The Schizophrenia of preparing future non-native English teachers in the ELF era
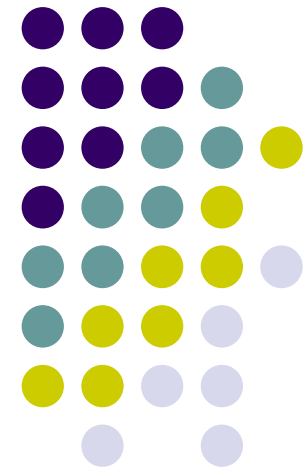
Mgr. Veronika Quinn Novotná

PhD candidate
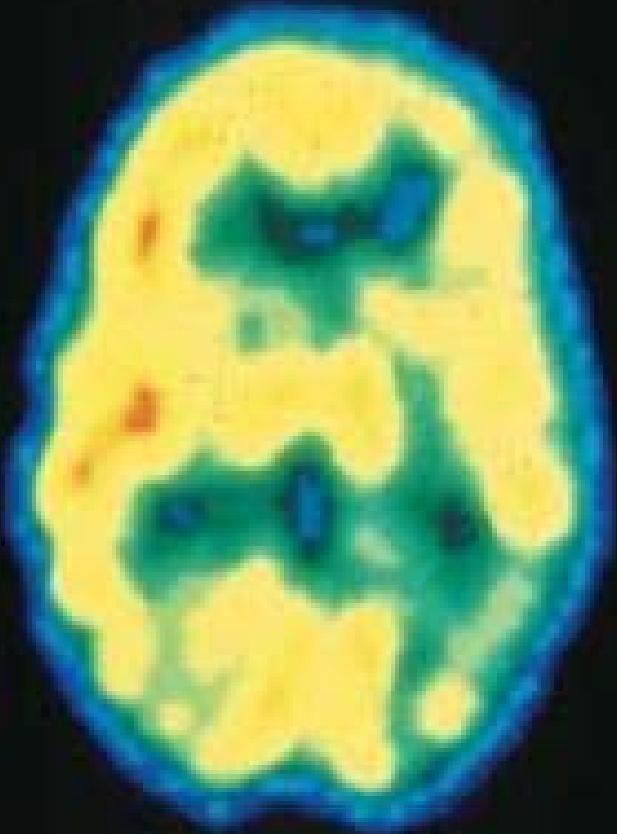
Department of English and ELT methodology

Faculty of Arts, Charles University, Prague
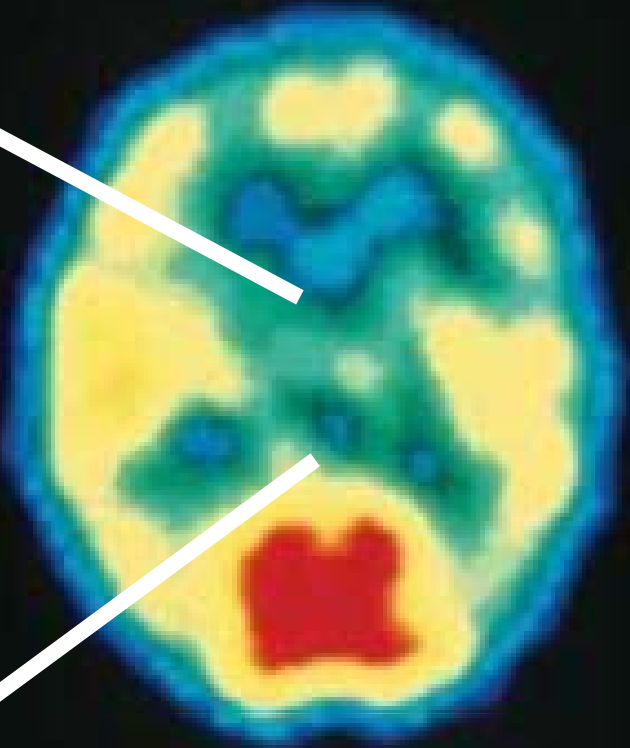
veronika.elt@gmail.com

ELF³ / Third International Conference of English as a Lingua Franca Vienna 2010.

universität wien

NORMAL SCHIZO

EFL

ELF

Outline

- ELF Centre X Periphery
- Three surveys conducted in the Czech Republic
  1. 3rd and 4th year BA, MA students (Grammar in Context, Applied linguistics)
  2. first year BA students of English (C2 practical language course design) (**91** respondents)
  3. teachers from the Czech Republic (ELF perception in the CR, (non-)NEST study) (**55** respondents)
- Results (only the results of the latter two will be presented)
- Conclusions – POLYMODEL APPROACH

SURVEY
Practical Language Course
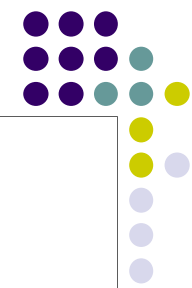
Course design: planning / premises and reality
(Quinn Novotná, Nathan)

- ### C2 (relevant textbooks)

- ### CPE (reference framework not a target)

- ### NEST plus non-NEST (team design, team teaching)

- ### British English (tradition, materials, teachers, students' desires)

- ### Two semesters (curriculum limits)

- ### Integrated skills and forms (complementing other academic subjects)

B2/FCE 46

C1/CAE 36

C2/CPE 7

# of respondents

50
45
40
35
30
25
20
15
10
5
0

1

- a
- b
- c
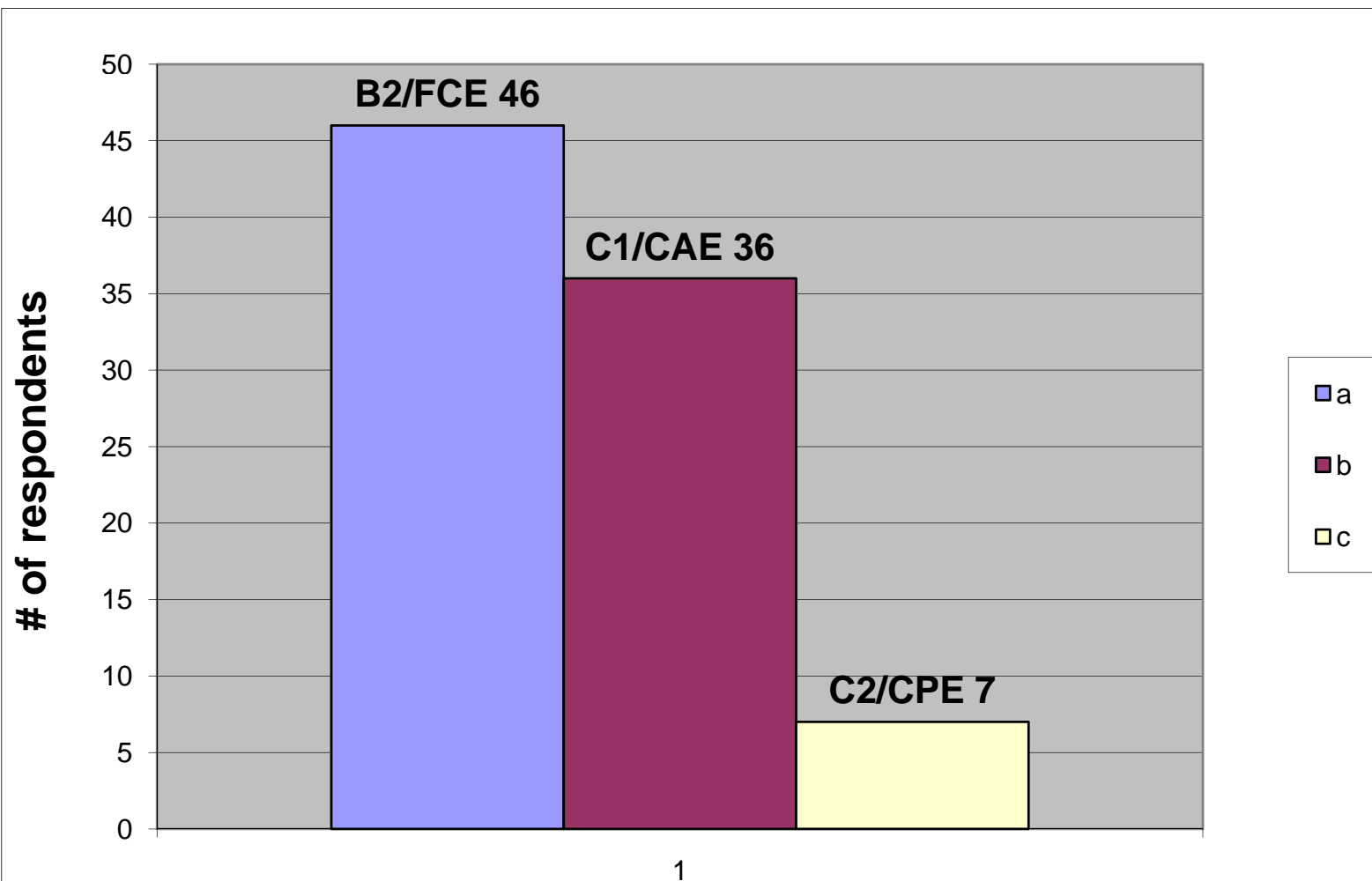
2. What is your level of competence according to CEFR (the Common European Framework of Reference)?

# of respondents

40
35
30
25
20
15
10
5
0

a. FCE (B2)
b. CAE (C1)
c. CPE (C2)
d
e
f
h
i
j
o
p. None

Legend:
- a. FCE (B2)
- b. CAE (C1)
- c. CPE (C2)
- d
- e
- f
- h
- i
- j
- o
- p. None
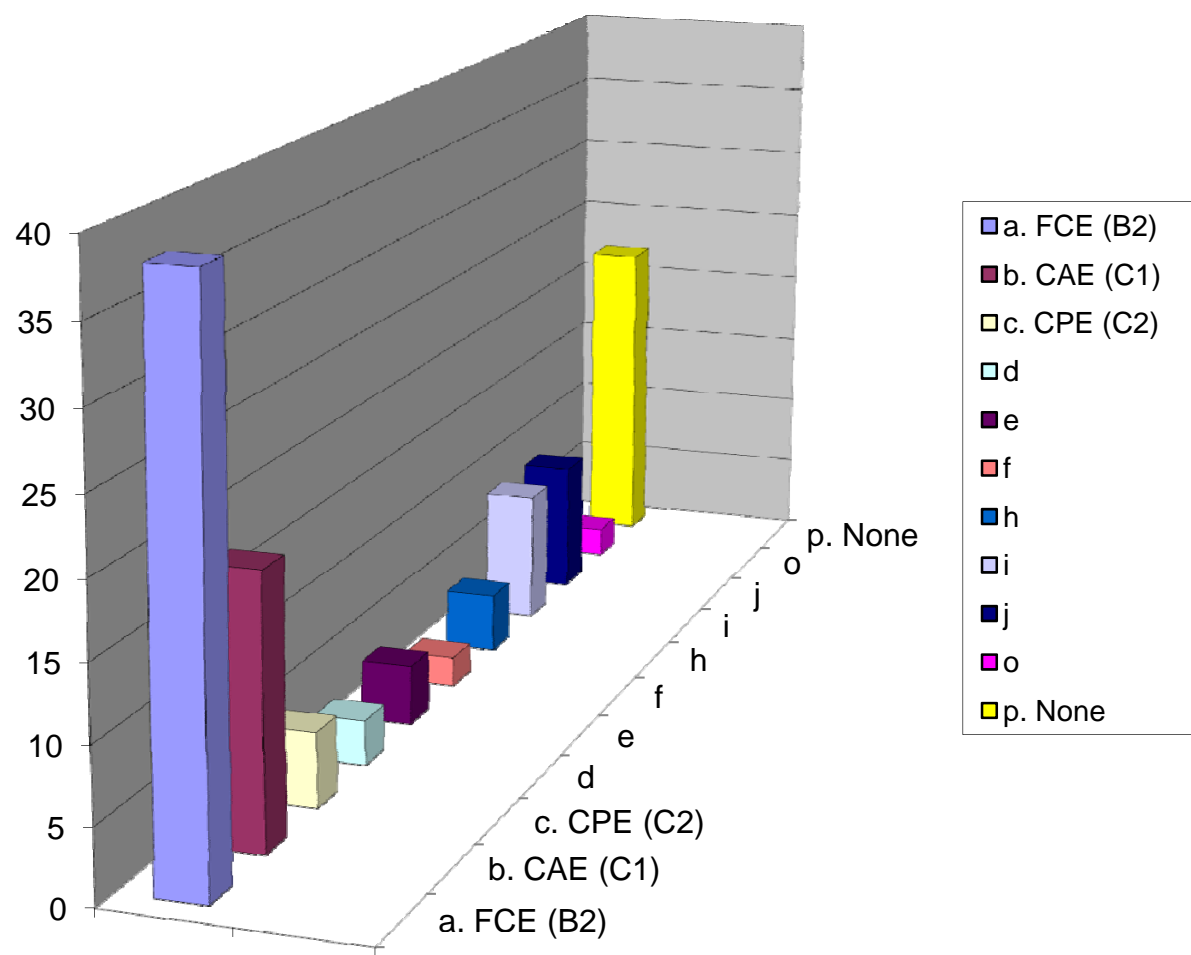
3. *Which of these exams have you taken?*
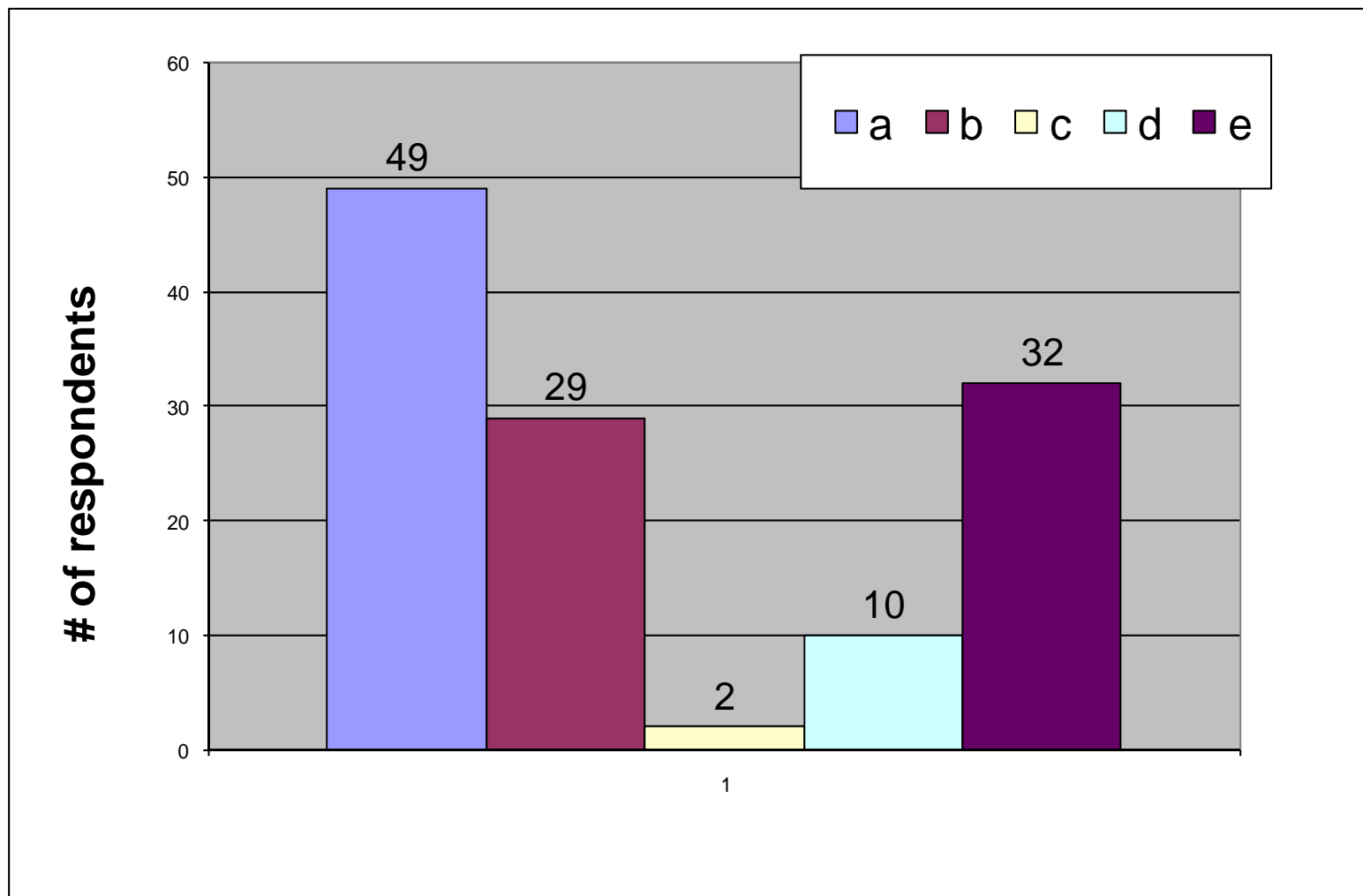
5. Who would you like to be your teacher of English at university level?

…some follow-on questions

- *What do teacher trainers and their students consider "model English"?*

- *What variety or varieties of English do they want to acquire?*

- *How well informed are Czech teachers about ELF concepts and how does it affect their teaching strategies and course design?*

3rd SURVEY - *ELF. English Teacher Assessment.* **Preliminary results**

q.nr.4a,b

a. What do you consider 'Standard' / 'Model' English? - <u>Written</u> language:

       30 respondents: grammar books and dictionaries

       23 respondents: text produced by a NS

       4 !! respondents: text produced by a proficient NNS

b. What do you consider 'Standard' / 'Model' English? - <u>Spoken</u> language – pronunciation:

       27 respondents: any spoken text produced by a NS

       26 respondents: BBC English

       7 respondents: RP

       5 respondents: any spoken text produced by a NNS

       3 respondents: other

Participants' comments:

       English produced by an INTELLIGENT NS

       BBC English is a MODEL not the GOAL with students

q.nr.8ii.

Who do you think is an "ideal" teacher of a practical English course at <u>tertiary / university level</u>?

29 respondents: a team consisting of a NS and a NNS working together

22 respondents: a native speaker (NS) of BrE

16 respondents: a native speaker (NS) of AmE

14 respondents: a bilingual/multilingual proficient non-native speaker (NNS)

8 respondents: a native speaker of some other variety of English

5 respondents: an efficient ELF speaker

Participants' comments:

teaching skills are more important than whether they are a NS or not

a real NS doesn´t have to be a good L2 teacher!

what matters most are teaching skills

Is the ELF approach applicable at C2 level in the preparation of future EFL teachers in the Czech Republic? World-wide?

- PL + linguistic disciplines + "traditional" applied linguistics
  X "modern" applied linguistics
- students' PL desires   X ELF reality & research

FINDINGS AND SUGGESTIONS :

→ **PL + linguistic disciplines + "modern" applied linguistics**

→ **Englishes as LF**
  = a POLYMODEL APPROACH to ELF

Thank you for your attention!

veronika.elt@gmail.com