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:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st SEMESTER:</td>
<td>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 (other FL) 6 credits</td>
</tr>
<tr>
<td>2nd SEMESTER:</td>
<td>Introduction to Professional Practice II 6 credits, Curriculum and Evaluation 6 credits, The school as an educational organization 6 credits, Foreign Language Didactics I 6 credits</td>
</tr>
<tr>
<td>3rd SEMESTER:</td>
<td>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</td>
</tr>
<tr>
<td>4th SEMESTER:</td>
<td>Final Report 24 credits</td>
</tr>
</tbody>
</table>

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

**PART I**

**Frequency of respondent’s English language use:**

Academics: Rarely 0% Occasional 10% Frequently 55% Vastly 45%

Advertising: Rarely 0% Occasional 10% Frequently 55% Vastly 45%

Business: Rarely 0% Occasional 10% Frequently 55% Vastly 45%

**Opinions towards the position of English in the world:**

Academics: Rarely 0% Occasional 10% Frequently 55% Vastly 45%

Music: Rarely 0% Occasional 10% Frequently 55% Vastly 45%

Science: Rarely 0% Occasional 10% Frequently 55% Vastly 45%

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

Academics: Rarely 0% Occasional 10% Frequently 55% Vastly 45%

Technology: Rarely 0% Occasional 10% Frequently 55% Vastly 45%

Television: Rarely 0% Occasional 10% Frequently 55% Vastly 45%

Tourism: Rarely 0% Occasional 10% Frequently 55% Vastly 45%

**PART II**

Variety of English respondents believe to speak

English varieties that should be taught in the classroom

<table>
<thead>
<tr>
<th>Variety of English</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Vastly</th>
</tr>
</thead>
<tbody>
<tr>
<td>AmE</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>BrE</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>EL</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**PART III**

**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%
Native-speaker standard language and culture - 70%
Students’ own native culture - 60%

**PART IV**

The goal in English language teaching is mutual intelligibility among non-native speakers.

The goal in English language teaching is imitation of the way native speakers speak English.

Speakers need to develop the ability to adjust their pronunciation according to each communicative situation.

Listeners need to develop greater tolerance of accent difference.

The native standard speaker accent is the model to be followed in English teaching.

Speakers need to develop a perfect British accent in order to be understood by everyone.

Emerging cases of non-native speakers being confused with native speakers.

Deviations from native speaker norms must be viewed as errors or deficits.

Deviations from native speaker norms must be viewed as differences or innovations, as long as they do not cause communication problems.

References:


Jenkins, Jennifer. 2006. “The presence of English in daily Portuguese life is...” in Bulletin of the Faculty of Education, Okayama University, 77. 147-175.


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