**'ELT for a Global World'**

# Changing English in a changing world

## Unit 11
## Changing English: Implications for ELT

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# Task

Introductory discussion

1. What issues does the predominant use of English as a lingua franca raise for ELT?

2. Compare your list with that on Slide 3.

3. Compile a list of issues you consider most relevant for ELT.

# Unit 11

Implications of ELF for English language teaching

- Objective: prepare learners for communication with NNSs rather than NSs (prepare for ELF communication)

- Teach ELF rather than EFL

- Communicative competence

- Methodology: teaching language as communication

- NS/NNS teachers

# Objective of ELT

- anachronism between the dominant use of English and the dominant norms in ELT:

"... the accepted practice in ELT is still to prepare learners for interaction with native speakers of English in a monolingual, i.e. target language environment where native speaker knowledge of the language and culture serves as a yardstick for success in the foreign language." (Illés, 2011, p. 4)

# Objective of ELT

"... the unquestioned and routine adoption of a particular native-speaker variety of English and a particular set of idealized social rules of use is no longer educationally satisfactory or desirable."

(Leung, 2005, p. 139)

# Competence

"Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance." (Chomsky, 1965, p. 3)

**RULES OF GRAMMAR** **correct**

**incorrect**

# Communicative competence

"I would suggest, then, that for language and for other forms of communication (culture), four questions arise:

1. Whether (and to what degree) something is formally possible;

2. Whether (and to what degree) something is feasible in virtue of the means of implementation available;

3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;

4. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails."

(Hymes, 1972, p. 281)

# Communicative competence

**RULES OF USE:**

"when to speak, when not, and as to what to talk about with whom, when, where, in what manner"

(Hymes, 1972, p. 277)

**APPROPRIATE**

**INAPPROPRIATE**

# Nativeness

"The nativeness criterion is maintained across theoretical boundaries and contrasts ... Within the framework of field linguistics, the native speaker is a human being who is able to give information about his or her language. In theoretical linguistics, by contrast, he often figures as an abstract idealization. Yet, notwithstanding these fundamental differences, the speaker whom the linguist is concerned about is invariably claimed to be a native speaker.  He is the one who can legitimately supply data, and his language is what grammatical analyses are meant to account for. This nativeness is the only universally accepted criterion for authenticity."

(Coulmas, 1981, as cited in Seidlhofer, 2007, p. 139)

# Communicative competence

<u>Target</u>

"… communicative target behaviour refers to the target language of the native speaker community in contexts of language use." (Seidlhofer, 1999, p.237)

Reading:

"…, ultimately we want our learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language." (Ur, 1996, p. 150).

# Communicative competence

**FOCUS ON PRODUCT**

Native speaker

   correctness,

   appropriateness,

   authenticity

"… idealized typifications of what native speakers may say and do in specified contexts" (Leung, 2005, p.126).

# Teaching language **for** communication

… preparing "learners for the real-life performance with native speakers in anticipated future contexts of use"

(Illés, 2011, p. 6)

# Task

Class discussion:

1. Who is the target audience you have in mind when you learn English?

In groups, then feed back to class:

2. What is your definition of authenticity? What teaching materials count as authentic in ELT?

# Task

Revision:

What characterises ELF contexts of use?

Class discussion:

What implications may the particular nature of ELF contexts of use have for English language teaching ?
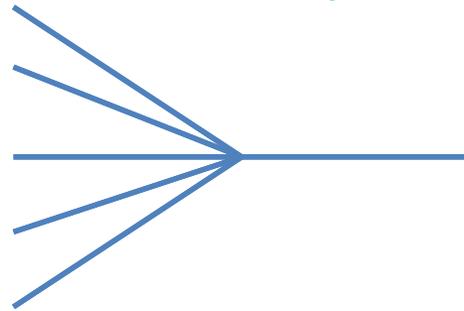
# ELF contexts of use

Native-speaker oriented communication:

Non-native speakers          (idealized) native speakers

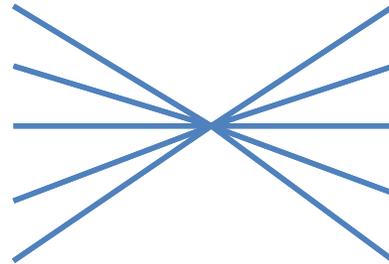Variety of languages                    target language
and cultures                                target culture

(Illés, 2011, p. 7)

# ELF contexts of use

ELF oriented communication:

Non-native speakers              Non-native speakers

Variety of languages               variety of languages

and cultures                       and cultures

(Illés, 2011, p. 7)

# ELF contexts of use

"But ELF is not a local language with a local culture. It is an international language with the world as its culture. As a case in point, conventions of British politeness, both in cultural and linguistic terms, are chiefly irrelevant in the ELF world."

(Alptekin, 2007, p. 268)

# ELF and ELT

the aim is "making themselves comprehensible in as many different situations and with as many different types of NNSs as possible"

(Sifakis, 2006, p 157)

# ELF and ELT

"Abandoning unrealistic notions of achieving perfect communication through native-like proficiency in English would free up resources for focusing on skills and procedures that are likely to be useful in EIL talk, such as communication strategies (…) and accommodation skills (…). Thus, more learning time might usefully be spent on skills such as drawing on extralinguistic cues, gauging interlocutors' linguistic repertoires, supportive listening, signaling non-comprehension in a face-saving way, asking for repetition, paraphrasing, etc. Needless to say, exposure to a wide range of varieties of English and a multilingual, comparative approach (…) are likely to facilitate the acquisition of these communicative abilities."

(Seidlhofer, 2007, p. 147)

# ELF and ELT

"…, in ELF communication, where the goalposts are constantly moving and the norms are diverse, fluid and relative, participants have to work out what is appropriate online in reference to the unique circumstances of a particular speech event. So rather than promoting rule-governed behaviour, ELF teaching has to be an educational enterprise which can 'provide learners with a general capacity to enable them to cope with undefined eventualities' (Widdowson 1983a: 6)."

(Illés, 2011, p. 7)

# ELF and ELT

"In order for this general capacity to develop, it is not imagined future contexts of use with potential native speakers which should be replicated in the classroom but the kind of dynamic, non-idealised real-life contexts in which interactants, be it their first or additional language(s), engage on their own terms by activating and adapting their own schemata as and when the particular interaction requires."

(Illés, 2011, p. 7)

# ELF and ELT

ELF-oriented ELT:

 Teaching language as communication
 (Widdowson, 1978)


learners engaging in and on their own terms

# Task

Class discussion:

Does the teaching language as communication approach affect your definition of authenticity? (see Slide 13) If it does, how?

Notes:

Teaching language for communication: NS authenticity

Teaching language as communication: learner authenticity

# Task

Look at Slides 15-21.

How do the following notions pertain to an ELF-oriented ELT?

- ELF contexts

- teaching English as communication

- capacity

- complexity

# ELF and ELT

## **FOCUS ON PROCESS**

Correctness, appropriateness worked out online in reference to the particular requirements of a particular context of use

Learner authenticity

# ELF and ELT

"What really matters is that the language should engage learners' reality and activate the learning process. Any kind of language that is taught in order to achieve this effect is appropriate, and this will always be a matter of local decision. So what is crucial is not so much what language is presented as input but what learners make of it, and how they make use of it to develop the capability for languaging."

(Seidlhofer, 2011a, p.198)

# ELF and ELT

**ENL**

Local in its use – global in its learning

**ELF**

Global in its use – local in its learning

(Widdowson, 2003, p. 159)

# EFL or ELF

"It would seem obvious that if educational policy is to take account of reality, English – conceived of as a lingua franca – needs to be taken out of the canon of 'real' foreign languages and recognized as a co-existent and non-competitive addition to the learner/user's linguistic repertoire"

(Seidlhofer, 2011b, p. 142)

# Task

Class discussion:

In a process-oriented approach to ELT, who is worth more? A native or non-native speaker teacher?

Compare your arguments with those presented on Slides 30-33.

# NS v. NNS teachers

ELF methodology

- focus on the process of learning (Seidlhofer, 2011a)

- English – adding to the linguistic repertoire of learners (Seidlhofer, 2011b)

- learning: bilingual  (L1 $\longrightarrow$ L1/L2 $\longrightarrow$ L1 + L2)

teaching process: L1 $\longrightarrow$ L2 $\longrightarrow$ L1 + L2

(Widdowson, 2003, p. 150)

ADVANTAGE: NNS teacher

# NS v. NNS teacher

- "… the non-native teacher in many cases shares the same background as the students, she knows the cultural context which the context of the classroom has to be constructed *from*, rather than just modelling it on the target community. Most importantly perhaps, the non-native teacher has been through the process of learning the same language, often through the same L1 'filter', and she knows what it is like to have made the foreign language, in some sense, her own, to have appropriated it for particular purposes."

  (Seidlhofer, 1999, pp. 237-238; emphasis in original)

# NS v. NNS teacher

- Medgyes (as cited in Widdowson, 2003, p. 156)

"… we [NNSs] suffer from an inferiority complex caused by glaring defects in our knowledge of English."

- Widdowson (2003):

"Such distress derives directly from a misconception of the subject. The English that teachers have to teach is not that which is monolingually realized in contexts of native-speaker use, but that of the bilingual subject English as a foreign language."  (p. 156)

# NS v. NNS teacher

- Widdowson (2003)

"But the real failure lies in the pedagogic misconception of the subject, defining the E of TESOL without regard to the SOL, without recognizing, and acting upon, its essential foreignness. Looked at in this way, Medgyes knows more about the language he is supposed to teach than any native speaker, who, by definition, has had no experience of English as a foreign language at all." (p. 156)

# Task

Home assignment (Jenkins, 2006)

Class discussion:

Why does ELF pose "a testing time for testers"?

Do you agree with Jenkins?

# Testing time for testers

- McNamara (2012)

"The crucial issue here is how achievement is defined. Traditionally it is defined in reference to the educated native speaker of Standard English. But the majority of users of English in the contemporary world are non-native speakers using the language as a lingua franca. So the question is how far the constructs articulated in standards for English language proficiency reflect,

or can reflect, the insights into the nature of communication represented by research on English as a lingua franca." (p. 119)

# Testing time for testers

- McNamara (2012)

"Central to the management of educational systems, then, are the definitions of standards which need to be met, with language tests then being used to demonstrate whether learners are meeting the required standard at successive levels of education. One important implication of this educational and testing regime is that the construct articulated in standards becomes the construct used in the tests linked to them. Standards can thus be seen as statements of test constructs, thereby playing a central role, in fact **the** central role, in determining the nature of the tests by means of which achievement is demonstrated." (p. 119)

# Testing time for testers

- Jenkins (2006)

"I merely question the assumption that the forms themselves should be dictated by native-speaker use." (p. 62)

# Testing time for testers

- McNamara (2012)

"What is required in communication in English as a lingua franca, however, is not the ability to 'convey finer shades of meaning' according to native English norms, but a sensitivity on the part of both interactants to the need to co-operate in the negotiation of understanding." (p. 201)

# Testing time for testers

- McNamara (2012)

"But what an English as a lingua franca perspective on communication means is that when a native speaker is involved in ELF communication, his/ her assumed privileges are no more; not all native speakers are equally good at ELF communication, which involves flexibility and accommodation, anticipation of communication difficulties and strategies for resolving them on the part of both interlocutors, regardless of their native speaker status." (p. 201)

# Testing time for testers

- McNamara (2012)

"The articulation of the construct of English as a lingua franca communication is a complex task but an urgent one if assessment is to play its part in ELF education and in policies in which language competence features. Current conceptualizations of proficiency in terms of gradual approximation to the competence of the native speaker will need to be drastically revised. The consequences are likely to be as revolutionary as the advent of communicative language teaching some forty years ago." (p. 202)

# Testing time for testers

- Taylor (2006)

"It is therefore reasonable that the type of language represented in our tests and anticipated from our candidates should reflect varieties of English that enable them to function in the widest range of international contexts rather than a single, more restricted local context. [….], this tends to mean British, North American, and sometimes Australian Englishes – since these are also the predominant pedagogic models used in ELT, at least for the present." (p. 57)

# Task

1. In groups elaborate on the issues that have not been addressed in this session but which you have found relevant for language teaching.

2. Feed back to class.

# Task

Class discussion:

1. The role of L1 in foreign language learning

2. Testing: what and how should be tested?

# Task

Task for Unit 12

Read Illés' (2011) article on the implications of ELF for ELT.

Read Illés' (2009) introduction to pragmatics.

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