

Glocalizing our English: On preparing future language educators

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Aim:

Nowadays, new paradigms for English Language Teaching (ELT) have emerged since the notion of English as a foreign language (EFL) being learnt to communicate exclusively with native speakers is no longer applied in multicultural societies in constant transformation. Keeping in mind the current situation worldwide, our objective is to study the pedagogical practices associated with ELT in Portugal, at a time when the professional and social uses of the language are being modified. We have developed a questionnaire focused on students attending the Master's degree in Education at the University of Lisbon, especially their perspectives on a) English as a Lingua Franca (ELF) situations and the way these differ from EFL ones, and b) the extent on how teaching ELF is influenced by our own identity and culture. Curiously, answers reveal there is an awareness of changes in the functions of the language, though the MA program does not stress the global role of English.

Master in Education at the University of Lisbon - Program Structure:

English + other Foreign Language [German, Spanish, French] (100 credits in English + 60 credits in another foreign language [FL])

1st SEMESTER:

Introduction to Professional Practice I	3 credits
English Didactics I	6 credits
Educational Process: Development and Learning	6 credits
Optional class in General Educational Training	3 credits
Optional class in Teaching (English)	6 credits
Optional class in Teaching (other FL)	6 credits

2nd SEMESTER:

Introduction to Professional Practice II	6 credits
Education and Society	6 credits
Curriculum and Evaluation	6 credits
The school as an educational organization	6 credits
Foreign Language Didactics I	6 credits

3rd SEMESTER:

Introduction to Professional Practice III	9 credits
English Didactics II	6 credits
Foreign Language Didactics II	6 credits
Workshop on Crafting Didactic Material (English and other FL)	6 credits
Optional class in General Educational Training	3 credits

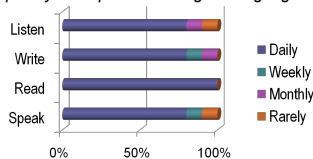
4th SEMESTER:

Introduction to Professional Practice IV	6 credits
Final Report	24 credits

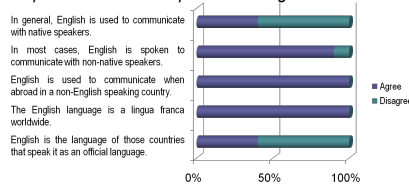
Future Language Educators' Responses about English and ELT in Portugal:

PART I

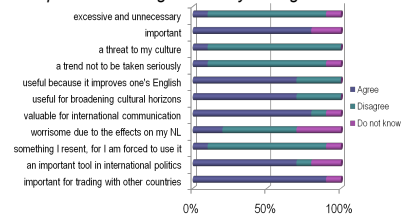
Frequency of respondent's English language use:



Opinions towards the position of English in the world:



The presence of English in daily Portuguese life is...



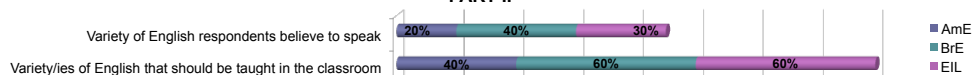
Domains of English language use in Portugal:

	Rarely	Occasionally	Frequently	Vastly
Academia	0	0	70%	30%
Advertising	0	50%	10%	40%
Business	0	0	50%	50%

	Rarely	Occasionally	Frequently	Vastly
Cinema	0	10%	10%	80%
Music	0	0	0	100%
Science	0	0	50%	50%

	Rarely	Occasionally	Frequently	Vastly
Technology	0	0	30%	70%
Television	0	10%	50%	40%
Tourism	0	10%	60%	40%

PART II

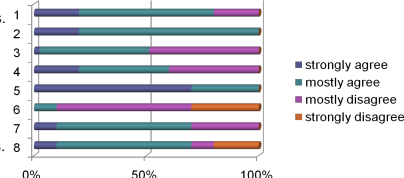


- **Aspects to focus in ELT:**
- 1 - Teaching the language as a LF giving it a global dimension.
 - 2 - Teaching a standard variety (e.g. BrE / AmE).
 - 3 - Specific syllabus on practical fields (e.g. Business English).

- **Programs should focus:**
- Current events in our society - 100%
 - The role English plays at an international level - 100%
 - Native-speaker standard language and culture - 70%
 - Students' own native culture - 60%

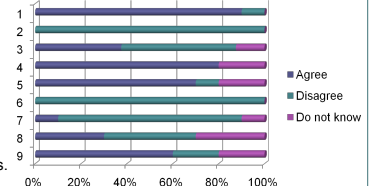
PART III

1. Acquisition of a native-like competence is no longer the ultimate objective of the majority of the learners.
2. Communication with native-speakers is no longer a learner's primary motivation for learning English.
3. Native speaking teachers have a fundamental role in the correct usage of the language.
4. Non-native speaking teachers have a fundamental role in the correct usage of the language.
5. Teachers should spend more time getting students to communicate in English.
6. More time should be spent getting students to obtain a native-like accent.
7. Teachers should focus more time on teaching correct grammar usage.
8. Teachers should spend more time trying to eradicate mistakes typical of European non-native speakers.



PART IV

1. The goal in English language teaching is mutual intelligibility among non-native speakers.
2. The goal in English language teaching is imitation of the way native-speakers speak English.
3. Speakers need to develop the ability to adjust their pronunciation according to each communicative situation.
4. Listeners need to develop greater tolerance of accent difference.
5. The native standard speaker accent is the model to be followed in English teaching.
6. Speakers need to develop a perfect British accent in order to be understood by everyone.
7. It is important to avoid using certain native speaker forms, involving idiomatic language.
8. Deviations from native speaker norms must be viewed as errors or deficits.
9. Deviations from native speaker norms must be viewed as differences or innovations, as long as they do not cause communication problems.



References:

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