The Epigenetic Principle in Community Language Learning

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Abstract

The purpose of this article is to focus on the epigenetic or growth principle in Community Language Learning (hereafter CLL). The nature of the epigenetic principle (Erik Erikson, 1959) and its application to CLL are explained in Parts One and Two. An epigenetic diagram for second language acquisition within the CLL scope is proposed in Part Three. By way of conclusion, an appeal for greater awareness of human growth in the acquisition of second language is addressed to those who employ methodologies other than CLL.

Erik Erikson (1959, p. 52) used the term "Epigenetic Principle" in reference to human growth. The epigenetic principle states four conditions of human development: first, people grow; second, people grow in sequence; third, people grow in time; fourth, people grow together in community. The purpose of this article is to focus on the epigenetic principle in Community Language Learning (hereafter CLL). A proper understanding of the epigenetic principle will assist foreign language teachers to identify the reactions of individuals and the changes which occur in CLL groups. The ability to place the reactions of students in some theoretical frame of reference will also be helpful to those who have had little experience in counseling and group dynamics. Appropriate CLL contracts can then be designed for students at different levels of growth. Knowledge of the epigenetic or growth principle in CLL will facilitate the planning of activities both inside and outside the classroom.

The epigenetic principle and its application to CLL will be explained in Parts One and Two. An epigenetic chart for second language learning, based on the growth principle, will be presented in Part Three. This diagram is introduced with two restrictions. First, it is meant primarily for Japanese

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students of English conversation, though reference to other foreign languages will also be made. Second, the epigenetic diagram is restricted to CLL and does not apply to other forms of language learning, for instance the Silent Way. However, although the scope of the epigenetic diagram is restricted to CLL, it is hoped that focus on the epigenetic principle in CLL may become a reference point for understanding growth in foreign language acquisiton that may also occur elsewhere.

I. The Epigenetic Principle

The purpose of Part One is to explain the epigenetic principle, which states four conditions of human development. The first condition is that people grow. According to Erikson (1959, p. 52), anything that grows has a ground plan, and out of the ground plan, the parts arise, each part having its time of ascendancy until all the parts have arisen to form a functioning whole. At birth, the baby leaves the chemical exchange of the womb for the social exchange system of his or her society, where gradually increasing capacities over a period of time meet the opportunities and limitations of the culture. Personality develops according to steps predetermined in the human organism's readiness to be driven toward, to be aware of, and to interact with a widening social radius beginning with the dim image of a mother and ending with mankind, or, at any rate, that segment which "counts" in the particular individual's life.

Second, people grow in sequence. Erikson (1959, p. 53) says that growth in sequence indicates, first, that each skill of the healthy personality is systematically related to all the others and that they all depend on the proper development in the proper sequence of each item. Second, growth indicates that each item exists in some form before "its" decisive and critical time normally arrives. In the case of a child, Erikson (1959, p. 54) provided the example of an emerging form of autonomy in the first year of life. At age two or three, the growing child's concern with autonomy attains the proportions of an affective crisis. After the crisis, a more mature form of autonomy appears in the fourth or fifth year. It is important to realize that in the sequence of his or her most personal experiences, the healthy child, given a reasonable amount of guidance, can be trusted to obey inner laws of development, laws which create a succession of potentialities for significant interaction with those who tend him or her. While such interaction varies from culture to culture, growth must remain within proper rate and proper sequence. Growth includes the achievement of a number of cognitive tasks and skills.

Third, people grow in time. Sequence and time are

closely connected in human growth. In order to express the time component of the child's physical and social growth in the family, Erikson (1959, p. 54) employed an "Epigenetic Diagram." An epigenetic diagram formalizes a differentiation of parts through time. The diagrammatic statement is meant to express a number of fundamental relations that exist between the components, for example, between the acquisition of a cognitive skill and an affective conflict at each stage of development. The social value to be exercised at each stage also has a relationship to the cognitive skill and the affective conflict. With each stage of growth, the person must face a decisive encounter with the social environment. The social environment, in turn, conveys to the individual its particular demands, which decisively contribute to the character, the efficiency, and the health of the person in his or her culture. The decisive encounter consists of an affective crisis at each stage of the person's development. If the person cannot resolve the affective crisis, he or she may fail to achieve the cognitive task. As a result, the growth of the whole organism may be slowed or stopped completely. If the person resolves the crisis, he or she accomplishes the cognitive task and emerges strongly from a lower to the next higher stage of development.

Fourth, people grow together. The human being, at all times, from the first kick in the womb to the last breath, is organized into groupings of geographic and historical coherence: family, class, community, nation. He or she becomes an adult through learning experiences with others. From these experiences, he or she derives the values which have been described by Raths, Harmin, and Simon (1975, p. 72) as "guides to behavior." Values seldom function in a pure and abstract form. The social conditions under which behavior is guided, in which values work, typically involve conflicting demands, a weighing and balancing, and the result is an action that reflects a multitude of forces. Complicated judgments are involved, and what is really valued is reflected in the outcome of life as it is lived. Values, therefore, are related to the experiences that shape and test them. They are not, for any one person, so much hard and fast verities as they are the results of hammering out a style of life in a certain set of surroundings. Certain things are treated as right or desirable or worthy. These tend to become our values, which develop in community. If values become rigid, development stops. Through continuing exercise of values, affective crises are resolved.

II. The Epigenetic Principle in CLL

The purpose of Part Two is to show how the epigenetic principle applies to CLL. First, the epigenetic principle

states that people grow. CLL is whole-person growth in language. Besides the intellect, affects and values are involved in learning. The beginner must struggle through a series of conflicts which involve his personal development in the new language. The ground plan for growth in language consists of five stages. The first two stages reflect the experience of childhood. The learner is totally dependent upon the knower for anything he or she wishes to say in the foreign language. The second and third stages represent a transition from the total dependence of childhood to the partial dependence of the adolescent. Stages Four and Five are like the transition from adolescence to adulthood in the foreign language.

Second, the epigenetic principle states that people grow in sequence. The existence of a sequence among the cognitive tasks of second language learning is a matter of controversy. The sequence of cognitive tasks as summarized by Curran (1972, pp. 136-137) will be presented later in this section. The cognitive tasks are creative. Through membership in a CLL group, the learner gradually constructs a grammar of the foreign language.

Third, people grow in time. When faced with a new cognitive task, the learner must also solve an affective crisis. With the solution of five affective crises, one for each CLL stage, the student progresses from a lower to a higher stage of development.

Fourth, people grow together in community. CLL growth takes place in a supportive community; that is, students learn by helping each other in supportive group learning experiences. A community is distinguished by a number of members in different roles, a learning goal, and a psychological contract. The psychological contract consists of an agreement by a number of people to pursue a common goal, namely, proficiency in foreign language. A CLL contract consists of a supportive group learning experience together with its reflection period. The contract is flexible enough to permit the teacher to adopt either an active or a silent role during the learning experience. As a result of active participation in CLL learning, the role of the students also changes as they develop greater proficiency in the foreign language.

The reflection period is of vital importance in CLL. During the reflection period, the learners review their performance during the experience. They rate their actions and progress toward the goal for better or worse. On the basis of these reflections, they form resolutions for performance during subsequent CLL sessions. These resolutions are guides to behavior which are hammered out after a group learning experience. The content of the reflection is reported and shared with others in the group. With the help

of these guides or values, the learners meet and solve their affective conflicts. The cognitive tasks of foreign language learning are accomplished through the struggle. There are five values which are conducive to group learning and should be fostered by the teacher at each CLL learning stage.

In the next section, the relationship between the affective conflicts and values will be explained at each CLL stage. Appropriate CLL contracts will also be suggested. The epigenetic principle in CLL applies to all the components of language learning. The learner develops in language through five stages. The mastery of cognitive content is a creative growth process. If instructors could only be convinced that ideas also have to grow, we would witness some significant changes in the teaching of grammar. The solution of five affective conflicts through the exercise of five values is also a developmental process. The remainder of this section will be devoted to a more detailed explanation of growth in foreign language through five stages together with the cognitive tasks of each stage.

Five Stages of Language Learning. In accordance with the epigenetic principle, CLL is the birth and growth of the whole person in foreign language. Curran (1972, pp. 128-141) has distinguished five stages of growth from childhood (Stages I & II) through adolescence (Stages III & IV) to adulthood (Stage V). In Stage I, the "Embryonic Stage," the learner is completely dependent upon the knower for linguistic content. In a group of five people, the "existent" people communicating in the group are A, B, C, D, and E. The "nonexistent" people in the group are A_1, B_1, C_1, D_1, and E_1. When a learner desires to address the group, he speaks in his native language and native-self as A. The counselor, who repeats the message of Learner A in the target language, assumes the role of A_1. Then Learner A speaks to the group in as close an imitation of the sounds coming from A_1 as possible. A_1 is the new self of the learner which receives existence, is generated, or born, in the target language. Since the other members of the group overhear the communication between A and A_1, Curran (1972, p. 130) has called this dialogue an "Overhear." The result of the overhear is that every member of the group can understand what Learner A is trying to communicate. Likewise, if Learner B wishes to address the group, B speaks to the group in the native language. B_1 (the counselor) repeats the message in the target language. The message in the target language is repeated by Learner B. Through the overhear, the learner is given birth in Stage I and begins to grow in the target language with the assistance of the counselor. The figure of a nurturing parent is the analogy employed for the help and support which are provided by the counselor in Stage I.

In Stage II, the "Self-Assertion Stage," the child achieves a measure of independence from the parent. Members of a CLL group begin to use simple phrases on their own with great personal satisfaction. They pick up expressions which they have heard and employ them as the beginning of their own self-affirmation and independence.

Stage III is called the "Separate Existence Stage." Individuals in the group learn to understand the other members directly in the foreign language. Use of the native language drops off during Stage III. The learner also begins to resent any assistance which the counselor would like to provide, especially when he or she offers knowledge which the learner already possesses. The end of Stage III can be thought to correspond to the child's learning to walk.

Stages II and III are preambles to Stage IV, called the "Reversal Stage." The child begins to express himself quite independently of the parent-knower. He communicates by himself unless he "stumbles," or needs help. The learner undergoes a transformation into independence in the foreign language. This means that he will be making fewer mistakes, will need less help as he is more securely able to communicate on his own.

Stage IV represents a crucial transition in the knower-learner relationship. It might be considered a kind of adolescence. As the learner grows in independence, the knower's assistance is increasingly rejected. If the rejection of the knower becomes complete, the relationship will be prematurely terminated. Although the learner functions independently, his or her knowledge of the foreign language is still at a rudimentary level. In order to achieve a more appropriate social level of refinement in the foreign language, the learner must still rely on the knowledge of the knower. During Stages I, II, and III, the knower has performed the understanding role in the relationship. In Stage IV, the burden of psychological understanding shifts to the learners. They must make it possible for the knower to communicate the advanced level of knowledge that he or she possesses.

Stage V is called the "Independent Stage." Theoretically, the learner knows all that the knower has to teach. Although the learner may be independent, he or she may need some subtle linguistic refinements and corrections. The student in Stage V can become a counselor to less advanced learners. As the learner fulfills a counseling role in assisting others, he or she can still profit from contact with the knower.

Five Cognitive Tasks. The second condition of human growth is sequence. In CLL, there is a cognitive task for each of the five stages of growth. The cognitive task of Stage I is the construction of basic grammar or the application of one's previous learning to the social situation at hand. In the Japanese case, a distinction must be made

between adult learners of English and adult learners of other foreign languages. With foreign languages other than English, the tasks of the learner are to apprehend the sound system, assign fundamental meanings, and construct a basic grammar of the foreign language. The overhear defined by Curran, as described previously, is applicable to this group of tasks. After several months, or about eight sessions, of CLL activity at Nanzan Junior College, a small group of students were able to learn the basic sound and grammatical patterns of German.

The Japanese case with English on the adult level, which very broadly includes university students and businessmen, presents a different phenomenon. Because of their previous acquaintance with English for six years on the secondary level of education, the Curran overhear is unnecessary. But because their English has been memorized as a cognitive exercise, the state of their English may be considered "fossilized," as described by Vigil and Oller (1976, p. 281). Fossilization occurs when second language acquisition is non-simultaneous with the acquisition of a child's first language, and also when it occurs in the absence of native-speaking peers of the target language. Fossilization may also occur because of unresolved affective conflicts which accompany the presentation of foreign language. Japanese students show indications of psychological trauma from unresolved affective problems which accompanied their first English study. The counseling task of the English teacher is to design and promote learning activities which encourage supportive interaction in groups. The task of the Japanese learner of English at Stage I is to apply the knowledge which he or she already possesses in order to function in an English-speaking social environment.

The cognitive task in Stages II and III is the construction of an "Interlanguage." Interlanguage is a term first used by Selinker (1974, p. 117) to express the existence of a separate linguistic system which results from a learner's attempted production of a target language norm. The term is used in this article to denote the learner's ability to express affective meaning in a creative way, even though the cognitive form does not achieve the standard norm of the target language. Selinker used the term in a very broad way to include the whole range of production from the basic phonological stages to the proficiency of an adult native speaker. Interlanguage will be used in a more restrictive sense than Selinker's, in reference to intermediate levels of ability at CLL Stages II and III. During Stage II, interlanguage is used in connection with the native language. Therefore, the cognitive task of Stage II is called "Interlanguage I." The student begins to express himself directly in the foreign language without using the

native language during Stage III. Since the expression in the target language does not yet meet the standard norm and is still semigrammatical, the term "Interlanguage II" is used for the cognitive task of Stage III. Since the two tasks, Interlanguage I and Interlanguage II, are similar, and the learners are continually advancing in the foreign language and falling back into the native language as they struggle to advance again, the distinction sometimes becomes blurred in practice. Advance in foreign language takes place in a very erratic way during Stages II and III. The semigrammatical expression of meaning in the first three CLL stages is important for the learner in order to cope with his or her affective conflicts. Therefore, the teacher's intervention to correct mistakes is inappropriate during Stages I, II, and III.

In Stage IV, the task of the learner is the analysis of his or her own errors. Richards (1974) has defined error analysis as follows: "The field of error analysis may be defined as dealing with the difference between the way people learning a language speak, and the way adult native speakers of the language use the language" (p. 32). The role of the learner in Stage IV is to use the language in the presence of the teacher. The learner is aware that he or she makes mistakes and can be led to correct them by a hint from the teacher. If the mistakes are simple, they can be corrected by the learner. If they are more fundamental or involve the use of new forms, then the teacher's intervention is necessary and welcomed. The reason for the change of attitude on the part of the student will be explained in Part Three.

The task of Stage V is to learn appropriate social use of the target language. Under the direction of the teacher, the learner exercises a counseling function in the group. He or she gives help to the less advanced when they call for it. At Stage V, the teacher demonstrates more appropriate social uses of the foreign language, if the learner requests it. Since the learner at Stage V functions at near-native level, the teacher may find it unnecessary to intervene. By this time, his or her interlanguage has changed through the analysis of errors to a point where the learner has achieved the standard norms of the target language.

III. An Epigenetic Diagram for Community Language Learning

The purpose of Part Three is to explain the epigenetic diagram for CLL. The first two components of the diagram, namely the five stages of language learning and the cognitive tasks of each stage, have already been presented in the previous sections. The connection between a cognitive task, an affective conflict, and a value will be explained at each CLL stage.

An Epigenetic Diagram For Community Language Learning

Stages of Growth	Cognitive Tasks	Affective Conflicts	Values	CLL Contracts
Stage I (Embryonic)	Construction-Application	Anxiety	Courage (Self-confidence)	Short-term Counseling
Stage II (Self-Assertion)	Interlanguage I	Identity	Cooperation	Culture Mechanisms (Self-Introduction)
Stage III (Separate-Existence)	Interlanguage II	Indignation	Docility	Values Clarification
Stage IV (Reversal)	Error Analysis	Role	Trust	Short-term Counseling
Stage V (Independent)	Appropriate Social Use	Responsibility	Leadership	Culture Mechanisms (Club-Workshop)

Stage I. The cognitive task at Stage I is to apply the knowledge of English to meet the social demands at the moment of use. This task is accompanied by a great amount of anxiety which blocks the expression of English, especially in the presence of a teacher or native speaker of English. Evidence from a training course for English teachers shows that even after years of English study, Japanese learners may be so petrified by anxiety that they are unable to speak or even hear when confronted with an English speaking situation. In Stage I, the counselor must help the client to identify the affective conflict which prevents him or her from speaking English. This can be accomplished through a short-term counseling session (Curran, 1972, p. 5). At the beginning, the teacher clearly announces the type of the activity and the time limit, usually ten minutes. The teacher then awaits the response of the students in silence. There is usually a long period of silence and a great amount of anxiety. Japanese members may force certain individuals who are considered more proficient to speak as representatives for the whole group. The teacher should observe the time limit very strictly and the reflection period should begin promptly after the speaking experience has ended. If the students are given a chance to think about the speaking experience and write down their reflections, some of the anxiety will disappear. The two problems, anxiety and silence, are readily identified during the reflection period. The teacher can point out the connection between the two. They were silent because they were anxious. The connection may be apparent to the teacher, but the students may not be so aware that their reactions to silence touch their basic motivation in learning English. Learning a foreign language is a difficult task. People need much courage in order to face and overcome their own anxiety. Through the exercise of courage, the students face their anxiety and learn to apply the English which they know to meet the demands of the social situation. The value of courage contributes to self-confidence, and self-confidence leads to a more fluent cognitive expression of English. The problem of silence is more simple. If everyone makes an effort to speak, the silence very quickly vanishes.

Stage II. By encouraging mutual assistance in the face of anxiety, the teacher has prepared the students for cooperation with others, which is the value for Stage II. By this time, the students have received a greater degree of insight into the condition of their English. During senior high school, they have learned a great many words and memorized many English grammar rules which are more or less correct. In Stage II, the English learner begins to use his or her interlanguage to find an identity as a speaker of English. "Identity" is a term used by Erik Erikson to express an

individual's link with the unique values of a group. Erikson (1959) has explained the term as follows: "The term identity expresses such a mutual relation in that it connotes both a persistent sameness within one's self (self-sameness) and a persistent sharing of some kind of essential character with others" (p. 102). The persistent character to be shared and sought after in a CLL group is a goal, namely English speaking. Consequently, small group contracts based on native customs and culture will be very helpful for learners at Stage II. Self-introduction is a fine example in the Japanese case. Other examples called "Culture Learning Mechanisms" will be more fully explained later. In Stage II, the teacher assumes a silent role by designing activities which allow the students ample use of interlanguage in small groups, even though there is danger that the English is semi-grammatical and the use of Japanese cannot be excluded.

Stage III. The use of the native language gradually drops off during Stage III. However, this development goes hand in hand with another crises. The students find great satisfaction in the creative use of the English which they have already learned. Apart from the teacher in their small groups, they achieve a sense of security which also becomes an obstacle to progress. However, three problems are reported during the reflection periods: first, the students become more and more aware of deficiencies in the grammatical quality of their English, but no one corrects their mistakes; second, it is difficult to learn new forms and constructions in the small groups; third, the students find themselves using Japanese extensively in their small groups. The presence of the teacher is needed to stimulate conversation in English.

The values of Stages I and II--increased self-confidence, courage, and cooperation--have contributed to greater fluency and security in English speaking, but the learning has occurred apart from the teacher. If the values of Stages I and II become rigid, they become obstacles to further progress. The relationship with the teacher must be reestablished toward the end of Stage III. Curran (1972) has described the affective crisis of Stage III as follows:

> A strong force for learning in these latter stages is an affective one, specifically, indignation. As the learner's capacity to learn unfolds, he often needs to assert his own unique way of learning in a strong, forceful manner. The knower must accept this as inherent in the learning process if he is to help the learner... Such personal indignation is a necessary assertion on the part of the learners, indicating that they do not wish to stay in the previous stages of dependency. Once they have "grown up" they feel indignant when they are not allowed to exercise the independence that

> their increased knowledge gives them. It is the task of the counselors to help them by accepting them in their anger and willingly withdraw unnecessary aid. (p. 132)

The contracts for Stage III consist of clarification of the values and issues operative in the group. Suitable exercises can be found in Simon, Howe, and Kirschenbaum (1972), Hawley and Hawley (1975), and have also been suggested by Davis and Keitges (1979). Self-evaluation can also be built into the CLL reflection period. Ask the students to state, in terms of percentage, the amount of English and the amount of Japanese which they used during their small group activities. The rationale for their conduct makes the students aware of the real issues involved in the silence of the teacher during the small group discussions. Either the teacher must be allowed to perform his or her helpful role, or else the class will degenerate into a picnic with no learning. Acceptance of the teacher is vital to the group at the end of Stage III. But first, the students must also accept themselves as imperfect speakers of English if they are to receive help from the teacher. The inability to solve the affective crisis of indignation leaves the English of many Japanese in an underdeveloped cognitive state at Stage III. The reason is not lack of knowledge of the cognitive rules of English, but an affective inability to accept one's self as an imperfect learner in need of assistance from another. The simple ability to be a learner, called "docility" by Curran (1972, p. 49), solves the crisis of indignation at Stage III.

Stage IV. Acceptance of self and the teacher leads to mutual trust. The exercise of trust leads to the solution of an affective crisis about the role of the teacher and the learners in Stage IV. During the first three stages, the teacher has performed the role of understanding the learners. At Stage IV, the learners begin to take over this role. With the growth of trust, the teacher can be completely at ease because, by this time, the learners have overcome the initial anxiety of Stage I. They have achieved a commitment to learning through the exercise of courage and cooperation in working together with others. The teacher is freed by the understanding and trust of the students to perform the necessary tasks of analyzing and correcting errors. The indignation of Stage III gradually changes into a constructive force for independence.

The epigenetic principle can be exemplified by comparing the performance of the same students during a short-term counseling session at Stage I and Stage IV. At Stage I, the short-term counseling session is characterized by the painful experiences of anxiety and silence. Participation in the conversation is limited to one or two students who

have been pushed into the leadership position by the other members of the group. At Stage IV, everyone participates in the lively conversation, in which there are few pauses for silence. Responsibility for the topic is shared by the whole group. Because of the increase of confidence and trust between the teacher and students, the errors which crop up can quickly be corrected without interrupting the flow of the conversation. Role reversal is also evident during the session. The student becomes alive and active in his English self, but perfectly silent in his Japanese self. The teacher fills the opposite role. As a native speaker, the teacher is silent in the English self, but active in the Japanese self. During short-term counseling sessions at Stage IV, I have found myself speaking Japanese while giving grammatical directions, pointing out new constructions and correcting mistakes. During these sessions, I felt less like an English teacher and more like a referee at a football game.

Stage V. Theoretically, the learner at Stage V has mastered all that the knower has to teach. However, knowledge of appropriate social use can be further refined at Stage V. For this purpose, responsibility is the best teacher. The knower can share the responsibility of counseling with those who by age or proficiency have achieved greater independence than the other members of the group. This can be done with a group of senior high or university students in an English-speaking club. The teacher deals only with the leaders of the group at the top level of the Japanese age hierarchy. The leaders of the group carry out their counseling function in assisting the younger members. In Japan, the younger still learn from the older in a willing and grateful manner. The concepts of age-hierarchy, the club with its workshop, or *gasshuku*, and so on, are social learning mechanisms which are characteristic of Japanese culture. Japanese culture learning mechanisms are social learning experiences which are bound by a psychological contract. Previous research (La Forge, 1975) has shown that culture learning mechanisms fit into the scope of CLL contracts. They can be powerful influences for learning in general and for English education in particular.

The delegation of responsibility by the teacher precipitates a crisis of responsibility. The acceptance of responsibility by an emerging leader or leadership group is accompanied by anxiety which can be handled through individual counseling. The leader must be presented with clear alternatives among a choice of proposals. If necessary, the consequences of each choice should be clarified, but the final choice should be left to the leader or to the leadership group. Clarification of the issues and roles involved in carrying out a decision is sufficient to dissipate the anxiety which arises. As the leader performs his counseling function, a more refined level

of English use becomes noticeable. The leadership that emerges is characterized by the giving of self, by listening to others, and by providing necessary assistance. The giving of self means using time and energy for different projects. The emerging leader follows the teacher's example in listening intently to the difficulties and suggestions proposed from below. The level of English which is handled by a fellow student is often clearer to a younger student than the explanation of the teacher. The teacher adopts a silent role in Stage V. He or she intervenes only to provide more appropriate usage. The silence of the teacher greatly reinforces the activity of the emerging leader. One of Curran's students has written as follows:

> This gives me a profound confidence that when sentence after sentence receives only the warm support of silence and an approving symbolization, I am again deeply strengthened in my secure identification with an adequate French self. For me it has been a striking experience in how the warm convalidation of someone you completely trust can be so confirming in an area of knowledge. (Curran, 1972, p. 157)

IV. Summary and Conclusion

The focus of this article has been concentrated on the nature and application of the epigenetic principle in CLL. The nature of the epigenetic principle was explained in Part One, and its application in Part Two. An epigenetic diagram for CLL was presented in Sections Two and Three. Since the scope of this address has been limited to CLL, I would like to make a final appeal to those English teachers who work outside of CLL. I am appealing to the vast majority of English teachers to become more aware of human growth in the acquisition of second language. The students of our English classes in our universities and junior colleges today, the adults in our language schools at present, and the businessmen and women of our specialized language institutes now, will fill an important leadership function tomorrow. They will be the communicators--the eyes, the ears, and the voice of Japan--who will speak to and receive messages from the rest of the world. Our function as English teachers, in the human context, will be to foster the growth of a leadership--a leadership which can communicate between cultures. The capacities for intercultural communication have been pointed out in this article: whole-person growth in the accomplishment of cognitive tasks, in the solution of affective conflicts, and in the respect for and enactment of values. English teachers can promote the development of an interculturally oriented leadership if,

in the language learning context, we help learners to face themselves, accept their own limitations, and be open in accepting and understanding the limitations of others. In the language learning context, values such as courage, co-operation, docility, and trust promote the development of a leadership that is capable of intercultural communication. Whatever the type of methodology employed in teaching foreign language, the learner can be assisted to experience his or her own profound worth as a person. According to Curran (1971, p. 3), this is especially necessary for emerging leaders, who must be helped to the experience and pursuit of their own excellence if they are to help and fulfill those who follow them. The responsibility for developing an inter-culturally oriented leadership is formidable, but with language education based on the epigenetic principle, the challenge can be met and dealt with successfully.

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