

Teaching Methods that JSL Classroom Teachers Seek:
Preface to the Sectional Meeting on Teaching Methodologies

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Recently teachers of Japanese as a second language (JSL) have begun to borrow new methodologies from the teaching of other languages.

Two themes were discussed at the sectional meeting on teaching methodologies: (1) what problems may arise in applying those new methods to the JSL classroom and (2) how we should view the relationship between methods, on the one hand, and textbooks and other teaching materials, on the other.

In this paper, I first present a brief summary of various language-teaching approaches and methods such as the audiolingual approach, the communicative teaching approach, Silent Way, and Suggestopedia. Then I point out possible gaps between the methods that JSL teachers may want to use in their classrooms and the textbooks they are assigned to use.

In regard to the current situation and JSL classroom teachers' problems, I report the results of the survey conducted at this sectional meeting, and I conclude the paper by suggesting that the philosophy underlying the ACTFL's (The American Council on the Teaching of Foreign Languages) proficiency guidelines may help solve some of these problems.