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The Future of English Teaching

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Based on the study of Mark Warschauer

Outlines:

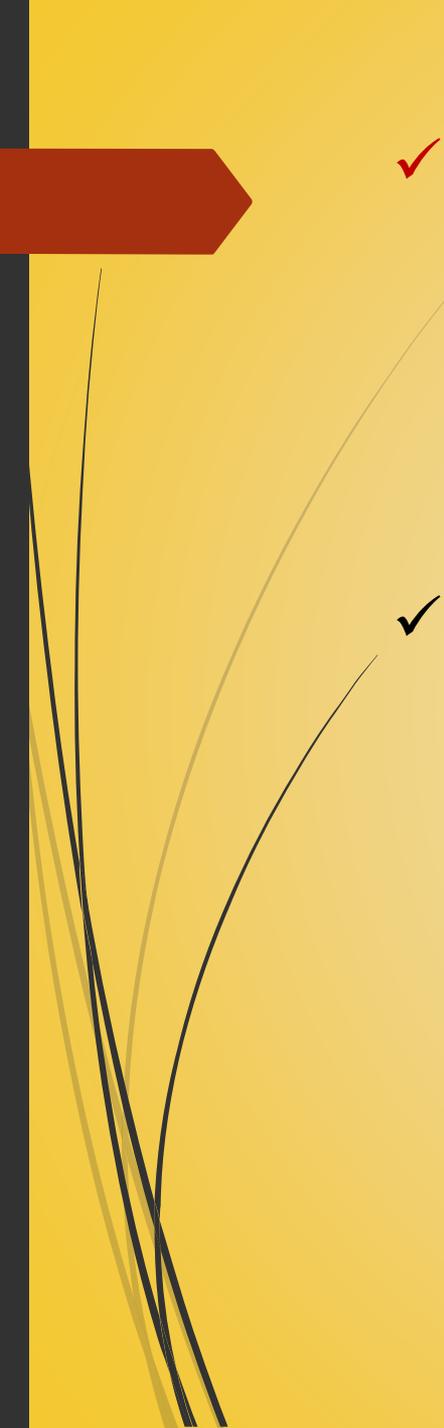❑ **the emergence of a new stage of global capitalism, called informationalism,**

❑**three critical issues:**

1. globalization will result in the further spread of English as an IL and a shift of authority to NNSs & dialects.
2. economic and employment trends will change the way English is used.
3. new information technologies will transform notions of literacy, making online navigation and research, … critical skills for learners of English.

➢changes on globalization and technological development,

➢ The industrial societies of the past are giving way to a new postindustrial economic order based on key elements of productivity and economy growth (Carnoy, etal, 1993).

➢ *Informationalism* by Castells (1996), first emerged in the 1970s

✓ *Informationalism* has given rise to economic, social, & cultural dynamics that are shaped by an overriding contradiction between the power of global networks & the struggle for local identity.

✓ people's lives are increasingly affected by *international networks*, *operating via financial markets, transnational corporations,* and *the Internet, that impinge on traditional seats of authority and meaning*, such as: *family, patriarchy, and nation.*

Globalization is unfolding in a two-stage manner:

a. global media and businesses extend their reach into new domains throughout the world.
b. are relocalized in order to best meet the economic and social imperatives (Graddol,1997).

e.g. Music Television Network MTV,

Global Englishes

Castells (1996), "We are not living in a global village, but in customized cottages globally produced and locally distributed" (p. 341).

According to Crystal (1997):

☐ 85% of international organizations in the world make official use of English,

☐ at least 85% of the world's film market is in English,

☐ and some 90% of published articles in some academic fields, such as linguistics, are written in English.

Global Networks Vs Local Identity

➤ **the struggle …**

➤ Increasing numbers of people around the world turn to English as a requirement of international communication.

❑ they emphasize their own local variety of English rather than submit to colonial standardized norms.

❑ such as; *Singapore, Malaysia, Nigeria, and the Philippines*, where English is spoken as a L2,

➢ e.g. Egyptian colleagues revised the English-I written correspondence of Americans to help ensure that it met the standards of pragmatics and politeness of English communication, even if that communication was directed from one American to another.

Implications for English L Educators

> **The growing prominence of regional and local varieties of English has several implications for English teaching in the 21st century:**

1. Language and Culture:

- ❖ Culture remains an integral part of LL.
- ❖ approach toward culture must become multifaceted,
- ❖ no single formula for how to handle issues of culture in teaching.
- ❖ need to vary their approach depending on the particular audiences

2. Respect for Bidialectalism & Multidialectalism

❑ Japanese students want to study standard American English. But Calcutta, Hong Kong, and Dubai need to master more than 1 dialect.

❑ Multidialectalism will be important for communication but needed for language production. NSs need to learn new dialects,

3."Correct" Language

❑ affect on thinking about syntactical, lexical, and phonetic standards and the great importance "correct" language.

❑ English as their own language of additional communication rather than as a FL controlled by the "Other."

❑ creating opportunities for communication …

4. The Spread of English: Good, Bad, or Neutral?

- social, economic, cultural, and linguistic consequences
- Phillipson and Skutnabb-Kangas (1996), view global English as a medium for linguistic imperialism
- Crystal (1999), … lingua franca.
- Pennycook (1995) English carries a set of ideologies, values, and norms ..
- (Peirce, 1989), Singaporean student on Phillipson,
- (Phillipson & Skutnabb-Kangas, 1996) working for worldwide language ecology
- (Fairclough, 1999; Morgan, 1995) … understand the interrelationship of language, discourse, and power

EMPLOYMENT

A second major way that informationalism will affect ELT in the 21st century relates to trends in employment:

1. Redefined Employment Categories

➢ By 1990, fully 47.4% of the employed population in US, 45.8% in the UK, 45.1% in France, and 40.0% in West Germany was involved in information-processing activities, … the growth of information technology India and Egypt.

➢ industries and a shift within manufacturing and service toward jobs rather than brute force (Castells, 1996).

➢ **According to Reich (1991), three categories:**

1. *Routine-production service workers* include factory workers
2. *Inperson service workers* include workers such as janitors, hospital attendants, and taxi drivers.
3. *Symbolic analysts*, as Reich calls them, spend much of their time analyzing symbol-based (numerical and textual) information.

2. Implications for English Language Educators

What do these trends in employment mean for ELT?

1. they underscore the role of English as an international language for global communication.
2. they signal a change in the types of communication required in English.

❑ **Fairclough (1999) it is useful "to conceive of teaching people to think [than] teaching people to argue" (p. 78),**

❑ **Tollefson (1986, 1995) functional English programs for Indochinese refugees designed to prepare them for menial jobs.**

TECHNOLOGY

1. Technology and Literacy:

In 1998, 3.4 trillion e-mail, or more than 10,000 for every man, woman, and child, were sent in the US (eMarketer, 1999).

a). Reading/Research:

The following skills (Shetzer & Warschauer, 2000);

- ❑ finding the information to read
- ❑ evaluating the source
- ❑ making navigational decisions
- ❑ making on-the-spot decisions about
- ❑ organizing and keeping track of electronic information

b). Writing/Authoring

Following skills:

- ❑ integrating texts, graphics, and audiovisual material into a multi-media presentation
- ❑ writing effectively in hypertext genres
- ❑ using internal and external links
- ❑ writing for a particular audience
- ❑ using effective pragmatic strategies

2. The Digital Divide:-

❑ Less than 5% of the world's population had access to the Internet in 1999,

❑ Educators in will need to resist two false prophets: technoinfatuation and technocynicism.

❑ technoinfatuation and technocynicism stem from the same problem: downplaying the significance of human agency in shaping technology's use.

3. Distance Education

❑ technology's impact on English teaching would be complete without analyzing the state of distance education.

❑ will provide new opportunities for learners of English to study from their homes, …

❑ distance education courses that are most effective for language learning involve a good deal of personal interaction and are thus expensive to set up and teach .

❑ the role of technology, in either hindering or benefiting education, will be a site of struggle.

A PEDAGOGICAL RESPONSE

some common approaches can be adopted to respond properly to them:-

1. **Multiliteracies**

"recognizes the inadequacy of educational approaches that limit themselves to "page-bound, official, standards forms of the national language" (London Group, 1996) include the following elements:

1. Immersion in situated practice:
2. Overt instruction:
3. Critical framing:
4. Transformed practice:

2. Project-Based Learning

➤ based on collections of syntactic or functional items
➤ many individual tasks, but the umbrella of the project allows opportunities to critique and transform practice
➤ based in large measure on students' backgrounds, needs, and interests.

CONCLUSION

❑ **The shift toward a global informational economy will intensify as well, integrating more countries and regions into the global market and further spurring the need for workers worldwide in diverse occupations, from Webmaster to food server, to learn English.**

❑ **The expansion of the Internet and its convergence with telephony and video will allow a growing number of people to read, write, speak, and listen to English**

❑ **the central contradiction of the 21st century is between global networks and local identities, English is a tool of both. It connects people around the world and provides a means to struggle and to give meaning to those connections.**

Thank You !