other places in the world, Hong Kong society seems to be dissatisfied with student learning outcomes and the school system is the target for reform. The decline of language standards (both Chinese and English) has been a hot topic for many years now. Tung (1999) announced in his policy speech that he would launch a territory-wide publicity campaign to promote the use of English to stop “a decline in the English standards of our younger generation since the early 1990’s”. He stated that the Government “will continue to improve the quality of our English teachers and the method of instruction in schools” (Hong Kong Government, 1999).

### **Teaching Training and Language Benchmarks for Teachers**

The first teacher training course started in 1917, housed in the Department for the Training of Teachers in the Hong Kong University (HKU) and has developed over the years into a Faculty of Education. The first college of education, Northcote College of Education, was established in 1939 and the fifties saw the setting up of another college of education, Grantham College of Education, which provided sub-degree teacher’s training for secondary school graduates. The third college of education, Sir Robert Black College of Education, was set up in 1960 adding the number of teacher training colleges to three, offering the Certificate of Education courses and the majority of their graduates are primary teachers. Some programmes qualified teachers to teach junior secondary levels. The Chinese University’s School of Education was established in 1965, offering post-graduate diploma similar to HKU’s. The above are the early major teacher training / education institutions. Other universities (City University, Baptist University, Polytechnic

University and Open University) started to offer different kinds of teacher education programs in the 1990's.

Teachers in Hong Kong can be classified into different types:

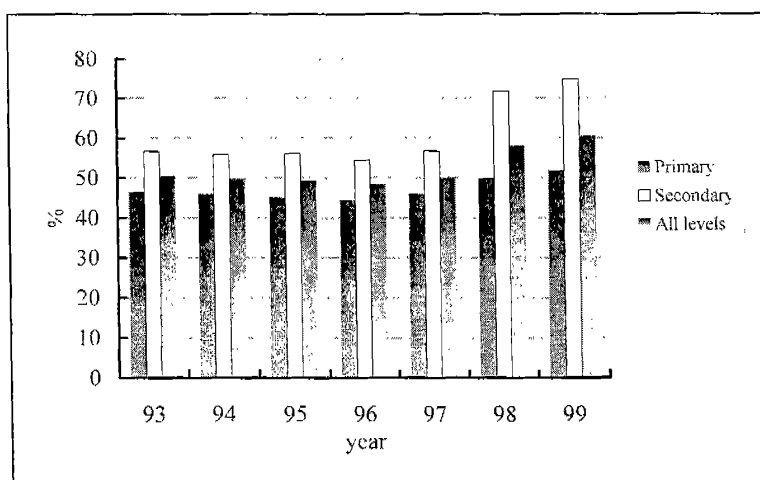
1. Graduate teachers and non-graduate teachers: not all teachers possess a degree; there are sub-degree teacher training courses for secondary school leavers. (In Tung's 1997 policy speech, he announced the goal that of all teachers should be trained graduates and this may take a while to be achieved.)
2. Registered teachers and Permitted teachers: the former have qualified teacher status (QTS) from recognised teacher education institutions whereas the latter do not have QTS however are allowed to teach, usually because of the shortage of qualified teachers.
- 3.

Apart from the above classification, there are expatriate teachers employed from overseas, such as under the Native English Teachers scheme (NET), to teach English language. Whenever there is a shortage of teacher supply, such as in the seventies when the free and compulsory 9-year education was introduced (in 1978), the demand for teachers soared. Also, when the economy is good, teacher shortage will become more acute.

Until now, secondary and university graduates have been allowed to teach without teacher education qualifications and this affects the quality of education. Moreover, there is no policy directly stating the specific qualifications for teachers to teach the relevant subjects. In many cases, especially in the primary school, teachers are asked to teach many subjects including English though they may not be subject trained to teach it. The following table represents the percentage of English teachers with professional training. It shows quite a significant percentage of untrained teachers.

**Table 4. Percentage of English subject trained teachers**

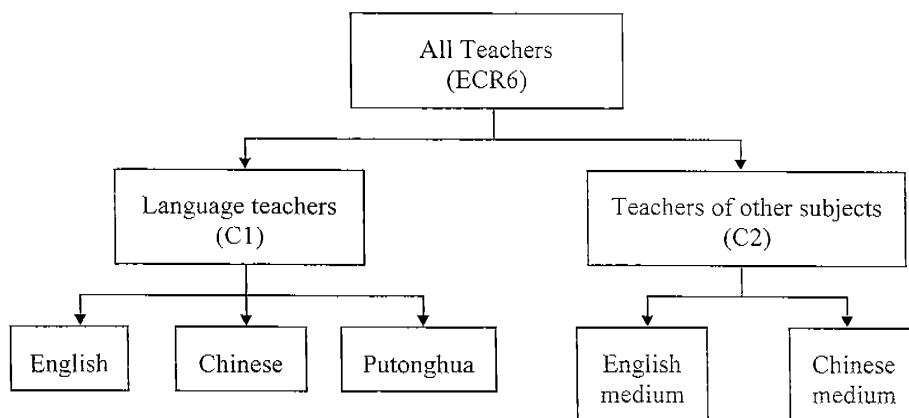
Both the Government and the business sector have expressed concerns about “declining” standards of English and the need for high level language skills for the workforce as Hong Kong is moving from a manufacturing to a service and finance industries. There has been much discussion in the society regarding the language performance of the students and the standards of the language teachers. ECR6 (1996) was the first official document outlining concrete recommendations of language benchmark qualifications for teachers. The notion of setting standards for teachers is of course not unique to Hong Kong. Many countries have established minimum standards requirements for teachers either within a teacher certification programme, or



via external standard assessment instruments.

As described earlier, not all language teachers are subject-trained and this has raised a lot of concerns regarding the competences of the teachers. The benchmark tests have been established as a means to somehow guarantee the subject knowledge and standards of the teachers. They have been accepted reluctantly and not without resistance. Teachers with a language subject trained degree qualification and relevant teacher training qualification can be exempted from the tests. Initially it is for English teachers and Putonghua teachers, then Chinese teachers. This will then be developed to include all teachers employing the relevant medium of instruction (either CMI or EMI) to take the language benchmark tests.

*Table 5. Teacher affected by ECR6, C1 and C2*



Whether the benchmark tests will help to improve teachers and the students' language standards will remain to be seen as the first English benchmark tests won't begin until this March.

The benchmark test has been opposed by teachers and the major teaching union, the Professional Teachers Union, as an unreasonable imposition, but its rationale has also been challenged by some who feel that the question of language decline is overstated. The linguistic demands of Hong Kong's new economic and socio-political profile are much greater than previously, and far from declining, standards may be considered to be actually rising, particularly with the return from overseas of those who left Hong Kong in the 1980s and 1990s to acquire foreign citizenship. However, no matter how one views the issue, it is incontestable that supply is not meeting demand.

### **Conclusion**

The English language has outstayed the colonial era because of its importance in international economics. While Hong Kong's engagement with the international community is important for

its prosperity, the emphasis placed on learning English makes little educational sense. As one student recalled: I had to speak and listen to English in all subjects except Chinese and Chinese History. It was a hard time for me indeed...Every word looked like a monster, I wanted to kill them” (cited in Pennycook, 1998). The same imperative to learn English to remain competitive results in short-term visions in educational reform and strong pressure on teachers and students to achieve examination success. This leads to a gridlock in changing the nature of teaching and learning of English: reforms are forced on schools, but examinations still dictate lessons, leading to demand for further reforms and so on.

Thus the future will probably see tinkering with education while the rhetoric rages. The same debates that preoccupied educators 150 years—MoI, vernacularisation, the decline in language standards, etc., will remain high on the agenda of the 21<sup>st</sup> century.

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<http://www.info.gov.hk/ed/lrc>

Hong Kong Association for Applied Linguistics: <http://www.ln.edu.hk/eng/info/haal/>

Linguistic Society of Hong Kong: <http://www.hku.hk/linguist/lshk/>

TeleNex: <http://www.telenex.hku.hk>

The British Council: <http://www.britishcouncil.org.hk/index.htm>

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## State of the Art of ELE in Singapore

Anne Pakir and Phyllis Chew

The presentation will begin with an introduction to the 2001 Syllabus for Primary and Secondary Schools in Singapore. It will highlight the four areas of use: 1) Language for Information, 2) Language for Literary Response and Expression and 3) Language for Social Interaction, as based on the guidelines set by the Ministry of Education. Due to the liberalization of the textbook markets, an analytical comparison of the textbooks used for the first time in both primary and secondary schools will follow. A display of textbooks, activity books and multimedia materials which highlights prototypical features of “creativity and innovation” in the Singapore context under Syllabus 2001 will be displayed and highlighted.

Some of the principles on which the 2001 curriculum rests on include the recognition of pupils at the center of the teaching/learning process, the acknowledgement that pupils enter the classroom with a wealth of experiential knowledge of the world around them and that they acquire language effectively in an environment filled with stimulating materials that promote their participation and interaction with the materials, teachers and peers. There are poems and extracts and adaptations of fictional prose writings of published writers as well as original writings of personal recounts and diary entries used in new and creative ways. There are also general knowledge texts, brochures, maps, instructions, rules, greeting cards, thank you notes and invitation used as stimulating materials for developing the four skills. A wide range of text types are believed essential for the acquisition of language skills and knowledge while functioning as excellent models for pupils to learn from.

The presentation will be followed by a review of recently published textbook as well as copies of the New Syllabus 2001 for Singapore schools. Participants will be able to review sample copies, of “In Step”, a best-selling book used in primary schools for the first six years of schooling.

WORKSHOP on ENGLISH LANGUAGE EDUCATION  
East-West Center  
University of Hawai'i  
Thursday, February 22, 2001

**INCREASING CREATIVITY AND INNOVATION IN ENGLISH LANGUAGE  
EDUCATION IN SINGAPORE: CURRENT STATE AND THE FUTURE**

ANNE PAKIR, NATIONAL UNIVERSITY OF SINGAPORE

&

PHYLLIS CHEW, NATIONAL INSTITUTE OF EDUCATION/NANYANG  
TECHNOLOGICAL UNIVERSITY

OUTLINE: Macro- and Micro-aspects of current ELE in Singapore  
MACRO ASPECTS [Anne]  
MICRO ASPECTS [Phyllis]

An aspect of CREATIVITY in ELE: The Creative Arts Programme (1991-2001) [Anne]  
An aspect of INNOVATION in ELE: The 2001 Syllabus [Phyllis]

Anne Pakir: MACRO-ASPECTS of ELE in Singapore

- ◆ General Background
- ◆ Linguistic Profile
- ◆ The Education System
- ◆ The Future of English in Singapore
- ◆ The Future of Mandarin, Malay and Tamil
- ◆ The Creative Arts Programme – a decade's experiment in creativity for budding young writers in English, Mandarin, Malay and Tamil
- ◆ Conclusion

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[A volume of interest to those involved in language education and the teaching of English]

### Background questions for the MACRO-ASPECTS


- Q1 What is the official governmental policy toward English?
- Q2 Who are the decision makers in ELE instruction? E.g. provincial leaders, school boards, individual schools, teachers, parents? Where does the greatest impetus for ELE come from? (government, school systems, individual teachers, parents, students, other)
- Q3 How familiar is the concept of EIL / World Englishes to secondary school teachers and MOE curriculum writers?
- Q4 What are the major challenges/problems for the future of ELE?
- Q5 Approximately how many people in your country/region can use English when necessary to carry on daily activities? Reading, Writing, Speaking, Listening?
- Q6 What percentage of the population is comfortable using (speaking, reading or writing) English?
- Q7 How extensively is English used in the media? (radio, TV, newspapers). For whom is this media intended?
- Q8 Can you provide examples of borrowings from English into the native language? Are their borrowings into English from your native/national language?
- Q9 Are these uses of English words and/or phrases that are particular to your country/region?
- Q10 What discourse features are commonly used by people using English in your country/region, which are sometimes found to be unusual by those outside your country/region?
- Q11 Is literature (short stories, poems, essays, etc) being produced in English? If so, please give examples.
- Q12 What are the names and addresses of the most important professional organisations for English language professionals?
- Q13 List 5-10 references for those interested in further study.
- 

### Phyllis Chew : MICRO-ASPECTS of ELE in Singapore

- ◆ Developments in the English language curriculum in Singapore (1950s to current)
- ◆ The 2001 syllabus for both Secondary and Primary Schools: theoretical basis, a language use model, text types and grammar
- ◆ Change and continuity in ELT Practices and Programmes and the role of NIE

Background questions for the MICRO-ASPECTS:

- Q14 When does the teaching of English begin in schools? How often is it taught?
- Q15 Is English the medium of education for any/some/many/most classes in school?
- Q16 Is English a required subject? If so, for how long? If not, what percentage of the students study English even if it is not required?
- Q17 What is the model of pronunciation? Is there a preferred cultural model?
- Q18 What are the principal teaching methods at secondary schools?
- Q19 Is the typical teacher's English competence adequate for the task of teaching these methods?
- Q20 What is the process for training teachers of English at the primary/secondary level?
- Q21 What textbooks are used in ELE instruction?
- Q22 Who are the principal publishers?
- Q23 Does the Ministry of Education approve those publishers?
- Q24 What percentage of market share does each of these publishers/textbooks have?
- Q25 How are the educational policies, budgets, regulations, curricula organised?
- Q26 What are considered to be current innovations in ELE?
- Q27 What are the most common instruments of technology being used in ELE currently?
- Q28 What is the typical class (number of students) class size?
- Q29 Is the text (curriculum) suited to the method and the teacher's language ability?
- Q30 Are there examples of classroom teaching at secondary level that have been shown on video?



# The Revised English Language Syllabus (2001) Fact Sheet

The English Language syllabus spans the primary and secondary levels. As a single document, it provides for continuity of language teaching and allows teachers to have greater flexibility in catering to pupils' needs. In addition to the syllabus document, schools will be provided with another publication 'The Syllabus Guide' which explains implementation issues, such as ways to incorporate features of the syllabus in the English Language classroom.

## A. KEY FEATURES OF THE ENGLISH LANGUAGE SYLLABUS

It focuses on language use, learning outcomes, text types and grammar.

- **Language Use**  
To communicate fluently, appropriately and effectively in internationally acceptable English, pupils need to understand how the language system works and how language conventions can vary according to purpose, audience and context and to be able to use this knowledge effectively.

Three major areas of language use have been identified as the organising principle for language teaching and learning:

- Language for information – pupils will be able to access, retrieve, evaluate, apply and present information derived from print/non-print/electronic sources
- Language for literary response & expression – pupils will be able to respond positively to

literary texts, relate them to personal experience, culture and society, and use language creatively for self-expression

- Language for social interaction – pupils will be able to use internationally acceptable English, both in its oral and written form, to establish and maintain positive interpersonal relationships, taking into account purpose, audience, context and culture.

- **Learning Outcomes**

The Learning Outcomes are expected attainment targets for pupils at the end of every two years:

- Primary 2
- Primary 4
- Primary 6
- Secondary 2
- Secondary 4

The Learning Outcomes are specific, measurable or demonstrable, attainable and relevant within each two-year block.

- **Text Types & Grammar**

The choice of text types reflects the purpose of language use.

The variety of text types from print, visual and electronic media that pupils read, listen and view will ensure that they learn English from many models of language use. This will help them to speak and write effectively for various purposes, audiences and contexts.



The study of text types is closely related to the study of their grammatical features and lexis.

The syllabus contains sections on grammar: Conventions of Grammar for the primary levels and Grammatical Features of Text Types for the primary and secondary levels.

### B. AIMS

At the end of their primary and secondary education, all pupils should be able to:

- read, listen and view with understanding, accuracy and critical appreciation a wide range of fiction and non-fiction texts from print, non-print and the electronic media;
- speak, write and make presentations in internationally acceptable English that is grammatical, fluent and appropriate for the purpose, audience and context. At higher levels of proficiency, pupils will speak and write in English for academic purposes and creative expression, using language and structure which are inventive and imaginative;
- think through, interpret and evaluate fiction and non-fiction texts in print and electronic media to analyse how words are used to evoke responses and convey meanings; how information is presented; and how different modes of presentation create impact; and

### F. TRAINING

Details of dissemination and training sessions on the revised syllabus will be made available at a later date.

### G. SCHEDULE OF IMPLEMENTATION

	P1	P2	P3	P4	P5	P6
Sec 1	2001	2001				
Sec 2			2002			
Sec 3				2003		
Sec 4					2004	
Sec 5N						2005

### D. THE PLACE OF THE NATIONAL INITIATIVES

The national initiatives of NE, Thinking Skills and IT have been incorporated into the syllabus in its learning outcomes, text types and areas of language use.

### E. MATERIALS

Course materials that reflect the features of the revised syllabus 2001 are currently being prepared by the private publishing houses and will be made available to the schools in due time. HODs will be expected to select a suitable package from amongst them to meet the needs and abilities of their pupils.

The English Unit,  
Curriculum Planning & Devt Division  
August 1999

*For further references on State of the Art of English Language Education in Singapore, refer to the following papers and publication:*

- 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.

### **Textbooks Produced for Learning**

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

- **(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"

# State of the Art of ELE in Taiwan

## Training of English Teachers at the Secondary and Primary Levels in Taiwan

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### I. Introduction

Teacher training institutions in Taiwan include normal universities, teachers colleges, and those public and private universities that have established faculties, departments, and graduate schools of education. The main function of normal universities is to train teachers for secondary schools and that of teachers colleges is to train teachers for primary schools and kindergartens.

In terms of the training of English teachers in Taiwan, the English departments of the three normal universities have traditionally shouldered the main responsibility and their graduates constitute the majority of the English teachers in secondary schools. However, with the amendment of the "Teacher Education Law" in 1994, more channels of teacher training have been made possible and all public and private colleges and universities with English or foreign languages departments or graduate schools are now allowed to participate in the teacher training program. Many of the graduates from these institutions are now in keen competition with graduates of the normal universities for English teaching positions in junior or senior high schools island-wide.

The training of English teachers at the primary level began only recently, in 1999, after the Ministry of Education announced that the teaching of English would be incorporated into the primary school curriculum and that English would become a required course for all grade five and grade six students starting the school year 2001. To train the estimated 3,300 or so teachers required for the implementation of the new policy, the Ministry established the Primary School English Teacher Training Program (PSETTP), and in this unprecedented emergency program, 27 universities and 9 teachers colleges island-wide worked together to provide professional training for the urgently needed primary school English teachers.

### II. Training of English Teachers at the Secondary Level

What kind of training is required of prospective English teachers at the secondary

level in Taiwan? Take, for example, the Department of English, National Taiwan Normal University, the most prestigious English teacher training institution in the island. Ever since its founding in 1946, the Department has been providing professional training for those interested in becoming secondary school English teachers. To ensure that its graduates possess the professional knowledge and the required language competency for a capable English language teacher, the Department has designed a curriculum that places emphasis not only on the training of basic English language skills but also on the acquisition of professional knowledge in ELT. The courses offered by the Department can be broadly categorized as consisting of the following units:

**A. Required Language Skill Courses**

**B.**

As the proficiency in the target language of the learners is essential for a competent English teacher, a variety of language skill courses are offered to the students, as shown in Table 1:

Table 1. Required Language Skill Courses

Course title	Year	Credit points	Course title	Year	Credit points
Guided Writing	Freshman	2	Writing Practice	Sophomore	2
Guided Reading	Freshman	2	Intermediate Aural-oral Training in English	Sophomore	2
Pattern Practice	Freshman	2	Public Speaking	Junior	2
Basic Aural-oral Training in English	Freshman	2	Advanced Writing Practice	Junior	2
English Pronunciation Drill	Freshman	2	Advanced Aural-oral Training in English	Junior	2
Research Method and Paper Writing	Sophomore	2	Composition and Translation	Senior	2
Grammar and Rhetoric	Sophomore	4	Discussion and Debate	Senior	2
English Conversation	Sophomore	2			

The courses listed in Table 1 aim at cultivating students' basic skills in listening, speaking, reading, and writing. It is to be noted that all these courses are required and that the training of the skills is carefully sequenced. For example, *English Pronunciation Drill* and *Pattern Practice Drill* are offered in the first year to sharpen

students' speaking skill, followed by *English Conversation* in the second year, then *Public Speaking* in the third year, and finally *Discussion and Debate* in the fourth year. Similarly, *Guided Writing* in the first year is followed by *Writing Practice* in the second year, then by *Advanced Writing Practice* in the third year, and finally by *Composition and Translation* in the fourth year. As for those who are interested in learning other foreign languages, the Department also offers them four options, i.e., German, French, Spanish, and Japanese, for them to choose, as shown in Table 2:

Table 2. Elective Foreign Language Courses & Others

Course title	Year	Credit points	Course title	Year	Credit points
German I	Sophomore	4	Japanese II	Junior	4
French I	Sophomore	4	Applied English	Junior	4
Spanish I	Sophomore	4	News English	Junior	4
Japanese I	Sophomore	4	Business English	Junior	4
German II	Junior	4	Basic English Interpretation	Junior	4
French II	Junior	4	Advanced English Interpretation	Senior	4
Spanish II	Junior	4			

Table 2 also shows that the Department offers elective courses such as *News English*, *Business English*, and *Basic English Interpretation*, which the students can take to suit their individual needs.

## B. Teaching Methodology Courses

Table 3 below shows the teaching methodology courses the Department offers to the students. Two of these courses are required: *Materials and Methods for English Teaching* and *Practicum in ELT*. The former is required of all sophomores and aims at familiarizing the students with the different approaches and methods in ELT as well as the effective ways of preparing and using teaching materials. The latter is required of all seniors and aims at providing the students with practical experience in classroom teaching, including teaching observation, designing lesson plans, teaching a complete lesson and evaluating their own as well as their classmates' teaching.

Table 3. Teaching Methodology Courses

Course title	Year	Credit points	Course title	Year	Credit points
Materials and Methods for English Teaching (R)	Sophomore	2	Language Testing and Assessment	Junior	2
Studies in Materials and Methods for English Teaching	Sophomore	2	Teaching English and Multimedia Technologies	Junior	2
Preparation and Exploitation of Visuals	Junior	2	Practicum in ELT (R)	Senior	4
English Computer-aided Instruction	Junior	2			

Table 3 also shows five other methodology courses the Department offers to those who are interested in broadening their knowledge in ELT. *Language Testing and Assessment*, for example, introduces to the students different measures for evaluating and grading students' progress and their overall language proficiency, and in *English Computer-aided Instruction*, the students are informed of the various roles the computer plays in facilitating the learning of English as a foreign language.

### C. Linguistics Courses

Over the years, linguistics and its related studies have exerted a tremendous impact on the language teaching profession, and some basic knowledge of linguistics, specifically the structure of human language, its principal features (sounds and their combinations, words and their creations, sentences and their transformations, etc.), and regional as well as social and stylistic variations, is fundamental for those who want to be a competent language teacher. The Department therefore offers three required courses for the students: *English Phonetics*, *Introduction to English Linguistics*, and *History of the English Language*, as shown in Table 4. In *History of the English Language*, the students learn not only how the English language changes in relation to historical events and social changes but also gain a deeper understanding of the intricacies of the English language and thus of the English-speaking people.

Table 4. Required Linguistics Courses

Course title	Year	Credit points	Course title	Year	Credit points
English Phonetics	Freshman	4	History of the English Language	Junior	4

Introduction to English Linguistics	Sophomore	4			
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For those who find the study of linguistics fascinating and wish to broaden their knowledge or even pursue an academic career in this area, the Department offers them a great variety of elective courses, from the more theory-oriented *Phonology*, *Semantics*, and *Syntax* to more application-oriented *Contrastive Study of Chinese and English Phonetics*, *Discourse Analysis*, and *Pedagogical Grammar*, as shown in Table 5. In *Contrastive Study of Chinese and English Phonetics*, for instance, students are made aware of the similarities and differences between Mandarin and English sounds and thus are better able to improve their own pronunciation in both Mandarin and English, and this definitely will be of practical use in their future teaching career. Though an elective course, *Language and Culture*, is highly recommended to the students because it highlights the intricate and inseparable bond between language and culture.

Table 5. Elective Linguistics Courses

Course title	Year	Credit points	Course title	Year	Credit points
Language & Culture	Sophomore	4	Syntax	Senior	4
Contrastive Study of Chinese & English Phonetics	Sophomore	4	Contrastive Linguistics	Senior	4
Phonology	Junior	4	Discourse Analysis	Senior	4
Semantics	Junior	4	Language Acquisition	Senior	4
Introduction to Linguistic Analysis	Junior	4	Issues in TEFL	Senior	4
Pedagogical Grammar	Junior	4			

#### D. Literature Courses

A well-rounded English teacher must also possess basic knowledge of and develop deep appreciation of important English literary works. Therefore, the Department offers the students the following four required literature courses, as shown in Table 6. The main teaching objective of *Approaches to Literary Works* is to enhance students' meaningful reading of literature and to heighten their sensibility and appreciation of literary works. In *American Literature*, students learn about the development of American literature in the last two centuries beginning from the Colonial Period and become familiar with the major American literary figures and their representative works.

Table 6. Required Literature Courses

Course title	Year	Credit points	Course title	Year	Credit points
Approaches to Literary Works	Sophomore	4	History of English Literature II	Senior	4
History of English Literature I	Junior	4	American Literature	Senior	4

In addition to taking the required courses, those who find themselves immensely interested in further exploring or pursuing literary studies will find delight in a wide range of courses offered by the Department such as *Modern Literature*, *Readings in English Poetry*, *Shakespeare*, or even more theory-oriented *Literary Theory: From Classical to Contemporary*, as shown in Table 7.

Table 7. Elective Literature Courses

Course title	Year	Credit points	Course title	Year	Credit points
Readings in English Prose	Sophomore	4	Readings in English Poetry	Junior	4
English Short Stories	Sophomore	4	English Romantic Poets	Junior	4
Readings in Drama	Sophomore	4	Masterpieces of European Literature	Junior	4
Biblical Literature	Sophomore	4	Performance of Literature	Junior	4
Introduction to Western Literature	Sophomore	4	Modern Literature	Senior	4
Children's and Young Adults' Literature in English	Sophomore	4	Twentieth-Century British & American Poetry	Senior	4
(Self-) Portraiture and (Auto-) Biography	Sophomore	4	Literary Theory: From Classical to Contemporary	Senior	4
Selected Readings in Novels	Junior	4	Comparative Literature and Culture Studies	Senior	4
Shakespeare	Junior	4	Literature & Information Society	Senior	4
Theater Performance & Production	Junior	4	Film and Literature: Narrative Strategy	Senior	4



In addition to providing professional training for prospective secondary school English teachers, the Department also offers in-service training programs to secondary school English teachers. Over the years, the Department has offered a variety of programs, ranging from the short-term 3-week In-service Training Program for Junior High School English Teachers to the long-term 4-year Summer In-service Training Program for Secondary School English Teachers. The 3-week Training Program offers the participating teachers courses such as *Teaching Methods and Materials*, *Design of Language Teaching Activities*, *Seminar in ELT*, etc., which help to keep the trainees up-dated with recent ELT developments, techniques, and materials. The Summer In-service Training Program for Secondary School English Teachers is perhaps the most noted of all the in-service programs the Department has offered. This program started in 1978 and has trained approximately 1,750 secondary school teachers over the past 22 years. Participants spend four consecutive summers taking courses offered by the Department to further their knowledge in ELT and to improve their overall teaching efficiency. The courses offered in the program are shown in Table 8 below:

Table 8. Courses in the Summer In-service Training Program  
for Secondary School English Teachers

Course Title	Credit points	Year	Required (R)/ Elective (E)
General Linguistics	3	1 <sup>st</sup>	R
English Phonetics and Phonology	3	1 <sup>st</sup>	R
Methodology in ELT (I)	2	1 <sup>st</sup>	R
Oral Communication (I)	1	1 <sup>st</sup>	R
Reading and Writing (I)	1	1 <sup>st</sup>	R
Research Methods	2	2 <sup>nd</sup>	R
Methodology in ELT (II)	2	2 <sup>nd</sup>	R
Modern British and American Literature	2	2 <sup>nd</sup>	R
English Morphology and Syntax	2	2 <sup>nd</sup>	R
Oral Communication (II)	1	2 <sup>nd</sup>	R
Reading and Writing (II)	1	2 <sup>nd</sup>	R
A Structural History of English	2	3 <sup>rd</sup>	E
Semantics	2	3 <sup>rd</sup>	E
CAI in English Language Teaching	2	3 <sup>rd</sup>	E
Major Authors in British and American Literature	2	3 <sup>rd</sup>	R
Topics in ELT (I)	2	3 <sup>rd</sup>	R
Oral Communication (III)	1	3 <sup>rd</sup>	R
Writing and Translation	1	3 <sup>rd</sup>	R
Thesis Writing	3	4 <sup>th</sup>	R
Literary Criticism	2	4 <sup>th</sup>	R
Topics in ELT (II)	2	4 <sup>th</sup>	R
Oral Communication (IV)	1	4 <sup>th</sup>	R

Reading: Theory and Practice	2	4 <sup>th</sup>	R
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As Table 8 shows, the courses offered in the Summer Program are sequenced and provide the trainees ample opportunities not only to broaden their professional knowledge in ELT as well as in linguistics and literature but also to improve their overall English proficiency. Toward the end of their study, the trainees are required to submit a thesis on topics related to the teaching of English at the secondary school level, preferably one that reflects on their own teaching.

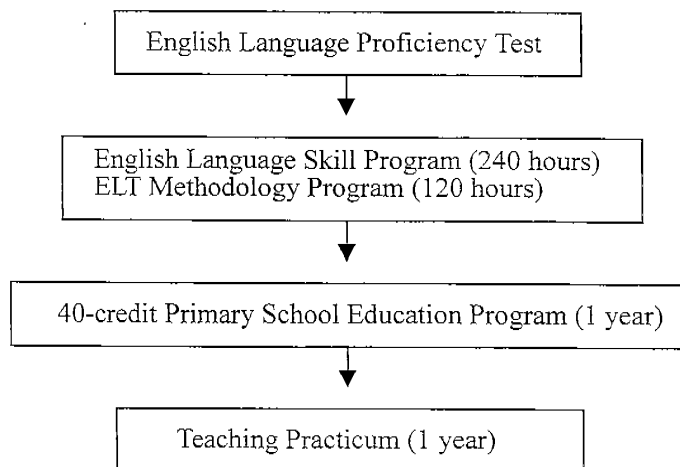
### III. Training of English Teachers at the Primary Level

Prior to the year 1999, there was practically no need for the training of English teachers at the primary level since English was not one of the official school subjects. This, however, does not mean that primary school children did not have any contact at all with English until they went on to junior high school. Actually, many concerned parents, realizing the importance of English as a global language, sent their children to English language institutes at an early age, hoping that their children would have a more solid foundation in learning English.

The urgent need for training primary school English teachers began to be felt in 1999 when the Ministry of Education announced that all grade five and grade six students would be required to learn English starting the school year 2001. And it was estimated that to implement this new policy regarding primary-level English teaching, 3,300 or so teachers would be required.

To meet this urgent need, the Ministry established the Primary School English Teacher Training Program (PSETTP) in 1999 to recruit and prepare enough qualified English teachers by 2001 to ensure quality teaching. This is an unprecedented emergency program and has involved the joint efforts of 27 universities and 9 teachers colleges island-wide in order to train the needed teachers within the short time span of only two years (from July 1999 to June 2001).

The courses of PSETTP were designed by the Primary English Advisory Committee, which was formed by the Ministry of Education and jointly chaired by Professor Shih Yu-hwei, former chairperson of the Department of English, NTNU and Dean Lin Yao-fu of Tamkang University. According to Shih (forthcoming), the PSETTP is composed of four components in the following sequence:



#### **A. English Language Proficiency Test**

Since language competency is a pre-requisite to the Program, a very competitive English proficiency test was administered in March 1999 by the Language Training and Testing Center to the 45,495 applicants. The test consisted of two parts. Part I contained a listening comprehension component as well as a written test on applicants' structural knowledge and reading comprehension. Part II was an oral test which included the following components: reading aloud, giving answers to questions and describing a picture. The oral test emphasized both fluency of speaking and accuracy of pronunciation, which are particularly essential for prospective English teachers of primary school children because these teachers will serve as the key models for imitation and for providing language input. After the final screening, only 3,536 were accepted as trainees for the Program.

#### **B. The PSETTP and Its Sub-components**

The PSETTP contains four sub-components: English Language Skill Program, ELT Methodology Program, Primary School Education Program, and Teaching Practicum. The first program is specifically designed for those accepted trainees who nevertheless need further improvement in their oral proficiency. Approximately one-third of the trainees were required to participate in this program, which contains five language courses with a total of 240 hours, as shown in Table 9:

Table 9. English Language Skill Program

Course Title	Focus/Topics	Hours
Pronunciation Practice	awareness of place and manner of articulation; practice on consonants, vowels, stress, intonation, rhythm, and reading aloud	48
Pattern Practice	mechanical drills, meaningful pattern practice, and communicative activities	48
Conversation	practice on diverse topics and expressions in daily conversation; prepared discussion; improvised presentation; communication skills	48
Listening Practice	development of listening strategies; listening to authentic materials; task-oriented activities	48
Reading & Writing	development of reading strategies, intensive & extensive reading; mechanics and basic techniques in paragraph writing and composition writing	48
Total		240

All of the trainees were required to participate in the ELT Methodology Program, which consists of seven courses with a total of 120 hours, as Table 10 indicates:

Table 10. ELT Methodology Program

Courses	Focus/Topics	Hours
Teaching Methods and Materials for Primary School English	teaching methods (TPR, silent way, audio-lingual approach, communicative approach, etc.); theories and techniques on the teaching of language form and language skills; materials evaluation & selection	28
Teaching Observation and Teaching Practice	observation of classroom teaching & video watching; writing lesson plans; developing presentation skills; teaching practice	36
Child Foreign Language Acquisition	introduction to theories of child foreign language acquisition; application of language acquisition theory to teaching English to young learners	12
Teaching Methods for English Pronunciation	methods & techniques for teaching segmentals (consonants & vowels) supra-segmentals (stress, intonation & rhythm), and phonics	8
Design of Teaching Activities	activity design for motivating learners and for teaching vocabulary, grammar, listening, speaking, reading, and writing	14

Language Testing & Evaluation	principles for testing & evaluation; different modes for assessing students' progress and achievement; techniques in developing & designing tests	16
Teaching through Songs & Rhymes	methods and techniques for teaching songs, chants and rhymes	6
Total		120

After the trainees successfully completed the TESL Methodology Program, they were required to go to teachers colleges to participate in the one-year 40-credit Primary School Education Program. This program aims at equipping the trainees with the professional knowledge for teaching the major primary school subjects and the skills to serve as homeroom teachers. The program covers a wide range of courses such as *Elementary Education, Educational Psychology, General Principles of Education, Children's Literature, Physical Education, Music, Fine Arts, and Methodology for Teaching Math/Natural Science/Social Science, etc.*

Successful trainees of the Primary School Education Program were then assigned to a primary school to serve a one-year internship, teaching English as well as other primary school subjects. During the internship, the trainees are also assigned administrative duty to fulfill. Most of the surviving PSETTP trainees are now doing their internship and will be issued a certificate if they successfully complete the entire program. With the certificate, they can apply for a teaching position at a primary school of their own choice, teaching English as well as other subjects.

### C. Evaluation of the PSETTP

The PSETTP is near its completion, but how effective is the program in preparing qualified primary school English teachers needed for the Fall semester this year? There is no immediate answer to this question for two main reasons. First, no official report is available at the present regarding the effectiveness of the Primary School Education Program. Secondly, Teaching Practicum is still under way, and it is difficult to assess at this moment the overall effectiveness of the PSETTP. With regard to the English Language Skill Program and the ELT Methodology Program, the Ministry of Education, in January 2000, commissioned the Department of English, National Taiwan Normal University, the major participating institution for the ELT Methodology Program with the number of trainees totaling 450, to conduct an evaluation of the two programs in order to investigate the problems encountered and to compare the effectiveness of the training programs at the participating universities. The evaluation involved a questionnaire survey, on-site visits to the universities, and interviews with program directors, teacher trainers and trainees. Below we present the major findings of the questionnaire survey and the interviews with the trainees.

According to Shih et al. (2000), there were a total of 756 valid questionnaires returned from the ELT Methodology Program trainees and 186 returned from the English Language Skill Program trainees. Table 11 below shows the evaluation by the trainees in terms of the usefulness of the courses in the English Language Skill Program:

Table 11. Evaluation of the Degree of Usefulness of the Courses  
in the Language Skill Program

Courses	M	5		4		3		2		1	
		N	%	N	%	N	%	N	%	N	%
Pronunciation Practice (185)	3.8973	52	28.0	80	43.0	40	21.5	8	4.3	5	2.7
Pattern Practice (185)	3.2973	22	11.8	55	29.6	75	40.3	22	11.8	11	5.9
Conversation (184)	3.6141	23	12.4	83	44.6	65	34.9	10	5.4	3	1.6
Listening Practice (185)	3.4487	28	15.1	63	33.9	64	34.4	24	12.9	6	3.2
Reading & Writing (185)	3.5838	29	15.6	73	39.2	64	34.4	15	8.1	4	2.2
Overall (184)	3.3424	13	7.0	67	36.0	79	42.5	20	10.8	5	2.7

5=very useful, 4=useful, 3=somewhat useful, 2=not very useful, 1=of no use

Table 11 indicates that, overall, the trainees regarded the language skill courses useful, with a mean of 3.34. Among the five courses offered, *Pronunciation Practice* was considered the most useful, with a mean of 3.89, followed by *Conversation*, with a mean of 3.61. *Pattern Practice*, however, was considered least useful among the five courses, with a mean of 3.29. Interviews with the trainees also revealed that the majority thought their pronunciation and conversation skills had indeed improved and that some drills and activities in *Pattern Practice* were quite mechanical (even boring) and the course content overlapped in several respects with *Conversation*, which explains its comparatively lower degree of usefulness in the evaluation.

Table 12 below shows the evaluation by the trainees in terms of the usefulness of the courses in the ELT Methodology Program:

Table 12. Evaluation of the Degree of Usefulness of the Courses  
in the ELT Methodology Program

Courses	M	5		4		3		2		1	
		N	%	N	%	N	%	N	%	N	%
Teaching Methods and Materials for Primary School English (754)	3.7294	147	19.4	333	44.0	213	28.1	45	5.9	16	2.1
Teaching Methods for English Pronunciation (728)	3.2569	72	9.5	204	26.9	316	41.7	111	14.7	25	3.3
Teaching Observation & Teaching Practice (754)	3.7095	147	19.4	309	40.8	242	32.0	44	5.8	12	1.6
Child Foreign Language Acquisition (751)	3.4767	78	10.3	295	39.0	304	40.2	55	7.3	19	2.5
Design of Teaching Activities (753)	3.6507	112	14.8	324	42.8	267	35.3	42	5.5	8	1.1
Language Testing & Evaluation (754)	3.4416	72	9.5	295	39.0	297	39.2	74	9.8	16	2.1
Teaching through Songs & Rhymes (722)	3.3961	62	8.2	279	36.9	282	37.3	81	10.7	18	2.4
Overall (751)	3.6032	92	12.2	336	44.4	265	35.0	49	6.5	9	1.2

5=very useful, 4=useful, 3=somewhat useful, 2=not very useful, 1=of no use

Table 12 shows that, overall, the courses in the ELT Methodology Program received better evaluation than those in the Language Skill Program, with a mean of 3.60. In fact, as Shih (forthcoming) points out, the ELT Methodology Program was considered by the majority of the trainees as the most useful program in the PSETTP. Among the courses in the ELT Methodology Program, *Teaching Methods and Materials for Primary School English* and *Teaching Observation and Teaching Practice* were regarded as the most useful, with a mean of 3.72 and 3.70, respectively. *Teaching Methods for English Pronunciation* and *Teaching through Songs and Rhymes*, however, were rated as less useful, with a mean of 3.39 and 3.25, respectively. From the interviews with the trainees, we learned that a great majority of them enjoyed *Teaching Methods and Materials for Primary School English* and *Teaching Observation and Teaching Practice* because the former provided them with practical knowledge and kept them up-to-date with the current trends and developments in ELT, while the latter provided them with hands-on experiences in which theory was put to actual practice. The interviews also revealed that *Teaching Methods for English Pronunciation* was considered less useful mainly because some trainers in the participating universities conducted the course as if it were a language

course and had the trainees do a lot of drills to improve their pronunciation instead of introducing to them the methods and techniques for teaching English pronunciation. Similarly, there were also trainers who only lectured on the importance of songs and rhymes in teaching English to children but were unable to demonstrate either through teaching media or by themselves the actual application of songs and rhymes in the classroom. This explains why the course did not receive as much favorable evaluation as some other courses from the trainees.

The trainees interviewed by Yang and Becker, teacher trainers of the PSETTP, also complained that “the total number of training hours (120 hours) of the ELT Methodology Program were too few, and that they were scheduled too intensively within the six-week program. Trainees had too little time and were under too much pressure to effectively process and synthesize what they were learning.” This is especially true with regard to *Child Foreign Language Acquisition*. In contrast, many trainees complained that the training hours (240 hours) of the English Language Skill Program were much too long, probably because most of them had demonstrated pretty good competency in English by passing the English Language Proficiency Test.

Some trainees suggested that if similar training programs were to be held in the future, the training hours of the English Language Skill Program should be significantly reduced and those of the ELT Methodology Program increased, in order not only to ensure effective learning of the existing courses but also to allow room for other important courses such as *Language and Culture*, *Introduction to Linguistics*, and *Children's Literature in English*.

On the whole, the PSETTP has received positive evaluation from the majority of the trainees and despite the complaints, they are grateful to the Ministry of Education for providing them with the opportunity to receive the training to become certified primary school English teachers (Shih (forthcoming)). Although the overall effectiveness of the PSETTP remains uncertain at the present moment, it is believed that the trainees will effectively apply what they have learned to make primary-level English teaching and learning both successful and enjoyable.

#### IV. Conclusion

In this paper, the training of English teachers at the secondary and primary levels in Taiwan has been briefly presented. The curriculum of the Department of English, National Taiwan Normal University, is cited to illustrate the courses prospective secondary school English teachers are required to take and the training they have to receive in order to become qualified teachers. Over the past 54 years, this institution alone has provided professional training for its more than 6,000 graduates, the majority of whom have proven to be capable secondary-level English teachers. The



institution has also provided a variety of in-service training programs for approximately 3,000 junior or senior high school English teachers island-wide. With respect to the training of English teachers at the primary level, this paper briefly presents the PSETTP, an unprecedented emergency program to train and prepare qualified English teachers for the implementation of the new policy regarding primary-level English teaching. The results of an MOE commissioned evaluation on two sub-components of the PSETTP, the English Language Skill Program and the ELT Methodology Program, are also briefly presented and discussed. We agree with Shih (forthcoming) that “a good pre-service TESOL methodology program should provide student teachers with a good foundation of theory and practice in English language teaching and develop their effective teaching skills.” In fact, this has been the main objective of the Department in providing training, both pre-service and in-service, for secondary school English teachers in Taiwan.

In the Joint Statement made by the Ministers of the APEC member economies at the Second APEC Educational Ministerial Meeting (April 6-7, 2000; Singapore), the Ministers acknowledged that “the teacher lies at the heart of education” and that “in the classroom of the future, the teacher will face the challenge of striking a right balance between the more traditional role of delivering structured, content-based lessons and the role of facilitator to encourage open, independent learning.” The Ministers also acknowledged that “teacher preparation is key to equipping teachers at all levels to adapt their new roles as facilitators of learning” and that “teacher development is a life-long process comprising both pre-service training and continual professional development.”

In the Opening Speech at the 1999 Taipei International Conference on Education, former Minister of Education Kirby C. Yung stated that “in order to improve the quality of education, the MOE has undertaken several hardware and software reforms to create a quality learning environment, to promote equal access for education, and to provide students with positive and fulfilled learning experiences.” With regard to the teaching and learning in Taiwan, he stressed that “learning English is a contemporary trend and a social demand” and announced that “to boost the English proficiency of our nationals, the MOE has decided to incorporate the teaching of English at the primary level into the new curriculum.” This announcement has received wide applause from the public, and English teacher training institutions in Taiwan have now set up as their primary goal the training of qualified teachers who, as described in Richards and Lockhart (1996), are “needs analysts, curriculum developers, materials developers, counselors, mentors, team members, researchers, and professionals” (pp. 99-100) to provide quality teaching for the learners in order to broaden their horizons, enrich their minds, and to enjoy the learning of English, an international language

whose importance will continue to grow in this truly global village in the new century.

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## **Creativity and Innovations in English Language Education in Malaysia: The Special EL Committee, the Curriculum and Teaching and Learning Resources**

English Language Education Workshop  
East-West Center, Honolulu, Hawaii  
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### **INTRODUCTION**

With the advent of the 21<sup>st</sup> century, a new economy is emerging, the knowledge and information-based economy. New work patterns, working cultures and network arrangements created by the developments of information and communications technology will certainly demand the work force to have a certain proficiency in an international language, the English Language. Malaysia is racing to prepare her people for this new kind of economy and is highly aware of the importance of the English Language. About 90% of information available is in English and this information is increasing rapidly. There will be a need for all levels of society in Malaysia to be able to communicate internationally. It is obvious that a fairly high proficiency in English is an asset a Malaysian will need to acquire. However, the performance of the students in the English Language in public examinations is still inadequate. Many Malaysians are unable to function competently in the international arena.

The Ministry of Education (MoE) is planning and implementing various reforms in the education system to raise the proficiency of Malaysians in the use of the English Language through services and facilities provided by its educational channels. This paper describes briefly some of the actions or projects undertaken by the MoE especially in the teaching and learning resources.

## **POSITION OF ENGLISH IN THE SCHOOL SYSTEM**

English is a compulsory subject in all schools in the country. English is taught in national primary schools from the first month of the first school year while in the vernacular schools (Tamil and Mandarin), English begins to be taught in Primary 3. In secondary schools, English is taught to all students from Secondary 1 to Secondary 5. All students are required to sit for the public examination at the end of Primary 6 and at the end of Secondary 3 and Secondary 5.

## **THE SPECIAL ENGLISH LANGUAGE COMMITTEE**

The MoE of Malaysia has a special committee to plan and co-ordinate activities related to the English Language Education in the country. This committee comprises of representatives from all Divisions of the MoE, a representative each from several local universities, the Special English Language Officer from the 13 State Education Departments and a representative from the Malaysian English Language Teaching Association (MELTA).

The objectives of this committee are:

- a. to advise the MoE on matters pertaining to English Language teaching and learning in schools.
- b. to coordinate and provide directions to MoE Divisions and English Language Officers through the formulation of strategies toward improving English proficiency in schools.
- c. to maintain regular feedback on English Language proficiency programmes in schools, colleges, universities and other institutions of higher learning as well as research undertaken in this area.
- d. to keep abreast of current levels of English proficiency among school students, teacher trainees and university students.

From time to time, special sub-committees are formed to look into special issues and present reports to advise the MoE. In 1999, a special sub-committee was formed to look into the introduction of literary text into secondary schools (Secondary 1-5). Literature experts from the local universities and practicing Secondary 4 and Secondary 5 Literature teachers were invited to sit in this committee so as to advise the MoE the literary texts that should be selected and how best to introduce this new component to the teachers and all secondary students. This project was implemented in 2000 and all secondary students have to read a variety of literary texts. For example, all Secondary 4 students have to read:

- *The Pearl* by John Steinbeck
- A collection of Short Stories
  - *The Lotus Eater* by William Somerset Maugham
  - *The Necklace* by Guy de Maupassant
  - *The Drover's Wife* by Henry Lawson
  - *The Sound Machine* by Roald Dahl
  - *Looking For A Rain God* by Bessie Head
- Poems
  - *If* by Rudyard Kipling
  - *Sonnet 18* by William Shakespear
  - *Si Tenggang's Homecoming* by Muhammad Haji Salleh
  - *Monsoon History* by Shirley Lim
  - *The Road Not Taken* by Robert Frost
  - *There's Been A Death In The Opposite House* by Emily Dickinson

Students will be tested on the literary texts in the public examination at the end of Secondary 3 and Secondary 5. This Literature component will be tested as a separate section.

## THE CURRICULUM

### Integrated Curriculum for Primary and Secondary Schools

This English Syllabus is a skills-based syllabus with clear emphasis on the listening, speaking, reading and writing skills as well as the language contents comprising the English sound system, vocabulary and grammar. Skills and outcomes are stated in general terms to accommodate differing levels of ability. The English syllabus for the primary and secondary schools is thematic ranging from the familiar to the unfamiliar. These themes determined the vocabulary to be learnt. Themes/Topics are repeated from primary school to secondary school, but the depth and coverage is far greater in the secondary level. The principle of integration is a vital ingredient of the English syllabus while moral values are infused into the English lessons.

The objectives of the primary syllabus are as follow:

By the end of their primary school, pupils should be able to achieve the following skills, both orally and in writing, in the teaching-learning activities:

- to listen, comprehend and carry out oral and written instructions within a given context;
- to give, comprehend and carry out written instructions within a given context;
- to attain a linguistic competence that will enable them to communicate both in oral and written form, inside and outside the classroom as required;
- to read aloud and silently with comprehension so that they can enjoy fiction and factual prose and also widen their vocabulary and knowledge;
- to write compositions using correct punctuation, vocabulary and structures.

The secondary syllabus states that:

At the end of the upper Secondary School English Language Programme, students should be able to:

- listen to and understand spoken English in the school and in real life situations;
- speak effectively on a variety of topics;
- read and understand prose and poetry for information and enjoyment; and
- write effectively for different purposes.

The primary and secondary syllabuses are implemented in a heterogeneous classroom setting with mixed ability students. It is left to the teachers to plan their activities or tasks so as to cater for the differing ability groups within the classroom. Teachers are encouraged to use group work or paired-work. Appendix A shows the curriculum specifications for the Speaking skills of Year 2, Form 1 and Form 5.

### **The Integrated Curriculum for Smart Schools**

In 1998, a special set of curriculum specifications was drawn up for a national pilot project called “The Malaysian Smart School Pilot Project” which is based on the concept of critical and creative teaching and learning with technology as an enabler. The Malaysian Smart School can be defined as “a learning institution that has been systematically reinvented in terms of teaching and learning practices and school management in order to prepare children for the Information Age”.

The objectives of the special curriculum specifications for the English Language are as follows:

By the end of the English Language Programme, pupils/ students should be able to:

- establish and maintain inter-personal relations through the sharing of information, ideas, opinions, attitudes, feelings, experiences and plans;
- participate in social interaction related to solving problems, making arrangements, making decisions with others and obtaining goods, services and information;
- obtain information from a variety of sources, and use the information appropriately for various purposes;
- give information in spoken and written form;
- listen to, read or view and respond to stimuli;
- be involved in spoken or written personal expression – e.g. creating a story, poem, play, drama; and
- apply learning skills and take responsibility for their own learning.

Unlike the Integrated Curriculum Specifications for the primary and secondary schools, the Smart School’s curriculum specifications for each language skill is divided into 3 levels and writing skills using the computer have been included into the writing component. Appendix B shows the speaking skills for Year 2, Form 1 and Form 5 as stated in the Curriculum Specifications of the Primary and Secondary Schools. Smart School Edition, Ministry of Education Malaysia (1998).

Computer skills have also been added to the syllabus. Below shows some of the newly added computer skills that a child must learn for Year 4.

PRIMARY 4 - WRITING  
Level 3

- Use word processing programmes to create words and sentences – enter, edit, save and print document.
- Enter data into templates database-eg time-table.
- Experiment with different functions when editing a text.

For more information of this project, you can visit these web-sites: <http://www.mdc.com.my> , <http://moe.gov.my> and <http://come.to/smartschool>.

The project was officially launched in 2000 and the curriculum specifications for Smart Schools are currently being used in the 90 pilot schools, of which 85 are secondary while 5 are primary schools. These schools are not located in one specific location but spread out throughout the country. For example, Kuala Lumpur has 12 Smart Schools, out of which 3 are primary and 9 are secondary. Sarawak , another state has 6 secondary Smart Schools.

## TEACHING-LEARNING RESOURCES

Teaching-learning resources to supplement ELE in Malaysia is defined in a broader context as **materials** and **infrastructure**. ELE in Malaysia is supported by :

- a. Materials, which is defined as the vast range of supporting instructional materials using various kinds of media. These materials include the textbook, audio, video and computer programmes.
- b. Infrastructure, such as facilities, equipment and services which have made available to help teachers to develop their own teaching-learning materials.



## The Textbook

The textbook is the most important source of teaching-learning material for the student and the teacher. This is especially so in the very remote areas where access to other resources are highly limited. Textbooks for primary and secondary schools are written based on the Curriculum Specifications of the Integrated Curriculum. For each level, a textbook package consisting of a textbook, an Activity Book and a Teacher's Guide has been written. Currently, Primary 1 has three authorised textbook packages, Primary 2 has two packages while Primary 3 to Primary 6 have only one package each. When there is more than one package per level, the packages are distributed according to zones determined by the MoE.

Two models have been used to develop textbooks, namely:

- a. Publishers are invited to submit a unit of the textbook for selection. Underlying principles and conceptualisation of the textbook are determined by the publisher and its writer. Upon selection, the publisher will submit the textbook for evaluation. Modifications will be carried out based on the evaluation report. Modifications will be carried out, if necessary. Only when the text is approved, are the illustrations drawn. The Textbook Division facilitates the evaluation of the textbook and provides suggestions for improvement to the publisher. This model was used to develop Primary 1 and Primary 2 textbook packages.

### **MODEL 1**

- Publishers commission writers
- No pre-determined number of writers
- Submit a 100% complete manuscript
- Editors from publishing houses deal with MoE and act as a go between for the authors
- Bumiputra publishers finance the writing
- Open tender system
- Co-publish with the National Publisher(NP)
- NP act as a coordinator
- Handles all aspects of publishing

- b. The In-House System is a model whereby the Textbook Division of the MoE functions as a publishing house. The Textbook Division conceptualises and plans the specific textbook package as well as draws up a set of criteria for the development of the textbook. Interested textbook writers, university lecturers, teacher-training college lecturers and teachers, are invited to apply individually or as a team to write the specific package. A writing team of about 2-3 writers is selected. However, in the event when there is no suitable team, the Textbook Division can form a completely new team from the list of applicants who have applied to write the textbook package for a particular level. Illustrations are drawn in tandem with the writing of each unit. Textbook packages for Primary 4 to Primary 6 were developed using this model.

**MODEL 2**

- MoE commissions writers
- Maximum 3 writers per book
- Submit a 50% completed manuscript for evaluation (MoE with writer's participation)
- Authors deal directly with MoE
- Prepares the manuscript for printing
- National Publisher co-ordinates printing and delivery of textbook
- Development cost of textbook borne by MoE

The secondary textbook, which is accompanied by a Teacher's Guide was developed using the first model. There is no workbook or activity book complementing it. At each secondary level, multiple textbooks are developed and the textbooks are distributed according to zones, predetermined by the Ministry of Education. Teachers are not free to select the textbook they deem best for their classes.

Textbooks are loaned to students if the combined income of both their parents is less than RM1500. At the end of the school year, the textbooks are returned to the schools. If the textbooks are torn or worn out, schools can request for replacement copies from the Ministry of Education.

## **Audio and Video Materials**

Audio materials are still being produced for students centrally, that is, by the Educational Technology Division (ETD), Ministry of Education. However, most of these materials are not transmitted through radio but distributed in audio cassettes. Recently, a collection of short stories written by young Malaysians was recorded in audio cassette and distributed to schools. However, in Sarawak, one of the 13 states of Malaysia educational radio programmes for the teaching and learning of English, are still being produced and transmitted using the Government Broadcasting Network, viz, the Radio Television Malaysia Network which is under the Ministry of Information. Audio materials are also produced at state level too to support the teachers. For instance, there are many songs used in the textbook but teachers are not provided the songs in audio cassette form. Teachers who are not able to sing or do not know the songs are handicapped. Nevertheless, this limitation in the textbook package was complemented by a state project. The State Educational Resource Centre (SERC) of Pahang undertook the task of producing all the songs that are in the primary textbooks in audio cassette form to help the teachers and students. Schools can request for a copy of the songs by sending an empty cassette to this SERC. This is a free service.

Other than producing audio materials, ETD is also a television production house. ETD has professional television production facilities to cater for on location as well as 3-camera studio shooting to produce educational television (ETV) programmes which are transmitted to all schools. Programmes for the teaching and learning of English are mainly targeted at two main groups of audiences, that is, the students and the teachers. Programmes for students focus on the teaching and learning of the English Language. An example of this type of programmes is *Funtime*, a magazine format series for primary students. However, programmes aimed at teachers focus mainly on methodology. *Sharing Ideas with Prof. Hyacinth Gaudart* is an example of such a series whereby teachers are exposed to simple but effective techniques of teaching. In this series, Prof Gaudart demonstrates these techniques using real students.

## **Interactive Multimedia Courseware**

### ***In-house Courseware***

The core business of ETD is mainly to produce and disseminate printed, audio and video (TV) teaching and learning materials to school. However, with computers increasingly dominating our lives, the roles and functions of ETD have been extended to include the production and dissemination of interactive multimedia courseware.

In the last three years, a number of primary and secondary courseware for the teaching and learning of English have been created by teachers using the facilities and equipment set up by ETD throughout the country. Some important features of these courseware are :

- a. They are supplementary teaching-learning materials created to support classroom teaching;
- b. They are curriculum-based;
- c. They cater for different learning styles;
- d. They are complete in itself;
- e. They promote self-paced and self-directed learning;
- f. They are resourced-based in nature;
- g. They promote learning in a fun environment;
- h. They are infused with moral values; and
- i. They have varied levels of interactivity.

An important technical feature that has been built into the courseware, which is CD-ROM based, is the autorun<sup>1</sup> feature. This user-friendly feature is added to ensure that users will not face any problems when trying to operate the courseware. The user need not be computer literate to use it. This is a critical issue as there is still a very large number of teachers and students who are not computer literate and need to be gently introduced into using technology.

A user guide also accompanies each courseware title. The guide provides information, such as:

- a. Objectives of the courseware;
- b. Synopsis of the courseware;
- c. Flow-chart of the program structure;
- d. Functions of the buttons found in the program; and
- e. Troubleshooting notes.

### ***Smart School English Language Courseware***

Concurrently with the production of in-house courseware, the private sector has also been commissioned to develop 408 browser-based interactive multimedia lessons for the teaching and learning of English. Unlike the in-house courseware, these 408 courseware are based on the Curriculum Specifications for the Integrated Curriculum for

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<sup>1</sup> The courseware will start up automatically when the CD-ROM is inserted into the CD-ROM drive and does not need the user to key in any functions.

Smart Schools. These courseware, spread out to all the 12 levels of school, that is, Primary 1 to Primary 6, Remove and Secondary 1 to Secondary 5, will be used in the 90 smart schools involved in this pilot project.

Some of the key features of these curriculum-based courseware are as follows:

- Skill-based;
- Self-paced;
- Cater for different learning styles among students (multi;
- Learner-centred;
- High in interactivity;
- Possess multi-levels of difficulty; and
- Possess error-contingent feedback;

To develop these 408 courseware, a group of teachers has been seconded to the company to help develop the courseware. The teachers control the language content while the private sector controls the technical know-how. This collaboration between the MoE and the private sector is a synergy that is very beneficial to both parties as technology is transferred to the teachers while knowledge of pedagogy is imparted to the private sector. The result is a pedagogically strong and effective interactive multimedia courseware for the students in the classroom.

Accompanying each of this courseware is a Teacher's Guide which provides teachers with a description of the courseware and other relevant notes. Some of the courseware are also accompanied by sets of activity sheets. When a courseware is accompanied by a set of activity sheet, then the intended learning outcome or skill covered by these two types of resource material is the same. However, the texts used and the tasks set for the students are different. This is to ensure that students have as many opportunities as possible to practice the skill.

The 408 courseware are also accompanied by a book which consists of 400 websites. This list of websites are matched against the learning areas and sub-learning area in the Curriculum Specifications for Smart Schools. Using the web-sites, students can surf the net to look for more information to do their school projects.

Model lesson plans showing how best to use this package of materials have also been prepared. Teachers can either follow the model lessons or prepare the own lesson plans.

## INFRASTRUCTURE

Teaching and learning resources are produced centrally at the Educational Technology Division, in Kuala Lumpur, the capital city of Malaysia. However, teachers are also encouraged to produce their own materials at the 14 State Educational Resource Centers (SERCs) or the 367 Teacher Activity Centers (TACs). Each state has one SERC. 4 of the 14 SERCs have hostel facilities. The 367 TACs are spread out throughout the country. A TAC serves all the schools that are within a 25 km radius. Using the facilities, services, equipment and expertise available at the SERCs and TACs, teachers are encouraged to produce multi-media materials for their students at state or district level.

**State Educational Resource Center (SERC) in every state**

- 4 with hostel facilities
- 10 without hostel facilities
- Computer lab with a minimum of 20 multimedia computers
- Relevant software for production of multimedia courseware
- Equipment such as printing machines, OHP, LCD projector, TV, VCR, etc
- Library
- E-mail facilities

**Teacher Activity Center (TAC) throughout the country**

- 367 TACs
- 1 TAC serves all the schools that are within a radius of 25 km
- A meeting place for teachers
- OHP, PA system, computers (2-4), etc.
- Relevant software for production of multimedia courseware
- E-mail facilities
- library

## **CONCLUSION**

There are numerous creative and innovative projects implemented centrally, as well as at state and district levels to promote ELE in Malaysia using various media, such as, video, audio, print and computer. All the various media are utilised because we feel that most media can perform most instructional functions to a certain extent, but some are better at doing certain things than others. No single medium is best for all purposes. Malaysian teachers have the choice of using centrally, state or district prepared materials, or preparing their own to achieve the objectives of their lesson. This paper highlights some of the many programs that have been carried out centrally. However, the greatest challenge in ELE is identifying, implementing and sustaining the most useful and cost-effective projects (assuming that budget is not a problem). Other factors that must also be taken into consideration are the person who is managing the project; the teachers who are participating in it; and the support of the school administrator, that is, the head teacher or principal.

**THE INTEGRATED CURRICULUM FOR PRIMARY AND SECONDARY SCHOOLS  
SPEAKING SKILLS**

YEAR TWO	FORM ONE	FORM FIVE
<p>By the end of this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Greet and express farewell;</li> <li>▪ Seek and name colours of common objects;</li> <li>▪ Refute statements</li> <li>▪ Seek and name common shapes;</li> <li>▪ Seek, name and differentiate the cardinal numbers;</li> <li>▪ State the total numbers of objects when two groups are added;</li> <li>▪ Name the limbs and the parts of the limbs;</li> <li>▪ Name the parts that are missing in the picture;</li> <li>▪ Express what one possesses and to request for specific objects;</li> <li>▪ Seek and name the days of the week;</li> <li>▪ Differentiate and state extended family relationship;</li> <li>▪ Find out what a member of one's family possesses;</li> <li>▪ Discriminate, state and find out the positions of objects, animals and people;</li> </ul>	<p>At the end of the English Language Programme for Form 1, students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Ask for and give meanings of words, phrases and sentences;</li> <li>▪ Pronounce sounds and accented syllables in single and compound words;</li> <li>▪ Speak with correct intonation, word stress, and sentence rhythm in statements, questions, and exclamations;</li> <li>▪ Ask for and give instructions on how to play football, badminton, and how to run a relay;</li> <li>▪ Ask for and give directions to the library, office, staffroom, and canteen in the school;</li> <li>▪ Ask for messages from friends and give messages to friends expressing thanks, inviting them, asking them to meet one, and to go somewhere;</li> <li>▪ Tell stories on courage, honesty, charity and unity;</li> <li>▪ Ask for and give main ideas, details and conclusions in stories on courage, honesty, charity and unity;</li> </ul>	<p>At the end of the English Language Programme for Form 5, students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Speak with correct intonation, word stress, and sentence rhythm;</li> <li>▪ Know and practice language functions, such as to refute; to express and respond to constructive criticism; and to express support;</li> <li>▪ Know and practice social skills, such as common courtesies;</li> <li>▪ Hold a conversation on a variety of topics;</li> <li>▪ Hold a discussion on topics of common interest;</li> </ul> <p>The following sub-skills need to be combined and taught together with the above main skills where appropriate.</p> <p><b>Sub-skills of speaking</b></p> <ul style="list-style-type: none"> <li>▪ Using correct pronunciation</li> <li>▪ Questioning</li> <li>▪ Paraphrasing</li> <li>▪ Supporting and clarifying</li> <li>▪ Summarizing</li> <li>▪ Using registers</li> <li>▪ Speaking coherently</li> </ul>



<ul style="list-style-type: none"> <li>▪ Refute statements concerning the positions of objects, animals and people;</li> <li>▪ Express and refute what one wants and likes to eat;</li> <li>▪ Give and follow simple instructions;</li> <li>▪ Seek and state colours;</li> <li>▪ Name and refute colours;</li> <li>▪ Identify and name common plants and flowers;</li> <li>▪ Identify and name common fruits and vegetables;</li> <li>▪ Refute statements;</li> <li>▪ Name and differentiate cardinal numbers;</li> <li>▪ Describe a person;</li> <li>▪ Identify and name occupations;</li> <li>▪ Ask, state and refute what one is doing;</li> <li>▪ Describe what one does everyday;</li> <li>▪ Find out what one does daily;</li> <li>▪ Identify and name animals;</li> <li>▪ Name numbers up to 100;</li> <li>▪ Identify and name domestic animals;</li> <li>▪ Identify and name occupations and the place of work;</li> <li>▪ Ask and say how much things cost;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask for information about another person's hobbies and give information about one's hobbies;</li> <li>▪ Ask for and give information on the physical features of the library and canteen in the school and what one can and cannot do in these places;</li> <li>▪ Ask for and give information about furniture found in the different parts of the home and school;</li> <li>▪ Ask for and give information contained in labelled pictures of local scenes and activities, and comic strips;</li> <li>▪ Ask for and give information contained in simple route maps to places within the school;</li> <li>▪ Ask for and give information contained in class timetables and personal timetables;</li> <li>▪ Ask for and give information in labels on packages and tins;</li> <li>▪ Describe the physical appearance and personality traits of people;</li> <li>▪ Describe the occupations of a shopkeeper and a policewoman;</li> <li>▪ Describe the following vehicles and their uses: bicycle and boat;</li> <li>▪ Describe places in the school: library and canteen;</li> </ul>
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<ul style="list-style-type: none"> <li>▪ Describe what one usually does outside school;</li> <li>▪ Ask and compare what one possesses;</li> <li>▪ Express what one wants in the home;</li> <li>▪ Find out what one's friend wants;</li> <li>▪ Name and refute the identity of common insects;</li> <li>▪ Seek and give location of places;</li> <li>▪ Identify, describe and refute statements concerning local wild animals;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe flowering plants in the school and animals kept as pets;</li> <li>▪ Describe the school sports day and teacher's day;</li> <li>▪ Greet, welcome and take leave of someone or a group of people; introduce someone and oneself; invite someone; accept, refuse and thank someone for an invitation.</li> </ul>	
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THE INTEGRATED CURRICULUM SPECIFICATIONS FOR THE SMART SCHOOL  
SPEAKING SKILLS

LEVEL	YEAR TWO	FORM ONE	FORM FIVE
1	<p>By the end of the course of study, pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Pronounce words, phrases and sentences observing stress and intonation.</li> <li>• Repeat words, phrases and utterances heard.</li> <li>• Greet and express farewell.</li> <li>• Request for objects.</li> </ul>	<p>By the end of the course of study, students should be able to:</p> <ul style="list-style-type: none"> <li>• Talk about oneself and significant others.</li> <li>• Recount how to do something.</li> <li>• Perform choral reading of poems, jazz chants.</li> <li>• Give simple instructions, directions and messages.</li> </ul>	<p>By the end of the course of study, students should be able to:</p> <ul style="list-style-type: none"> <li>• Ask and respond to questions within a range of situations with increasing confidence.</li> <li>• Summarize own experiences, of movies watched, video clips seen and of stories heard.</li> <li>• Express personal views and also comment constructively on what is being discussed or experienced.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Talk about oneself and of things around.</li> <li>• Express feelings.</li> <li>• Ask questions to seek information.</li> <li>• Describe objects, etc.</li> <li>• Perform jazz chants.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell a story heard, read or viewed.</li> <li>• Ask questions to obtain information and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to and respond constructively in discussions by developing one's ideas and not negating another's ideas.</li> <li>• Justify one's point of view.</li> <li>• Give an oral critique of a book read or movie viewed.</li> <li>• Respond to construction criticisms.</li> <li>• Express support.</li> <li>• Refute statements.</li> <li>• Agree or disagree politely.</li> <li>• Exchange information through E-mail.</li> </ul>

LEVEL	YEAR TWO	FORM ONE	FORM FIVE
3	<p>By the end of the course of study, pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Individually recite poems and rhymes.</li> <li>• Retell a story heard or read at recall level.</li> <li>• Give a simple set of instructions</li> </ul>	<p>By the end of the course of study, students should be able to:</p> <ul style="list-style-type: none"> <li>• Tell a story real or imagined.</li> <li>• Respond to stories.</li> <li>• Describe a past event real or imagined, objects etc.</li> <li>• Talk about stories viewed and read – setting, story line, characters, details, moral values etc.</li> <li>• Greet and welcome someone or a group.</li> <li>• Take leave of someone.</li> <li>• Invite someone.</li> <li>• Accept or decline and thank someone for an invitation.</li> </ul>	<p>By the end of the course of study, students should be able to:</p> <ul style="list-style-type: none"> <li>• Manipulate language with a purpose (humour).</li> <li>• Speculate on new ideas and plans.</li> <li>• Persuade an audience.</li> <li>• Compare pros and cons to make a decision.</li> <li>• Teleconferencing – real time conversation through “chat” or “talk”.</li> </ul>

**SUMMARY OF CONFERENCE SCHOLARSHIP APPLICATIONS**  
February 22, 2001

<i>NAME</i>	<i>PAPER TITLE</i>	<i>CONFERENCE TITLE</i>	<i>DATES</i>	<i>BUDGET</i>
Yoshihisa AMAE	Bridging the Gap from the Future: In Search of a Solution to the Taiwan-PRC Rivalry	2001 North American Taiwan Studies Association (NATSA) Conference	June 23-25, 2001 Seattle, WA	<b>EWC Request:</b> \$800.00 <b>Other Sources:</b> 85.00 <b>TOTAL:</b> \$885.00
Heather BOHANNAN	Embodying Han: Resistance and Nationalism in Comfort Women and Lost Names	Association of Asian Studies Annual Meeting	March 22-25, 2001 Chicago, IL	<b>EWC Request:</b> \$800.00 <b>Other Sources:</b> gso Pending <b>TOTAL:</b> \$1,035.00
Hye-Sun CHO	A Nationwide Teacher Development Group: A Case Study of Korean English Teachers' Group	The Second International Conference on Language Teacher Education	May 17 - 19, 2001 Minneapolis, MN	<b>EWC Request:</b> \$707.00 <b>Other Sources:</b> --- <b>TOTAL:</b> \$707.00

**EWC TOTAL:** \$2,307.00

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# Increasing Creativity and Innovation in English Language Education (ELE) in Malaysia

Hyacinth Gaudart

## *Introduction*

A group of Bachelor of Education (Teaching English as a Second Language) students went to the University of Hawaii for six weeks, to take a course and transfer the credits back to UM. They were all fluent in English and so did not think they had any problems. If anyone had asked them if they knew how to greet people, for example, their response would have been, "Of course!". It was a simple language function.

After a few days in Hawaii, they were greeted with, "What's up?"

One of them got up sufficient courage to ask me, "How do we respond to that?"

They had been taught to say "Hi, Hello, and Good Morning," and so on, but not how to respond to "What's up?"

While we are on the subject of greetings, we can be sure that foreigners too, have problems in Malaysia. Here is an example.

An American was standing outside his apartment, smoking a cigarette. A neighbour came by. The American greeted the neighbour with "Hi! How're you doing?"

The neighbour responded, "Hi! Have you eaten?"

"Not yet," he answered.

The neighbour smiled, walked away, got into his car and drove away.

The American was very puzzled. He later asked me, "Why did the man ask me if I had eaten? Then he didn't do anything about it. He simply went away!"

To the American, the question, “Have you eaten?” was the preamble to an invitation to a meal. To the Malaysian, it was a polite greeting! When he said that he had not yet eaten, the American expected the response of the Malaysian to be, “Would you like to join me for lunch?” or “How about trying this new restaurant I know,” or something like that. Instead the Malaysian simply walked away!

A greeting may not, therefore, be a simple language function at all.

### ***The Role of English***

Let me back-track a little and look at the role of English in Malaysia.

In Malaysia, we refer to English as a “Second” language. By this, we mean that English is second in importance to the Malay language or Bahasa Malaysia, now also called Bahasa Melayu. This is not always the definition given to a “second” language. In many countries, a second language refers to a language used as the medium of instruction in schools, a language which is not the mother tongue of the learner in question. So, immigrants, or children of immigrants to the United States and Australia, for example, follow certain ESL programmes that allow them to be sufficiently proficient in English to be able to enter the mainstream and follow classes in English.

In Malaysia, the medium of instruction in public and private elementary and secondary schools is not English although, at tertiary level, there are private “link” Colleges where the medium of instruction is English. These are



Colleges which students attend to get a degree from a foreign university, without ever having to leave Malaysia.

However, recently, there has been a circular from the Higher Education Division of the Ministry of Education, asking all such Colleges to gradually increase courses taught in Malay to at least 80%. The Colleges have protested and the matter is currently under review.

Is English, then, Malaysia's first foreign language? No, not really. That would be too simple!

Learning English as a foreign language implies that there is little support in the natural environment for the learning of English. This is not true for many learners in Malaysia.

The official governmental policy towards English is very positive. The Prime Minister has openly confronted the attitude of Malay linguists who think that too much emphasis has been placed on English. In a press release quoted in the Star and the Sun on December 29, 2000, the Prime Minister asked that the study of English be taken more seriously, and that it was not disloyal to learn English. In the meantime, the Director-General of Education . . . has asked the Malaysian English Language Teaching Association to assist the Ministry in improving English in Malaysia.

In elementary and secondary schools, our learners are mixed. Some of them are from homes where English is one of or THE only language spoken.

Others come from homes where parents speak no English, but the siblings do. Yet others come from homes where no English is heard at all, and where, once outside the classroom, they are not exposed to any English at all.

And these are not clear-cut divisions either. For example, we have learners who do watch an English movie or watch TV, but they may read the subtitles instead of following the conversation in English.

In middle-class towns like Petaling Jaya, one can be forgiven for thinking that English is very freely used. Almost everyone in areas like Petaling Jaya and middle-class areas of Penang can use English, and many use it as their first language.

Once outside the major urban areas, one quickly realises that not too many people can actually speak English. In fact, I have been strongly reminded often enough in the last five years, that many university students cannot function in English. The Malaysian University English Test (MUET) taken by potential university candidates in 1999, showed that speaking and writing were the weak skills. Reading and listening skills were passable.

In the rural areas of various states like Sarawak, Sabah, Kelantan, Terengganu, Pahang, Perlis and Kedah, hardly anyone is able to converse in, read, write or understand English.

Even in urban areas like Kuala Lumpur, many are unable to communicate orally in English, but may be able to read simple messages or instructions in English. There are villages (kampung) embedded in the city, in which hardly any English is spoken. An American friend of mine found this out the hard way!

There are three major English daily newspapers. The Star has the widest circulation among the English language newspapers. The daily has a circulation of a little above 260,000 and the Sunday <sup>Star</sup> has a circulation close to 280,000. It is also widely read on-line, as is the New Straits Times. The Sun, the newest newspaper, has also been increasing its circulation.

There are a number of English language radio stations and at least two hours of air-time a day is given for English language programmes over the public TV stations. With cable TV, however, out of 26 channels, 19 are in English, 2 are in Malay, 1 in Indian languages, 3 in Chinese languages and 1 in Japanese. (Public TV is free, Cable TV requires a monthly fee after an initial set-up cost of RM499. It is the middle-class, therefore, that has access to cable TV)

What then is the role of English?

I see its role as INTERNATIONAL communication. To be competitive in a global market, Malaysians need English to communicate with the world beyond the shores of Malaysia.

A few years ago, when on holiday in Sarawak, a Malaysian state on the island of Borneo, I overheard two Japanese tourists ask a waiter for “Shaved Ice”. The waiter turned to another waiter and complained, in Malay, about not understanding Japanese tourists. I decided to come to their assistance and told them that the ladies wanted “Ice Kacang”. The following day, when I talked to them, I found that the waiters had still not bothered to learn the term, “Shaved Ice”, dismissing it as incorrect.

In Hawaii, however, it is the correct term to use, as it is in certain other parts of the United States and the Caribbean.

To communicate globally, therefore, Malaysians need to be able to speak a variety of English that enables us to be understood internationally.

Malaysians need to be able to speak English in all kinds of situations involving not just native speakers of English, but also non-native speakers of English. Malaysians have not realised this yet, and nothing about this aspect of language learning appears in the school curriculum.

### **Teaching of English in Schools**

The public schools in Malaysia are divided according to three main media of instruction: Malay, Mandarin and Tamil. Although there are also Telegu and Panjabi-medium schools, these are very few in number.

There are also a few private schools in some of the main towns, including “International” schools where the medium of instruction is either American

or British English. The medium of instruction in the other private schools is either Malay or Mandarin. There is one private school in Sarawak, however, which is bilingual, teaching learners in both Malay and English. English is a compulsory subject in all public and private schools. The official policy requires that English be introduced to children according to the types of schools they are in.

In public schools, children in Malay-medium schools start English in their first year of schooling.

Children in Mandarin and Tamil-medium schools are supposed to start English in their third year, and start Malay in their first year. However, many Mandarin-medium schools start teaching English in the first year. They do this outside school hours, usually employing teachers and paying them out of school funds.

In Lower Elementary classes, English is taught 6 times a week, 30 minutes each time, in upper elementary classes, they learn English 5 times a week, and in secondary schools, English is taught 5 times a week for 40 minutes each time, except on Fridays when all classes are reduced to 35 minutes.

Most teachers are eclectic when teaching English. Teaching styles vary according to the training, or the lack thereof, of the teachers. There are teachers, with a teaching certification, for example, who are teaching English without having received any training in English language teaching. There is a shortage of English language teachers in the country, and so, in

some cases, teachers have been asked to teach English because they can speak it reasonably well. In other cases, especially in primary (elementary) schools, teachers have been asked to teach English even if they have little competence in it, simply because there is no one else. In those cases, the teacher is learning English at the same time as the children.

As a result, the competence of English language teachers also varies. The level of competence has declined over the last few years, and it is fair to say that the competence of the younger teachers is not as high as that of the older teachers. This is true of secondary as well as elementary teachers, even though most secondary teachers today have a bachelor's degree.

In a follow-up article to the Prime Minister's press statement on December 29 (mentioned previously), the leader of the major teachers' union said that more than 80% of school principals were not competent in English.

In the meantime, the Malaysian constitution defines that the English taught in schools should be British English. Nevertheless, very few teachers of English know what British, Australian or American English is, and the result is a mix-and-match of the three varieties, plus language forms and functions that have evolved from the Malaysian languages.

Malaysian English does not use the intrusive /r/, like British English. Where the vowels are concerned, there is a variety of vowels used, especially between West Malaysia, Sabah and Sarawak.

### *Teacher Education*

Teachers for public schools in Malaysia are trained either through Teacher Colleges or through a local or foreign university. Elementary school teachers are trained through Teacher Colleges, while secondary teachers may be trained either through Teacher Colleges or a university.

Teacher Colleges have a three-year programme at the end of which teachers are certified to teach in schools. There is no Board of Certification. Once teachers are in the schools, however, they are on probation for two to three years before they are “confirmed” in their jobs and are given tenure.

Confirmation is done through evaluation by the principal of the school and is usually automatic, unless the teacher has really serious discipline problems.

### *Elementary School Teachers*

Trained in Teacher Colleges, most elementary school teachers are “multi-purpose teachers”. Nevertheless, there are teachers who are trained specifically to teach English in elementary schools. Their training includes proficiency work in English, as well as education theory and methods of teaching English.

### *Secondary Teachers*

English teachers who receive training to teach English in secondary schools are “specialist” teachers. They teach English and one other subject, like Physical Education, Moral Education, Social Studies, and so on.

Universities currently run degree programmes in the teaching of English. The major centres are the University of Malaya, Kuala Lumpur and the Education University (UPSI). One university (UPM) is training more than 300 students each semester in an off-campus degree programme for the teaching of English.

Previously, there used to be Diploma in TESL programmes for those who already had a first degree and wanted to be trained as teachers. That programme is now in its final year in most universities. The Ministry has ordered all universities to shut down Dip. Ed. Programmes, for all subjects, and the only university that will run those programmes will be UPSI.

### *Malaysian English and Culture*

Malaysian learners bring to a transaction their previous knowledge, which, in many cases has come from the culture they are most comfortable with, their home culture. This has combined with aspects of any culture that they have acquired implicitly and adjusted to suit themselves. This becomes their internal culture, culture that is unconscious and will be very difficult to change. It is this internal culture which colours everything they say and do and influences their interpretation of whatever is happening or being discussed.

When two people use their own internal cultures in a transaction, and their internal cultures are dissimilar, we have a culture clash. Some elements of



the internal culture may be shared by some of their classmates, but not with all of them.

The learners then obtain elements of an external culture from their teachers, as well as from other sources like the media. The people they will be interacting with also have their own external and internal cultures. It is where the external cultures overlap that the least tension occurs, and where the internal cultures conflict that we will see the most problems in communication.

First, we need to consider whether there are problems when Malaysians communicate internationally.

### ***Learning and teaching English for International Communication: Pitfalls & Implications***

My research has shown that a number of problems do indeed arise from intercultural communication between Malaysians and foreigners. I would like to touch on just a few of them.

A former student was doing voluntary work in an office at a university in the United States. The secretary gave her a letter and asked her to “post” it. She sat down and diligently wrote out an address on an envelope. Then she realised that the letter had been addressed to the Dean of the Faculty. She

said to herself, “Why do I need to post this? I can just go and give it by hand. Saves postage.”

So off she went to the Dean’s office. But when she gave the letter to the Dean’s secretary, the secretary told her, “We’ve got our copy. That’s for posting.”

Thoroughly confused by now, she went back to the department secretary. “Where do I post this to?” she asked.

The secretary was also confused. “Post it to?” she asked. “Just post it on the bulletin board outside,” she said.

It is difficult enough that “post” has a number of meanings. To add to that, in American English, to post something means to pin something on a bulletin board (notice board). In Malaysian English, (as it is in British English) to post something means to use the services of the Postal Services to send a letter some place.

### ***Different native and non-native varieties of English***

Before we even get into non-native varieties of English, let us look at the three varieties of English which are used by teachers of English in Malaysia: British, American and Australian English. There are problems even within those varieties. Let us consider some of them.

In Malaysia, the Education Act states that the English that should be taught in school is British English or RP (Received Pronunciation). But how many teachers really know what British English is?

Let us take a look at some words.

The most well known one is the “rubber-eraser” nightmare. In British and Australian English, a “rubber” is something you use to change anything written in pencil. In American English, “rubber” is a condom. An “eraser” is something you use to rub out marks in pencil.

In Malaysia, “ladies fingers” is a type of vegetable (okra). In Australian English, it is a type of banana. In the United States it is a type of cookie. As for the word “brinjal”, it is not in British, Australian or American English. American English uses “eggplant”. British English uses “aubergine”.

In Malaysia, students “revise” before an examination. In American English, students “review” their work before an examination. They, instead, revise a draft of a letter or some piece of writing,

As a result, Malaysians need to also consider that other learners of English in other parts of the world are being exposed to different varieties of English. They may have Canadian teachers, for example, or Americans. They may be using different lexical items. It is doubtful if this thought has

occurred to many teachers in Malaysia. The central curriculum ignores this and so teachers do not teach it.

The only cross-cultural exposure comes from literature texts. And I have seen teachers interpreting these texts from their own cultural background. Chinua Achebe's *Things Fall Apart*, therefore, remains a very difficult text to interpret. The same is true for any Shakespearean play. Crib notes are the chief source of interpretation, both for teachers and students.

#### ***Different genres of language: Humour as an example***

While a person may be fluent in most aspects of language, there may be one or two genres of which he may not share similar expectations. Humour is one such example. It is an aspect of culture that is very difficult to pin down.

Some eight years ago, as part of my research, Americans, Malaysians (who are fluent in English), British and Australians were given an extract to read. (See Appendix A). Americans who read the extract did not find the piece humorous at all. In fact, most of them did not understand the extract. Malaysians, British and Australians, however, thought the piece was funny, and understood it. Two Malaysians were in stitches, laughing away, when they read it. The American native speakers obviously did not have shared norms of humour with the other speakers of English.

During those first years of the research, more than 243 B.Ed. TESL students formed part of the sample population for the study. Out of that number, 203 students found the extract at least mildly amusing. More than a hundred thought it was really funny.

Six months ago, I gave the same extract to my class of 106 student teachers in the B.Ed. TESL programme at the University of Malaya. Only eight in the class thought it was at least mildly amusing. Only two thought it was really funny.

The question in my mind is whether the humour did not surface because of their lack of fluency in English, or whether there has been a change in the appreciation of humour among the present-day learners.

***Other speakers of English may not understand Malaysian English***

There is the problem that the English Malaysians use, may not be all that understandable to other listeners. An example is a piece of Singapore English, taken from the recording of “Why you so like that one!” (See Appendix B)

There are definite cultural references in the text. On finding out that a person he was calling to talk to had died in a car accident, the caller tried to find out the car number of the dead person. I have used this piece in my research, with Americans, Japanese, Koreans, Filipinos, British, Australians, Canadians, Samoans and Malaysians. Only the Malaysians understood why the caller wanted the number of the car. And the Malaysians included

Chinese, Malays, Indians and Eurasians, all cultural groups, therefore. They all knew the reason. None of the subjects from the other cultures did.

There are other Malaysian expressions that tend to confuse foreigners. We “off” a light instead of switching it off, and “on the tap” instead of turning it on. We “horn” someone instead of “honking or hooting at him”.

### ***Lack of knowledge of culture on the part of teachers***

Many teachers are not aware of differences between Malaysian English and the different varieties. To them, therefore, what they teach is good for the whole global village. They would be the first to express surprise that some of the lexical items they use, for example, are not understandable to some native and non-native speakers.

We need to convince teachers that they have an obligation to their students to introduce differences to them. This should not be at an early stage, as that will merely confuse the learners, but at the upper intermediate or advanced stages.

*The new curriculum to be released this year will emphasize socio-cultural aspects of language. This will be a fresh approach.*

### ***Suggestions for English Language Education in Malaysia***

If we want to be globally intelligible, therefore, we need to be aware of sociolinguistic differences in our ways of speaking and incorporate the cultural dimension in our teaching.

### ***Teacher Education***

We need to start with teacher education. There are a number of things we can do in this area, including the following:

- a) encourage student teachers to incorporate this dimension into their own proficiency, to improve their proficiency
- b) encourage them to be conscious about this dimension so that they, in turn, can teach this dimension to their students
- c) allow them to be aware about their own culture so that they can be in a position to understand their internal culture
- d) encourage student teachers to have the right attitude towards other cultures so that they are constantly open to learning about other cultures and so, understand and extend their external culture
- e) encourage student teachers to read widely

### ***Teachers of English***

The next group of people should be teachers of English. They can help if they:

- a) work with authentic materials, aural and written texts
- b) encourage links with those from different cultures (like penpals, or cyber pals)

- c) use people as a teaching resource, for example, foreign students in a university, visiting lecturers, or visitors, to give students real interaction
- d) encourage students to discover what is similar and what is different among ways of speaking in different cultures

### ***Learners of English***

Finally, and most importantly, let us consider learners of English.

They will need to:

- a) learn about how people behave in other cultures
- b) take the responsibility for learning about different cultures
- c) be prepared to keep on learning
- d) be conscious about what offends and be prepared to negotiate (this will be imperative in international negotiations)
- e) read, listen to other varieties of English, watch TV and the movies

### ***Conclusion***

It is extremely difficult to learn to communicate in a foreign language. We try to peel off the strings and tapes that tie up our learners. Very often, however, we fail to remove, or to teach our learners to remove, the final



tapes that keep them in bondage. It is these bonds which force many Malaysian students to create Kampung Malaysia (Malaysian Village) in foreign countries. These clusters of Malaysians, with shared norms, form a comfort zone for the group. The world outside this comfort zone is littered with too many booby-traps and uncomfortable situations. The comfort zone, on the other hand, is an environment that appeals to the internal culture of the members of the group. It is warm and comfortable and predictable. As a result, some of them hardly interact with anyone besides Malaysians.

Learners of English who are unable to break away from those final bonds will never be really proficient in English. Their learning becomes limited, and negotiation is always a painful process.

Why can't we teach them to break away from those bonds?

How often have I heard advanced learners in schools complain that they learn nothing in their classes. How often have I heard teachers say that their students are fluent in English and so there is nothing really very much to teach them.

To me, that is a reflection of the teacher's own competence (or his lack of it) and also his lack of ability to challenge the students. Methods and techniques of teaching must suit the level of the learners. With low and intermediate level learners, games and repetitive work cannot be avoided.

With advanced learners, it is necessary to place before them greater challenges. Techniques like the use of simulations, for example, can challenge them.

With low and intermediate level learners, in teaching simple expressions, it is necessary to also teach them when the expressions would be appropriate. With advanced level learners, it is necessary to go a step further, teaching them differences not only in situations, but in situations involving different cultures.

Above all, we need to teach learners how they can help themselves. They need to be aware of cultural and linguistic differences. They need to realise that learning does not stop when the bell rings. It is a life-long process.

Non-native speakers of English in Malaysia have a distinct advantage over most native speakers who have lived most of their lives in their own countries. Malaysians have the advantage of being exposed to different varieties of English and so, are able to understand a lot more than native speakers who keep to only one variety and are not prepared to learn other varieties.

An example is an American teacher, who taught in one of the institutes of higher learning. She was annoyed because her learners used the word “revise” as in “revising” for the exams. To her that was an incorrect word.

The only correct word was “review”. She did not know that British English used “revised”. Her ignorance confused the students.

On the other hand, there was the visiting British lecturer who asked me to “knock her up”! In American English this has a very different meaning from knocking on a door!

So you see, non-native speakers can actually be more proficient in international communication in English than native speakers. In fact, twenty years ago, when I was a teacher in a secondary school in Johor Baru, the Malaysian town across the border from Singapore, I used to translate between three teachers: an Australian, a British and an American. (None of them were English language teachers, however.) I was amazed at the time that they could not understand one another, and yet I could understand all three. I had not realised that I had been exposed to various varieties of English. I was therefore better able to understand them than they were able to understand one another.

There is therefore merit in being a non-native teacher of English, as long as we are prepared to learn, and keep on learning. This learning will take place firstly, if we are aware that there are indeed intercultural considerations when we learn or teach English, and, secondly, if we remain open to learning about these differences.

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## **PROFESSIONAL ORGANISATION FOR ENGLISH**

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# State of the Art of ELE in Thailand

## Language Education in Thailand

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Thai people have long admitted that English language is not only the medium of global communication, but also the language of academic thought, scientific research, technological development and even entertainment. Thai children should be equipped with English language competency so that they can contribute to the country's development in the future.

### 1. National Education Profile

Thailand, having faced an economic crisis since 1997, realizes the importance of education reform in order for economic rehabilitation of the country. Dr Rung Kaewdang, the Secretary-General of the Office of the National Education Commission says:

As educators, we cannot deny the responsibility for the economic, social, culture and political ill effects since people who caused all these problems are the products of our current education system. Thailand has no other alternatives but education reform, and the heart of education reform is the reform of learning.

(Learning for the New Century: [http://www.onec.go.th/move/news/dec\\_16htm](http://www.onec.go.th/move/news/dec_16htm))

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

The National Education Act of 1999 has been approved and became effective on August 20, 1999. The act is the hope of all concerned to speed up education reform for human resource development. The expected goals consist of:

- a. Access to basic education for twelve years (nine years compulsory) will be ensured. (Previously six years were compulsory);
- b. The curriculum and learning process will be reformed;
- c. Participation and partnership in education will be encouraged;
- d. The educational administrative structure will be restructured;
- e. Teachers, faculty staff and educational personnel will be developed and promoted;
- f. Resources and investment for education will be mobilized; and
- g. Technologies for education will be utilized in provision of education.

(Chorpha Supradith Na Ayudhya, From Crisis to Adaptation: A Model for Educational Service Area Offices: [http://www.moe.go.th/English/article/articl\\_edu\\_area.htm](http://www.moe.go.th/English/article/articl_edu_area.htm); Location: Leadership2.doc: page 10)

The above goals are in the implementation process scheduled to be completed by August 20, 2002.

#### 1.2 The Education System

The basic education system is the 6-3-3 one comprising 6 years of primary education (age 6-11 years), 3 years of lower secondary education (age 12-14 years), and 3 years of upper secondary education (age 15-17 years). The upper secondary education is divided into two

streams, academic and vocational. Until the year 2002, the basic education is 9 years without charge and 6 years compulsory. Under the new system, basic education is extended to 12 years, that is, until the end of secondary school level.

For higher education, students need 4 years to complete a bachelor degree. They have to pass an entrance examination to study in universities which are under the Ministry of University Affairs.

### **1.3 Number of Students**

In 1999 Ministry of Education reported that there were 15,929,378 students under the responsibility of the Ministry. Out of this number, approximately 2.2 million were in pre-primary level, 5.5 million were in primary level, 3.5 million were in secondary level (2.4 in lower secondary and 1.1 in upper secondary), the rest were in vocational and other non-formal education. (<http://www.moe.go.th/main2/stud-t42.htm>)

The Office of Policy and Plans, Ministry of Education mentioned in the Report on Basic Education Evaluation in 1998 that the 1997 gross enrollment rate of the students was as follows:

- 85% of the population aged 6-11 years was in primary education;
- 66% of the population aged 12-14 years was in lower secondary education;
- 44% of the population aged 15-17 years was in upper secondary education;
- 30% of the population aged 18-21 years was in higher education.

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

### **1.4 Central Government Budget**

Government funding is the main source of financial resources for educational development in Thailand. The education sector has received the largest share of the total public expenditure since 1991.

In 1997, the Government budget for education was the highest which was 22% of the total public expenditure or 4.1% of Gross Domestic Product (GDP).

In 1998, due to the impact of the economic crisis, the total Government budget for education was reduced to 3.5% of GDP. However, the share of public expenditure was 25.2%.

In 1999, the budget for education was raised to 25.4% of the total public expenditure which reflected the Government's concern about education reform.

Pre-primary and primary education always gain the highest share of the education budget which is about 44%. Secondary is provided with 25% and the rest is for vocational, higher and non-formal education.

It should be noted that the local administrative authorities have also allocated their own budget to finance local education. However, the local budget is only about 20-25%.

### **1.5 Educational Administration**

To accelerate the achievement of Education Reform, the educational administration is to be restructured as follows:

1.5.1 There is only one educational authority, called the Ministry of Education, Religion and Culture. For unity in policy, this new Ministry combines together the responsibilities of three leading educational agencies, Ministry of Education, Ministry of University Affairs, and the Office of National Education Commission (ONEC, the policy-making organization for

national educational development plans). There are four organizations under the new Ministry as follows:

- a. The National Council for Education, Religion, and Culture responsible for proposing policies, plan and standards;
- b. the Commission for Basic Education responsible for proposing policies, development plans, standards, and core curricula for basic education;
- c. the Commission for Higher Education responsible for proposing policies, development plans, and standards for higher education;
- d. the Commission on Religion and Culture responsible for proposing policies and development plans for religion, art, and culture in accord with the national Scheme for Education, Religion, Art, and Culture and mobilization of resources, monitoring, inspection; and evaluation.

1.5.2 The administration and management of basic education and higher education at lower-than-degree level is based on the Educational Service Area. According to the National Education Act of 1999, the new Ministry will decentralize power in four areas, namely, academic matters, budget, personnel, and general administrative affairs, to Educational Service Areas which are being organized by considering the number of educational institutions, population and other appropriate conditions to make each area an optimum size. Each Educational Service Area will have a committee, comprising of representatives of the community, private and local administration organizations, teacher associations, religious leaders, and scholars in education, religion, art and culture. This means the government officials in the Service Areas need to work with all stakeholders of the Area on matters concerning local education. The committee will be responsible for establishing or discontinuing educational institutions, promoting and supporting local administration organizations so as to be able to provide education in accord with the educational policies and standards, and also providing and supporting private educational institutions as well as education provided by individuals, families, private organizations and so on.

1.5.3 An Office for National Education Standards and Quality Assessment will be responsible for development of criteria and methods of external evaluation, conducting evaluation of educational achievements to assess the quality of institutions.

(Chorpha Supradith Na Ayudhya, From Crisis to Adaptation: A Model for Educational Service Area Offices: [http://www.moe.go.th/English/article/articl\\_edu\\_area.htm](http://www.moe.go.th/English/article/articl_edu_area.htm); Location: Leadership2.doc: page 11-12; and National Education Act of B.E. 2542 (1999), Office of the National Education Commission, Office of the Prime Minister, Kingdom of Thailand)

## **2. English Language Education**

In Thai schools, standard Thai is the language of instruction in all of the schools, except for a few international schools where English or Japanese is the medium of instruction. Recently, due to the realization of the importance of English, a few Thai schools offer bilingual programs where English is used in most subjects starting from primary level. Since these bilingual programs require much higher tuition fees, they are for the children from rich families.

### **2.1 The English Language Curriculum of 1996**

The Ministry of Education realized the needs for Thai students to continually study English from primary level to upper secondary level. The Ministry proposed the foreign language education policy which was passed by the Cabinet in December 1995 stipulating that English is a compulsory subject starting from Grade 1 and one other foreign language can be added to the curriculum at lower secondary level.

The English Language Curriculum of 1996 was developed with the main objectives that English is used for communicative purposes. Students should be able to develop their English language skills; listening, speaking, reading and writing for further studies and future careers; and also to seek knowledge for life-long learning.

## **2.2 The Structures of the English Language Curriculum of 1996**

2.2.1 The compulsory curriculum is for Primary and Secondary levels as follows:

- A. Primary Education: The curriculum is divided into 3 levels as follows:
  - a. Preparatory English Level for Grades 1 and 2 stressing learning readiness, listening and speaking skills, fun in learning for personal and daily uses to create good attitudes. An English course starts in Grade 1, second semester. The students study English for 3 semesters, 6 twenty-minute-periods per week, 240 twenty-minute-periods per year.
  - b. Literacy English Level for Grades 3 and 4 emphasizing reading and writing, an easy communication. English is taught for 4 semesters, 6 twenty-minute-periods per week, 240 periods per year.
  - c. Beginner Fundamental English for Grades 5 and 6 emphasizing listening, speaking, reading and writing with basic grammar, and the use of English in different situations. English is taught for 4 semesters, 15 twenty-minute-periods per week, 600 twenty-minute-periods per year.
- B. Lower Secondary Education: The curriculum is Intermediate Fundamental English for Grades 7-9, aiming at English for communication, which is grammatically correct and culturally appropriate. There are 6 fundamental English courses, one course for one semester and 4 fifty-minute-periods per week.
- C. Upper Secondary Education: The Curriculum is Advanced Fundamental English for Grades 10-12, gearing towards developing students' capacity of using language for communication correctly as well as appropriately according to cultures of the native speakers. There are 6 fundamental English courses, one course for one semester and 4 fifty-minute-periods per week.

2.2.2 The English Elective Curriculum is for Secondary levels. There are two groups of subjects; English Language Improvement and English from Independent Experience. These are for secondary students with good language aptitude. Each school can offer courses on listening, speaking, reading, writing, translation, or project work depending on the students' needs and interests. Lower Secondary students can take one course and Upper Secondary can take more. Each course is for 2 fifty-minute-periods per week.

(Wongsothorn, Achara: Reflection and Projection on Thailand's Language Education Policy for the New Millennium, PASAA, Volume 29, December 1999; and The English Language Curriculum of B.E. 2539 (1996), Department of Academic Affairs, Ministry of Education, 1997.)

## **2.3 Teaching Methodology and English Teachers**

In 1995 the Department of General Education developed a new curriculum of all subjects which emphasized a problem-solving, process-based approach to learning rather teacher-centered, lecture style transmission of information. This curriculum development encouraged



a learner-centered approach in all subjects including English. The teaching of integrated skills emphasizing interaction between students-students and students-teacher has been prescribed to the teachers of English. Teachers, as the agents of the development, have been given the opportunities to have in-service teacher training on the learner-centered approach. Various English teacher training programs have been organized by higher education institutions and universities.

The Project for the Improvement of Secondary English Teaching (PISET) was initiated in 1985 to improve the general standard of teaching and learning English in secondary schools. The project was assisted by British Advisers from 1985-1992 and it is now run by Thais. PISET established Thai ERICs (English Resource and Instruction Centers) based in schools in every province. ERICs organize training courses to train new methods of teaching or disseminate new ideas about ELT for key personnel in host schools. Then, when they return to their schools, they are expected to run courses for teachers from groups of schools (Hayes, David, In-service teacher development, *ELT Journal*, Volume 49/3 July 1995.)

The training courses are expected to enable teachers to change from the traditional grammar translation methods to process/skills-based communicative language teaching. However, with the limited competence in English language of the Thai teachers, the trained method generally develops into lockstep teaching procedures. Since the teachers do not feel comfortable using English to communicate, they can not lead the teacher-student discussion or communicate with the students in English. The students are given controlled practice in limited situations. As a result, real learner-centered methods of teaching have not been completely adopted.

Some of the teachers still resist change and refuse to alter their teaching styles claiming that the new approach does not provide adequate knowledge about grammar, reading and writing. They are not yet ready for radical changes and need encouragement from the authorities.

At the present, child-centered learning is enforced by law. It is stated in Section 22 of the National Education Act of 1999 that

Education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality.

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

According to the new National Education Act, the educational institutions and agencies must support this learning process by organizing activities, providing facilities, and training the teachers (Section 24). Then, it is essential for the school administrators to seriously participate in the learning process reform; and, as a result, teacher training and development programs must become a concrete plan.

#### **2.4 Teaching and Learning Materials**

Textbooks for teaching and learning English in all levels are varied depending on the teachers in groups of schools to decide. Since the teachers in each group work together to plan the detailed objectives, the method of teaching and evaluation; they select common textbooks to be used in all schools in the same group. Usually, commercial sets of texts are adopted. The sets include the student's book, the teacher's notes, the student's workbook or activity book, and audio or video materials. Local texts prepared by the teachers in each school are used as supplementary materials. The textbooks which are widely used are as follows:

*Blueprint* by Brian Abbs and Ingrid Freebairn, Longman, 1991 (Students' Book, Workbook, Teacher's Book and Class Cassettes, Teaching Plan in Thai)

*New Hotline* by Tom Hutchinson, Oxford University Press, 2000 (Students' Book, Workbook, Cassettes and Teacher's Book)

High-tech materials, such as CAI on diskettes or on CD ROM are also used in some schools. Most of the schools are equipped with at least one computer room for students to use. Some schools organize self-access learning rooms/centers where computers and video players are provided for students to practice English.

### **2.5 The Development of English Teacher Training Program**

From experience of assisting in setting up self-access learning in 13 primary schools, organizing in-service teacher training courses of 19 secondary schools, and 15 years' experience of organizing two Master Degree Programs for teacher training (one in English language teaching and one in Resource-based language learning); the School of Liberal Arts, King Mongkut's University of Technology Thonburi has learned that to bring about radical changes in teacher behavior, a teacher training and development program should include the following:

- a. The improvement of teachers' English proficiency; this is to increase their confidence in English communication so that they can apply it to teaching.
- b. Knowledge of language teaching; this includes the theories behind new approaches and assessment.
- c. The method to adapt and adjust teaching techniques and materials appropriate to the needs, interests and the ability of the learners; this will increase flexibility in teaching and also students' motivation.
- d. Understanding of how to improve student' self-directed learning; this will enhance life-long learning processes;
- e. The development of teachers' computer-literacy; this will help teachers seek for more knowledge and resources which they can exploit to maximize students' learning.

### **3. Conclusion**

English Language Education in Thailand requires a great deal of improvement. Although many plans have been worked for to increase the quality of language education, it seems that there is little actual progress. It is hoped that with the task of Learning Reform, language education will gain more attention and more serious development from all concerned as stated in the National Education Act of 1999 that:

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.

All Thai people are therefore invited to co-operate in carry out education reform for the benefit of future generations, who will thus become valuable human resources for national development. These efforts will undoubtedly allow Thailand to stand in the international community as a developed nation endowed with honour, dignity, peace and pride in the Thai identity cherished by all.

Fuad ABDUL-HAMIED: *English Language Education in Indonesia*

The East-West Center and Ohana Foundation Workshop  
on Increasing Creativity and Innovation in English Language Education  
East-West Center, Honolulu, Hawai'i  
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The history of TEFL in Indonesia has been through a relatively short period of time with very little change as regards curricular allocation and instructional practices in school and with some indication of somewhat 'major' change at the macro-level of language-policy, keeping in line with the development of approaches to language teaching elsewhere. In formal schooling, in the earlier part of our country's educational development since independence up to the 1960s English had officially been included in the lower secondary school curriculum with 4 credit hours and in the upper secondary school with 3 credit hours, adopting in most instructional modes grammar translation methods. The same time allocation can be seen in the 1975 school curriculum—4 hours at the lower secondary school and 3 hours on the average at the upper secondary school (in the upper secondary school language stream, English was offered 6 hours on the average), with audio-lingual and grammar-based instructional practices widely implemented. The 1984 curriculum still emphasizing language components and aspects as keys to language-skill development has opted for the communicative approach with some obstacles in its implementation. The 1994 curriculum promotes the meaningfulness approach to teaching the conceptual basis of which among others is the principle that learning a foreign language is learning how to communicate in the target language, a foundation similar to that of the communicative approach. In non-formal settings, there seem to be more flexible avenues available in catering to the needs of the learners and in adopting various different techniques suitable to the learners' immediate language necessity. Through historical encounters and episodes we have learned that such educational endeavors as institutional setups, curriculum development, adoption of particular teaching techniques, teacher education and training, teacher recruitment, student assessment, and procurement of facilities are directly or indirectly affected and determined by language and other relevant policies generated within or outside our educational institution. The national language policy issue in Indonesia is certainly an intricate phenomenon. The problem is among others amplified by the fact that we have to look into the linguistic matters with an open mind, first as regards the Indonesian language as the state-unifying language and second as to the existence of hundreds of local languages—the multicultural and multilingual nature of the country. In addition, foreign languages, especially English, should also be looked at as an indispensable tool in global competition and cooperation through utilization of science and technology as well as trade, commerce and other human-interaction activities. Bilateral and multilateral interactions with other countries necessitate adequate proficiency by a great portion of our people in foreign languages, especially English. Adequacy of foreign language proficiency could constitute a determining factor in maintaining adroitness, professionalism and dignity of the Indonesian people in carrying out already agreed-upon foreign policies as the language we use in interaction not only functions as a medium of information exchanges but also determines appropriateness of the substance being conveyed in the interaction.

With the above backdrop, this paper will discuss issues pertaining to language policies as they relate to English language education in Indonesia. Specifically, the paper will elaborate the status of foreign language teaching, existing basic language policies, ELE State of the Art, the 1994 curriculum, and English assessment as commonly occurring in Indonesian educational institutions.

### Foreign language status

The status of foreign languages in the Indonesian educational context has been implicitly and explicitly covered in the 1999-2004 State Broad Guidelines (GBHN), the National Education System Law, and many other government regulations. Their status touches such different areas as legal, economic, political and socio-cultural dimensions. In the legal section, the policy in 1999-2004 GBHN pertinent to foreign languages is reflected in the phrases "ratification of international convention" and "to develop laws and regulations that support economic activities in facing the free trade era." To handle legal products that have international nuances and to draft laws regarding activities to anticipate the free trade era would require foreign language proficiency of the people involved. In the economic section, 1999-2004 GBHN has outlined a policy "to develop globally oriented economy." Global orientation undeniably requires economic personnel to master the language that will be utilized in global interaction. In the foreign policy section, an explicit item put forward by 1999-2004 GBHN is an effort "to uplift the quality and performance of foreign affairs personnel so that they could carry out proactive diplomacy," which will certainly require mastery of a foreign language by the diplomats.

The 1989 Law Number 2 regarding our national education system indicates the necessity of educational programs that could function "to uplift the quality and status of the life of the Indonesian people." The betterment of the Indonesians' life quality and status is indicated by the ability of the people in effectively and efficiently interacting with other people from other nations. One of the tools for such interaction is a foreign language. The law therefore stipulates that "foreign languages can be used as a medium of instruction as far as they are needed to convey certain knowledge or skills." Emphasis on educational goals and foreign language function is also found in the 1999 Indonesian government regulation number 60 regarding higher education goals, one of which is "to develop and spread science, technology and art as well as to make effort in utilizing them for uplifting the life standard of the society and enriching national cultures."

The status of foreign languages is very unique indeed in our country. We have had a long history interacting with other countries and in improving our current political and economic standing intensive communication and relevant supports are required from other countries. Bilateral and multilateral interactions with other countries necessitate adequate proficiency by a great portion of our people in foreign languages, especially English. Adequacy of foreign language proficiency could constitute a determining factor in maintaining adroitness, professionalism and dignity of the Indonesian people in carrying out already agreed-upon foreign policies as the language we use in interaction not only functions as a medium of information exchanges but also determines appropriateness of the substance being conveyed in the interaction.

The role of foreign languages especially English in the era in which information technology has been so advanced and socially penetrating is very fundamental and strategic. It is fundamental as information channeled through any medium of technology is commonly put forward in English; it is strategic as English in addition to its function as the medium of transaction through information technology could be used to introduce any of our marketable strength and capacity to the global community. On January 18, 2000, Inktomi Corporation, a company based in foster City California that develops and markets scalable software designed for Internet infrastructure and media companies, together with the NEC Research Institute issued a press release reporting a new study that verifies the Web has grown to more than one billion unique indexable pages of which 86.55% are put forward in English. This milestone for the Internet entails adequate English proficiency to be possessed by anyone who wants to have meaningful access to this huge well of global information. With English then we have perfect access to the World Wide Web, which "not only allows people to access a vast store house of information from almost anywhere in the world but also allows all sorts of businesses to become borderless" (Micklethwait & Wooldridge, 2000:36). For language proficiency development itself, the Internet could become a rich and effective tool as a

resource for obtainment of necessary target language inputs as well as a medium for teaching and learning endeavors and activities.

### Basic Policies

The national language policy in Indonesia has been articulated and formularized in different seminars and congresses, the latest of which was in a seminar held in November 1999 specifically planned to review and revise the existing policy and to accommodate new challenges and developments that occur in the current Indonesian linguistic scenes. The national language policy issue in Indonesia is certainly an intricate phenomenon. The problem is among others amplified by the fact that we have to look into the linguistic matters with an open mind, first as regards the Indonesian language as the state-unifying language and second as to the existence of hundreds of local languages. In addition, foreign languages, especially English, should also be looked at as an indispensable tool in global competition and cooperation through utilization of science and technology as well as trade, commerce and other human-interaction activities.

In 1991 Domestic Affairs Minister's order was issued, regarding socialization of the Indonesian language with the first consideration that Indonesian as the national language has an important status and role in developing and cultivating awareness of the society in enhancing togetherness and oneness of the robust nation. Amid such a plethoric, "chaotic" multilingual setting as Indonesia as indicated by its over 650 living languages of which more than 150 languages are used by over 10,000 speakers, the socio-political status and function of Indonesian becomes quite strategic. Constitutionally, the strategic status of the language is strengthened by Article 36 of the 1945 Constitution that says "the state language is the Indonesian language."

The multilingual atmosphere of the Indonesian nation on the one hand constitutes a culturally rich blessing and embodies on the other hand a challenge that needs further scrutinizing. To appropriately understand the role of language in a context of multilingualism, there is a need for consensus on such various differing sociolinguistic-related concepts as nationalism and nationism (Fasold, 1984). Nationalism is to be understood as referring to feelings developed from and supporting nationality; whereas nationism refers to more pragmatic governmental affairs. The role of language in nationism seems to have a better picture than that in nationalism. There are two main layers in which language becomes problematic in nationism: government and education. The principle of practicality and efficiency has often become the sole consideration in choosing a medium for communication in the nationism framework. When this principle is adopted surpassing its appropriateness, some chaotic circumstances come up to the surface commonly in the form of indicators for disintegration among users of different languages. The role of language in nationalism is somewhat more intricate. Together with culture, religion and history, language constitutes a component of nationalism. Language is a tool that links an individual or a community to his/their history and authenticity. Authenticity has something to do with the mother tongue that proliferate in a wide setting. Authenticity, according to Fishman (1972), is one of the foci in addition to unification and modernization that signify the manifestation of modern nationalism. In a multilingual society, authenticity could become a determining variable for unity when members of a community respect existing differences, on the contrary authenticity could become a jeopardizing factor for unity when existing differences were manipulated for short-term needs and personal interests. Lately, there have been quite a few observations regarding social, economic, and political impacts of L2 teaching and learning that brought to the surface 'power and inequality in language education' (Tollefson, 1995), which could further be delineated in the framework of unity and oneness of a nation.

When applied to the educational setting, the competition between nationalism and nationism causes its own specific problem. On the one hand, the best strategy as regards language in education is the use of local or ethnic languages. In reality, the local language is indeed the language already proficiently acquired by the students in general so that the teaching-learning activities could begin as early as possible without any necessary delay due to the acquisition of L2 as the medium of instruction to be used by the teacher. On the other

hand, this strategy would endanger the effort in developing nationalism. When school students gain their education through the use of their ethnic language, the ethnic language would automatically gain its significant status which at the same time could cause the emergence of contra-national 'nationalism.'

When talking about the role of a language as a unifying tool for national unity in the context of Indonesia, we cannot at all stay away from the existing local languages totaling over 650 languages across the country. Discussing the issue of the Indonesian multilingual setting especially with regard to the Indonesian language and the existing ethnic languages is a constitutionally legitimate undertaking. Our constitutional reference is the 1945 Constitution, Chapter XV, Article 36, saying "the state language is the Indonesian language," and its delineation that says "in a region which has its own language well maintained by its community such as Javanese, Sundanese, Maduranese and the like, the language will be taken care of by the state. Those local languages constitute part of the living Indonesian culture." The message as contained in the Constitution is further deliberated in laws and government stipulations, such as Law No. 2, 1989, Chapter XI, Article 41, which says "the medium of instruction in national education is the Indonesian language," and as to the local language, it is mentioned in Article 42, verse 1 that states, "the local language can be used as the medium for instruction at the preliminary stages of education and when it is deemed necessary for delivering knowledge and/or certain specific skills."

In Governmental Stipulation No. 30, 1990, Chapter 3, Article 7, Verse 1, it is indicated that "higher education is conducted using the Indonesian language as the medium of instruction," whereas verse 2 says, "the local language can be used when it deems necessary for knowledge deliverance and/or training of the concerned local language."

The existing hundreds of tribes and languages should not be considered as a source for differences in learning and acquiring the Indonesian language as the state-unifying language as it is the learning process not the tribe of origin or the mother tongue that would differentiate the level of proficiency in a language. In this respect, Trudgill (1981) reports an experiment conducted in the United States regarding identification of recorded speeches as uttered by black and white speakers. Identifiers tended to miss-identify whether the utterers were black or white, as the black utterers were brought up in white community and the white utterers were brought up in black community. Trudgill sees two important points from this observation—first, the two varieties were so different that they could be easily identified; second, the difference in utterance was solely due to the result of learned behavior. There was no racial or physiological basis that could automatically differentiate spoken varieties of a person or a community.

The existence of language varieties in a language community necessitates the formulation and implementation of language policy. Language policy could be explicitly spelt out or implicitly developed. Whatever form is adopted as regards language policy, it must have specific formulated goals. In this respect, McKay and Hornberger (1996) observe two characteristics of the goals of a language policy: (1) goals related to the language, and (2) goals that are politically and economically stimulated. As to the goals related to the language, three types of policies could be identified: (1) policy of language shifts, (2) policy of language maintenance, and (3) policy of language enrichment. It can simply be said that language policy can be partly determined by our outlook into language varieties. As has been often indicated in sociolinguistic discussions, language varieties can be seen as a problem of human rights and/or of human resources.

The goal of language policy from political points of view is the goal that supports the use of language for improvement of the formation of a nation. Language policy, specifically language planning, can be implemented not only as a solver of communication problems in multilingual societies but also as a strengthening factor for oneness and unity of a nation. In the Indonesian context, language varieties could be seen as a mozaik ornamented by hundreds of ethnic languages. If one of the ornaments were taken out, the mozaik would not be lingering as beautifully as expected.

Language policy could be developed with economic motivation behind it such as for communication and marketing in international trades and commerce. Many cases can be seen

as occurring in many countries. Australians, for examples, have made efforts in promoting foreign language teaching in their schools to maintain and enhance communication with their business partners speaking such languages as Chinese, Indonesian, Japanese and Korean. In Quebec, promotion of French was within the framework of language policy and estimated to have spent 100 million Canadian dollars every year. In Germany, a person could not become director of a bank branch without acceptance Federal Bank Office in Berlin through an examination which, though its focus is on banking contents, requires proficiency in German.

Still related to the economic ground of language policy, back in the 50s emerged an influential theory that related language and success in education, which would finally tend to bring about success financially, by differentiating restricted codes from elaborated codes. Elaborated codes were considered as having more syntactic complexity. These codes caused more explicit meanings. Meaning lay in texts, not in contexts. These codes were believed to have been acquired through socialization into household structures and environments. Failure of school children from working class families in their education was considered as due to their having no access to the elaborated codes.

Many believe that the theory implies necessity of teaching the elaborated code to the disadvantaged children, if they are expected to gain success in their life. This theory is known as deficit theory. In the United States, compensatory education was introduced to the disadvantaged children for them to be exposed to the culture of the middle class. Linguists against the deficit theory argue that different groups have different ways in using their languages and that there is no deficit language or code (Romaine, 1994). Non-standard varieties are structurally as complex and rule-governed as standard varieties. In the same token, non-standard varieties are capable of expressing logical arguments as effectively as standard varieties. However, the variety of the middle class is often considered as better than the low class only because the middle class children tend to succeed in their education.

In a multilingual nation like Indonesia, a variety of language behaviors could become a unifying instrument of the nation, but it could also provoke disunity of the nation. A small but intricate problem with regard to language and nation has something to do with stereotype hypothesis as suggested by Williams (1970). This hypothesis states that "one's evaluational reactions to speech are a stereotyped or generalized version of his attitudes toward the users of that speech" (p. 381). Simply stated this hypothesis sees that we tend to relate speech type to person kind. Speech types could be in the form of a language, a dialect or a variety. This stereotyping could affect the behaviors of speakers and listeners in an interactional setting—how one person perceives the message conveyed by the other, what expectation could be held from the other, and so on and so forth. This linguistic phenomenon would eventually affect maintenance and cultivation of a community or a nation's social structure.

Thus, as we know language is an arbitrary symbol agreed upon by its speakers. The agreement becomes the symbol of togetherness among the speakers as language is a daily tool for communication among its speakers. Possession of the language becomes the common identity of the users so that it becomes a strengthening factor of unity and oneness among the users. Ways of perceiving and producing language become a specific signifier of an individual or the community using the language; therefore, to enliven mutual understanding among members of a multilingual society will require understanding and awareness of the differences in the existing languages. It needs reemphasizing that language is a tool for communication, and as a tool its benefit would be determined by the users of the tool. Whether languages existing in a multilingual nation like Indonesia become a unifying or disintegrating instrument would solely depend on the users of the language. It is up to the people of Indonesia to make the multilingual atmosphere as a divine blessing for further enhancing the nation's unity.

Language policies in Indonesia have been brought into being in different historical moments since the Indonesian people's struggle for independence. Moeliono (1981) has noted that the first linguistic meeting in Indonesia that produced some historically significant language policies was initiated by *Poedjangga Baroe* (New Poets) in the First Language Congress held in Surakarta in 1938. The Second Language Congress was held by the government in Medan in 1954, and the Third Language Congress by the National Language

Center in Jakarta in 1978.

In the First Language Congress, the Indonesian language was proposed to be the official language and the medium for communication in representative bodies and legal matters. As to language development, it was suggested that the existing spelling system be maintained; however some spelling renewal could be taken into consideration. An adequate new grammar needed to be set up and lexicon must be developed. With regard to language cultivation, it was agreed that the language of newspapers were to be improved and that the establishment of Indonesian Language Institute and Faculty of Letters and Philosophy needed considering.

The Second Language Congress held in 1954 stipulated that language policy should regulate the status and mutual relationship of the Indonesian language, local languages and foreign languages. The language policy should develop love for the language and maintain self-respect among the users of the language. It was acknowledged that the basis for the Indonesian language was Malay, which was appropriated within the context of social growth of the Indonesian people. Regarding language development, it was suggested that a book of pronunciation of the Indonesian language be developed and published and that the Indonesian language spelling be improved on the basis of phonemic principles and officially be supported by laws. A norm-based grammar for primary and secondary education should be developed in a short-term period. A complete descriptive grammar was to be developed in a long-term period and protected by laws. New terms were to be coined on the basis of local and international languages. Varieties in the Indonesian language such as administrative, legal, scientific, press, radio, film, and colloquial as well as literary styles and varieties should be improved. As to language cultivation, lectures in Indonesian, local languages, languages of neighboring countries, Arabic, Chinese and Sanskrit should be held. Translating agencies whose responsibility covered literary translation, an institute for developing an etymological dictionary, and the Indonesian language institute to develop and maintain the national language should be established. Public and school libraries should be developed. Guidance on the growth of the Indonesian language and on the effort to make the Indonesian language the mother tongue of the Indonesian nation should be developed.

In the Third Language Congress held in 1978 it was agreed to be urgent that a congress on national culture be held to outline policies in all aspects of culture. As regards language development, a guideline for standard pronunciation needed to be set up. Mastery of rules of standard spelling and pronunciation needed to be improved. Developing a grammar that reflected a civilized, norm-based language should become first priority. A standard dictionary of the Indonesian language should be published. Writing quality text-books that took into consideration differing cultural background of the students should be prioritized. Counting-systems used in Anglo-Saxon countries and France should be used as the basis for the Indonesian counting system. As to language cultivation, it was proposed that a national board of language development be formed to get all layers of the society represented in setting up as well as implementing language policies. To build up intelligent citizens, a national board of translation needed to be established. In addition, proficiency in the Indonesian language should become a requirement for anyone in getting into a profession or taking a job. There should also be improvement in teacher training and language teaching methodology including foreign language teaching methodology. Skills in writing should be developed. Local languages needed to get an ample slot in the school curriculum.

Several congresses then were subsequently held—Language and Literature Symposium in 1966 discussing spelling, grammar, literature and language teaching; Indonesian Language Seminar in 1968 addressing standardization, language analysis, and language use; Indonesian Language Seminar in 1972 that gave way to the officiation of the new spelling system; Terminology Symposium in 1972 addressing modernization of language from the viewpoint of terminology; National Language Policy Pre-Seminar in 1974 that placed language policy within the context of culture, national resilience, education and teaching, literature and press; and National Language Policy Seminar in 1975 addressing the status and function of languages in Indonesia, standard languages and ways of standardization, Indonesian language teaching, local languages, and foreign languages. We



witness some recurring items in all decisions and agreements coming up from those meetings due to either their significance or lack of implementation.

The national language policy used as a guideline for handling language problems in Indonesia up to 1999 was the one formulated in the National Language Policy Seminar held in 1975. One quarter of a century has necessitated some review of the policy to adequately respond to current challenges due to advancement and development in information technology and globalization of interaction among nations. On the one side, the Indonesian language has become more open to influences from information technology and wide use of foreign languages, especially of English used in different forms of international intercourse. Increasing use of foreign languages, especially English, for both governmental and business purposes necessitates reformulation of the status and function of foreign languages in the overall Indonesian language policy. On the other side, in the context of the country's state of affairs towards regional-autonomy-based governance and of preservation of local cultures, the local languages will play a wider role and consequently deserve a more thorough attention.

The Language Policy Seminar held in Cisarua, Bogor, Indonesia on 8-12 November 1999 embodies a follow-up measure to review the formulation and implementation of the results of the 1975 National Language Policy Seminar and to further vitalize one of the decisions agreed upon in the 1998 Indonesian Language Congress regarding status, function and responsibility of the National Center for Language Development.

The national language policy as formulated in the seminar (see the publication of the National Center of Language Development regarding the formulation of language policy seminar, 1999) is a national policy that covers guidelines, planning and regulations to be utilized as a comprehensive foundation for taking charge of all linguistic and literary matters across the country traversing problems regarding Indonesian language and literature, local language and literature and foreign languages. As has been indicated earlier, the status of the Indonesian language is the unity or national language. The status was actually already gained when the Youth Pledge was proclaimed on 28 October 1928, which was made possible due to the fact that Malay, the basis for the Indonesian language, had been employed for centuries as lingua franca in the Indonesian archipelago and that there had been no rivalry of local languages to become the national language. In addition to the national status, the Indonesian language has the status as the state language as stipulated in the 1945 Constitution, Article 36, saying "the state language is the Indonesian language." In conjunction with the status of the Indonesian language both as the national language and the state language, languages existing within the territory of the Indonesian country, other than the Indonesian language and foreign languages, have the status as local or regional languages. The status is on the realistic footing that a local language is utilized as a tool for communication and as a support to cultural mechanism and cultivation in a certain region in the country. Whereas languages other than the Indonesian language, the regional languages and languages of Malay origin have the status as foreign languages. The foreign languages, including those which are used and taught as well as those that are used without being taught in certain layers of educational institutions do not assume any rivalry position against the Indonesian language, be it as the national language and as the state language. In the same token, the foreign languages do not assume any rivalry position against the local languages in their function as the symbol of socio-cultural values and as a tool for interaction among members of the local society.

Each of the various existing languages in the Indonesian territory has its own function. As to its function, the Indonesian language as the national language serves as the symbol of national dignity, the symbol of national identity, the unifying tool for different ethnic groups with different socio-cultural and linguistic backgrounds, and a tool for intercultural and interregional communication. With its status as the state language, the Indonesian language functions as the official language, the medium for instruction in educational institutions, the official language for communication at the national level, the official language for national culture development, a tool for development and utilization of science and technology, the language of mass media, the supporting tool for Indonesian literature, and the supporting instrument for local languages and literature. The local

language serves as the symbol of local dignity, the symbol of local identity, the tool for communication in families and communities within the local region, the instrument for supporting the local culture and the Indonesian language, and the supporting tool for Indonesian language and literature. In synergy with the function of the Indonesian language, the local language serves as support to the national language, the medium for instruction at preliminary stages in education to facilitate the teaching of the Indonesian language and of other subjects, a linguistic source to enrich the Indonesian language. In certain contexts, the local language can also function as a complement to the Indonesian language in governmental actualization at the regional level. Being different from the Indonesian language and local languages, the foreign languages function as the tool for international communication and for taking the benefit of modern science and technology for national development purposes. The English language is considered as the first foreign language, besides Latin and Sanskrit, as a source for the Indonesian language enrichment and development, especially with regard to scientific terminology. Besides English, Arabic has a special place in the Indonesian context. Arabic functions as the language for religious matters and activities and for Islamic culture. When deemed necessary, other foreign languages could also be used as source for lexical development of the Indonesian language.

Literature in the context of linguistic development in the country has historically played a specific and significant role through the vehicle of both the Indonesian language and the local languages. Therefore in our language policy, it is indicated that Indonesian literature as part of our national culture has the status as a vehicle for expressions of national culture in enhancing historical awareness as well as in augmenting national spirit and solidarity. Local literature, as evidence of creativity of the local people, has its standing as a tool for enunciation of local culture in which cultural, esthetic, religious and socio-political experiences of the ethnic group are recorded. Whereas foreign literature as part of foreign culture is looked at as sources for inspiration and for better and more comprehensive understanding of the Indonesian literature.

Each with its own status, Indonesian, local, and foreign literature has specific functions as outlined in our language policy. The Indonesian language is expected to serve to nurture nationalism, strengthen solidarity among the Indonesian people, and record the development of the life of the Indonesian people. In a similar spirit, the local language is to serve to record the local culture, express it and at the same time develop solidarity. Whereas foreign literature is expected to be a source for inspiration in creating Indonesian and local literary works, to serve to better understand those literary works, to function as sources for analyses of comparative literature, and inspiration for foreign-culture understanding.

The latest language policy in Indonesia also embodies guidelines for language development and cultivation. As regards language development, there are three areas to be addressed—research, standardization, and preservation. Research should be carried out covering use and usage of the Indonesian language and of the local languages. In addition, research on foreign languages is to be carried out especially to guard against negative impacts from those languages on the growth and development of the Indonesian language and to improve quality of foreign language teaching. As to standardization, the basic principle to follow is the democratic nature and variety of the Indonesian language towards a wider and more effective communication through development and publication of guidelines, dictionaries including dictionaries for specific disciplines or fields of study, grammar and other types of materials for socializing the Indonesian language. Preservation of the Indonesian language is conducted towards enhancement of proficiency of the Indonesian people in the language as an open and dynamic modern tool of communication, on the basis of socio-cultural contexts and development. Preservation of local languages is done especially on those preserved by the users themselves. Documenting local languages that show tendency towards extinction should be prioritized.

Language cultivation in our language policy is meant to refer to efforts to improve quality of language use through teaching and socialization. Efforts through teaching could cover such activities as curriculum development, development of materials that suit learner

needs and are in line with advancement in language teaching methodology, development of language-teacher professionalism, and procurement of educational facilities, use of local languages at the first few years in primary education, use of information technology especially for foreign language teaching. With regard to socialization, the activities are to be designed to cater to all ethnic and socio-economic groups in the society and geared towards enhancement of unity of the nation. Socialization of the Indonesian language is to be carried out in line with existing cultural values in each of the regions in the country.

Efforts in developing and cultivating literature in the multilingual context of Indonesia embody research undertakings and procurement and development of facilities that could enhance the viability of literature both at the local and national environments. Literary research should be conducted to develop and strengthen literary theories and to improve quality of literary works. Literature cultivation could be carried out through teaching, socialization, empowerment and preservation. Efforts to be made could include improving teacher education so that the teacher has the capability to teach literature, making available literary works at school libraries, making use of prominent local and national literary critics, and more actively publishing literary works.

The best language policy I believe is the one that is effectively and efficiently implemented in real life contexts. To ensure implementation of the policy there should be institutions in charge of initiating, supporting, supervising and evaluating every item in the policy as it is put into practice in socio-cultural and linguistic reality. They are categorized into governmental and non-governmental institutions. Governmental institutions include the national language center, local/regional language centers, and overseas language centers. Non-governmental institutions include such institutions as professional organizations and foundations that deal with language and/or literature.

As outlined above, the language policy has set the status and function of the Indonesian language, local languages, and foreign languages and provided us with guidelines for both development and cultivation of each of them. Consequently, certain linguistic and educational settings have put us into a dilemma—using and teaching Indonesian beginning at the earliest stage in education at all schools or in multilingual communities delaying it until the students reach a level of bilingual maturity; teaching English as early as the first grade of primary education or even in kindergarten or teaching it not earlier than when the students have gained sufficient proficiency in the Indonesian language, i.e. the seventh grade; taking into account necessity of recruitment of qualified language teachers or accepting the fact that the government has no adequate financial capacity to employ new recruits.

In some local language communities there has been strong movement for requiring the local language to be used as the medium of instruction at least during the first three years of primary education. When no consideration as to the level of multilinguality of the school environment was taken, this movement would bring about such hazards as learning difficulty faced by students whose mother tongue is different from that of the local community and impediment to cross-regional mobility for the students among others in the form of problems of transferability of courses from one school in an ethnic community to another school in another ethnic community. Thus, the use of local languages must vary from school to school dependent upon the multilingual status as well as social mobility of the prospective students in the community.

Another dilemma is associated with when to begin teaching a foreign language in our school. There has been a recommendation from the Ministry of Education that English could be taught at the primary school. Opponents to the idea of English offering at the primary school argue that it could become a hazardous obstacle for adequate acquisition of the national language. They further point to psychologically lack of readiness among the primary school students at their age to be confronted with linguistic tasks of mastering more than one language; many of them are actually already bilingual or even multilingual. Proponents to the idea argue that early exposure to English would better equip the students with a different linguistic experience and would make them even have better multilingual awareness that could automatically facilitate their observation and understanding of the system of their own

national language. Empirical evidence that could support any of the two opposing arguments has not been contextually established through research in our own settings yet. Therefore, up to this point, I could say that any foreign language teaching when conducted in a professional fashion would not bring about hazardous impacts on the learners' linguistic stature. The realistic question that require an immediate answer at the very outset is whether we have enough professionally qualified English teachers and adequate teaching-learning facilities to offer English as a foreign language at our primary school.

Offering a language program, whatever language types are put up in the program—national, local or foreign, would require qualified language teachers. In many schools, there are language teachers whose educational background is in a subject different from the language taught. When there are schools which badly need qualified teachers; and when the qualified teachers are available, the problem is the inadequacy of finance that the government could offer to accommodate new recruits. Therefore, we keep talking about on-going problems of shortage of teachers amid financial deficiency to employ new teachers.

### **ELE State of the Art**

*English Status* English is considered the first foreign language, meaning that English is not used as a medium of instruction at any level but only taught as a compulsory subject at the lower and upper secondary schools and an optional subject at the university level. We begin to teach English at the lower secondary school level (beginning Grade 7), but it has also been introduced at selected elementary schools, grades 5 and 6. Over 13 million students are learning English at school. English is a required subject in junior and senior secondary schools, then offered in six years. There are 28,089 lower secondary schools with 8,403,171 students; 14,794 upper secondary schools with 4,675,944 students (1997 statistic).

*English Offerings* English is taught 4 lessons a week at the junior secondary schools; each lesson lasts for 45 minutes. At the senior secondary school, English is taught 4 lessons a week in year 1 and 2, and in year 3 5 lessons in a week in the natural science study stream, 7 lessons a week in the social study stream, and 11 lessons a week in the language stream. English is used as a medium of instruction only for classes/institutions in which English is taught; some private schools for management use English as the medium of education for some of their courses.

*English Models* British and American Englishes are the main models especially for pronunciation. British English used to be the only model of pronunciation; however, due to a wide exposure to American English through different media, English learners tend to acquire American English. The two models are reflected in some required textbooks of English.

*Teaching Methods* Up to 1968, Grammar Translation Methods had been prevalent in the teaching of English at Indonesian schools with some Direct Methods were here and there are also utilized before the official adoption of the Oral Approach in 1968. Beginning 1975 Oral/Audio-lingual Approach was adopted, and then replaced by the "Communicative" Approach in 1984, and finally "revised" to a different pedagogical label meaning-based approach in 1994.

*Teachers' English competence* Overall, the teachers' English competence is below level of adequacy. At the lower secondary schools, there are 42.74% teachers with a bachelor degree or higher; 46.91% with a diploma; and 10.35% with a upper secondary school diploma. Very often degrees do not necessarily correlate positively with the actual language and teaching competence. The general tendency is that the farther the location of the school is from big cities, the less adequate the teacher's English competence will be. This has something to do with availability of and access to various teaching and learning resources.

*Teacher Preparation and Training* Three types of training are conducted for English teachers: pre-service training, in-service training and on-service training. A pre-service training is conducted by teachers colleges that commonly offer two or three-year non-degree (diploma) programs and four-year degree programs in English language education. In-service and on-service training activities could be conducted by teachers colleges, teacher training centers, the regional office of education in the province or district, or professional organizations.

*Textbook Matters* There are two types of textbooks—main textbooks and supplementary textbooks, the former commonly called package books generally made available to the school gratis by the Ministry of National Education, the latter published commonly by private publishers and selected locally by the school. Main textbooks used to be published by the government-owned publisher, i.e. PT Balai Pustaka; however this practice is no longer true now. Textbooks could be written and published by any one; they are then submitted to the Task Force for Textbook Evaluation whose assessment result is used by the government to endorse use of the books as main or supplementary textbooks in a particular level of schooling. In addition to publishing textbooks, now selected publishers are also given responsibility to distribute the textbooks to all the relevant schools.

*Policies* All educational matters are basically controlled and supervised by the government. We still have the so called national curriculum or core curriculum for each level of education, from primary school up to the university. However, there is adequate room for each region and school to determine and implement their own local policies, budgets, regulations, and local contents in their own curricula. Now, with the stipulation of Regional Autonomy Law in which power and authority of governance in almost all aspects of life including education are to be handed over to the district government, educational policies, budgets, regulations and curricula are to be planned, developed and implemented basically by the local government. The current curriculum is the 1994 curriculum, a revised version of the 1984 curriculum. ELE instruction in schools is still under the control and supervision of the national or local government; ELE that is offered by private courses is 100% developed, controlled, and implemented by the private institutions or foundations concerned. The greatest impetus for ELE especially comes from the teachers colleges offering English education. As parents and students now begin to be better aware of the role of English in the competitive global era, many parents especially in towns and cities would send their children to schools in which English is more intensively and professionally offered.

*Innovative Efforts* The following efforts and practices could be listed as innovative undertakings: Pilot Project for Improvement of the Teaching of English covering method/approach, materials, and teachers' language proficiency carried out by Language Teacher Training and Development Center, Directorate General of Primary and Secondary Education, Ministry of National Education; use of locally available sources such as local legends, folklores, animals, tourist resorts, plants, industries etc in developing EFL teaching materials and creating classroom activities; teachers of the Same subject Networking in the form of semi-formal/informal conferences and gatherings conducted by regional/local Association of Teachers of the Same Subject in which high school teachers of the same subject, including teachers of English, would sit together, share their experiences and try to find solutions to problems and difficulties they have encountered in their teaching activities that could cover problems in methodology as well as in English proficiency itself; in very few schools in big cities, use of TV broadcasts as supplementary teaching-learning activities through Indonesia Education Television and use of the cyberspace technology have been realized in improving their students' competence in English; improvement of teachers' competence through in-service and on-service trainings conducted by the World-Bank-Supported Enhancement of Teachers' Performance Project at the national, provincial and district levels through a cascading type of training bringing about among others national and provincial master teachers; distance education courses for EFL teachers offered by the Indonesia Open University.

*EIL Concept* EFL teachers, curriculum developers, and material writers are aware of the position of English as an international language. In the world of Englishes, as has been indicated by ELE experts, two trends are currently gaining strength: English is less and less regarded as a European language, and its development is less and less determined by the usage of its native speakers. Two varieties of English—British and American—are in fact introduced in the English textbooks.

*Use of Technology* Use of technology such as the language lab and computer has been introduced in a relatively very small number of schools as we concentrate our efforts and energy more on improving teachers' competence and helping the teachers teach in a more professional fashion. Being existent in only very few schools, technological facilities are not widely accessible for school students especially when ordinary class size is taken into account (the typical class size is 40-50 students)

*Teaching Methods and Teachers' Competence* The communicative competence approach is adopted; for this approach to be effective, it requires a relatively high level of language competence on the part of the teacher, a relatively small size of class, and opportunities for using the target language outside the classroom—three prerequisites for the implementation of CCA that we do not have in most of our schools.

*Use of English in the Future* Taking into account the current Indonesian population and its growth, the number of users of English by the year 2010 is likely to be approximately between 13—18% of the total population. Our current population is approximately 210 million. If the population growth could be lowered to 1%, in 2010 we could reach the total population of approximately 250 million; and therefore the users of English would be approximately between 32.5-45.0 million. This is in some degree a rough and somewhat pessimistic estimate based on the first five year trend of percentage of students to school-age population which ran in the range of 50-60% for Junior High School and 30-35% for Senior High School throughout the country (Indonesia Education Statistics in Brief 1977). Using a somewhat modest prediction that one fourth of the Junior High School graduates would become users of English, yielding 13-15% of the total school-age population for that level and that half of the Senior High School graduates would become users of English yielding 15-18% for that level, the estimate of the users of English would then constitute 13-18% of the total population. The uses of English would primarily be in the fields of education (especially higher education), trade, tourism, commerce and industry. The intra-national use of English will grow because of the increased intensity of our people's involvement with international enterprises doing business and more educational cooperation with universities and institutions that are interested in investing their money and expertise in our country. In the same way, the inter-national use of English will also grow as a consequence of and follow-up to all the English-requiring activities indicated above.

*Media in English* There are several English newspapers such as Jakarta Post, Jakarta Time and English magazines, published mostly in the capital city of Jakarta addressed generally to expatriates, businessmen, and university academics. There are weekly magazines published specifically for secondary school students. Some TV stations broadcast news in English once a day; and one of them used to broadcast an supplementary English program for secondary school students.

### **The 1994 English Curriculum**

The 1994 Curriculum has been around for six years now. The six-year period could be looked at from the viewpoint of curriculum change and development as sufficient for a review and even for some people for a revision of the curriculum. However, doubt has been

raised by both experts and laymen about the effectiveness of improving a system of education simply by revising or changing the curriculum. There are a lot to take into consideration when we intend to improve education as it involves groups of people such as the staff, faculty, administration and students and at the same time it requires supporting soft-ware and hard-ware facilities, which are commonly lacking in our educational institutions. This section of the paper will not scrutinize the 1994 curriculum in a thorough way not only due to my lack of time to do so but also to my own personal belief, and this is my primary reason, that there are other sectors in our education system that need handling at the moment on the top of our priority list, such as budgeting and recruitment of teaching and other educational personnel. Then, I will mainly take a look at whether each aspect of the curriculum still looks as it did when it was first introduced to us and to identify obstacles that may follow the aspect concerned.

The 1994 EFL Curriculum for SLTP and SMU had been developed on the basis of some research findings (See Huda 1990 & Hamied 1993), as reflected in the formulation of the basic principles adopted in the curriculum and in the delineation of guidelines for the implementation of the curriculum. As to the objectives of the teaching-learning process and the coverage of instruction, the 1994 English curriculum does not significantly differ from the previous curricula. English at the SLTP and SMU is still considered a compulsory subject serving as a tool for self-development in science, technology and arts. The language skills to be covered still include all the four language skills—listening, speaking, reading, and writing—with a special emphasis on reading as expected by the teachers and the students. Such language components as structure, vocabulary, pronunciation, and spelling are by design reinforced in the teaching-learning activities as the use of spoken English is encouraged.

English teachers that I know would say that the coverage of the curriculum is easier to set up than to implement in the real teaching-learning activity. English that is expected to become a tool for the students' development in science, technology and arts could only be enhanced by the realization of English across the curriculum, an expectation which would need support from both human and non-human resources. English across the curriculum could be put into reality when non-English teachers have sufficient English proficiency themselves to encourage their students in grasping their materials printed in English. In the same token, English across the curriculum could be materialized only when school libraries and other types of resources were available in the school.

The 1994 English curriculum, like its 1984 sister, is to be implemented utilizing the approach of meaningfulness which adopts the following tenets:

- Language is a systems for the expression of meaning reflected in the structure of the language as an instrument to express meaning;
- Meaning is determined by linguistics as well as situational features, basic to the development of meaningfulness in language teaching supported by cross-cultural understanding;
- Meaning can be represented by different oral or written sentences. A sentence may have different meanings depending on the context in which it is used;
- Learning a foreign language is learning to communicate in the foreign language, written and oral, as a target language. Learning to communicate in a foreign language entails the necessity to learn other aspects of the target language;
- Learning motivation is a significant factor in determining the success in learning. The degree of motivation is mostly determined by the degree of meaningfulness of the teaching material and the teaching-learning activity plays a significant role in achieving successes in learning;
- Learning material and activity become more meaningful when they reflected the needs of the learner in term of his experience, interest, values, and future prospect;
- In the teaching learning process, the student should be considered an important subject, rather than a mere object of instruction;
- In the teaching-learning process, the teacher serves as facilitator that helps the students develop their language skills.

A tenet is a tenet. And the best tenet is the one that could realistically be materialized in classroom activities. Of course, it is true that a good tenet would be impossible to be put into real life situation unless it was well understood and positively perceived by the person expected to put it into practice. However, a well-informed teacher with a positive attitude towards a tenet could not guarantee that a successful implementation of the tenet would properly take place as expected. There are other supporting variables that could make a teacher become an effective tenet implementer.

As meaning plays an important role in the overall teaching learning process, the material and activities are planned, developed, and implemented towards fostering meaningfulness. Themes, instead of linguistic components, are to be used in developing teaching materials. Contexts, covering the target culture and the student's culture, are the very place for linguistic components such as structure, lexical items, and pronunciation to become more meaningful to the student. The inclusion of those linguistic components is meant not just to introduce them to the student but especially to support the development of the four language skills. An integration of the four skills is expected to take place in the teaching-learning process, although the emphasis is still to be placed on reading.

The nature of English language learning is characterized by somewhat more specified learning coverage, principles, and strategies. On the basis of the scope of teaching-learning materials indicated above, English lessons are developed through themes which serve as the basis for material development through specification of relevant teaching items. The selected teaching items then serve as providers of contexts in which English is used as a medium of communication—to express meaning contained in ideas, feeling, and other forms of information. Besides, another core of the English course is communicative functions such as expressing feeling, agreeing, expressing likes and dislikes, and arguing. The communicative phrases listed in the 1994 GBPP function as triggering materials for the teacher to consider when teaching linguistic components such as structure, vocabulary, and pronunciation.

Themes as a binding tool in creating teaching-learning activities in some instances could also become a stumbling block for holding activities. Teachers then have to accept reality that there is no 100% freedom in life, including in teaching English in the classroom. We are free to create anything in the classroom except for the one that surpasses the agreed-upon boundaries, to be specific for example what is explicitly indicated in the syllabus.

There are at least five basic principles of learning English to be taken into consideration in the implementation of the 1994 English curriculum. First, we need to believe that knowing of what is being done maintains interest on the part of teacher and the students. Secondly, it should be understood that the whole is not a collection of the parts. By teaching linguistic forms and language skills each in isolation, we cannot guarantee that our students will automatically learn the English language as a linguistic and communicative entity. Departing from this principle, we come to the third principle which underlines the significance of the communicative process, as significant as the linguistic forms themselves. The next principle is the principle of learning by doing. As we want to assist our students to become effective participants in real-life communication in its truest sense, we teachers need to help them in any way that motivates them to work with the language i.e., to attempt to communicate in the language which may be encouraged from the very beginning. The fifth principle is based on the conviction that language is created often through trial and error. We do not mean to discard accuracy in its entirety but we do not value accuracy as the only primary goal in the teaching of English. Fluency and acceptable language is our primary goal in which accuracy is judged not in the abstract but in context.

Various teaching-learning strategies should be vigorously devised and appropriately implemented by the teacher in teaching English within the paradigm of bringing about learning process as well as learning outcomes—the former being as important as the latter. In the teaching-learning process, the students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings. The students should be properly motivated through different learning atmosphere to mingle with their peers using English in a somewhat integrated fashion. The success of the teaching is not only determined by the quality of the selected teaching material but also by the flexible and interesting way of



presentation and teaching-learning set-ups. A teacher is a director in the real-life classroom performances and at the same time s/he is a participating actor/actress who will significantly contribute to the success of the teaching-learning show as assessed through the on-going existence in the classroom of meaningful, effective, appropriate, contextual, and motivating communication in its broadest sense, which in its turn will fruitfully result in expected learning outcomes.

### **EFL Assessment**

Assessment can be of great help in collecting information for foreign language evaluation, be it in the form of standardized or classroom tests. However, most tests are relatively limited as they can only tell us about certain aspects of student achievement. Very often a test is claimed as comprehensive, most commonly referred to in language testing as integrative, and yet due to limited space and time it can unfortunately measure only part of what the test purports to measure. The problem of validity then comes up to the surface. This problem could be further intensified by the fact that validity could be seen from two different perspectives—positivistic and naturalistic perspectives (Lynch 1996). The positivistic perspective has the tendency to value internal validity; whereas the naturalistic perspective concentrates on an interpretation that is embedded in and shaped by testees' experience. Departing from these two perspectives, this paper will then further trace entailing problems and difficulties commonly arising in undergraduate ELT settings in Indonesia by probing into ELT teachers' standpoints on different linguistic views and language testing principles and practices.

In the area of language testing, validity is commonly understood to refer to accuracy and appropriateness of the test in terms of the objectives set by the tester. A language test is said to be valid "if the test is found to be based upon sound analysis of the skill or skills we wish to measure, and if there is sufficient evidence that test scores correlate fairly highly with actual ability in the skills area being tested" (Harris 1969, p. 19). To Hughes (1989), validity of a language test can be determined when the test "measures accurately what it is intended to measure" (p. 22). When a language test is geared towards a somewhat more communicative fashion, the issue of authenticity and sufficiency of the language used becomes prominent (for more on this issue, see Norris et al. 1998, pp. 61-64).

Test validation could vary depending on which perspective is used as the basis of assessment. The way Lynch (1996, pp. 66-69) viewed program evaluation from positivistic and naturalistic views could be brought into play in language testing validation. We will try to outline briefly basic principles and issues relevant to each of the two validation perspectives.

Validity from the positivistic perspective is thought of as an incomplete estimate of the relationship between the language test and real world language tasks. The accuracy of the estimate can be ameliorated by designing and conducting the test in such a way that it eliminates factors that endanger our capacity in establishing the relationship between the test and what is expected from the testee in dealing with and utilizing his language. The very substance of this configuration is the core of experimental and statistical control.

As to the content coverage of a test instrument, positivistic evaluation has the inclination to regard internal validity highly at the expense of the representativeness needed for external validity. Proponents of this view substantiate the probability of artificial experiments to be capable of representing other contexts to which we might wish to generalize. A language test instrument to be validated is administered to a group of testees considered representative of the target population. The key issue here then is generalizability which is obtained from random or representative sampling. The positivistic view advocates maintain that the conclusions about our test instrument will be generalizable to the population our sample represents if proper sampling is carried out, and if internal validity allows us to be certain about the conclusions of our validation.

In addition to their own specific interpretation of generalizability, positivistic enthusiasts also promote the concept of causality. As traditionally maintained, the notion of cause is looked at as an objective being which is available outside the human mind but

capable of being perceived by it though partially. When for example ability in grammar is found to be the cause to ability in writing, then weaknesses in writing will be attributed positively to weaknesses in grammar. Briefly put, positivistic confidence about cause is mostly linked to and determined by 'experimental' evidence.

Diametrically opposed to the positivistic perspective-based validation is validity with the naturalistic perspective. Validity of a test from this perspective does not entail attempts to manipulate or control for anything. Conformity between test results and language tasks is not looked at in a quantitatively statistical way. Validity is understood here to refer to "an interpretation that is embedded in and shaped by people's experience" (Lynch 1996, p. 66). An in-depth understanding of the testing nuances is the very focus of naturalistic evaluation and generalization of a test validation result is not the responsibility of the test developer, but of anyone who is interested in transferring the findings of the evaluation to his own setting.

Despite the distinguishing characteristics of the two perspectives especially regarding what counts as evidence, similarities between them do exist. First, the two perspectives seem to be identical with regard to the fact that naturalistic evaluation makes use of negative case analysis and positivistic evaluation includes the random error or 'negative cases' in its analysis. Second, the two perspectives have similar problems. Statistically significant results in positivistic analysis may not be at all meaningful. Similarly, there may be no negative cases in a naturalistic evaluation with only a small amount of supporting evidence for the interpretation being drawn. Thus, the differences and similarities between the two perspectives could be employed as an impetus for taking advantage of the aspects of meaningful substance of the two perspectives in language testing and evaluation.

Testing has been for so long considered as a reflection of teaching. How to test is then similar to how to teach. Baker (1989) indicates that before the Second World War, language proficiency was commonly assessed using techniques which were prevalent in teaching such as dictation, translation and composition. After the war, interest in systematic scientific language testing developed. During the 1920s and 30s, a tremendously influential fashion of psychological 'testing' had emerged. Large numbers of tests of intelligence, aptitudes and other job-related domains were produced completed very often with predictions about their social benefits. The tests developed would have at least two main characteristics: closed-type questions and an elaborate system of statistical procedures. With immense enthusiasm the methods and terminology of the psychological testers were adopted by those in the field of language testing.

Hence, the psychometric testing praxis came into being and widely spread after the Second World War and drew its methods and principles from two main sources. From structuralist descriptions of language, it took the hierarchical analysis of language for the purpose of teaching and testing. The discrete-point 'objective' test formats and the statistical apparatus used for test development were borrowed from psychometric testing theory.

The psychometric-based language test could be under the category of the system-referenced indirect model in that its object is 'language' and it uses an analytical procedure to arrive at the conclusion regarding the test proficiency. A psychometric test is commonly designed for easy administration, possible statistical handling, and specific language feature assessment. It also relies heavily on the discrete-point formats which could bring about administrative convenience. This will of course demand meticulousness during test planning and development in order for the test developer to make sure that the test items cover aspects of proficiency to be assessed. represented set although care must be taken during test construction to establish exactly which aspects of proficiency are being addressed by any given item. It has often been indicated in the literature and through experience that the format of a test would have some impact on the testees' test performance, and hence it would lead to the question of the test validity proper. At a stratum in language test development as well as language test scoring, this particular approach to testing and evaluation would entail norm-referencing and criterion-referencing, respectively to gauge the test difficulty and to give rise to standards by assessing the test in relation to criterion performances.

In the 60s the psychometric testing began to come under critical attack. This was marked by the emergence of the concept of integrative testing. John W. Oller (Jr) has been

considered the most vociferous of the critics. In almost all of his publications, he has attacked the then prevalent discrete-point testing practices (see Oller & Perkins 1978; Oller 1979; & Oller 1983). Integrative tests required the testee to demonstrate control of more than one level of language at the same time, different from discrete-point tests which isolated language features for testing purposes. The critics of discrete-point tests would call the tests as stressing the unnatural, unlanguage-like behavior. Integrative testing proponents insist that language proficiency is indivisible. Oller then proposed a concept called Unitary Competence hypothesis. The term competence in this proposal has nothing to do with the notion of competence as used by transformational-generative grammarians. Integrative tests have been claimed capable of integrating disparate language skills which approximately represent the actual process of language use. Proponents of these tests have introduced cloze and dictation as integrative testing devices.

As time went by, integrative testing in the form of cloze and dictation began to be critically attacked. Morrow (1979) indicates that neither cloze nor dictation "gives any convincing proof of the candidate's ability to actually use the language, to translate the competence ... into actual performance 'in ordinary situations' (p. 149). With the same critical tone, Weir (1990) also attacks such integrative testing practices by stating that they tell us about a testee's linguistic competence but nothing about the testee's performance ability. Hence, there appeared a need to usher in the communicative paradigm for language testing.

The theoretical base for the communicative paradigm lies in the position that the test validity is "a function of the degree of understanding of communication and communicative ability on the part of the test constructor" (Weir 1990, p. 7). As a consequence of this there have been around in the literature frameworks regarding what components to be covered in a model of communicative ability. Canale (1983) came up with a four-dimensional model comprising linguistic, sociolinguistic, discursal and strategic competences. Bachman (1990) proposed a framework consisting of language competence, strategic competence, and psychophysiological mechanisms. In language test planning and development, each of the components in any of the above models seems not to be looked at as a discrete entity in relation to the other components. To translate this into specific stages in test development is certainly not an easy task. Problems do arise in our day-to-day teaching-testing tasks as to what and how as well as how much to accommodate and deal with out of the components proposed in any of the above frameworks.

In our TEFL arena here in Indonesia, language assessment has become one of the burning issues around for as long as we began to get involved in assessment activities at classroom, regional and national planes. Regional and national assessments have been regularly administered at different levels of schooling generating results in the form of *EBTA* and *EBTANAS* scores. Difficulties, dilemmas, mysteries, perplexities and puzzles have been experienced by both parents and school personnel alike. The test scores have become the 'only' tool that determines whether a student could get into his dream school. Parents in certain regions in the country are puzzled in knowing that the possibility of malpractices does exist so that they could have their children's test scores arranged or modified to reach a certain standard for gaining more options of further educational opportunities. Testing problems exist not only at school but also in colleges and universities.

On a different educational layer, undergraduate ELT programs in Indonesia seem to suffer from several diseases related to testing and evaluation, which will eventually jeopardize the quality of the programs' outcome. From my own experience and based on some informal interactions with colleagues at some higher education institutions, it could be said that as to language testing mixing up fundamental grounds has become an everyday reality. This occurs especially when what the ELT teachers believe does not correspond with what they practice both in test development and test administration. Some other practical tendencies in Undergraduate ELT in Indonesia comprise some negative backwash as marked by too much reliance on existing test instruments for teaching purposes, tests carried out just to fulfill academic administrative requirements in the university, test development with the principle of

efficiency as the first and only consideration, and norm-referencing test result analyses conducted to cover up teaching weaknesses.

Further investigation will need to be carried out to better confirm the above observation by probing causes to the existence of some mal-practices in language testing and other variables which helped prolong the mal-practices. As a preliminary venture, I gathered a relatively small sample comprising undergraduate ELT teachers to respond to two sets of questionnaires—the first set to tap ELT teachers' linguistic dispositions and the second to ascertain their belief and practices in language testing.

The sample consisted of 20 undergraduate ELT lecturers from different higher education institutions. State universities were represented by 60% and private universities by 40%. As to teaching experience, the majority of the sample (45%) had spent 1-5 years teaching, 20% 6-10 years, and 35% more than 10 years. In relation to their academic background, all of the respondents had an S1 degree, out of which 25% with a master's degree and 20% with a PhD.

The respondents' highest academic degrees were found to be a reflection of their teaching experience. The longer they taught, the more the possibility for them to obtain higher academic degrees with a correlation coefficient of 0.480, significant at 0.032. The respondents' teaching experience was also found to correlate significantly but negatively with their view regarding the psychometric principles. This means that when they had involved themselves longer in teaching they would tend to have less commitment to principles based on the psychometric perspectives. With the respondents' sociolinguistic views, teaching experience was also found to have some positive correlation although not significantly. The respondents' academic degrees were not clearly reflected in their views regarding psychometric-structuralist principles and psycholinguistic-sociolinguistic perspectives as well as their communicative practices. A tendency did exist for more experienced respondents to better appreciate sociolinguistic principles although it was not significant. Even as to psychometric principles and their communicative practices, the respondents' academic degrees were found to indicate some negative correlation.

There was a differing tendency between respondents from different university categories with respect to their practicing communicative principles, their psycholinguistic-sociolinguistic views and their perspectives based on psychometric principles. Analysis of variance did not show significant differences in their communicative practices and sociolinguistic views; whereas a significant difference (0.025) can be seen in the respondents' inclination towards psychometric principles. The respondents from private universities tended to favor psychometric principles better than their colleagues from state universities.

When the respondents were categorized on the basis of their academic degrees, they tended to slightly differ from one another in their communicative practices, sociolinguistic views and psychometric perspectives. However, no significant differences were found. The respondents with a master's degree tended to practice communicative principles more than their colleagues with S1 and the PhD holders appeared to practice the principles most infrequently. A somewhat similar picture can be seen with regard to the respondents' sociolinguistic views. Again the respondents with a master's degree had a inclination to view sociolinguistic principles better than their colleagues, with an insignificant difference.

When teaching experience is used as the basis for categorizing the respondents, as to practicing communicative principles those with the shortest teaching experience showed themselves as better practitioners compared to the other two groups. A nearly significant difference was found as regards the sociolinguistic views, but as regards the communicative practices and the psychometric principles, the significant difference could not be seen. The tendency to differ did exist in a slight fashion. Those who had teaching experience of more than 10 years tended to view sociolinguistic principles with a better perspectives as compared to those who had less teaching experience. A different picture can be seen regarding the

psychometric views. Those with teaching experience of not more than 5 years tended to be more psychometric-oriented than their colleagues with teaching experience more than 5 years.

In short, at the undergraduate ELT programs, such variables as university categories, academic degrees and teaching experience could be seen as contributing in general to ways how ELT programs are managed and developed and in particular to planning and development of ELT testing and evaluation. Although in most cases, significant differences were not found when the university lecturers were categorized with the above variables, tendency to differ among the groups did exist. It seems very significant to dig up further why the tendency to differ came to the surface. With regard to testing validation in its general sense, we can see that concern usually centers on validation at the test construction stage and only to a lesser extent with a posteriori validation at the performance stage. In day-to-day teaching activities, undergraduate ELT teachers tend to be concern by necessity with content, construct and face validity, leaving behind other types of validity such as the predictive and concurrent validity of tests.

I feel a need to put forward here that although we face difficulty in assessing language as communication especially with regard to high standards of reliability we should try hard not to rely too much on highly reliable language test instruments of which we question their 'actual' validity. I would suggest that undergraduate ELT teachers be more committed to creating more communicative testing instruments and activities which have a degree of feasibility to be used and implemented in our undergraduate ELT setting. Anyhow, it has often been indicated in many testing and evaluation forums that a valid and reliable test is of little use if it does not prove to be a practical one.

#### **Closing Remarks**

TEFL in Indonesia has undergone very little change as regards curricular allocation and instructional practices in school and with some indication of somewhat 'major' change at the macro-level of language-policy, keeping in line with the development of approaches to language teaching elsewhere. In formal schooling, in the earlier part of our country's educational development since independence up to the 1960s English had officially been included in the lower secondary school curriculum, adopting in most instructional modes grammar translation methods. The 1975 school curriculum was mainly characterized by audio-lingual and grammar-based instructional practices widely implemented. The 1984 curriculum has opted for the communicative approach with some obstacles in its implementation. The 1994 curriculum promotes the meaningfulness approach to teaching the conceptual basis of which is similar to that of the communicative approach. non-formal settings seem to have more flexible avenues available in catering to the needs of the learners and in adopting various different techniques suitable to the learners' immediate language necessity. We also have experienced that such educational endeavors as institutional setups, curriculum development, adoption of particular teaching techniques, teacher education and training, teacher recruitment, student assessment, and procurement of facilities are directly or indirectly affected and determined by language and other relevant policies generated within or outside our educational institution.

Reviewing the curriculum should become part of language policy development and of a teacher's responsibility, which could systematically traverse such a very wide spectrum as needs analysis, objective specification, language testing development, materials development, language teaching, and program evaluation. However, we fully and very probably 'patiently' realize that the magnitude of EFL teaching in Indonesia is huge and intricate, considering the gigantic student population, the variety of socio-economic and socio-linguistic backgrounds of the students, and the insufficient availability of needed learning resources. Prioritizing efforts need to be made in all steps of curriculum development and implementation. For example, for political and economic reasons, as to the objective of EFL teaching, we should place more emphasis on reading and speaking skills, varying the degree of emphasis and the selection of teaching techniques dependent upon local and contextual resources, needs and

demands. Besides, as the teaching-learning activity variable and the teacher's competence variable were each found in reality to be significantly correlated with the students' achievement variable, the teacher factor still needs special consideration in bringing about better language classroom for the future; hence teacher welfare in all its sense is to be placed on the top of the priority list.

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**INDONESIA: English Language Education State of  
the Art**

**ELE Workshop, Hawaii, 15-27 February 2001**

1. What is official governmental policy toward English?
  - ✓ English is considered the first foreign language, meaning that English is not used as a medium of instruction at any level but only taught as a compulsory subject at the lower and upper secondary schools and an optional subject at the university level.
2. When does the teaching of English begin in schools?
  - ✓ At the lower secondary school level (beginning Grade 7), but it has also been introduced at selected elementary schools, grades 5 and 6.
  - ✓ There are 28,089 lower secondary schools with 8,403,171 students; 14,794 upper secondary schools with 4,675,944 students (1997 statistic).
3. How often is it taught?
  - ✓ English is taught 4 lessons a week at the junior secondary schools; each lesson lasts for 45 minutes. At the senior secondary school, English is taught 4 lessons a week in year 1 and 2, and in year 3 5 lessons in a week in the natural science study stream, 7 lessons a week in the social study stream, and 11 lessons a week in the language stream.
4. Is English the medium of education for any/some/many/most classes in school?
  - ✓ Only for classes/institutions in which English is taught; some private schools for management use English as the medium of education for some of their courses.
5. Is English a required subject? If so, for how long?
  - ✓ English is a required subject in junior and senior secondary schools, then offered in six years. In college/university non-English majors, English is commonly required with at least 2 credit hours. In some universities, a certain level of English proficiency is required to be achieved before completion of a degree program; and therefore additional hours (non-credit) are usually set up to provide their students with extra-training in English.
6. What is the model of pronunciation? Is there a preferred cultural model?

- ✓ British and American Englishes: British English used to be the only model of pronunciation; however, due to a wide exposure to American English through different media, English learners tend to acquire American English. The two models are reflected in some required textbooks of English.

What are the principal teaching methods at secondary schools?

- ✓ 1945: Grammar Translation or Direct Method
- ✓ 1968: Oral Approach
- ✓ 1975: Oral/Audio-lingual Approach
- ✓ 1984: "Communicative" Approach
- ✓ 1994: Communicative approach/meaning-based approach

Is the typical teacher's English competence adequate for the task of teaching these methods?

- ✓ Overall, the teachers' English competence is below level of adequacy. At the lower secondary schools, there are 42.74% teachers with a bachelor degree or higher; 46.91% with a diploma; and 10.35% with a upper secondary school diploma. Very often degrees do not necessarily correlate positively with the actual language and teaching competence. The general tendency is that the farther the location of the school is from big cities, the less adequate the teacher's English competence will be. This has something to do with availability of and access to various teaching and learning resources.

What is the process for training teachers of English at the primary/secondary level?

- ✓ Three types of training are conducted for English teachers: pre-service training, in-service training and on-service training. A pre-service training is conducted by teachers colleges that commonly offer two or three-year non-degree (diploma) programs and four-year degree programs in English language education. In-service and on-service training activities could be conducted by teachers colleges, teacher training centers, the regional office of education in the province or district, or professional organizations.

What textbooks are used in ELE instruction?

- Main textbooks and supplementary textbooks—the former commonly called package books are made available free of charge to the school by the Ministry of National Education; the latter are published commonly by private publishers and selected locally by the school.

11. Who are the principal publishers? Does the Ministry of Education approve these publishers? What percentage of market share does each of these publishers/textbooks have?

- Main textbooks used to be published by the government-owned publisher, i.e. PT Balai Pustaka; however this practice is no longer true now. Textbooks could be written and published by any one; they are then submitted to the Task Force for Textbook Evaluation whose assessment result is used by the government to endorse use of the books as main or supplementary

textbooks in a particular level of schooling. Bidding arrangement is set up to determine which publishers are granted rights to publish certain main textbooks. In addition to publishing textbooks, now selected publishers are also given responsibility to distribute the textbooks to all the relevant schools.

12. How are the educational policies, budgets, regulations, curricula organized?

✓ They are basically controlled and supervised by the government. We still have the so called national curriculum or core curriculum for each level of education, from primary school up to the university. However, there is adequate room for each region and school to determine and implement their own local policies, budgets, regulations, and local contents in their own curricula. Now, with the stipulation of Regional Autonomy Law in which power and authority of governance in almost all aspects of life including education are to be handed over to the district government, educational policies, budgets, regulations and curricula are to be planned, developed and implemented basically by the local government. The current curriculum is the 1994 curriculum, a revised version of the 1984 curriculum.

13. Who are the decision-makers in ELE instruction? E.g. provincial leaders, school boards, individual schools, teachers, parents? Where does the greatest impetus for ELE come from? (Government, school systems, individual teachers, parents, students, other?)

- ELE instruction in schools is still under the control and supervision of the national or local government; ELE that is offered by private courses is 100% developed, controlled, and implemented by the private institutions or foundations concerned. The greatest impetus for ELE especially comes from the teachers colleges offering English education. As parents and students now begin to be better aware of the role of English in the competitive global era, many parents especially in towns and cities would send their children to schools in which English is more intensively and professionally offered.

14. What are considered to be current innovations in English Language Education ?

- Pilot Project for Improvement of the Teaching of English at Senior Secondary Vocational Schools covering method/approach, materials, and teachers' language proficiency carried out by Vocational School Teacher

Training Development Center, and at some Senior High Schools by the Language Teacher Training Development Center, Directorate General of Primary and Secondary Education, Ministry of National Education

- Use of locally available sources such as local legends, folklores, animals, tourist resorts, plants, industries etc in developing EFL teaching materials and creating classroom activities;
- Teachers of the Same subject Networking in the form of semi-formal/informal conferences and gatherings conducted by regional/local Association of Teachers of the Same Subject in which high school teachers of the same subject, including teachers of English, would sit together, share their experiences and try to find solutions to problems and difficulties they have encountered in their teaching activities that could cover problems in methodology as well as in English proficiency itself.
- In very few schools in big cities, use of TV broadcasts as supplementary teaching-learning activities through Indonesia Education Television and use of the cyberspace technology have been realized in improving their students' competence in English.
- Improvement of teachers' competence through in-service and on-service trainings conducted by the World-Bank-Supported Enhancement of Teachers' Performance Project at the national, provincial and district levels through a cascading type of training bringing about others national and provincial master teachers;
- Distance education courses for EFL teachers are also offered by the Indonesia Open University.
- Accommodating native speakers of English from Australia to assist ELE in Vocational Schools and Secondary Schools in several provinces throughout Indonesia.
- Establishing *English Day*, one day in a week, in some Jakarta High Schools, on which students are all expected to use English all day long.

15. How familiar is the concept of English as an International Language (EIL) / World Englishes (WE) to secondary English teachers and Ministry of Education curriculum writers?

- EFL teachers, curriculum developers, and material writers are aware of the position of English as an international language. In the world of Englishes, as has been indicated by ELE experts, two trends are currently gaining strength: English is less and less regarded as a European language, and its development is less and less determined by the usage of its native speakers.

- Two varieties of English—British and American—are introduced in the English textbooks.

16. What are the most common instruments of technology being used in ELE currently?

What is the typical class (number of students) class size?

- Use of technology such as the language lab and computer has been introduced in a relatively very small number of schools as we concentrate our efforts and energy more on improving teachers' competence and helping the teachers teach in a more professional fashion
- The typical class size is 40-50

17. Is the text (curriculum) suited to the method and the teacher's language ability?

What are the major Challenges/Problems for the future of ELE?

- The communicative competence approach is adopted; for this approach to be effective, it requires a relatively high level of language competence on the part of the teacher, a relatively small size of class, and opportunities for using the target language outside the classroom—three prerequisites for the implementation of CCA that we do not have in most of our schools.

18. If possible, please bring a (VHS) videotape of an example of classroom teaching at the secondary level.

- Yes, we have a video cassette covering two school sessions in English, demonstrating how communicative activities, using information-gap techniques were conducted in real life classrooms.

19. Approximately how many people in your country/region can use English when necessary to carry on daily activities? Reading? Writing? Speaking?

- We would say not more than 20 million

20. What percentage of the population is comfortable using (speaking, reading, or writing) English?

- We would say not more than 5% of the total population of 210 million

21. How extensively is English used in the media? (radio, TV, newspapers) For whom is this media intended?

- There are several English newspapers such as Jakarta Post, Jakarta Time and English magazines, published mostly in the capital city of Jakarta addressed generally to expatriates, businessmen, and university academics. There are weekly magazines published

specifically for secondary school students. Some TV stations broadcast news in English once a day; and one of them used to broadcast an supplementary English program for secondary school students.

22. Can you provide examples of borrowings from English into the native language? Are their borrowings into English from your native/national language?

There hundreds of borrowings from English into Indonesian. Here are just some of the examples.

- *absen* (absent), *absur* (absurd), *absurditas* (absurdity), *adhesi* (adhesion), *administrasi* (administration), *akademik* (academic), *bakaloreat* (baccalaureate), *bank* (bank), *batalion* (battalion), *baterai* (battery).
- *orangutan* (*orang hutan*), *papaya* (*papaya*), *durian* (*durian*)

23. Are there uses of English words and/or phrases that are particular to your country/region? For example, "I will consider it." Spoken by a person from Osaka, Japan can mean "No."

- "According to me," "Yes, I am not." "Maybe" used in improper contexts.

24. What discourse features are commonly used by people using English in your country/region, which are sometimes found to be unusual by those outside your country/region?

- Tendency to adopt an inductive approach to discourse development, rather than a deductive one.

25. Is literature (short stories, poems, essays, etc.) being produced in English? If so, please bring examples.

- Yes, there have been graded readers in English based on legends and folklores from different regions in Indonesia

26. What are the names and addresses of the most important professional organizations for English language professionals?

- TEFLIN (Association of Teachers of English as a Foreign Language in Indonesia), c.o. Mr Setyadi, Universitas Negeri Malang, Jalan Surabaya 6, Malang 65145, Indonesia. Tel/fax: (62) (341) 551 921. Email: [setyadis@mlg.ywcn.or.id](mailto:setyadis@mlg.ywcn.or.id)

List of 5-10 references for those interested in further study.

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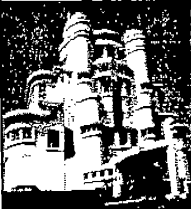
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**ENGLISH LANGUAGE EDUCATION WORKSHOP**



**ELE IN INDONESIA**

at East-West Center  
Honolulu, Hawaii  
16-27 Feb 2001

**POINTS TO PONDER**

- Overall view of education
- Foreign language status
- Basic policies
- The English curriculum & its implementation
- Teachers college curriculum
- EFL assessment

**Introducing INDONESIA**

the fourth most populous country in the world:  
204,783,900 (BS, 1999-population growth per annum 1.7%)

JAVA	58.9%
SUMATRA	21.2%
BORNEO	5.5%
CELEBES	7.1%
OTHERS	7.3%

Estimate  
211,805,735

**EDUCATIONAL DEVELOPMENT**

**VISION:**  
bringing to reality the peaceful, democratic, just, competitive, developed, mature, technology-literate, healthy and prosperous Indonesian people

➔

**STRATEGIES:**  
λequality  
λquality  
λrelevance  
λefficiency

**SCHOOL SYSTEM**

		school age															
		5	6	7	8	11	12	13	14	15	16	17	18	19	20	21	22
Kindergarten	Primary School												Undergrad degree Program				
													4 yr non-degree				
General Junior Secondary School	General Senior SS												3 yr non-degree				
													2 yr non-degree				
													1 yr non-degree				
													1 yr non-degree				
													1 yr non-degree				

**School Age Population**

Age group	Female	Male	Total
5-6 yrs	49.2%	50.8%	8,783,307
7-12 yrs	49.3%	50.7%	26,172,481
13-15 yrs	49.2%	50.8%	13,929,083
16-18 yrs	49.4%	50.6%	14,017,803
19-24 yrs	48.7%	51.3%	26,172,481
			88,720,276

### School Population

School	Nos of Schl	Students	Teachers	Classes
Kgn	41,317	1,612,761	95,686	75,791
PS	171,651	28,389,957	1,283,802	1,147,686
JSS	30,716	9,413,28	605,460	241,651
SSS	15,671	5,310,737	405,225	145,334
Sp. S	869	37,460	9,123	9,463
	260,244	44,764,143	2,399,296	1,619,925

### POINTS TO PONDER

- Overall view of education
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### FOREIGN LANGUAGE STATUS

- State Broad Guidelines: "ratification of international convention," "laws and regulations that support economic activities in facing the free trade era;" "quality of foreign affairs personnel"
- Law No. 2: "uplifting the quality and status of the Indonesian people's life"
- a long history interacting with other countries
- FL role in information technology era

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### BASIC POLICIES

- The 1991 Domestic Affairs Minister's instruction: cultivating national unity
- Sociolinguistic-related concepts: nationalism & nationism
- The Indonesian multilingual setting: over 650 languages across the country
- Economic motivation behind language policy
- The latest language policy seminar: foreign languages not in rivalry position against Indonesian and local languages
- English-one of the first foreign languages as a source for Indonesian enrichment and development
- Dilemma: early English teaching
- Another dilemma: recruitment of qualified English teachers

### GLOBAL CONCERNS

- Proper concern of education: the whole world
- Knowledge respecting no national boundaries
- Importance of functioning effectively in more than one country or culture
- Central problems: use of nonrenewable resources
- International hied: external and internal efforts

## POINTS TO PONDER

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## THE 1994 ENGLISH CURRICULUM

- λ The issue of revising or changing a curriculum
- λ English as tool for development in science, technology and arts: English across the curriculum
- λ Themes as a binding tool: how about creativity?
- λ The teacher as director and actor in the real-life classroom 'shows'

## COVERAGE

- 4 The four language skills
- 4 Emphasis on reading
- 4 Language components reinforced in class activities
- 4 English for development in science & technology
- 4 English across the curriculum?

## MEANINGFULNESS

- ∪ Language: a system for the expression of meaning
- ∪ Meaning: determined by linguistic & situational features
- ∪ Meaning could be expressed through different representations
- ∪ Learning an FL = learning to communicate in the language
- ∪ Meaningfulness = motivation
- ∪ Learner needs = meaningful
- ∪ A good tenet <--> a good teacher

## MATERIAL DEVELOPMENT

- ∪ Themes to develop materials
- ∪ Contexts=the very place for language components
- ∪ Lang components to support language skills
- ∪ Themes as a binding tool --> rigidly binding?
- ∪ Freedom with no trespassing

## IMPLEMENTATION

- ∪ Five basic principles:
  - Knowing of what is being done,
  - Whole not a collection of parts
  - Communication as important as linguistic forms
  - Learning by doing
  - Trial and error
- ∪ Process as important as product

## QUANTITY & METHODS

- Junior Secondary School: four 45' lessons a week
  - 1945 Grammar Translation with some Direct Method
- Senior Secondary School:
  - 1968 Oral Approach
  - 1975 Aural-oral approach
  - "Communicative" approach
  - 1994 Communicative, meaning-based approach
- in years 1 & 2: four lessons a week
- in year 3
  - natural science stream: 5 lessons
  - social study stream: 7 lessons
  - language stream: 11 lessons

## "Innovative" efforts

- ✓ Pilot projects for improvement of EFL teaching (to be discussed further by Isnawarti sen sei)
- ✓ Local-content-based supplementary material development by school teachers
- ✓ Indonesia Education Television English programs for Junior and Senior Secondary School students
- ✓ Teacher-of-the-same-subject Networking through regular formal/informal gatherings
- ✓ Natl and provincial cascading training for enhancement of teachers' performance, a World Bank-supported project
- ✓ Univ-school collaboration for development and improvement of teaching practicum

## POINTS TO PONDER

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## ELE Curriculum at Teachers Colleges

- λ Basic General Courses - 14 CS Religion, State Philosophy, National Resilience, Sports, Ecology, Public Service
- λ Basic Educational Courses - 10 CS Intro to Ed, Learner Development & Counseling, Educational Management, Curriculum and Instruction
- λ TEFL Courses - 20 CS Teaching-Learning Strategies, Lesson Planning, Language Testing, Curriculum & Material Development, Research, Innovative ELT Techniques, Teaching Practicum
- λ English Language Courses - 86 CS [Listening, Pron.Pactice, Dictation, Speaking, Reading, Writing, Structure/Grammar (60)] [Intro to Linguistics, Phonology, Syntax, Semantics, Sociolinguistics, Psycholinguistics, Language Acquisition(14)] [Intro to Literature, Prose, Drama (6)] [Research Project/Thesis(4/6)]
- λ Additional Subject-Specific Mastery/On-Tap Courses - 20 CS Translating or ESP-Courses; or Courses from a different major.

## POINTS TO PONDER

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## EFL ASSESSMENT validity

- λ based upon sound analysis of the skill or skills to be measured; correlated fairly highly with actual ability being tested
- λ accuracy and appropriateness of the test in terms of what it is intended to measure
- λ authenticity and sufficiency of the language used

### EFL ASSESSMENT

#### Positivistic/psychometric

- ∪ an imperfect approximation to truth about a real world
- ∪ for accuracy of that approximation, rule out threatening factors
- ∪ the essence of experimental and statistical control

- λ Closed-type questions
- λ An elaborate system of statistical procedures
- λ Discrete-point objective test formats
- λ A system-referenced indirect model
- λ Entailing norm- & criterion-referencing

### EFL ASSESSMENT

#### Naturalistic/sociolinguistic

- ∪ without attempting to manipulate or control for anything
- ∪ no pursuit of a correspondence between test results and an objective truth
- ∪ with an interpretation embedded in and shaped by testees' experience
- ∪ reaching a consensus on the nature and value of the language test

- λ requiring control of more than one level of language
- λ no isolation of language features for testing purposes
- λ indivisibility of language proficiency
- λ introducing cloze and dictation as integrative testing devices

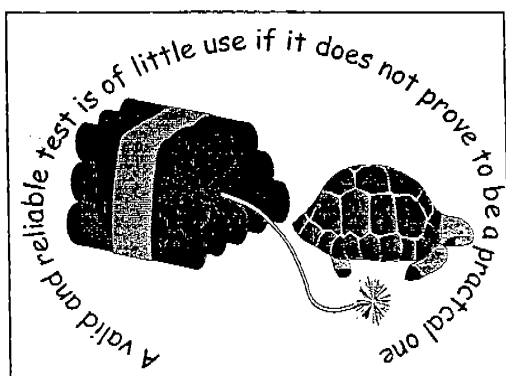
### EFL ASSESSMENT

#### Undergraduate ELT test

- λ Negative backwash: too much reliance on available tests for teaching purposes
- λ tests just to fulfill academic administrative requirements
- λ efficiency principle as the first and only consideration
- λ norm-referencing to cover up teaching weaknesses

#### Correlation: Personal Traits, Perspectives & Practices

	Tch. Exp	Psychom	Sociolin	Com Prac
Degree	.480 (.032)	-.258 (.273)	.207 (.380)	-.079 (.740)
Teach. Exper.		-.594 (.006)	.420 (.065)	-.144 (.543)
Psychometric			-.117 (.624)	-.030 (.900)
Sociolinguistic				.332 (.153)



## SO?

- At the macro-level of language policy, "major" change does take place; instructional practices not that much
- Curriculum review should be carried out with a wider spectrum
- Teachers' competence still constitutes a gigantic problem to take care of



## CLT MODELS

(as they were implemented in Teaching Practicum Classes at a Senior High School)

### Model 1: *Interviews*

Primary Gap	Information gaps on personal ideas
Goal	Finding somebody who has experienced or plan an interesting holiday
Language Level	Guided or free
Teaching Materials	Sentences to be exposed to students; pieces of information for tourists; or relevant materials from the textbook
A Scenario	<p>The lesson begins with the teacher talking about habits of partying. Very briefly the teacher talks about her own experience when she went to a party. The teacher then asks whether the students go to parties. Some students are expected to respond to the question voluntarily.</p> <p>Afterwards, the teacher leads the class to getting into the topic, that is <i>interviews</i>. She places flash cards containing sentences and phrases commonly used in <i>getting to know other people</i> or in introduction such as</p> <p style="padding-left: 40px;"><i>May I introduce myself? My name is ...</i></p> <p style="padding-left: 40px;"><i>Hi, do you like this party? By the way, my name is ...</i></p> <p>Then, the teacher explains to the students that they are going to use the phrases in a <i>game</i> involving all the students.</p> <p>Before the game begins, the teacher explain how the game is to be carried out. The students are to pretend that they are in a big party at Yogyakarta Palace, in which they do-not know anyone present. There are two parties in the game: the police and the criminals. The police are expected to find the criminals; whereas the criminals are expected to find other criminals of the same kind. The identity for each of the students is in the handout, and they are supposed to keep it confidential. Every student using his/her role is supposed to introduce him/herself to other party goers by using the expressions given by the teacher. Before the students start with the game they are given time to study what is in the handout. When the students are playing the game, the teacher walk around and check whether the students are doing what they are expected to do and whether the students really use English in the game. After finding the wanted person(s), the students should keep the persons' identity confidential.</p> <p>The next activity is doing the <i>press conference</i>. During the press conference, the police should make an oral report about their findings. The teacher could invite two students at one time, a policeman and a criminal to come to the front and report their findings. The criminal could argue against the policeman's report and ask for further evidence supporting his accusation. For this activity, the teacher could provide the students with the following expressions:</p> <p style="padding-left: 40px;"><i>"In my opinion the thieves are ..."</i> <i>"I think the suspects are ..."</i> <i>"I disagree! The robber is not him because ..."</i> <i>"Can you tell me the evidence?"</i> <i>Etc.</i></p> <p>Before completing her teaching sessions, the teacher assesses the students' achievement by asking them several questions regarding the use of expressions they have already learnt.</p>

## Model 2: *Order of Preference*

Primary gap	Opinion gaps on the basis of shared information
Goal	Trying to agree on order of preference
Language Level	Free, using any communicative strategies
Material	Selected stories in the form of handouts
A Scenario	<p>Before the lesson begins, the teacher talks about boy-scouting activities. The teachers asks the students about common first-aid activities to save themselves when they in a dangerous situation far away from other people. The teacher may ask such questions as</p> <p><i>Have you ever joined boy scouts?</i>  <i>Who has ever climbed a mountain?</i>  <i>Which mountain? How many of you were there in the group?</i>  <i>What would you do if one of your friends is badly injured in a remote place?</i>  <i>How would you find someone to ask for help while you are in the middle of the jungle very far from a village?</i></p> <p>During the question-answer session, the teacher also tells the students about her experience she underwent when she was their age. She tells the students how she saved her friend who was wounded in an accident in the jungle. Class activities then continue with a discussion.</p> <p>Before the discussion, the teacher distributes a handout containing a short story and asks the students to read it in a few minutes. After words the teacher asks the students about what is covered in the handout to check their comprehension; then the students are asked to discuss in small groups what they plan to do and how they prioritize what they are going to do in solving the problem given in the handout together with the arguments supporting their opinions.</p> <p>After the discussion is over, they select a representative from each group who then reports to all the other groups regarding the result of their discussion. The other groups are expected to question the conclusion put forward by this group or argue against their conclusion by giving better arguments. The activity ends with the teacher assesses the students' understanding of the activity and their use of English.</p>



Model 3: *Holiday Plans*

Primary Gap	Information or opinion gaps based on shared or unshared information
Goal	Planning a holiday abroad
Language Level	Free, with any communication strategy
Materials	Tourist brochure and advertisement
A Scenario	<p>The teacher greets the students. The teachers begins her lesson by asking the students questions regarding holidays. Afterwards, she asks the students places of interest in and around their own hometown.</p> <p>The class activity is then continued with the following activity. The teacher divides the class into several groups, each with 8 members at the most. Every group is given a geographical map and handouts containing information about tourist resorts available in Bandung and its vicinity. Afterwards, the teacher explain the steps that they are going to take in the class game.</p> <p>In this activity, every group should discuss tourists resorts that they will visit, how to reach them, how far and how much time to be allocated to reach the places, and reasons why we should go the places. After the discussion, every group should report to the class about the result of their discussion. In the class discussion, the students are expected to support or refute any information and reasoning put forward by any other group.</p> <p>At the end of the activity, each group should make a conclusion and the activity is then assessment from the teacher as regards words and phrases used in conversation on holiday plans.</p>

#### Model 4: *Find Your Partners*

Primary Gap	Jurang informasi berdasarkan informasi yang berbeda
Goal	Menemukan seseorang yang mempunyai hal yang sama dengan anda
Language Level	Terkontrol, terbimbing atau bebas
Materials	Language frame dipajang, atau handout; seperangkat gambar yang serupa sebagai handout
A Scenario	<p>Guru memulai kelasnya dengan mengucapkan salam kepada para siswa dan para siswa dengan dipimpin oleh ketua kelasnya mengucapkan salam kepada gurunya. Sebelum memulai pelajarannya, guru berbincang-bincang dengan para siswa dan kemudian guru menyuruh para siswa untuk mendeskripsikan (<i>describe</i>) salah seorang temannya.</p> <p>Setelah itu, guru memasang sebuah gambar di dinding dan beberapa siswa diminta untuk mendeskripsikan gambar tersebut. Selanjutnya para siswa diberi kegiatan lain yang berbeda dengan kegiatan ini. Sebelum kegiatan berikutnya dimulai, guru menjelaskan beberapa ungkapan yang biasa digunakan untuk <i>describing people</i>.</p> <p>Untuk kegiatan ini siswa dibagi menjadi empat kelompok, yaitu kelompok merah, kuning, hijau, dan biru. Setiap kelompok diberi sejumlah gambar yang berbeda-beda. Di kelompok merah ada gambar yang sama dengan gambar yang ada di kelompok kuning sedangkan di kelompok hijau terdapat gambar yang sama dengan gambar yang ada di kelompok biru. Kegiatan ini dimaksudkan untuk melatih siswa menggunakan ungkapan-ungkapan <i>describing people</i>. Untuk itu, siswa diminta untuk mencari gambar orang yang serupa dengan salah satu gambar yang dimilikinya.</p> <p>Pertama-tama siswa dari kelompok merah disuruh mencari pasangan gambarnya ke kelompok lainnya. Setelah masing-masing siswa menemukan pasangannya, siswa yang ada di kelompok hijau atau biru diminta untuk mencari gambar yang sama di kelompok lainnya. Demikian selanjutnya hingga setiap kelompok selesai melaksanakan tugasnya. Siswa yang tidak menemukan gambar pasangannya dipisahkan dan disuruh mencari pasangannya itu dengan mendeskripsikan gambarnya di depan kelas.</p> <p>Sebagai akhir dari kegiatan kelas, guru menyuruh salah satu kelompok yang telah menemukan pasangannya diminta untuk mendeskripsikan gambar yang dimilikinya sedangkan siswa lainnya diminta untuk membuat gambar yang dideskripsikan temannya itu. Kemudian guru menentukan gambar yang mana yang paling mirip dengan gambar yang dideskripsikan tersebut. Kemudian guru menempel sebuah gambar di dinding dan kemudian menunjuk beberapa siswa untuk mendeskripsikan gambar tersebut.</p>

# **FUNCTION OF ENGLISH IN INDONESIA - FOR BETTER FUTURE**

**Presented for Increasing Creativity and Innovation in  
English Language Education Workshop  
East West Center, Honolulu, Hawaii, February 16-27, 2001  
By Isnoerwati S. Soejoto, Ph.D.  
Director of Language Teacher Training Development Center  
Indonesia Ministry of National Education (PPP Bahasa-Jakarta)**

## **I. INTRODUCTION**

The national workshop of Ministry of National Education (MOE) for the year 2000 states the vision and mission of the national education. The vision of national education is in line with the vision of national development that is to build a peaceful, democratic, strong, modern society, to acquire up-to-date science and technology and to preserve our national arts and culture. The national education mission is to strengthen the socio-cultural Indonesian identity, filled with dynamism, creativity and the ability to face the globalization era.

In maintaining its objectives, in the Article 38 states that the MOE has to protect and to develop regional languages and to help Indonesian language, as the national language used in the society, beside promoting and improving the ability to communicate in foreign languages, especially in English, to raise the quality of human resources, in order to compete with other nations through the quality improvement of teaching English from Junior to Senior Secondary Schools and higher education.

There are many educational challenges in Indonesia. First, in facing global competition, schools have to compete in the local, regional or international levels. Second, the world has changed from printed information sources based to information sources based on the electronic information (internet). Third, the development of scientifically knowledge based on technology. Fourth, the development of new educational technology that needs new educational, technical and methodology. Fifth, education must be able to prepare children not only in facing work life or profession, but also in facing world life or international challenges.

The mastery of foreign languages, particularly English, becomes more important in Indonesia, because English is an international language and the language of science and technology. Moreover, the flow of capital investment from multinational companies and the coming of tourists from other countries offer many jobs and positions to those who are able to communicate in English.

## **II. FUNCTION OF ENGLISH**

As one of the foreign languages in the world, English language has many functions.

### **A. Projected World-Wide Changes in the Twenty-First Century**

It is projected that there would be world-wide changes in the Twenty-First Century.

1. Immigration and urbanization will form a community who will use English as means of communication among the members of the community.
2. More universities will use English as the medium of instruction that will quickly form professional and middle level economic and social communities that use English in their profession.

3. English is a tool to widen one's overall horizon especially in science and technology and as a window of to the world.

#### **B. Users of English**

There will be more users of English language in the world.

1. There are 1.4 billion people in the world who live in English-speaking countries.
2. One among every five persons in the world is able to speak English with various levels of competence.
3. From the years of 2001 to 2005 approximately one billion people will be learning English.
4. More than 70% of the scientists in the world read English.
5. Almost 85% of personal or business communication will be written in English.
6. Nearly 90% of information in world electronic retrieval system is in English.
7. In the first decade of 2010 non-native speakers English will exceed the native speakers.
8. New words will increase the English vocabulary because of the influence of science and technology, economics, literature and entertainment.
9. Three factors, will continually contribute to the spread of English. First, English is used in science and technology, replacing German after World War II. Computer-mediated-communication has closed the gap between written and spoken language. Second, English will probably continue to incorporate words from other languages. Almost 80% of English words are derived from Spanish, French, Hebrew, Arabic, Hindi, Urdu, etc. Third, at present there are various accepted dialects of English: American English, British English, Australian English, Indian English, etc.

#### **C. Supporting Factors**

There are several factors which support English as the first foreign language in the world.

1. Many experts as mentioned in The "Economist" predicted that English will become the most important language in the world.
2. The mastery of English has given and will probably give beneficial advantages for the users (higher positions and higher income).
3. The fast changes in the global economy and policy will create competition and interdependency.
4. International companies manufacture products that need some components and accessories from other countries, and they need English to communicate with the other countries.
5. The use of English language information will play an important role in the economic, industrial and technological advancement.

### **III. THE PROBLEMS**

There are several important problems of English in Indonesia.

1. Indonesia has to compete with the Philippines, Malaysia, and Thailand whose English language acquisition is much better than Indonesia. There is information stating that in the year of 2003, in the framework of AFTA (Asian Free Trade Association), thousands of nurses and secretaries from the Philippines who have good mastery of English will come to Indonesia to work.
2. Student's complaint. Senior High School students complain about teaching English in Indonesia. Some think that English is a mystical language (saying something only in the heart, not outspoken). Others complain why they cannot speak English, like Gontor Islamic School students who can speak English and Arabic fluently. Some others ask why they cannot speak

- English like foreigners in Indonesia who can speak Indonesian although in broken Indonesian. Other groups complain that grammar is taught more than anything else without giving more practice.
3. The majority of Senior Secondary Schools graduates are unable to communicate (speak, write) in English although they have studied English for six years.
  4. Research and Development Center of the MOE (Balitbangdiknas) states that the average score of final examination of Junior Secondary School (SLTP) students in 1989/1990 academic year is 4.18 versus 4.85 in 1996/1997 academic year on a scale of 1-10. Those figures show us that students' language acquisition is still very low and the scores have risen slowly within seven-year period.
  5. There are still many teachers who have low competency in English proficiency and unable to express themselves in English although they have been trained in English teacher training programs for many times. A sample of 53 teachers out of 111 Junior Secondary Teachers instructors get TOEFL score of only 400-450. Many English teachers complain that most of the English training programs consist of only English Language Methodology Program e.g. *how to make Lesson Plan* and *how to teach Reading, Listening, Speaking and Writing*, instead of English Language Skill Program, e.g. *how to master Reading, Listening, Speaking and Writing*.
  6. Research and Development Center of the MOE (Balitbangdiknas) found out that only about 20% of the Senior Secondary School graduates could continue their study at higher education. The rest, about 80% of the graduates could not continue their study, because they cannot achieve the expected level of academic achievement; or for financial reasons, they become job seekers. They will become potential workers if they have some technical skills and have the ability to communicate in English. There is a great possibility that they can get jobs in Indonesia or abroad. This group of people the young generation will become the middle level human resources who will have strong endurance in facing globalization and can compete with people from other countries.
  7. There are many printing and grammar mistakes in the English textbooks that used by the Indonesian students, e.g. subject-verb agreement, prepositions, etc., because many of the English textbooks were authored by Indonesians only, instead of getting help of native English language speakers.

### III. SOLVING THE PROBLEMS

Due to the importance of English, one possible solution, as an innovation, the Director General Primary and Secondary School, Ministry of National Education has introduced a pilot project in improving of teaching English. Starting from 1999, the Directorate of Vocational Education and The Vocational School Teacher Development Center (VTDC) has introduced a pilot project in improving of teaching English using the communicative approach to 174 Vocational Schools (SMK) emphasizing the development of the four language skills (listening, speaking, reading and writing), to the vocational school students at *third grade*. To a certain extent that project has reached the goal, many students get International TOEIC score of 600-700, especially the students from Travel and Tourism department are now able to communicate in English better than before.

For the Senior Secondary School (SMU), Language Teacher Training Development Center (LTTDC) in August 2000 has developed a pilot project for *first grade* of Senior Secondary School students, called Pilot Project of the Improvement of Senior Secondary School English Teaching,

opened seven try-out schools in Jakarta, Depok and Bandung in cooperation with Regional English Language Program Office, American Embassy, Jakarta (RELO), the Directorate of Senior Secondary Education (Dikmenum) and the British Institute (TBI).

In January 2001, the schools that joined the Pilot Project in January 2001 reported, that after five months, the students are now beginning to speak some English, whereas before, they were shy to speak English and afraid to make mistakes. Also the second TOEIC sample test of the students who joined the project after five months, have shown that many of them have increased in their TOEIC score.

Because the success of that project, starting in March 2001, The Pilot Project of the Improvement of Senior Secondary School will open another 106 try-out schools in 26 provinces, with four schools in each province, especially for schools located in big cities, tourist areas or industrial areas. The teaching and learning process in this Pilot Project will include the following:

1. A class/group consist of 20 students, as a good language classroom should have a maximum of 20 students in order to participate actively in that English class.
2. There is an additional five teaching periods a week beside the four periods as mandated in the regular curriculum.
3. Students have to take a TOEIC (Test of English for International Communication) pretest. TOEIC is an international English test, to asses the English language communication skills in the international work place. TOEIC is being used as a temporary English standard of competency. The students who get scores of 200-300 can be admitted to the Pilot Project class.
4. Students who joined that project have to fill a form informing that he/she has never attended a private English class before, in order to give an opportunity to the students who can not afford to take the expensive private English course outside schools.
5. Students are encouraged to speak English though they make some mistakes such as: "Yesterday I see a lion" or "Tomorrow I go to Singapore", without being corrected at that moment. Correction is done only if the mistakes are too severe, or the mistakes may be corrected at the end of the session.
6. To promote English environment at school, the schools have initiated English Day once a week, when all students and teachers are encouraged to speak English. Twenty Senior Secondary School in Jakarta have started an English day at their schools. Native speakers would be invited to promote the English environment.
7. One year after joining the Pilot Project, the students will have to take International TOEIC test. It is expected their individual score, will reach minimum of 600.

For the English teachers, to improve their English competence, it is recommended that the training syllabus content will consist of 70% English Language Skill Program, including *how to master* Reading, Listening, Speaking and Writing, the remaining 30% will consist of English Language Methodology Program, including *how to make* Lesson Plan, *how to teach* Reading, Listening, Speaking and Writing, and general education (psychology, etc).

In order to create the English environment as one of the pre-requisites in improving English, it is also recommended that the length of the training program will be *three months continuously* as TOEFL course preparation, replacing the old system which required only 10, 14 and 21 days' training respectively.

For English textbooks a new approach is recommended that includes communicative-approach, and replacing teacher-centered to *student-centered*, such books should be co-authored with native English language speakers.

#### IV. CONCLUSION

To face the third millennium and globalization, in order to compete in the labor market with other nations, the ability to communicate in foreign languages, particularly English is very important. One year after joining the English Pilot Project, TOEIC scores of students are expected to reach 600, the minimum score requirement for elementary proficiency in English.

It is expected that through the pilot project, students' communicative skills will improve orally and written, so that the vocational school students (SMK) will be better able to get jobs. For the senior secondary school students (SMU), by having good communication skills in English, they are expected to receive different knowledge and skills to support their needs, either to continue their study or to get jobs. Their communicative skills will make them more confident. They will have prospects for a better future, better job and perhaps will increase their income.

For English teachers it is recommended they attend a three-month English Teacher Training program where the new syllabus would consist of 70% English Language Skill Program, including *how to master* Reading, Listening, Speaking and Writing, and the remaining 30% would consist of English Language Methodology Program, including *how to make* a Lesson Plan and *how to teach* Reading, Listening, Speaking and Writing and General education (psychology, etc.)

The English textbooks must be revised according to the new approach is more student-centered. These textbooks must be co-authored with native English language speakers.

The government of Indonesia needs people who have communication skills in English to increase the number of *middle level and professional people* who can be competitive with people from other nations in this era of globalization. The improvement of competitiveness is very necessary to raise our human resources from Indonesia's present rank of 107 to a higher rank among all nations in the world, as mentioned in the vision and mission of national education in relation to the national development of Indonesia.

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# Increasing Creativity and Innovations in ELE

EWC, Honolulu, Hawaii

February 15 – 27, 2001

## ESL in India: Yesterday Today and Tomorrow

*Subhash Jain & S Mohanraj*

### I Yesterday : 1947-50 through 1975 – 80

- i. ESL A chequered history; Initial euphoria – vernacular languages during the post-independent era  
Education was made a “state” subject – 25 (28) now on the list of “concurrent” subjects.  
The Three-language formula.
- ii. English : Associate official language – four states in the Northeast have English as their official language.
- iii. Mid 60’s CIEFL and ELTIs functioning/flourishing; need for specialised Training for ESL teachers recognised; overall awareness of the importance of English.
- iv. The Legacy: Positive aspects of the Empire legacy – The Indian Constitution a written document, patterned along the lines of the British system of Government.  
English was already in use in a wide variety of spheres like administration, railway network, courts and the judiciary, telecommunications, higher education and research, sciences, banking, journalism and the radio.
- v. Loan words: With being part of the British Empire there has been a lot of give and take. Well over 2500 words familiar even to an uneducated person.
- vi. Teacher training Patterned along the British way

	<b>Types of Training Colleges</b>	<b>Duration</b>
	Pre-primary	2 years
<i>Pre-service:</i>	Primary	2 years
	Secondary	1 year
<i>In-service:</i>	Offered by bodies like NCERT; SCERT, DIETs; DPEP, ELTIs, DCs, CBSE	Needbased

II The Set-up : Entry to primary education : 3+/4+

	Primary				Secondary				Tertiary										
Level	KG	Elementary			Middle			Lower Secondary	Higher Secondary			Vocational/ College							
Class		I	II	III	IV	V	VI	VII/VIII		VIII	IX	X*	XI	XII**		XIII	XIV	XV	XVI
Age	3-5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	

\* *First Public Examination administered by the State Secondary Education Boards – centrally worked out statewide.*

\*\* *Second Public Examination administered by the respective State Higher Secondary Education Boards.*

<b>Time Allocation for English :</b>	Elementary :	3 – 4 sessions of 35 to 40 minutes per week
	Middle:	5 sessions of 40 minutes/week
	Secondary and Higher Secondary	8 sessions of 45 minutes/week

<b>The Magnitude:</b>	Number of Schools	7,00,000
	Colleges	9,000
	Training Institutions	1,800
	Universities	220
	(including Institutions of Higher Education)	

Number of students in schools (year 2000)	350,000,000
Colleges	9,000,000

**Commencement of English Instruction:**

Class I	8 states
Class III	9 states
Class IV	2 states
Class V	9 states

## Types of Schools :

Affiliating Body	State Board	Central Board	ICSE
Schools	Government Local Self Govt Aided Schools Unaided Private	Kendriya Vidyalaya Navodaya Vidyalaya Public Schools Indo Tibetan Schools	Private unaided Public Schools

## II Today :

- i. High degree of awareness of the value of English in all states at the government as well as people's levels because of
  - a. success in Information Technology (IT);
  - b. liberalisation of economy; globalization;
  - c. international business and commerce;
  - d. scientific and technological advancement, rapid industrialisation; and
  - e. high level research both fundamental and applied.
  
- ii. Main issues:
  - a. Teacher competence : personal, linguistic and professional;
  - b. Materials - textbooks – statewise centrally produced;
  - c. Large classes – 40 – 50/ 60 –70 – 80 (some times reaching 100);
  - d. School resources – limited, precious little, none particularly in the rural tribal areas, and far flung villages;
  - e. School dropouts – fairly high, disturbing in some states;
  - f. Teacher approach – underestimate students capacities, lapse into 'traditional' after the initial gloss of training wears off, resist change.
  - g. Deficiencies in teacher education courses
  
- ii. Positive/Encouraging Aspects : Primary Teachers (I – VII/VIII) poignantly aware of their weaknesses, failures and inadequacies – willing to tryout new things – want to learn.

Secondary teachers from tribal belts and rural areas willing to change.  
(Urban area teachers rather indifferent)

If 'change' is major, they would do it, not otherwise.

Attempts made to offer large scale in-service training programmes

Use of Internet services to promote learning/teaching explored

- iv. The Radio Input : 'Teach English Learn English' 1977-93 harnessed to train untrained teachers, and reinforce the training continually.  
Over 1,134 thirty-minute presentations produced  
Well structured pitched at both elementary and secondary levels  
Presentations syllabus oriented.  
Script writers workshops (34)  
Contact Programmes (27)  
Feedback questionnaires  
Research significant at .5 and .1 levels
- (School broadcasts from CIEFL and RIESI Bangalore are also continued)
- v. National Policy on Education (March 1986) and Programme of Action (August 1986)  
Features : Importance of English was officially recognised;  
ELTIs and District Centre Schemes got a boost;  
Need for specialised training for teachers of English was recognised.
- vi. The Television – Computer Input – The IPTT-ITV undertaking:  
(Covers 15 Districts (2 States) +90 Centres.

## DEMONSTRATIONS

3-4 minutes	15-20 minutes	Aside for Teachers	Aside for Trainers
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### Features :

- Live or studio classes;
- Script writers training;
- Production workshops;
- Tryout – feedback revision;
- Monitoring TV and ITV
- LSRWT;
- Computer Centres; and
- Support materials : (what the unit is; how handled; teacher preparation; checklist for active viewing; post view work; and wide publicity.)

### **III Tomorrow :**

- a. English - a dominant position;
- b. Computer/internet/TV programmes to be multiplied and intensified;
- c. Boost to software production;
- d. Classroom interaction will be one of the many inputs – Television, cable work, CALL will be others;
- e. Next ten years – users of English – twice the number today.

#### **Issues we Face :**

- a. Competition in learning;
- b. Limited exposure to English; often lack of reinforcement outside the school;
- c. Learner/teacher inhibitions;
- d. Motivation – occasionally negative;
- e. Exam-oriented/dominated scenario;
- f. Self-learning – background of dependence on the teacher as source;
  - memorisation, not conducive to self-instruction ;
  - suitable materials not available;
  - self-learning habits not formed.

#### **Optimal Conditions for Learning :**

- a. Maximal exposure;
- b. Purpose, need a reason to learn/use a language;
- c. Urge to say something/to communicate;
- d. Feedback – meaning focussed;
- e. Motivation to learn

#### **The Hope for Tomorrow:**

- New materials like Interact;
- Computer Assisted Language Learning
- Media inputs;
- Experiments like ITV;
- Massive Training Programmes;
- Realisation of the need to draw upon sources as indicated in the package on completion of training and to continue to learn;
- Government Support.



## **Textbook Production : An Indian Perspective**

**Dr S Mohanraj.**

**Abstract :** *In the Indian context a textbook is an inevitable tool in the language classroom. The responsibility of production of a textbook is therefore assigned to a group of experts. They are commissioned by various Textbook Boards which are organs of State Governments.*

*While producing a textbook (for learning English) care is taken to cater to the local needs. Hence lessons are drafted which reflect the culture of the region, highlight local practices and focus on local history and geography. However, this theme gradually expands to capture the national features in terms of history, geography, culture and life style.*

*The entire exercise spread over a little more than a year involves a variety of personnel ranging from language experts, practising teachers, learners and administrators.*

*Further, the production of a textbook is controlled by a set of guidelines offered by National Council for Educational Research and Training (NCERT), a premier institute which controls the school curriculum at the national level. The guidelines very clearly indicate the themes to be chosen and values to be incorporated in the production of language textbooks. The values and themes so suggested go beyond the borders of the country attempting to prepare a 'citizen of the world'. 'A study of the English textbooks in use from primary level to the secondary level is the story of a journey from my village to where have you.*

1. **Introduction :** On a typical summer morning in India, the common sight that meets one's eye is children walking to the school with their satchels filled with books and bursting at the seams. These satchels have a variety of books : notebooks, and course books – course books often referred to as textbooks. The mention of textbooks also reminds us of a variety of scenes we have witnessed – parents and learners making a bee-line to the book stalls to buy their copies of books. Several people may have to return from these shops either disappointed or dissatisfied – disappointed for not getting the required books, and dissatisfied for the books bought are qualitatively poor in production and content.

The enigma cited above is not new. Year after year we are faced with the same situation. Is there something we can do to remedy the situation ? If yes, what measures do we need to take ? What changes have been brought about in the production of textbooks in the last few years ? This paper attempts to answer some of these questions by highlighting the present day practices in producing textbooks.

2. **What is a textbook ?** There are a variety of definitions that can be offered to describe a textbook. In layman's terms, it is a teaching/learning tool. It helps children acquire knowledge so that they become academically sound. To a teacher and an educationist, a textbook is based on a syllabus (prescribed for a specific group of learners), and deals with a set of teaching items to achieve certain learning objectives. In other words, a textbook facilitates a teacher to negotiate through the syllabus with the help of lessons included in it. A syllabus and a textbook provide guidelines to the teacher on what to teach and to a certain extent how to teach. Therefore, we may say that a textbook is a tool in the hands of a teacher.

In this light, we can recall what Pit Corder has said, "Textbook is the only tool in the hands of a teacher>" Though this may sound to be a grossly exaggerated statement, it is largely true in the Indian context for two reasons :

- a. in remote villages, a teacher has little access to any source other than the textbook for teaching language; and
- b. a broad profile of practising teachers at the school level tells us that few of them are equipped adequately enough to go beyond the textbook or venture to teach language independently of a textbook.

In Prof. Tickoo's words :

The truth is that the vast majority of Indians are taught English in an acquisition poor environment (APE); and as a result the language does not become a usable means of communication. This is eminently true for those who live in villages where there are no opportunities to hear the language spoken. It is almost equally true of a majority of those who learn it in the bulk of schools in cities and town where English is learnt in a class hour of 35 minutes each working day.

(Tickoo, 1993 p.234)

The textbook gains further significance when we look at it from yet another point of view. Teaching learning system has three essential components to it. Taking into account the changes in political and social environment, a syllabus is framed (which included discrete teaching items). The syllabus keeps changing or needs to be revised periodically. To help the teacher transfer the contents of the syllabus appropriately, a systematic presentation of items in the form of lessons is equally essential. Such a presentation is possible only through textbooks. A teacher, perhaps also needs a set of teaching aids and other accessories to teach these books. Therefore, a syllabus, a textbook with teaching aids and the teacher form three essential components of the teaching learning system. Out of these three, the society at large – mainly consisting of parents, are able to see the textbook alone. Hence it is the textbook that reflects the strengths and weaknesses of the system and thus bears the maximum brunt of criticism. It therefore becomes essential to produce a textbook with great care and concern for the posterity.

3. **How are textbooks produced ?** Let us look at this section from three different points of view.

- a. who are the consumers of a textbook ?
- b. what was the conventional mode of textbook production ?
- c. how is it produced today ?



a. Textbooks are produced with a definite focus on the learner, his age, level of learning, ability to understand, his interests and goals and objectives as mentioned in the syllabus.

Two distinct points emerge from this proposition. The learner is the primary focus, and the second part which governs the textbook production is the objectives. Let us examine these two a little more closely.

To cater to the needs of the learner, his interests and abilities, the choice of themes for inclusion in the textbook plays a major role. At the beginners level these themes need to be local, familiar which can be easily understood by the learners. Gradually, these themes would expand to cover foreign cultures, and concepts so that the learner perception expands to enable him/her to become a true citizen of the world. We shall come back to this point once again.

The objectives are the prerogative of a syllabus. A language syllabus apart from aiming to provide language skills, also aims at developing learner character. A series of education commissions which were set up both before and after independence have made their recommendations on the teaching of English and the nature of textbooks. A few of these recommendations are mentioned here to substantiate the role played by the objectives as stated in the syllabus.

The materials provided in the textbooks for the beginners should deal with the everyday familiar background and experience of the child at home and school.

Further, a book should inculcate among the children values of love for neighbours, kindness to animals, patriotic feelings, respect for national leaders, an understanding of domestic culture and tolerance to other religions and culture.

(Nagpur Report 1959)

This fact has been reiterated in several successive commissions. Nagpur Report also enumerates in detail the design of a textbook used for language teaching.

- A good textbook should provide materials to develop reading and writing skills as well as opportunities for oral work.
- A complete series of textbooks should aim at covering a range of 250 structures and 2500 words of active vocabulary.
- Vocabulary should be controlled. There should be a vocabulary density of not more than 4 new words to a page of about 200 words.
- The language should be uncomplicated, and every effort should be made to avoid the use of archaic stylistic devices and expressions.
- A well designed textbook should contain lesson material of different types - dialogues and conversations on everyday matters, stories, dramatised episodes, letters, extracts from diaries, descriptions, biographies, notices, puzzles, riddles and poems.
- There should be a lot of illustrations to help the teacher provide him with material for oral practice.

(Nagpur Report 1959)

This design has been maintained till today, and a document released by NCERT in 1989 regarding the language textbook production reiterates all the points mentioned thirty years ago. The syllabuses produced from time to time specify these factors as their objectives, and hence production of language textbooks remained unchanged for a long time.

b. Conventional modes of textbook production. I would not like to deal with this aspect at great length, the main reason being, things have started changing and at that for good.

In the earliest days of English language teaching in India, textbooks for teaching English were imported. These were largely in the form of anthologies which reflected the English culture, and the language model used was at least a hundred years old. After independence, when the textbook production became indigenous, the form and contents of the book did not change much. Often, it was a university professor of literature who was entrusted with the job of producing a language textbook for use at school. Thereby several discrepancies were seen in terms of learner level and language presented. With the passage of time, attempts were made to include pieces of writing from Indian writings, or use simplified and abridged versions of original English writings. There was no attempt made to involve the practising teacher in its production. Neither was there any attempt to help the classroom teacher in teaching the book so produced.

Subsequently, specialised Textbook Boards were set<sup>up</sup> under a set of guidelines provided by the National Council of Educational Research and Training (NCERT) in the late sixties and early seventies. Each state of the Union today has a Board which has the responsibility of producing textbooks for use in schools. The Textbook Boards appoint a committee of scholars to produce the book. Today it is a welcome sign to see that most such committees have practising teachers as members, with a couple of language experts to help them with the work of textbook writing.

c. Textbook production today happens in four stages : viz. production, review, printing and distribution.

The forming of a committee to produce a good textbook is the first step and a crucial one. The committee besides having the expertise on the subject, should have a proper understanding of learner psychology, learning and teaching strategies adopted at a particular level and the social values relevant at the time which need to be promoted. (e.g. the concept of secularism and national integration in today's India.) The committee should also be aware of the overall curriculum design and the academic schedule of work. The practising teachers and academicians are generally aware of these factors.

The committee produces the book by sharing work among its members and further scrutinising the work put in by each member at several of its meetings. The committee at the end of its work submits the manuscripts for review. (These days attempts are also made to trial the units/lessons produced with actual learners before submitting the copies

of the manuscript for review.) Often the reviewers have a sitting with the textbook committee to clarify a set of doubts the reviewers may have. A press copy is produced at the end of the review, and later the printing and distribution work is undertaken by the Board.

4. **Recent Trends :** Textbook production hitherto had been a nationalised venture undertaken by the government. This being the case, bringing in reforms and changes was a difficult proposition. Today, the growth of a large number of privately managed schools which have autonomous status have brought in several private publishers to venture into producing textbooks. Today we have a range of textbooks available to the learners and teachers to pick and choose from. (There is an increasing demand from the public for English education which is presumed to be qualitatively superior to what is available in ordinary schools run by the state.) These books can be rightly called source books rather than course books or textbooks. A teacher, a learner, a school can choose a book from several books available in the market. This has given birth to healthy competition and the production of some quality textbooks.

In this connection, it may not be out of place to discuss here the role played by English in India and the need to learn English in a country like India. India with its multilingual background still supports English education. English occupies a prime place as one language taught at all levels in a country with 1652 mother tongues. (Verma S K 1982). English has remained a language of opportunity and shall remain so for a long time to come. English is a major language of business, it is an associate official language, it is a language of inter state communication, and basically the language of higher education apart from being a language of travel and tourism.

English is used fairly widely in India. (Going by numbers alone, more than 300 million Indians use English every day for their livelihood) and its variety is gaining recognition today. In Prof. Verma's words, the Indian variation is "not corrupt, but rather different form of the same language." (Verma 1982).

The numerous textbooks appearing in Indian markets have made bold to use Indian variety of English – a variety that 'displays certain distinguishing phonological, lexico-semantic and syntactic features.' (ibid.). The textbooks also exhibit in them a move towards globalisation. This fact can be discovered by taking a close look at the themes chosen for building the units. They deal with Indian and international themes. (see appendix) At the beginners level, we have lessons dealing with topics such as my house, my school, my village, visit to the grandfather's farm etc. At a slightly later stage these themes change to sports, adventure, festivals, cultural events which are both local and to a certain extent regional. Further the topics included deal with lives of people, (biographies), letters, descriptions to cover a wide range of topics both national and international. At the secondary and tertiary level we have anthologies which can bring the world at large into the lives of the learners. A look through the contents pages of the books at various levels is veritably journey from my village to where have you.

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Verma S K (1982) 'Swadeshi English : Form and function' in Pride J B (Ed.) *New Englishes*, Rowley, Mass, Newbury House.

- Stories, anecdotes, incidents and happenings around
- Riddles, Puzzles of various kinds
- Jingles, rhymes, songs, poems
- Games including language games, arithmetic games
- General Knowledge Quizzes
- Curiosity building tasks
- Visuals such as pictures, photographs, charts, graphs, tables, signs and symbols including traffic signs and bus/railway timetables
- Guessing games and a variety of titbits.

In sum, the Viewer Teacher should sit glued to the television monitor and keep on building expectations and keep on asking : What next .

- 9 Please be careful about ~~Scientific~~<sup>Sci</sup> information; it needs to be accurate. When not sure, please go to the source books. The mantra is : When in doubt, throw it out.
- 10 Try to avoid references to living persons or anything which could be tantamount to advertising a product, a company, a newspaper; you may use names of persons who are no longer around.
- 11 Remember, the entire exercise is undertaken for the Primary Teacher; it must be different from classroom interaction. Too much of explication, explanation in one voice would lead to monotony and the Viewer Teacher's interest would wane. Put yourself in the place of the Viewer Teacher and then lift your pen to write your script.
- 12 The Script needs SUPPORT MATERIAL, perhaps in PRINT FORM to start with. Alongwith the script drafts, please bring with you Support Material Drafts along the following lines:
  - a) What is the theme ? Some explanation, illustration with examples for the teacher : About 1 para
  - b) How have you gone about it ? What is the design of your presentation ? What happens first etc ?
  - c) Pre-Viewing Activities: By way of preparation. What does the Viewer Teacher need to do before viewing?
  - d) Check-List : To ensure active viewing & participation of the Viewer Teacher: Certain things to observe, to note etc
  - e) Post-Viewing Work: By way of ( i ) possibilities of application and (ii) references, source information etc.

To go with each script, the Support Material may be of about 2 foolscap pages in length. Remember, it will be placed in the hands of the Viewer Teacher much before the transmission is scheduled to be telecast.
- 13 As teacher educators, script writers we are not giving any advice to the Primary Teacher. We are not telling the VT this is good for your soul. Our approach must be friendly, cheerful with the attitude : Look, this is what someone has done; would you like to try your hand at it ? Your teaching would be, I think, better and the learners would get much more from your class. So doing it ourselves, practising it ourselves should beat the core. Perhaps, "By indirections directions find."
- 14 As part of the script, within its body, you may think of a demonstration. Use the dialogue, conversational approach. The language needs to be easy and simple. Most of our Viewer Teachers are just SSS with PTC. Don't forget they have a long working day and they are working under difficult circumstances.

So get set. On your mark. Before we say "GO", we shall meet, look through your scripts, revise, vet, and then process it from the media point of view. We greatly appreciate your concern and your contribution to the IPTT\* ITV networking. I believe it is an act of service to the State and to the cause of education.

May 23, 1998

-Subhash Jain, Chairman. IPTT-ITV Project

Dear Script Writer

Welcome to the world of scripting for IPTT-ITV (In-Service Primary Teacher Training through the Application of Inter-Active Television) !

As decided at the Baroda Workshops, may we invite you to prepare drafts of two scripts in \_\_\_\_\_ for Classes \_\_\_\_\_.

While doing so, please keep in mind the following guidelines.

- 1 The scripts for ITV presentations are addressed to the Primary Teacher by way of continual re-inforcement of training he/she has had and are meant to make him/her effective and efficient and a good facilitator of learning in terms of the actual teaching-learning processes. Each script needs to be based upon and related to the Curriculum-Syllabus-Textbook/s in the area at the appropriate level.  
Now, instead of taking any theme from the stuff randomly just like that, first please scrutinize the Syllabus-Textbook/s in use; then think of the working class teacher's diary in terms of allocation week to week, from June to April; then make a suitable choice. Divide the Syllabus-Textbook/s into 28-30 teaching weeks & accordingly make your choice of themes, topics.
- 2 Select themes which you consider difficult or problematic for the working teacher in terms of
  - Lack of conceptual clarity on the teacher's part
  - Constraints in terms of resources in schools
  - Need for updating related to new things, different classroom procedures, practices, materials, and aids.Please use your perceptions of what you think is difficult for the teacher-learner.
- 3 While selecting themes/topics, please keep in mind media suitability . The television has its own strengths, but also a number of drawbacks. Certain things are better done in classes directly by the teacher; certain other things more efficiently on the tv screen. We need to exploit the facility made available optimally, maximally.
- 4 Length-wise, let's think of a 15-20 minute presentation. At the rate of roughly  $1\frac{1}{2}$  to 2 minutes of presentation time on the tv, it works out to about 10 to 12 foolscap pages of each script.
- 5 Divide the foolscap page into 3 unequal columns : the largest one for the speech part of the script, the second for the audio or sound effects desired, and the third for the visuals you may need.
- 6 By its very nature, the entire programme is INTER\*ACTIVE in nature; hence FEEDBACK during and after the presentation/s is part of the game. Each script therefore needs to be vetted \_\_\_\_\_ thoroughly and will be subject to revision, modification in the light of the feedback, assessment etc. We need to be prepared for it on the understanding that no such script is sacred, and that there is no script we cannot make better, and still better.
- 7 Remember, if the Viewer Teacher can switch on, should the presentation be not interesting, useful, attractive, the Teacher can jolly well switch the tv monitor off. As such, television time may be viewed as highly precious and each minute should be worthwhile for the Viewer Teacher. It is not important what the Script Writer thinks about it, far more important is what the Viewer Teacher thinks of it and how he/she takes to it.
- 8 Think of a large number of devices which add variety to your script and make it challenging, colourful, interesting and attractive throughout. Here are some:

CENTRAL INSTITUTE OF ENGLISH AND FOREIGN LANGUAGES  
HYDERABAD -500 007

ENGLISH LANGUAGE TEACHING INSTITUTES IN INDIA

The emergence of the English Language Teaching Institutes in India was a post-Independence phenomenon; all the older ones were established between 1956 and 1966. The first ELTI was set up in Allahabad in 1956, followed by the Central Institute of English in 1958. The other ELTIs were established in quick succession within a four-year span; Institute of English, Patna, 1962; Institute of English, Chandigarh, 1963 (which became the Regional Institute of English in 1969); Regional Institute of English, Bangalore, 1963; Institute of English, Calcutta, 1963; English Language Teaching Institute, Bhopal, 1964; H.M. Patel Institute of English Training and Research, Vallabh Vidya Nagar, 1965; State Institute of English, Maharashtra, 1965; State Institute of English, Jaipur, 1966. Two more ELTIs, one in Bhubaneswar and the other in Guwahati were set up recently with Govt. of India/CIEFL support.

The moving spirit behind the establishment of the older ELTIs was the British Council which deputed its experts, and the Ford Foundation, which earmarked generous funds, to be channelled through the Central Institute of English. The funds, however, remained substantially unutilised and later lapsed. By the time some of the ELTIs were likely to have benefited from the funds, the Ford Foundation was no longer in a position to support them.

Whether it was because the impetus was provided by foreign agencies or because the ELTIs were functioning largely from the outside of the educational system, most of the ELTIs, with perhaps the exception of the Central Institute of English and the Regional Institute of English, Bangalore, did not succeed in meshing with the educational administration, in the way they were expected to. The achievements of the ELTIs were largely in terms of personal success stories, outside the system, depending upon the ability and force of personality of either the Directors or the foreign experts and their dynamism, but without becoming an integral part of the educational machinery either at the Centre or in the States. Benign neglect or deliberate indifference generally characterized the relationship between the ELTIs and the educational administration. Apportioning praise or blame to individual ELTIs will hardly serve to relieve the atmosphere of gloom and despondency pervading these Institutions, for reasons which were clearly beyond their control.

Annual Conferences were held in Hyderabad on a regular basis; sometimes the conferences were held once in 2 or 3 years but they were always held. Considerable interest was taken in the conferences by the Ministry of Education, some of the State Governments, the British Council and the Ford Foundation. All-India bodies concerned with secondary education, including the NCERT, were invited to the conference. Recommendations were made at every conference, stressing the need for strengthening the ELTIs, encouraging greater coordination among them, requesting sufficient funding and expertise from CIEFL, the British Council and the Government of India, as well as the State Governments. A quick look at the recommendations of the conferences will show that they were more or less reiterations of the very same recommendations made earlier, with only minor variations. Greater autonomy for ELTIs was sought in order to enable them to function effectively, while the pleas for financial support usually fell on deaf ears, as revealed by the regularity with which these recommendations were repeated year after year.

In the meantime, some of the ELTIs fell on evil days; some of them were practically wound up, like the Jaipur Institute, and others were hardly able to function. English teaching received, by and large, low priority even though the establishment of ELTIs would indicate a strong commitment on the part of the State Governments.

Although the three-language formula was accepted by all the States in principle, in the actual implementation, various kinds of imbalances were overtly or implicitly evident. Naturally, English teaching was most frequently experimented with, as a result of the unpredictable attitudes of successive State Governments. The introduction of English in the school system was subject to the whims and fancies of each Education Minister. No expert advice was either asked for or given in the normal course and hardly any effort was forthcoming in the matter of obtaining feedback following the changes that were arbitrarily made. Meanwhile, the standards of English irrevocably deteriorated, causing widespread dismay among parents and the informed public by the deliberate neglect of such a rich heritage.

Initially, it was felt that English teaching should be strengthened at the primary stage, based on the rather dubious authority of a celebrated neurosurgeon, Dr. Penfield. The traditional educational system turned a blind eye to the problems of English teaching because the Colleges of Education regarded all language teaching uniformly, making no distinction between the mother tongue/regional language and the second/foreign language, which eventually became the medium at some level or the other in the Indian context. Professional educationists gave no importance to English and the pro-



tracted and sustained effort needed to master it. They simply brushed aside as hardly the concern of educationists, the attempts of the ELTIs to shore up the rapidly eroding standards of English. The efforts of CIEFL and the ELTIs to modernise and improve the syllabuses and the textbooks as well as the professional competence and proficiency of English teachers were viewed with suspicion and therefore evoked little sympathetic response from the administration in some of the States. The Colleges of Education continued to ignore the problem of providing an effective training programme for future teachers of English.

With the gradual transference of English teaching from the primary to the middle and high school stage, the earlier efforts to improve the competence of primary teachers, notably through the MELT Campaign in Madras, became infructuous. The training of high school teachers had not taken on the dimensions it should have assumed mainly for want of a clear sense of direction on the part of the ELTIs, as well as their limited capacity and their woefully inadequate resources. As a consequence, the yawning gap between those ideally receiving adequate pre-service training and orientation courses at periodical intervals, and those who had failed to receive training of any kind in English, but were still required to teach it, had grown beyond all hope of ever being bridged.

The philosophy behind the training programmes of ELTIs were partly responsible for this state of affairs. The much talked about 'multiplier effect' was hardly seen in operation and the training programmes were often either too long or too short. The longer courses of 3 to 4 months were meant for resource persons, but because of lack of careful planning and selection, the wastage rate was extremely high. Some of the southern states like Tamil Nadu and Andhra Pradesh trained large numbers of teachers at ELT campaign centres (the majority of which were at the primary level). Those intended for high school teachers performed well, but the other southern states maintained no uniformity in the matter of training strategies, with the result that the backlog of untrained and unoriented teachers continued to rise steeply.

Few northern states ran campaign centres and the majority of ad hoc courses they ran, in Madhya Pradesh, for example, were of short duration, ranging perhaps from 2 or 3 days to a week. The effectiveness of such programmes in the light of the widely recognised lack of proficiency in English of the teachers was naturally questionable.

The ELTIs were caught in the unhappy dilemma of either organising long term courses for fewer teachers or short term courses for larger numbers, assuming that the long courses were more efficient, while short courses were necessary to re-orient all teachers. The strategy would have been effective if campaign centres had been established and the resource persons trained on longer courses were required to train teachers at the grass-roots level. Moreover, the prevailing philosophy favoured only the face-to-face training mode; training teachers through distance-cum-contact programmes was initiated only by the District Centre programme. The limited funds available for teacher training/orientation at the secondary level made the distance education mode imperative, but despite a great deal of prodding by CIEFL to restructure their training programmes, little progress has been achieved by ELTIs in this direction.

Right from their inception, the ELTIs were closely identified with the Structural Approach and the propagation of materials and a set of teaching techniques which happened to be very much in fashion in the late 50's and the early 60's. The British Council experts at the ELTIs were passionately committed to this methodology and their Indian colleagues were hardly in any position to resist their pressure as many of them were indeed trained by British experts in Britain and in India.

The Structural Approach, in the process of being introduced in India, underwent several distortions. While stressing some aspects of English teaching, particularly spoken language, the scope of its reformist measures did not cover other aspects of English like reading in the same emphatic manner. The result was, as in the case of most innovative programmes, all aspects of their practical implementation were not carefully worked out in advance. Once the initial enthusiasm for the Structural Approach waned, first abroad and later in India, a period of stagnation and a sense of loss of direction set in. Influential teachers and administrators who had all along viewed the structural methodology with a certain degree of scepticism remained aloof and even hostile. It will be admitted, with the help of hindsight no doubt, that not enough research and development effort had gone into the work of the ELTIs right from the beginning. Consequently, the ELT movement itself came to be regarded with a certain degree of wariness and some of the ELTIs and ELT experts are yet to recover from the after-effects of this misadventure.

History is likely to repeat itself in the similar advocacy of a more recent approach that is known as the Communicative Approach, which is increasingly engaging the attention of ELT experts in India. If this replaces the Structural Approach, which has become outmoded, there is the danger that it is likely to be introduced in the country in the same hasty and ill-planned fashion, without suitably modifying it to suit our multilingual context and our teaching and learning strategies.

All this brings into sharp focus the role and functions of the ELTIs in the present context, when ELT has plumbed much lower depths and has become an endangered subject particularly in the rural areas. The expectation that the ELTIs will be responsible for playing an integrated role in the educational system by being in a position to assume responsibility for all aspects of English teaching: syllabus, materials, teacher preparation and orientation, evaluation and research and development efforts, has not been realized. Similarly, despite plans for creating a machinery at the national level with CIEFL at the apex, the RIEs at the regional level and ELTIs functioning in various larger states assuming responsibility for grass-roots teacher training, very little has been achieved. CIEFL's role as a body channelling Central assistance has been acceptable to most ELTIs, although there has been resistance to even this. Attempts to coordinate the academic activities of the ELTIs have met with very limited success. Collaboration between individual ELTIs has largely remained at the planning stage for want of human and financial resources. Some of the ELTIs have had practically no role in planning and supervision of English language teaching and learning in their own states. There is hardly any coordination between the various educational bodies and authorities like syllabus committees, text books bureaux, boards of examinations and the inspectorate. ELTIs have often lacked the authority and the clout to influence policy decisions. The educational system in the country presents a fragmented and confusing appearance particularly in the sphere of language teaching. There is no attempt to coordinate the teaching of languages on the one hand and the teaching of other subjects on the other. Teacher training and teacher orientation leave much to be desired; in the case of English the situation seems to be much worse than in other areas because of the low level of proficiency and competence on the part of the teachers, for reasons patently beyond their control.

The recommendations regarding the role and functions of ELTIs have been reiterated several times and the recommendations of the last conference held in February 1989, which are appended to this paper form a fairly com-

prehensive document by itself. All the same it is doubtful whether all these recommendations can be implemented in isolation. Some of the questions that arise in this connection are fundamental and go well beyond the rather limited sphere of English language teaching and are intimately related to educational administration and planning in general:

1. Can the cause of English teaching be best served by treating it as a specialized subject, and isolating it from the rest of the curriculum or by integrating it with the teaching of languages and other subjects within a common cognitive frame in our multilingual context?
2. How can pre-service training and periodic orientation programmes be dovetailed in a way that the school teacher receives continuous professional support throughout his career and also opportunities to update his proficiency in the language? What incentives can be provided to the teacher and the teacher-trainer?
3. How can the role and functions of ELTIs be accorded recognition by the NCTE and other bodies responsible for the certification of teachers? (B.Ed. is the only required qualification for every type of teacher.)
4. How are textbooks and supporting mass-media materials to be produced? Should they be regional in character or designed and executed centrally as was done in the past by NCERT/CIEFL? What then are the ELTIs to do in this matter?
5. What are the most effective ways in which teachers can be trained and re-trained and how will teacher trainers/resource persons be identified and given sufficient expertise to perform their functions? What should be the pattern of networking between the ELTIs/RIEs and CIEFL?
6. Should programmes in ELT aim at training those teachers who are willing to be trained to become as good as they can be through long-duration programmes/courses or should there be short-term saturation level training for everyone within a reasonable time frame? And where are the funds to come from? What are the modes of training?
7. What status will be accorded to ELTIs? Are they autonomous academic bodies? What are their administrative responsibilities and how are they to be discharged? When and how will they develop a strong R & D base?

The long-term development of the ELTIs in India should be considered from the wider national perspective. Financial support is urgently needed and will no doubt strengthen them to a great extent, but unless the prestige of ELTIs is raised substantially and their roles in the national education policy frame clearly defined as well as adequately recognised by the Central and State Governments, the ELTIs can only be propped up but not actually enabled to stand on their own legs.

**Increasing Creativity and Innovation**  
**East West Center**  
**Monday 19<sup>th</sup> February 2001**

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*The Use of Technology in English Language Education*  
*Dr Andrew Crilly*  
*VP Multimedia*  
*OHANA Foundation*

PEP Chinese Middle School Project

**The Objective**

Our focus groups identified certain needs:

- (1) Lack of quality resources
- (2) Need to motivate students
- (3) Increase creativity and innovation

We resolved to:

- (1) Create an active classroom,
- (2) Fill the resource gap,
- (3) Meet the provisions of the new curriculum,
- (4) Bring learning alive.

**The Approach**

We're devising a top layer of Multimedia.

The exercises are tightly integrated with the textbooks.

Also providing contents, a teacher guide and resources, linked to the Multimedia layer.

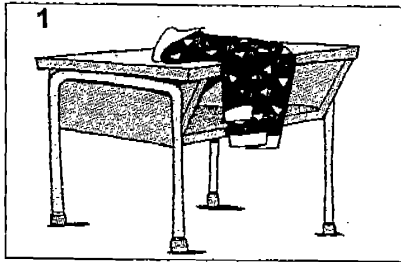
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# UNIT 10

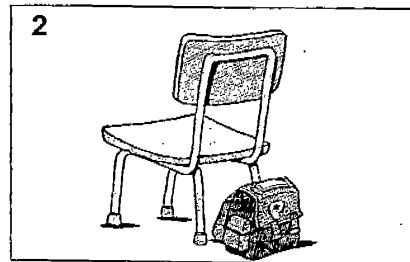
# Where is it?

## Lesson 37

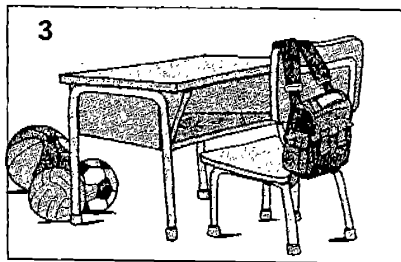
### Listen and say



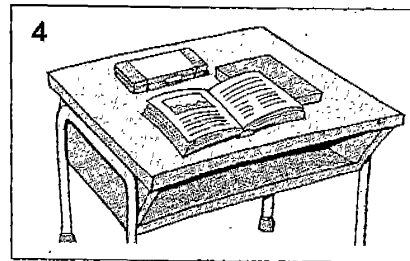
A: Where is Lucy's coat?  
B: Is it **on** the desk?  
A: Yes, it is.



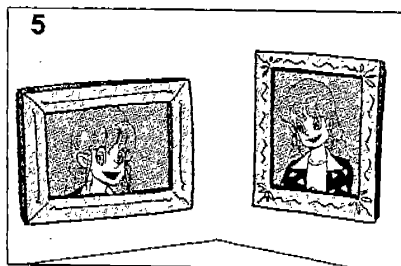
A: Where is Lucy's bag?  
B: Is it **behind** her chair?  
A: Yes, it is.



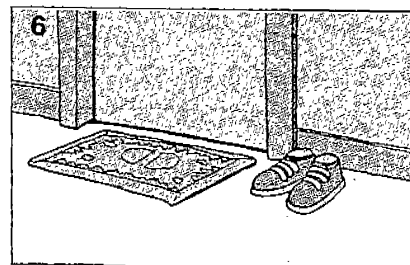
A: Where are the balls?  
B: Are they **under** the chair?  
A: No, they aren't. They're on the floor.



A: Where are Lucy's pencils?  
Are they on her desk?  
B: I can't see them. I think they're **in** her pencil-box.



A: Where are her photos?  
B: They're **on** the wall.

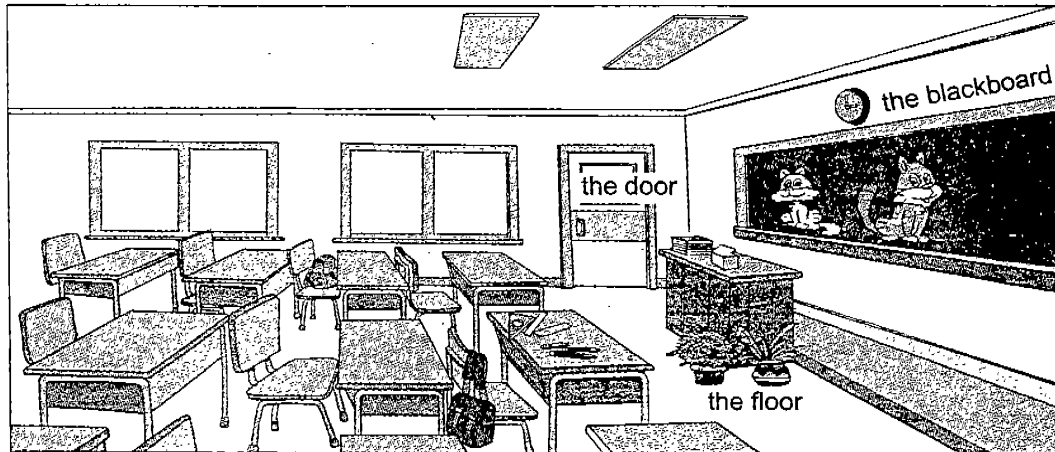


A: Where are her shoes?  
B: They're **near** the door.

# Lesson 38

## Look, say and learn

This is a picture of a classroom. Look at the picture. Then ask and answer.



1 A: What can you see in the picture?

B: I can see *a clock*.

A: Where is *the clock*?

B: It's *on the wall*.

Can you see *an orange*?

A: No, I can't.

a blackboard	the blackboard
a clock	the clock
a coat	the coat
an egg	the egg
a bag	the bag
a chair	the chair
an eraser	the eraser
a desk	the desk
a box	the box

2 A: What can you see in the picture?

B: I can see *some books*.

A: Where are *the books*?

B: They're *on the teacher's desk*.

some schoolbags	the schoolbags
some pencils	the pencils
some rulers	the rulers
some flowers	the flowers
some cats	the cats
some desks	the desks
some chairs	the chairs

# Lesson 39

## 1 Read and act

JIM: Excuse me, Han Mei.  
I can't find the broom.  
Can you see it?

HAN MEI: I'm sorry, I can't.  
Is it under the teacher's desk?

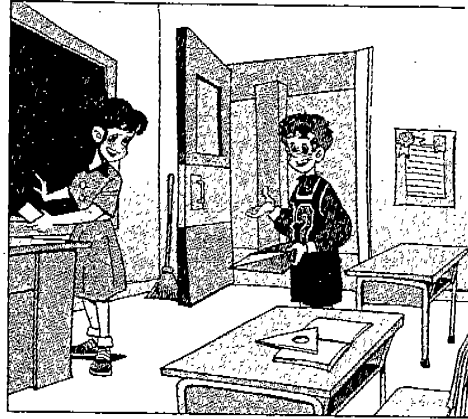
JIM: No, it isn't.

HAN MEI: Er, is it under that window?

JIM: No, it isn't.

HAN MEI: Oh, look. It's behind the door.

JIM: Yes, you're right. Thanks.



## 2 Ask and answer

A: I can't find my *raincoat*.  
Can you see it?

B: Yes, I can. It's *behind the door*.

A: Where's my *cap*? Can you see it?

B: Sorry, I can't. Oh, yes, I can.  
It's *near the window*.

A: Can you see our *football*?

B: It's *under the table*.

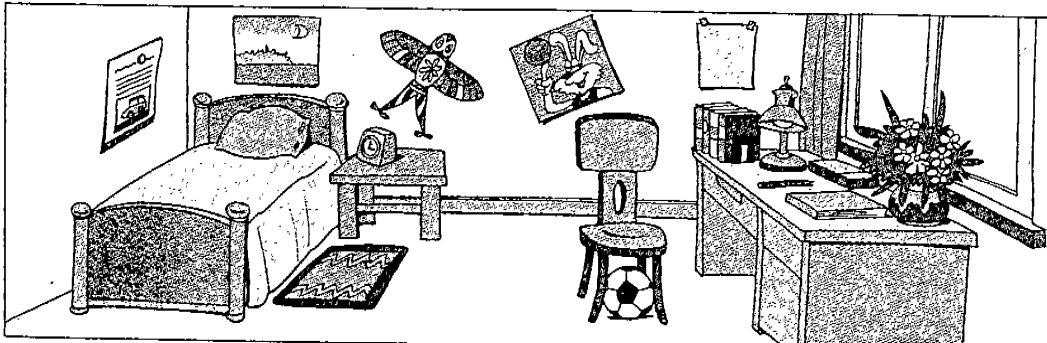
A: ...

clock	in	the wall
map	under	the floor
picture	behind	the door
book	on	the table
cat	near	the chair
bag		the window
ball		the desk
pen		the blackboard

## \*3 Look, ask and answer

LIN TAO: Excuse me, Liu Hai.  
Where's my ...?  
I can't find it. Do you know?

LIU HAI: I think it's ....

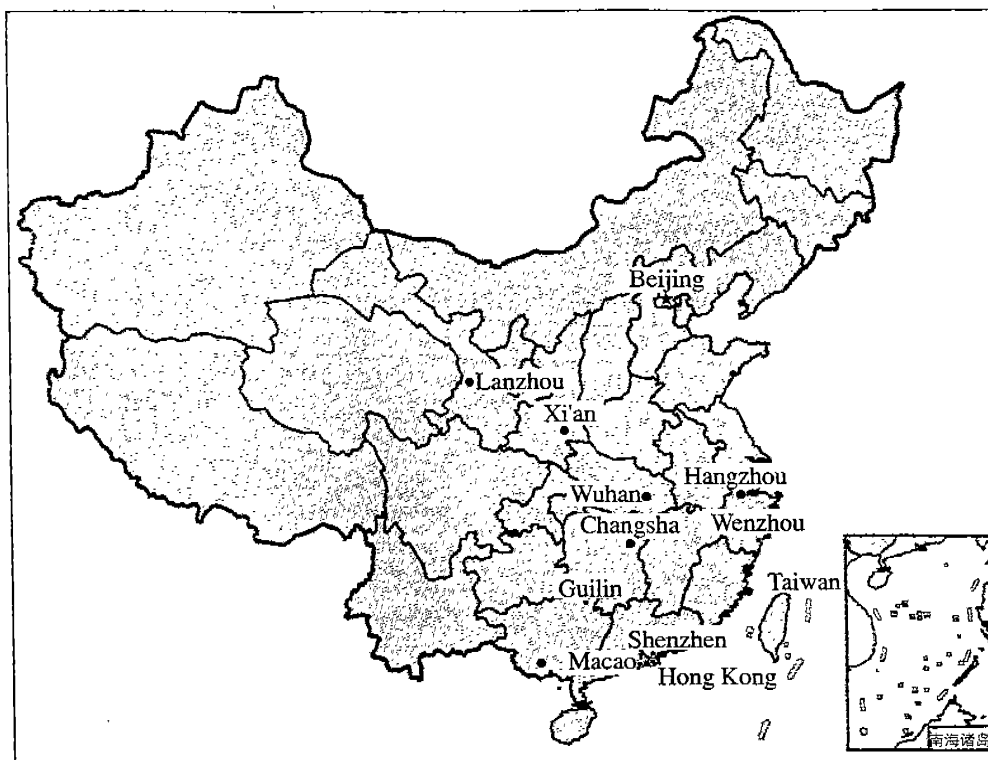




# Lesson 40

## 1 Look, listen and say

There is a map on the wall in the classroom. It is a map of China. Let's look at it.



## 2 Read and act

DAVID: Where's Shenzhen?  
Do you know?

ANN: Er, is it near Taiwan?

WEI HUA: No, it's near Hong Kong.

DAVID: Where's Macao?

WEI HUA: It's near Hong Kong, too.


ANN: Where's Hong Kong?

DAVID: Is it in Guangdong?

WEI HUA: Oh no, it's an SAR.

## 3 Ask and answer

- 1 Where's Xi'an (Lanzhou, Guilin, Changsha, ...)?
- 2 Where are Hangzhou and Wenzhou?
- 3 Where are Hankou, Hanyang and Wuchang?
- 4 Where are we?

4  Listen, read and say

/i:/	/e/	/k/	/g/	/s/	/z/
he	egg	cake	good	sit	is
these	desk	Kate	girl	see	his
see	pen	thanks	egg	yes	these
jeep	spell	clock	bag	class	zero

5  Listen and answer

Listen to the tape. Answer the questions on page 139.

\*6  Read and act

- A: Mom, where's my watch?  
 B: Is it on your desk?  
 A: No, it isn't.  
 B: Is it in your bag?  
 A: No, it isn't. Oh, it's in my pencil-box. Where's my cat, Mom?  
 B: Oh, look! She's on the fish bowl!



**CHECKPOINT 10**

复习要点 10

**Grammar 语法**

**1 Using a / an and the 运用 a / an 和 the**

泛指名词: a pen a tree a desk an egg an orange

特指名词: the door the floor the blackboard

I can see a clock in the picture. Where is the clock?

**2 Prepositions 介词 in on under behind near at of**

Where are her shoes? They're near the door.


**Useful expressions 常用表达法**

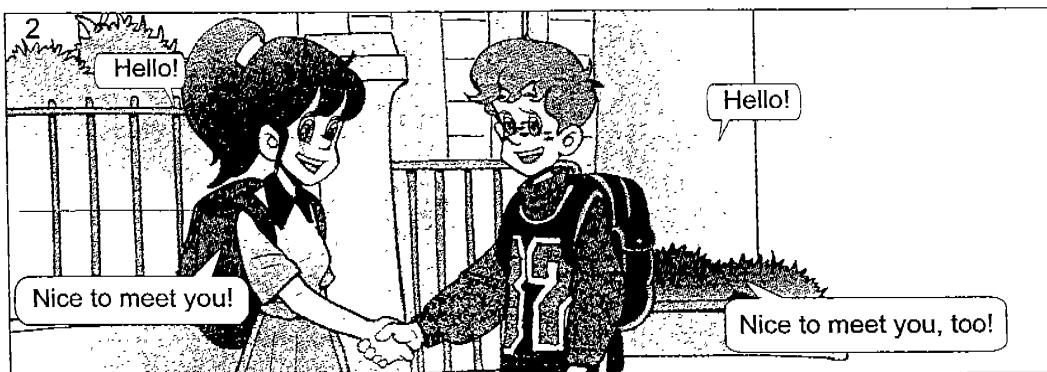
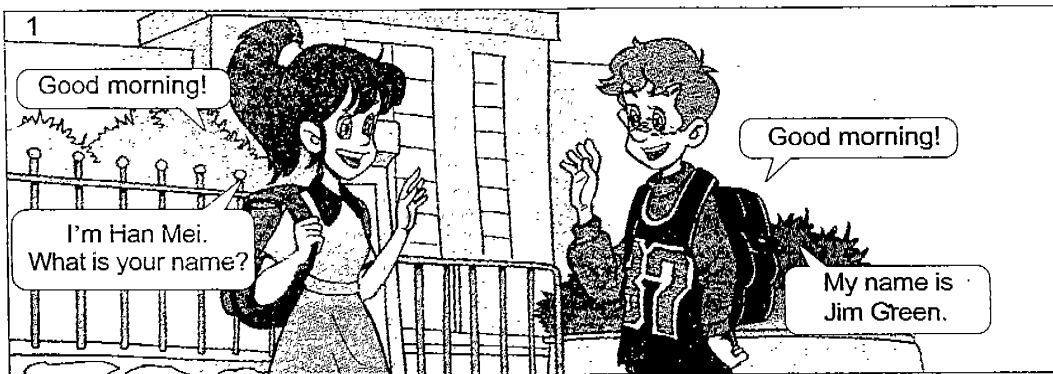
What can you see ...? I can see .... I can't see ....


Can you see ...? Yes, I can. No, I can't. look at

# UNIT 1 Hello! Nice to meet you!

## Lesson 1


1  Look, listen and say 看, 听, 说



2  Read, say and write 读, 说, 写

Aa Bb Cc Dd Ee Ff Gg

Aa Bb Cc Dd Ee Ff Gg

\*3  Read and say 读, 说

CD BC AD CBA CAAC ABC BBC CBC BA

## Unit 3: Numbers in English

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### **Lesson 9**

#### **Step 1 Listen and Say**

- 1 (DVD) Get the students to watch the sequence and repeat the numbers.
- 2 Play the sequence without sound – students shout the numbers.

#### **Step 2 Pair Work**

- 1 Get each student to write down 5 3-figure numbers (eg 334)
- 2 Get them silently to practise saying the numbers to themselves.
- 3 When they are confident, get each student to dictate the number to his partner.
- 4 Compare the two lists and repeat for the other partner.

#### **Step 3 Say these Numbers**

- 1 (DVD) Show students the pictures, but without audio.
- 2 In pairs, get students whispering the numbers in each other's ears.
- 3 Play audio – listen and repeat.

#### **Step 4 Listen, say and read**

- 1 Make sure students understand Row and Number (in Chinese)
- 2 (DVD) Play the sequence without text.
- 3 Students listen and repeat.
- 4 Replay the sequence with text.

#### **Step 5 Ask and Answer**

- 1 (DVD) Listen and repeat.
  - 2 Practise as a chain drill.
-

 Reading

Read this travel diary to answer these questions:

- 1 Where did the writer go?
- 2 How did she travel?

**A TRAVEL DIARY (1)**



Tuesday October 5th, 199\_

fine

I'm sitting on a rock near the river with my friends. Our guide is cooking supper — I can smell it.

We are having a wonderful time. I am in the middle of this great forest in South America. We can't travel through the forest by road, because there aren't any roads. So we have to travel by air or boat. We are enjoying our boat trip very much. At night we tie the boat to a big tree by the river bank near a village. Our guide buys some food from the villagers and we cook it ourselves. Sometimes we eat chicken, eggs, birds or monkeys. I think it is wrong to eat monkeys, so I don't. Most of the time we eat fish.

All night long we can hear the strange sounds of wild birds and animals. There are parrots too. We can see them flying along the river. In the evening I love sitting by the fire and playing my guitar.

It is dangerous to swim in the river. This afternoon I was just about to go swimming when luckily our guide saw me and shouted at me, "Stop! Don't swim!" He explained that there are dangerous fish in the river. The fish have very sharp teeth; they can eat a person in two minutes, leaving only the bones.

Last week we started our trip across this country. After spending the weekend in the capital we took a taxi to the airport. Then we took off and flew over a part of the forest. What a sad sight it was! For miles and miles I could see nothing except a great fire and lots of smoke.

There is not enough land by the sea. The population of the country is growing every minute. Many people cannot find work in the capital. They are moving into the forests. They travel until they come to a wild part of the forest. Then they burn the forest and plant crops for their cows. They can sell their beef at a high price in the capital.

Read the second part of the diary in the next lesson.

## 1 Reading

Read the second part of the diary to answer this question:  
What is happening to the forest?

### A TRAVEL DIARY (2)

The farmers don't stay long in the same place. They move on to a new place every two or three years. I asked, "Why don't they stay? Isn't it easier to stay in the same place? Why do they move and burn more of the forest?"

The answer is this: you can only grow crops in the forest for one or two years. The soil is very thin in the forest. It is only about 20 centimetres thick. It can easily be destroyed by the burning and by the cows.

The soil is made from the dead leaves of the trees above. Under the soil there is nothing but sand. When this soil is destroyed, the forest land will become sand again. But this time there will be no trees to make new soil from their leaves.


## 2 Questions and answers

You are a newspaper reporter and your partner is the writer. Ask questions about the writer's trip in pairs as in the example below:

EXAMPLE:     How / travel / around / country?  
A: How do you travel around the country?

B: By plane or by boat.

- 1 Where / you / usually / spend / night?
- 2 How / you / get / food?
- 3 What / kind / food / you / usually / eat?
- 4 Who / cook / the / food?
- 5 you / swim / the / river? Why? / Why not?
- 6 What / happen / to the forest?
- 7 Why / people / move / into / forests?
- 8 What / they / do / to / trees? Why?
- 9 Where / they / sell / their / beef?
- 10 What / farmers / destroy? How?
- 11 farmers / stay / same / place? Why? / Why not?

1  **Listening** Turn to page 130.

2 **Writing** Write a letter to a pen friend.

Write about the place where you live.

If you like, you may use some of these words and phrases:

busy/noisy/quiet/most of the year/far from/a lot of/market/fish/fruit

Start like this: I live in a ....

3 **Practice** Tell your partner how you get to school.

What time do you leave home every morning?

How do you come to school?

Do you come to school alone, or do you come with a friend?

How long does the journey take you?

Do you bring any food with you?

4 **Writing**

Now write about your journey to school, using sentences from Part 3.

## CHECKPOINT 4

### Grammar

#### \*The Present Continuous Tense — Future Use

The Present Continuous Tense is often used for plans in the near future.

Bob **is coming** with me to the airport.

How **are you getting** there?

How long **are you staying** in Xi'an?

#### The Present Continuous Tense — Present Use

We **'re having** a wonderful time.

I **'m sitting** on a rock near the river. Our guide **is cooking** supper.

### Useful expressions

have a good / nice trip    have a nice time    take a taxi    get back

be about to    say "Hello" / "Hi" to ...    see somebody off

# **Selected Annotated Bibliography**

**For the Ohana Foundation and the East-West Center's Project on**

## ***Increasing Creativity and Innovation in English Language Education***

**February 16-27, 2001**



## Bibliography:

### I. Innovation/Creativity in Education

I-1. Fullan, Michael G. with Suzanne Stiegelbauer. (1991). The New Meaning of Educational Change. 2<sup>nd</sup> ed. New York: Teachers College Press.

I-2. Fullan, Michael G. (1992). Successful School Improvement: The Implementation Perspective and Beyond. Buckingham & Philadelphia: Open University Press.

I-3. Markee, Numa. (1997). Managing Curricular Innovation. Cambridge: Cambridge University Press.

### II. English as an International Language

II-1. Kachru, Braj. B. (1996). "English as an Asian Language," English Is an Asian Language. (Maria L.S. Bautista, ed.) Australia: The Macquarie Library Pty Ltd. Pp. 1-23.

II-2. Pennycook, Alastair. (1998). English and the Discourse of Colonialism. New York: Routledge.

II-3. Smith, Larry E. (1999). "From English as an International Auxiliary Language to World Englishes," Let's Teach English in the Elementary Schools. (Yoshiko Otsubo, ed.) Tokyo: Soueisha/Sanseidou Bookshop. Pp.12-18.

### III. Innovation/Creativity in ELT

III-1. Benson, Phil. and Peter Voller. eds. (1997). Autonomy and Independence in Language Learning. London and New York: Longman.

III-2. Cortazzi, Martin. & Lixian Jin. (1996). "Cultures of Learning: Language Classrooms in China," Society and the Language Classroom. (Hywel Coleman, ed.) Cambridge: Cambridge University Press. Pp. 169-206.

III-3. Crookall, D. & Rebecca L. Oxford. (1990). Simulation, Gaming and Language Learning. New York: Newbury House Publishers.

III-4. Crookes, Graham. (1997). "What Influences What and How Second and Foreign Language Teachers Teach?" Modern Language Journal. 81(1). Pp. 67-79.

III-5. Freeman, Yvonne S. and David E. Freeman. (1998). ESL/EFL: Principles for Success. Portsmouth, NH: Heinemann.

III-6. Gardner, David. & Lindsay Miller. (1999). Establishing Self-Access: From Theory to Practice. Cambridge: Cambridge University Press.

- III-7. Holliday, Adrian. (1994). Appropriate Methodology and Social Context. Cambridge: Cambridge University Press.
- III-8. Hu, Wenzhong. *ed.* (1988) Intercultural Communication: What It Means to Chinese Learners of English. Shanghai: Shanghai Translation Press.
- III-9. Maley, Alan. *series ed.*(1986-1998). Resource Books for Teachers. Oxford: Oxford University Press.
- III-10. Ouyang, Huhua. (In press). "One Way Ticket: A Story of an Innovative teacher in Mainland China."
- III-11. Richards, Jack C. and Theodore S. Rodgers. (1986). Approaches and Methods in Language Teaching: A description and Analysis. Cambridge: Cambridge University Press.
- III-12. Stevick, Earl W. (1998). Working with Teaching Methods: What's at Stake? New York: Heinle & Heinle Publishers.
- III-13. Tang, Frank. with Runqing Liu. (1989). Language and Culture. Beijing: Foreign Languages Teaching and Research Press.
- III-14. Tudor, Ian. (1996). Learner-centredness as Language Education. Cambridge: Cambridge University Press.

#### **IV. Technology in Language Education**

- IV-1. Pemberton, Richard. *et al. eds.*(1996). Taking Control: Autonomy in Language Learning. Hong Kong: Hong Kong University Press. "Section IV: Technology."
- IV-2. Warschauer, Mark & Richards Kern. *eds.* (2000). Network-based Teaching Concepts and Practices. Cambridge: Cambridge University Press.

I-1

Fullan, Michael G. with Suzanne Stiegelbauer. (1991). The New Meaning of Educational Change. 2<sup>nd</sup> ed. New York: Teachers College Press.

This is a book about do's and don'ts of coping with and bringing about educational changes from various perspectives, ranging from teachers', students', parents', and administrators' to school systems', teacher federations', and government departments'.

Fullan argues that contemporary educational reform requires normative changes rather than merely structural changes. Reform is not "putting into place the latest policy" but is "changing the cultures of the classrooms, the schools, the districts, the universities, and so on." He also acknowledges that a successful educational innovation requires an integration of multiple factors – leadership, staff development, values and ideas of different parties, and quality of materials and programs – in a particular time and situation. He further states that innovation or reform cannot be done successfully "to others" as if there is a choice whether to change or not. Instead, demands for change are essential for successful innovation. What individuals can do is to obtain the knowledge of change process and take responsibilities to exploit the opportunity for improvements.

The book starts with an overview of the sources, processes, and outcomes of change and the implications of bringing about change. It then shifts its focus on each of the main roles at the local level for educational change, demonstrating how change functions in people's day-to-day experience. The book ends with a switch back to the regional and national level of change and a reflection on the future of educational change.

Fullan mainly draws from North American sources in his book but he claims that students and practitioners of educational innovation and reform in other countries will find a lot in common in the problems and principles for innovation success in Canada and the United States.

I-2

Fullan, Michael G. (1992). Successful School Improvement: The Implementation Perspective and Beyond. Buckingham & Philadelphia: Open University Press.

This book, focusing on the implementation, is a case study extension of Fullan's 1991 book The New Meaning of Educational Change.

The case study-related issues addressed are: 1). The implementation of widespread use of microcomputers in classrooms and schools in Ontario, Canada in the 1980s. 2). Curriculum Implementation in school districts in "East County" of Ontario, Canada in the 1980s. 3). The role of principal. 4). Staff development in relation to innovation. 5). Teacher education and education reform.

Markee, Numa. (1997). Managing Curricular Innovation. Cambridge: Cambridge University Press.

This book, taking a “diffusion-of-innovation” perspective on educational innovation, investigates the implementation of innovation rather than explores the designing of innovation, thus in the title the word “managing” instead of “designing” or “making.” It is about ESL education but not ESL specific. The analysis of underlying principles in curricular and teacher innovation may apply to all other educational innovations, ranging from new technology implementation to personnel management.

Markee sets the major goal of his book as to find out why some innovative ideas and approaches succeed while some similar ones fail. To do this exploration, he divides the book into three parts: the first and the third part are a theoretical overview of the basic concepts of language educational innovations and a summary of general principles effecting innovations. The second part is his introduction and nuanced analysis of CATI (Curricular and Teacher Innovation) project for college non-native speakers of English. It is a project of a research-oriented public university in the U.S. that combines in-service teacher training with the implementation of innovative EAP teaching. This project serves in the book to exemplify the application of theoretical concepts in a real life model and to lay a foundation for his nine guiding principles on innovation management in the conclusion.

In the first part of his book, Markee also reviews six earlier examples of S/FL innovation approaches: the first being British Council’s cross-cultural project, the next five being mainstream developments of S/FL pedagogy since the 1970s that are all oriented toward CLT -- the notional-functional syllabus, the process syllabus, the Natural Approach, the procedural syllabus and the TBLT. For quick reference to all the six examples, see the individual tables that summarize the basic features, diffusion issues, and strong or weak aspects for each.

II -1.

Kachru, Braj. B. (1996). "English as an Asian Language," English Is an Asian Language. (Maria L.S. Bautista, *ed.*) Australia: The Macquarie Library Pty Ltd. Pp. 1-23.

If Alastair Pennycook stresses the oppression, domination, and resistance of EIL, Kachru focuses more on the change, the appropriation, and naturalization of EIL.

Kachru suggests a reinterpretation of the status of English other than that it was initially imposed into the colonies and is still promoted for certain neo-colonialist purposes (as seen from certain British Council officials). He argues that English is not only a language "in Asia" but "of Asia." The colonial dimension is only one of many dimensions of English. English is more than being "colonial," "Eurocentric" and "racist." English can also be "on Asian terms" if we separate its medium from its Eurocentric message and associate it with various Asian messages.

Kachru starts his argument by inviting his reader to rethink the terms of "nativeness" and "otherness" on language, which have been constantly used to express the conventional view that English is a language of the "other" and can never become a native tongue in Asia. He challenges these concepts by asking two questions: "What conditions must a transplanted colonial language fulfill to be accepted as part of the colonizee's repertoire?" and "Why not consider the reincarnated English in the Philippines, Singapore and India a part of our local pluralistic linguistic heritage?" He then demonstrates that English in Asia, as in these three countries, has fulfilled its functional nativeness if not the genetic nativeness as in the U.K. and the U.S. He also compares English to Sanskrit and Swahili to show that language always travels, diversifies non-native culture, and at the same time gets naturalized and diversified by that culture. Thus English and Asia need each other.

Kachru's argument for English as Asian language stems from his broader view of English as "World Englishes." For a state-of-the-art survey of World Englishes, please see his article "World Englishes 2000: Resources for Research and Teaching" in World Englishes 2000: Literary Studies East and West, (L.E. Smith & M. Forman, *eds.*, 1997). Honolulu: University of Hawaii Press.

II-2.

Pennycook, Alastair. (1998). English and the Discourse of Colonialism. New York: Routledge.

This book, as one of The Politics of Language Series on applied linguistics, argues for the need to rethink the meaning of English, the practice of English language teaching, and their direct relationship to colonialism, which did not die at all with the end of formal colonial rule.

Pennycook disagrees to the popular view that English has become a neutral language of global communication. Using diverse sources, such as colonial documents from India, Malaysia, and Hong Kong, English travel writing, students' writing, popular books on English, newspaper articles, and personal experience, he demonstrates that English still remains a language laden with colonial discourse. He appeals for the use of politically opposing and alternative discourse to "dislodge colonialism from English."

The colonialism on China and Chinese way of learning can be seen, according to Pennycook, from such views as that China is static and unchanging and its people conservative yet mysterious. It can also be seen in the constantly sustained image of a Chinese learner as a rote memorizer, circuitous thinker, and habitual plagiarizer. If these essentialist and Eurocentric ideas about China and Chinese learners are not viewed critically, the efforts to appropriate English as a neutral language will only bring about a repetition of colonialism. Compared to Kachru and Smith, Pennycook's view on EIL is certainly less optimistic.

Three chapters of this book are especially pertinent to an understanding of English teaching in China from within a global English context: Chapter 1. "English and the cultural construct of colonialism," Chapter 4. "Hong Kong: Opium, riots, English and Chinese," Chapter 6, "Images of the Other: China and cultural fixity."

II-3.

Smith, Larry E. (1999). "From English as an International Auxiliary Language to World Englishes," Let's Teach English in the Elementary Schools. (Yoshiko Otsubo, *ed.*) Tokyo: Soueisha/Sanseidou Bookshop. Pp.12-18.

This self-reevaluation of the 1970's concept of "English as an International Auxiliary Language (EIAL)" from a 1990's stand of "World Englishes(WE)" demonstrates some continuities and discontinuities in a discourse development of EIL.

In a jargon-free question-and-answer style, Smith shows that the continuities in the development from EIAL to WE have seen the common belief in the need of developing ESL/EFL into EIL and the need of separating the medium of English language from the message carried in English. English should be an international language belonging to any culture or nation using it.

The discontinuities between EIAL and WE lie in the shifts from universality to diversity and from language proficiency to cultural communication in terms of the function, purpose, and teaching of English. WE no longer addresses whether English can and should be denationalized or not but emphasizes that English is used by people from different cultures and nations for different purposes. ESL/EFL learning is no longer regarded as merely a mastering for reading, writing, speaking and listening skills with the standards of languages set according to the norms of native speakers. Instead it is aimed at cross-cultural communication concerning intelligibility, comprehensibility, and interpretability. Native speakers of English are in no way superior in EIL and in cross-cultural communication skills to non-native speakers.

Therefore, it requires five critical attributes for the best teachers of WE: sufficient English skills, formal education in language teaching, real life experience in English for cross-cultural communication, sincere interests in helping learners to communicate across culture, and being non-native speakers of English themselves.



III-1

Benson, Phil. and Peter Voller. *eds.* (1997). Autonomy and Independence in Language Learning. London and New York: Longman.

This book is an attempt to bridge the gap between the popular practice of autonomy and independence in language teaching for the last two decades and the lack of theoretical exploration of these two concepts.

To explore the discourses and application of autonomy and independence in language learning, the book addresses three basic questions: 1) what kind of autonomy or independence are aimed at and how can they be achieved (Part I: Philosophy and practice)? 2). What changes are envisaged in the roles and relationships of teachers and learners (Part II: Roles and Relationships)? 3). What specific methods and materials might best contribute to overall goals (Part III: Methods and materials)?

From various authors' experiences and researches, the books concludes that autonomy and independence are not totems that guarantee a production of better language learner and better people. There are different versions of them and different ways of implementing them and each way leads to questions and debates.

This book offers a good review of the practice of autonomy and independence in language education for the last two decades and, more importantly, offers a chance for us to hold the very concepts of autonomy and independence up to critical scrutiny when they are becoming the mainstream of language education.

### III-2

Cortazzi, Martin. & Lixian Jin. (1996). "Cultures of Learning: Language Classrooms in China," *Society and the Language Classroom*. (Hywel Coleman, *ed.*) Cambridge: Cambridge University Press. Pp. 169-206.

The key term introduced in this chapter is "cultures of learning." It means that much behavior in language classrooms is set within taken-for-granted frameworks of expectations, attitudes, values and beliefs about what constitutes good learning, about how to teach or learn, whether and how to ask questions, what textbooks are for, and how language teaching relates to broader issues of the nature and purpose of education.

To make it briefly, it refers to a hidden curriculum that permeates behavior in the process of learning and teaching. When the teacher and students in a language classroom come from different cultures of learning, there will be a clash of expectations between the teacher and the students or among different groups of students. As shown by Cortazzi and Jin, there are many unnoticed gaps between the Chinese college students of English and their native-speaker teachers.

However, the roots of behavior in university classrooms can be traced back to students' earliest educational experiences in kindergarten and primary school. To demonstrate the roots, Cortazzi and Jin provide an overview of the educational system in China. They argue that although classroom behavior as manifested at different levels in the system may appear to vary in certain respects, there are in fact continuities throughout the system. They also show that a culture of learning is very likely to be influenced by the socio-economic conditions of a society, which affect teachers' and learners' goals and strategies.

The examination of Chinese cultures of learning is largely based on the evidence of statements collected from students and supported by the authors' observation and experience. It pays detailed attention to the students' expectation of good teachers and good students, contrasted with the view of Western teachers who teach English in China. It particularly focuses on the issue of asking questions in the end as an illustration of different cultural approaches to learning.

III-3

Crookall, D. & Rebecca L. Oxford. (1990). Simulation, Gaming and Language Learning. New York: Newbury House Publishers.

This book is a collection of articles about the meaning and application of the methodology of simulation/gaming in SL/FL learning. Different authors explore the reasons why and demonstrate the ways in which simulation/gaming may contribute to the achievement of certain language learning goals.

The book places a strong emphasis on practical application of simulation/gaming techniques. The bulk of the book is composed of three sections that offer practical suggestions on how to bring real-world simulation and gaming techniques in to ESL/EFL classrooms. Section B shows how to adapt, design, run, and redefine simulation/games. Section C focuses more specifically on how to develop and manage simulation/games in teacher training, learner training, learning strategies, testing, and different disciplines such as history and language. Section D discusses a number of practical and theoretical aspects of using computers in simulation for SL/FL learning.

The book also provides sample simulation/games and one of the most complete references for sources and resources on simulation and gaming for different disciplines at different levels and in different formats.

III-4

Crookes, Graham. (1997). "What Influences What and How Second and Foreign Language Teachers Teach?" Modern Language Journal, 81(1). Pp. 67-79.

The article offers two major levels of analysis on the factors influencing the teaching of S/FL teachers.

At a technical level, when the teaching is taken as a "non-provocative liberal discourse," what presently hinders S/FL teachers' competent and professional performance includes the schools' lack of funding, the teachers' lack of control in curricula and school structure, and the administration's lack of professional support and advancement scheme for the teaching and the teachers.

At this technical level, an innovation may be achieved by incorporating ongoing self-study or internal evaluation components with the support of teacher action research, and by associating this with accreditation exercises.

At a critical level of analysis, Crookes argues that how S/FL teachers teach is constructed socially. The role of schools must be considered as an interface between the society's self-reproduction and S/FL teaching performance. In addition, the role of S/FL as non-English languages in the U.S. and as English in many other countries must be assessed within specific context. Therefore, the teaching of S/FL teachers can only be effectively rectified with an analysis that takes into consideration political factors and political action.

Crookes stresses that languages and language teaching are political, and language teachers are political actors or instruments whether they like it or not. S/FL teachers should be aware whether they carry out their career in an education or social construction that they can be proud of.

Although most of the cases raised out of the concerns over the grave situation of S/FL teaching is based on the situation in the U.S., the article does try to keep in mind the applicability of those problems and concerns in other places like Asia. Some criticisms raised here, especially those on CLT and intercultural communication approach, are helpful as a second thought before we implement those teaching methods.

III-5

Freeman, Yvonne S. and David E. Freeman. (1998). ESL/EFL: Principles for Success. Portsmouth, NH: Heinemann.

This book, as an expanded and updated revision of Whole Language for Second Language Learners, serves two purposes: to expand the approach of "Whole Language" from ESL to EFL teaching and learning and to defend content-based English language teaching with the most up-to-date ideas and real classroom experience.

To achieve their goals, Freeman and Freeman provide a readable explanation of common ESL/EFL teaching methodology, summarize successful ESL/EFL teaching into seven principles, match a most consistent method to each principle, and support each method with real classroom scenarios.

To name the seven principles for success:

- Learning proceeds from whole to part.
- Lessons should be learner-centered.
- Lessons should have meaning and purpose for students now.
- Lessons should engage students in social interaction.
- Lessons should develop both oral and written language.
- Lessons should support students' first language and cultures.
- Lessons should show faith in the learner to expand students' potential.

To certain extent, this book is a textbook version of Richards' Approaches and Methods in Language Teaching: A description and Analysis (III-12) and Tudor's Learner-centredness as Language Education(III-14) though their focuses and positions are somehow different.

III-6

Gardner, David. & Lindsay Miller. (1999). Establishing Self-Access: From Theory to Practice. Cambridge: Cambridge University Press.

This book examines the establishing, maintaining, and developing of self-access language learning (SALL).

The book starts with an introduction of the basic concepts involving "self-access" and the background of self-access learning. It does not offer any single definition for the term but develops a framework of "typology" to categorize various self-access systems around the world. In setting up the peculiar framework, fifteen shopping metaphors are used to describe the features of various self-access systems, their types of learners, their advantages and disadvantages. The metaphors rang from telephones sales, mobile shop, and market stall to fast-food restaurant, supermarket, and department store.

The book then focuses on particular practical elements essential for establishing self-access, which include learner profile, self-access materials, self-access activities, physical setting and resources, counseling and evaluation. It finishes with four case studies including ones on self-access in a Malaysian secondary school and in a British private school.

A step-by-step handbook for teaching, managing, and financing self-access language education.

III-7

Holliday, Adrian. (1994). Appropriate Methodology and Social Context. Cambridge: Cambridge University Press.

This important and controversial book argues that any methodology in English language education should be appropriate to its social context and that the methodology of English language education has been developed mainly in the English-speaking countries of "the West" and does not always fit the needs of the rest of the world. To support this argument, it uses an ethnographic approach to demonstrate the complex and diverse cultures of classrooms, of students groups and teacher communities in different countries and educational environments.

In exploring appropriate methodologies, the book distinguishes three basic types of methodology: the one for doing English language education, the one for designing and managing it, and the one for collecting the information about the particular social context. Although a major concern is with "doing" classroom teaching, the methodologies for the other two – information collection and curriculum/project management and design are also stressed.

The book addresses many issues, among which include the meaning of culture in the classroom as different from stereotypical national cultural definitions, the possibility of English language education for goals other than cultural imperialism, the use of ethnographic action research to find culturally appropriate methodologies, suggestions on how the current bias in methodology might be avoided, on a shift in teacher education from mastery of culturally narrow classroom techniques to mastery of skills in solving classroom problems, and on the ways of making aid-funded English language projects appropriate to local contexts.

III-8

Hu, Wenzhong. *ed.* (1988) Intercultural Communication: What It Means to Chinese Learners of English. Shanghai: Shanghai Translation Press.

A collection of eleven essays written by scholars of teaching methodology and teachers of EFL from China as well as from the U.K. and the U.S., it is the first of its kind ever published in China that stresses the elements of culture in language and language teaching.

It serves as a general introduction of intercultural communication to Chinese learners and teachers of foreign language; it also presents a research on various cultural aspects, from verbal to nonverbal interactions, from interpersonal or perceptual, that influence communications between Chinese and the Westerners. On verbal communication, the book presents 4 articles on phonemic, lexical, syntactical and discorsal differences between Chinese culture and English-speaking cultures. The rest of book is divided between 1 essay on non-verbal communication, 3 on cross-cultural interpersonal misbehavior, 1 on value and belief differences, 1 on EIL, and 1 on conducting intercultural communication research.



III-9

Maley, Alan. *series ed.*(1986-1998). Resource Books for Teachers. Oxford: Oxford University Press.

This series is composed and edited to offer the classroom teacher a complete guide to the practice of major contemporary innovative/creative methods and approaches in language teaching, and a brief introduction to the underlying concepts. Each book starts with an explanation of important current issues and concepts of the area under consideration and then focuses on providing examples, actual materials, and specific techniques for each discussed area and method.

For a list of books published under this series and their brief content, see the two sheets attached. The ones marked “#” are available on the Conference bookshelf.

## — titles in the Resource Books for Teachers series

- Beginners*, by Peter Grundy—over 100 original, communicative activities for teaching both absolute and ‘false’ beginners, including those who do not know the Latin alphabet. All ages. (ISBN 0 19 437200 6)
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- Exam Classes*, by Peter May—preparation for a wide variety of public examinations, including most of the main American and British exams such as TOEFL and the new UCLES exams. Teenagers and adults. (ISBN 0 19 437208 1)
- # *Grammar Dictation*, by Ruth Wajnryb—also known as ‘dictogloss’, this technique improves students’ understanding and use of grammar by reconstructing texts. Teenagers and adults. (ISBN 0 19 437097 6)

- # *Learner-based Teaching*, by Colin Campbell and Hanna Kryszewska—over 70 language practice activities which unlock the wealth of knowledge that learners bring to the classroom. All ages. (ISBN 0 19 437163 8)
- Letters*, by Nicky Burbidge, Peta Gray, Sheila Levy, and Mario Rinvoluceri—demonstrates the rich possibilities of letters for language and cultural study. Contains numerous photocopyables and a section on email. Teenagers and adults. (ISBN 0 19 442149 X)
- # *Listening*, by Goodith White --- looks at what makes a good listener and how teachers can motivate learners to develop confidence and independence in listening. (ISBN 0 19 437216 2 )
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- # *Project Work*, by Diana L. Fried-Booth—practical resources to bridge the gap between the classroom and the outside world. Teenagers and adults. (ISBN 0 19 437092 5)
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- Video*, by Richard Cooper, Mike Lavery, and Mario Rinvolucri—tasks for watching and making videos which involve the language of perception, observation, and argumentation. All ages. (ISBN 0 19 437192 6)
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- Young Learners*, by Sarah Phillips—advice and ideas for teaching English to children aged 6–12, including arts and crafts, games, storytelling, poems, and songs. (ISBN 0 19 437195 6)

III-10

Ouyang, Huhua. (In press). "One Way Ticket: A Story of an Innovative teacher in Mainland China."

This article is an anthropological and sociological study of a Chinese senior-middle-school teacher's real life experience with English teaching reform. Cheng "migrated" from traditional methods to communicative and learner-centered methods through a two-year formal training of English teaching in Guangzhou Foreign Languages Institute and experienced a lot of social, cultural, and political resistance against CLT in her applying the new innovative pedagogy in her rural hometown in Guangxi, China.

It unfolds the highly complex and often dangerous remaking of ideologies and power relations inherent in the English teaching reform, as a microcosm of other concomitant changes in the 1990's Chinese society at large.

It also reflects the inadequacy of innovative CLT (Communicative Language Teaching) teacher education in preparing teachers to survive the micro-politics of the seemingly neutral or beneficial-to-all education reform.

Ouyang's case study and analysis get a lot of inspiration from Holliday's cultural theory and ethnographic methodology. However, different from both Holliday and Cortazzi & Jin, Ouyang does not seem to see much resistance from the students. The conflict in this case study primarily took place among and between the faculty and the administration.

III-11

Richards, Jack C. and Theodore S. Rodgers. (1986). Approaches and Methods in Language Teaching: A description and Analysis. Cambridge: Cambridge University Press.

This book provides a straightforward introduction to most of the major approaches and methods in language teaching of the twentieth century (except for the approach of drama). The approaches and methods included are:

- the oral approaches and situational language teaching
- the audio-lingual method
- communicative language teaching
- total physical response
- the silent way
- community language learning
- the natural approach
- suggestopedia

The book develops a particular framework to better describe, compare, and analyzing these methods and approaches. It is composed of five parts: underlying theories of language and language learning of each approach and method; the learning objectives; the syllabus model used; the role of teachers, learners, and materials within the methods or approach; classroom procedures and techniques the method uses.

The book also offers a brief history of language teaching in the West, a definition of the concepts of method and approach, and some suggestions on comparing and evaluating methods.

III-12

Stevick, Earl W. (1998). Working with Teaching Methods: What's at Stake? New York: Heinle & Heinle Publishers.

A book with a two-fold goal: to think critically about contemporary popular approaches, techniques, and materials in ELT; to enable teachers to gain insights on ways to analyze their own teaching.

To fully demonstrate the process of critical self-examination, the book designs three interdependent perspectives throughout its critical scrutiny of methods and approaches: *Teacher's Voice* provides the experience of various language teachers from various settings; *Frameworks* introduces key concepts, issues, methods, and approaches on language teaching; *Investigations* offers classroom-based tasks/activities for readers to do their own investigation in language teaching.

A book better read side by side with Richards' Approaches and Methods in Language Teaching: A Description and Analysis, which claims to describe only the approaches and methods instead of criticizing any of them.

III-13

Tang, Frank. with Runqing Liu. (1989). Language and Culture. Beijing: Foreign Languages Teaching and Research Press.

The most complete account ever made on verbal and nonverbal cultural differences that can hinder Chinese-Westerner communication and interaction. It distinguishes application rules of language (or of "language of the mind," which define the appropriateness of language usage) from the structure rules of language (which include phonetics, lexicon and grammar), and uses tons of examples to illustrate the importance of the application rules of language in EFL learning and the intercultural communication between Chinese and Westerners.

To name some of the chapters of the book, "Words," "Cultural Differences in Everyday Conversation," "Idioms, Proverbs and Sayings," "Metaphor and Association," "Allusions," "Euphemisms," "Taboos," "Some Differences in Writing Style," and "Body Language-Nonverbal Communication." Each chapter presents observations about certain Chinese and American linguistic attitudes and behavior and provides cultural dos and don'ts for Chinese learners of English.

The book is written in a bilingual format to fully elaborate the cultural differences between the two languages, thus the English version and the Chinese version are not simple translations of each other.



Tudor, Ian. (1996). Learner-centredness as Language Education. Cambridge: Cambridge University Press.

In this book, learner-centredness is defined as an approach to language teaching that takes account of the learning goals, subjective needs and the culturally based expectations, which learners bring with them to the language classroom. It is a collaborative process in which teachers and learners share their respective knowledge and insights.

There are two major principles in learner-centered language education: 1) language teaching needs to acknowledge and work with language learners as complex and varied human beings, not just in individual but also in social and cultural terms. 2). Language teaching is an educational endeavor that should seek to empower learners by enabling them to assume an informed and self-directive role in the pursuance of the language-related life goals.

The book stresses that a learner-centered approach cannot be made synonymous with any one set of teaching procedures. It will assume different forms in response to the individual and cultural identities of the learners involved and the settings in which learning takes place. It may better be seen as an umbrella concept encompassing many of the main developments in language teaching since the 1960s.

Pemberton, Richard. *et al. eds.* (1996). Taking Control: Autonomy in Language Learning. Hong Kong: Hong Kong University Press. "Section IV: Technology."

The fourth section of this book -- "Technology" is made up of three essays:

1). David Little, "Freedom to learn and compulsion to interact: promoting learner autonomy through the use of information systems and information technologies."

2). David Gardner and Rocio Blasco Garcia, "Interactive video as self-access support for language-learning beginners."

3). John Milton, Ian Smallwood and James Purchase, "From word processing to text processing."

Little explores how the process of learner autonomy can be fostered by computer-based technologies. He first argues that autonomy is humane but is also paradoxically constrained by the equally human need to interact -- therefore his title "freedom to learn and compulsion to interact." This "compulsion to interact" is also fundamental to learning. Information system, either through CALL, or e-mail, or World Wide Web, facilitates collaborative interaction -- therefore information system can facilitate the development of learner autonomy. Thus inhuman information system has the potential to nurture human autonomy of the learner. He then demonstrates the development of autonomy with his *Autotutor* interactive video program.

Gardner and Garcia introduce another interactive video program, which provides bilingual support to beginning learners of Spanish when they watch Spanish movies. The goal is to increase the learner's confidence in making use of authentic video as a language-learning tool, and eventually to encourage the learner to use authentic video without the support of an interactive video program. Their initial evaluation did show signs of improvement in learners' autonomy and confidence though further research needs to be done to include more learners in the experiment.

Milton, Smallwood, and Purchase present a prototype computer program designed to aid language use. The general purpose is to provide guidance to the learner writer at the various stages of text planning, development and editing so that the learner can gradually develop more sophisticated use of language devices suitable to particular genres. The ultimate goal is to help the learner writer develop autonomous learning/writing habit through the completion of authentic tasks in this kind of computer program. The effectiveness of this program is yet to be determined.

Warschauer, Mark & Richards Kern. *eds.* (2000). Network-based Teaching Concepts and Practices. Cambridge: Cambridge University Press.

The book provides a collection of research in second and foreign language on-line teaching that makes use of electronic mail, real-time writing, and the World Wide Web. The studies seek to establish the theories underlying computer-assisted learning, the contexts that affect network-based teaching, and the linguistic nature of computer mediated interaction in both textual and multimedia environments. It concludes that there is no simple answer as to whether or not teaching with computers works. What really matters are such concerns as what types of processes and outcomes are achieved for particular computer language learners in particular circumstances and what implications are there for the designing and implementation of network-based language program.

Among the issues explored are the nature of interaction and discourse during the computer-based communication, the use of technology-based activities in a literature-based curriculum and their effects on classroom interaction, ethnographic study of on-line learning in college language and writing classrooms, second language learners' learning style changes during electronic conferencing, the role of computer in students' writing improvement, the development of second language competencies and skills through the Web, and the impact of this new mode of learning on the students' and teachers' views of teaching and learning. The subjects of all of these issues under research are college or adult learners.