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CONFERENCE:

TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE: RETHINKING GOALS AND PERSPECTIVES

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ABSTRACT

The teaching and learning of an international language must be based on an entirely different set of assumptions than the teaching and learning of any other second or foreign language. The purpose is to clarify these assumptions and advocate that they be considered in the design of English as an international language (EIL) teaching methods and materials." It is intended for "those who teach or will be teaching English to individuals who are learning the language alongside one or more languages they speak to communicate with those from another culture and to participate in a growing global community. It will also be useful to individuals in English language curriculum and materials development and those involved in English language acquisition research.

INTRODUCTION

Contrary to popular perception, an international language is not just a language that has a large number of native speakers. The language has developed to where it is "no longer linked to a single culture or nation but serves both global and local needs as a language of wider communication. English has spread as quickly and widely as it has, pointing out that it was due not only to complex historical, geographical, political, and economic factors, but also to migration patterns, and just plain good luck and timing. The negative aspects of this spread of English and several factors that could in the future hinder the language's spread.

Some authors argue that the requirements of bilingual users in the Outer and Expanding Circle countries are in general different from those of the Inner Circle (primarily due to migration needs). But in some instances this distinction is inadequate since some bilinguals in the Outer Circle have come to use English in ways very similar to many Inner Circle users. Given the growing number of bilingual users of English and the great diversity that exists among them, it is essential that more research be undertaken on the various ways these individuals make of English.

PROBLEMS ASSOCIATED WITH USING THE NATIVE SPEAKER MODEL

Around 80 per cent of English teachers around the world today are bilingual users of the language, If English continues to spread, it is clear that the majority of users in the coming decades will be bilinguals who use the language, alongside one or more others, largely for purposes of wider communication in meeting the pedagogical needs of such users it is

essential that the native speaker fallacy be challenged. Challenging this fallacy will hopefully lead to a more complete picture of how English is used in many communities around the world, a better understanding of how it is acquired in various contexts, and a more accurate interpretation of the strengths of bilingual English-speaking professionals.

STANDARDS FOR ENGLISH AS AN INTERNATIONAL LANGUAGE

The controversial and complex topic of what form of English should be considered the standard for the international use of the language. This problem from the perspective of intelligibility, examining attitudes towards, and the lexical, grammatical, and phonological features of, varieties of English, and rhetorical and pragmatic standards in English as an international language.

CULTURE IN TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE:

In the role culture plays in the teaching of English as an international language is essential for the teachers institute "a sphere or interculturality in EIL classrooms so that individuals gain insight into their own culture. These insights can then be shared in cross-cultural encounters undertaken in international contexts." The questions is what aspects of culture should be presented in the classroom and lists the general principles that need to be observed when introducing culture in EIL classrooms.

TEACHING METHODS AND ENGLISH AS A SECOND LANGUAGE

It is grounded upon the position that Inner Circle target models should not long dictate English teaching methodologies. It is believed that the old Inner Circle view of language learning must be "replaced with one that recognizes that individual classrooms within one culture can vary greatly in terms of the expected role of the teachers and students. Interestingly, the current culture of learning' theories, (especially those regarding Asian culture), in "comparison of various non-western cultures with western ones in some ways the latter are the standard and hence should provide the model for the teaching of English. However, in the teaching of an international language, bilingual users should be allowed to take ownership not only of the language but also of the methods used to teach it.

Unfortunately, a discourse of otherness in which particular cultures of learning, particularly non-western ones, are depicted as less productive than western ones in which underlies much of the discussion of CLT.

In relation to communicative language teaching, the various objections that have been made to this approach, and what in constitutes an appropriate methodology for teaching English as an international language. The key factor in determining an appropriate methodology as teacher's sense of approach. Rather than selecting methodologies that marginalize local teachers, if the teaching of EIL is to take place in a socially responsible and appropriate manner, the control of the curriculum must be given to local teachers. Although it is essential to recognize the importance of local educators being in control of the design of an appropriate pedagogy, particularly in relation to the teaching of an international language, it is equally important to recognize that local educators are composed of various interest groups, often having different and competing perspectives and agendas.

RETHINKING GOALS AND APPROACHES: CONCLUSION

Goals and methods should inform the teaching of English as an international language. Among the points the concept of thinking globally but acting locally is highly relevant to the teaching of EIL. The use of EIL will continue to grow, as an international language that belongs, not just to native speakers, but to all of its users. Given this shift in ownership, the time has come for decisions regarding teaching goals and approaches to be given to local educators so they can take their rightful place as valid users of English.

Teaching English as an International Language is a brisk and increasingly important subject. Generally touches upon all the key issues and arguments as well as offering concise and objective explanations of all of the major positions. The principal argument that the EIL field needs to take a more inclusive, local, contextual (taking into account political and social influences), pluralistic, intercultural approach which recognizes the importance of local educators and learning styles.

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