

# International English and its Implications for Teaching and Learning

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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 1<sup>st</sup> 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

<b>DOMAIN</b>	<b>USER</b>	<b>USE</b>	<b>MODE</b>
<b>5</b>	GLOBAL	EVERYDAY	ORAL
<b>6</b>	GLOBAL	EVERYDAY	WRITTEN
<b>7</b>	GLOBAL	TECHNICAL, SPECIALIZED	ORAL
<b>8</b>	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

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## **Why NNESTs?**

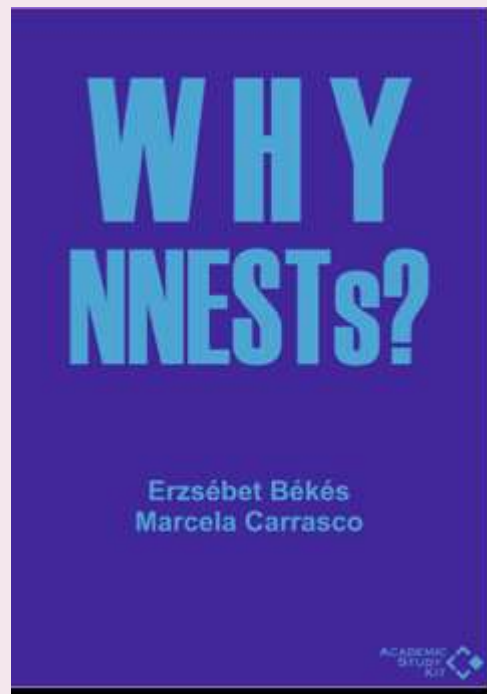
Published by: Academic Study Kit

E-book: [www.intrinsicbooks.co.uk/title\\_by\\_title/nneests.html](http://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!

