

and it belongs to everyone, you can't say that a person has to behave only in one way to be a good teacher because English is a global language. It's for all of the world. So what about their identities and needs of the people outside these countries. So that's what I'm expecting. I'm also saying that what teaching involves is that teachers should make theories, knowledge and research in the field relevant to their own context and their own needs. All that you can do for teachers in Iran is to inspire them and give them a theoretical background on how to do it but they have to do it for themselves, that is they have to find out how the theory and the methodology of English language teaching relate to their situation here. So I hope they will be inspired and motivated to take this challenge on their own.

Roshd: You've answered my next question, the challenges teachers may face in Iran. Do you have anything else to suggest?

Canagarajah: I think there are many challenges. One of the things that I have found out is that Iranian teachers may still not fully understand first what it means to use English relevantly in the Iranian context, and second what it means to teach English in a locally relevant way because teaching also involves effective ways of learning, traditions of learning. I'm sure Iran has a long history of teaching other languages other than English in this area and they probably used a lot of methods and approaches in the past, before America or other countries started influencing Iran in the time of "Shah" and also from the last talk here what I understand is people are theoretically talking about the need to localize English. But the problem it looks to me is that people haven't done a research about it. That's one of the problems here. What does it mean to make this language relevant for local people and how does it mean to teach it relevantly. But I referred to strategies and methods here. It's not a simple question. It's not that we simply

didn't have opportunities do that in the past. We were all looking to US and UK for our knowledge.

Roshd: There are different ways teachers can add to their knowledge of teaching. What is the role of a journal like Roshd FLT in adding teachers' practical knowledge useful for their classroom instruction?

Canagarajah: Yah, I think it plays an important role. It provides a forum for teachers to discuss their challenges, their experiments and their aspirations. You know you can't develop a local knowledge without providing a platform for conversation, issuing of ideas. You know, teachers will be all in their own classrooms, institutions going through their own challenges and not really exchanging their insights. So the general thing that we must know is that a lot of local journals sometimes encourage articles from outside their country in order to restate their status. They think people won't read our journal if Jeremy Harmer doesn't contribute an article. Eventually this function is lost. You know the local journal is not developing the local knowledge. It's just publishing the work of the people outside their country. So, I hope you won't follow into that trap I've seen in many many journals all over the world. And my advice is encouraging your own scholarship because there are good scholars here and we can't publish in the United States because it is so competitive and the people in the United States and England have low opinion of the work elsewhere we have. They think the research from other parts of the world is not good. So they're going to have a lot of difficulties publishing outside but this should be the journal they can publish, they can talk about their wills and exchange ideas.

Roshd: Thank you very much and have a pleasant stay in Iran.

Canagarajah: Thank you.

didn't work. Get them involved, get them writing with their young voices, with their passion, with their kind of engagement. You know if those kind of articles go into the journal and by the way, forgive me because I haven't read your journal so I don't know what I'm talking about but if you can get those kind of articles to go into your journal, full of that energy, full of that action, Wow! Change the world.

Roshd: Your final words?

Harmer: My final words are quite clear. I've never been to Iran before for all sorts of reasons which are not your fault and not my fault, it has always been very difficult. This is the most exciting visit I have had for many many years. Partly to come to a place that I have not been to before and sense this great enthusiasms and passion for English and partly to feel this great sense of positive energy which is perhaps somewhat different from the image that some people create outside.

Roshd: Thank you so much and have a pleasant stay in Iran.

Harmer: Thank you.

Interview with Suresh Canagarajah

Roshd: Thank you very much professor Suresh Canagarajah for the time you are giving

to the Roshd FLT Journal. Please introduce yourself and give us a brief background of your education.

Canagarajah: Well, I had my early education in the country called Serilanka, it's a former British colony and I learned English as the second language then for my graduate studies I went to the United States. I got my PhD there. So, I've been traveling between US and Serrilanka, which makes me an unusual English language teacher. I know the problems of countries which are outside UK, US and other native speaker countries, but I also know the scholarships and the theories, research in native speaker countries. So I am trying to merge these different worlds in my teaching.

Roshd: As the readers of the Roshd FLT journal are teachers, what is the implication of your speech in TELSSI Conference for the Iranian language teachers?

Canagarajah: There are a lot of implications. One of the main implications is that they will be proud of their own background, culture and language and their identity and they will bring it into their teaching. I was speaking to a lady a few hours back and she said all the teachers in Iran think that they will be successful teachers only if they speak like a British person and act like a British person. So I told her, "You don't have to do that". If English is a global language

doing and doing it differently and trying out different ways and thinking of new ways of doing it and that's kind of my message.

Roshd: How do you compare the language teaching situation in Iran with other similar countries?

Harmer: I can only judge language teaching in Iran on the basis of the teachers I've met from Iran outside the country and I met many wonderful Iranian teachers and from this visit to Iran which for me is an absolute delight and pleasure and what I'm aware of from this conference is number one an exceptional level of English, which is pretty important, and number two an incredible curiosity and energy and passion for it. If those things are translated countrywide into the classroom, then I think English language teaching in Iran is brilliant. But, of course I understand exactly because Iran is no different from any other country that there are good places and other places with more problems and things like that. So, I can't really speak of that because I haven't travelled round the country. One day, I may travel round

the country and get a better view but my gut reaction from my conversations with Iranian teachers both outside Iran and now inside Iran is that there is certainly in this kind of gathering like TELLSI and teacher's conference, an incredible level of passion and expertise and if those teachers are teaching kids, the kids are really lucky.

Roshd: How can a journal like ELT contribute to Language teaching and help teachers in their career?

Harmer: I think one of the main contributions your journal can make to teaching is to encourage young article writers. Of course, you want to publish articles by respected educators in the field, by respected professors, by respected researchers but the really important thing to make is to go looking for teachers, ordinary young teachers working in classrooms, teachers with a young passion who are trying out new things and have something to say to you and to say look what I did, I tried this and it worked a little bit and it



Interview with Jeremy Harmer

Roshd: Thank you very much professor Jeremy Harmer for the time you are giving to the Roshd ELT journal. Please tell us briefly about your educational background.

Harmer: I did the first degree at the University of East Anglia in the United Kingdom. Then I got the basic teacher training certificate in London. Then I went to teach in Mexico for a few years. And then I did an applied linguistics degree at the University of Reading in the United Kingdom. And then I went back to Mexico and continued working there. A few years later, I went back to live in the UK but dedicated myself full time to writing, teacher training, material development and traveled around the world working with different groups of teachers and teacher trainers. So

that's basically my story and in all these years I never came to Iran until now.

Roshd: As the readers of the Roshd FLT Journal are teachers, what are the implications of your presentation for the Iranian language teachers?

Harmer: Well, what I want to talk about is if you talk about teacher development, the most important thing teachers have to do in their lives is to remain curios, to never stop asking questions, to never stop thinking of problems and worrying about thinking how to do things better. Teaching is, of course, helping students how to learn but teachers have brains as well and those brains need nurturing and feeding and one of the ways you do that, and by the way, one of the ways you stay young is by constantly asking questions about what you're





Interview with Overseas Plenary Speakers of the TELLSI 11th International Conference

Nourallah Ghorbani



آنچه در زیر آمده، حاصل گفت‌وگو با جرمی هارمر، از دانشگاه نیواسکول در نیویورک و سورش کاناگاراچا، از دانشگاه ایالتی پنسیلوانیا در آمریکا است. دکتر هارمر آثار درخور توجهی در زمینه آموزش زبان دارد و عنوان سخنرانی‌اش در یازدهمین همایش تلسی نیز «آری، اما اصلاً چرا ما به معلم احتیاج داریم؟» است.

Yes, but why do we need teachers at all?

حوزه مطالعاتی مورد علاقه دکتر سورش کاناگاراچا انگلیسی به‌عنوان زبان بین‌المللی، نگارش زبان دوم و امپریالیسم زبانی است. ایشان سردبیر مجله «TESOL» و رئیس انجمن آمریکایی زبان‌شناسی کاربردی نیز هست. عنوان سخنرانی وی در یازدهمین همایش تلسی «رشد معلم برای زبان جهانی» «Teacher Developmet for a Global Language» بوده است.

این گفت‌وگو را نوراله قربانی به نمایندگی از مجله رشد آموزش زبان در حاشیه همایش انجام داده است.