
President's Note

Richard Cooper

Hopefully the birth of this new publication you have discovered amid your daily mail will not go uncelebrated. For while its sober cover may not dazzle, its contents should. The Journal reflects a new direction for TESOL France, a print forum devoted to research and development concerning our diverse English language teaching profession in France. That's not to say that R&D have been sidestepped in past TESOL France newsletters. The current Journal tips its hat to that past with a collection of some of the finest articles to have appeared in our newsletter until now. With the arrival of the biannual Journal the newsletter will focus on the activities of the association as well news that affects our ELT teachers in France. Meanwhile, the hands-on tradition of guest editor will carry on with the Journal, the December '94 issue already under the wide-ranging editorial eye of Roger Budd, Head of English Studies at the British Council in Paris.

Like most matters with TESOL France, the efforts in producing these publications are thanks to long hours of effort from some of its members, members like Jacqueline Quéniart, Director of Publications, and her team composed of Sally Gérôme, Eric Freedman and Linda Thalman. Give them the benefit of your assistance and feedback. Help TESOL France define and meet the needs of its present and future members and of our present and future English language teaching profession. And always keep an eye peeled on your mail.

THE JOURNAL of TESOL France

Publication Director: Jacqueline Quéniart
Editor: Sally Gérôme-Bosworth
Guest Editor: Eric Freedman

The JOURNAL is published twice a year. A subscription is included in the dues for membership in TESOL France.

Manuscripts from members and non-members of TESOL France are welcome for consideration by the Editorial Board. In the preparation of manuscripts, prospective contributors should follow the guidelines at the back of this issue.

Essays and reviews in The JOURNAL can be reprinted, provided the source is acknowledged.

Manuscripts, editorial communications and queries about advertising should be addressed to the JOURNAL, TESOL France, Telecom Paris, 46 rue Barrault 75013 Paris.

TESOL France

Teachers of English to speakers of other languages
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TESOL France, an affiliate of TESOL International, is a non-profit organization of teachers of English in France. Its purposes are to stimulate professional development, to disseminate information about research, books and other materials related to English, and to strengthen instruction and research.

TESOL France organizes a convention held each year in Paris. Members receive *The News*, a bi-monthly newsletter and *The Journal*, the academic journal of the association.

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A Decade of Doing Things with Words

Eric Freedman, Guest Editor

I'm sure you've guessed the quotation from J.L. Austin. This first issue of TESOL France's new JOURNAL begins with a round-up of "The best of" ten years' theoretical and practical writings on EFL.

It is time to take stock, not a "back to basics" allusion, but a look forward to the essential educational and pedagogical endeavour that is common to us all, that is, to help people to communicate and thereby try to be a moving force behind mutual understanding.

We have tried to cover all sectors of English language teaching: primary, secondary, "grandes écoles", adult training, self-access. We have equally tried to cover as many interests or themes as possible, as reflected in the past years of TESOL France's publications: groups and games, silence and sexism, rules and cultures, brain hemispheres and dictionaries, classrooms and evaluations, the varieties of English and English as an international language, not to mention basic principles and practices for teachers, learners and, above all, users. Forgive us if we have missed out your favourite subject (or author!). As we know from debates on the mass media, all choice is subjective, and our subject is choice. From the past days of "the method" to the eclectic plethora of today, we are faced with a bewildering array of means, material, approaches. However, when I began in EFL forty years ago, at the *Ecole Normale Supérieure de St Cloud*, the new developments were audiovisual and primary level language teaching. Is it any different today, with the developments of new technologies (CD-Rom etc.) and primary level language teaching, or rather initiation? *Plus ça change...*

In 1981, at the beginning of TESOL France, the language scene in France was one of hope in the open European market. Today, at a time of economic crisis, increasing nationalistic discourse and denial of the other, language teaching and learning bear the responsibility of tolerance and respect. Let us hope that this year, the fiftieth anniversary of the freeing of France by its own forces and those of the Allies from the bonds of ideological and physical enslavement, will also remind us of the essential connection between language and ethics.