‘ELT for a Global World’

Changing English in a changing world

Unit 12
ELF-oriented ELT

Éva Illés and Tamás Eitler
Department of English Applied Linguistics

Supported by the Higher Education Restructuring Fund allocated to ELTE by the Hungarian Government

© 2016 Illés and Eitler
Task

Home assignment:
1. With the help of the picture on Slide 3, explain what pragmatics is concerned with.
2. How does pragmatics pertain to ELF?
3. What does Grice’s Cooperative Principle (CP) entail?
4. Why is the CP seen as a suitable theoretical framework for an ELF-oriented approach?
Communication

(Photo: Illés)
Communication

Contextual (pragmatic) meaning:
Knowledge of the language (systemic knowledge) +
Knowledge of the world (schematic knowledge)

Teaching language as communication:
Engaging learners both linguistically and schematically (here and now)
ELF communication

Interlocutors from a wide range of linguacultural backgrounds — diversity, difference

Emergent context; evolving/negotiated norms; unpredictability; smaller area of shared knowledge — negotiation of meaning; communication strategies (e.g., accommodation)
ELF communication

“... we are faced with a double problem when it comes to lingua franca communication: for achieving discourse in lingua franca interactions, speakers cannot rely on shared knowledge, either of the code or of cultural schemata. Mutual understanding with respect to both kinds of knowledge has to be carefully, sometimes laboriously, negotiated.”

(Pölzl & Seidlhofer, 2006, p. 154)
Task

Home assignment (Illés, 2011)

1. Which two ‘outcasts’ of Communicative Language Teaching have been suggested for an ELF-oriented ELT approach?

2. What justification has been given for the choice?

3. Do you agree with the arguments presented in the article?
Teaching literature

literature presents a new, alternative reality

readers are forced to engage in interpretative procedures more actively in order to make sense.

Lit: learner engagement on an individual level
(Illés, 2011, p. 11)
Teaching literature

“The writer of literature is really in the problem-setting business, and the reader of literature is in the problem-solving business par excellence. And because there is no right solution, such activities provide plenty of scope for discussion.”

(Widdowson 1983: 32)
Teaching literature

“What is distinctive about literary texts [...] is that they provoke diversity by their very generic design in that they do not directly refer to social and institutionalized versions of reality but represent an alternative order that can only be individually apprehended. They focus [...] not on the social contours but on personal meanings.”

(Widdowson, 2004. p. 135)
Teaching literature

“With the individual world presented by the author and the individual world engaged on the part of the reader, the cultural-specific level of interpretation becomes irrelevant in the meaning-making process in literature. When selecting texts for teaching therefore it does not matter whether the author is a native or non-native speaker of the language and what culture they would normally represent. The choice of literary texts should rather be guided by the specific needs and interests of a particular group of students.”
(Illés, 2011, p. 12)
Task

Look at Slides 13-14.
The two texts are very similar but there are also differences. What are these differences? How do they affect the nature of the texts?
What are the implications (if any) for materials design in ELT?
“This is a man. He is John Brown; he is Mr Brown. He is sitting in a chair. This is a woman. She is Mary Brown; she is Mrs Brown. She is standing by a table. Mr Brown has a book. The book is in his hand; he has a book in his hand. Mrs Brown has a bag ...”
(Widdowson, 2003, p. 120)
Teaching literature

“This is a man. He is John Brown; he is Mr Brown. He is sitting in a chair. This is a woman. She is not Mary Brown. She is standing by a table. She has a look in her eye. Mr Brown has an idea in his head. He has a book in his hand ...”

(Widdowson, 2003, p. 120)
Teaching literature

Coursebooks with literary texts:

ACCESS TO ENGLISH

(Cole & Lord, 1974, 1975)

Storyline with three-dimensional characters learners can relate to; suspense; sudden twist; humour
Task

Class discussion:
What kind of texts are there in ELT coursebooks? Can literary texts (texts from literature or texts of literary quality written by coursebook writers) be found in ELT coursebooks? Are there any ELT texts that you remember? What makes them memorable?
Translation

• Overt translation:
  overtly a translation; not a second original; similar to a quotation
• Covert translation:
  same status of original source text in the LT culture;
  source text and its covert translation have equivalent purposes; operates in the context of the target culture

(House, 2006, p. 347)
Translation

Covert translation (House, 2006)
Translator: to consider the background knowledge of target audience
ELF target audience: variety of backgrounds

adaptation of source text to the needs of the particular target audience
Task

Discuss in groups and then feed back to class:
Read the translation on Slide 20. Step into the shoes of a tourist whose mother tongue is not English and who is in Budapest for the first time. How easy/difficult is it for this person to understand the text? What causes the problems (if any)?
Dear Enquires!

It’s my pleasure to present you the two vivid colors of Budapest’s cultural palette this summer: Óbuda and Békásmegyer. You will find your favourites among our yearly organized summer programs called Óbudai Summer. From the middle of June till the beginning of September you will have the choice to participate on programs like the nostalgic event presented in the stage of Zichy Castle and framed by the Apostol band’s songs, or ‘Amphitrüón 2010’ comic and erotic comedy showed on the stage of Acquincum Museum. (Óbudai Nyár 2010)
Translation

Intention, communicative purpose: to attract audiences to the summer festival

Target audience:

1. Source text: mayor to inhabitants of Budapest, Óbuda-Békásmegyeg

2. Target text: translator to tourists from all over the world speaking English (ELF – NSs, NNSs)

Area of shared knowledge → how much information, what is relevant
Background knowledge of source target audience is different from background knowledge of tourists from all over the world who read the brochure.

Source text: assumes a lot of shared knowledge new target audience does not have.

Translation: adapt original text.
Translation

“Translation, especially covert translation that requires knowledge of the target text context, not only enables learners to engage schematically on their own terms but also forces them to take a reciprocal perspective and devise the process of the negotiation of meaning from the perspective of a diverse group of readers.”

(Illés, 2011, pp. 13-14)
CLIL

“It refers to a dual-focused, learning and teaching approach in which a non-language subject is taught through a foreign language, with the dual focus being on acquiring subject knowledge and competences as well as skills and competences in the foreign language.”

(Ioannou Georgiou, 2012, p. 495)

Dual language schools
CLIL

link between language and content can take the form of a theme or a project, not necessarily FL medium of instruction for a whole school subject;

(Cenoz, Genesee & Gorter, 2013)
CLIL

integrated approach to language and content teaching
(Cenoz, Genesee & Gorter, 2014)

the cornerstone is content  CLIL is content-driven

authentic content + discourse of subject area
(conventions: purpose, audience, vocabulary)

(Cenoz, Genesee & Gorter, 2013)
Here and now of communication (L use in context):

learners engage both linguistically and schematically (learner authenticity)

“CLIL cannot therefore be expected to prepare learners for other situational contexts in any direct way.” (Dalton-Puffer, 2011, p. 195)
CLIL

“The teaching of other subjects in L2 it provides for the presentation of the foreign language as a relevant and significant communicative activity comparable to the learner’s own language. It allows for devising exercises which involve the solving of communicative problems, problems which require reference to knowledge other than that which is simply linguistic, ...”

(Widdowson, 1978, p. 158)
Task

Class discussion:
Read Slide 30.
What do you think “locally appropriate” activities entail? Give examples.
CLIL

If learners engage on their own terms

“... it will always be necessary, [...], to select language and design activities which are locally appropriate to particular groups of learners.”
(Widdowson, 2003, p. 124)
Classroom communication

Learners of EFL (inside the classroom) =
= users of ELF (outside the classroom)

“.... acknowledging the active role of ELF users as agents in the spread and development of English: They are not just at the receiving end, but contribute to the shaping of the language and the functions it fulfils.”
(Seidlhofer, 2007, p. 140)
Classroom communication

Spontaneous, unplanned language use (e.g., asides, repartees, off-topic conversations)

Markee (2005):
“... off-task interaction may be closer to learners’ real-life interactional needs than on-task interaction” (p. 212)
Classroom communication

“When students are allowed to function outside the confines of conventional classroom communication, features of everyday language use such as humour and language play (Maybin and Swann 2007) may appear which, together with other forms of unplanned language use, require quick online decisions and the activation of linguistic and metalinguistic skills.”

(Illés & Akcan, 2016)
Classroom communication

Example

S1: Grammar is necessary, especially for academic writing

S2: Of course, but while speaking please do not worry about grammar.

S3: See McDonalds says ‘I’m loving it’

(Illés & Akcan, 2016)
Task

Class discussion:
Read Slide 36.
1. Do you agree with Péter Medgyes that non-native speakers can never be as creative as their native speaker counterparts?
2. Have you ever coined a phrase? Has it taken off?
Classroom communication

Medgyes (1992)
“non-native speakers can never be as creative and original as those whom they have learnt to copy” (p. 343)

↕
class observations (Illés & Akcan, 2016)
ELF communication (Pitzl, 2012)
Task

Class discussion

1. How do CLIL and spontaneous classroom communication promote teaching language as communication?
Task

Task for Unit 13

Library research:

1. What motivates language change?
2. What has made/is making English change at an unprecedented pace?
References


References


References


References

