















## TRANSFORMATIVE TEACHER EDUCATION

IN DIFFERENT CONTEXTS

From pedagogical principles to core instructional practices: A dialogue that transcends frontiers



#### Welcome to the Joint Research Symposium!

#### **Panel Two:**

English as Foreign Language (EFL)
Instruction/Subsequent Language Teaching



## **Dean's Welcome**

Andrew Daire: Dean of the VCU School of Education







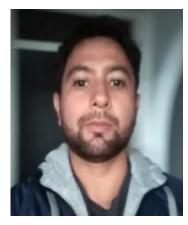
## **Panelists**



Dr. Alsu.Gilmetdinova Kazan National Research Technical University



Dr. Rouzilya Yakhina Kazan National Research Technical University



Dr. Wilder Yesid Escobar Almeciga Universidad El Bosque



Dr. Suzi Marques Spatti Cavalari Sao Paulo State University



Dr. Robyn Bray
United International College

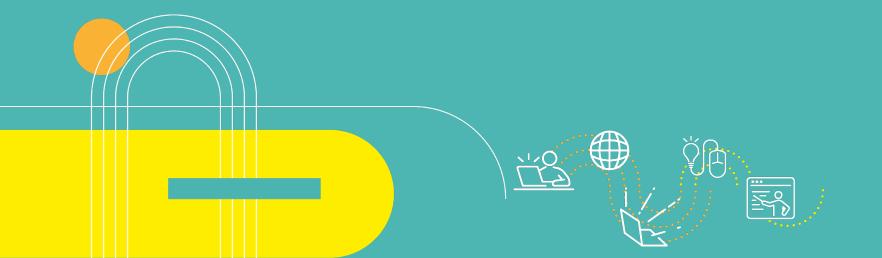


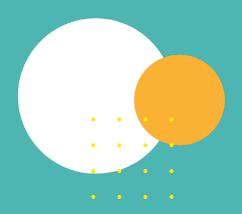
Dr. Luciana C. de Oliveira (Discussant) Virginia Commonwealth University

## **ESL IN COLOMBIA:**



## A Sociocultural Landscape





## Agenda



What was the historical perspective on EFL instruction in your country and how has it been changed in recent years?



What are the impacts of research and policy on approaches to EFL instruction and teacher education?

# Thesis and Objective

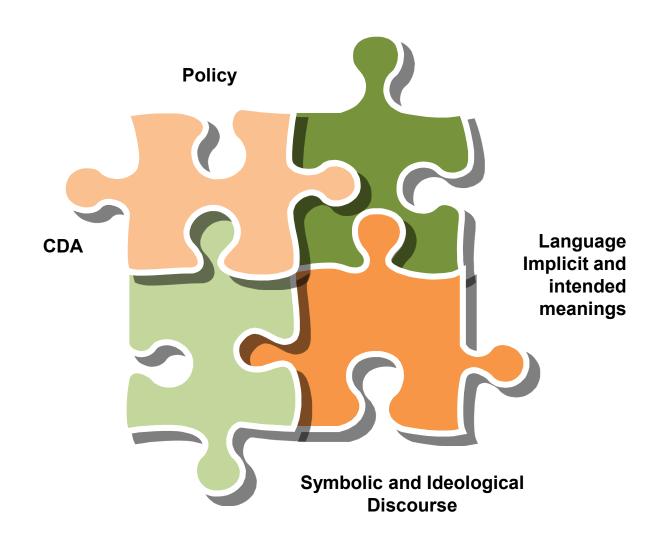


National policies about English education in Colombia play a role in the configuration of social structures?



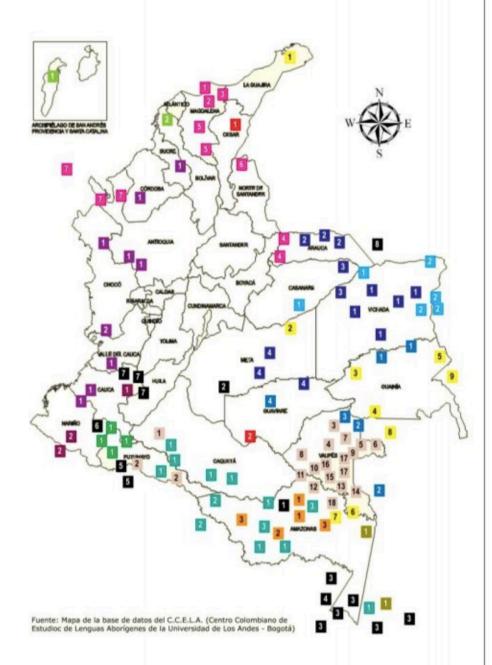
Raise awareness to reconcile

## **Theoretical Underpinnings**





## Colombia: an ethnically diverse context



#### **FAMILIAS LINGÜÍSTICAS**

1. Uitoto

2. Okaina

3. Nonuya

QUECHUA 1. Inga

CRIOLLOS

1. Cocama

TUKANO

2. Siona

3. Kubeo 4. Pisamira 5. Piratapuyo

6. Wanano

8. Carapana

9. Tucano

10. Tatuyo

11. Taiwano

14. Macuna

15. Tuyuka

16. Yuruti 17. Siriano 18. Tanimuka

12. Barasana 13. Bará

7. Dsano

1. Coreguaje

1. San Andrés 2. Palengue

#### ARAWAK

1. Wayuu

2. Achagua

3. Piapoco 4. Curripaco

5. Baniwa 6. Kawiyari

7. Yukuna

8. Tariano 9. Baniba

1. Muinane 2. Bora

3. Miraña

#### CARIBE

1. Yuko 2. Karijona

1. Kogui

2. lka 3. Damana (Wiwa)

4. Uwa-Tunebo

5. Chimila 6. Bari

7. Cuna

#### CHOCÓ

1. Embera

2. Waunan

#### GUAHIBO

1. Sikuani 2. Hitnu

3. Kuiba 4. Guayabero

#### 2. Awa-Kwaiker

1. Puinave 2. Yuhup

3. Cacua

4. Nukak

#### SALIBA

1. Saliba 2. Piaroa

#### **AISLADAS**

BARBACOA 1. Guambiano

1. Andoke 2. Tinigua

3. Tikuna

4. Yagua 5. Cofán

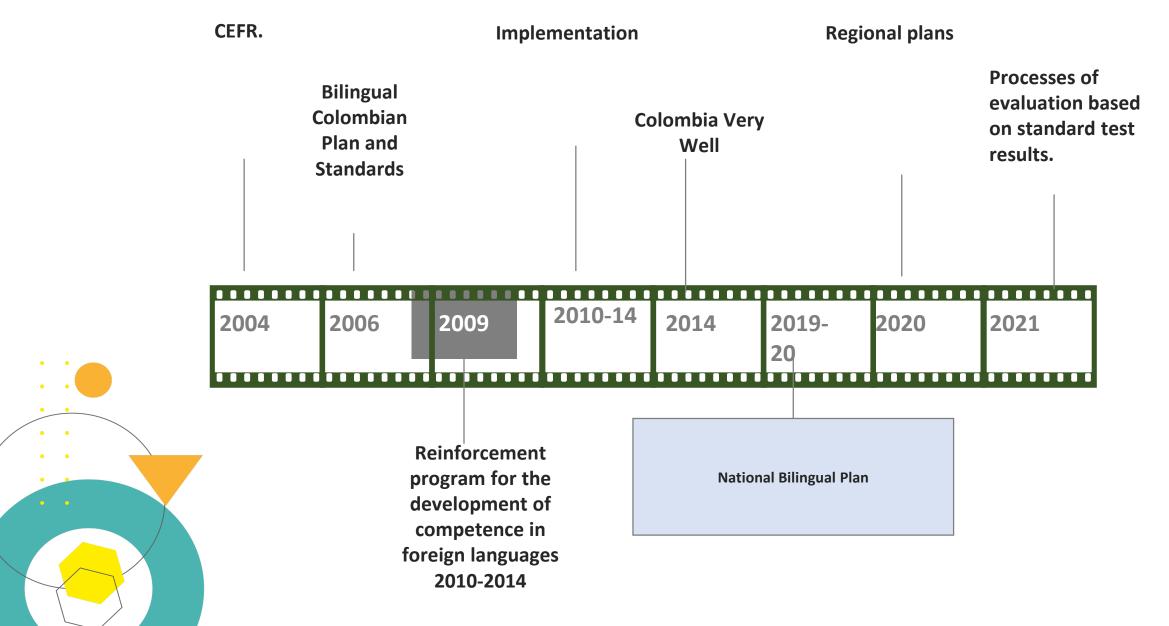
6. Kamsá 7. Paez-nasa

8. Yaruro





### **Overview**

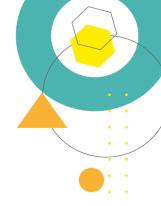


## Standards

From 1st to 3rd **A1** 7th By 9th a low B1 and graduate from high school **B1** with high B1 End of undergraduate for all degrees except for **B2 English teaching degrees Undergraduates in English teaching and English** C1-C2 teachers

## **6 Strategies**

Teaching models and coverage



**Teacher assessment** 

self-awareness on their own learning needs and performance

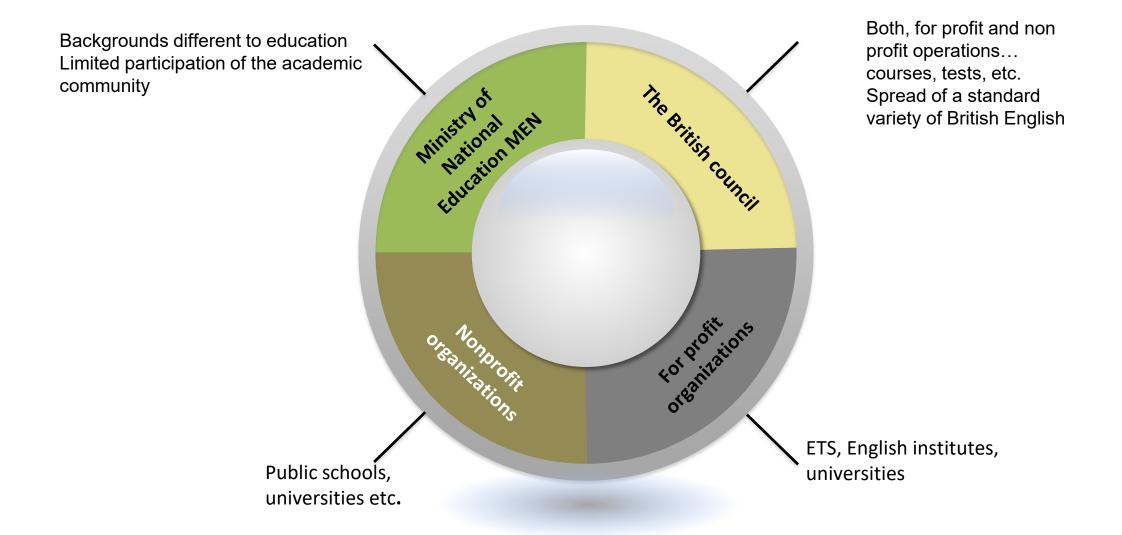


**Economic sector** 

Infrastructure and technology

**Use of English** 

## **Actors**



## Example

#### **BILINGUAL SCHOOLS**

- Constant training opportunities for native and nonnative teachers.
- Exchange and travel opportunities to English speaking countries for both students and teachers.
- Available materials and different tools to use the language at all times.
- Elevated tuition rates (\$2.000.000 pesos monthly on average).

#### **OTHER SCHOOLS**

- Minimal training opportunities for teachers.
- Reduced opportunities to use the language in real life contexts.
- Scarce materials or tools to use the language.
- offered by the government.

Ayala, J., & Álvarez, J. A. (2005). A perspective of the implications of the Common European Framework implementation in the Colombian socio-cultural context. Colombian Applied Linguistics Journal, 7, 7-26.

Correa, D. and Usma, J. (2013) From a Bureaucratic to a Critical-Sociocultural Model of Policymaking in Colombia. HOW A Colombian Journal for Teachers of English, 20 (2), 226-242.

Usma, J. (2009a). Globalization and Language and Education Reform in Colombia: A Critical Outlook. Íkala, revista de lenguaje y cultura, 14(22) 19-42.

Usma, J. (2009b). Education and Language Policy in Colombia: Exploring Processes of Inclusion, Exclusion, and Stratification in Times of Global Reform. Profile: Issues in Teachers' Professional Development, (11), 123-141.

Valencia, M. (2013). Language Policy and the manufacturing of consent for foreign intervention in Colombia. PROFILE: Issues in Teachers Professional Development, 15 (1), 27-43 Pardo, N. (2007). Diversidad lingüística y tolerancia en Colombia. Colombian Journal of Bilingual Education, (1)1, 11-23.

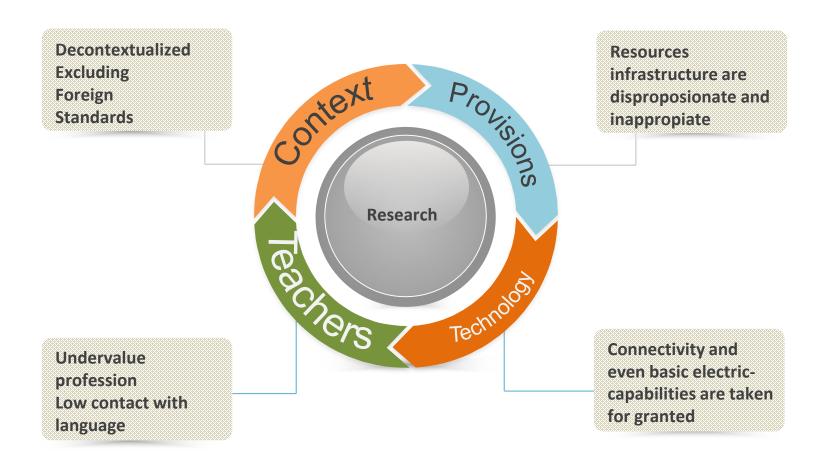
**Mejía, A. (2011).** Bilingual education in Colombia: Towards a recognition of languages, cultures and identities. Colombian Applied Linguistics Journal, 8, 152-168. Retrieved from http://revistas.udistrital.edu.co/ojs/ index.php/calj/article/view/176

**Guerrero**, C. (2008). Bilingual Colombia: What does It Mean to Be Bilingual within the Framework of the National Plan of Bilingualism?. Profile Issues in Teachers' Professional Development, (1), 27-45.

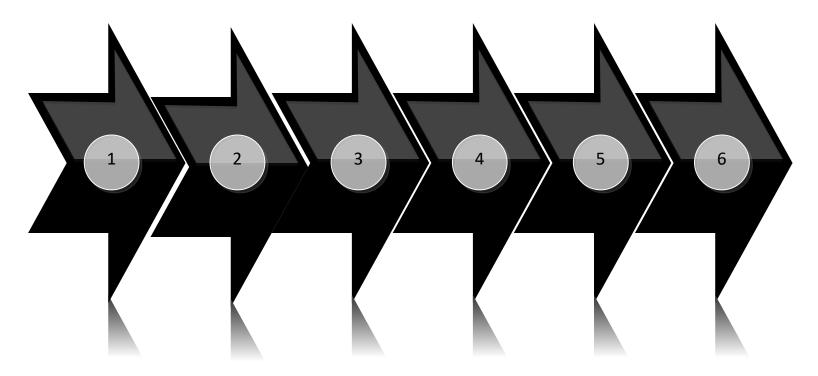
Escobar-Almeciga, W., & Gómez, J. (2010). Silenced fighters: Identity, language and thought of the Nasa people in bilingual contexts of Colombia. PROFILE Issues in Teachers' Professional Development, 12(1), 125-140

Escobar Alméciga, W. Y. (2013). Identity-forming discourses: A critical discourse analysis on policy making processes concerning English language teaching in Colombia. PROFILE: Issues in Teachers' Professional Development, 15(1), pp.45-60.

# Connections between the policy and society at large



#### **Conclusions and recommendations**



English over other languages

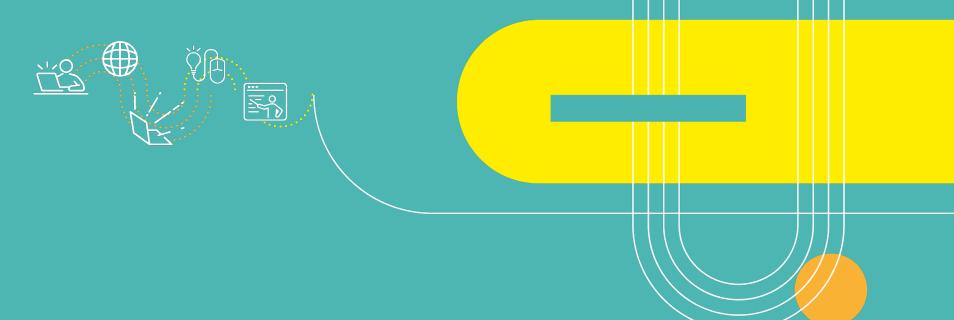
Decontextualized processes

Uninformed and misinformed processes

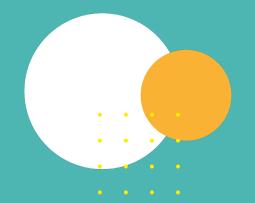
Strategies to safeguard investment

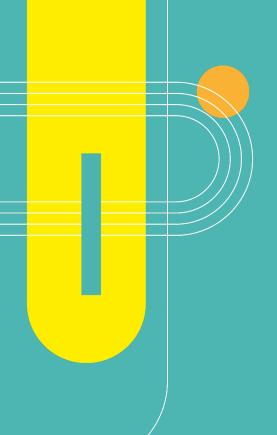
The English language teaching profession

Uneven access to social goods.



# Thank you







Licenciatura en Bilingüismo con Énfasis en la Enseñanza del Inglés

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Panel Two:
English as Foreign
Language (EFL)
Instruction/Subsequent
Language Teaching

Suzi Marques Spatti Cavalari



## Agenda

- What was the historical perspective on EFL instruction in your country and how has it been changed in recent years?
- What are the impacts of research and policy on approaches to EFL instruction and teacher education?

Aim of this presentation

Examine the oficial documents published in Brazil from a historical perspective and in relation to their impact to EFL instruction



### Context

- Brazil is a vast and diverse country
- Different conditions due to economic inequality
- 85% per cent of Brazilian students attend public schools
- Common core: official documents and language policies

#### Historical perspective

## Oficial documents

Lei de Diretrizes e Bases (LDB) - Law of Guidelines and Basis (Brasil, 1986)

Parâmetros Curriculares Nacionais (PCN) - National Curricular Parameters (Brasil, 1998)

Orientações Curriculares para o Ensino Médio (OCEM) - Curricular Orientations for Secondary Education (Brasil, 2006)

Base Nacional Comum Curricular (BNCC) - Common National Curricular Base (Brasil, 2017)



EFL instruction in Brazil dates back from 1837.



the latest version of LDB

 state and local authorities can choose the foreign language that best represents the needs of their population

#### first version of LDB

foreign language is not a mandatory subject



- 1998: PCN (National Curricular Parameters)
  - educational context: EFL instruction was not considered satisfactory
  - Focus: teaching of reading; language conceived as discourse
  - no prescriptive intent: the teaching of any other skill could be implemented as long as the context made it possible and relevant

In Brazil (...) only a small portion of the population has the opportunity of using foreign languages as an instrument of oral communication. (...) With the exception of specific situations of some touristic regions or some multilingual communities, the use of a foreign language seem to be, in general, more connected with the reading of technical literature or for leisure

(...) the only formal examinations in Foreign Language (vestibular and admission to postgraduation courses) require the mastery of the reading skill. (PCN, 1998, p. 20).

(Almeida, 2012)

- 2006: OCEM (Curricular Orientations for Midlevel Education)
  - Context: the growth of the Internet has provided a new context for the use of the English language outside schools
  - Focus: literacy and multi-literacy with a special emphasis on the role played by Internet genres, multimodality and hypertext
  - Conception of literacy: socio-cultural practice the need to develop one's capacity to deal with language practices in context
  - No prescriptive intent

(Almeida, 2012)

### PCN and OCEM: the teacher's role

- Autonomy: the teacher can decide what and how to teach
- Implications: teachers should be equipped with relevant information about
  - theories of language and society,
  - teaching methodologies
  - characteristics that are unique to each context

(Almeida, 2012)

- 2017: BNCC Brazilian National Common Core Curriculum
  - the first Common Core Curriculum established in Brazil: pre-established contents and abilities to be taught each year in each subject matter
  - Context:
    - EFL instruction in Brazil is still not considered satisfactory
    - the changing nature of English due to globalization has proven the need to move beyond "native speaker" ideals
    - ELF knowledge production in Brazil has changed towards a more critical and political orientation in the past years

(Duboc, 2020)

- BNCC (Brazilian National Common Core Curriculum)
  - Focus:
    - social and political status of English;
    - fluid and hybrid notion of language
    - Intelligibility (instead of notions such as correction, accuracy, and proficiency)

(Duboc, 2020)

# Zooming into today's situation

#### **British Council (2019)**

Sources of information: School census (Inep); Official documents and references; Interviews with technical English language staff in each State; Education departments; On-site interviews in five states (one in each region of Brazil); Interviews with educators

#### THEORETICAL PERSPECTIVES PRESENT IN PROPOSED STATE CURRICULA

| USE OF THE LANGUAGE AS A SOCIAL PRACTICE                             |                                                                          | GRAMMATICAL STRUCTURE OF THE LANGUAGE                                                                  |                                                                              |
|----------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Totally focused<br>on the use of<br>language as a<br>social practice | <b>Predominantly</b> focused on the use of language as a social practice | Predominantly<br>focused on the<br>grammatical structure<br>of the language                            | <b>Totally</b> focused<br>on the grammatical<br>structure of<br>the language |
| Acre, Paraíba,<br>Distrito Federal,<br>Paraná                        | Amapá, Pernambuco,<br>Goiás, Minas Gerais,<br>Rio de Janeiro             | Rondônia, Tocantins,<br>Alagoas, Ceará,<br>Maranhão, Piauí,<br>Sergipe, São Paulo<br>Rio Grande do Sul | Bahia,<br>Mato Grosso do Sul,<br>Espírito Santo                              |

# Zooming into today's situation

COVID19 PANDEMIC UNICEF survey

- most of the children and adolescents both in private and public schools continued to have access to education in the pandemic
- However, 9 per cent were unable to continue learning at home, increasing exclusion in the country = 4 million students

(https://www.unicef.org/lac/en/press-releases/brazil-families-children-and-adolescents-are-hidden-victims-pandemic-reveals-unicef)

# 

Suzi M. Spatti Cavalari suzi.cavalari@unesp.br

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   ALMEIDA, Ricardo Luiz Teixeira de. The teaching of English as a foreign language in the context of Brazilian regular schools: a retrospective and prospective view of policies and practices. Rev. bras. linguist. apl., Belo Horizonte, v. 12, n. 2, p. 331-348, June 2012. Available from <a href="https://doi.org/10.1590/S1984-63982012000200006">https://doi.org/10.1590/S1984-63982012000200006</a>.
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#### Kazan National Research Technical University named after A.N.Tupolev-KAI German-Russian Institute of Advanced Technologies



Historical perspective and translingual practices in EFL classroom in Russia

**Alsu Gilmetdinova** 





# Soviet legacy: 1920s-1930s



#### Literacy and Russification

- 1920s: **literacy for all** (esp.CIS), education for women (Fredricks, 2007)
- 1930s: **Russification movement**, widespread teaching of Russian at the expense of 1<sup>st</sup> and foreign languages, Russian language = "high morality", "progressive", "quality"

# Soviet legacy: 1930s-1950s



#### Russian as lingua franca

• 1932: decree to provide EFL instruction to all secondary school graduates



• 1930s: Non-Russian languages: move to Cyrillic alphabet, limited print and broadcast, dramatic decrease in 1<sup>st</sup> language instruction, non-Russian languages = rural

# Soviet legacy: 1930s-1950s



# Azerbaijan, Tajikistan, Ukraine, Estonia, Tatarstan and Russian republics

- Unification in everything: curriculum, lack of local culture, traditions, values, gender roles (Harris, 2006), standardization, focus on "moral purity, intellectual wealth, and physical perfection" (Tuul et al, 2011)
- Grammar translation approach, memorization, accuracy, drilling, authoritative teaching style, criticize errors (Ornstein, 1958; Smotrova, 2009)
- Little financial support for EFL and 1<sup>st</sup> language

# Soviet legacy: 1950s-1970s



#### After Stalin's death:

- 1950s: **Experimental "language" schools** with more English classes and instruction in English proved to be more effective (Ornstein, 1958, Garrard, 1962)
- Regular school 490 hours EFL VS Specialized school 1470 hours
- Iron curtain: little/no access to novel teaching theories, curriculum, to native speakers > EFL was separated from global trends

# Soviet legacy: 1970s-1990s



- "Soznatelno-praktichesky" or "conscious-practical" method, focus on developing meta knowledge, abstract thinking and some attention to developing communicative competence
- 1970s and 1980s: move to more **oral and creative exercises** (role-plays), more listening practice (tape recorders, movies), more autonomy to students (Monk, 1990)

# **Summary: 1920-1990s**



#### 1920s

The language
 used to
 deliver the
 message of
 communist
 party was
 inconsequenti
 al, compared
 to the

message itself

(Grenoble,

2003)

#### 1950s

fusing peoples and creating one unified identify > Russian became endowed as the common linguistic alsu.gilmeter.

• USSR aimed at

#### 1980s

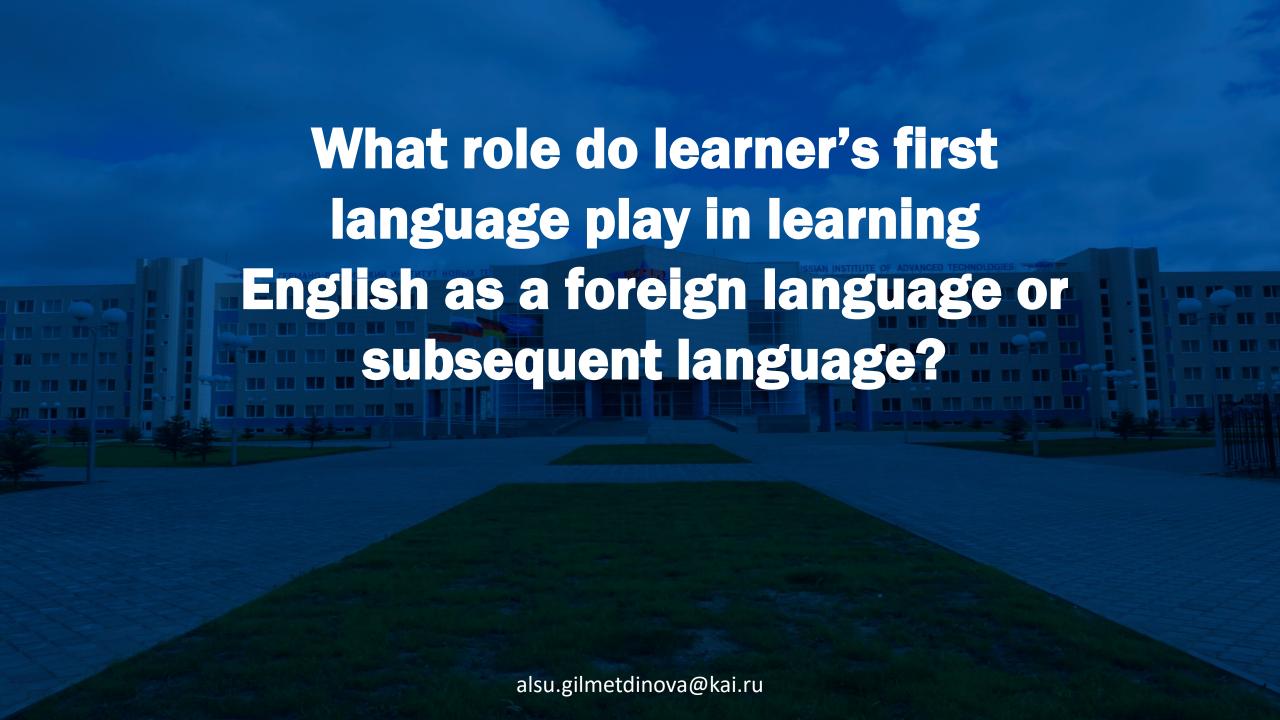
 Any non-Russian language (foreign or local) were viewed negatively
 (Ter-

(Ter-Minasova, 2015; Garipov and Faller, 2007)

#### 1990s-now



- 1990s-2000s: Renaissance of language instruction, focus on problem-solving, building personal knowledge, catch up on global trends, develop local materials, etc.
- 2000s-now: strict control of language education (Zamyatin, 2012, 2020), standardized curriculum, market needs drive the interest and teaching innovations for EFL and 1<sup>st</sup> language
- Overall: need to **retrain teachers** in new methodologies, learn more autonomy, responsibility, active role in curriculum development (Shafiyeva, 2010; Tuul et al, 2011)





# **Translanguaging**

Gilmetdinova, A., & Burdick, J. (2016). Many mansions: Conceptualizing translingual curriculum. *International Multilingual Research Journal*, 10(2), 77-88.



# **Translanguaging**



**Translanguaging** is a manifestation of human agency in their fluid language practices

- being and developing one's identity, and making sense of the world
- effective communication, function rather than form, cognitive activity, as well as language production."
  (Lewis et al., 2012)
- identifying, honoring and **engaging in resources** and funds of knowledge that multilingual students possess
- "The movement across an indeterminate number of languages" (Sayer, 2013)





# **Translanguaging: South African context**

#### **Translanguaging supports**

- Implementation of multilingual policies at university level
- controlling, regulating and diluting hegemony of English
- Opportunities to develop and discuss ideas in any language

#### **Benefits of translanguaging**

- Contrastive elaboration: extending meaning beyond the input received in one language
- Increases the vocabulary pool and oral reading proficiency
- Moving freely between languages provides students with a positive schooling experience, affirms their identity
- Liberates historically excluded languages and affirms fluid language identities (Makalela, 2015)





# Translanguaging: Puerto-Rican context

#### Translanguaging practices in the university science classes

- Primary language of instruction is Spanish, yet slides are in both
   Spanish and English
- The text in the textbook are in English, but its discussion would be in both English and Spanish with a focus on terms and specific vocabulary in English
- Conflicting ideologies: acknowledging the role of English "as the language of science", yet, viewing that lectures should be delivered in Spanish, so that students can better understand the material, and due to the importance of Spanish in the struggle against promoting English at the expense of Spanish (Mazak & Herbas-Donoso, 2014)





# Translingual curriculum: Theoretical orientation

#### Spivak's (2013) view on "translation" vs "transcoding"

- Translation: Done with <a href="ethics of care">ethics of care</a> toward the languages in transit and often-irreducible idioms they contain
- Transcoding: Acknowledges the existence of languages, but in a <u>hierarchical fashion</u>, assuming the historically formed relationships among dominant and minority languages as settled and seeing the dominant language as ideal that can overwrite the value of idiom for the benefits of market economy



### **Translanguaging practices**



- Explicitly teaching two-way transfer among languages along with the content area skills, cognitive and other skills
- **Deliberate pedagogical changes of language** in spoken and written, receptive and productive modes
- Teaching and learning in more than one languages
- Moving and shuttling in between languages (Canagarajah, 2006)
- Translation can offer "reparation" of political violence caused by the choice of a single language. It is a way out, but it has losses



### Translanguaging: implications

#### **Transcoding**

- valorizes and promotes diversity of cultures, languages, gender, etc.
- Critiques "cultural blindness" only
- Uses only one language to mediate meaning, meaning is at stake
- Some dual language programs separate languages

#### **Translation**

- "coming to voice takes place in English only" (Macedo& Bartolome, 2014)
- Also critiques "language blindness"
- Focuses on many mansions and neither is home, acknowledges the loss of meaning
- Others embrace translanguaging



# **Translanguaging: Teaching implications**

#### **Speaking and Listening**

- use personal or factual detail heard in one language to give the gist of it in another
- express information or opinions in a formal register to a group of people who speak different languages by switching easily from one language to the other as required.

.



## **Translanguaging: Teaching implications**

## Grave-Acción hostate al Alaccal Technologia

#### Reading

- use sources of information in both languages and summarise main points or opinions for different purposes, orally or in writing
- read a text or part of a text in one language and complete a number of tasks based on it in another language

#### Writing

- communicate information, read or heard, from one language to the other in writing
- summarise information received in one language and present it accurately in writing in another language.



# Teaching examples: Grammatical word order

#### Russian

- No strict word order
- The most important word stands at the beginning
  - **1. BAM** этого не понять **YOU** won't understand this
  - 2. ЭТОГО вам не понять

    THIS you won't understand
  - **3. HE ПОНЯТЬ** вам этого **WON'T UNDERSTAND** you this

#### **English**

- Word order is strict S V O
- Semantic shades are expressed by pronunciation, etc.
- You won't understand this.





# Teaching examples: Inflectional vs. Analytical

#### **Russian: inflexional**

- Wide system of cases, prefixes, suffixes, flections
- Созвониться (verb)

Ех. Завтра созвонимся.

Со-звон-им-ся

prefix [co] + root [звон] + flextion[им] + reflexive postfix [ся]

#### **English: analytical**

- Complex meanings are made with several words
- to make an agreement that one of the speakers will make a call

Ex. We agreed that tomorrow one of us will make a call.



# Teaching examples: tenses, copula, article

copula, article

**Russian:** 

**Tenses:** 

past, present, future

#### **NO Copula/ Auxiliary verbs**

- Я из России /I from Russia/
- He жарко / not hot/
- Я не ем это (I not eat this)

**English:** 

**Tenses:** 

many more

#### Copula (be)/ Auxiliary (do,did)

- I am from Russia
- It is not hot
- I don't eat this





# **Teaching examples: Comparisons**

- Vocabulary
  - False friends. brilliant ring vs. diamond ring. Artist vs. actor
    - Ex. visual tasks, true/false; bilingual dictionaries, language-specific false friends
  - Situation based units.
    - Ex. Get out here, you bet, let's go Dutch
  - Fewer prepositions in Russian, more suffixes and case endings.





# Clear Russian-English comparisons

#### Phonology

- 5 vowel sounds (Ru), vs. 12 vowel sounds and 8 diphthongs (Eng)
- The  $/\theta$ / in Think and  $/\delta$ /
- /w/ and /v/
- /ŋ/ not for Tatar-speaking
  - Tongue twisters, sound games, explicit drills with a mirror(smart phone)
- Russian is phonological vs English





## Building on 1<sup>st</sup> language

#### Multilingual learners, the case of Tatar:

- /ŋ/ , /æ/ , /εː/ and other sounds present in Tatar, not Russian.
  - Ex. Иң /iŋ/ (most), әни /æni/ (mother)
- Tatar has strict word order. SOV
  - Ex. Мин сине яратам (I you love).
- Stress often falls on the last syllable, easier to remember English stress patterns
- Borrowings from Turkic languages.
  - Ex. Khan, pilaf, yogurt, etc.



# German-Russian Institute of Advanced Technologies













For admission you ened:

(pre)intermediate English and 4.0 average BSc grade <a href="https://griat.kai.ru/apply">https://griat.kai.ru/apply</a> Apply, try your chances







# What are some critical issues involved in EFL instruction at a Russian technical university?

Rouzilya Yakhina



# Introduction

- State Technical University, with BSc, MSc, PhD students all have compulsory EFL classes
- Focus on ESP (Radio-Electronic and Telecommunication Engineering, Automobile Engineering, Machine-Building Engineering, Aircraft Design and Construction Engineering, Computer-Aided Design Systems, Electrical Engineering)
- Varied background knowledge of English upon admission



# Problem setting

- Teachers are not engineers, but need to design ESP curriculum for English in aviation, English in IT, etc.
- Materials development. Hard to choose and adapt authentic texts, audio and video without engineering background
- Teach both basic English and engineering English
- About 60 faculty members



# Solutions

ESP

- Assign teams for each engineering field.
- Co-develop supplementary materials with subject matter experts.
- Co-publishing articles (translation)
- Co-develop MOOKs



# Varied background

• Entry and final proficiency level tests. Ex. entry test in September to break students into proficiency groups, final test at the end of the semester.

- Similar requirements in terms of content, but different in depth. Ex. All students are required to prepare a portfolio with their research presentation, self-presentation, resume, etc.
- Subject specific sections at student competitions. "Foreign language as a means of professional communication ", Do you speak English? Language contests, Academic writing.



# Motivation

- Engineers ≠ languages.
- Increase employment opportunities;
- Move to an English-speaking country;
- Communicate their thoughts better.



# EFL teaching instructions

- Teaching and Language
- A good communicator
- Classroom management
- Motivation

What best practices can you tell me about teaching English to Engineering student?

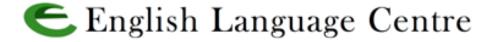
I am ready to cooperate on this topic.





### Thank you for your attention







#### EFL in China: Past to Present Perspectives Dr Robyn Bray, Director of English Language Centre

Beijing Normal University – Hong Kong Baptist University United International College 28<sup>th</sup> May 2021

#### Personal Background



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#### **Outline**

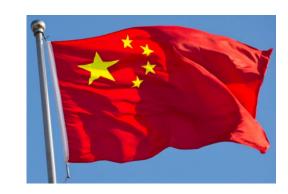


# What is the historical perspective on EFL instruction in China and how has it changed in recent years?

- Early History of EFL in China
- Republican Period to Open Door Policy
- English Users in China Today

# What are some of the critical issues involved in EFL instruction or EFL teacher education in China?

- Growing Sinophobia
- Attitudes of Young Chinese People
- Native / Non-Native Teachers in China
- Language Testing in China
- Considerations for Teacher Training



#### Early History of EFL in China



- First missionary schools established in Macau in 1630s.
- By the early 20<sup>th</sup> century, 40% of high school students in coastal areas attended mission schools.
- Primarily taught through Direct Method – EMI / composition / conversation.
- Public opinion increasingly turned against mission schools during the Republican period (1912-1949).



#### Republican Period to Open Door Policy



|                              | 1956-1960<br>The End of Soviet<br>Influence | 1960-1966<br>Towards Quality in<br>Education | 1966-1976<br>The Cultural<br>Revolution | 1977-1993<br>Modernization under<br>Deng Xiaoping | 1993-<br>Towards Nine Years'<br>Compulsory Education |
|------------------------------|---------------------------------------------|----------------------------------------------|-----------------------------------------|---------------------------------------------------|------------------------------------------------------|
| Macro National<br>Priorities | National socialist construction             | Quality in education to support development  | Social revolution                       | Economic modernization                            | Economic modernization and compulsory schooling      |
| Pedagogy of<br>Texts         | Grammar-translation                         | Audio-lingualism and grammar-translation     | Grammar-translation                     | Audio-lingualism and grammar-translation          | Eclectic                                             |

Adapted from Adamson and Morris (1997: 7)

- Changes in approaches English teaching have continually reflected changes in Chinese society and will continue to do so in the future.
- A strong focus on the Grammar-Translation Method is apparent through all periods of development.
- What Adamson and Morris refer to as 'eclectic' approaches since 1993 requires closer consideration and I will return to this later.

#### English Users in China Today (1)



- Estimates suggest there are 400 million people learning English in China.
- However, unlike some other Outer Circle countries in Asia, English is used in China in a relatively small number of domains e.g. education, some international business/trade, tourism, etc.
- The 'Survey of Language Situation in China' was conducted in 2006 and covered 165,000 households from 1,063 municipalities, districts and counties (Wei and Su, 2012).

Table 2: Frequency in the use of English among respondents who had studied English

|                | often  | sometimes | seldom |
|----------------|--------|-----------|--------|
| Mainland China | 7.3%   | 23.3%     | 69.4%  |
| Beijing        | 15.79% | 30.12%    | 54.09% |
| Shanghai       | 14.72% | 19.8%     | 65.48% |
| Tianjin        | 8.24%  | 37.86%    | 53.9%  |
| Chongqing      | 6.41%  | 24.66%    | 68.92% |

### English Users in China Today (2)



Table 3: The self-rated proficiency in spoken English of respondents who had studied English

|                   | Able to act as interpreters on formal occasions | Able to<br>converse<br>quite fluently | Able to conduct daily conversations | Able to say<br>some<br>greetings | Able to<br>utter a<br>few<br>words |
|-------------------|-------------------------------------------------|---------------------------------------|-------------------------------------|----------------------------------|------------------------------------|
| Mainland<br>China | 1.80%                                           | 3.53%                                 | 15.61%                              | 61.54%                           | 17.54%                             |
| Beijing           | 2.52%                                           | 6.25%                                 | 18.39%                              | 59.92%                           | 12.91%                             |
| Shanghai          | 2.03%                                           | 9.64%                                 | 14.72%                              | 48.22%                           | 25.38%                             |
| Tianjin           | 2.23%                                           | 8.19%                                 | 28.34%                              | 50.43%                           | 10.82%                             |
| Chongqing         | 0.59%                                           | 2.72%                                 | 18.49%                              | 64.27%                           | 13.93%                             |

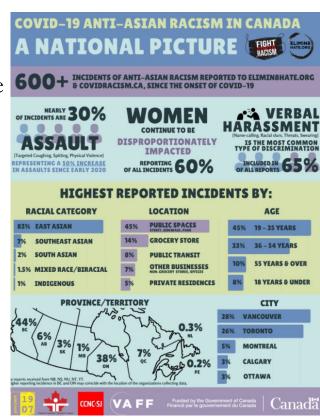
Table 4: The reported proficiency in reading English among those who had studied English

|                   | Able to read<br>books and<br>periodicals<br>freely | Able to read<br>books and<br>periodicals with<br>the aid of<br>dictionaries and<br>other tools | Able to<br>understand<br>simple<br>reading<br>passages | Able to<br>understand<br>simple<br>sentences | Able to<br>recognise a<br>few words |
|-------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------|-------------------------------------|
| Mainland<br>China | 3.26%                                              | 12.67%                                                                                         | 12.80%                                                 | 43.23%                                       | 28.04%                              |
| Beijing           | 6.85%                                              | 21.89%                                                                                         | 13.69%                                                 | 31.59%                                       | 26.31%                              |
| Shanghai          | 7.61%                                              | 17.26%                                                                                         | 12.69%                                                 | 23.35%                                       | 39.09%                              |
| Tianjin           | 4.51%                                              | 21.81%                                                                                         | 21.47%                                                 | 29.15%                                       | 23.05%                              |
| Chongqing         | 4.37%                                              | 13.79%                                                                                         | 11.62%                                                 | 40.48%                                       | 29.74%                              |

#### Growing Sinophobia

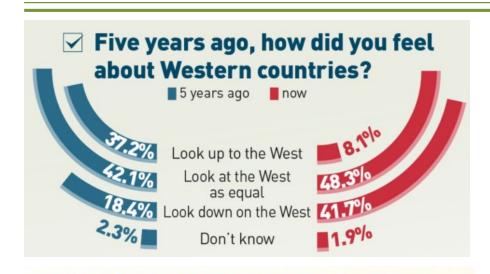


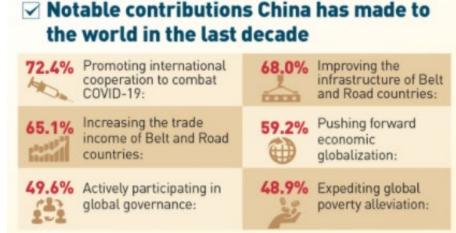
- Anti-Asian hate crime in 16 of America's biggest cities increased 149% in 2020 (California State University).
- UK police data suggests an increase of 300% in hate crimes towards Chinese (End the Virus of Racism).
- Growing anti-Asian discrimination and xenophobia reported in Italy, Russia and Brazil (Human Rights Watch).
- In New Zealand, 54% of Chinese respondents had experienced discrimination since the start of the COVID-19 pandemic (Human Rights Commission).
- There is a long history of structural racism and discrimination against Asians in many western countries, but this has dramatically increased since the COVID-19 pandemic.

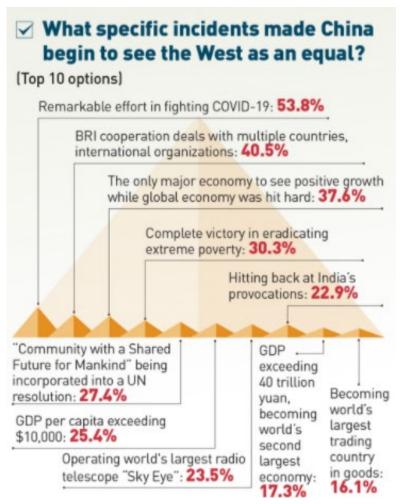


#### Attitudes of Young Chinese People









#### Native/Non-Native Teachers in China



Various studies have shown a difference in students' attitudes towards native-English-speaking teachers (NESTs) and non-native-English-speaking teachers (NNESTs) (Chinese) in China.

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|-------|-----|----|----------------|
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| T 4   |     |    | 10             |

Classes
disorganised/
unstructured

Poor level of qualification

Reluctant to correct errors

Classes often fun

Poor grammar Lacking experience

Lacking knowledge of China/Chinese issues

Rarely use textbooks

#### **NNESTs**

Boring teaching style

Understand Chinese students

Poor spoken skills

Little cultural knowledge of English-speaking countries

Good grammar

Test focused

#### Language Testing in China



- Foreign language ability has been tested as part of the College Entrance Examination (gaokao) since 1978, but only grammar, reading comprehension, and translation. In 2013, the percentage score for English was reduced (but listening weighting increased). Some have suggested removing English from the compulsory subjects studied by Chinese students.
- College English Test (CET) started in late 1980s. No longer compulsory, but many Chinese employers require this. Includes optional spoken exam (CET-SET).
- 2018 saw the launch of the Chinese Standards of English Language Ability (CSE) IELTS & TOEFL mapped to this now.
- Plans for a National English Testing System (NETS) in the future.

#### Considerations for Teacher Training



- Recognition of the fact the global pandemic has changed EFL in China and expedited changes that were already taking place.
- English teaching must be designed to meet the specific needs of the students e.g. ESP, EAP.
- A need to respond to Sinophobia raising teacher awareness and preparing students to face this.
- Helping students to use English as tool not only to explore new cultures, but to communicate about their own.
- Examination of the future role of NESTs and NNESTs CLT with Chinese characteristics?
- Moves away from the big international English language tests.



## The Future of China



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## **Discussant Comments**

# Q&A

















# TRANSFORMATIVE TEACHER EDUCATION

IN DIFFERENT CONTEXTS

From pedagogical principles to core instructional practices: A dialogue that transcends frontiers



# Thank You For Joining Us!