

Promoting World Englishes and English as a lingua franca to prepare pre-service teachers for challenges in Sweden

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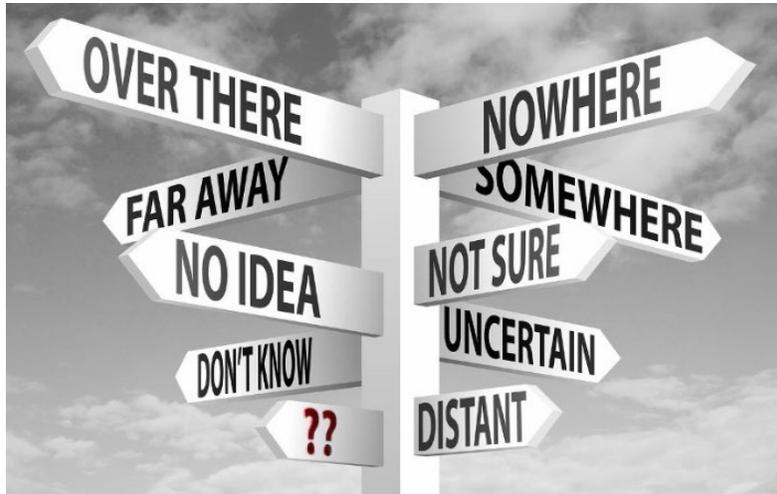
(Uttalas som 'he-sng')

Content



- Background
- The study – actions, data collection and data analysis
- Findings
- Conclusion

Challenges having faced me



- teaching English **phonetics** to Swedish students, who favour native speaker accents (Cabau, 2009; Kuteeva, 2014)
- Felt lost, not knowing what to do, for some time
- Driving force for me to look very hard for how learning phonetics can be meaningful for teacher students

English today

- **World Englishes:** Official language in 60 to 90 countries and territories
- **ELF (English as a lingua franca):** English used by people with different mother tongues
 - Approx. 350 million native speakers
 - Approx. 1.700 million non-native speakers
- Used chiefly among non-native speakers within Sweden (Hult, 2012)





Skolverket states:

<https://www.skolverket.se/download/18.4fc05a3f164131a74181056/1535372297288/English-swedish-school.pdf>

- Knowledge of English can provide **new perspectives** on the surrounding world enhanced opportunities to **create contacts**, and **greater understanding of different ways of living**.
- [Pupils] should be given the opportunity to develop knowledge of living conditions, social issues and cultural features **in different contexts and parts of the world where English is used**

The user of English in globalised contexts needs:

- **Ability to understand, be understood by, and accommodate people from all over the world**
- **Intercultural competence**

Rather than native speaker competence

(Galloway, 2017)





How are the Swedish youth?

➤ Do they have International & intercultural competence in view of globalised English?

- High English proficiency & positive attitude towards English (Cabau, 2009; Norrby, 2015)
- Learning English outside school (Henry & Cliffordson, 2015)
- Massive exposure to American English and culture through media: 'Anglicization' (Cabau, 2009) →

Challenges facing teachers in teaching English



- Need to find answers for:
What can schools offer?
How can they **motivate** pupils for learning English at school?
- Try to help pupil have **real life English experience** in the English classroom
(Henry, Korp, Sudqvist & Thorsen, 2018)

- However, '**real life English**' teachers think is largely associated with **popular cultures of English speaking countries, mostly the US**'.
- **Do teachers prepare pupils for globalized use of English?**

Promoting World Englishes and English as a lingua franca for preparing preservice-teachers for challenges

**Awareness of English as a
globalised lingua franca
& World Englishes**
(Jenkins, 2015)

**English teaching from a
global perspective**
(Galloway, 2017)



My study

Respondents

- 49 pre-service teachers
 - 33 for F-3
 - 16 for 7-9 and Gy

What they did

- Learned English phonetics
 - ✓ Learned basic phonetic concepts
 - ✓ The Lingua Franca Core & Functional Load
 - ✓ Evaluated strengths and weaknesses of their own pronunciations for international listeners
 - ✓ Researched and presented world Englishes accents

- Answered a questionnaire (11 items) about their learning phonetics from a global perspective

What I did

- Analysed their answers (into 6 issues)

Perspectives on 6 issues (N=49)

Do teachers need... (1-5)	Agree (%)	Neutral (%)	Disagree (%)
1. to learn English phonetics?	67.3	12.2	20.4
2. global perspectives in teaching English?	81.6	10.2	8.2
3. to focus on American or British accents?	32.5	32.8	34.7
4. intelligible pronunciation? (not necessarily NS-like)	75.4	8.2	16.3
5. awareness of World Englishes accents?	79.5	12.2	6.1
6. Impact of phonetics learning on their answers	67.4	20.4	12.2

Interactions among the perceptions on six issues (N=49)

Do teachers and pupils need... (1-5)	1	2	3	4	5	6
1. to learn phonetics?	—					
2. global perspectives?	.493**	—				
3. to focus on AE & BE?		-.400**	—			
4. intelligible pronunciation (not necessarily NS-like)	.391**			—		
5. awareness of World Englishes accents	.628**	.554**		.424**	—	
6. Impact of phonetics learning on their answers		.446**		.291*	.395**	—

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Open-ended answers

Positive

“I have found [phonetics] to be very interesting.

Intelligibility and accommodation are very important features to learn in order to become a good communicator. This will be of great **help to me in teaching English.**”

“It’s been interesting and has showed me something **new.**”

“This has been a **good experience for me as a future teacher.** Thank you for **being critical towards the English language,** and for opening up for a **new perspective** for me.”

“Difficult but fun. A lot of **new info,** that I did not previously know.”

Negative

“Phonetics is **hard,** sometimes unnecessary.”

“**Difficult** and hard to understand.”

“I think IPA is **tough** and it is unnecessary for me to learn.”

“**Hard.** Not clear how we should work with our students with it.”

Conclusion

- Most pre-service teacher respondents think they need a global perspective in teaching English.
- Surprisingly unaware of the implications of globalised English for teaching English
- More data will be collected for a deeper understanding of the findings
- Future research: investigating globalised English competence of the Swedish youth & effect of teaching intervention on the competence

Tusen Tack! 😊

References

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