Meeting the challenges for English language teaching in international development

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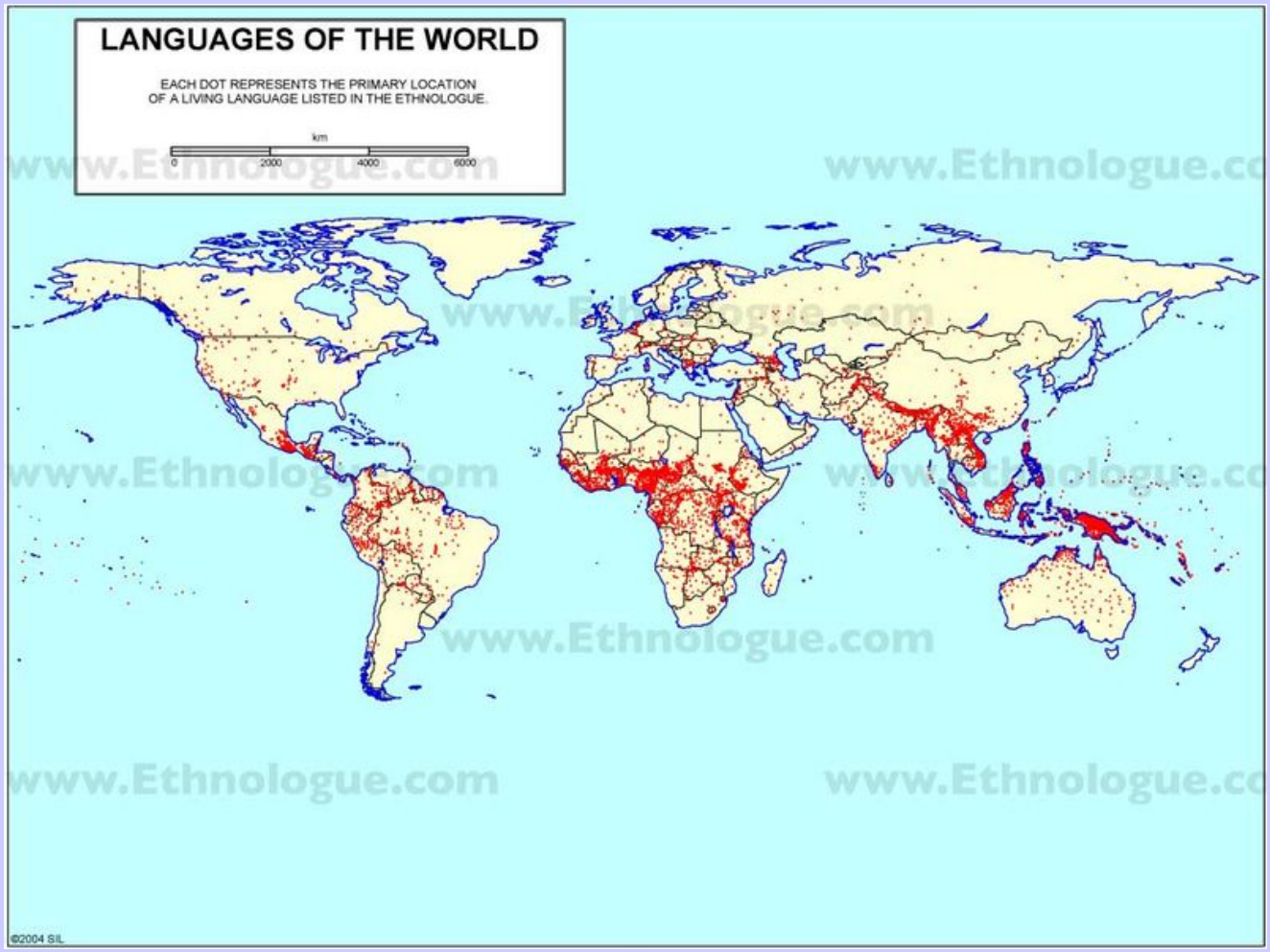
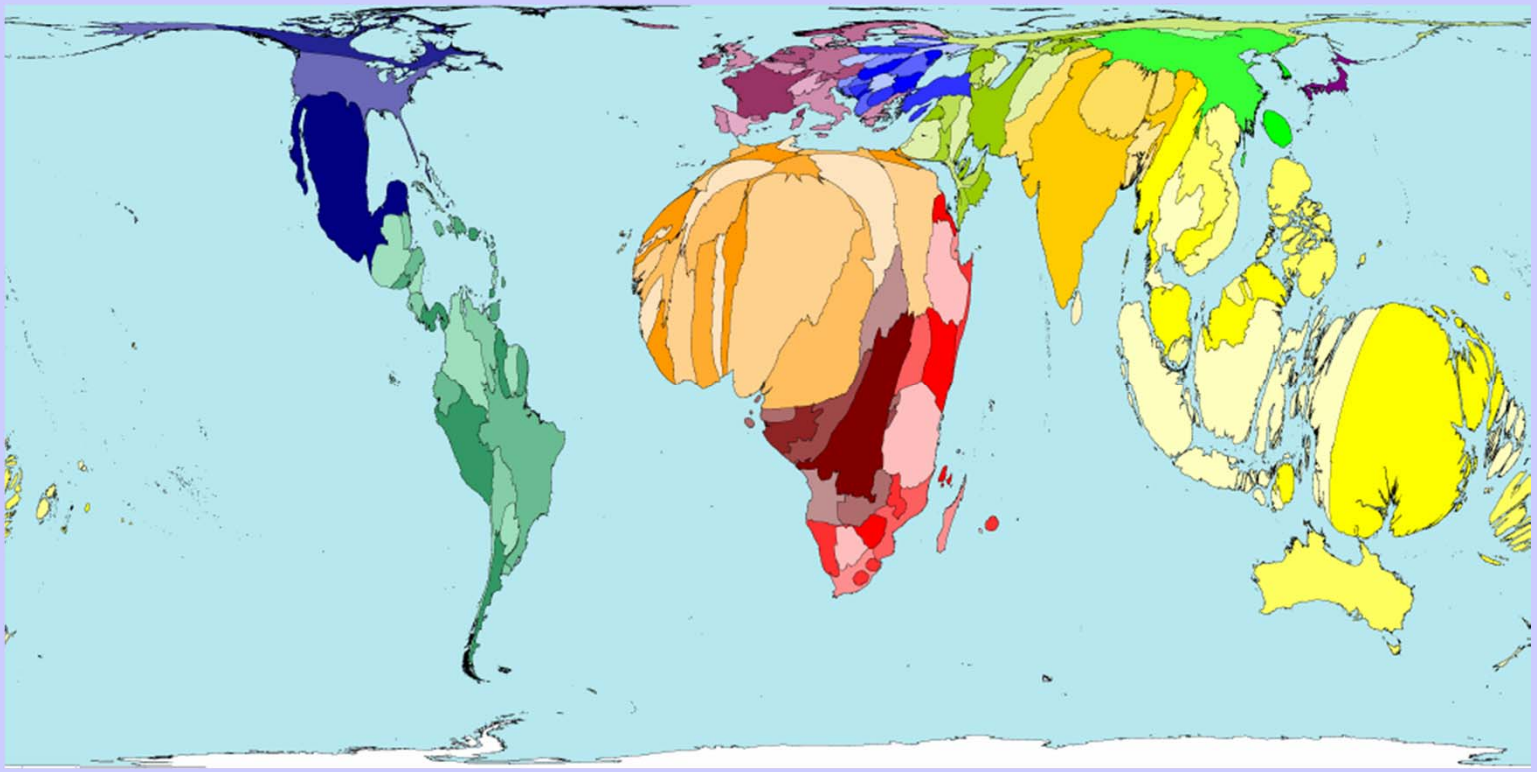
Global context: Linguistic diversity





www.worldmapper.org

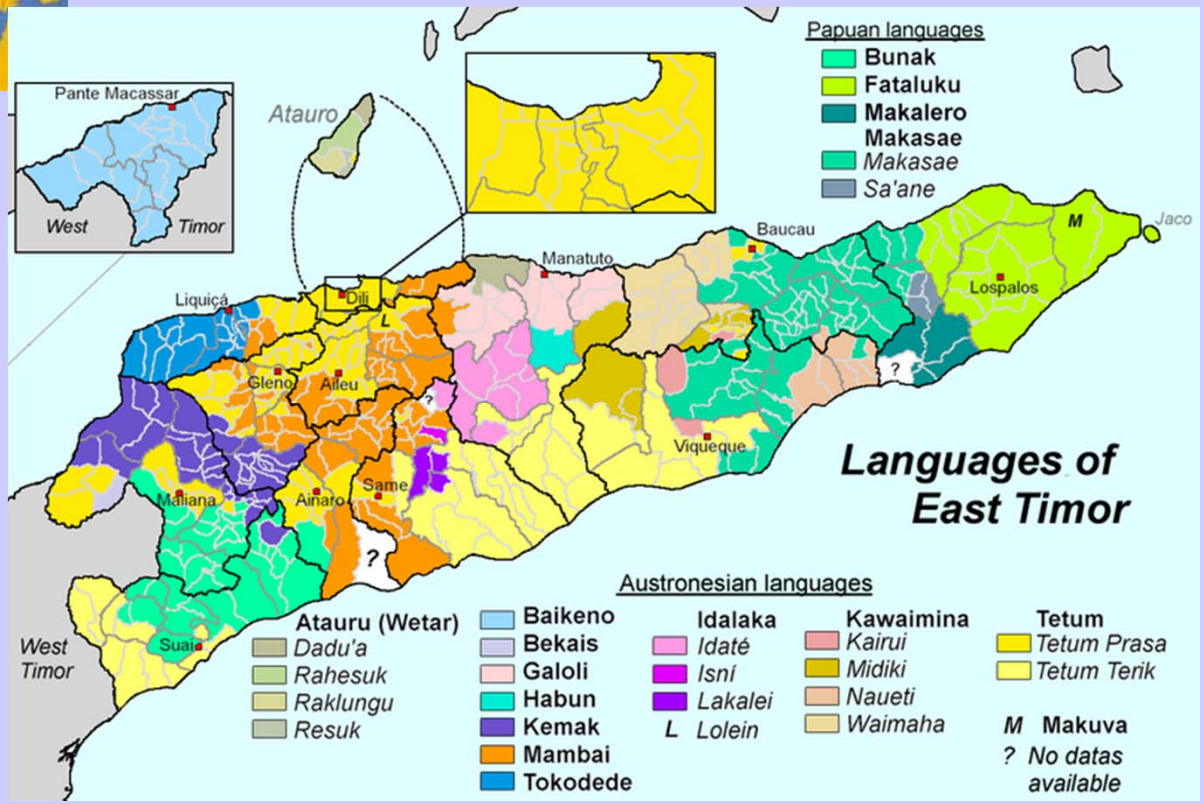
(Territory size shows the proportion of the world's indigenous living languages that are spoken there.)

Development context:
Linguistic imperialism

"… if an aid project provides funds for language X, and not for language Y, when both X and Y are central to the linguistic ecology of a given country, there may be linguistic imperialism at play, especially if X is associated with the donor country, is the former colonial language, and is being used as a medium of education …" Robert Phillipson (1997, p. 239)

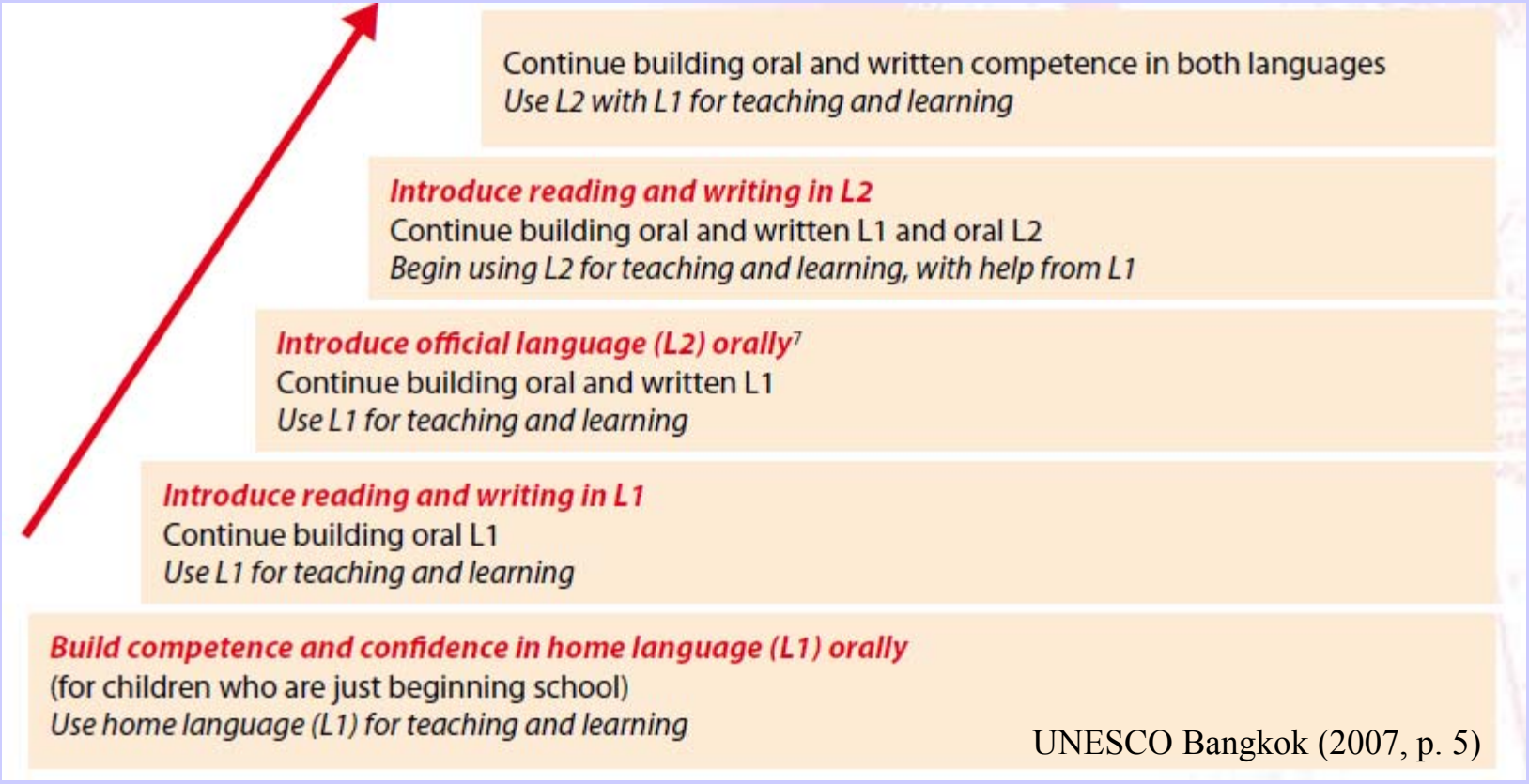
Timor-Leste (East Timor, Timor Lorosa'e)

Population (2010): 1,066,409
Official languages: Portuguese, Tetun
Working languages: Bahasa Indonesia, English

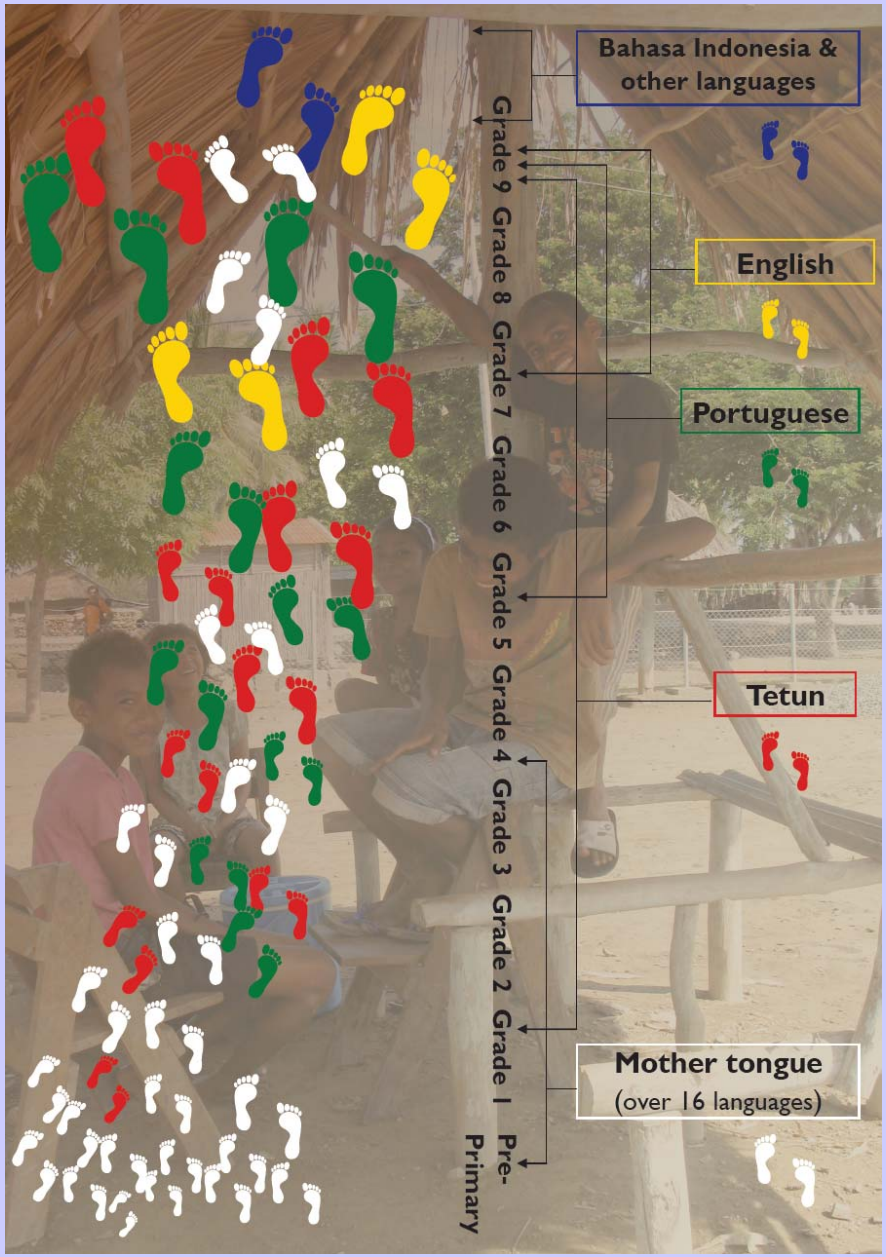


Language and human rights

"… if you teach minority children through the medium of a dominant language, at the cost of their mother tongue, you are participating in linguistic genocide."
Tove Skutnabb-Kangas (2000, p. 25)



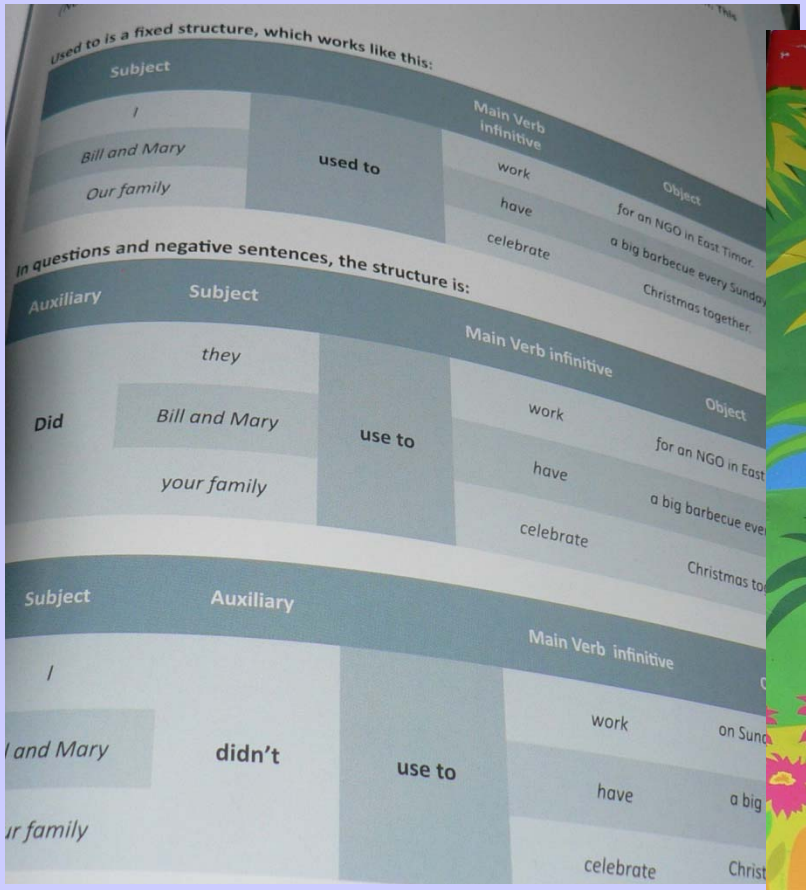
UNESCO Bangkok (2007, p. 5)



Mother tongue-based multilingual education for Timor-Leste: National Policy, Comisaun Nasional Edukasaun and Ministry of Education, 2011.

Challenges:

Policies (Donors, education experts)



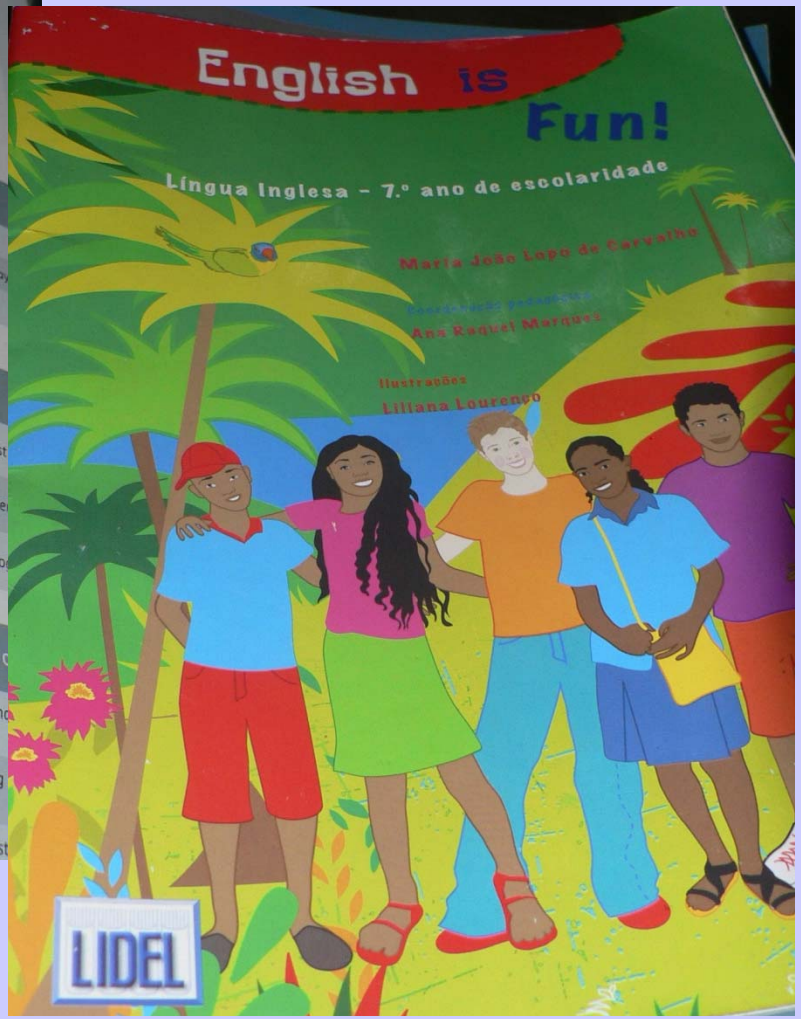
Used to is a fixed structure, which works like this:

Subject		Main Verb Infinitive	Object
I	used to	work	for an NGO in East Timor.
Bill and Mary		have	a big barbecue every Sunday.
Our family		celebrate	Christmas together.

In questions and negative sentences, the structure is:

Auxiliary	Subject		Main Verb infinitive	Object
	they		work	for an NGO in East
Did	Bill and Mary	use to	have	a big barbecue eve
	your family		celebrate	Christmas to

Subject	Auxiliary		Main Verb infinitive	
I			work	on Sun
and Mary	didn't	use to	have	a big
ur family			celebrate	Christ

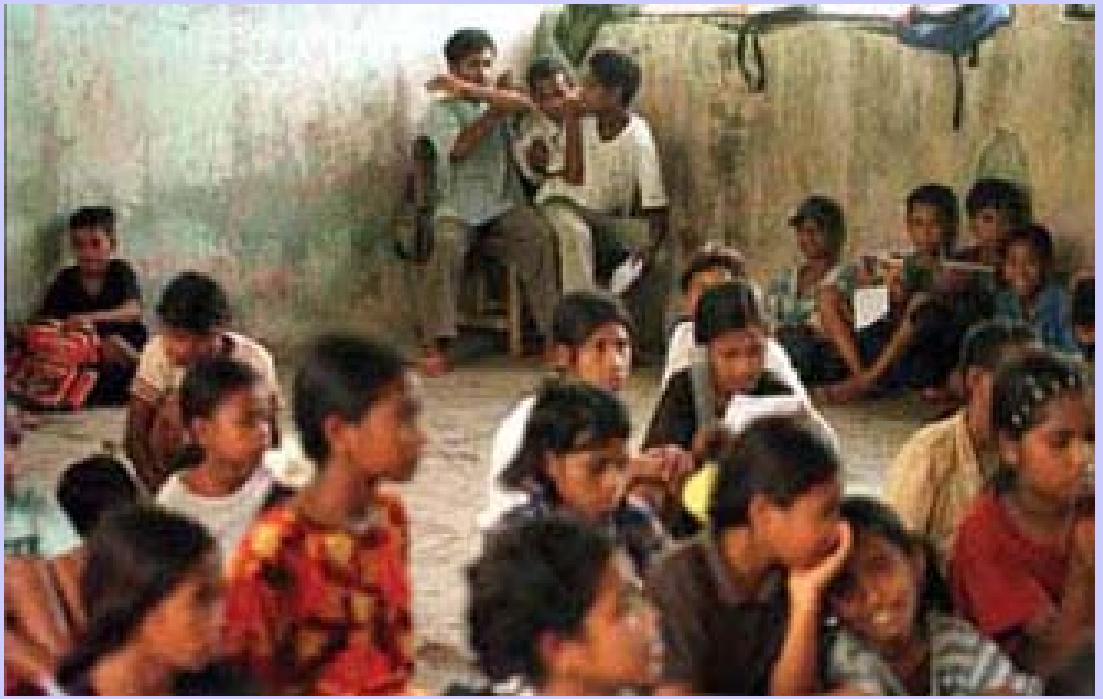


Challenges:

"Native speakerism"

Challenges:

Teacher preparation, classrooms, resources



http://www.gse.harvard.edu/wp-content/uploads/conflict_timor_leste.jpg

Challenges:

Poverty, isolation, post-conflict

Challenges:
Rural-urban divide

http://www.vsa.org.nz/what-we-re-doing/asia/timor-leste/

All too often …

1. English language projects fail (money is wasted).
2. Levels of national literacy (in all languages) remain low.
3. Poverty increases:

   "Speaking certain languages, or not speaking certain others, often leads to poverty by affecting individuals' access to jobs and education, as well as their ability to participate on an equal footing in the functions of the society."

   Harbert, McConnell-Ginet, Miller, & Whitman (2009, p. 1)

Linguistic ecology

"the study of interactions between any given language and its environment."
Einar Haugen (1972)

http://www.news.harvard.edu

Teacher preparation
e.g. MA TESOL (NZ)

Teaching practice focus	Linguistic understanding focus
• Listening & Speaking in the Language Classroom • Teaching Reading & Writing • Language Curriculum Design • Language for Specific Purposes • Teaching & Learning Vocabulary • Language Assessment • Language Testing • Special Topic: Computer-Assisted Language Learning	• Pedagogical Grammar of English • The Pronunciation of English • Discourse Analysis • Phonetics & Phonology • Issues in Sociolinguistics

Language learning focus	Other
• Understanding Second Language Learning • Special Topic: Learner Autonomy & Learner Strategies • Special Topic: Cognitive Linguistics & L2 Pedagogy • Learners & Second Language Learning • Interaction & Identity in Language Learning	• Evaluating Research in Applied Linguistics • The Research Process • Language in the Workplace • Syntactic Analysis • Research Paper • Research Paper • Research Project

→ How can ESOL teachers prepare for the challenges of working in the context of an unfamiliar linguistic ecology?

Tools for learning about the linguistic ecology of a country

1. Academic literature
2. Tourist guides
3. Dictionaries
4. Multilateral organisation documents
5. Non-government organisation (NGO and INGO) reports
6. Government documents
7. Other non-fiction
8. Fiction
9. Art and music
10. Film

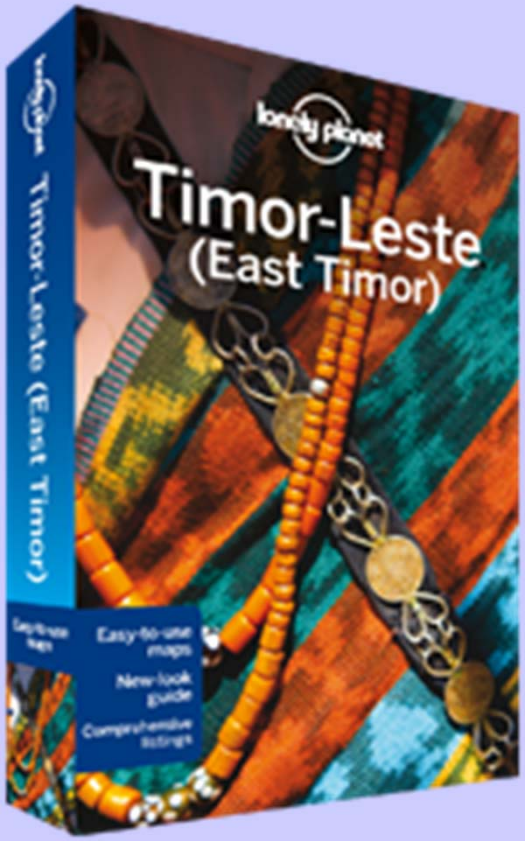
1 Academic literature

- TESOL
- Linguistics
- Anthropology
- History
- Geography
- Development studies

http://definingnz.com

Learning: Formal academic viewpoints and analyses

2 Travel guides



Learning: Overview (history, geography, etc)

3 Dictionaries

http://www.tetundit.tl

Learning: Language use

4 Multilateral organisations

(UNESCO, ADB, World Bank)

e.g. EGRA (Early Grade Reading Acquisition)

Table 5: Quality of the Phonemes - Average number of correct answers according to the language and the grade

Languages and grades	Average number of answers
Portuguese	**4.6**
1st grade	3.9
2nd grade	4.5
3rd grade	5.3
Tetum	**4.8**
1st grade	4.2
2nd grade	5.0
3rd grade	5.2

Learning: Research and analysis (education)

5 Non-government organisations (NGOs and INGOs)

- INGOs (Save the Children, SIL, UNICEF)

- NGOs (Alola Foundation)

Learning: Other projects and programmes

6 Government

(Constitution, laws, decrees, statistics)

e.g. National Statistics Directorate (census)

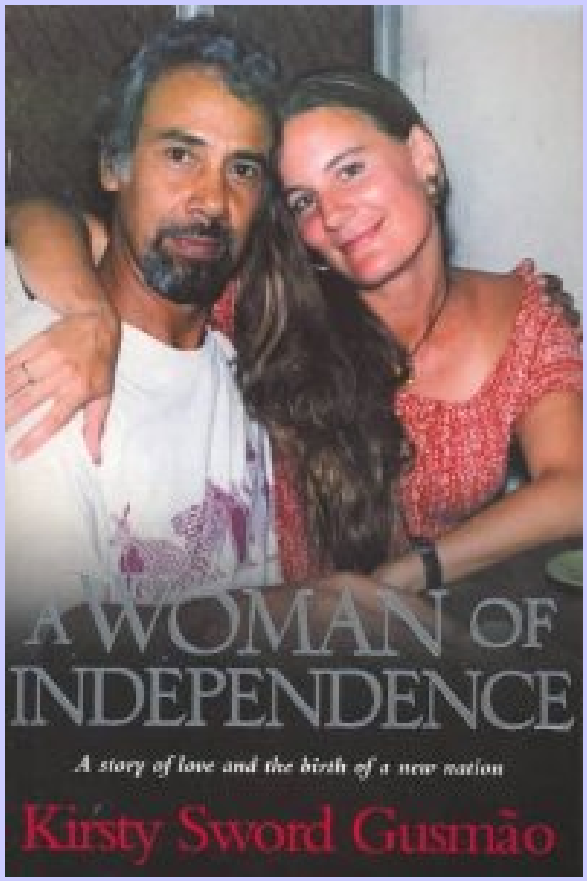
Literacy rates for people aged 15 - 24 years in 2004 and 2010

Year	Tetum	Indonesian	Portuguese	English	Any of the four
2010	77.8	55.6	39.3	22.3	79.1
2004	68.1	66.8	17.2	10.0	72.5

Levels of literacy: The level of literacy in the official languages Tetum and Portuguese has increased significantly while Bahasa literacy has decreased. Portuguese and English literacy has doubled.

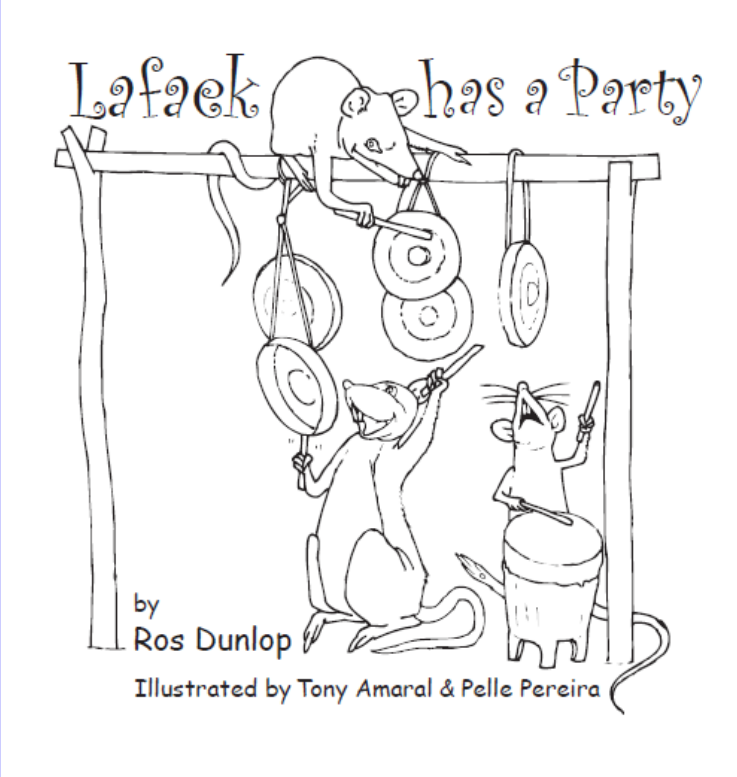
Learning: Background data (context)

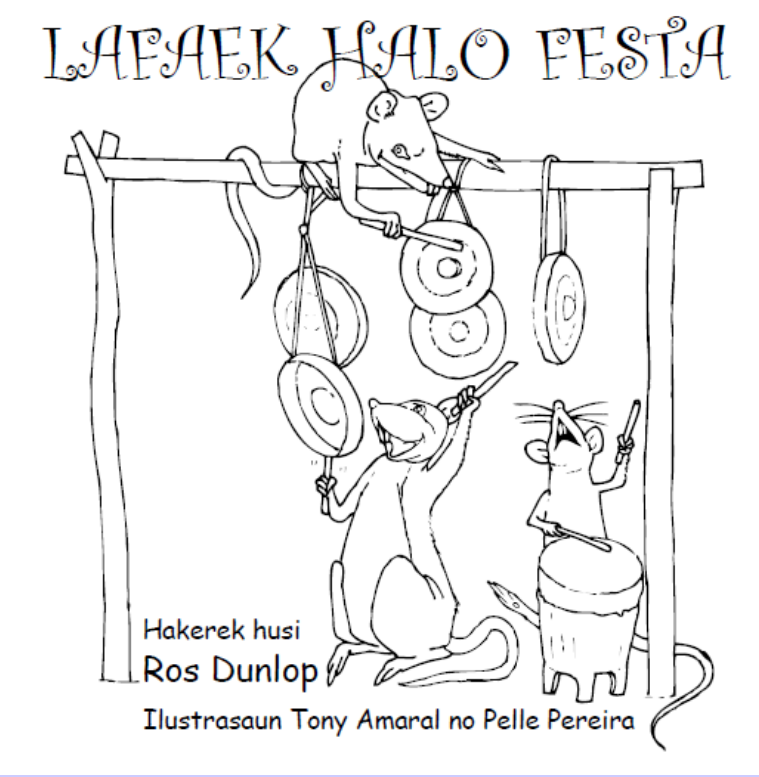
7 Other non-fiction



Learning: Socio-political context

8 Fiction


Lafaek has a Party
by
Ros Dunlop
Illustrated by Tony Amaral & Pelle Pereira

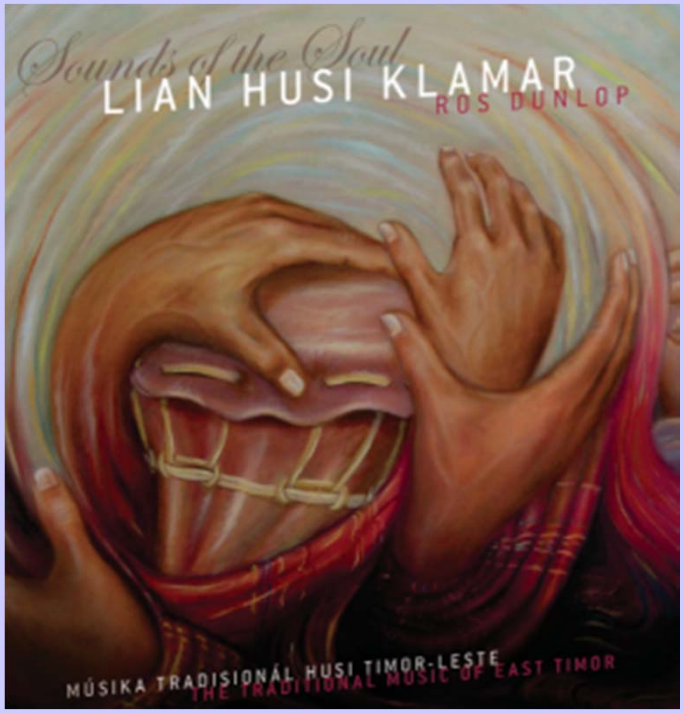

LAFAEK HALO FESTA
Hakerek husi
Ros Dunlop
Ilustrasaun Tony Amaral no Pelle Pereira

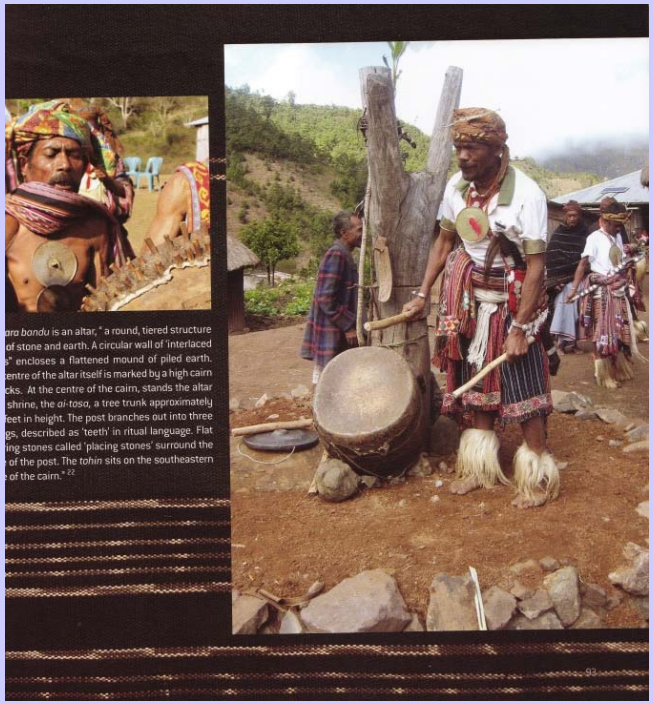
Mother Manu and her chicks play kakeits. Farmers sometimes ask them to play their kakeits to scare the beetles away when they eat the corn.

Today they are going to play their kakeits at Lafaek's party.

Learning: Relationship between language and culture

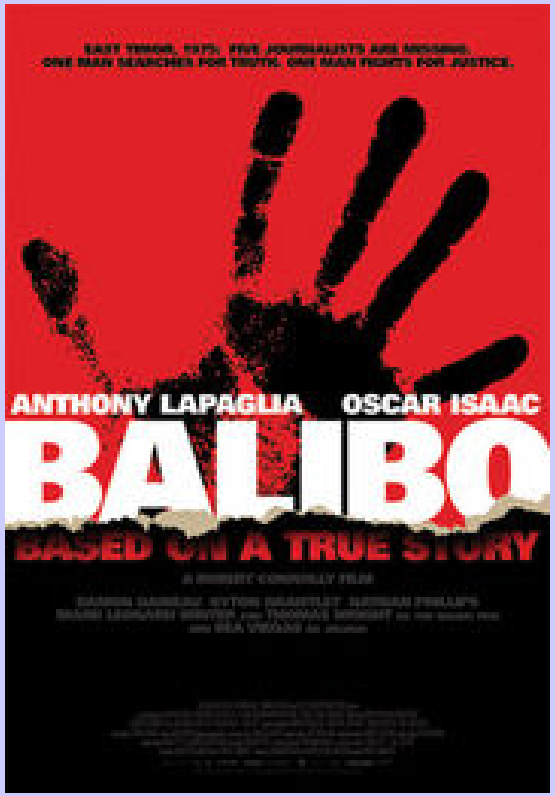
9 Art and music





Learning: Relationship between language and culture

10 Film



Mane Badiu (Vagabond)

Learning: Context of education and learning

Conclusion

Kop jai

Terima kasih

Korabwa

どうもありがとう

Merci

Ar kun

Kia ora

谢谢

Thank you

Баярлалаа

Malo ‘aupito

Obrigada

شكريه

Tenk yu tumas

Fa’afetai lava

고맙습니가

ขอบคุณ คะ

Cam ón

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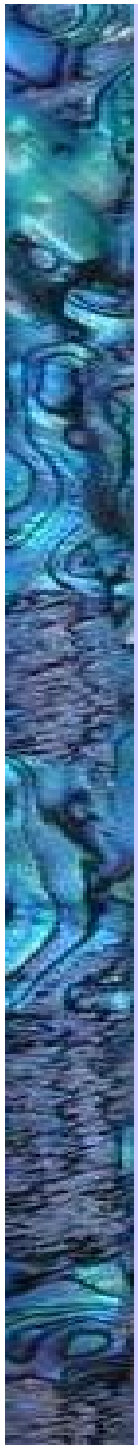
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