

Teaching and Learning English in a Global Context Unit Preview Read the title to the short article below and discuss it with a partner. David Graddol (1997) took up Kachru's message in his article "The decline in the native speaker" in which he questioned the special status of the native speaker and Anglo English as sole arbiter of correct English. He argued that second language varieties of English can also be norm setting -- in other words, there are multiple valid and valued varieties of English spoken and written by speakers of many languages. These, too, can set standards for correct use within local communities. In expanding circle countries, English may be offered or even required in education with different levels of language proficiency achieved by learners, but it is taught as a foreign language. By learning and teaching English, whether as ESL (English as a second language) to immigrants and refugees in inner circle countries or as EFL (English as a Foreign Language) elsewhere, teachers provide students with access to a lingua franca for transactional, intellectual, and cultural exchange. In expanding circle Englishes -- that is in the EFL context -- when our learners leave the classroom, they may be able to leave English at the door. Teaching in an EFL context presents special challenges since teachers must guide learners in engaging in meaningful ways with English to enhance what was learned in the classroom and to provide the broad access to language input needed for strong proficiency.

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1. What is your home language?
2. What does proficiency in a language mean?
3. What is a lingua franca?

Discuss

1. Now that you have read the reading passage, what is your opinion about the use of the word Englishes? Did your opinion change?
2. Kachru's circles model has been criticized as Anglo Englishes may still form the center circle around which all other countries can be placed. Others argue that his model is useful in classifying countries as to their language policies. What do you think? Where is your community in terms of Kachru's model?
3. Describe your linguistic landscapes. What language resources are available to your future students in and out of the classroom?

**Dialect Task** Language variety demonstrates that language is not static and that languages change according to contact with speakers of other languages, media, and generational differences. Varieties of a language are called dialects. What varieties or dialects of English are you familiar with, and how do you know the variety? Make a list of some English dialects that you recognize. Alternatively, you might complete a search on the internet for different language varieties (see Technology Tip below). A few examples have been placed into the chart for you. After you complete this for English, consider varieties of Arabic you know and fill in Arabic varieties on the following page.

**Language features**

Trilled /t/ Possible mix with other languages, such as Hindi Tag of 'eh' at the end of sentences with rising intonation

**Language features**

Egyptian Arabic "is referred to as a *Ca:mmiyah* (language of the common people)" (p. 31). Read about it (Bassiouney & Muehlhaeusler, 2018)

**English Variety** Scottish English Indian English Canadian English Arabic Variety Cairene Arabic

**Questions** What can we learn about the lingua francas of this world by completing the above activity for both English and Arabic? Which of these varieties of English or Arabic is suitable for foreign language teaching? Why do you think so, or why not? You might discuss how comprehensible or intelligible these varieties of English or Arabic are. Make a list of features that

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1. make one variety of a language more suitable to teach foreign language students than others.

**Activity**

Your university already offers courses in English as a foreign language. What if your university administration decided that they wanted to open an Arabic as a Second Language program on your

campus to train students in academic and conversational Arabic? Prepare a short letter that could be published in a school newspaper or newsletter discussing whether you think this is a good idea and what advice you would have for such a program.

**Technology Tips** When you search on dialects or varieties of English or Arabic online, try first to look for news broadcasts from specific areas. Over the years, many students have posted misleading samples of so-called dialect use where a single individual will present several samples of dialect and while well intended, these may not accurately represent an authentic speaker from that area. Therefore, we recommend that you search selectively for samples of dialect. One idea is to search for newscasts since these are generally broadcast in the most intelligible form of the local variety. See below for web links to current sources of language, the first is to a Canadian News network, CTV, and the second is a language lesson in Egyptian Arabic for a local. As with all links on the internet, what is here today, may be gone tomorrow. Also, on some channels like Youtube, you may have to skip advertising. Do you think this is an authentic Egyptian Arabic speaker? Is he speaking Cairene Arabic from Cairo or a broader Egyptian dialect?

**Canadian English Example – CTV News Cairene/Egyptian Arabic Example**

**Teaching English as a Foreign Language**

Teaching English in the Arab world means teaching English as a foreign language. When students leave the classroom, they are unlikely to encounter much English unless they seek opportunities, or their teachers structure such opportunities to use English beyond the school walls. have intelligible pronunciation, broad vocabulary, and understanding of how English is structured and used. read on general topics fluently and with excellent comprehension. Knowledge and proficiency with varied text types, such as email, narrative, and fiction, and genres including language practices in specific fields (science, social sciences, and humanities) is helpful. Intercultural and interpersonal competence, also studied by sociolinguists, involve using language (and other means) to negotiate meaning, or be sensitivity to communication breakdowns, and flexible when interacting (in speaking or writing) with someone who speaks a different language or dialect. For teachers, this might include understanding language formality and register, cultural allusions and mores, and beliefs, habits, and practices of English and your students' home languages to best predict where they may struggle in intercultural communication. Exploring history, cultural contacts, and ethnic survival in literature written in English or Arabic allows us into the events through the worldview of an author who aesthetically crafts a voice of human identity.

d) work in schools with colleagues and supervisors to ensure learning experiences and opportunities connecting the curriculum and enhancing learning across content areas and fields of study. For example, the very young learn holistically, in chunks (so songs, poems, and repeated stories work well with the very young), whereas during school ages, children apply more analysis to how discovering how language works, making connections between languages, as well as noting their differences.

**Cultural Studies in Language Teaching**

English Language Teaching, or ELT, is part of the broader field of applied linguistics studies, which includes language teaching, language translation, and specialized study of the language of genres, such as business English, or English for the medical professions. Pragmatic competence includes knowing language functions, speech acts (such as promises or requests), and discourse strategies (such as cohesive devices in written and oral arguments -- first, second, and so on).

**Basic Communication Skills**

CASAS (Comprehensive Adult Student Assessment Systems, 2016, cited in Richards, 2017) proposes

guidelines for 'real-world' basic communication, which informs instruction in foreign languages. In their framework, basic interpersonal interactions can be broken down into the following linguistic and extralinguistic behaviors: 7 Using non-verbal behavior (e.g., handshaking) in a culturally appropriate way; Using language for informational purposes (identify, describe, etc.). For any lingua franca, and there are many in the world today (Arabic, Mandarin Chinese, Spanish, and Swahili) the main goals are for comprehensibility and intelligibility in communications, whether in spoken or written form. More active learning through simple experimentation with objects (such as measuring lengths of classroom objects), playing competitive games, or engaging in simple drama and role playing activities keeps learners fresh and helps learning through action. A shift from teacher-centered pedagogy to more learner-centered approaches means that the teacher can work more intensively with students who may be struggling while challenging more proficient learners to push the boundaries of their own English use. Sociolinguists, such as Kachru and Graddol cited above, use linguistic tools and social dimensions, such as age and gender to study human interactions and discover how we choose from among the many linguistic features we have at our disposal. World Englishes in English Language Teaching English is used as a lingua franca in academic, scientific, and business communities in national and international communications around the world among speakers of many languages. In these countries, such as Ghana, India, and Pakistan (Jenkins, 2015), English is a second or additional language with one or more home languages serving primary means of communication for daily interactions and schooling. Supporting Arabic and English literature supports youth in biliterate practices, the ability to read in two languages (Zakharia & Bishop, 2013). Children grow up naturally with more than one language, many from birth where parents and communities practice multilingualism (Cunningham, 2011) or commit to language revitalization projects like Welsh in Wales or Maori in New Zealand. Children build language proficiency from the input in their environment depending on the frequency and intensity of contact with speakers and writers of different languages, language resources available, and societal need and support. As children approach adulthood, learning changes to a balance between holistic and analytic learning, and by adulthood, then, Wray notes that we again learn more holistically, drawing connections between meaning and language and processing language in chunks (not isolated words). Rod Ellis (2011, cited in Richards, 2017, p. 4) summarizes second language acquisition studies and concludes with the several principles for instructed language learning. By differentiating instruction and varying content, text types, and genres, teachers provide language instruction designed to help learners improve their English and claim ownership of it for learning. Teaching methodology has come to include all aspects of school learning from daily lessons with multiple activities, larger units of instruction crossing multiple days, and materials design and supplementation that draw on learner background knowledge and other school learning. Sociolinguistics, or understanding 15 culture and language connections, includes research and teaching practices in areas such as world Englishes, language in contact situations (such as border zones), and community, family, and or school bilingualism and multilingualism. Strategic competence is achieved when speakers and writers can solve communication problems by themselves, as in using circumlocution when they don't know the correct word, or by negotiating with someone else to achieve meaning together. Countries such as China, Egypt, Indonesia

and Nepal can be classified as expanding circle countries in Kachru's model. Teaching methods should meet the analytic needs of school-aged learners, for example, by grouping them together for problem-solving, idea sharing, and task accomplishment. Your intermediate learners could just do the vocabulary items, and you could give the lowest level learners a shorter list of vocabulary words and perhaps a shorter segment of the text to read. Classrooms where learners are engaged mean that they are using multiple modes of learning from listening and completing a chart, to formulating questions, to negotiating with partners. Young learners especially need kinesthetic activity (movement), where they physically change spaces within the classroom even in simple ways like forming work groups or turning to collaborate with a partner. By varying activities and making sure that learners have hands-on opportunities to build language and knowledge through English, learners keep motivated because they see connections across the curriculum and they understand that English can be used to learn content, not just learning about language for no particular purpose. In fact, teachers actively organize instruction for learners with structured language instruction and opportunities to practice, develop language skills, and consolidate knowledge together. In learner-centered pedagogy, tasks and projects are designed for language learners to make decisions about how to meet curriculum goals.

Expert and Novice Teachers

We teach as we were taught, or so the saying goes, but teacher education programs, such as the one you are enrolled in, assist teachers-in-training to expand their experience, build their knowledge of good teaching, and experiment with innovations in education by taking new techniques and technologies into account. Braj Kachru's 1982 book (revised and updated in 1992), *The Other Tongue: English across Cultures*, is still widely cited today. Inner circle varieties of English include Australian English, British English, and 3 North American English, each with well documented dictionaries, grammar books, and style manuals for writers. Language Acquisition and Learning Language acquisition theorists make a distinction between explicit language learning and teaching and implicit language acquisition, the latter being the more natural through input and being surrounded in the environment. Explicit instruction is considered necessary to boost language competence, especially for advanced literacy learning and schooling. Lessons build activities and tasks that engage learners and keep them active while working toward larger units of instruction. As an example, pairs of learners can complete a graphic organizer (for example, a chart with some commerce or science data shared by a school colleague) together. In learner-centered pedagogy, learning shifts from the teacher as all-knower to the student as co-contributor and co-constructor of knowledge. In urban settings, learners may have more access to English outside the classroom in the environment through bilingual signs, radio programs, tourists, and the like. Building motivation in foreign language teaching is a challenge that can be met through teacher enthusiasm, active learner-centered approaches, and demonstrating English in world use. Findings from sociolinguistic study are important in language teaching, such as communicative competence, which involves linguistic competence and contextual competence, which means knowing when and how to use the language. Kachru's three circles model includes inner-circle Englishes, where English is the home language in most families, and where government, education, and commerce employ it in written or spoken exchange. Outer-circle Englishes according to Kachru are used in countries where English has an official status alongside one or more national languages, all recognized by the government. In

Pakistan and India business, government, and education may be conducted in English whereas home languages, such as Punjabi or Urdu, are spoken in the family and community. Cohesion and coherence in writing is expected, have knowledge of Arabic for contrastive language study in order to predict challenges for English learning and use. have broad understanding of world geography, history, and contemporary civilization, including understanding and competence in intercultural and international communications. Through schooling, standard language norms and literate practices are reinforced, but children learn a home language mostly implicitly. Students need lots of rich language input, output, and interaction opportunities to negotiate meaning and form together with peers. Learners achieve language proficiency at different rates, and this also affects motivation. Differentiating instruction might include preparing slightly different activities for different proficiency learners. For example, you might ask the advanced learners to read an entire news article and prepare a summary in addition to defining a list of vocabulary items you provide based on the reading. You could make these learner groups fluid as well, sometimes grouping more abled with less abled learners to teach and learn from each other. Younger learners need brief activities and connecting a series of activities builds lessons systematically while engaging learners' attention in real world use of English. Youngsters are forming their identity through family, community, and schooling practices, and a foreign language can play a role in how they envision and shape their futures. Teachers know best what, how, and when their learners may need English, now or in their futures, depending on local concerns such as whether the school is located in an urban or rural setting. Novice teachers, such as you in your teacher preparation program, are putting together various techniques and considering different approaches in addition to those you were exposed to as learners. As novices, we challenge our own notions of best practices while considering more research-oriented perspectives on children learning foreign languages. Someone who is linguistically competent has knowledge of grammar, vocabulary, spelling, and pronunciation. Language teaching promotes fluency, complexity, and accuracy in the foreign language in addition to communicative competence. write on a variety of topics, using varied text types and forms. Literature builds .literacy.2.3.1.2.3.4. 10 5.6.7.8.2.2.2.3.4.2.4. 14 ???2.3.2.2