

INTRODUCING ENGLISH AS AN INTERNATIONAL LANGUAGE (EIL) TO PRE-SERVICE TEACHERS

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I. BACKGROUND

- English is now the major international language in intercultural communications, business, science, technology, and other areas.
- Within 25 years, the number of speakers of English had moved from a fifth to quarter to a third of the world's population (Crystal, 2008)



- Purposes of teaching EIL (McKay, 2003)
 - to prepare learners to become competent users in international contexts
 - to enable them to communicate with others for the purposes of academic advancement, career advancement, technology access, intercultural communication, and other domain of communication



- A language programme should incorporate (McKay, 2012)
 - the promotion of intercultural competence,
 - an awareness of other varieties of English,
 - multilingualism in the classroom,
 - instructional materials that include both local and international cultures
 - the adoption of socially and culturally sensitive teaching methodology



- The changes in English language teaching cannot be successfully implemented without involving the teachers (Renandya, 2011).
- Pre-service education is often seen as the start of teacher preparation programme or the first step in the professional development of teachers.

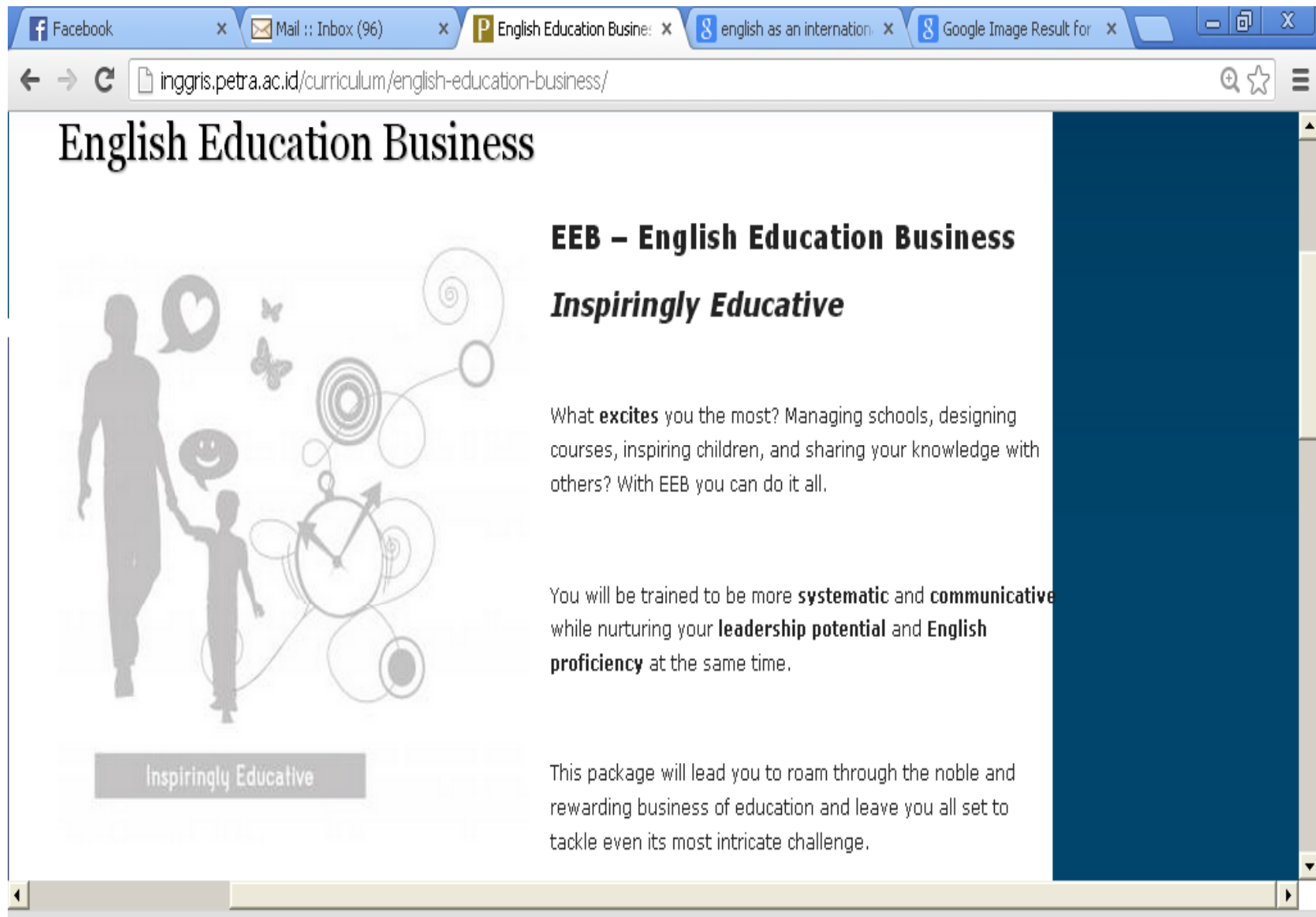


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- Updating its curriculum in 2011:
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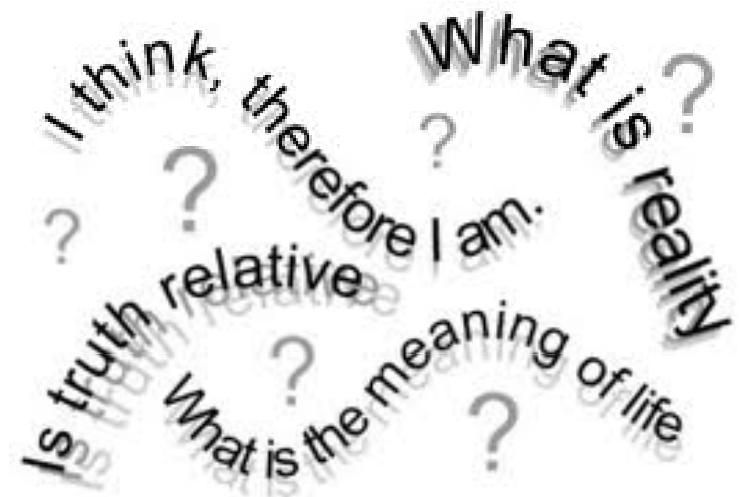
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WORLD ENGLISHES (2 CREDITS, COMPULSORY SUBJECT)

- To enable the students to consider the historical, political, and sociocultural issues associated with the globalization of Englishes.
- Students are required to attend 14 consecutive meetings.
- At the beginning of the course, I ask my student-teachers to share their beliefs on English as an International Language (EIL).
- Their beliefs are somehow incompatible with key principles espoused by the EIL proponents.



Borg (2011) states that teacher education is more likely to have an impact when it is based on an understanding of the beliefs these pre-service teachers hold.



II. PROPOSED ACTIVITIES

Activity 1: Introduction to English Varieties

- Have a class discussion:
 - How many varieties of English can you think of? Can you name a few?
 - What particular variety of English do you speak?
 - Which variety or varieties do you think should be considered “proper” and “correct”?
- Watch YouTube videos
 - https://www.youtube.com/watch?v=dABo_DCIdpM



○ “*The English Language In 24 Accents*”

Facebook Mail :: Inbox (96) The English Language In 24 Google Image Result for

https://www.youtube.com/watch?v=dABo_DCIdpM

Thank you very much everyone for all your positive comments and ratings :)



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The English Language In 24 Accents

Malaysian English

The screenshot shows a web browser window with several tabs open: Facebook, Mail :: Inbox (96), and Manglish (Malaysian English). The address bar displays the URL www.youtube.com/watch?v=qQyjWXTGkcM. The video player shows two women in a room with bookshelves. The woman on the left is wearing a green cardigan over a light green top, and the woman on the right is wearing a blue and white striped shirt. The video has English subtitles that read "I think one of the pasar malams also". The browser's taskbar at the bottom shows several open windows, each with an "image.png" icon.

- Have a class discussion:
 - Which variety did you find easiest/most difficult to understand?
 - Which variety did you find most interesting/amusing?
 - Which variety would you like to study more?
- Ask students to note the differences in the languages in as many ways as they can. Teacher can indicate that the key variations are vocabulary, syntactic construction and/or accent.
- Have more discussion:
 - Why do people use different terms to express the same thing, for example: flat VS apartment?
 - What do the differences mean to the speakers of other Englishes? How do you think they feel when they come across such differences?



- Some important points that need to be highlighted during the classroom discussion are:
 - It is easy to associate a language with a particular country, in the same way in which it is easy to associate a flag with a country.
 - However a more careful analysis of linguistic features reveals that often two languages to which we give different names are in fact the same language while very different languages are considered dialects of the same language even if they are very different from each other
 - Englishes spoken in USA, Australia, UK, Singapore and many other places are all dialects of the same language. However, some dialects of English are perceived to be more prestigious than others.



REFLECTION

- At the beginning of the course:
 - American English and British English are the best varieties of English
- At the end of the course:
 - “I have learned that that there are many varieties in this world, not only the American and British English. Even in Britain itself, people in Liverpool have different kind of English compared to the variety used in Manchester. American and British English are popular because of their power (in politic and economic) and the huge number of the users (Lydia (pseudonym))



Activity 2: Introduction to the Native English Teacher Fallacy

- Have a class discussion:
 - Why are there many schools or language courses seeking and employing native speaker teachers?
 - What are the advantages and the disadvantages of having native speaker teachers?
 - What are the advantages and the disadvantages of having non native speaker teachers?
 - Who is your favorite English teacher? Why do you like him/her?



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- Finding out the strength or advantages of being non-native speaker teacher and suggesting ways to improve the quality of non-native teachers would be the next step of this classroom discussion.
- It should be noted that English language proficiency, teaching experience, and professionalism should be assessed along a continuum of professional development.
- Suggestion: the term “bilingual or multilingual teacher” is more neutral and more appropriate for EIL era.



○ Further class discussion:

- Today, about 80% of English language teachers in the world are non-native English-speaking teachers (Matsuda & Matsuda, 2001). However native speakers are often judged as the best teachers because it is believed that native speaker teachers have better pronunciation, grammar and vocabularies. Is it true that native speaker teachers are better than the non-natives?
- How do you think the non-native English-speaking teachers would feel when they are judged for being inferior to the native speaker teachers? How would you, as an English teacher, feel?



REFLECTION

- At the beginning of the course:

“I believe that the best teacher of English is the native speaker of English (American, British, Australian). They speak using that language everyday so automatically they know that language well” → Sonia (pseudonym)

British English is more difficult to understand meaning that people who speak it are more intelligent (Ida pseudonym)



AT THE END OF THE COURSE

- All students have increased their confidence level
- Sonia (pseudonym) stated, “Everybody can be a good English teacher too as long as he/she has fulfilled all requirements needed”



III. CONCLUSION

- Pre-service teachers should have systematic opportunities to reflect on and articulate their beliefs.
- They should be asked to refer to their own experiences, examine and reflect on their own beliefs, and finally to detect possible 'flaws' in their previously held beliefs.
- Detecting incongruence within one's beliefs and comparing and evaluating them can be very important springboard for belief and general conceptual change.



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Thank you!



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