

International English and its Implications for Teaching and Learning

Elizabeth Bekes and Marcela Carrasco

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Webinar Overview

- English as an International Language (EIL): facts and figures
- The changing role of teachers in an EIL context
- Examples from our own practice
- Questions and Answers
- Implications for pronunciation
- Implications for grammar and lexis
- Questions and Answers

Facts and figures mini-quiz 1

The population of the world is billion.

..... billion speak (some) English.

Facts and figures mini-quiz 2

..... million are native speakers.

For every native speaker there are another
for whom English is a second, foreign or
additional language.

Teacher roles

(Classic +)

ELT pedagogy

- Native model
- Native speaker culture
- Communicative approach

EIL context

- Intercultural
- Other varieties
- Multilingualism
- Local/international
- Socially and culturally sensitive

The Nexus Experience

- The school
- The staff
- The culture at the time / at the school
- Hiring criteria

NEXUS: LENGUAS Y CULTURAS



Nexus teachers' nationalities

1. Ecuadorian
2. British
3. USA
4. Indian
5. German
6. Australian
7. Kenyan

Q: Starting with most difficult, which 3 accents do you think were most difficult for students to understand?

The Language Exchange Programme at UCACUE

- The beginnings: volunteers and students (2015)
- Exchange element: Spanish classes
- Now: admin staff
- Language exchange
- Nature of relationship

Volunteers at the University



Jungle job



Low resource?

The dedicated English classroom by the River Pastaza



Classroom on the inside



Achuar students



Female students at Tuna High School



Engaging with the world



Engaging more



The English Film Club at UNAE

- UNAE: why special
- Number of students: 1280
- Non-English degree
- Level required, challenges
- Extra-curricular activities

Pilot project in 1st semester 2017/18

- Films chosen: inspirational
- *Landfill Harmonic: The Recycled Orchestra of Paraguay*
- Getting in touch with the orchestra
- Raising money for the new music school
- Connecting the learning situation with real life concerns

The Recycled Orchestra



The English Film Club



Summary

EIL context - checklist

- Intercultural awareness
- Awareness of other varieties of English (exposure to various accents)
- Multilingualism, local and international culture (Achuar, Kichwa, Spanish)
- Socially and culturally sensitive teaching methodology (time management, body language)

Q and A

Your experience



Implications for pronunciation

Some more facts

- 80% of English language encounters: native tongue NOT English
- 2% of all British English speakers: “Received Pronunciation”
- Pronunciation is important for all 4 skills (Robin Walker, 2014)

What kind of pronunciation should we teach?

- 1) Native (British or American)
- 2) Native-like
- 3) Internationally intelligible
- 4) Local variant of English

Pros and Cons (for learners)

- Native: unrealistic, demotivating
- Native-like: almost as difficult (needs analysis)
- Internationally intelligible: realistic goal (motivation)
- Local variant: accent marked/pronounced?

Some pronunciation features of English as an International Language

Important:

- vowel length (difference between “bag” and “back”); (ɜː) and consistency
- almost all consonants (except θ, ð, r)
- clusters (Spain, school, infrastructure)
- Sentence stress (Are you coming on **Tuesday**?; Are **you** coming on Tuesday?)

Some pronunciation features of English as an International Language

Not important:

- word stress ('dis'crimi'nation)
- stress timing (stressed syllables at regular intervals; rest shortened)
- intonation

Not helpful:

- weak forms
- schwa: (ə) except long sound (ɜː)

(Jenkins, 2000)

Why is this important?

- Priorities
- Affects both native and non-native speakers

Final question

Who is the best model of EIL pronunciation?

GRAMMAR AND LEXIS

Considerations when teaching English as an
International Language

Considerations for teachers

- Dynamic nature of language
- Context
- Authenticity – relevance
- Awareness of varieties of English - standard
AM, BR, Indian, Asian, local varieties

Considerations for teachers

Teach students to:

- accommodate
- negotiate meaning (clarification)
- be flexible
- use different strategies to achieve different goals

3D FRAMEWORK (Mahboob, 2017)

- USER – Close or distant: Who, for whom?
- USE – Everyday or Specialized: What for?
- MODE – Oral-like, Written-like, Multimodal:
How?

Language Variation Continuum

DOMAIN	USER	USE	MODE
1	LOCAL	EVERYDAY	ORAL
2	LOCAL	EVERYDAY	WRITTEN
3	LOCAL	TECHNICAL, SPECIALIZED	ORAL
4	LOCAL	TECHNICAL, SPECIALIZED	WRITTEN

Language Variation Continuum

DOMAIN	USER	USE	MODE
5	GLOBAL	EVERYDAY	ORAL
6	GLOBAL	EVERYDAY	WRITTEN
7	GLOBAL	TECHNICAL, SPECIALIZED	ORAL
8	GLOBAL	TECHNICAL, SPECIALIZED	WRITTEN

LEXIS

- The British National Corpus: 100 million running words (frequency lists)
- A word family: headword, inflected forms and derived forms
- How many word families do you need to know to be considered fluent?
 1. 1000
 2. 2000
 3. 3000
 4. 7000

LEXIS

WORD FAMILIES	COVERAGE
1000	78%
2000	86%
3000	90%
7000	97.5%

LEXIS

Hugh Dellar (2015), lexical approach champion:

- Chunks - formulaic language: 50% of ordinary conversations
- Common collocations - important for fluency
- Non-culturally rooted language

Grammar and Lexis

Common mistakes that do not hinder understanding
(Seidlhofer, 2011):

1. Third person (s): *He practice the flute every day.*
2. Pluralization: *feedbacks, informations, homeworks*
3. Affirmative sentences with question intonation :
You are tired? or use of “no” instead of question tags; *Cuenca is beautiful, no?*

Which of these features are common in your practice?

Q & A - Summary

- Recording
- Slides, notes

Contact details

Elizabeth Bekes: ebekes@yahoo.co.uk

Marcela Carrasco: marcela_carrasco@hotmail.com

Why NNESTs?

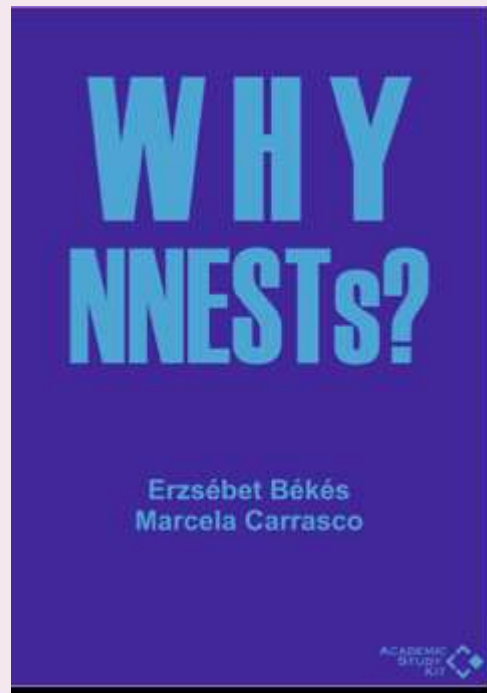
Published by: Academic Study Kit

E-book: www.intrinsicbooks.co.uk/title_by_title/nneests.html

Physical copy: Cambridge International Book Centre

Why NNESTs?

International English
and the implications for teacher development



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Useful Facebook groups and links

Teacher Voices: Professional Development

Innovative Teachers of English

Women in ELT

Non-Native English Speaker Teachers (NNESTs)

TEFL Equity Advocates and Academy:

<http://teflequityadvocates.com/>

Free online course (MOOC)

**Integrating Critical Thinking Skills into the Exploration of
Culture in an EFL Setting**

Feb 5 - Mar 26, 2018

[https://www.canvas.net/browse/fhi/courses
/integrating-critical-thinking](https://www.canvas.net/browse/fhi/courses/integrating-critical-thinking)

The American English E-Teacher Scholarship Program

Professional development courses

US State Department + university partners

Thank you!

