http://www.youtube.com/watch?v=iUCDhvbQFmU

Aalto-yliopisto

Supporting Teacher's Multicultural Competence

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Session 4:

Teaching through English

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Learning outcomes for this topic

- You explore and become aware of the connections or the lack of them between language and culture.
- You will think of prior learning & beliefs/expectations and language and how they influence the way you think/learn
- You will gain some ideas on English as a Lingua Franca and its core features.

Themes for today

Warm-up

Language and our world

Language, culture, and prior learning & beliefs/expectations

ELF & Teaching through English

Conclusions and wrap-up

Language & Culture (SGD)

- Are they always connected?
  - Why?
  - Why not?
- Does your language influence the way you view the world?
- Are there words/expressions in your language that are untranslatable into English
  - What does this mean?
  - Why?
- Discuss this wide topic within your small groups

Language & Culture

- Findings from small group discussions
  - A few examples

Does our language shape us? (cf. Ted talk)

- What do you think?
  - Why?
  - How?
- What is behind it?

Grice's Conversational Maxims

- The maxim of quantity
- The maxim of quality
- The maxim of relation
- The maxim of manner

H. Paul Grice (1975, "Logic and conversation." In Cole, P., and J.L. Morgan, eds. *Speech Acts*. New York: Academic Press, 41–58)

When these maxims are violated, we automatically cooperate or become confused

- Subconscious assumption of conversational cooperation
- Even when not socially cooperative (e.g. when angry)

Examples:

A: Who is picking up the children today?
B: I've got a meeting at 3.30.

A: You wouldn’t have an extra pen, would you?

B: Sure do, here you go.

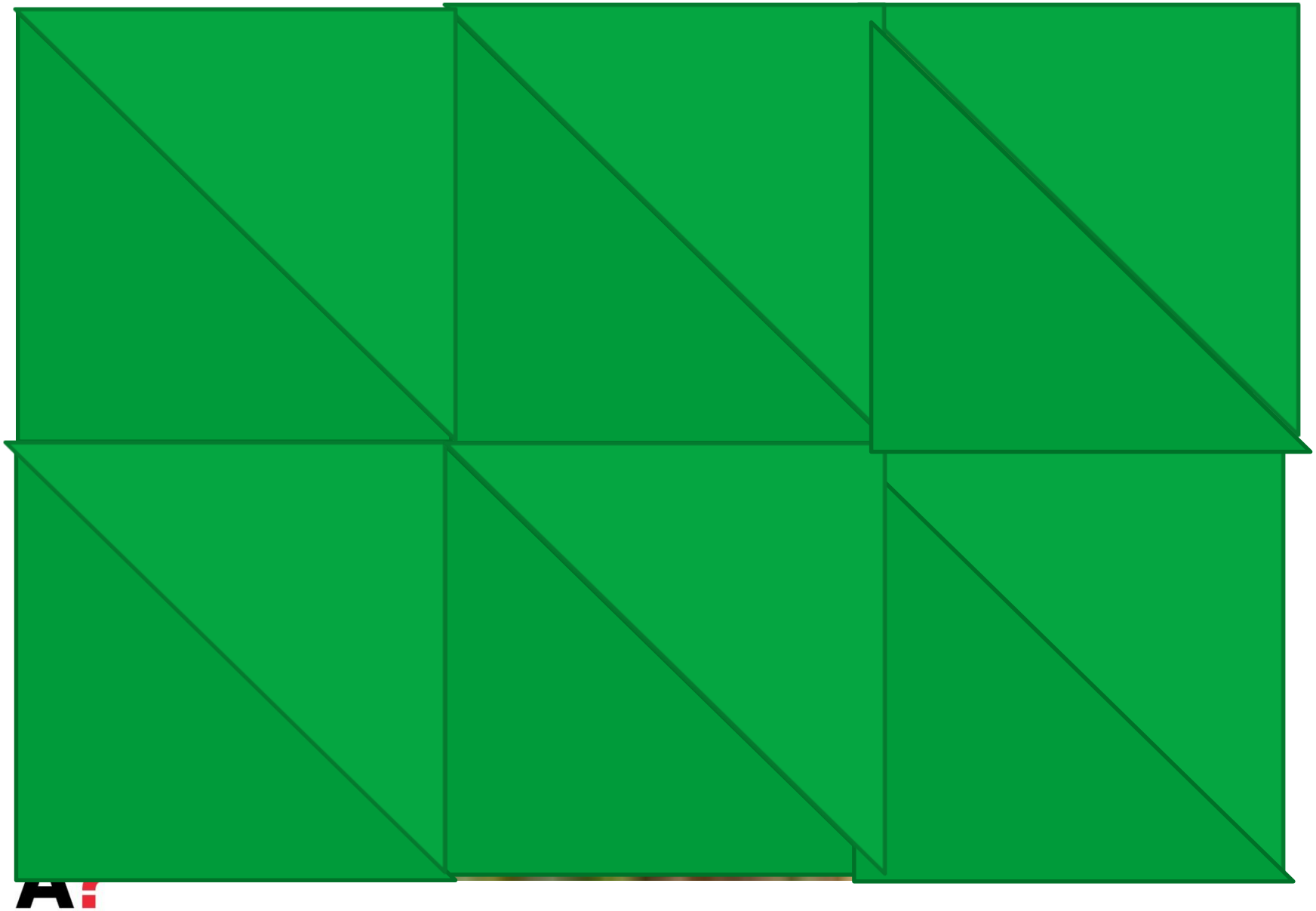
A: Do you mind my opening the window?

B: Yes, go ahead.

Prior beliefs/Expectations & Prior knowledge

- Varies depending on our cultural background
- Influences just about everything
  - For us important to recognize the influence on learning

http://news.mit.edu/2019/how-expectation-influences-perception-0715



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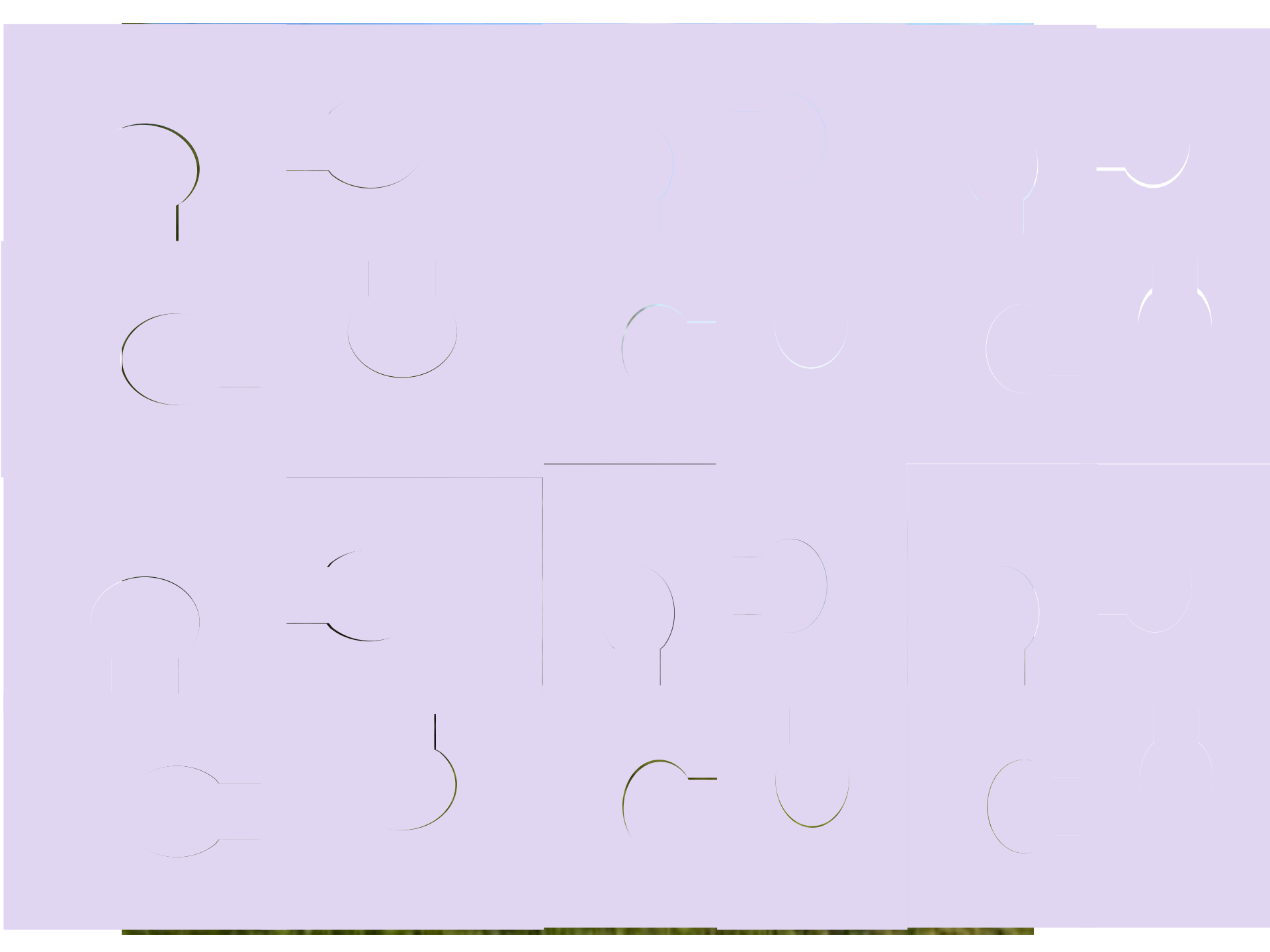

How do expectations/prior beliefs influence/can be used in teaching

- Have you noticed this in your students?
- Have you noticed this in yourselves?

Think about this for 5 mins, then we'll discuss

"For decades, research has shown that our perception of the world is influenced by our expectations."

http://news.mit.edu/2019/how-expectation-influences-perception-0715

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English as a Lingua Franca

- Do our expectations influence the way we perceive English?
  - Think of your attitudes towards various accents
- Why has English gained its role?
- What is your relationship with English?
- ELF = fairly new approach within applied linguistics
  - Bad English vs. variety

Small group discussion

Within your fields of study, think of words/phrases that can cause confusion if pronounced in a non-standard way

Also discuss, what has been the most difficult for you to learn in English (spoken language)

Lingua Franca Core (=need to know)
(Jenkins 2000)

- Aspiration after word-initial /p/, /t/ and /k/ e.g. ‘pen’ /pʰen/ not /ben/
- Vowel length distinctions e.g. ‘beans’ /bi:nz/ not /bɪnz/
- RP pronunciation of the intervocalic ‘-nt-’ when it occurs before an unstressed syllable e.g. ‘winter’ /wɪntə (r)/ not /wɪnə (r)/
- Full articulation of consonants in word initial clusters

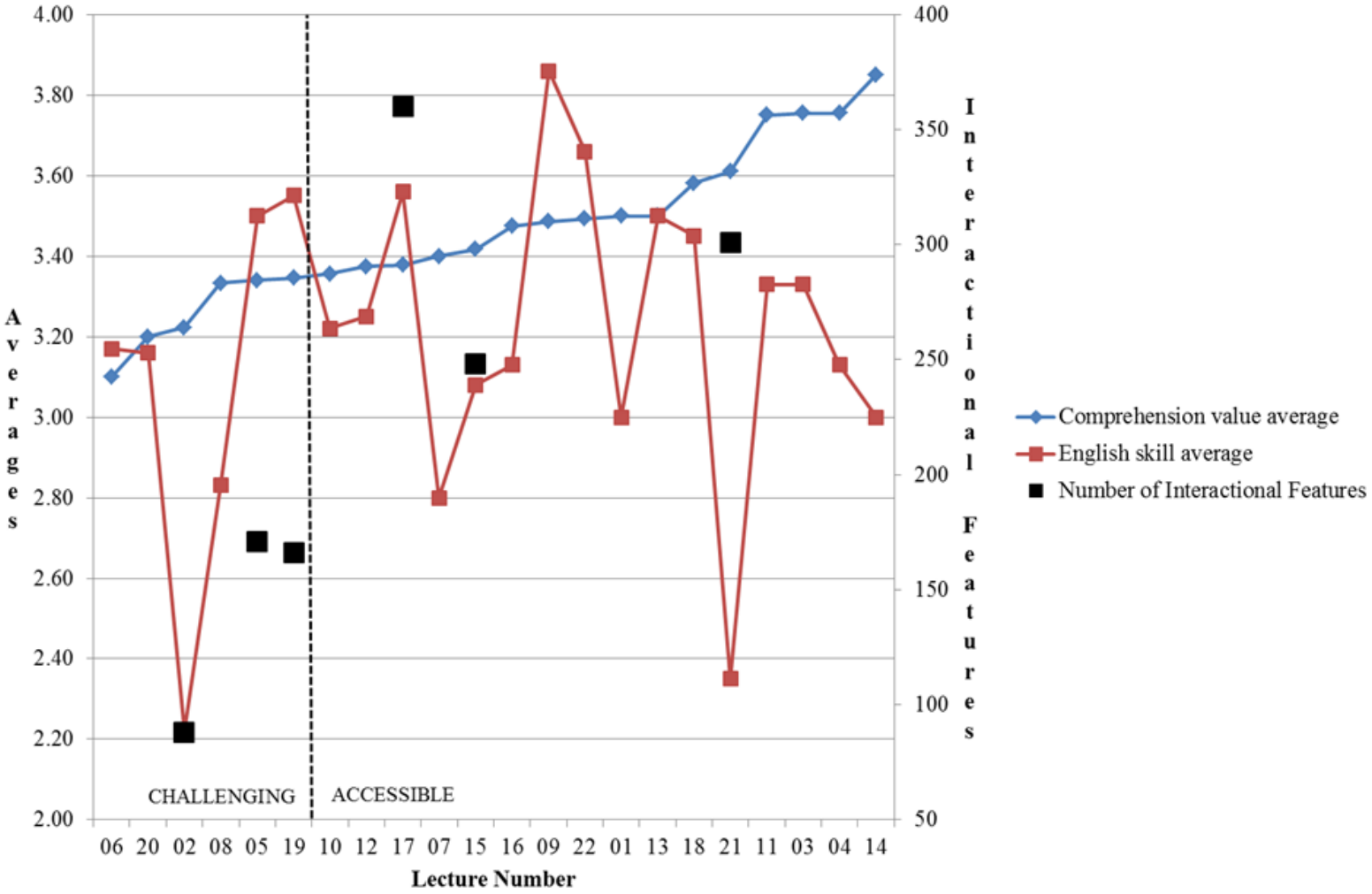
  e.g. ‘strong’ /strɒŋ / not /srɒŋ/
- Epenthesis (i.e. insertion of a sound into a word in consonant clusters) is preferable to consonant deletion
  e.g. ‘street’ / sətə ‘ri: t / not / ’sri: t /
- Nuclear (tonic) stress production and placement within tone units e.g. I'm going., I'm going to London., I'm going to London for a holiday.
  Rather than: I’m going to London for a holiday
- Adoption of the rhotic variant /r/ e.g. ‘here’ pronounced /hi: r/ not / hɪə /

The Non-core Features (=not essential)
(Jenkins 2000)

- Substitutions of ‘th’ e.g. ’think’ / θɪŋk / resulting in ‘tink’, ’sink’ or ‘fink’, and ‘this’ /ðɪ s/ resulting in ’dis’, ‘zis’ or ‘vis’
- Pitch movement on the nuclear syllable

  Rise-fall, fall-rise, etc. “Excuse me” vs. “Excuse me”
- Weak forms e.g. ‘to’ pronounced / tu: / not / tə /
- Vowel quality e.g. ‘cake’ / keɪk **/** pronounced / kaɪk /
- Word stress e.g. ‘perfectionist’ per **FEC** tionist pronounced **PER** fectionist
- Features of connected speech such as elision e.g. ‘facts’ /fæks / pronounced /fækts/, and assimilation e.g. ‘good girl’ /gʊg gɜ:l/ pronounced /gʊd gɜ:l

Summary of Findings Suviniitty 2012



Suviniitty 2012

English skill ≠ Comprehension

https://helda.helsinki.fi/handle/10138/37615

Language Ability: Key Findings

Lecturer self-perceptions of their professional English

changed in a given context

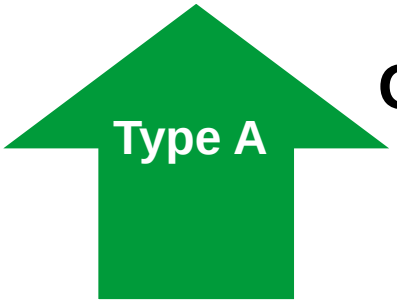
When guided by …

English-as-a-global language beliefs	Normative or prescriptive beliefs

https://blogs.helsinki.fi/hes-eng/files/2010/12/Pilkinton-Pihko_HES_Vol6.pdf

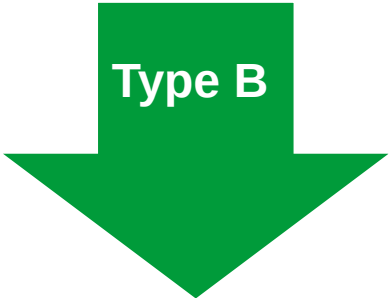
Language Ability: Key Findings

EMI lecturers have two basic representations of their English



Own English compared to native-likeness

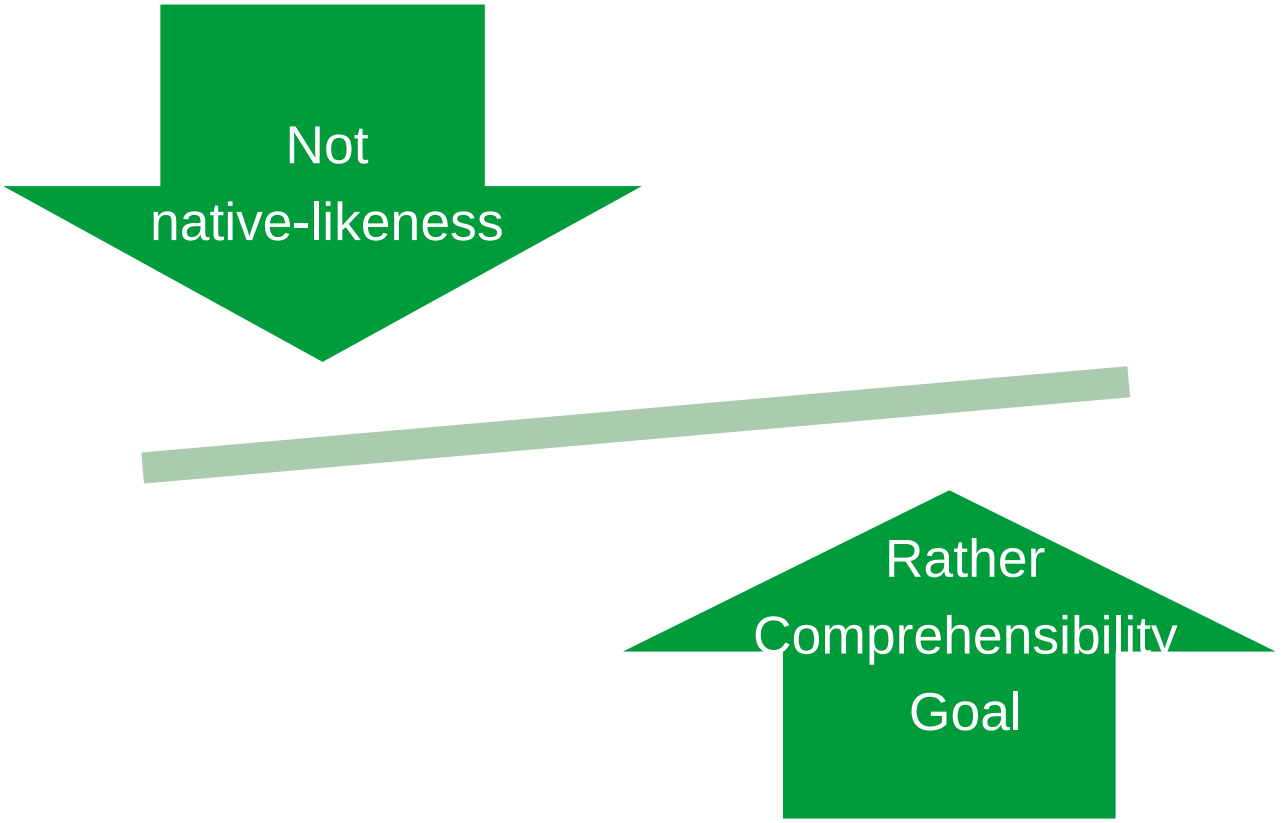
> faulty English



Own English in work environment

> works rather well

Findings indicate their measure is



Our Last Meeting June 3

Group project presentations in MyCourses by May 29th

We all watch them before June 3 and prepare questions and feedback on them.

Teaching practice plan in MyCourses by May 29th (or do you need more time?)

13.00 – 13.05	Starting the session
13.05 – 14.00	Teaching practice in small groups
14.00 – 14.10	Break
14.10 – 15.30	Group project presentations
15.30 – 15.55	Discussion
15.50 – 16.00	Thank you!