

Teaching English and Teaching in English in the 21st Century

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Presentation Outline



GLOBAL GROWTH OF
ENGLISH



GLOBAL APPROACHES TO
LANGUAGE TEACHING

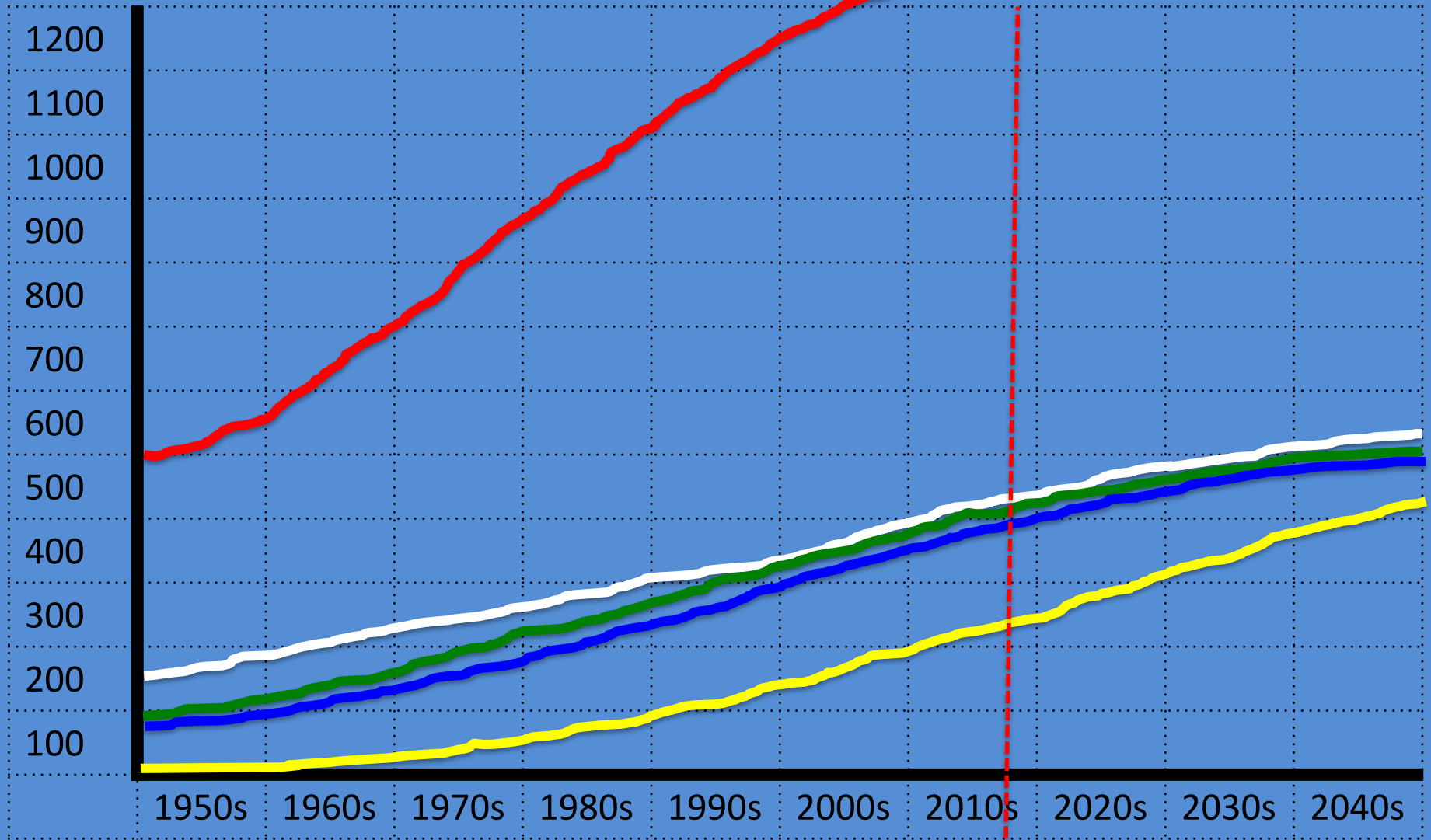


ENGLISH MEDIUM
INSTRUCTION



THE GLOBAL GROWTH OF ENGLISH

Part One



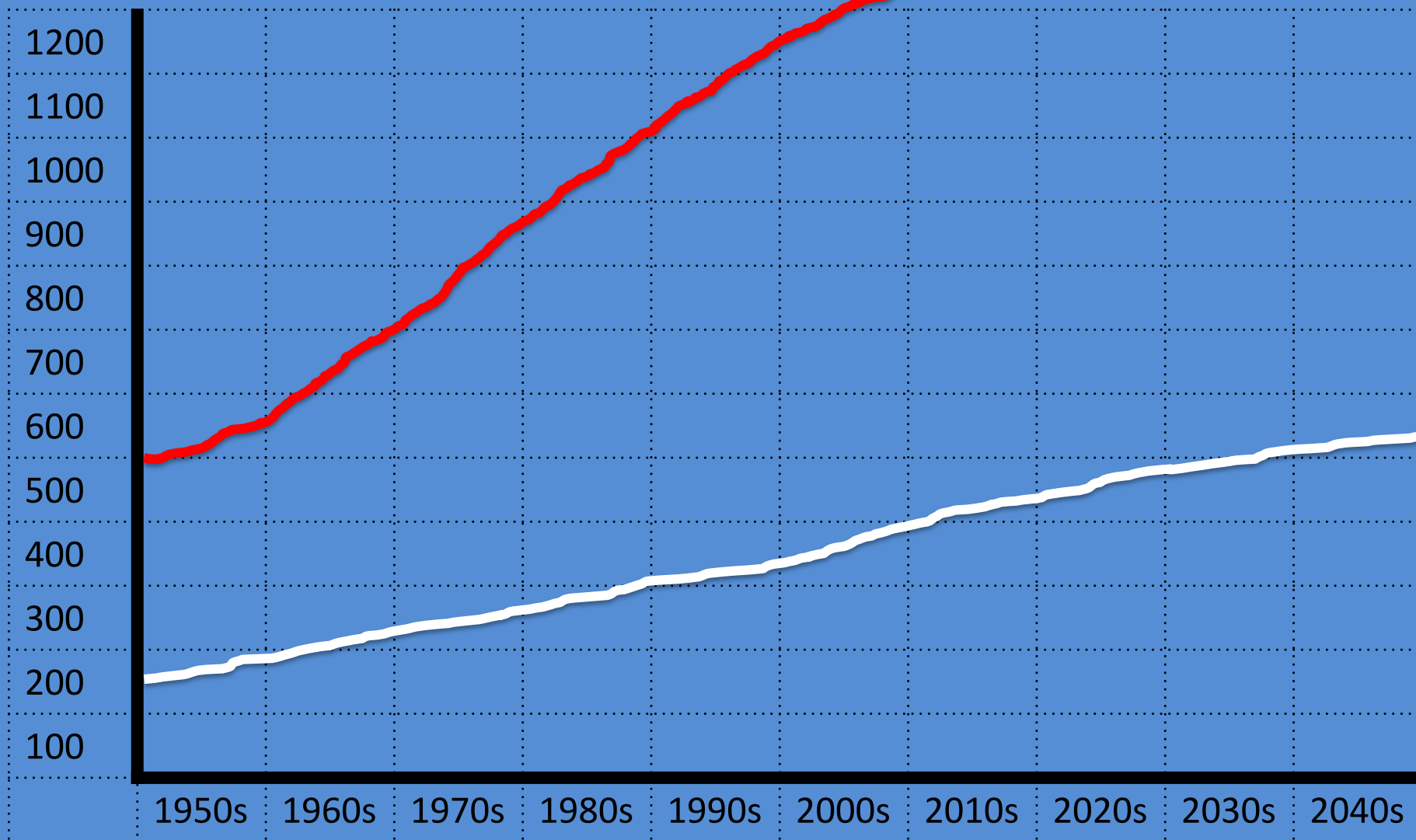
Graddol, 2014

Arabic

French

Spanish

English



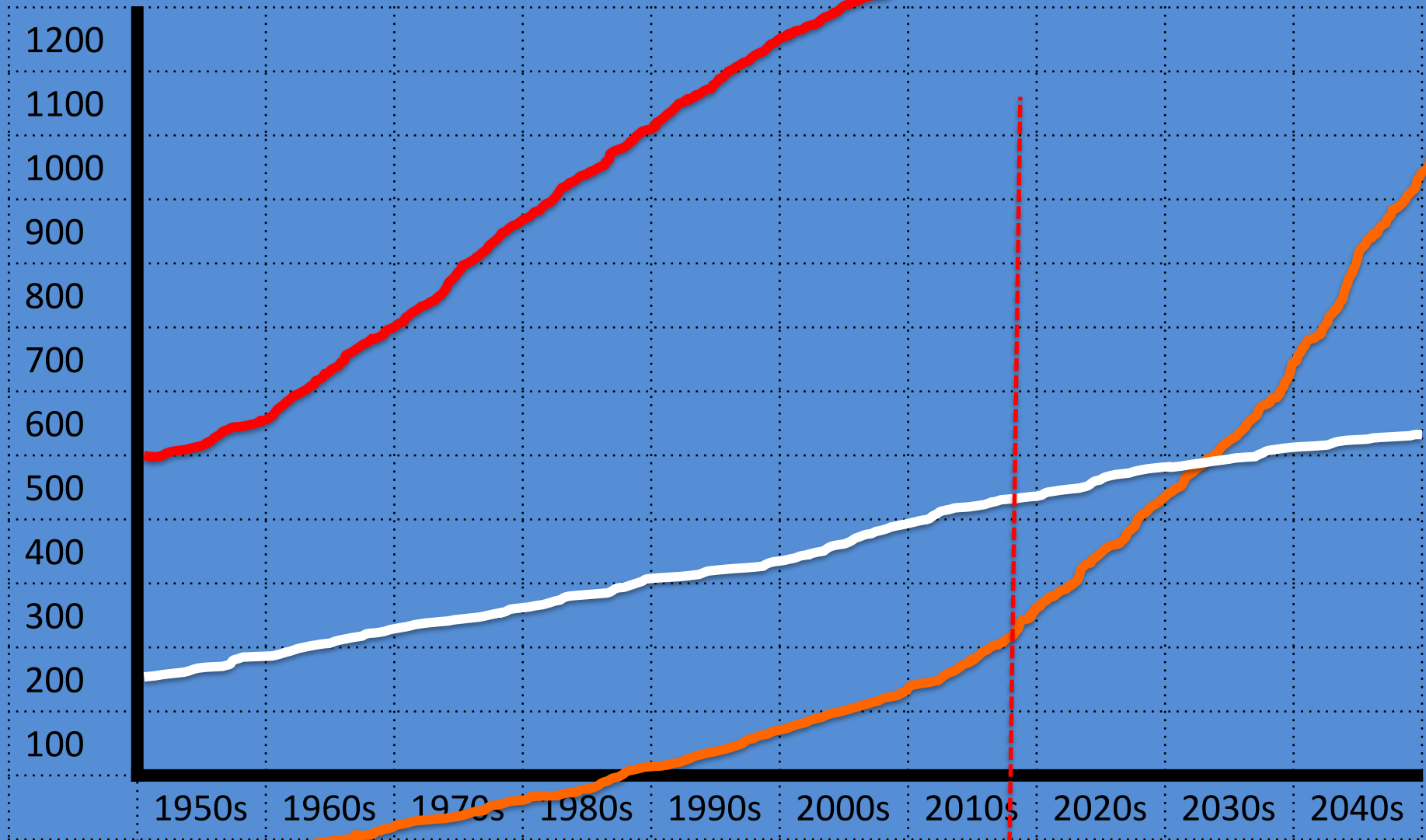
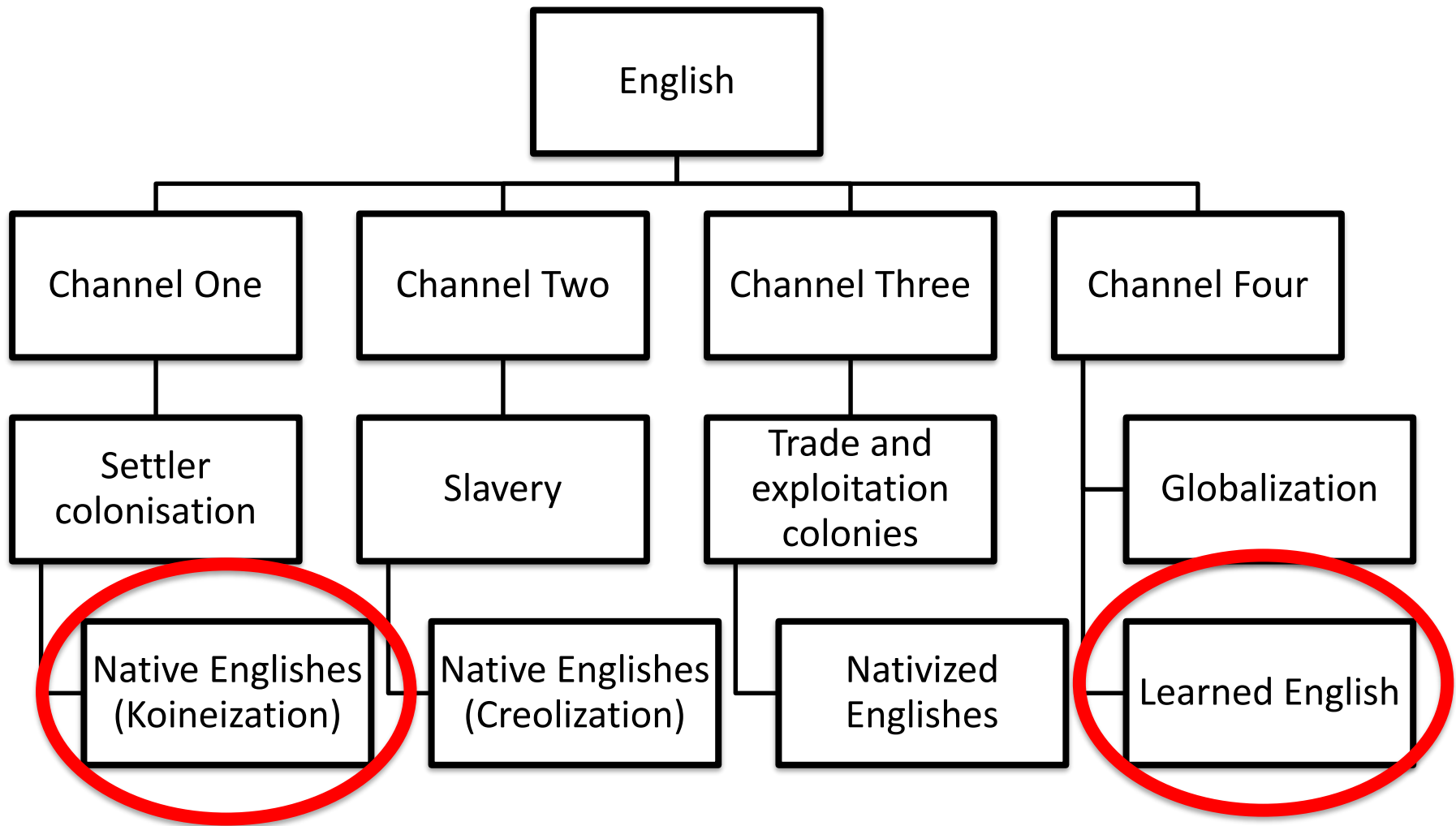


Figure 1.2: The four channels of English spread
(Galloway and Rose, 2015, p. 14)



Number of English speakers

Difficult to estimate for sure:

1. There are between 320-380 million ENL speakers
2. There are between 300-500 million ESL speakers
3. More than 1 billion EFL speakers

(Sources: Crystal, 2003; The British Council, 2012).

There is no single source of statistical information on language totals - Crystal used the UNESCO statistical yearbook, The Encyclopaedia Britannica Yearbook and Ethnologue languages of the world and census data to calculate the above estimates. These figures are not uncontroversial and EFL estimates are particularly difficult to assess due to problems identifying how to determine proficiency.

There are now more non-native speakers of English
than native speakers of English

Nigel Vincent

Fri 31 Jan 2014 14.11 GMT



385 17

Why the drop in university applications for languages is worrying

Ucas figures showing falling applications for modern language degrees pose a real problem for Britain, says Nigel Vincent



▲ 'We should be very concerned at the news that in 2014 yet again the Ucas figures for applications for modern languages are down.' Photograph: Sam Frost for the Guardian

Fewer EU pupils being taught two foreign languages





In which EU Member States are these languages studied the most?
(EU Member States with the highest share of general upper secondary education students learning the given language)

Malta France
Romania Austria
Sweden Finland
Czech Republic Croatia
100 %

English

German

Luxembourg*
100 %
Slovenia
65 %
Croatia
62 %

Luxembourg*
100 %
Romania
83 %
Ireland
59 %

French

Italian

Malta
38 %
Croatia
24 %
Cyprus
17 %

France
73 %
Sweden
40 %
Denmark**
20 %

Spanish

Russian

Estonia
67 %
Latvia
57 %
Lithuania
33 %

Data from 2015.

Upper secondary education typically begins at the end of full-time compulsory education.
The entrance age to this level is typically 15 or 16 years.

Only foreign languages studied as compulsory subjects or as compulsory curriculum options are included.
The study of languages when the subject is offered in addition to the minimum curriculum is not included.

* Luxembourg: although the official languages in Luxembourg are French, German and Luxembourgish, for the purpose of education statistics, French and German are counted as foreign languages.

** Denmark: data from 2016

For detailed information, see:
<http://bit.ly/1z1YZKe>.

Foreign language learning in the EU

How many students learn two or more foreign languages?
(% of students in general upper secondary education)

2
or more
foreign
languages
EU-28
59 %



Data from 2015.

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IMPLICATIONS FOR LANGUAGE TEACHING

Part Two

Implications of this growth

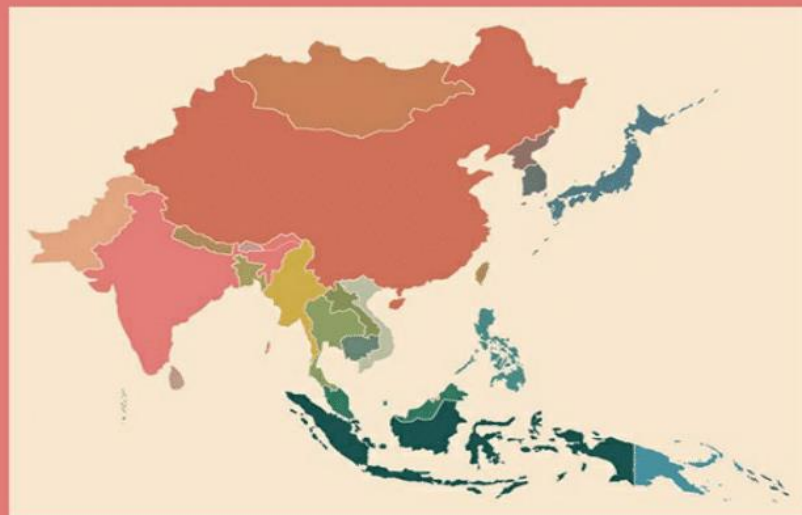
“The linguistic, cultural and functional **diversity** associated with English today challenges some of the fundamental assumptions of English language teaching (ELT) and requires that we revisit our pedagogical practices” (Matsuda and Friedrich, 2012, p. 17).

“It has implications for language learning goals, for language teachers and for the curriculum” (Kirkpatrick, 2012, p. 131).

Critical Perspectives on Global Englishes in Asia

Language Policy, Curriculum,
Pedagogy and Assessment

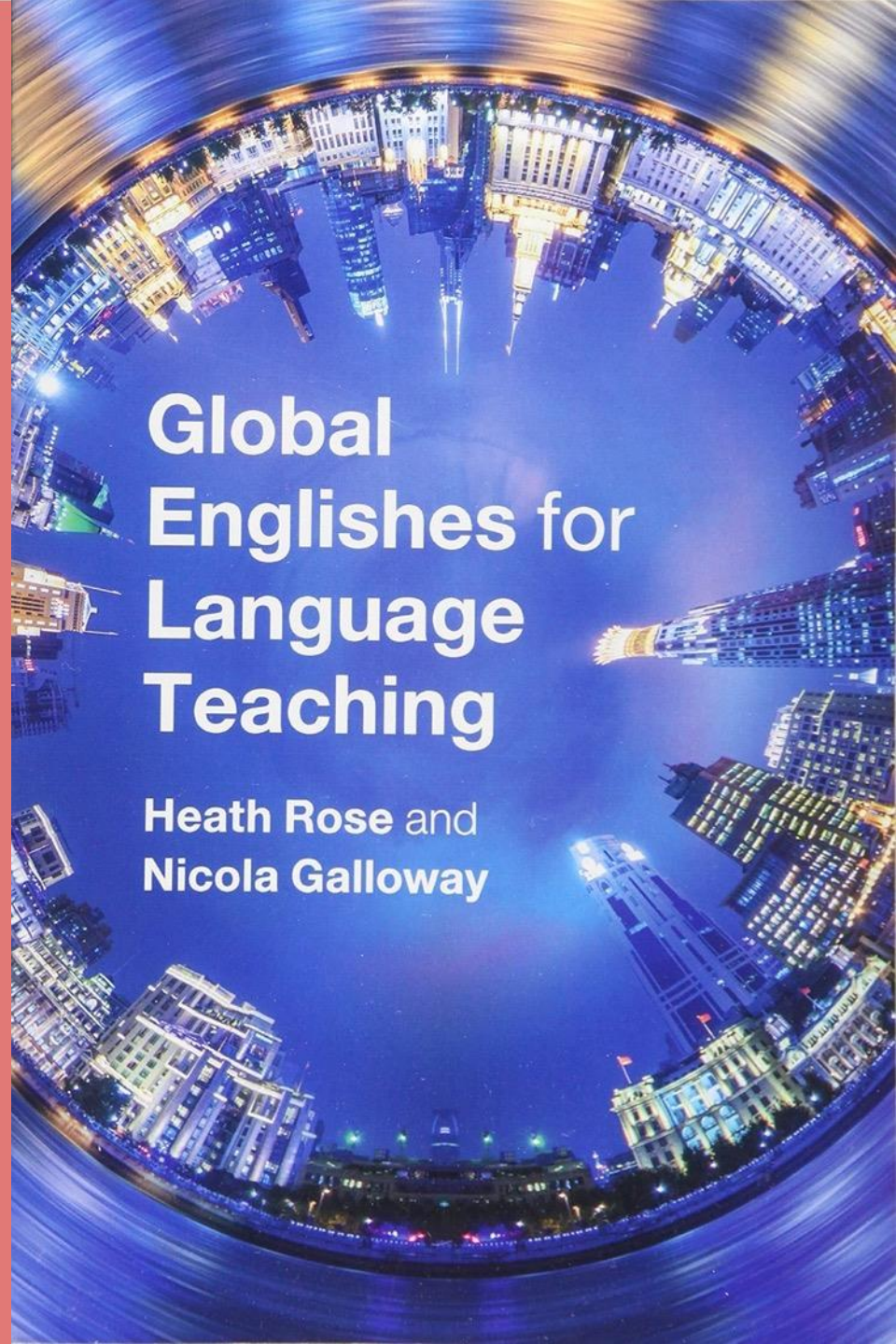
Edited by
Fan Fang and Handoyo Puji Widodo



new
perspectives
on
language
and
education

Global Englishes for Language Teaching

Heath Rose and
Nicola Galloway



Proposals for change in ELT

1. Increase World Englishes and ELF exposure in ELT curricula
2. Emphasising respect for multilingualism
3. Raising awareness of Global Englishes
4. Raising awareness of ELF strategies
5. Emphasising respect for diverse English-using cultures/communities
6. Changing teacher hiring practices

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Language changes when in contact with other languages and speakers

900AD

Hwæt wē Gār-Dena in
geār-dagum
þēod-cyninga þrym
gefrūnon
hū ðā æþelingas ellen
fremedon
Oft Scyld Scēfing
sceapena þrēatum
monegum mægþum
meodo-setla oftēah
egsian eorl syððan ærest
weorþan

1400AD

His Almageste, and
bookes grete and smale,
His astrelabie, longynge
for his art,
His augrym stones layen
faire apart,
On shelves couched at
his beddes heed;
His presse ycovered with
a faldyng reed

1900AD

Mr. Sherlock Holmes,
who was usually very
late in the mornings,
save upon those not
infrequent occasions
when he was up all
night, was seated at the
breakfast table.

Norms: Which English?

Problem of widely used models not representing global usage:

- RP only spoken by 3-6% of UK population
- General American is not a single standard
- Students need English for global usage, not merely for communication with native speakers of these “standards”
 - To support the notion of ‘standard’ English is incompatible with the complex reality of how English is used worldwide (Saraceni, 2009)



A Global Englishes approach argues exposure to diversity of English is essential:

“To be able to communicate successfully with people all over the globe, students need to comprehend different varieties “so that they are better prepared to deal with English interactions in international contexts” (McKay, 2012, p. 73).



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Monolingualism → multilingualism

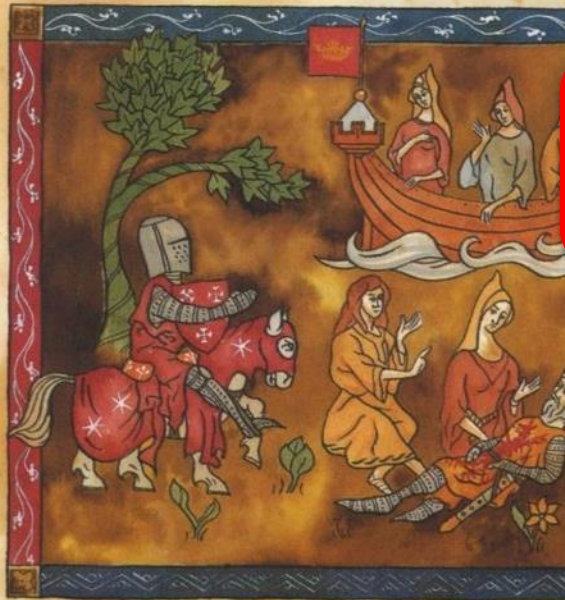
Monolingualism	Multilingualism
English only teaching	Use of L1 for certain purposes
'Native-like' goal	'Multicompetent speaker' goal
Monolingual teachers valued	Multilingual teachers valued

Passive constructions with say, believe

The legend of King Arthur and the Knights of the Round Table is well-known. It is said that the young Arthur pulled out the sword Excalibur from a stone, which no one except the next king could do. It was thought that Camelot was the ideal court, famous for bravery, chivalry, romantic love and magic, which was practised by Merlin, the wizard. Here, at a round table – round so that no one could be said to be above anyone else – sat the bravest and most noble knights in the land, Sir Galahad, Sir Lancelot, Sir Bedivere and others.

But England and Arthur began to lose power when Arthur learned about the love affair between his wife, Guinevere, and his best friend, Sir Lancelot. Then Arthur began the search for the Holy Grail (the wine cup used at Christ's last meal), which Sir Galahad finally found and brought back. Arthur grew strong again and he went into battle to save England from his evil cousin Mordred, whom he

killed battle to the Lady and to a boat is believed mermaid danger. Did I have? claims legends believe many the story never reappears.



10 Chat-up lines

If you **chat somebody up**, you talk to them in a friendly way to show that you're attracted to them. "Chat-up lines" are openings that people use when they want to chat you up.

Decide which of the following you think are the best and worst chat-up lines. Compare your answers with a partner.

1. Do you come here often?
2. Someone call heaven – I think they're missing an angel.
3. What's a nice girl/guy like you doing in a place like this?
4. Are you here by yourself?
5. Excuse me, but have you got a light?
6. Can I get you a drink?
7. Has anyone ever told you you've got really lovely eyes?
8. What are you doing afterwards?

Has anyone ever tried to use any of these chat-up lines or similar versions in your own language on you? Have you ever used any yourself? Did they work?

Can you think of any other chat-up lines you've heard or used?

Real English: dishy

If you find someone **dishy**, you find them physically attractive. Some dictionaries say that this is a rather old-fashioned word, but many young British people in their twenties use it, particularly women.



in the the SA



Illinois. Thirty-four-year-old Amelia Noriega, head of public major car manufacturer, stops work and goes shopping. Then she has said. 'There aren't many women at my job level,' she says. 'But there are

Florida. George Markopoulos, 65, comes home after his daily swim. wife at the community centre, where al education. 'I feel twenty years

Washington. Jo-Ann Rosenthal leaves day as a telephonist at a downtown night so she walks to her local bar and

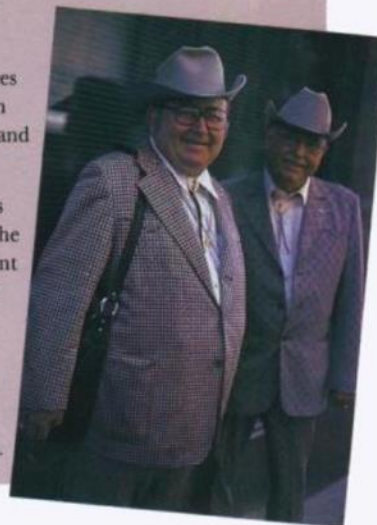
Texas. Cliff Renton III, 61, meets to have dinner and to talk about the fliers' Ball, the most important event social calendar. Cliff is president of ittee, so he's responsible for the ning.

Georgia. Shirlee Lewis finishes o and watches the TV news. Her asleep, so she tries to be very quiet.

6.30am, Poughkeepsie, New York. Norman Davies, 37, gets up and washes. After breakfast, he goes to the station. He works in New York City and the journey takes an hour, so he hurries to catch his train.

7.15am, Roanoke, Virginia. A tired Annie Laurence, 10, wakes up and gets ready for school. An hour later she leaves home. She has lunch at school, usually sandwiches and an apple. It's a long day for Annie. She doesn't get home again until 5pm at the end of the afternoon.

10.30am, Long Beach, California. Tony de Valera takes a coffee break between meetings. He works for the Disney corporation as an imagineer, a job that is somewhere between an artist, an engineer and a science-fiction writer.



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3. Raising awareness of Global Englishes

Global Englishes argues for a need for direct teaching of issues surrounding Global Englishes:

- Issues of global usage
- Issues of ownership
- Debates over Standard language

Research has shown awareness can increase students' confidence and self-perception as multilingual users of English

Debate and Discussion

Galloway (2017)



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4. English as a lingua franca strategies

Communication strategies tend to focus on being understood by a 'native speaker':
e.g. asking for clarity/repetition



Global Englishes sees a need to have strategies to accommodate to a range of speakers:

- Of greater and lower proficiency
- Of different accents and norms
- From different linguistic communities with different pragmatic

Photo: From "A native speaker would say it like this"

Vettorel (2013)

- 540 school children in Italy, Poland, Latvia and Slovakia engaged in a long-lasting project where they engaged in ELF interactions with each other via written and online communication.
- The activities had good pedagogical value for the learners to develop their strategies to communicate with their peers.
- This is one of the largest ELF classroom intervention projects I know of.

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6. Changing English teacher hiring practices in ELT

“Native Speaker of English with a neutral accent” (Poland, transitionsabroad)

“Native English speaker and university degree required (**Education preferred**)” (Japan, ohayosensei.com)

“On a global level, the ELT profession is perhaps the world’s only occupation in which the majority faces discrimination” (Ali, 2009, p. 37)

“Native English speakers with a neutral native dialect” (China - Pearson Longman School)

ECC
英会話

中・韓・仏・伊・西・独

Foreign Language
Institutes of Japan



» Please Apply Online !

Apply in Canada

Apply in U.S.

Apply in U.K.

Apply in Australia and New Zealand

Job ads (n=77):

Mahboob & Golden, (2013). Looking for Native Speakers of English Discrimination in English Language Teaching Job Advertisements, *Voices in Asia Journal*, 1 (1), 72-81..

Table 1. Biographical and Professional Factors by Region

Factors		Middle East	East Asia	Total
<i>Biographical</i>	Age	3	18	21
	Gender	3	1	4
	Nationality	18	20	38
	Nativeness	27	34	61
	Race	0	2	2
<i>Professional</i>	Education	31	22	53
	Experience	31	19	50

Changing English teacher hiring practices in the ELT industry

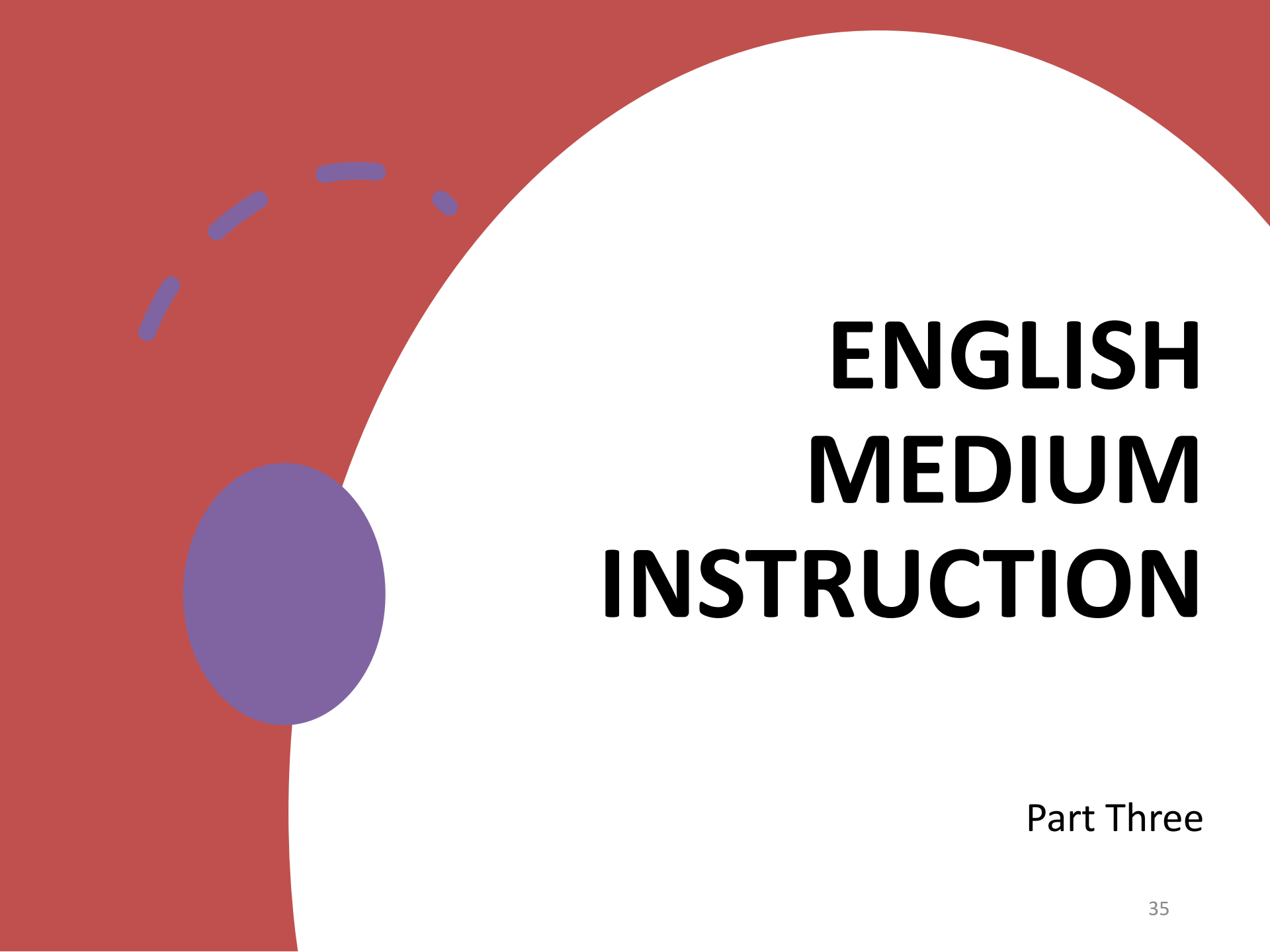
A Global Englishes approach sees a need for:

- Hiring based on qualifications - re-examine the concept of qualified teachers (McKay (2012)
- Expert users as role models, - Multilingual English Teachers (METs) Kirkpatrick (2009, 2012).
- NNESTs of different L1 add element of authenticity
 - Large talent pool –80% of the English teachers worldwide are NNESTs (Braine, 2010, p. x)

Barriers to innovation...

5 possible barriers to innovation in language teaching (including ICLHE/EMI) that have caused a theory/practice divide:

1. A lack of materials
2. Language assessment
3. Teacher education and training
4. Attachment to 'standard' English
5. Teacher recruitment practices



ENGLISH MEDIUM INSTRUCTION


Part Three



English Medium Education

Increased importance placed
on English language
education AND education
through English:

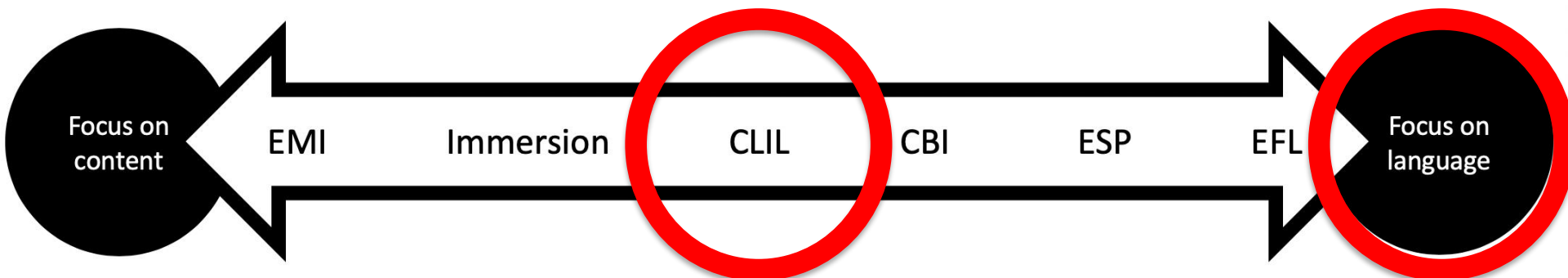
*Globally... From Chile to Korea,
we have seen major proposals
for the greater use of English
across the educational system
(Pennycook, 2010, p. 677)*



English Medium Instruction

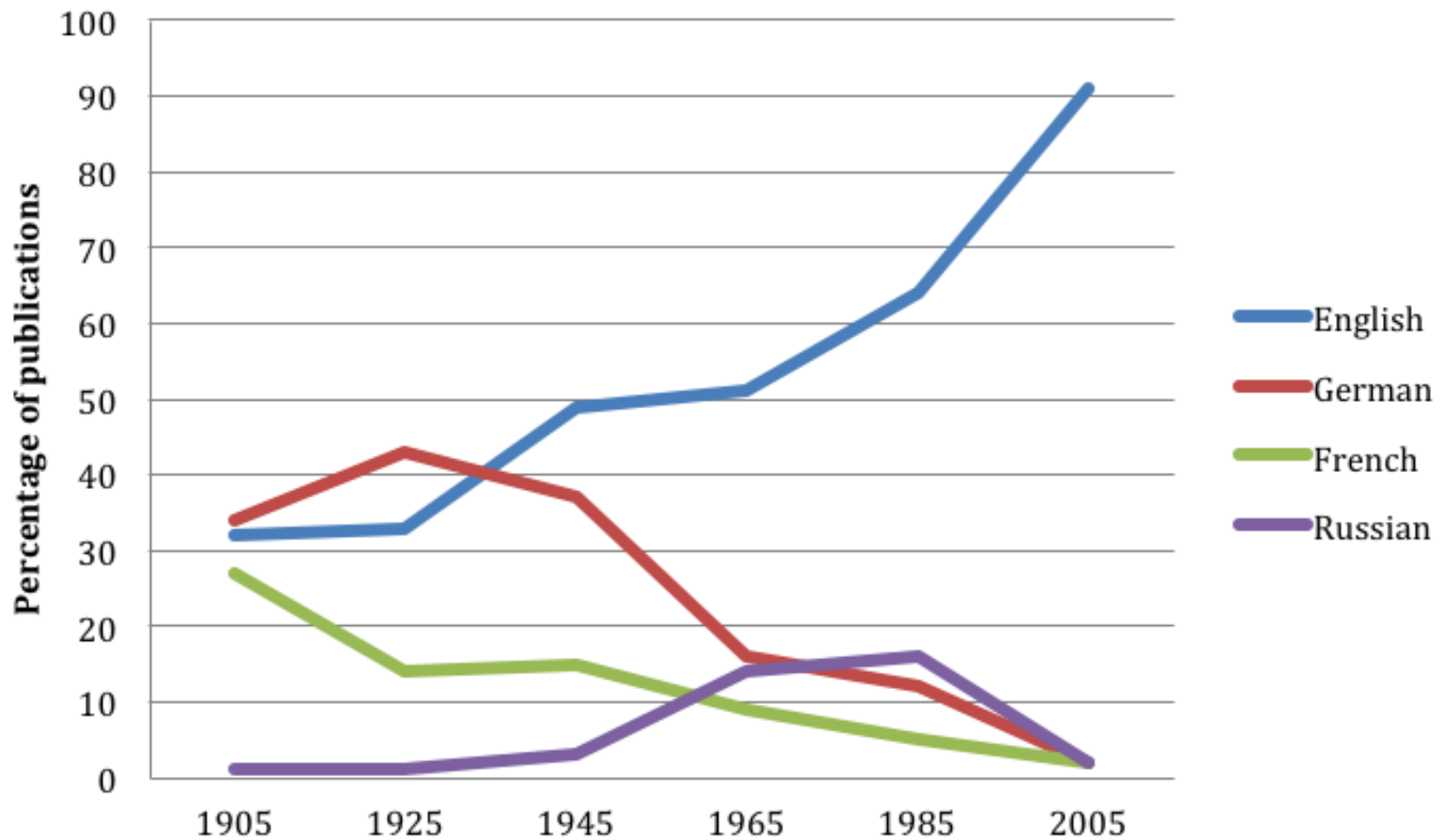
Macaro's (2018: 19) defines EMI as:

- *The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English'.*



Academic English...

Figure 10.2: Language shares in total academic publications over the past 100 years
(adapted from Montgomery, 2013, p. 90)



Europe - There has been a 50x growth in English Medium Instruction (EMI) UG programs in Europe in 8 years 55→2,900 (Sandstrom & Neghina, 2017)

China & Japan – Huge policy reforms to encourage EMI at top universities (Lei and Hu, 2014; Aizawa & McKinley, 2020).

EMI is a 'galloping phenomenon', now considered 'the most significant trend in educational internationalization' (Chapple, 2015: 1)

Effects of CLIL on language learning (Murphy et al., 2020)

- CLIL may have beneficial effects on language learning
 - But evidence comes from students who may be more motivated or have initial advantages
- CLIL students seem to benefit in overall proficiency, but mostly speaking and vocabulary
- Weak forms of CLIL (one or two subjects taught in the second language) are no better than traditional EFL

Effects of CLIL on subject learning (Murphy et al., 2020)

- *Most* students do not seem to experience negative effects *in the long term*, but
 - CLIL may benefit motivated or gifted students more
 - CLIL may have detrimental effects on low academic performers, who perform better in their first language
 - CLIL might widen gaps in educational outcomes

What academic challenges are associated with EMI at university?

detrimental effects
on subject learning
and understanding
lessons and lectures

longer time to
complete the
course; higher drop
out rates

lack of requisite
vocabulary

problems
communicating
disciplinary content

asking/answering
fewer questions

reliance on code-
switching

SOURCES: Airey, 2011; Airey and Linder, 2006; Beckett and Li, 2012; Chapple, 2015; Doiz et al., 2012; Evans & Morrison, 2011a, 2011b; Hellekjaer, 2010; Tange, 2012; Tsuneyoshi, 2005.

Other issues:

Students being admitted with different levels of English proficiency

Proficiency not high enough to ensure success in English medium studies

A systematic disadvantage of studying in a second language

Many students do not have the vocabulary knowledge after high school

The types of challenges depend on high school medium of instruction and discipline

Need for language support to ensure their success in content acquisition

How can we tackle these issues?

Focus on improving academic literacy of students planning on entering university

Place more emphasis on productive skills , academic and specific vocabulary

Provide language support classes based on students' backgrounds

Make accommodations in teaching for students studying in their second language

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