

Language Awareness

Introducing the LEAP Interface Project

Ulla Fürstenberg



ELT Connect, 2 December, 2023

Structure of the workshop

- The LEAP Interface project
- English in everyday life
- (Re)Considering Language Awareness (LA)
- Developing 'Living English Awareness'
 - English is all around us
 - WONDERING about English
- Future project activities





LEAP Interface

Living English Awareness for Professionals

In the *LEAP Interface* project, we investigate **the language awareness of English language teachers, with a particular focus on novice teachers** in their first year of teaching and student teachers in the Master's programme who are gaining teaching experience in internships. We are particularly interested in **the special characteristics of English that are owed to its status as a global language**, and we examine how these affect teachers' attitudes and teaching practice.

We see English as a dynamic, living language that poses particular challenges for teachers - hence the project name *Living English Awareness for Professionals*.



LEAP Interface
Living English Awareness for Professionals



Background and Motivation



Zentrum für PädagogInnenbildung
Centre for Teacher Education

LEAP was originally motivated by current developments

- in teacher education in Austria (job entry phase, mentoring setup)
- in the English language (English as a global language, English as a Lingua Franca)



Practical Support and Research Agenda



Practical component

- helping MEd students and novice teachers of English in Austrian secondary schools develop their Teacher Language Awareness (TLA), taking the role of English as a global language into account
 - MALPRS course (MEd level)
 - (online) support for novice teachers
 - building a community of teaching professionals

Research component

- exploring the TLA of MEd students and novice teachers in our specific context
- developing approaches for ELT in the age of global English
 - surveys
 - interviews
 - language diaries



Thinking about English in our everyday lives



Looking back...

"[B]ad English was the new language of de Wallen.

(Bad English, Harry thought, would be the language of the next world.)

And as a man whose next life was about to begin at fifty-eight, Sergeant Hoekstra [...] wanted his English to be good."

John Irving, *A Widow for One Year*

1998

Some questions for you:

- How many hours a week do you spend doing activities in English (excluding school/university)?
- Name some activities which you typically do in English in your everyday life.
- Think about your interactions in English.
 - Do you engage in more online or more face-to-face interactions in English?
 - Do you interact mostly with native speakers of English or with non-native speakers of English?
- Is there anything you find easier to do in English than in your L1 or vice versa? Give examples.





Learners of English in Austria

- Austrian teenagers spend an average of four hours a day doing activities in English
- main reasons for using English in their free time:
 - preference for original versions of films and series
 - greater and earlier availability of content in English
 - aesthetic qualities attributed to the English language
 - use as a lingua franca for communication with family and friends in international contexts

(Schwarz, 2020)



Extramural English

“In extramural English [...] the learner comes in contact with or is involved in **English outside the walls of the English classroom.** [...] [T]he learner might not even have a reason for coming in contact with or becoming involved in extramural English.”

(Sundqvist & Sylvén, 2016, p.6)

English in Austria

- “imbalance of monolingual ideology and multilingual realities” (Smit, 2004, p. 82) resulting in ‘**globalized bilingualism**’ – German as prime language and English as default additional language
- “All in all, it seems fair to say that, particularly for the younger generation, **English has reached the de facto status of a second language.**” (Smit & Schwarz, 2020, p. 310)



Student Teachers' Perspective

LEAP Interface survey:

“Today’s students pick up more English outside the classroom than previous generations” (6-point Likert scale, 1 = disagree strongly, 6 = agree strongly):

Agreement: 5.44





Living English Awareness for Global English

“[A]n **up-to-date concept of TLA** should include an awareness of the **global role of English** and of changes in the English language as well as an awareness of the language system. [...] All three components [...] have (or should have) an impact on classroom practices.”

(Fürstenberg & Bicman, 2023, p. 27)



Developing Living English Awareness (1): English is all around us

English in the Linguistic Landscape



“English has now spread so widely beyond its inner circle context that it is often **literally visible as part of the language environments of most [...] learners of English**, a (potential) visibility captured in the term ‘linguistic landscape’.”

“LLs are often bilingual and multilingual [...] **English often features prominently among the languages that are publicly displayed, particularly in urban environments.**”

(Roos & Nicholas, 2019)



Analysing English in the Linguistic Landscape

Guiding questions:

- Where did this example of English in the Linguistic Landscape of Graz come from?
- Who is it for?
- Why do you think English is used?
- Is English combined with other languages? If so, which languages?
- Is there playful language use? Is there humour?



Examples of English in the Linguistic Landscape of Graz

December 4, 2023



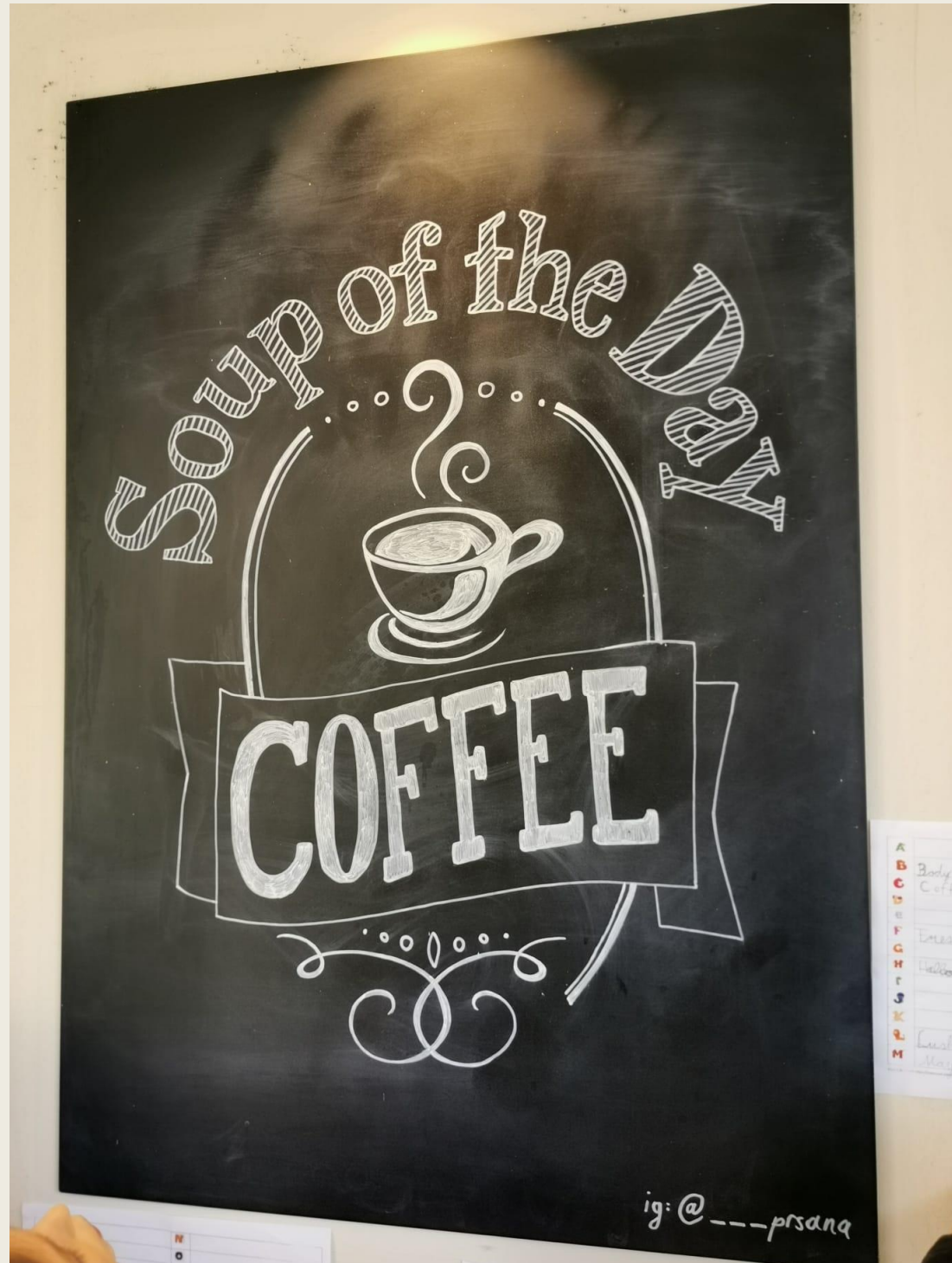
Examples of English in the Linguistic Landscape of Graz

December 4, 2023



Examples of English in the Linguistic Landscape of Graz

December 4, 2023



English is all around us: Workshop for (young) learners

- Short input session (questions, quiz...)
- Find examples of English in the LL
- Share examples (photos on padlet, lists, ...)



English is all around us – Workshop for (young) learners



- Sort and group examples
- Analyse and discuss examples
- Debriefing: English all around us

Become a Linguin!



Der Linguin



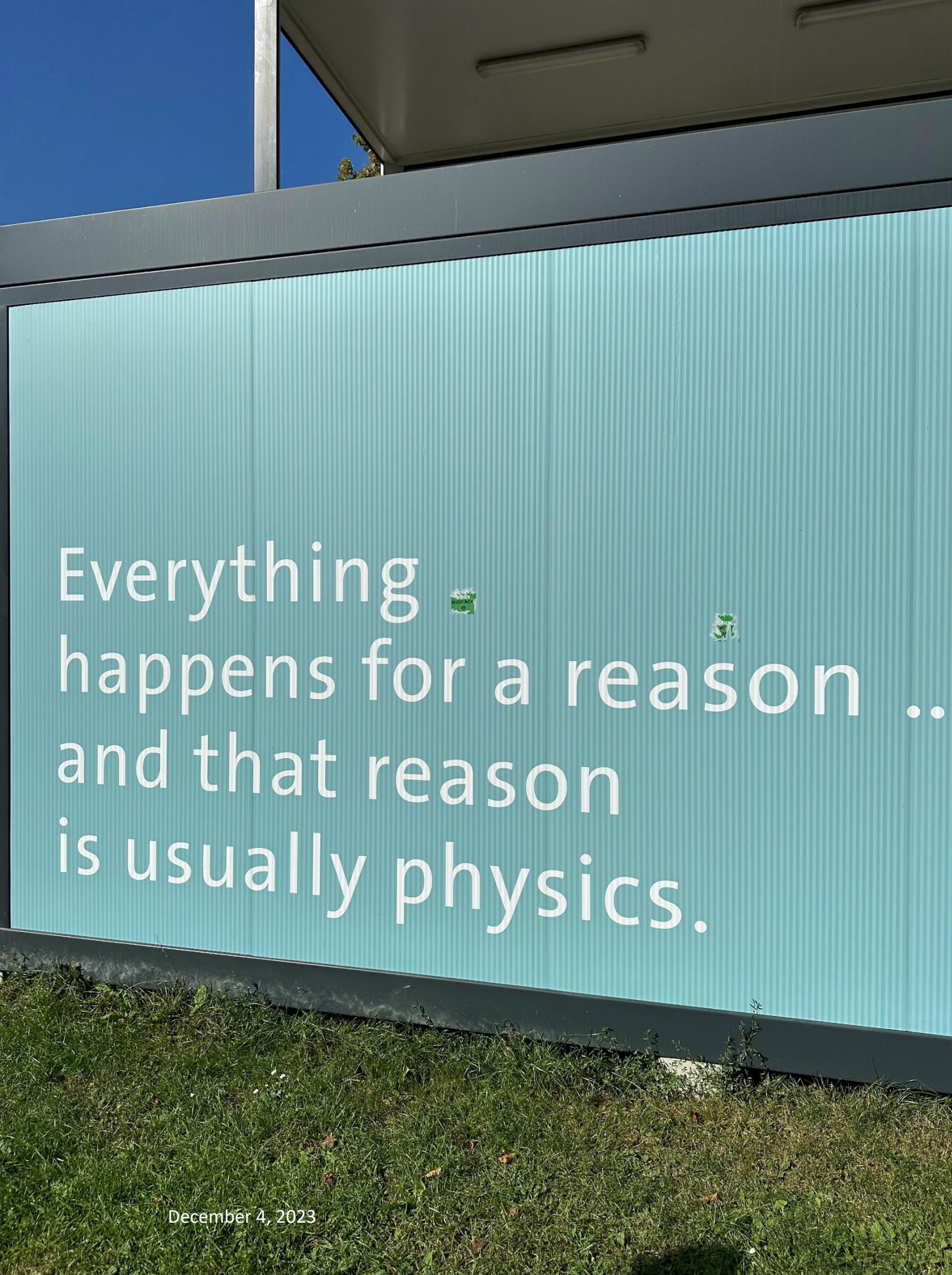
Instructions:

1. Go to <https://derlinguin.uni-graz.at/>
2. Choose *Der Linguin Foto* and take a picture
3. Choose the LEAP project and categorize your picture
4. Upload your picture





Developing Living English Awareness (2): Wondering about English



WONDER and learning



- “wonder-based pedagogical approaches [are] one means to connect learners to content by **engaging their emotions and desires to learn**” (Gilbert, 2020, p. 213)
- learners “become agents of their own learning” and “eventually [...] **lifelong linguist[s]**” (Plutino, 2021, p. 35)

WONDER Tasks

Students in the Master's programme (CEFR C1/C2) for ELT

MALPRS course (only language course at that level)

- English diary
- List of WONDER words

English diary



Instructions for students:

You are going to keep track of your use of English for seven days (they do not have to be seven consecutive days, but they should include a weekend or at least a day or two without classes). For each day, you will write an account of all the activities you used English for, including a brief discussion of your thoughts and emotions.

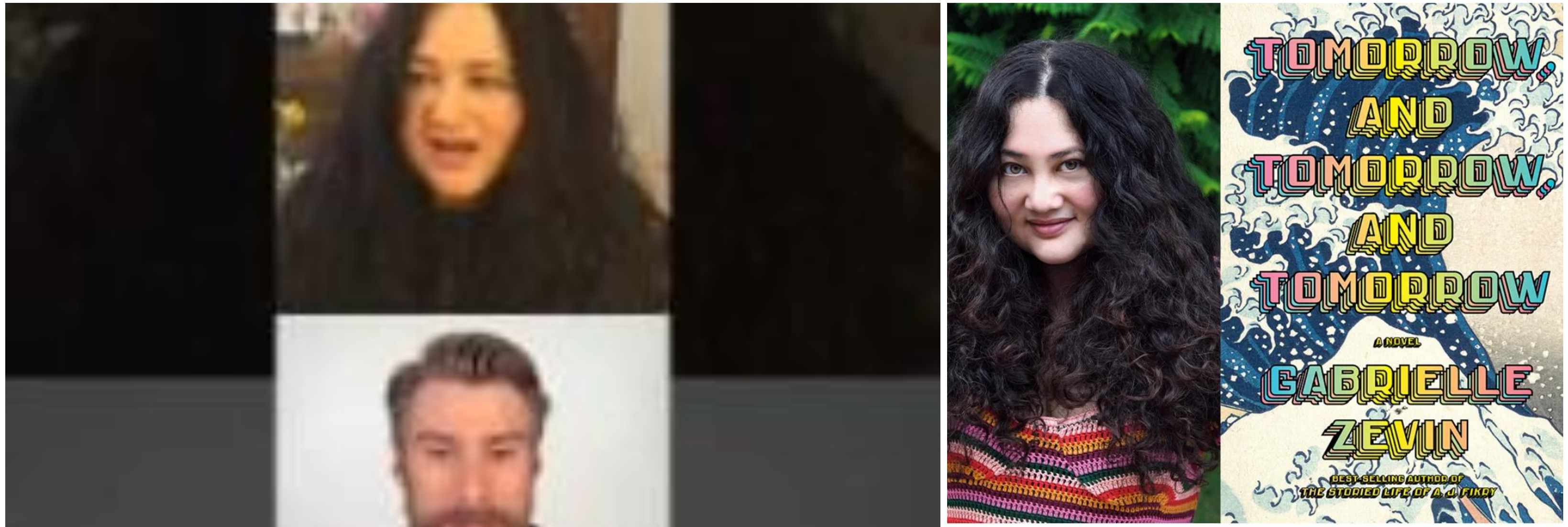
You should write in an informal, narrative style (no bullet points), and no entry should be longer than 250-300 words.

English diary



Wednesday, October 11th

When I woke up today, I switched on my phone and started reading **an article** from the BBC on the ongoing war in Israel. Later at university, we were shown **an English video about language in biology lessons and how we should integrate English scientific articles**, of which I am not too convinced, to be honest. On the one hand, I am happy to see that English is being used more in our daily lives, especially in education, but on the other hand, I feel it is too much to ask from students in upper secondary classes to read and understand scientific articles containing numerous unknown terms which would even be challenging in German. After lunch, I went to see **a friend from Italy, who I talked to in English**, and in the afternoon, I completed homework for a course called “Commercial English”. Today, I recognised in how many different contexts we apply and get in contact with English and how this context affects our language use (i.e., formal/informal/written/spoken/...)



Novelist Gabrielle Zevin on choosing words: <https://www.youtube.com/watch?v=Nq8GOesmqvE>

WONDER words

WONDER words & questions

- **EXAMPLE 1:** I wonder where the word ‘shampoo’ comes from?

What I found out: The English word ‘shampoo’ has its roots in the Hindi term champoo (sometimes champi/champy or champna), which means ‘kneading’ or ‘massaging’. People have always washed their hair and bodies, but washing accompanied by a therapeutic massage of the scalp and the body was imported into Europe, largely through Britain, from India.

The word ‘shampoo’ did not take its modern meaning, limited to hair-washing, until the late 1800s. Before the 1860s, shampooing referred to therapeutic massaging – of not only the head but of the entire body – before bathing.

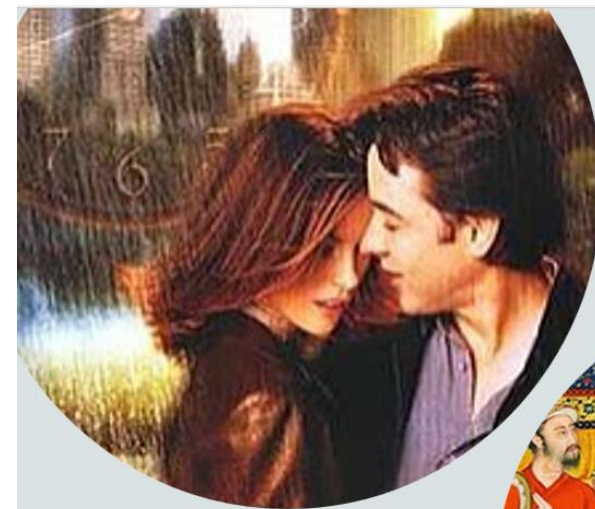
- **EXAMPLE 2:** *mangy* – What does this word mean? Is this word related to “Manga”?

Meaning: (of an animal) suffering from mange; (*informal*) dirty and in bad condition

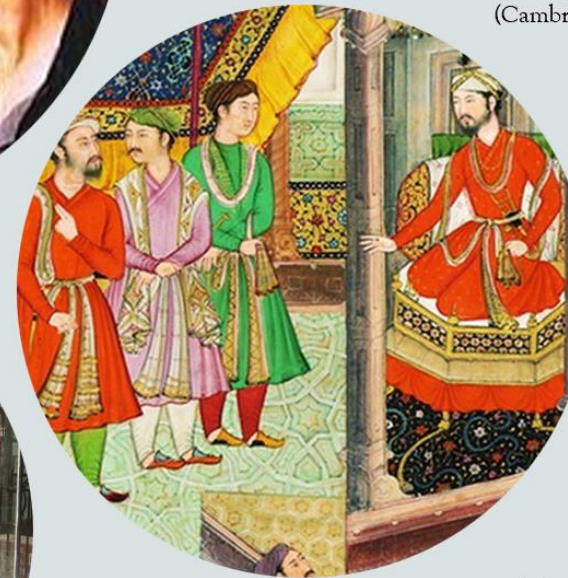
- **EXAMPLE 3:** Is there an English equivalent for the German word “Geisterfahrer”?

Yes, in AE they are actually called ghost drivers, sounds weird though

Vocabulary 'deep dives'



serendipity:
the fact of finding interesting or valuable things by chance
(Cambridge Dictionary)



I never used the catalogue,
it held no **serendipities**.
The lateral book's the tip: it is
the seminal one near the one set.

Les Murray, "Incunabula"



coined by **Horace Walpole** (story of the three princes of Serendip; first used in one of his letters



Pay one's dues

to earn the right to have something because you worked hard

dūe - Middle English

FALSTAFF: No; I'll give thee thy due, thou hast paid all there.

Henry IV. 1.ii

PRINCE HENRY: Sir John stands to his word, the devil shall have his bargain; for he was never yet a breaker of proverbs: he will give the devil his due.

That all such Prisoners..mowe in short tyme..apere byfore her Juges..to the entent to be quyrt and delivered, or elles to have the dewes that they have deserved.

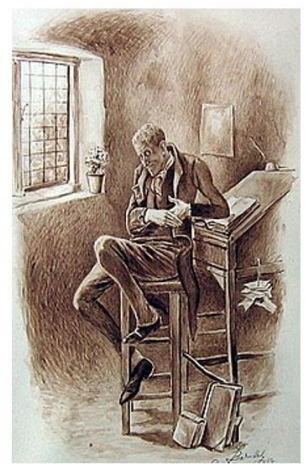
'humble'

- from a low social class
- with a low status
- not proud and not thinking that you are better than other people
- used about people's behaviour etc.

to eat humble pie, in my humble opinion

SYNONYMS (more)
lowly, mean, poor, simple, underprivileged, modest, meek, modest, retiring, self-effacing, shy, unassuming, unpretentious, respectful, humble, meek, obliging, obsequious, respectful, servile, subservient

macmillandictionary.com;
<https://www.english-corpora.org/iweb/>



WONDER data*

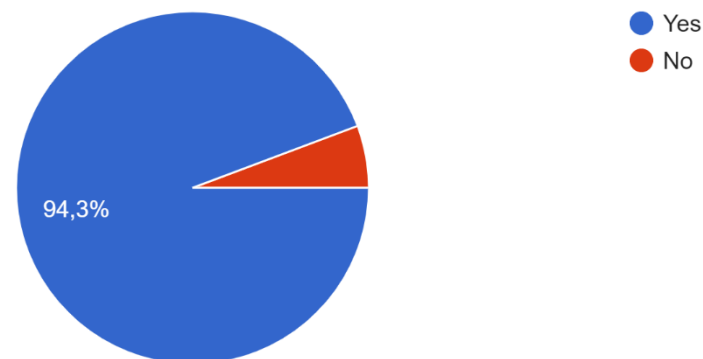


Did the WONDER tasks help you to improve your own English?

Would you use WONDER activities in your own teaching?

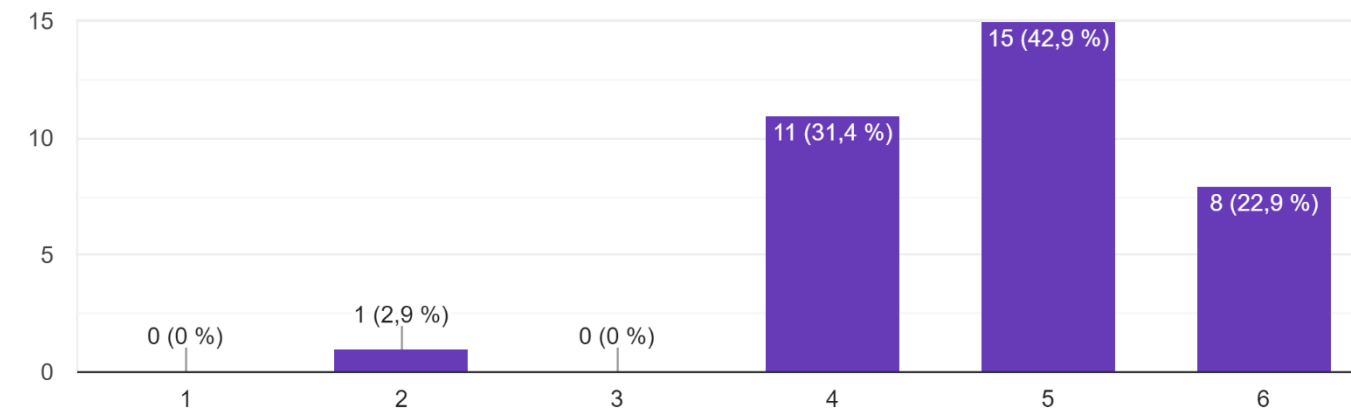
As a very advanced learner of English, do you think you have benefitted (in terms of your language skills) from being encouraged to wonder about the English language in this course?

35 Antworten



How likely are you to incorporate 'Wonder' approaches in your teaching in the future?

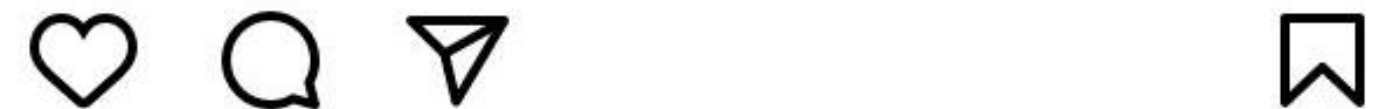
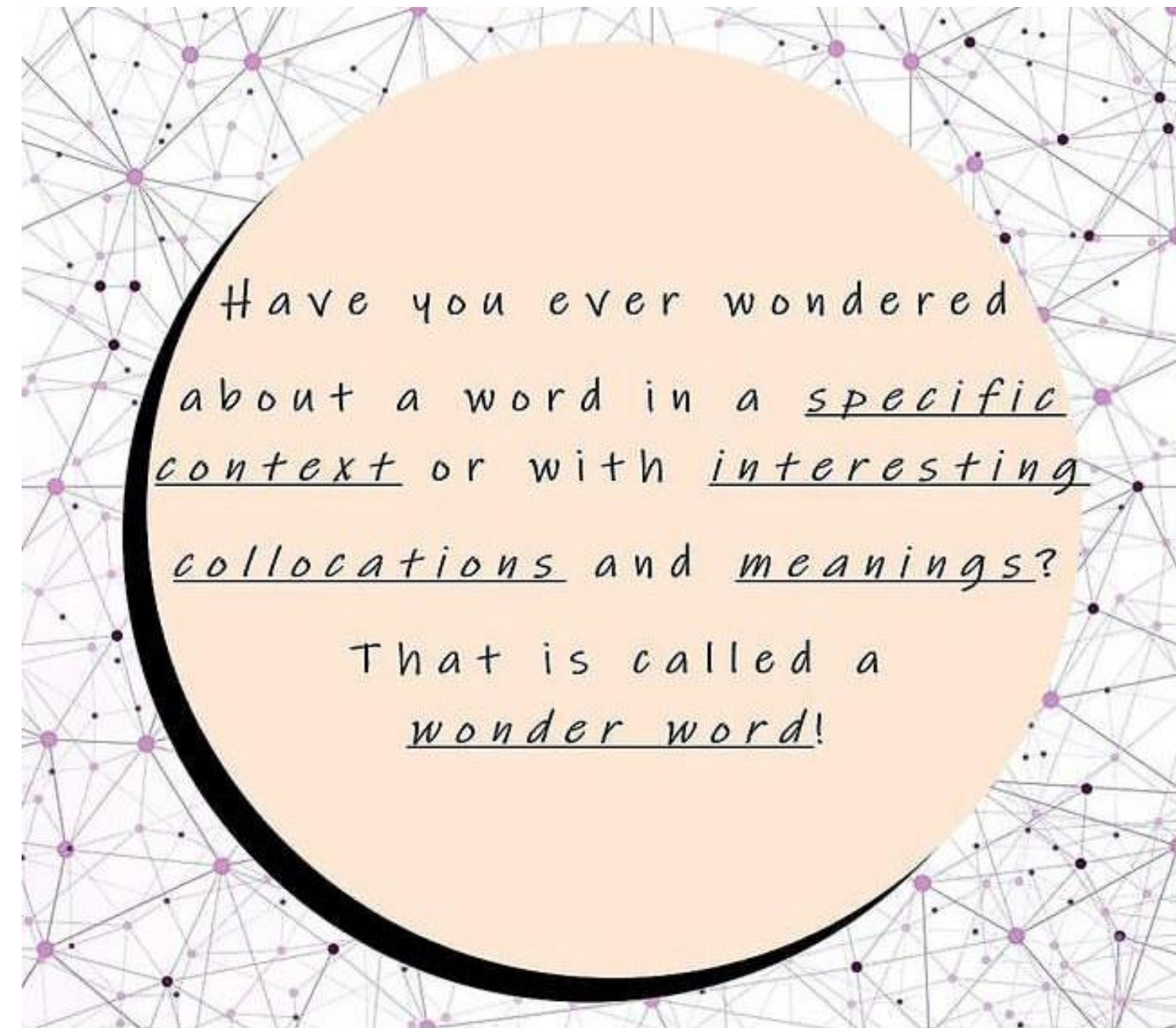
35 Antworten



* raw data from the 2023/24 winter semester (MALPRS)

WONDER words

- New series on Instagram: leap_interface



Gefällt 6 Mal

leap_interface From now on you can look forward to weekly Wonder Words! Also, feel free to share some interesting words by commenting our posts or sending us a direct message! ✨😊 #wonderwords



What's next for the LEAP Interface?

Planned LEAP project activities

- comparison studies with Pécs, Hungary (completed), Tucumán, Argentina (ongoing) and Pardubice, Czech Republic (planned)
- carry out a survey of students of **other modern foreign languages**
- compile more **teaching materials**, share on our homepage
- organise **workshops with experts** (grammar, English as a Global Language...)
- expand the **project homepage** and the **Instagram** accounts
- offer **get-togethers** (students, alumni...)
- cooperate with secondary **schools**



LEAP Interface Project

Homepage



<https://teacher-language-awareness.uni-graz.at/de/>

Instagram



https://www.instagram.com/leap_interface/

Thank you!

Ulla Fürstenberg

ulla.fuerstenberg@uni-graz.at

We work for
tomorrow



References



- Fürstenberg, U., & Bicman, V. (2023). Teaching and learning Language Awareness. In Schumm Fauster, J., & Fürstenberg, U. (Eds.), *English Language Teaching in Austria: from theory to the classroom and beyond*. Graz University Library Publishing. pp. 23-34.
- Gilbert, A. (2020). 9 Pathways to Wonder-Infused Practice: Investigating the Transition from Pre-Service to In-Service Teacher. In A Schinkel (Ed.), *Wonder, education, and human flourishing* (pp. 212-236). VU University Press.
- Nagel, T., Schad, A., Semmler, B., & Wimmer, M. (2012). Austria. In Extra, G. & Yağmur, K. (Eds.) *Language Rich Europe. Trends in Policies and Practices for Multilingualism in Europe*. Cambridge University Press, pp. 83–90.
- Patel, M., Solly, M., & Copeland, S. (2023). *The Future of English: Global Perspectives* [Research Summary]. British Council.
- Plutino, A. (2021). Learning through wonder: imprinting wonder in language learning for lifelong engagement. In T. Beaven & F. Rosell-Aguilar (Eds), *Innovative language pedagogy report* (pp. 35-41). Research-publishing.net.
- Rose, H., McKinley, J., & Galloway, N. (2021). Global Englishes and language teaching: A review of pedagogical research. *Language Teaching*, 54(2), 157-189.
- Schwarz, M. (2020). *Beyond the walls: A mixed methods study of teenagers' extramural English practices and their vocabulary knowledge*. Wien: University of Vienna, unpublished PhD thesis.
- Sifakis, N. C. (2014). ELF awareness as an opportunity for change: A transformative perspective for ESOL teacher education. *Journal of English as a Lingua Franca*, 3(2), 317-335.
- Smit, U. (2004). Language policies in Viennese schools: the roles English plays. *VIEWS*, 13(2), 69-87.
- Smit, U., & Schwarz, M. (2020). English in Austria: policies and practices. In R. Hickey (Ed.), *English in German-speaking Europe* (pp. 294-314). Cambridge University Press.
- Sundqvist, P., & Sylvén, L. K. (2016). *Extramural English in teaching and learning: From theory and research to practice*. Springer.