patterns of language choice (Greenberg, Lieberson, Kuo, De Swaan, Calvet and Ostler), and their critiques, and then offer some, always hazardous, reflections on what future globalization might entail linguistically speaking. I will contrast forecasts and calculations about English with those made on behalf of the so-called “new English” i.e., Chinese, in the context of the Asian and Chinese ‘century’ also predicted commonly these days (Lo Bianco, 2007; Lo Bianco, Orton and Gao, 2009; Lo Bianco, 2009: Lo Bianco, 2010). The second question relates to the link between professional associations and language professionals with language policy. In response to this I will offer some thoughts about how organisations like JACET can position themselves for future influence based on how we understand policy making, which is ultimately a fusion of economics, politics and knowledge.

References


Lo Bianco, J. (2009), Second Languages and Australian Schooling, AER 54, Australian Council for Education Research.


J009 Aug. 31/17:00-17:40/Bld2 R402

Teaching English as an International Language: FAQ

A. Matsuda (Arizona U.)

The use of English as an international language (EIL) and its implications for language teaching have attracted much scholarly attention in recent years. However, much of the discussion has focused on the problems of the traditional approaches and current practices rather than what changes need to be implemented in language programs and classrooms. This poses a great challenge and frustration for English language teachers and program administrators: while they receive a strong message that their current practice may be inadequate in preparing learners for using English in international encounters, they are not presented with suggestions for where to start implementing changes or what specifically those changes may be. The goal of this presentation is to begin addressing this gap by expanding the existing conversation on EIL teaching with greater emphasis on pedagogical decisions and practices in the classroom.

After a brief summary of the limitations of traditional approaches to English language teaching vis-à-vis the global use of English today, the speaker presents a general framework or “blue print” of what an EIL program or course may entail. She then responds to some common misconceptions and questions about teaching EIL in order to clarify the principles of TEIL behind the suggested framework.