NEAR TEACHING ENGLISH IN JAPAN - Reflections on the role of the native speaker English teacher in Japanese universities

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TEACHING ENGLISH IN JAPAN
Reflections on the role of the native speaker English teacher in Japanese universities

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Synopsis: In recent years the role of the native speaker English teacher has been severely criticised. This paper re-examines the contributions which the native speaker teacher is able to make when teaching English in a non-English speaking country like Japan. From a consideration of the current English teaching situation in Japan and the related cultural background, the paper moves on to an analysis of the particular strengths of the native speaker teacher. These range from providing a different learning environment with opportunities for genuine communication in English to facilitating cross-cultural understanding and providing examples of English used in an authentic setting. Finally, the point is made that the visiting native speaker teacher is able to act as mediator for the development of English internationally by updating students' knowledge of currently acceptable forms and idioms in countries where it is the native language, all of which takes place through appropriately designed classroom activities.

Keywords: English language teaching, native speaker teacher

INTRODUCTION

Every nation in the world where English is taught, and like it or not, we have to admit that is most nations, has its own particular needs and its own educational background for the teaching of languages. This educational background is sometimes at variance with the pedagogic principles that underpin the international industry that English language teaching has become. Therefore there are often difficulties to be resolved when English is taught in the host country. Japan has its share of these difficulties for a variety of reasons. I am going to consider the Japanese situation from my own point of view, that of the native speaker English teacher, working for a limited time in a Japanese university. The complacency of many native speaker teachers has led to the superiority of their role being challenged and it has therefore become necessary to re-evaluate this role. In asserting that the native speaker teacher can make a positive contribution to English language teaching in Japan I will examine the following issues:

1. English language teaching in Japan today
2. The cultural background — how far is English a threat?
3. The role of the native speaker teacher
4. Implications for the classroom
5. Recommendations and conclusion
1. ENGLISH LANGUAGE TEACHING IN JAPAN TODAY

The position of English in the world has been well—documented and there is little need
to dwell on it further. Phillipson has summarised its role in these words:

English has a dominant position in science, technology, medicine and computers...
Whereas in earlier historical periods other languages have spread over large areas for
certain purposes (often commercial or religious), the spread of English is unique, both in
terms of its geographical reach and as regards the depth of its penetration. (Phillipson,
1992, p.6)

For the above reasons, English is the preferred second language in the Japanese
educational system. Moreover, Japanese exposure to English has increased markedly in the
last 15 years.

Currently, many Japanese study in English—speaking countries, and many others travel
overseas for recreational purposes. In Japanese business and personal life,
communication in English is more prevalent than ever before. Thus, the need for English
communication skills among Japanese people has intensified in recent years, and
educational reforms have reflected this... Meanwhile, the shortcomings of traditional
approaches to Japanese secondary school EFL instruction, such as grammar—translati-
on, have become increasingly evident. ... (Duff and Uchida, 1997, p. 456)

The Japanese media, if the qEnglish language newspapers may be relied on, are
following with avid interest the progress, or lack thereof, of English language teaching in
Japan. The above—mentioned dominance of English is acknowledged in observations such as
the following:

... proficiency in English is not just a tool of communication but a business weapon. In
the 21st century, when all business people will be required to speak English, such
proficiency will be a crucial factor in corporate performance. (Fukushima, May 11, 1997)

Thus the business world is expressing concern that lack of proficiency in English will
impede Japan's performance in the international marketplace in the 21st century. In
addition, the shortcomings of methods used to teach English in Japan, alluded to above by
Duff and Uchida, are a subject of controversy. One of the most contentious issues centres
around the university entrance exam, in which English is a compulsory subject. It has been
recommended that English be dropped from the entrance exam in order to allow High School
English teachers greater flexibility in planning communicative lessons. At present, it is
argued, students are unable to develop adequate English communication skills because they
are required to study an inordinate amount of grammar and syntax for the purpose of
translating specialised academic topics into Japanese. There would appear to be two possible
solutions — one, to eliminate English from the entrance exam altogether, or two, to change
the entrance exam so that it tests the kind of skills that are relevant to English speakers today. Professor Shunsuke Wakabayashi, of Tokyo University of Foreign Studies, claims that more awareness of language testing is required. (Fukushima, September 28, 1997) On the other hand, arguing for the elimination of the English test, he observes:

"English lessons should be conducted entirely in English so that students will learn to communicate in English. As materials, students can use English magazines and newspapers. For students, such materials carry more familiar and attractive topics than textbooks (ibid)."

The answer to this argument is that the entrance exam holds such sway over students' lives that there is no point in trying to liven up classes for non-compulsory subjects; students would not participate anyway (Anderson, 1997). The unfortunate situation at present seems to be that many first year students of English in Japanese universities are still totally unable to communicate in English, presumably because their high school education gave them no opportunity to practise listening or speaking. Even so, there would be some hope if the grammar/translation approach could be seen to be having some effect. At least then university teachers would be free to spend more time on communication skills, for example, by conducting classes in English, confident that reading and writing had reached an adequate level. However, the opposite is in fact often the case. The conclusion seems to be that changes to the test are needed. It is (fortunately!) beyond the scope of this paper, as it is beyond the role of a visitor, to suggest what kind of changes. In the present situation, the universities have some opportunity to provide remedies but much more could be achieved.

2. THE CULTURAL BACKGROUND — HOW FAR IS ENGLISH A THREAT?

Research on English in Japan reveals that there are two different Japanese responses to the situation of English becoming pervasive in the country. On the one hand, there is visible excitement about acquiring an additional linguistic tool. On the other, there is considerable apprehension; some Japanese find this dependence on English threatening to their traditions, culture and even identity. (See World Englishes, 14, 1 ed. Kachru and Smith, 1995) (Pakir, 1997)

These observations sum up the opposing attitudes to English — the positive excitement, according to which English can be seen as enriching Japanese society — and I will consider below how the native speaker teacher is in a unique position to contribute to this enrichment — and the negative apprehension according to which English can be seen as an unwelcome invader. I will also consider this attitude in the light of studies on linguistic imperialism and comment on how far I see Japan's fear on this account being justified. I will deal with the negative attitude first, beginning with the following discussion of cultural imperialism.

Cultural imperialism has also been analysed as the sum of processes by which a society is
brought into the modern world system and how its dominating stratum is attracted, pressured, forced, and sometimes bribed into shaping social institutions to correspond to, or even promote, the values and structures of the dominating centre of the system (Schiller 1976:9). The means used for this purpose are manifold: commercial products of all kinds, films, television serials (the USA dominates telecommunications and satellite communications worldwide), advertising agencies abroad (the majority of which are American), youth culture; the entire battery of activities in cultural diplomacy (in the sense of government—financed operations), among them such key items as study in the Centre country, ensuring the place of the dominant language as a school subject or even as the medium of education, the stationing of inter—state actors abroad, and the export of books and other reading matter... (Phillipson, 1997, p. 58)

These comments refer mainly to the situation of developing countries still influenced by an imperialist past. However, recent media reports indicate that Japan may also fear the rise of linguistic imperialism. In an article entitled ‘Resisting English dominance leads to national seclusion,’ Michael Hoffman writes:

...as Japan of all countries should know, you don’t protect national identity by shutting out the outside world; you only warp it. Secondly, national identity is lost already. There is scarcely such a thing left in the developed world. (Hoffman, 1997)

Further on, he admits that

the overpowering predominance of English is not necessarily cause for celebration. Some Asians, like some French—Canadians, fear being made prisoners of English. So in a sense they are. But neither Quebec’s governmental Office of the French Language nor Japan’s Education Ministry will defeat the threat to non—English—culture by denying people access to the English language. (ibid)

In this article we see the fears documented in Robert Phillipson’s book taking a real hold on the educated public. To test how far these fears are justified, I would now like to consider Phillipson’s comments with closer reference to Japan. There are indeed many examples of how Japan is being brought into the ‘modern world system’ in the above terms. British imperialism no longer plays a part but US cultural imperialism is rampant. The visitor to Japan is struck, and perhaps disappointed, by the number of US fast food chains that dominate Japanese cities. The impression is that developed nations around the world are losing their individuality and will soon be indistinguishable unless some effort is made to retain cultural values. The question seems to be how far can a dominant foreign culture be allowed to exist without stunting the cultural values of the host country. (In this context reference may also be made to television serials (dubbed in Japanese) advertising and youth
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culture, with its interest in fashion, music and other entertainment features.

For present purposes, the existence of this cultural dominance needs to be acknowledged, and its relevance to the dominance of the English language needs to be considered. The cultural dominance of the US in the important area of youth culture has implications for language teachers because it may be the source of motivation among their students. Many students, asked why they want to learn English, will give the answer 'To watch American movies.' The teacher may then wonder whether this is an adequate reason for learning English and the question arises, discussed below, of who should learn English and whether it should be a compulsory subject.

The issue of how far English is a threat still needs to be considered and I would maintain that a country like Japan, with a rich past of its own, can, in the end, withstand invasion by another language. It would probably be useful to look again at why English is said to be needed in Japan, and by who. Not all Japanese need English, and this is another argument for making it an elective rather than a compulsory subject in entrance examinations. Only those planning careers which involve teaching the language, or communicating at an international level, or working in a specialised field where most of the research published is in English, need to acquire a good level of proficiency. Thus on a practical level English is being learnt to be applied to particular purposes, not to replace Japanese. Therefore it need not pose a threat to Japanese language or culture. Whether it does or not depends to a large extent, I believe, on the way it is taught.

The English teacher, and especially the native speaker English teacher, has a major part to play in countering the charge of cultural/linguistic imperialism because she/he is uniquely able to ensure that interaction between two cultures, rather than imposition of any native English cultures is what takes place in the classroom.

Through mutual discovery in the classroom, the major skills necessary for successful cross-cultural communication can be developed – the ability to suspend judgment, to analyse situations as a native speaker would analyse them and to decide on courses of action appropriate to the situation. In other words, both students and teachers need to learn to explore the cultural logic expressed in what is said and done in any given situation.

Ultimately, awareness of why certain things are done in certain situations under certain circumstances enhances the understanding of the world view and values of both cultures. Students are then equipped to respond to individual and unique situations in an appropriate manner. (Koyama, p. 5)

The native speaker teacher working in the host country is ideally able to engage in this process of mutual discovery if he/she has come to the country filled with curiosity to explore the host culture. Of course the non-native speaker teacher working at home is able to perform the same role if he/she has spent time in an English-speaking country. The curiosity will be less spontaneous but experiences and knowledge can still be shared. This
attitude of interest and inquiry provides the ideal language learning context, where the value of learning the language is recognised, but not at the cost of imposing a new and alien set of beliefs on the old.

3. THE ROLE OF THE NATIVE SPEAKER TEACHER

In recent years, the supremacy of the native speaker teacher has been seriously questioned, as the spread of English has led to an increase in the number of qualified bilinguals often having a better understanding of language learning than their native speaker counterparts. The somewhat naive belief that being a native speaker ipso facto qualified a person to teach their own language without the need for further training has long been discredited. (Phillipson, 1992, p.193). However, it is beyond the scope of this paper to discuss the considerable advantages possessed by the qualified non-native speaker teacher. (See Medgyes, 1992 and Widdowson, 1992) In fact, the logical conclusion, drawn by more than one writer on this topic, seems to be that it is no longer necessary to argue in favour of the one or the other.

The ideal NEST and the ideal non-NEST arrive from different directions but eventually stand quite close to each other. Contrary to contemporary views, however, I contend that they will never become indistinguishable. Nor would it be desirable, either! Both groups of teachers serve equally useful purposes in their own terms. In an ideal school, there should be a good balance of NESTs and non-NESTs, who complement each other in their strengths and weaknesses. Given a favourable mix, various forms of collaboration are possible both inside and outside the classroom — using each other as language consultants, for example, or teaching in tandem. (Medgyes, 1992, p.349)

This point made, I will now simply reconsider the role of the native speaker teacher and how he/she can best serve the interests of the host country for it is today possible to lay down special requirements which must be fulfilled if the native speaker teacher is to justify their employability. The following points, if adhered to, all serve to enhance the value of the native speaker teacher, whose role should be:

1) To maintain a flexible attitude to language development
2) To stimulate discussion by arousing curiosity
3) To expose students to a different learning environment
4) To provide the opportunity for genuine communication in English
5) To facilitate cross-cultural understanding
6) To provide examples of English used in another setting

I will now take each of these points in turn:

1) To maintain a flexible attitude to language development
The native speaker teacher is well-placed to be objective about language use in todays
changing world. In a country such as Japan, different varieties of English will be encountered, some of which may be irritating, for example the adoption of American spelling to British and Australian teachers. Nonetheless, it would be pedantic and unrealistic to insist, to the confusion of the learners, that American spelling was unacceptable (when it might be seen as simple and logical). The native speaker should be able to recognise the communicative value of an utterance without being bound by the straitjacket of grammatical rules which are no longer current. A rather extreme example is found in the following:

Creative expression in English or Japlish: Graham Strugnal, Singapore Sunday Times, 24 August 1997

Air is softly. I am walking with drinking juice. Sun is brightly. Wind is calm with a quietness like small child after cry. I am smile to be aliving.

... There was a poetry here that could not survive correction. ... And really, we British haves nothing to smirk at... The more you travel, the more you understand what has happened. The English language is not our possession. It belongs to the world now and has escaped joyfully beyond this like a naughty child intent on mischief. And I say, Long may it do so and long live Japlish. It is one of the undiscovered poetic languages of the world. (Pakir, 1997)

There are those who would disagree with Graham Strugnal, but his approach lacks the rigidity of the grammar/translation aficionados and reveals an understanding of the thoughts beneath the words. This appreciation of creativity is alien to many cultures but we need to keep it in mind although the structure is not what we would normally present as an example of clear English!

2) To stimulate discussion by arousing curiosity

Here, too, the native speaker teacher can take advantage of obvious differences in dress or behaviour to illustrate aspects of life in another country. In Japan, an example might be forms of address — titles, first names, family names and their use. Curiosity may also be stimulated by the teacher inviting questions about their lifestyle. Students tend to feel less inhibited when they realise they are operating according to a different set of rules whose infringement in the classroom may not be serious. At more advanced levels, students may even be encouraged to question certain types of behaviour once the teacher has won their confidence. As with 5) below, genuine exchange of information may increase fluency, as the teacher invites students to break away from the conventional teaching situation.

3) To expose students to a different learning environment

This is similar to 2) above, but emphasises the nature of classroom interaction. Sensitivity is required on the part of the teacher so as not to make unreal demands of students accustomed to a different teaching style. It goes without saying that the visiting teacher has done some research on the typical Japanese classroom and knows, for example that listening is emphasised as one of the main methods of learning, while student contributions are discouraged. Students are generally expected to speak only when asked
by the teacher. (Koyama, p.122)

With such major differences to bear in mind, the visiting native speaker can only gradually introduce changes in methodology. Students will usually react favorably if they are given a solid reason for any innovation, provided it is not too great a jump from what they are used to. There are pitfalls for the teacher who has not done any research into the accepted normal behaviour of Japanese students, as described in a case-study carried out by Sandra McKay. She describes the case of Linda Veno-Kan who began teaching at Tokyo Foreign Language College in 1987 and experienced a variety of cultural misunderstandings in the classroom, for example:

she found that one frustration she had in class was that her students often responded with silence when she asked them a question. Next, she discussed the difficulties she was having with Japanese friends and did some reading on the topic, undertaking some preliminary inquiry into the area of cultural difference that was causing difficulty. In the case of her students' silence, Veno-Kan learned from her reading that silence in Japan is considered the best response when someone is not certain of the correct reply to a question. (McKay, pp. 64–65).

This is probably the commonest problem for foreign teachers in Japan and Veno-Kan dealt with it as many of us do, by introducing group work. When the importance of speaking English in order to learn it was explained to the students, they became quite receptive. Thus the introduction of a new learning environment had a positive outcome.

4) To provide the opportunity for genuine communication in English

This is one example of the foreign teacher who does not speak Japanese having an advantage because there is no danger of using Japanese as an expedient. Although it may be helpful to use Japanese occasionally in the classroom with low levels, students at intermediate level or above will progress more rapidly if they are required to speak only English in the classroom. In fact, noticeably more progress is made by students studying in English-speaking countries not only because the language is spoken all around them, but also because all teaching is in English. Furthermore research has shown that the more English students hear in the classroom, the more they will learn:

If proponents of task-based teaching such as Prabhu (1987) and Willis (1990) are right, it is not so much what the teacher chooses to isolate and explain in the way of grammar that the students will pick up but the language the teacher uses in negotiating meaning with the students: giving instructions, checking meaning, and so on. If such is the case, there will need to be appreciable advantages to be gained from using the mother tongue in order for these to outweigh the loss of this authentic transaction. (Harbord, 1992, p. 351/2)

Indeed, negotiation of everyday classroom business, including timetable changes, exam dates and assignments, offers rich scope for language practice because the students consider this
information valuable and so genuine communication takes place.

5) To facilitate cross-cultural understanding

As with points 2), 3) and 4) above, the native speaker teacher is, by definition as a foreigner, ideally situated to encourage information sharing on cultural matters. This can be done on a variety of levels ranging in complexity from the typical breakfast to the structure of TV news reports in each country. Such discussions give purpose to language learning and promote international understanding, because

...language reflects the values and beliefs shared by members of a common culture. Interactions involving people from different cultural backgrounds require an understanding and appreciation of the culture which influences the language. (Koyama, p.3)

It is this different cultural background which the foreign teacher can exploit most advantageously to imbue the language learning experience with a sense of reality. Most language students in fact hope to interact with people from other backgrounds and learning something about typical behaviour in the target culture may reduce the impact of culture shock if they do have the opportunity to spend time in an English-speaking country. The native speaker teacher is able to present the culture from inside and is thus able to explain and justify certain behaviour. Their sensitivity to cultural change is heightened by their experience in the host country, which often mirrors that of the foreign student. For example, the visiting Australian may feel intimidated by the formality of Japanese society, just as the Japanese in Australia is at a loss faced by the apparent informality of Australians. Some discussion in the English class about what is normal on both sides will reduce levels of anxiety and uncertainty and smoothe the path of communication between the cultures.

6) To provide examples of English used in another setting

The native speaker teacher who comes well prepared to Japan will bring examples of current English as used in the media in their native country and will be able to present and discuss examples of current colloquial idiom. Since there have been changes in attitudes to the ownership of English in recent years (see Kachru et al in Pakir, 1997) it is interesting to examine anew the interaction of world varieties of English. Can we still assign any variety to a superior position? Current opinion has been well summarised by John Swales:

If we then wish to establish the fact that English, for whatever reason, has established itself as the world’s international language par excellence, then there is perhaps a small price, but one worth paying, for this putative victory. We have to concede the obvious point that true internationalism favors no nation nor gives any permanent credit for the length of membership in a global association. (Swales, 1993)

This comment supports the view that, because a large segment of the human population is involved in using English across cultures and across languages (Kachru, in Pakir, 1997) it is no longer possible to claim that any variety of English is superior, including
varieties of English spoken in Kachru's circles of English. What are the implications for the visiting native speaker teacher in Japan? I would like to suggest that there is an excellent opportunity for a kind of cross-fertilisation process, according to which the teacher from Australia introduces to students in Japan idioms and expressions which are current in Australia. The Japanese students are likely to be interested in the popular language used by their contemporaries in Australia and will be happy to practise some expressions. However, not all these students will succeed in visiting Australia, so it may be asked what is the purpose of exposing them to this language. The answer, I believe, lies in the cross-fertilisation process which may well be the result, in addition to the motivational factor mentioned above, according to which students feel a sense of achievement in being able to imitate native speaker peers. They have faith in the teacher, recently arrived and demonstrably able to present current samples of fashionable language use. It is, of course, assumed that the teacher is aware of, and sympathetic to, the students needs. Those students who do not have the chance to use the language in its country of origin will, hopefully, retain fragments and recycle them as the occasion arises in Japan, contributing, doubtless, to the spread of Japlish! This new, and rather unique, variety of English is one of the best examples of what I mean by cross-fertilisation as it is impossible to ascribe it to any one source (cf above). A further example is provided, once again, by John Swales:

Nowhere, as many have pointed out, is this non-native appropriation of English more surprising than among the Japanese, who use English as a form of play and display, and English phrases as quasi-randomly selected icons of sophistication. My first personal inklings of this occurred about ten years ago when we offered our first summer course for Japanese at Aston University. The group leader gave me a key-ring with this message on it: 'Love chance in a blue sky' — an enigma to this day! (John Swales, ibid)

The visiting native speaker teacher in this context can help maintain the balance between the Inner Circle and the Expanding Circle of English speakers (reminder: Inner Circle = Native Speaker, Expanding Circle = Japanese speakers of English) by introducing new samples of current English and thus updating existing awareness of idiomatic expressions. An example which illustrates how surprisingly outdated some Japanese use of English is can be found in the following sentence, used by a student to refer to a Japanese pop singer:

'She is very gay.' She meant that this particular singer was fond of wearing very bright colours, and was very surprised to find that the word is nowadays used exclusively to mean homosexual. Of course I am not claiming any superiority for the native speaker with this example, as a nonnative speaker could do the same. I am simply suggesting that there are contexts where the native speaker's influence and input may prevent the evolution of a totally incomprehensible variety of English, which would defeat the purpose of having a world language at all.
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The cultural landscapes of English−knowing monolinguals, English−knowing bilinguals and English−wanting bilinguals are very different. Thus, intercultural management, especially via one language−many voices, is a business to be attended to.

(Anne Pakir, 1997)

Comments of this nature emphasise the importance of appreciating what has been called the worldliness of English (Pennycook, quoted in Pakir, 1997) and on a practical level, the native speaker teacher in the non−English−speaking country can make a valuable contribution to successful intercultural management of the teaching of English (ibid) perhaps at the same time exercising some control over the creative outpourings praised by Graham Strugnal in the Singapore Sunday Times (above, p. 6)

4. IMPLICATIONS FOR THE CLASSROOM

In the light of the above comments, let us move on to consider what contributions the native−speaker teacher can most effectively make in the classroom. If English is to be retained as a world language, then the native speaker teacher is indispensable in preventing the fragmentation of the language into mutually incomprehensible varieties. If the aim of speakers of Indian English, African English, Singaporean English and Japanese English is to be intelligible, some degree of mediation is essential. Native speakers are able to provide this mediation because they are best placed to understand the common denominator of intelligibility across varieties of English. This understanding, it must be emphasised, is not instinctive but needs to be developed through close study of the language. Only then is the native speaker qualified to advise on appropriate communicative use of English and to design appropriate classroom activities. The value of these activities will be ideally, as follows:

1. To develop listening and speaking skills through authentic communication
2. To provide opportunities for cross−cultural communication
3. To develop confidence in using English without the support of Japanese
4. To encourage receptiveness to a variety of teaching methods
5. To provide examples, though not necessarily exhaustive, of currently acceptable forms in a variety of English−speaking environments

In order to be of use in the host country, the visiting native speaker teacher must be able to achieve these aims.

A further condition which has often been discussed is the requirement that the visiting native speaker teacher be able to speak the language of the host country. While it is certainly important that the visiting teacher has successfully learnt another language and therefore has an inside knowledge of the process, it may not be entirely practical for the teacher to have acquired fluency in the host country's language. While there is a strong argument for the long−term visitor to acquire the language, the short−term visitor may not have the same opportunities. Many teachers, for example, work in many different countries, or in their own country with students of many nationalities and do not have the time to learn more than one
or two languages in depth. In such cases, it is of course advisable to acquire some basic understanding of the structure of the language, especially for the purpose of understanding learner error and interlanguage, but time may not permit more. Nonetheless, these peripatetic teachers have the advantage of being able to compare different cultures and approaches to language learning and are thus sensitive to needs and expectations in a variety of learning environments.

5 RECOMMENDATIONS AND CONCLUSION
Finally, the question arises: how, from the above discussion, can the optimum conditions be established for exploiting the native speaker English teacher? It has been shown that the most important contributions of the native speaker teacher are in the realm of cross-cultural communication, authentic use of English in the classroom and standardisation, through mediation, of English as a world language. The question of which students can best benefit from these contributions has still to be resolved. Among Japanese university students, I would suggest that those best able to benefit have reached at least intermediate level and have clear language learning goals. In addition, students planning to study overseas should be offered the opportunity to do a preparatory course with the overseas teacher. This point brings us to the issue of what university courses run by foreign teachers should contain. Since course content is not the main subject of this paper it is sufficient to recall the strengths of the native teacher as listed above and to emphasise the need for them to be incorporated into course planning, for example by giving a listening/speaking/cultural focus to the subjects to be taught. Furthermore, it is worth remembering the remarks made by Peter Medgyes (above, p.5) about the complementary skills of native and non-native teachers and to recommend that there be some sharing of information and opinions of teaching approaches without threat to either side. The foreign teacher coming into an unfamiliar environment is grateful for any support from local peers and, having taken the step of coming to teach in the host country is more than willing to justify their position by sharing whatever knowledge and expertise is judged valuable. The ideal situation, then, is for foreign visitor and local staff to work together to promote international understanding, never losing sight of the goal of establishing English as a means of communication around the world.

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