

Society and the Language Classroom



### CAMBRIDGE LANGUAGE TEACHING LIBRARY

A series covering central issues in language teaching and learning, by authors who have expert knowledge in their field.

### In this series:

Approaches and Methods in Language Teaching by Jack C. Richards and Theodore S. Rogers

Appropriate Methodology and Social Context by Adrian Holliday
Collaborative Language Learning and Teaching edited by David Nunan
Communicating Naturally in a Second Language by Wilga M. Rivers
Communicative Language Teaching by William Littlewood
Communicative Methodology in Language Teaching by
Christopher Brumfit

The Context of Language Teaching by Jack C. Richards Course Design by Fraida Dubin and Elite Olshtain

Culture Bound edited by Joyce Merrill Valdes

Designing Tasks for the Communicative Classroom by David Nunan

Developing Reading Skills by Françoise Grellet

Discourse Analysis for Language Teachers by Michael McCarthy

Discourse and Language Education by Evelyn Hatch

English for Specific Purposes by Tom Hutchinson and Alan Waters

Focus on the Language Classroom by Dick Allwright and Kathleen M. Bailey

Foreign and Second Language Learning by William Littlewood A Foundation Course for Language Teachers by Tom McArthur The Language Teaching Matrix by Jack C. Richards

Principles of Course Design for Language Teaching by Janice Yalden
Psychology for Language Teachers by Marion Williams and Robert
Burden

Research Methods in Language Learning by David Nunan
Second Language Teacher Education edited by Jack C. Richards and

David Nunan
Self-Instruction in Language Learning by Leslie Dickinson
Simulations in Language Teaching by Ken Jones

Society and the Language Classroom edited by Hywel Coleman

Strategic Interaction by Robert J. Di Pietro

Teaching and Learning Languages by Earl W. Stevick

Teaching the Spoken Language by Gillian Brown and George Yule

Understanding Research in Second Language Learning by James Dean Brown

Video in Language Teaching by Jack Lonergan

Vocabulary, Semantics, and Language Education by Evelyn Hatch and Cheryl Brown

Voices From the Language Classroom edited by Kathleen M. Bailey and David Nunan



# Society and the Language Classroom

edited by

Hywel Coleman





Published by the Press Syndicate of the University of Cambridge The Pitt Building, Trumpington Street, Cambridge CB2 1RP 40 West 20th Street, New York, NY 10011-4211, USA 10 Stamford Road, Oakleigh, Melbourne 3166, Australia

© Cambridge University Press 1996

First published 1996 First printing 1996

A catalogue record for this book is available from the British Library.

Library of Congress cataloguing in publication data applied for.

ISBN 0 521 49616 0 Hardback ISBN 0 521 49949 6 Paperback

Transferred to digital printing 2003



Acknowledgements

# **Contents**

	Acknowledgements	viii
	Contributors	ix
	Introduction	I
I	Autonomy and ideology in the English language classroom HYWEL COLEMAN	I
Part 1	Society and the school classroom	
	Editor's foreword	17
2	Safe-talk: Collusion in apartheid education J. KEITH CHICK	21
3	English language education in Japan VIRGINIA LoCASTRO	40
Part 2	Society and the university classroom	
	Editor's foreword	59
4	Shadow puppets and language lessons: Interpreting classroom behaviour in its cultural context HYWEL COLEMAN	64
5	Large- and small-class cultures in Egyptian university classrooms: A cultural justification for curriculum change ADRIAN HOLLIDAY	86
6	Learner resistance to innovation in classroom methodology FAUZIA SHAMIM	105



### Contents

7	The effect of institutional and national cultures on examinations: The university in Kenya MARY MUCHIRI	122
Part 3	Changing places and the language classroom	
	Editor's foreword	141
8	Through language to learning: Preparing overseas students for study in Western universities BRIGID BALLARD	148
9	Cultures of learning: Language classrooms in China MARTIN CORTAZZI AND LIXIAN JIN	169
Part 4	Socialisation and the language classroom	
	Editor's foreword	207
10	Social and pedagogic pressures in the language classroom: The role of socialisation DICK ALLWRIGHT	209
	Glossary	229
	Author index	233
	Subject index	237

vi



> Buat teman-temanku, para pengajar Bahasa Inggeris di UNHAS, UGM, ITB dan LAN



# **Acknowledgements**

I would like to thank the following:

- the contributors to this volume, not just for their insights (which are clear for all to see) but also for their patience
- my colleagues in the TESOL team in the School of Education at the University of Leeds, for giving me time to complete the editing of this book
- Jill Carroll, for her work on the wordprocessing of the text
- colleagues at CUP, particularly Alison Sharpe
- Katharine Mendelsohn, for her unobtrusive editing
- an anonymous reader, who provided detailed feedback on a draft of this book.

I would also like to thank David Hayes, Adrian Holliday and Fauzia Shamim, with whom I have discussed the ideas expressed here on many occasions.

I am particularly grateful to all the teachers and their learners – in many different parts of Asia and Africa – who have allowed me into their classrooms over the last fifteen years. Above all, I must thank my English-teaching colleagues and friends in Indonesia for, without them, my 'autonomous' assumptions would never have been questioned. It is to them that this book is dedicated.



## **Contributors**

- Dick Allwright, Department of Linguistics, Lancaster University, Lancaster, UK
- Brigid Ballard, Study Skills Centre, Australian National University, Canberra, Australia
- J. Keith Chick, Department of Linguistics, University of Natal, Durban, South Africa
- Hywel Coleman, School of Education, University of Leeds, Leeds, UK
- Martin Cortazzi, School of Education, University of Leicester, Leicester, UK
- Adrian Holliday, Language Studies Department, Canterbury Christ Church College, Canterbury, UK
- Lixian Jin, Department of Human Communication, De Montfort University, Leicester, UK
- Virginia LoCastro, Division of Languages, International Christian University, Tokyo, Japan
- Mary Muchiri, Communication Skills Department, Kenyatta University, Nairobi, Kenya
- Fauzia Shamim, Department of Linguistics, University of Karachi, Karachi, Pakistan