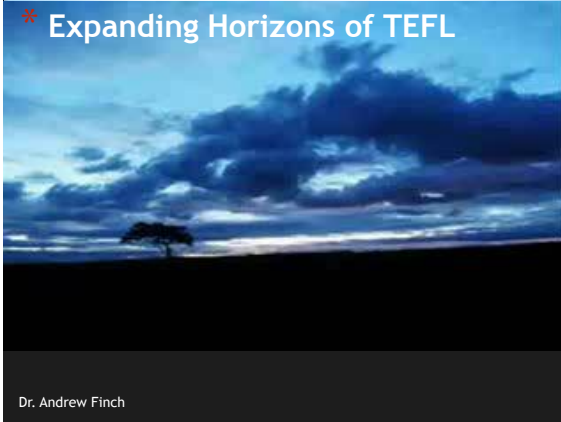


## \* Expanding Horizons of TEFL



Dr. Andrew Finch

This presentation looks at a number of horizons that are expanding or need to expand in English Language Teaching (ELT):

1. Physical horizons
2. World Englishes
3. Postmodernism
4. Learning models
5. English Education
6. The future
7. The bigger picture



\* Horizons

## Physical horizons

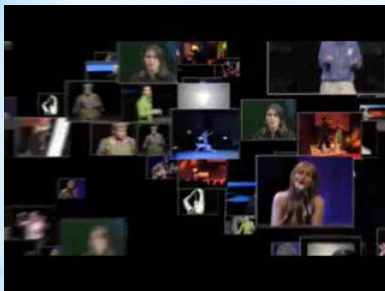


- \* Populations are mobile.
- \* Businesses are mobile.
- \* Tourists are mobile.
- \* Mobile phones are changing how we communicate.

- \* National borders are being crossed.
- \* Cultural borders are being crossed.
- \* The 21<sup>st</sup> century is the age of the global village.



\* Mobility



\* English Mania

- \* Mobile populations need a common language.
- \* That language has turned out to be English.

EEE: English as a Foreign Language

Globalization ⇔ Regionalism  
Border Crossing ⇔ Localization

"English is an Asian Language"

\* World Englishes



**\*Postmodern horizons**

- Crossing of borders** (breaking down of barriers)
- De-colonization** (diversification and regionalism)
- Decentralization** (lateral decision-making)
- Deconstruction** (questioning traditional assumptions)
- Eclecticism** (borrowing from different systems and fields)
- Pastiche** (imitating the works of others, often satirically)
- Relativism** (time, space, truth and moral values are relative to the persons or groups holding them)
- Self-contradiction** (doubleness; duplicity; the conscious making of self-undermining statements)
- Self-reference and self-reflexiveness** (use of meta-language and self-constructing forms)

**\*Postmodern ELT/EIL/EGL/ELF/**

- Border Crossing**
  - Use of any texts (newspapers, comics, novels, songs, films, Internet, pop).
  - Content-based teaching and learning
- De-colonization**
  - World Englishes
  - Death of linguistic imperialism
  - Death of EFL
- Decentralization**
  - Regional Englishes, ELF
  - Multilingual teachers from the L1 country and cultural-role-models,
- Deconstruction**
  - Challenging (and breaking down) traditional assumptions about teaching, learning, assessment, etc.

**\*Postmodern ELT/EIL/EGL/ELF/**

- Eclecticism**
  - Borrowing ideas from science, sociology, psychology
  - Immersion (teaching other subjects in the target language)
- Pastiche**
  - Focus on authenticity – imitating real life situations and needs.
- Relativism**
  - No absolute truths in teaching or assessment.
  - Many different, relative truths: learning styles, backgrounds, beliefs, perceptions, affect, cultures.
  - Classroom-based Assessment

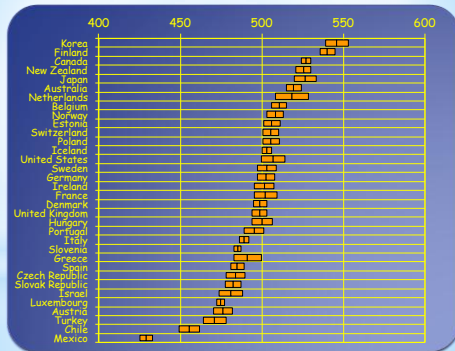
**\*Postmodern ELT/EIL/EGL/ELF/**

- Self-contradiction**
  - Neo-liberal and neo-conservative views on education reform.
  - The modernist concept of 'School'
- Self-reference and Self-reflexiveness**
  - Alternative assessment
  - Language learning strategies
  - Self-assessment
  - Peer-feedback
  - Peer-assessment
  - Teachers as learners
  - Learners as teachers (ZPD)

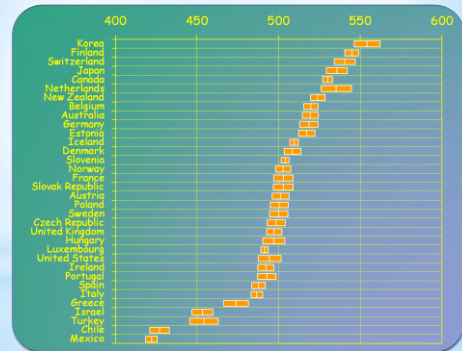
Industrial Revolution	↔	Digital Revolution
Factory model of learning	↔	Agricultural/Venture model
Behaviorism	↔	Socio-cultural approach
High stakes testing	↔	Portfolios, projects

**\*New learning models**

### PISA 2009 Performance in Reading

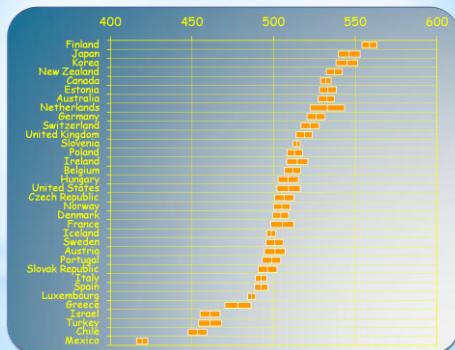


### Performance in mathematics



OECD (2007), PISA 2006 - Science Competencies for Tomorrow's World, Table 6.1c.

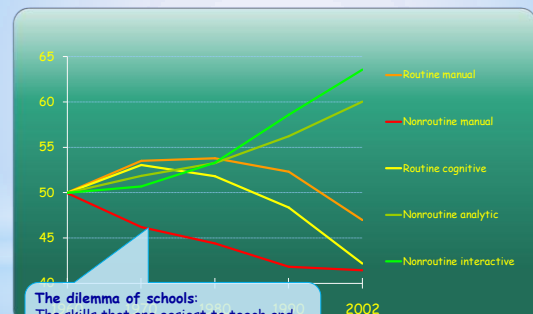
### Performance in science



OECD (2007), PISA 2006 - Science Competencies for Tomorrow's World, Table 6.2c.

### How the demand for skills has changed

Economy-wide measures of routine and non-routine task input (US)



**The dilemma of schools:**  
The skills that are easiest to teach and test are also the ones that are easiest to digitise, automate and outsource

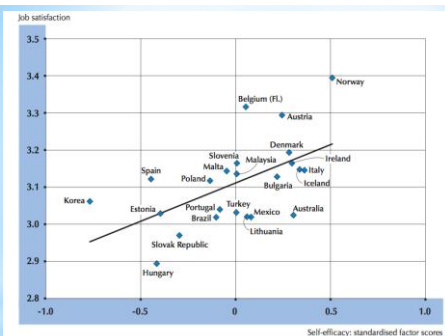
\* AsianScientist (Apr. 28, 2011)

\* A report by the Educational Testing Service (ETS) about the TOEFL test between Jan-Dec 2010 has the Netherlands first with an average score of 100, followed by Denmark (99) and Singapore and Austria (98).

\* Amongst 163 countries, India ranked 19th, followed by the Philippines at 35th. South Korea ranked 80th and North Korea ranked 96th. Next was China at 105th, Thailand at 116th and Japan at 135th. The lowest scorers in Asia came from Cambodia

\* Internationally, the average score was 80, with 20.1 in reading, 19.5 in listening, 20.7 in writing, and 20 in speaking.

**\* Korea's TOEFL rankings**



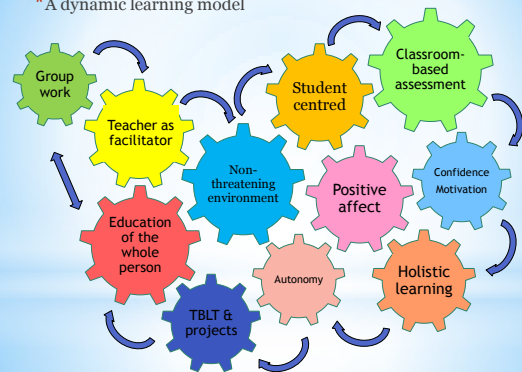
**Teaching and Learning International Survey (TALIS)** provides powerful insight into the working conditions of teachers and the teaching and learning practices in schools. As a result, TALIS will help countries to improve policies for developing a high-quality teaching profession."

1. Teacher training
2. Core Curriculum
3. Trust
4. Choice
5. Parents
6. Learning culture



## \*Solutions from Finland

### \*A dynamic learning model



### \*Making a difference: Freshman English

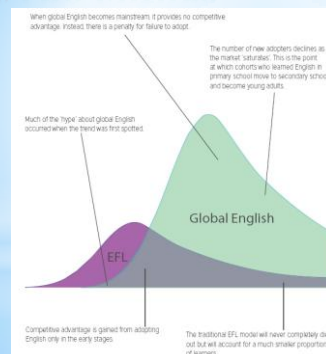


Integrated approach  
Speaking and writing  
Self/peer-assessments  
Peer editing  
E-mails, Paragraphs  
Role-plays, Projects  
Bios, Resumes, Cover letters  
Form-filling, Interviews  
Reviews, Reports

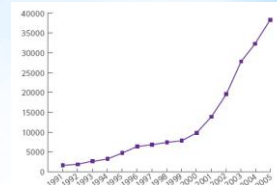
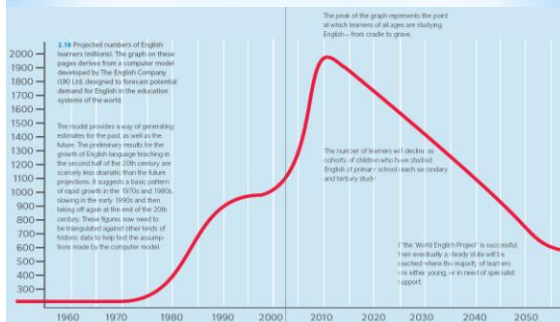
All freshmen students now have writing, assessing, and editing skills.  
All Freshman students are being prepared for the NEAT level 1.  
All Freshman students are learning meaningful English.

Conversation English ⇌ Academic, professional, meaningful English

### \*The Future



### \*The Future



**1.39** The number of overseas candidates taking the Chinese Proficiency Test (HSK). The exam is China's national standardised test designed and developed by the HSK Centre of Beijing Language and Culture University to assess the Chinese language proficiency of non-native speakers (including foreigners, overseas Chinese and students from Chinese national minorities). The exam was launched for overseas candidates in 1991; interest by overseas candidates has grown rapidly since 2000.

### \*The Future



## \*The Future

- \* Some commentators say we are on the verge of a learning revolution:
- \* Instant information and interactive technology are forcing a complete rethink of everything we believe about education.
- \* New interlocking networks are creating dramatic new models for learning.
- \* New teaching methods are revolutionizing schooling in pockets around the world.



\* <http://www.thelearningweb.net/>

## \*The Digital Revolution

- \* Open office
- \* Wikipedia
- \* Free rice
- \* Wordclouds
- \* Youtube
- \* Google scholar
- \* SKYPE
- \* Social networks



## \*Course software



ALICE A.I. Foundation  
DAVE E.S.L. bot

## \*Dave ESL Robot



koyaanisqatsi

## \*The bigger picture: Postmodern life



Students are growing up in a world of frightening problems.  
How can English teachers deal with this?

- \* Teacher as role-model, Teacher as counselor
- \* Teacher as mentor, Teacher as psychologist



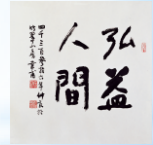
## \* Postmodern values

Students are growing up in a world of conflicting values.  
How can English teachers deal with this?

- \* Truth is relative. Beauty is ambiguous. "Greed is good."
- \* Who teaches morals? Truth? Goodness? Compassion?

- \* The classroom is a microcosm of society.
- \* The teacher is a role-model.
- \* The teacher can model values.
- \* ELT activities can teach social lessons.

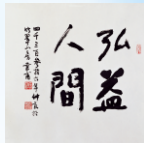
- \* Cooperation, Collaboration, Teamwork
- \* Respect
- \* Kindness
- \* Compassion
- \* Effort
- \* Diligence
- \* Organization



## \* Teaching peace

- \* The classroom is a microcosm of society.
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- \* ELT activities can teach social lessons.

- \* Cooperation, Collaboration, Teamwork
- \* Respect, Kindness, Compassion
- \* Effort, Diligence, Organization



Education becomes a meaningless endeavour unless the education acquired has some impact on the human condition.  
(Pine & Boy 1977: 237)

## \* Teaching peace

- \* Paradigms are changing.
- \* Education is changing.
- \* We can make a difference!
- \* We can prevent corruption.
- \* We can promote social values.
- \* We can produce responsible, creative citizens.
- \* We can achieve Hongik-Ingan.



## \* Food for thought



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www.finchpark.com/courses  
www.finchpark.com/books

\* Thank you for  
your time.