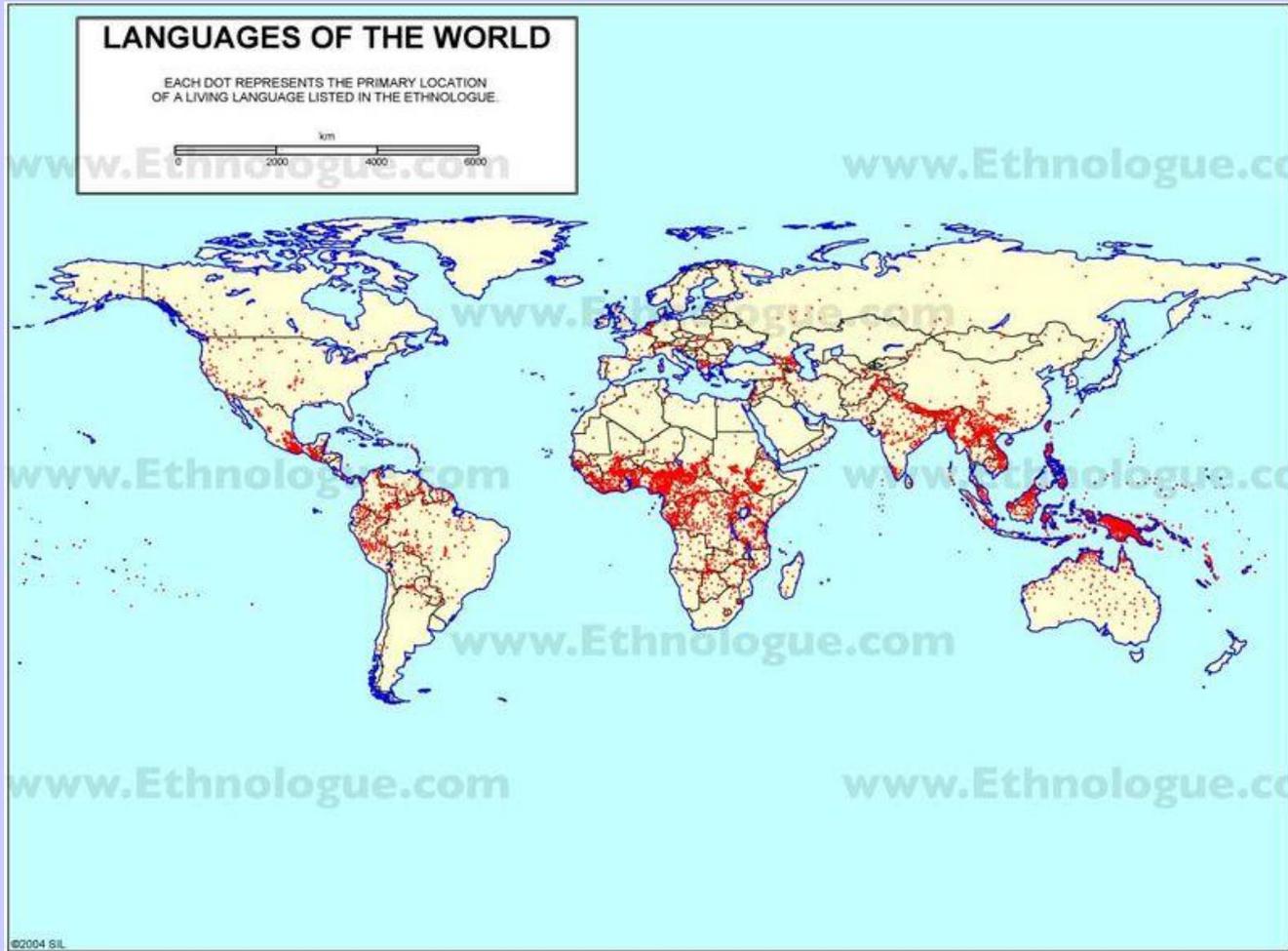


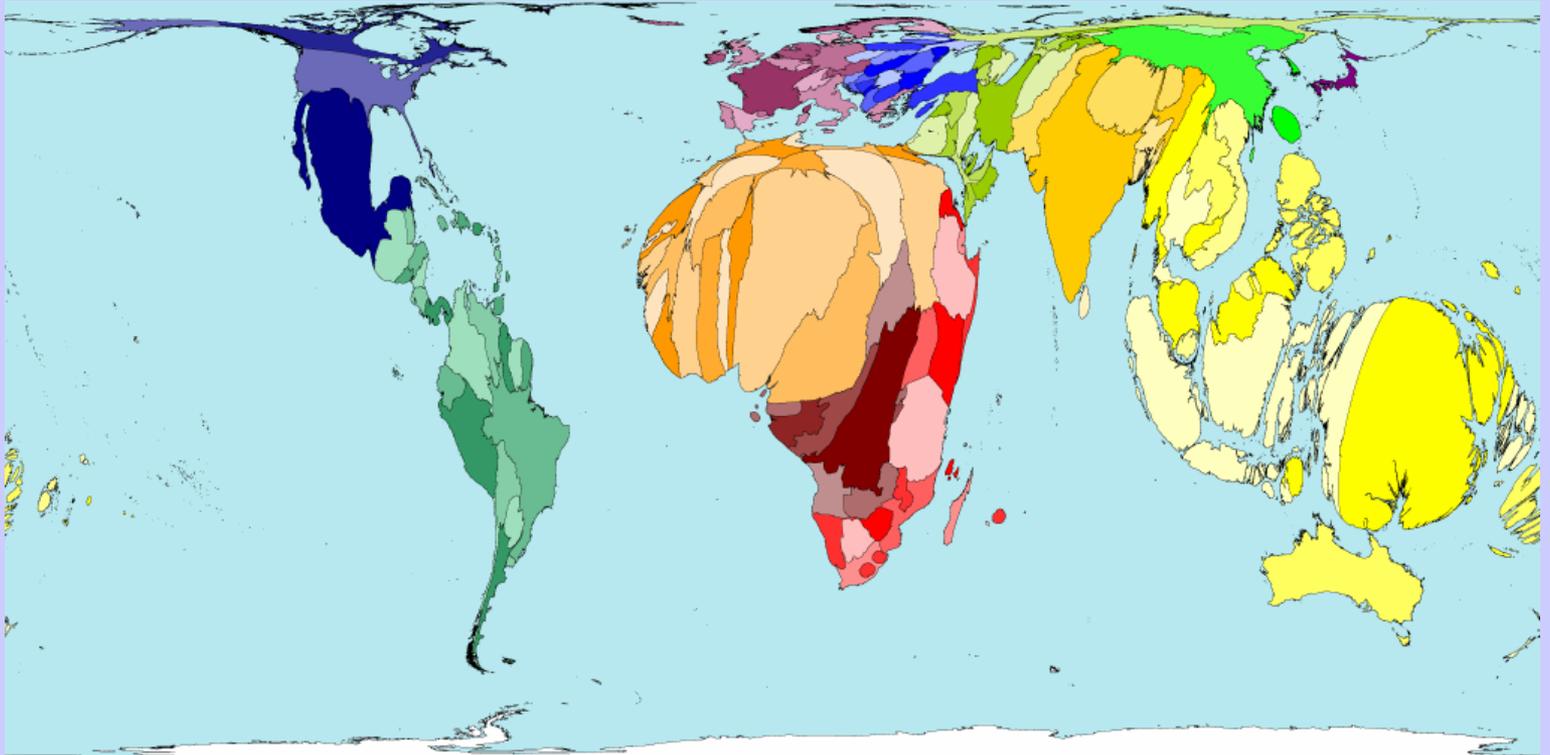
# Meeting the challenges for English language teaching in international development



Hilary Smith  
Systemetrics Research Associates  
Honorary Teaching & Research Fellow, Massey University  
Aotearoa New Zealand

# Global context: Linguistic diversity

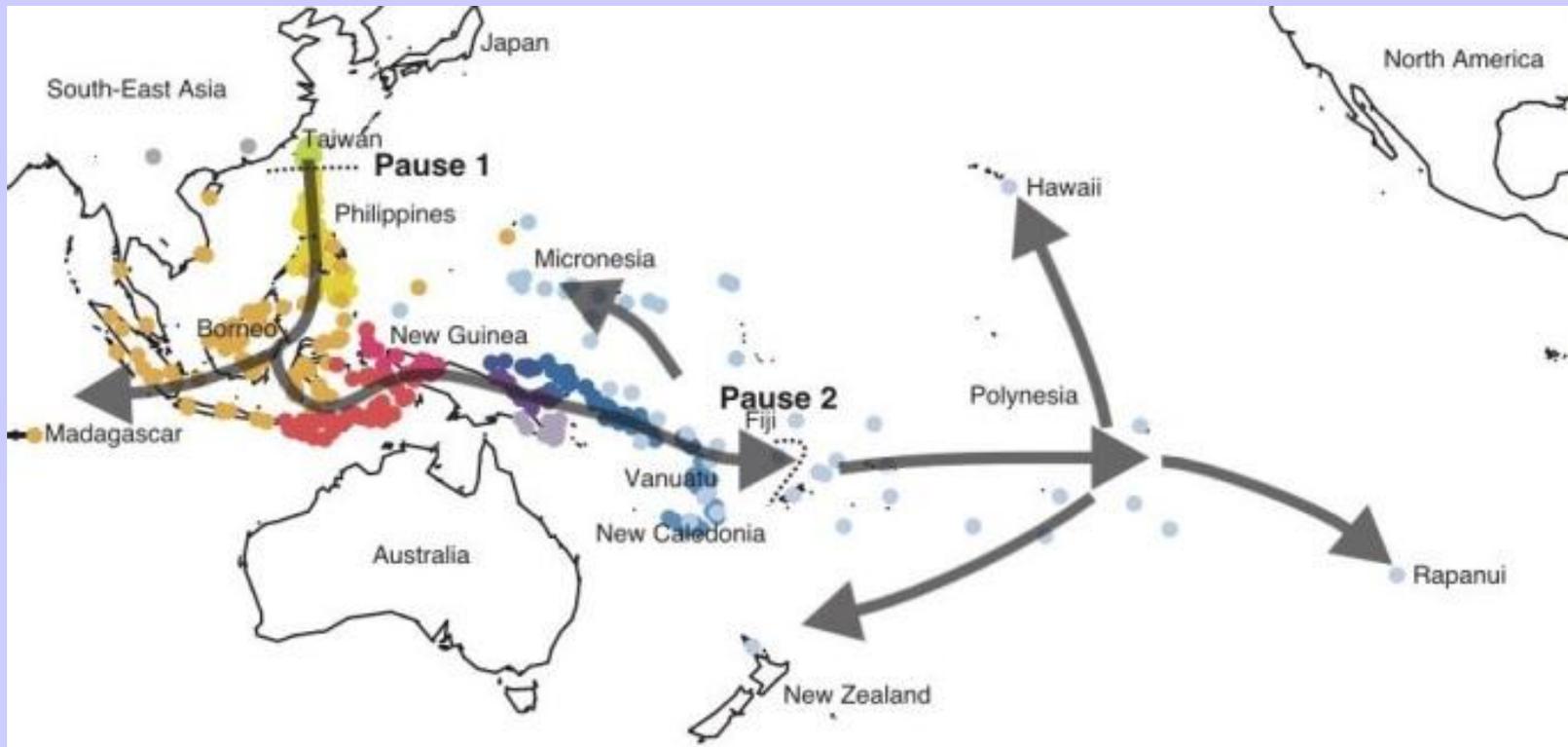




[www.worldmapper.org](http://www.worldmapper.org)

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

# Southeast Asia and the South Pacific: Austronesian language groups



<http://language.psy.auckland.ac.nz/austronesian/research.php>

# Development context: Linguistic imperialism

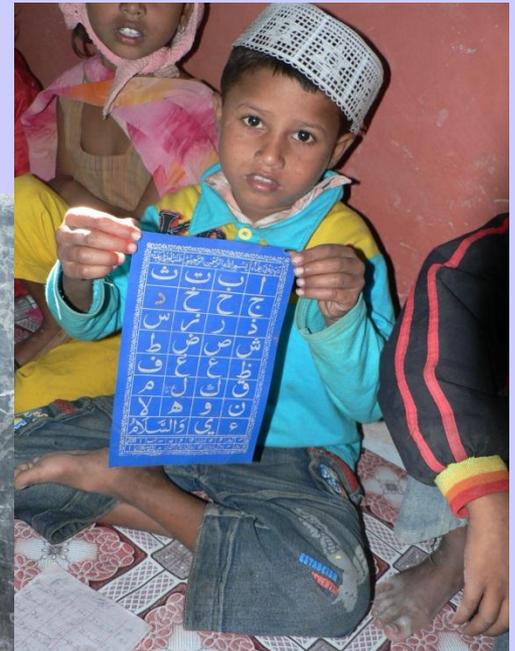
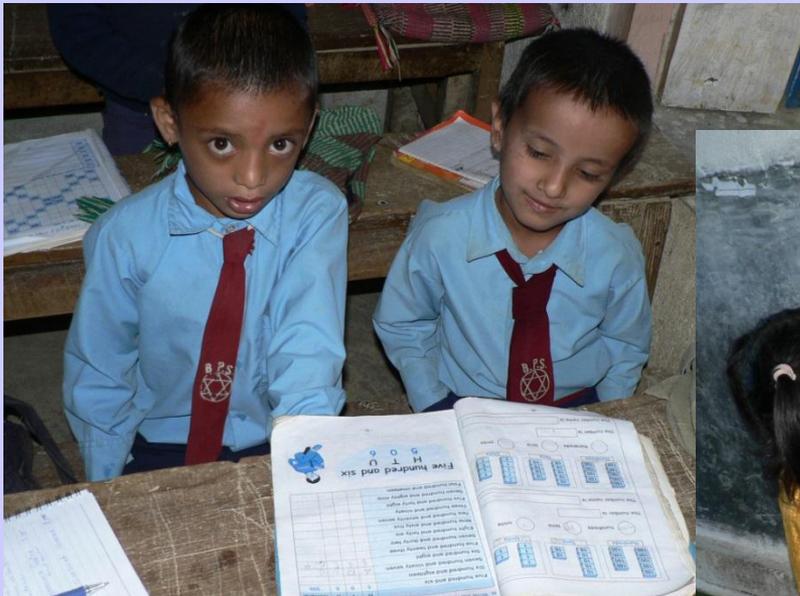
“... if an aid project provides funds for language X, and not for language Y, when both X and Y are central to the linguistic ecology of a given country, there may be linguistic imperialism at play, especially if X is associated with the donor country, is the former colonial language, and is being used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



# 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)

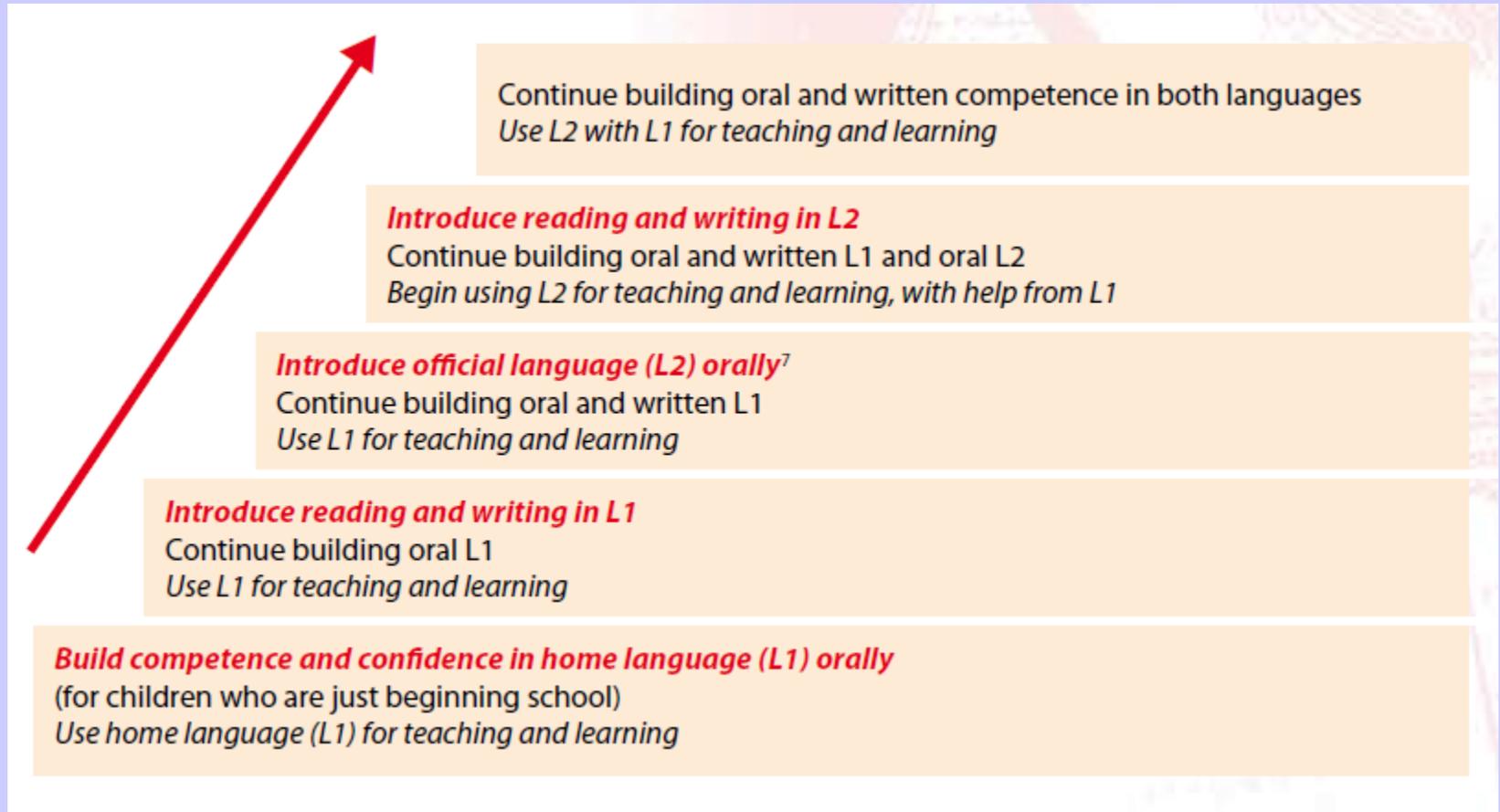


# Challenges:

Policies (Donors, education experts)



## cf. The best time to introduce English



UNESCO Bangkok (2007, p. 5)

# Challenges:

## School language policies

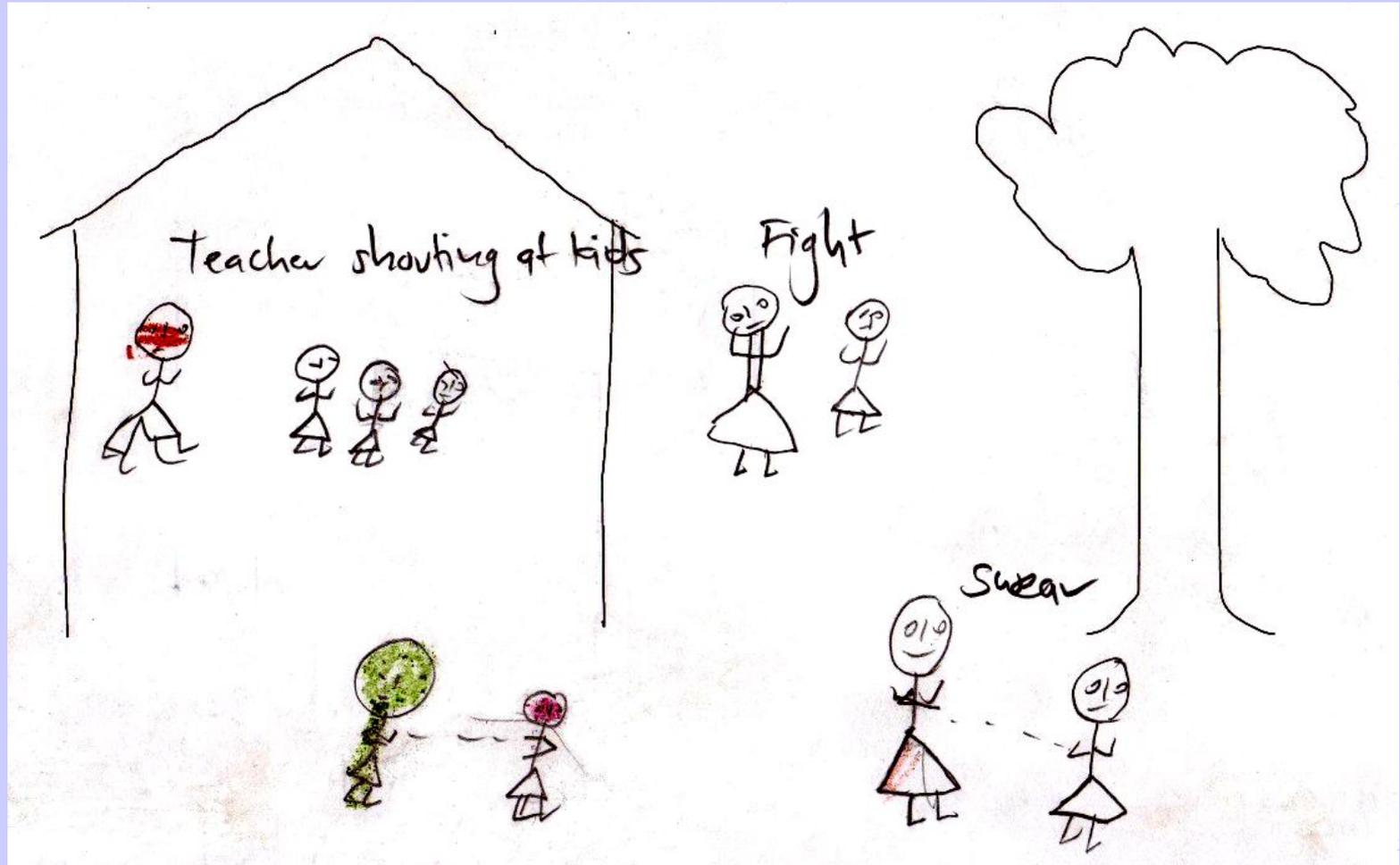


# Challenges: “Native speakerism”



# Challenges:

## Teacher preparation



# Challenges:

## Classroom/teaching resources



# 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
<ul style="list-style-type: none"><li>• Listening &amp; Speaking in the Language Classroom</li><li>• Teaching Reading &amp; Writing</li><li>• Language Curriculum Design</li><li>• Language for Specific Purposes</li><li>• Teaching &amp; Learning Vocabulary</li><li>• Language Assessment</li><li>• Language Testing</li><li>• Special Topic: Computer-Assisted Language Learning</li></ul>	<ul style="list-style-type: none"><li>• Pedagogical Grammar of English</li><li>• The Pronunciation of English</li><li>• Discourse Analysis</li><li>• Phonetics &amp; Phonology</li><li>• Issues in Sociolinguistics</li></ul>

Language learning focus	Other
<ul style="list-style-type: none"> <li>• Understanding Second Language Learning</li> <li>• Special Topic: Learner Autonomy &amp; Learner Strategies</li> <li>• Special Topic: Cognitive Linguistics &amp; L2 Pedagogy</li> <li>• Learners &amp; Second Language Learning</li> <li>• Interaction &amp; Identity in Language Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating Research in Applied Linguistics</li> <li>• The Research Process</li> <li>• Language in the Workplace</li> <li>• Syntactic Analysis</li> <li>• Research Paper</li> <li>• Research Paper</li> <li>• Research Project</li> </ul>

→ 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, music, film

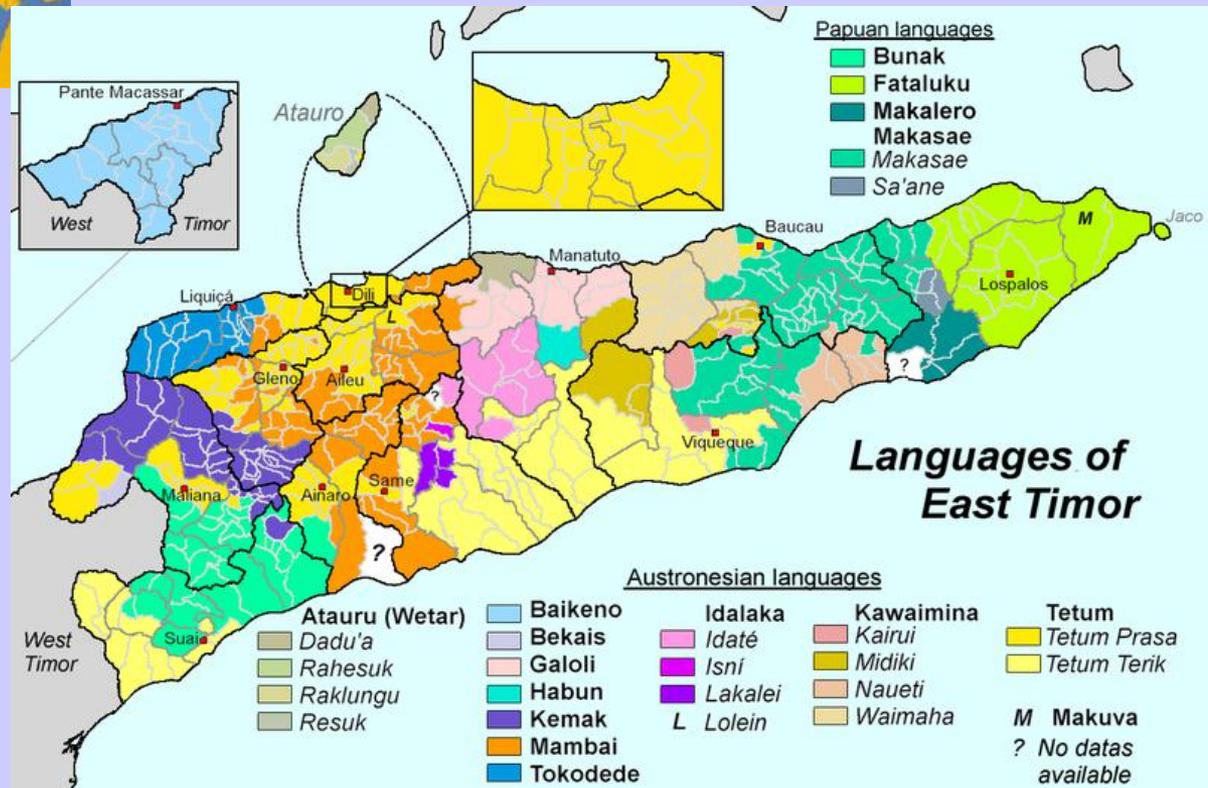
# Example: Timor-Leste (East Timor, Timor Lorosa'e)



Population: (2010) 1,066,409

Official languages: Portuguese, Tetun

Working languages: Bahasa Indonesia, English





# 1 Academic literature

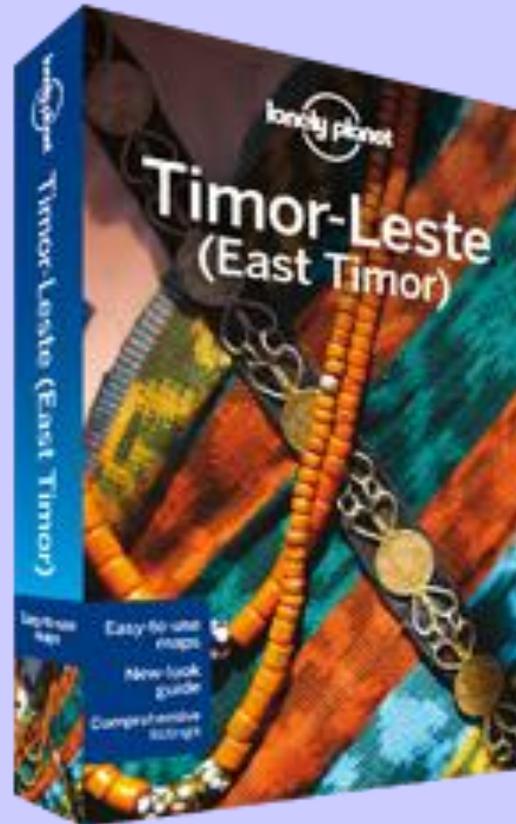
- TESOL
- Linguistics
- Anthropology
- History
- Geography
- Development studies



<http://definingnz.com>

**Learning:** Formal academic viewpoints and analyses

## 2 Travel guides



**Learning:** Relationship between language and culture

# 3 Dictionaries

Lexique Pro



**Tetun - English**

• a • b • c • d • e • f • g • h • i • j • k • l • m • n • o • p • q • r • s • t • u • v  
• w • x • y • z •



<http://www.tetundit.tl>

**Learning: Language use**

## 4 Multilateral organisations

(UNESCO, ADB, World Bank)

e.g. EGRA (Early Grade Reading Acquisition)

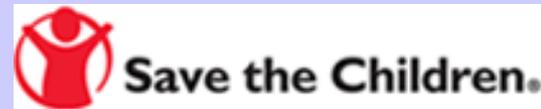
**Table 5: Quality of the Phonemes - Average number of correct answers according to the language and the grade**

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

**Learning: Research reports and analysis**

## 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)



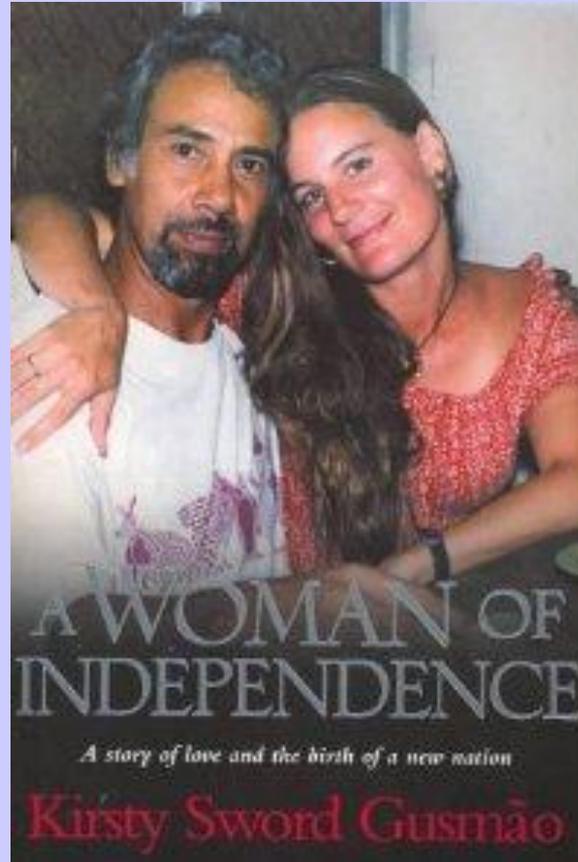
Literacy rates for people aged 15 - 24 years in 2004 and 2010

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.

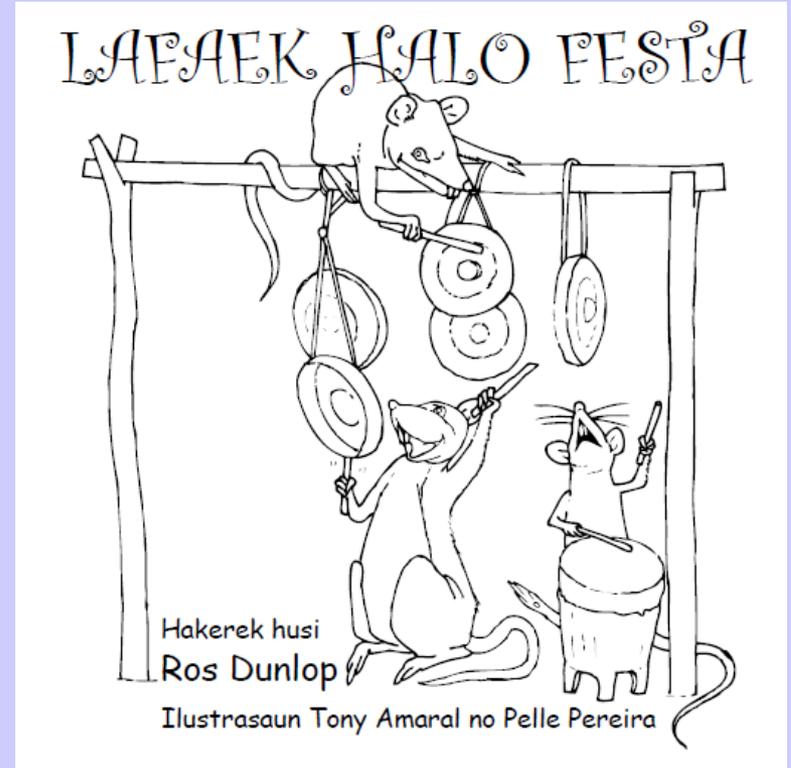
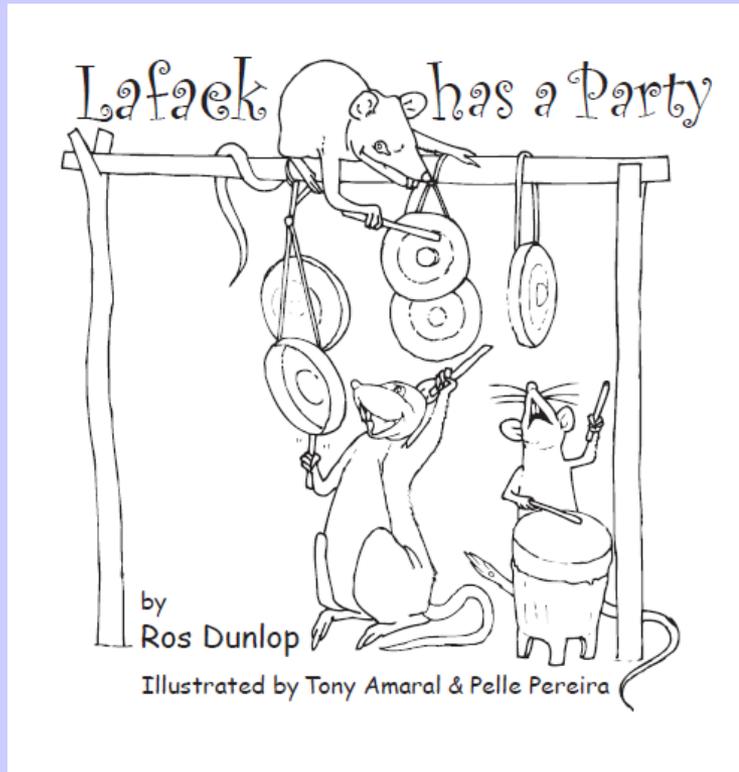
**Learning: Background data (context)**

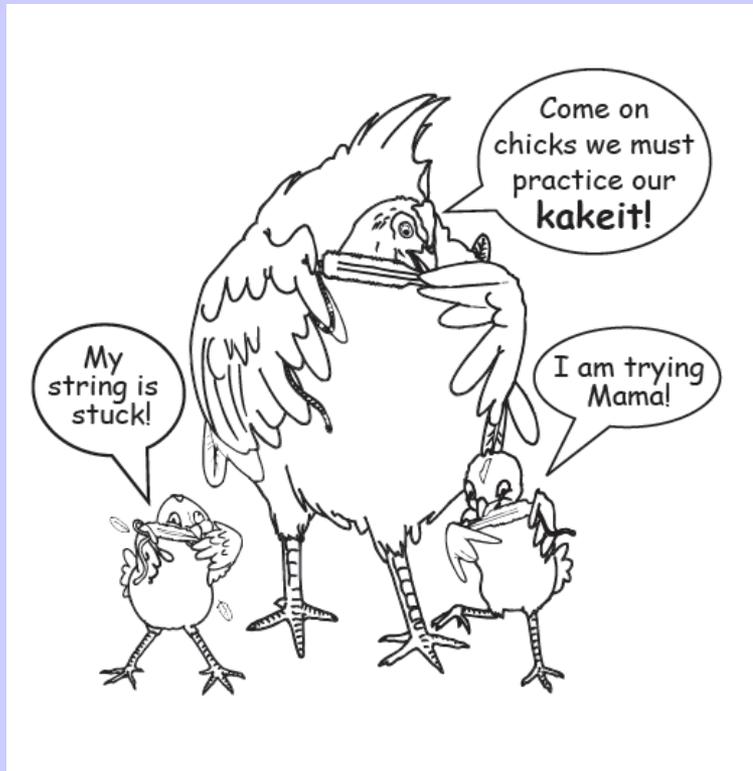
## 7 Other non-fiction



**Learning: Socio-political context**

# 8 Fiction





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.

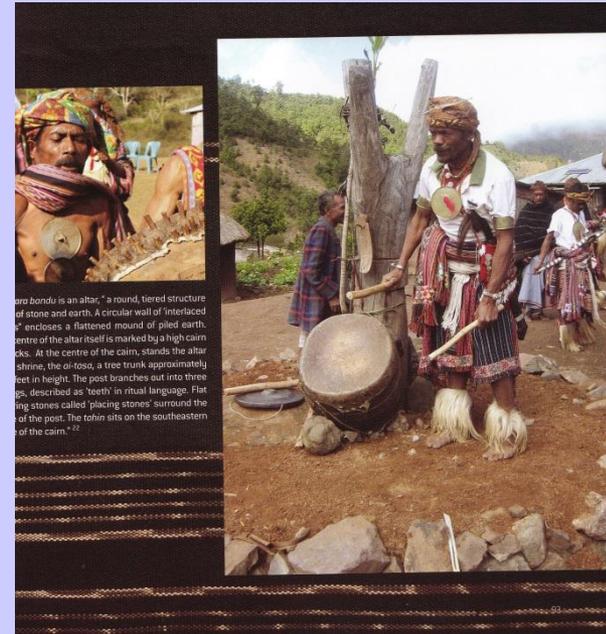
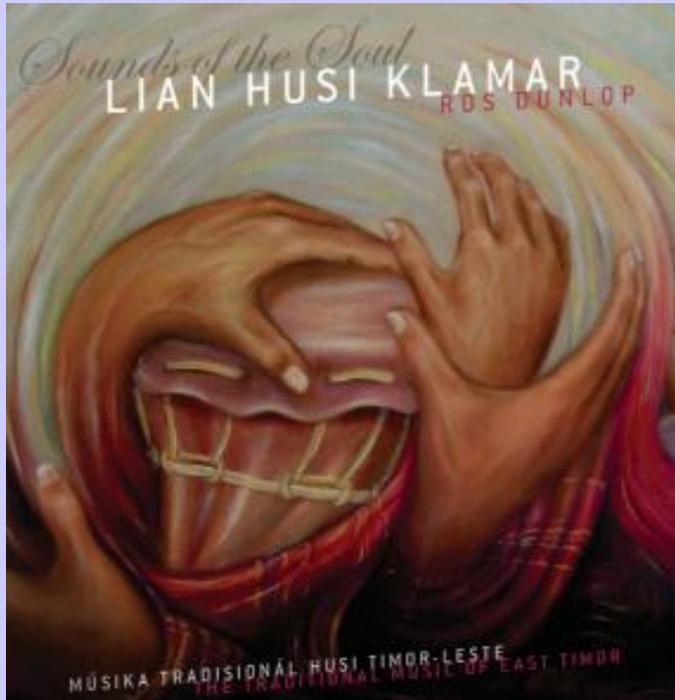


## Learning: Relationship between language and culture

## 9 Art, music, film

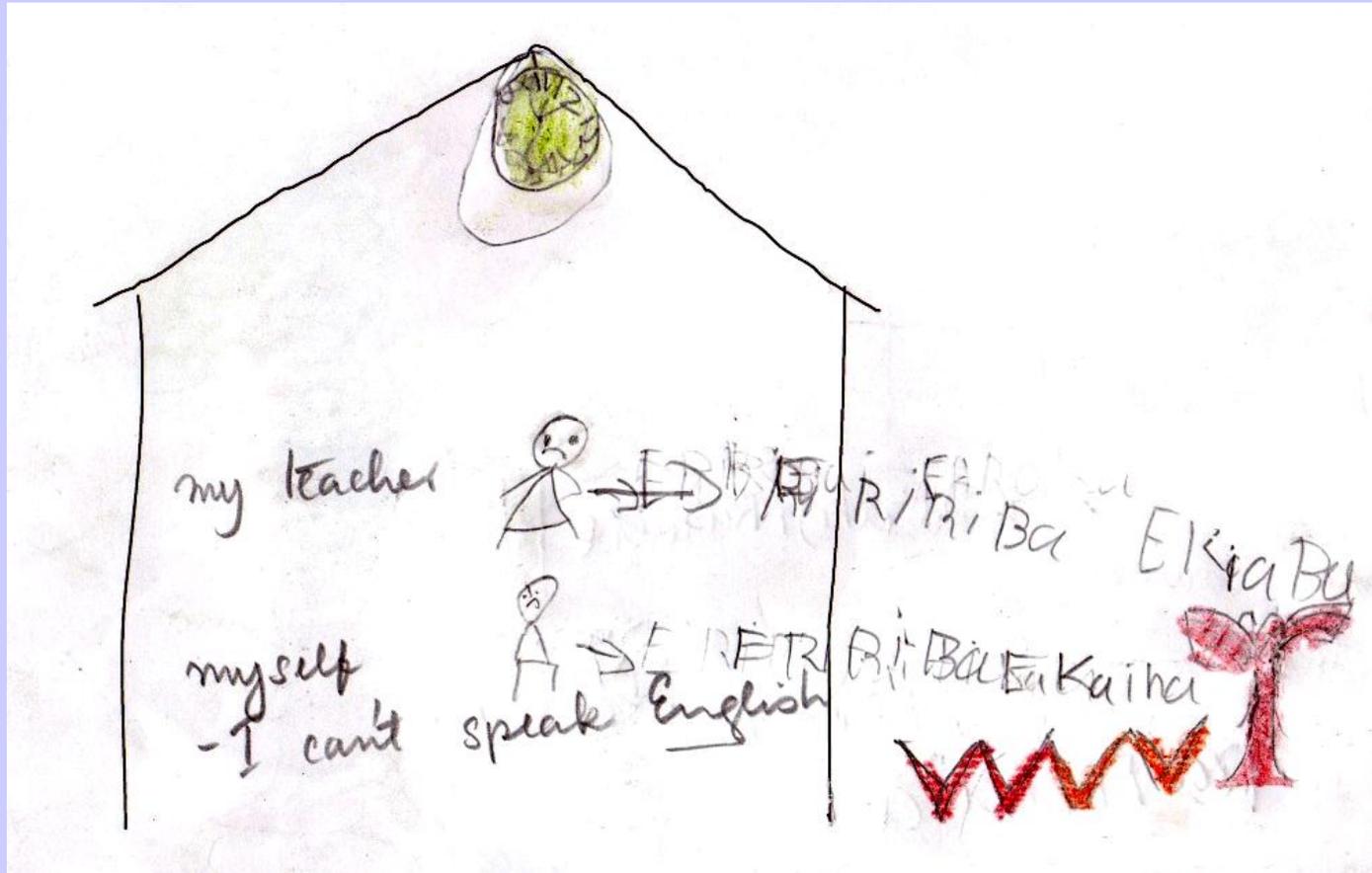


*Mane Badiu (Vagabond)*



## Learning: Relationship between language and culture

# 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

شكریه

Tenk yu tumas

Fa’afetai lava

고맙습니다

ขอบคุณ ๓๕

Cam ón

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