

English in a multilingual and cross-cultural context: exploring opportunities and meeting the challenges

Adrian Holliday



Issues for the classroom

- (a) Which form of English to teach
- (b) The rules for correctness
- (c) How to capitalize on and then manage the multicultural and multilingual experience students bring to the classroom
- (d) How to educate students about the nature of English and of language and society

A communicative approach

1. Treat language as communication
2. Capitalize on students' existing communicative competence

natural autonomy, intelligence, living ...

3. Communicate with local exigencies

whatever circumstances you find ...

Teachers' and students' lessons

Teacher's agenda: a planned lesson

- Professional and academic conventions
textbooks, societal, governmental, and institutional expectations
- Personal needs
integrity, abilities and motivation
- Micro-politics

Each student's agenda:

- Expectations from society
family, and peer group
- Expectations about student and teacher roles
- Conventions for lesson events
answering, getting and avoiding attention, taking turns, supporting peers etc
- Personal needs
integrity, abilities and motivation
- Micro-politics
- **Linguistic and cultural experience**

Learner-centredness

```
graph TD; A[Learner-centredness] --> B[TESOL]; A --> C[Education];
```

TESOL

Equal share of
classroom talk
Primacy of oral
activity

**Supports
teacher-created
tasks**

Education

Acknowledging the
students' role in the
classroom

Primacy of student
intelligence

Something to think about

- Students need time to think
- ... time to reflect
- ... to collaborate
- ... to look at and think about data
- ... to make up their own minds about how to respond
- ... private space
- ... get out of the classroom
- ... may not make sense until later

Characteristics of a standard

