The Role of Historiography in Decentring ELT

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Overall thesis

Historical research – and 'historical sense' – can contribute to a necessary decentring of English language education practices and theories away from UK- or US-based models, towards more appropriate, localized approaches

,

Plan

- 1. Why does ELT need 'decentring'?
- 2. Decentring ELT, in general
- 3. What is 'historiography'?
- 4. Potential contributions of historiography

1. Why does ELT need to be 'decentred'?

- Autobiography
- Wider ELT discourse

Autobiography

- 1984–88 Japan: 'CLT missionary' in Japan
- 1990s Japan a teacher seeking an alternative to 'weak version' CLT.
- 1990s Japan & 2000+ UK a teacher educator seeking alternatives to (imposition of) CLT in 'periphery' contexts

Wider ELT discourse

Post-1990 'critical turn' in ELT: e.g. Adrian Holliday (1994) *Appropriate Methodology and Social Context*

Inappropriateness of top-down / centre-periphery solutions ->

Generally acknowledged needs for more context-sensitive approaches

Other key writers:

- Phillipson 1992
- Pennycook 1994, 1998
- Canagarajah 1999
- Kumaravadivelu 2003, 2006

A guiding question

How can English teachers [in public education systems and in 'difficult circumstances'] develop appropriate methodology?

2. Decentring ELT, in general



















'Difficult circumstances'

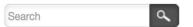
Michael West's (1960) *Teaching English in Difficult Circumstances*

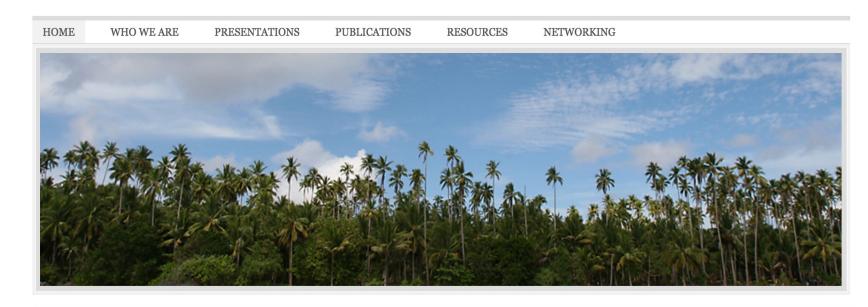
"a class consisting of over 30 pupils (more usually 40 or even 50), congested on benches ... accommodated in an unsuitably shaped room, ill-graded, with a [non-native speaker teacher], working in a hot climate. ... The pupils in such schools are more subject to Elimination [i.e. drop-out] than those who are more favourably circumstanced"

'Difficult circumstances' are 'normal'

- Most (English) teaching in the world has always occurred and still occurs in primary and secondary schools, in such circumstances
- In this sense, these are 'normal' circumstances – but are dysfunctionally neglected in ELT discourse and ELT research!

TELC-net: The Teaching English in Large Classes research & teacher development network





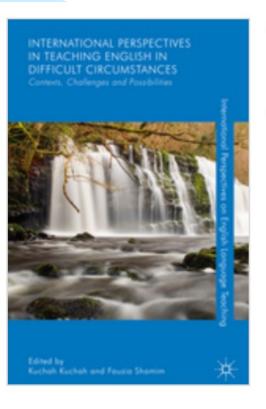
About TELC-net

Network rationale

Large class size and/or a lack of material resources are challenges faced by many teachers and learners around the world in developing countries where teacher recruitment and infrastructure development have not kept pace with rapid increases in school enrolments. Investigations of (dealing with) large class size, lack of material resources and other challenges involved in 'teaching in difficult circumstances' constitute the focus of our concern as a research and teacher development network.

A research agenda for Teaching English in difficult circumstances (Smith 2008)

- -Qualitative research
- -Not assuming 'problem situation' vs. western norms
- -Sharing success stories
- -Teacher-research
- -Devolved network



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International Perspectives on Teaching English in Difficult Circumstances

Contexts, Challenges and Possibilities

Editors: Kuchah, Kuchah, Shamim, Fauzia (Eds.)





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Volume 70, Issue 2

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Researching teacher associations

Richard Smith, Kuchah Kuchah

ELT Journal, Volume 70, Issue 2, 1 April 2016, Pages 212–221,

https://doi.org/10.1093/elt/ccv077

Published: 30 March 2016

66 Cite Permissions

Abstract

In this article, we argue not only for more research *into* E teacher associations (TAs) but also for research to be car TAs. That is, we advocate their becoming 'Researching T

- Teacher-research
- Teacher association research
- University—school partnerships
- Researcher—teacher collaborations

as forms of bottom-up / decentred

'ELT research'

A guiding question

How can English teachers [in public education systems and in 'difficult circumstances'] develop appropriate methodology?

A preliminary answer

We need to identify / bring into being *suitable foundations for language teaching*, given what we know about the inappropriateness of top—down / centre—periphery propositions

Can historiography help?

3. What is historiography?

Preliminaries

'Historiography' – researching and writing history in a principled, rigorous manner

We need to establish:

- why historical research is needed (rationale)
- what to focus on (scope)
- how to do research (methodology)

Why research ELT history? (1)

 A continuing 'paucity of studies' (Stern 1983)

History of ELT

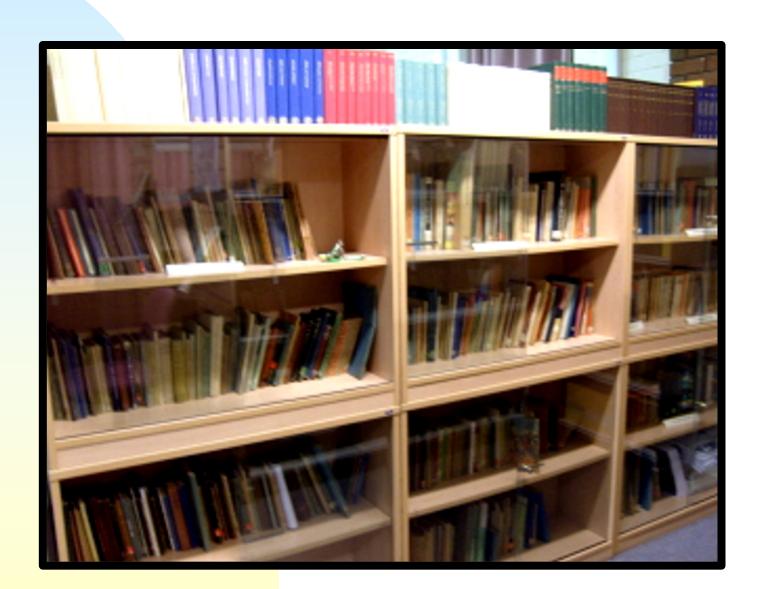
Howatt (1984) A History of English Language Teaching; 2nd ed. 2004.

Since then:

Howatt and Smith (2000-2005) – 26 volumes of facsimile reprints (Routledge)

Warwick ELT Archive (2002 onwards)

The Warwick ELT Archive: www.warwick.ac.uk/elt_archive





Warwick ELT Archive

History of ELT

English language education in Germany (in German)

Klippel, 1994; Lehberger, 1986, 1990; and Macht, 1986, 1987, 1990.

Recent PhDs by Doff 2002, 2008; Franz, 2005; Kolb, 2013; Ruisz, 2014

English language education in Japan (in Japanese):

Nihon eigakushi gakkai (The Historical Society of English Studies in Japan)

Nihon eigokyoikushi gakkai (The Historical Society of English Teaching in Japan).

HoLLT (History of Language Learning and Teaching)

- SIHFLES (Société internationale pour l'histoire du français langue étrangère ou seconde) – 25year history
- CIRSIL (Centro Interuniversitario di Ricerca sulla Storia degli Insegnamenti Linguistici)
- APHELLE (Associação Portuguesa para a História do Ensino das Línguas e Literaturas Extranjeras)
- PHG (Peeter Heynsgenootschap)
- SEHEL (Sociedad Española para la Historia de las Enseñanzas Lingüísticas)

What to research?

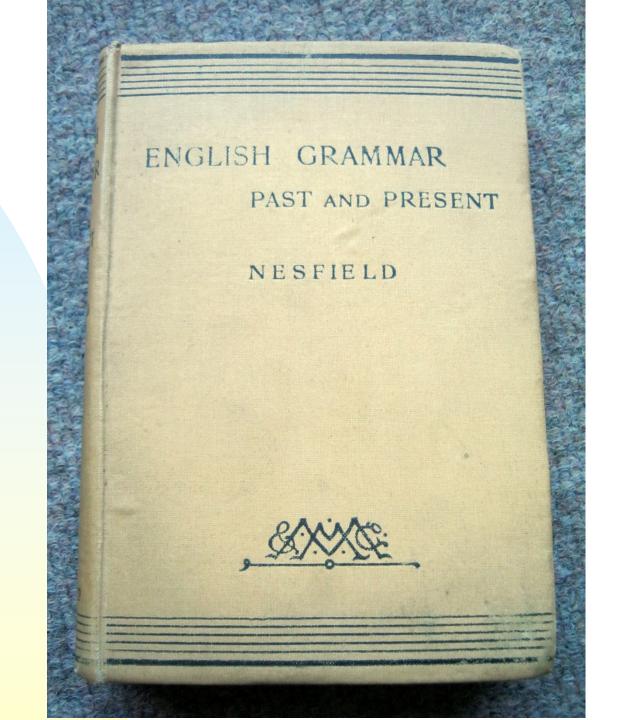
Fill the many gaps:

'studies of particular aspects' (Stern 1983)

- ... in different contexts
- ... practices, not just ideas

E.g.?

- Individuals
- Particular institutions
- Particular methods or techniques
- Materials



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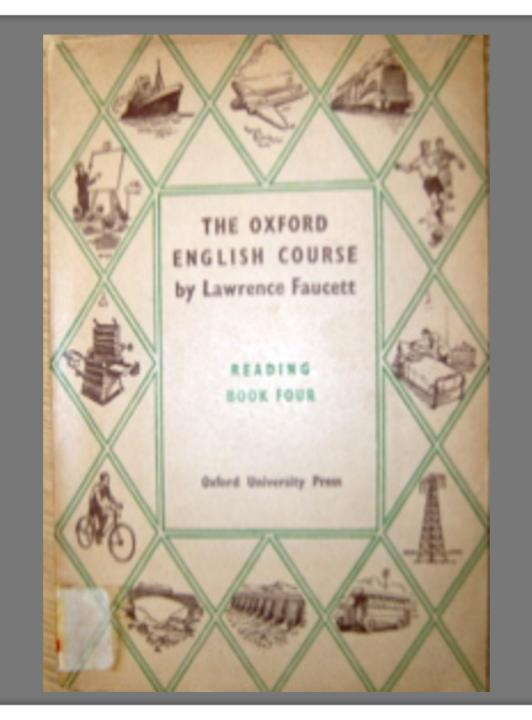
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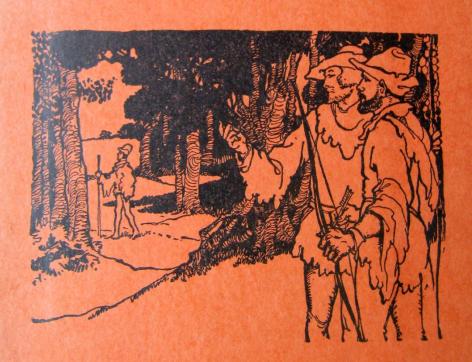
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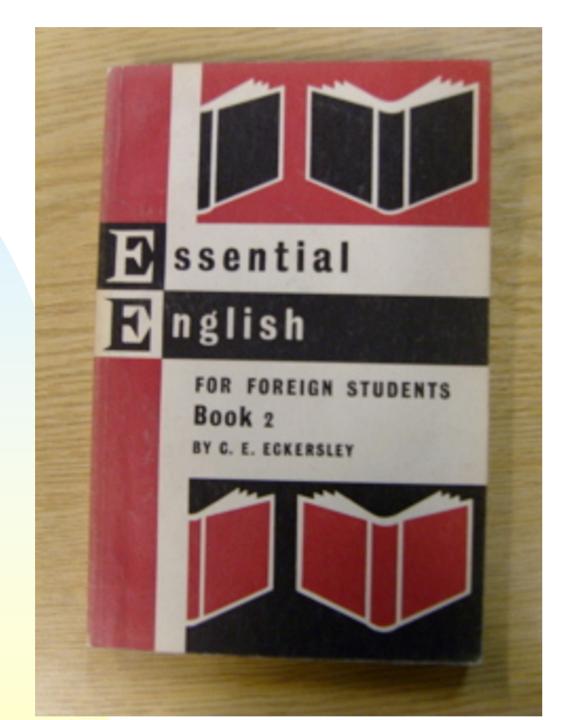
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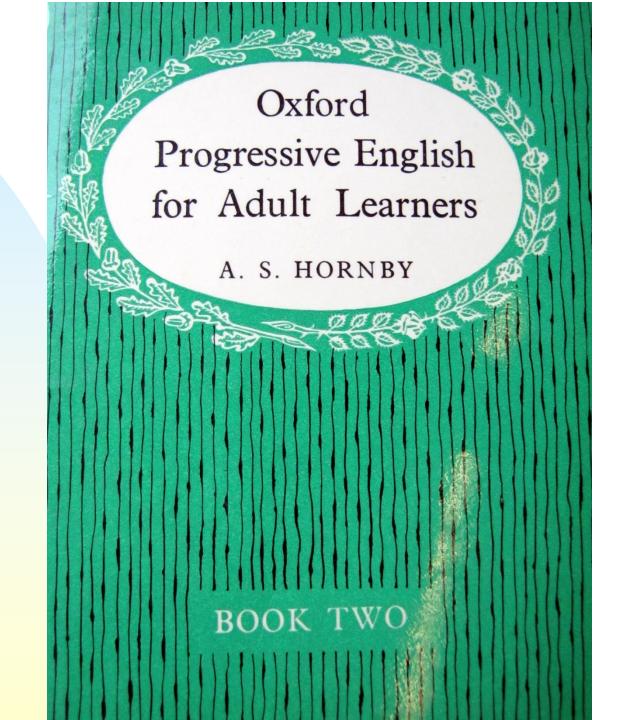
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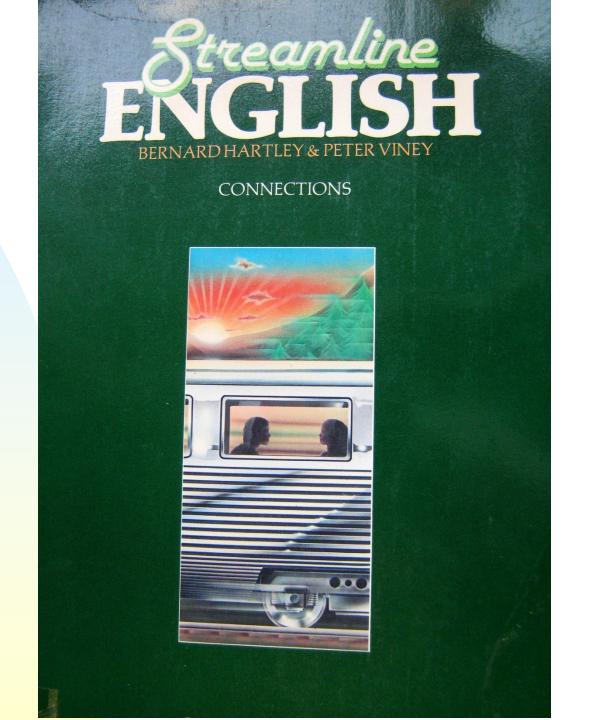


CETTING ON

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Brian Abbs/Angela Ayton/Ingrid Freebairn



Students' Book





HEADWAY

STREET SHOP

STEENS DATE.



John & Lie Sours

Some basic 'rules' of historiography

- Use but be critical of existing secondary accounts
- Refer to primary sources (do 'original' research)
- Attempt to make only evidencebased assertions
- Explicitly state sources of evidence

Where to start?

- What do you already 'know'?
- what are your preconceptions?
- What secondary accounts are there?
- what contradictions do they reveal?
- what are their sources?
- what questions still need to be answered?
- what other sources can we imagine?
- Start to make a chronology, bibliography and primary source list

Consult primary sources

'Primary sources' =

http://research.library.gsu.edu/primaryhistory

'Documents or artifacts closest to the topic of investigation. Often they are created during the time period which is being studied (correspondence, diaries, newspapers, government documents, art) but they can also be produced later by eyewitnesses or participants (memoirs, oral histories)' Source:

Scope and 'immerse yourself' in sources

- Scope available sources / seek out further relevant sources
- Immerse yourself in primary sources, and secondary sources beyond applied linguistics
- Keep asking questions what still needs to be answered? What further sources do I need? Proactively seek them out, but …
- Know when to stop!

Be critical of sources

- Triangulate (compare and contrast) different sources
- Become aware of sources' biases and limitations
- Select in a principled way from available sources (e.g. for textbook analysis)

But ...

Imaginatively reconstruct the past

"(immersing) myself in the past until I know it well enough for my judgment of what is or is not representative to seem acceptable without undue epistemological debate' (Thomas 2010)

4. Potential contributions of historiography

Why research ELT history? (2)

- A continuing 'paucity of studies' (Stern 1983)
- Fill the many gaps (e.g. geographical)
- Help to build a relatively new field
- Correct wrong or over-simplistic accounts
- Counter dominant myths / develop critical accounts
- Thereby bolster teacher autonomy

- Focus here on the potential contribution of historiography and historical sense to 'decentring' ELT
 - Dispelling myths
- Providing perspective
- Developing teacher autonomy

In the absence of historiography we live by a set of interconnected *myths* about the past: ELT mythology

Historiography may lead to better 'historical sense'

'Historical sense'

= 'an appreciation of the past which enables new ideas to be evaluated in the light of former experience, past ideas to be made available as a continuing resource, and the limitations and strengths of presentday paradigms of language teaching to be evaluated more wisely, to the benefit of teacher autonomy.'

ELT mythology

Myth # 1: ELT is a matter of methods

Myth #2: ELT depends on science

Myth #3: ELT is imperialistic

Myth #4: ELT has a single story

How to displace ELT foundations?

Deconstruct allegiance to methods, (misapplied) science, commercial interests, published materials and testing systems, recipes / quick-fix 'solutions', celebrity-centred entertainment, externally imposed teaching competency frameworks

Can historiography help? How did the myths arise?

Myth #1: ELT is a matter of methods

'There is no best method – why?' (Prabhu) One size cannot fit all – and teachers have always been eclectic in practice

Methods serve the interests of their promoters, not necessarily of teachers or learners (Pennycook)

Methods are associated with UK / US linguistic / cultural imperialism (Phillipson) / 'native speakerism' (Holliday).

We are supposed to live in a 'post-method era' (Kumaravadivelu), but ...

- the concept of 'method' still predominates as a way of conceptualizing teaching
- "methods-in-materials" are dominant in practice
- in-service teacher events impart 'recipes' / quick-fix 'solutions'
- competency frameworks are increasingly imposed

There is a myth of progress – the past has seen a successive, progressive development of methods:

GTM -> DM -> ALM -> CLT -> TBLT [-> post-method?]

'Packaging up' the past to move on

A more historiographical approach to the origins, development and spread of methods

ELT EFL TEFL EIL ELF

ESL ESP

TESL EOP

ESOL EAP

EAL TESOL

UK ELT

Examining the development of 'UK ELT'

I define ELT here as:

"Post-World War II, UK-based enterprise in the field of English teaching to speakers of other languages"

When did ELT begin and how did its influence spread?

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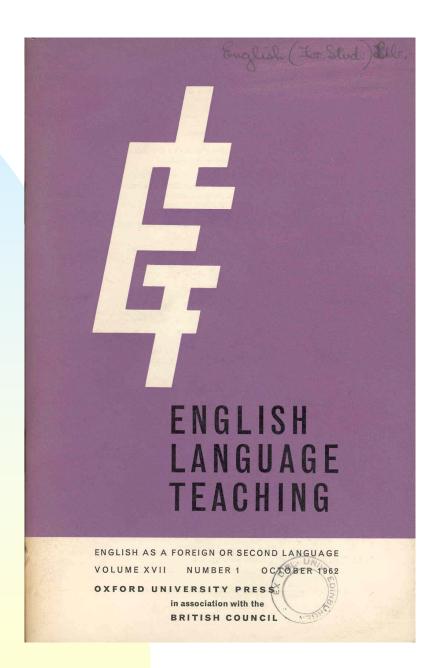
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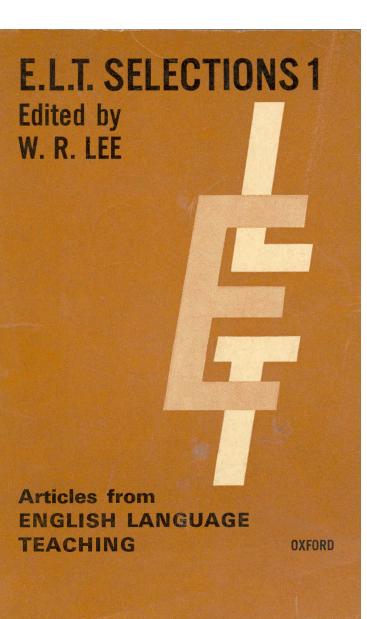
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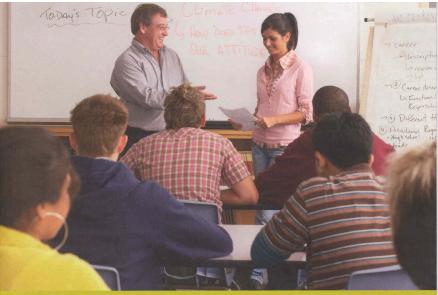
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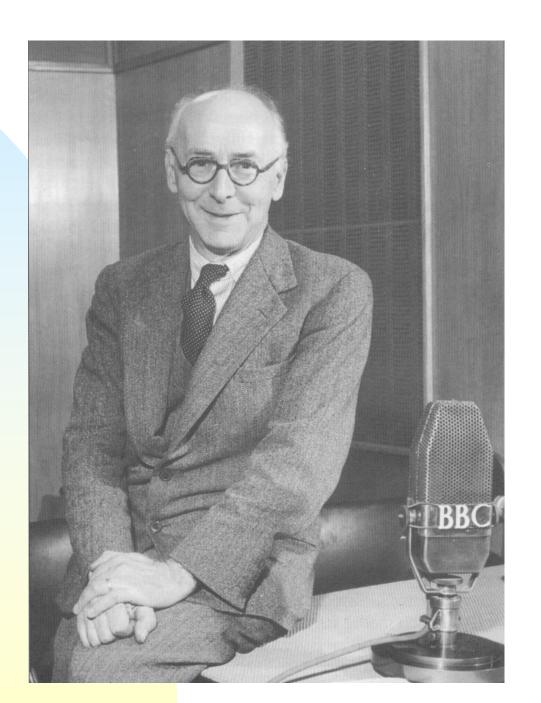
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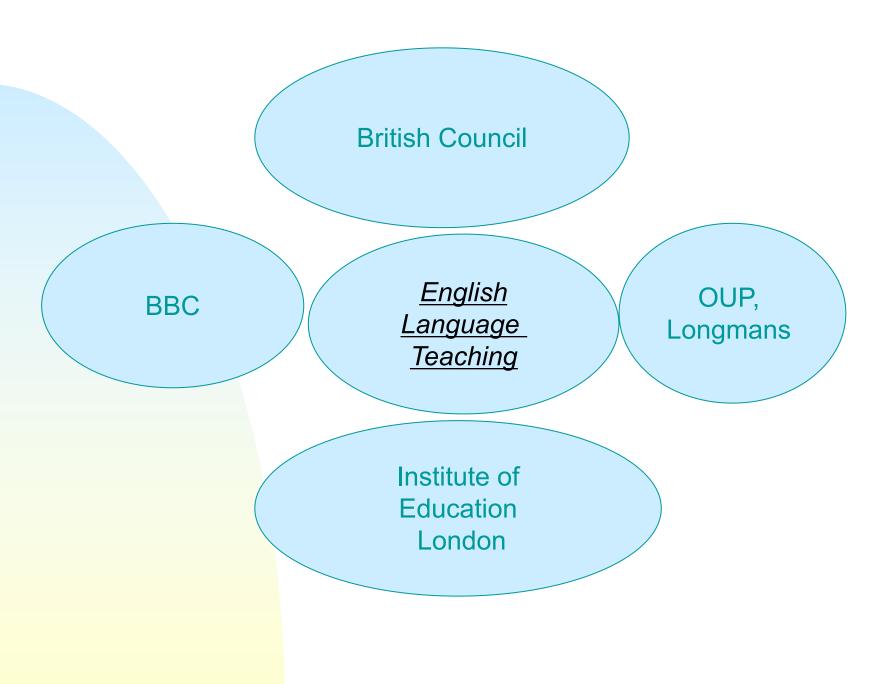
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AQUALUNG

43

ar bit er ['u:bito'] w. 1. person with complete control (of sth.), 2. sebitrator, ar bi tra ment (u:bitrament) n. (U) the

ARCH

deciding of a dispute by an arbiter; (C) deciden made by an arbiter, arbitrary ('ubitroci) odj. I. based on opinion or impulse only, not on reason.

2. dictatorial mainr despetts power, ar bitrate l'arbitretts e.t. de 4, (VII 1, 21) decide by arbitration; judgo between two parties to a dispute (not. at the request of the two parties): Mr X has been caked to ~ the dispute (to ~ between the coupleyers and their workers). If countries would observe ~ their generals, wars good be credied.

ar bi tru tion [,a:bi*treifen] w. (U) settlement of a dispute by the decision of shchown and accepted as a judge or umpire: refer a geomics to —; essenif a

dispute for ~.

ar bitra tor ['a;hitrelin*] s. Gegal term for arbiter; person appointed by two parties to settle a dispute.

arboreal [arboriol] adj. of, living in, connected with, trees: ~ animals (e.g., squirrels, mankers).

ar bour (U.S.A. setor) ['unba'] s, shady place among trees, esp. one made is a gorden, with elimbing plants growing over a framework.

arclack; s. part of the circumference of a sinde or other curved that 'wee-lamp, 'wee-light'sn. brilliant light produced by electric current flowing across a space between two carbon rods.

ar cade [sc'heid] s. covered passage, um,

An arcode

with an arched rest, sep, a passars with shops slong one or both sides I assurement —, hall with plantables, machines for gambling, etc.

Ar ca dian to keldim) odi, of an ideal rustle simplicity; simple and innocent, s. person with ~ tastes.

with a classes of the curved structure supporting the weight of what is above it, as in height, squareducts, mercury,

ducts, micronys, etc. (See the Dustr. at operduct.) 2. (also doeasy) curved structure built in as an ornament or galeway: a

triumphol ~. 3. An archiver!
any curve in the shape of un ~. e.g. the
curved under-part of the foot; a structure

aqualung ['ekwelan] s. cylinder of exygen strapped to a person's back for underwater swimming.



aqua marine [,ekwemo'rin]w. [C& U] hinish green dewell.

aqua plane ("skwoplets) a, wide board on which a person stands while being pulled along by a fast motor-boat. r.f. ride on such a board.

a quarium [s'kwestom! #. (pl. -(sws., -in) (building with an) artificial pand or tank for keeping and showing living

fish and water plants.

a quatic la kwatiki wij. 1. (of plants, animals, sta.) growing or living in or near water. 2. (of sports) taking place on or in water (e.g., rowing, swimming), an animal belowshith a (il) rescens of

aquatint ['ekwetint] m. [U] process of engaving on copper, the picture being made by letting acid bite into a plate covered with a layer of resin that; [U] picture made in this way.

aque duct ['wkwidakt] m, settletal



An aquoduck

channel for supplying water, esp. one built of stone or brick and higher than the surrounding land.

a que ous l'elkeries) self, of or like water; on ~ solution of eth, in water,

aquiline ['wkwitah] selj. of or like an eagle: en ~ near, curved like an eagle's beak.

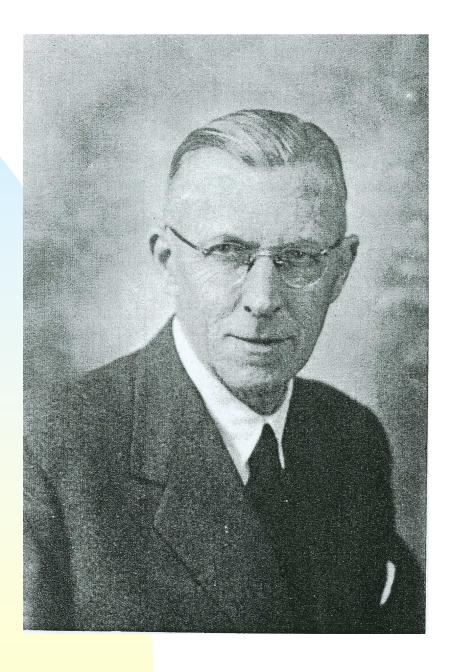
Ar ab ['wrah] w, name applied to say of those people who speak Arabic and chain descent from the inhabitants of the Arabian Pediasnia who, in the fifth entury, were conquerous of N. Africa, Syrin, and Mesipetamia: the military conquests of the ~r; the ~ League; the United ~ Republic

ar a besque (,ers'tesk] H. [C] elaborate design of leaves, branches, acrells, etc. A ra bian (s'relbjun) selj. of Arabia or

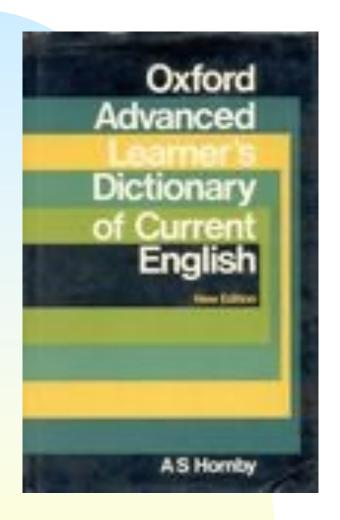
the Araba: Els ~ Nights, famous stories of the Araba in ancient times. Arabic Persibilit off, of the Araba; ~

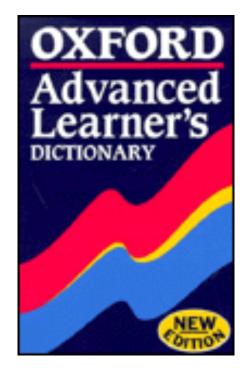
Ar a bic ['mrshik] off, of the Araba; ~ noncrols, the cigos 0, 1, 2, 3, etc. M. language of the Araba.

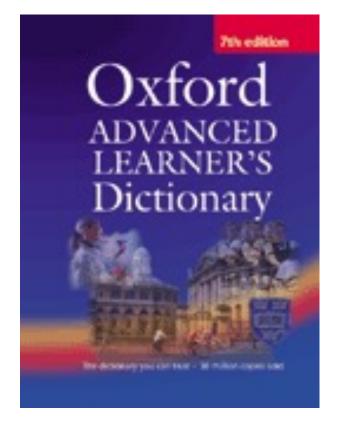
arable [wrohl] edj. (of had) suitable for phospher; usually ploughed.



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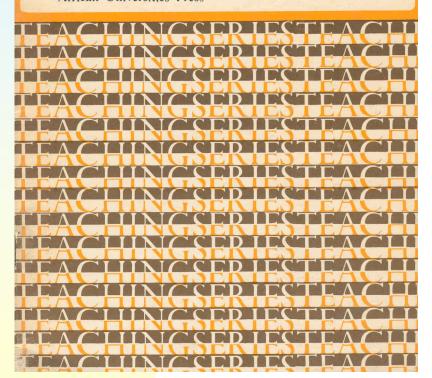


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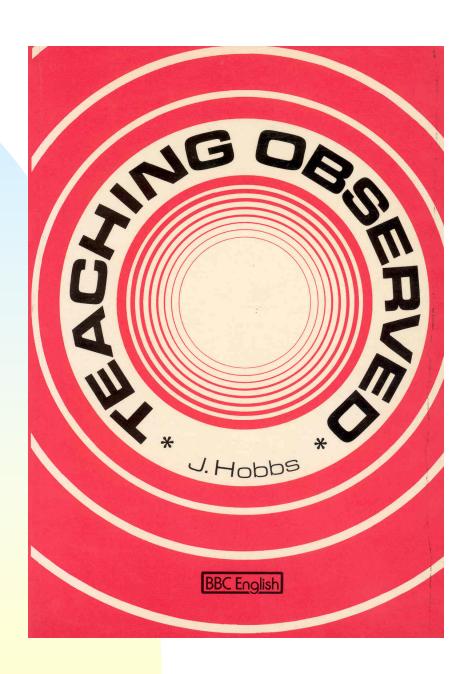
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The 'situational approach'

Structural
Oral
Situational

(In India, nicknamed the 'Independence Method')



LESSON UNIT - SEVEN

Language Practice

I (a) Ranjit is cleaning the blackboard.



Ranjit has cleaned the blackboard. There are no words on it now.



(b) Sarath is painting a picture.



Sarath has painted a picture on the wall. It is very beautiful.



(c) Kamala is washing her clothes.



Kamala has washed her clothes. Her clothes are in the sun now.



(4) Make ten sentences from this table:-

Nimal My friend has she	bought	a book a pencil an umbrella	today.
		a bag	

(5) Make ten sentences from this table:-

Our friends		eaten	some mangoes.
The villagers	have	bought	
The children			some chocolates.

(6) Make 12 sentences from this table:-

My brother Sena		sent	me	a toy.	
	has	given	us	a kite.	
He		made	you	a parcel.	ß,

- (7) Re-arrange the words and phrases in the following and make sentences:—
- (a) have/four lessons/we/in/our English book/done/.
- (b) at the fair/Kirihamy/has/all his pots/sold/.
- (c) has/our classroom/Kamala/today/swept/.
- (d) left/have/the fair/all the people/now/.
- (e) our Principal/us/given/a new blackboard/has/.
- (8) Put the statements in Exercise 3 in the negative form:—

Example:

My friend has bought a new pen. My friend has not bought a new pen.

Our friends have bought some oranges. Our friends have not bought any oranges.

(9) Change the statements in Exercise 3 to questions:-

Example:

(i) My friend hought a new non

Continuities with CLT?: an ELT 'paradigm'

- 'structural' -> structural and functional
- 'oral' -> oral and written
- 'situational' -> situational and 'communicative'
- using 'drills' -> drills and tasks
- largely inductive
- avoiding L1

Myth #2: ELT depends on science

Applied linguistics -> ELT

(ELT = science applied to practice)

What are some liimitations of this way of characterizing language teaching?

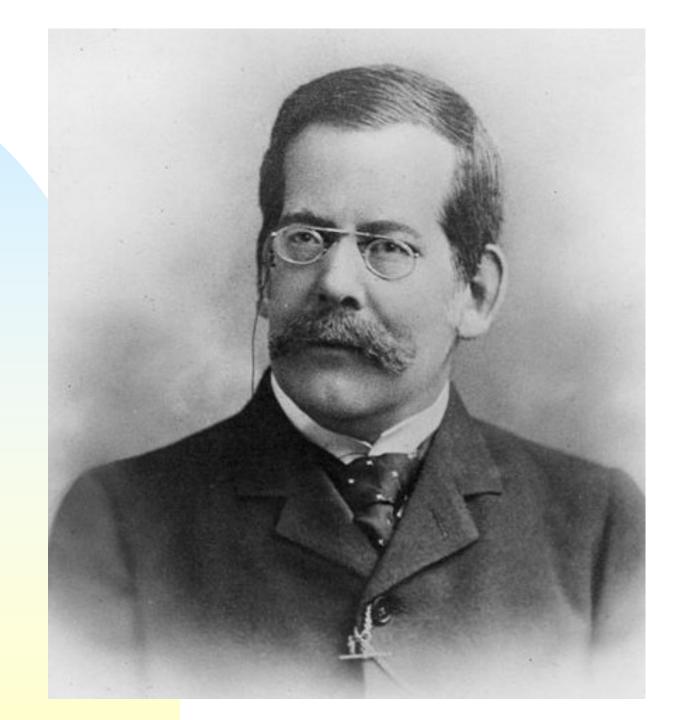
Historiography of applied linguistics

There are more and less 'applicationist' versions

Linguistics has dominated at the expense of other source disciplines

Precursors of post-method pedagogy: previous attempts to provide language teaching with a solid foundation – but limited in effect?

- H.H. Stern (1983) Fundamental Concepts of Language Teaching
- W.F. Mackey (1965) 'methodics' (*Language Teaching Analysis*)
- Harold E. Palmer (1917) The Scientific Study and Teaching of Languages
- Henry Sweet (1899) The Practical Study of Languages



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10. Fèbrueri 1887. (500 kopiz)

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THE SCIENTIFIC STUDY & TEACHING OF LANGUAGES

A REVIEW OF THE FACTORS AND PROBLEMS CONNECTED WITH THE LEARNING AND TEACHING OF MODERN LANGUAGES WITH AN ANALYSIS OF THE VARIOUS METHODS WHICH MAY BE ADOPTED IN ORDER TO ATTAIN SATISFACTORY RESULTS

 B_y

HAROLD E. PALMER

ASSISTANT IN THE PHONETICS DEPARTMENT UNIVERSITY COLLEGE LONDON Harold E. Palmer (1878–1949)



According to Palmer (1917), why was there a need for a new 'science of language teaching'?

"ce n'est pas la méthode qui nous manque; ce qui nous manque c'est la base même de la méthode" (Palmer 1917)

("it is not 'method' that we lack; what we lack is a basis for method" (my translation))

"no one programme can possibly be ideally suitable for all classes of students; hence, in addition to the Standard Programme that we have ... described, we must be prepared to draw up Special Programmes' (Palmer 1917: 16)

Cf. 'There is no best method – why?' (N.S. Prabhu)



As a language teacher in Belgium, Palmer ...

"explored the possibilities of one method after another, both as teacher and student. He would devise, adopt, modify or reject one plan after another as the result of further research and experience in connexion with many languages — living and artificial."

'Scientific method', according to Palmer (1917: 20):

- (a) To collect isolated facts and factors in such numbers as to cover the whole field of inquiry.
- (b) To classify, examine, and correlate them.
- (c) To draw from them certain conclusions upon which the fundamental principles may be established and stated in categoric terms.
- (d) To confirm and justify these principles by putting them to the test of actual and continual practice.

The Institute for Research in English Teaching, Tokyo (founded 1923)

1922-1936 - Palmer in Japan

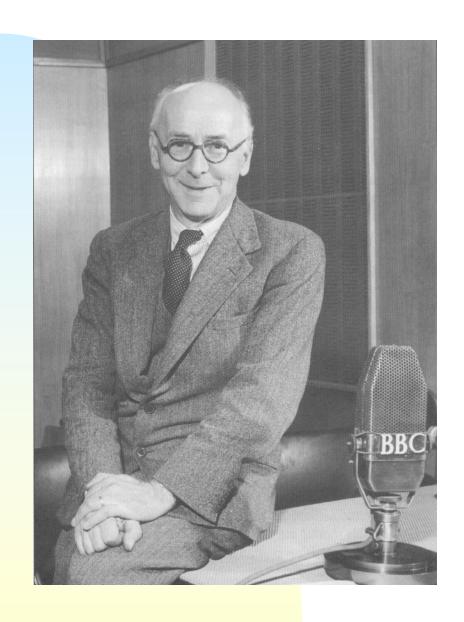


- Sweet phonetics as the 'indispensable foundation
- Palmer's alternative applied linguistics
- Post-WWII 'Linguistics applied'
- 1970s–80s 'Applied linguistics' (Widdowson)
- Has AL separated again from teachers' concerns?

Applicationism has tended to prevail; need now for 'participatory ELT research', involving more involvement and agency of teachers?

Myth #3 ELT is imperialistic

Where did UK ELT methodology 'come from'?



Hornby in Japan (1923-1941)

THE BULLETIN

OF

THE INSTITUTE FOR RESEARCH IN ENGLISH TEACHING

Department of Education, Tokyo, Japan

No. 126

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1936-41

Editor: A.S. Hornby

THE BULLETIN THE INSTITUTE FOR RESEARCH IN ENGLISH TEACHING 11 所 DEPARTMENT OF EDUCATION, TOKYO, JAPAN 5 報

Vol. I. No. 1.

定價一部二十錢

June 1, 1923

Ins itute for Research in English Teaching Established

Mr. Palmer's Office at the Department of Education will be the Centre of Language Teaching Research.

On Tuesday May 1, the special committee of the Department of Education, consisting of Messrs C. Matsuura, T. Komatsubara, S. Ichikawa, Y. Okakura, J. Nagaya, S. Mikami, K. Fujioka appointed to advise in matters pertaining to the work of Mr. Palmer in Japan, met at the Mombusho to hear from Dr. Sawayanagi the plans of the Institute for Research in English Teach-

The committee approved the Institute, and as individuals they consented to become members of the Advisory Council of the Insti-

It was also resolved to entrust the details of administration and research to a committee which shall be nominated by Dr. Sawayanagi.

Dr. Sawayanagi has therefore with Mr. Palmer appointed the following as the Administrative Committee of the Institute: Dr. M. Sawayanagi, President of the Imperial Education Association; Mr. T. Komatsubara, Inspector of the Department of Education; Prof. Shigeharu Kimura of the Tokyo University of Commerce; Prof. Rinshiro Ishikawa of the Higher Normal School, Tokyo; Prof. Tsutomu Chiba of the School of Foreign Languages, Tokyo; Prof. Shigeru Araki of the Peeress's School. Tokyo; Miss Ai Hoshino of the Tsuda Eigaku Juku Tokyo; Prof. Eishiro Hori of Keio University, Tokyo; Prof. J. Victor Martin of Aoyama Gakuin, Tokyo; and Mr. W E. Laxon Sweet, of the Kokusai News Agency.

English Phonetician Recommends American Pronunciation for Japan; Whereas, American Phonetician Recommends "Southern English."

Professors Daniel Jones and C. H. Grandgent Differ as to a Standard of English Pronunciation for Japanese Schools.

Phonetics Department of University to the Pronunciation Committee of the Commission on English Teaching by Foreigners in Japan, suggests that it might be found desirable to adopt for teaching purposes in Japan basis. a pronunciation intermediate between the Public School Pronuncia tion (PSP) of England, (sometimes referred to as "Southern English") Prof. Jones suggests that if this committee thought such a course desirable that the west of England pronunciation be adopted especially as it is transcribed in Cassell's French and English Dictionary Jones's Pronouncing Dictionary.

(new edition). The members of the Institute who (new edition).

As an alternative he suggests the adoption of American pronunciation Bulletin.

Prof. Daniel Jones, head of the Grandgent of Harvard University' Cambridge, Mass., one of America's College, London, in a recent letter foremost phoneticians advised this same committee to adopt "Scuthern English" as that type of pronunciation is the only one that has been scientifically recorded on a phonetic

Again, in the same way Miss Anne M. Rae, a teacher of phonetics at the Girls High School, New York City, in an article called "Cultured and American speech. At this point Speech", (to be reproduced subsequently) intimates that there is one standard of cultured speech among educated peoples in the leading centres of the English-speaking world which may be studied in

have seen these statements consider them very significant as well as as shown in Krapp's book, "The interesting, and they have express-Standard Pronunciation of English ed a hope that here in Japan there in America". The full text of may be discovered the standard that Prof. Jones's note on this subject is neither too English to be unwill be published in a subsequent comprehensible to Americans, or too American as to be displeasing In the same mail Prof. Charles H. to the ears of English people.

Kaltakusha Appointed Distributors of Institute Publications.

(Kaitakusha) of 10 Omote Sarugaku-cho, Kanda, lokyo have been efforts on. appointed distributing agents and business brokers of the Institute. to all of the business of the In- of Mr. Palmer's books in Japan.

stitute. This relieves the other secretaries for the technical work The Japanese Y. M. C. A. Press of research which is so important for the Institute to concentrate its

Arrangements are also underway with Mr. Palmer's British publishers Mr. Kobayashi, the manager of to make Kaitakusha their stock the Press, acts as a secretary of depository for Japan so that there the Institute and voluntarily tends will always be an adequate supply

Founder and editor: Harold E. Palmer



Harold E. Palmer (1877-1949)

DHI

FONÈTIK TÎTCER

Dhi organ ov dhi fonètik tîtcerz' asóciécon

edited bai PAUL PASSY

NEUILLY-SUR-SEINE (NIR PARIS) FRANS

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Paul Passy (1859-1940)



Life

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DER SPRACHUNTERRICHT MUSS UMKEHREN!

EIN BEITRAG

ZUR

ÜBERBÜRDUNGSFRAGE

VON

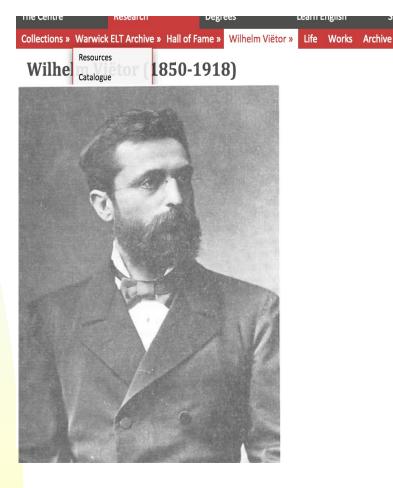
QUOUSQUE TANDEM

WILHILM VIETORS.

DRITTE, DURCH ANMERKUNGEN ERWEITERTE. AUFLAGE.



LEIPZIG.
O. R. REISLAND.
1905.



Life

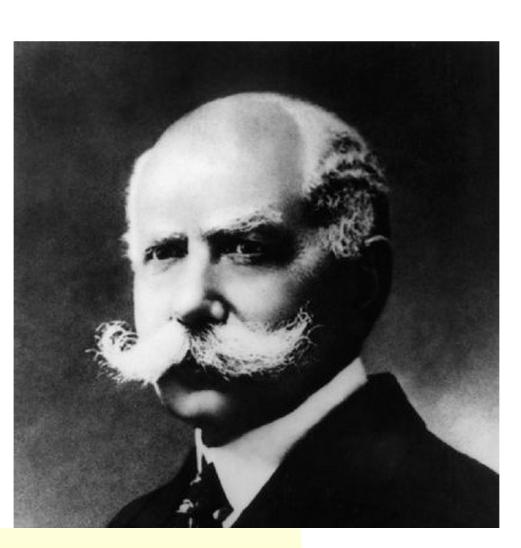
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Maximilian Berlitz (1852-1921)



Life

Worl

Arch



Colloquial English Part I. 100 Substitution Tables.











COLLOQUIAL ENGLISH

100 SUBSTITUTION TABLES

1923



ENGLISH THROUGH ACTIONS

(THIS FORMING PART OF THE "ORAL OSTENSIVE LINE OF APPROACH" OF THE STANDARD ENGLISH COURSE IN PREPARATION BY THE INSTITUTE.)

BY

HAROLD E. PALMER

Linguistic Adviser to the Department of Education, Circctor of the Institute for Research in English Teaching

AND

DOROTHÉE PALMER

Editorial Secretary of the Institute for Research in English Teaching.

TOKYO

THE INSTITUTE FOR RESEARCH IN ENGLISH TEACHING











OF

THE INSTITUTE FOR RESEARCH IN ENGLISH TEACHING

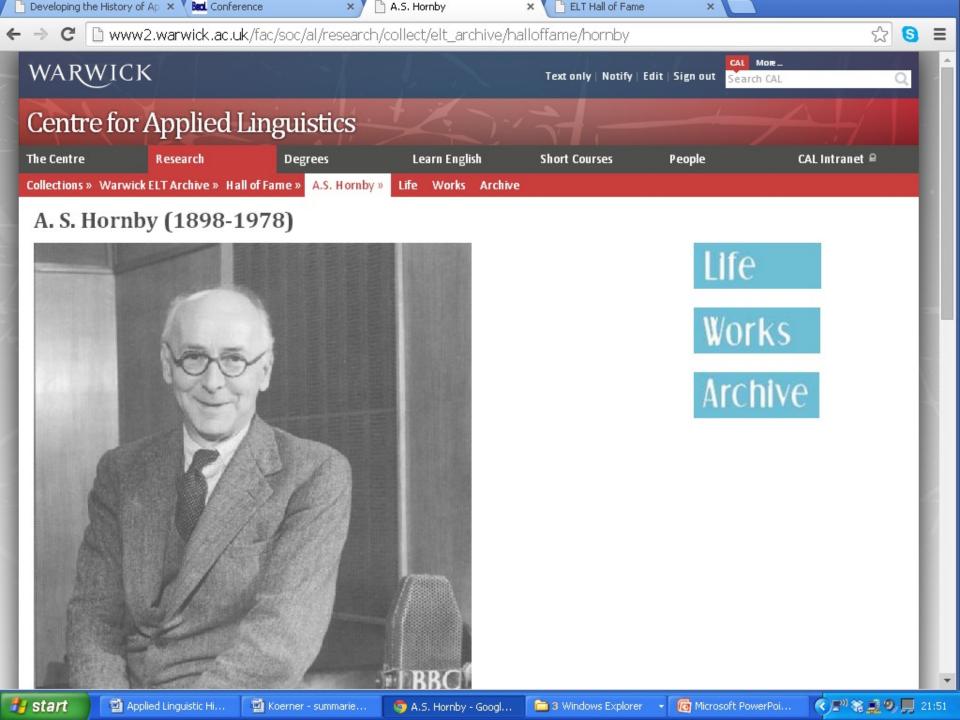
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英語教授研究所所報(年十回到行)



The 'situational approach'

Structural
Oral
Situational

(In India, nicknamed the 'Independence Method')

Continuities with CLT?: an ELT 'paradigm'

- 'structural' -> structural and functional
- 'oral' -> oral and written
- 'situational' -> situational and 'communicative'
- using 'drills' -> drills and tasks
- largely inductive
- avoiding L1

Development of a neocolonial ELT 'centre'

1920s/1930s/1940s: 'Teaching of English as a Foreign Language' (outside the UK)

1950s+: 'English Language Teaching' (-> 'ELT'), including

1960s/1970s/1980s: 'EFL/TEFL' (increasingly, inside as well as outside the UK) and 'ESL/TESL' (increasingly, inside as well as outside the UK), then ESP/EOP/EAP

1990s/2000s/2010s: 'the centre cannot hold'?: EIL / ELF -> decentring ELT?

Myth #4 ELT has a single story

'Periphery' histories (examples)

Japan: Persistence of resistance to 'ELT' reforms (Smith & Imura 2005) / persistence of 'yaku-doku-hou' (literally, 'translation reading method')

India: many stories:

- monitorial method
- cascading
- procedural syllabus
- bilingual / multilingual traditions
- colonial / missionary influences on ELT, e.g. ESL?
- traditions of content-based instruction (literature and English-medium instruction)

A challenge: Recovering your own history / histories

How can historiography of English language education in India continue to develop?

Finally, then ...

- ELT is a dynamic, forward-looking field ('paradigm shifts', 'quantum leaps' etc.)
- The past is undervalued / dismissed as outmoded / appealed to only propagandistically, in support of the latest ideas.
- Instead of history, we have 'myths'

- A discourse of rapid change. But reality of slow or no change in many contexts
- Teacher-dependence on top-down shifts in fashion ('theory-practice divide')

- Historiography can provide a useful basis for teacher education, to deconstruct dominant myths and foster teacher autonomy
- Historiography can help affirm the validity of localised 'theory from practice' approaches (vs centre to periphery applicationism)

... in the interests of decentring ELT

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www.warwick.ac.uk/elt_archive