Globalization And Training Of Spoken English Teachers

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ABSTRACT

Globalization has had the greatest impact on business and trade, but it is also having an increasingly significant impact on education. Because of this, some researchers have urged for a revision of the role of teachers in order for them to better model what it means to be a responsible global citizen. In this work, I recognise the necessity for ESL/EFL teachers to re-examine their identities and duties in light of the worldwide developments that have occurred recently. At the same time, I believe that instructors should not lose sight of the necessity of polishing the craft of teaching English in order to develop their professional capital, which will allow them to better moderate the influence of globalization on their students' learning. It is the purpose of this essay to first analyze the shifting roles of teachers in a globalized world and then to discuss the ramifications of this for the teaching and learning of English language. Moreover, the notions are connected to the teaching of second language oracy (speaking and listening), which is critical in the development of essential 21st Century skills in a globalized environment. The essay also discusses ways in which teacher education that is cognizant of globalization dynamics might help ESL/EFL teachers build the knowledge and beliefs they need to be more effective in their new responsibilities as global citizens.

KEYWORDS

Globalization, World Citizen, Global Development, And Human Capital Are All Terms That Refer To The Same Thing.

INTRODUCTION

Interaction, connectedness, and cultural integration across national boundaries, enabled by new technologies that enable rapid communication and exchanges. Because of economic and technological transformation, it is characterized by "excessive flow of information, ideas, images, capital, and people across increasingly permeable political borders." While many elements of interconnectedness have existed for millennia, the extent, volume, and speed of such exchanges are unparalleled. Many countries are seeing the effects of globalization in their daily lives and on the national scene. The forces of globalization are increasingly felt in education as well as industry and commerce. To model what it means to be a global citizen, teachers are increasingly expected to be "trans-cultural and cosmopolitan", causing many scholarly debates regarding education and teaching in a globalized world (p. 1438).

How should English language teachers and teacher educators respond to such a call? In this paper, I argue that while recognizing the broad social implications of globalization for teacher education is important, teacher educators should continue to help future and current teachers develop their teaching skills and professional capital as versatile practitioners with strong knowledge and skills. Teachers' shifting ideas about their responsibilities as mediators of learning in a globalized society will be underpinned by the abilities that they build, which will allow them to adapt to new educational environments from a well-informed professional stance. It is the purpose of this essay to first discuss the changing role of teachers in a globalized world, and then to discuss the implications of this for ESL/EFL teaching and learning. These concepts are further explored in the section on teaching speaking and listening, which provides suggestions on how teachers can effectively teach these two language abilities in order to meet the demands of their pupils in the twenty-first century.

GLOBALIZED ENGLISH LANGUAGE TEACHERS

Luke (2004) says that instructors in our globalized world must be prepared to connect with the global while remaining anchored in the local; this is evidenced by the use of the term "glocal," which has been used by a number of authors. 'Glocal' instructors are those who are willing to interact and collaborate with teachers, researchers, and other educationalists from a variety of backgrounds and locations across national borders.

Teachers for a globalized world are those who are willing to accept and appreciate diversity within and beyond their own cultural, educational and professional space, and who are willing to learn from their students. Luke's re-imagined position of teachers in a globalized society driven by new requirements and technologies has substantial consequences for teacher development programs, as he points out. It's an interesting and enticing point of view to have about instructors, and it speaks directly to the type of globally-ready learners that many educational institutions strive to produce in their students. Even more importantly, it speaks to the urgent need for teachers to reassess their roles and contributions to the education of young people in their countries at a time of great economic and cultural change. It also speaks to teachers' desire to reclaim the prestige and symbolic capital that teaching has earned over the years.

It is crucial to shape teacher identity, but it does not clarify the value of other components of teachers' work in relation to the subjects they teach. In contrast, a broad and generic view of the teacher's job risks missing the craft of teaching specialized subjects like EFL/ESL. A broad sociocultural view of teachers' role offers insights for teacher development in how instructors should regard themselves and others. In fact, it obscures rather than illuminates how teachers might build up the symbolic and professional capital required to accomplish their jobs well. This is not a critique of Luke's viewpoint, as he is concerned with larger concerns of teacher duties and identity in the age of globalization, and not directly with curricular instruction. He is warning against a restricted and parochial vision of teacher training that has been prevalent in many teacher education programs globally, as well as some new behaviors enabled by globalization. Nonetheless, a socialized view of teacher learning is appealing, but it can only benefit teachers and teachers-in-training when integrated into language teacher education models that create domain-specific competences. The role of teachers in assisting learners' mental and emotional processes is critical in ESL/EFL teacher development. Also, teachers must be aware of the effects of globalization on teaching English, which is increasingly seen as an international language (McKay, 2002).

As described by Warschauer (2000, p. 511), globalization has three implications for English language teaching and learning. The first is that the language of instruction and learning will become more diverse. First and foremost, we will see a continued expansion of English as an international language, as well as a shift in authority from native speakers to nonnative speakers and dialects. Second, changes in economic and employment trends are altering

how English is used, particularly in the presentation, discussion, and interpretation of ideas, among other things. Third, new information technologies are transforming old concepts of literacies that were limited to reading and writing from traditional print sources into a broad spectrum of multiple literacy abilities that are not limited to reading and writing.

A record number of people are now speaking and learning English as a result of globalization, which is unheard of before. English has traditionally been used when people from non-English speaking countries need to communicate with people from Anglophone countries, such as the United States, the United Kingdom, and Australia/New Zealand, according to tradition. Communication in English, on the other hand, is increasingly occurring primarily among people from non-Anglophone countries who are required to communicate in a language that both parties can comprehend and understands them. In many countries, there is also the issue of children growing up speaking English instead of or in addition to the language of their parents' ethnicity rather than the language of their parents' ethnicity.

As a result of globalization's exponential expansion of English and the various methods in which it is acquired and used, a slew of new nativized or localized Englishes have emerged, including Asian Englishes (Rubdy, Zhang, and Alsagoff, 2011). Since people are increasingly migrating across borders, studying English in a linguistically varied context inside the same country is becoming more common. Students from non-Anglophone countries used to attend English classes together since they shared a same language or linguistic background. In Japan, for example, non-Japanese students often sit alongside Japanese students in an English language class

because they have come to work and live in Japan (Kubota & McKay, 2009).

Economic developments and power shifts have changed how intercultural communication is seen and learned. Intercultural communication, according to Kumaravadivelu (2008), should be understood as a complicated process requiring the development of both language and pragmatic abilities and understanding across all cultural groups. Of course, the topic of which standards to promote in language classes will arise. Due to changes in the way information is communicated, learners must master new abilities to find, use, and produce online information in English. Asynchronous and synchronous online communication will demand skills beyond simple reading and writing, such as cognitive and social characteristics of speech communication.

In discussing globalization, we must also consider the talents required to succeed in the twenty-first century. According to the Partnership for 21st Century Skills (2011), these include learning and innovation skills, IMT skills, and life and career skills. Learning and creativity skills are the most applicable to teaching spoken English to language learners. Creativity, critical thinking, communication, and collaboration are rarely developed in isolation, but rather through interaction with others. Talking with peers and more knowledgeable others can help individuals articulate, synthesize, analyze, and implement ideas collaboratively produced.

What does this signify for English language teachers? How should teacher educators consider these improvements in educating teachers to develop language learners' English speaking and listening skills? As I stated earlier, while it is critical to foresee an expanded role for English language teachers in a globalized

world, it is equally critical that teachers develop teaching and communication abilities in English. The socialised notion of a teacher's job and function in a globalized environment would need to be challenged. They require theoretical and pedagogical ideas that can help them educate and understand students in this new situation. Following are examples from teaching speaking and listening.

COMPETENCIES OF SPEAKING AND LISTENING IN ENGLISH LANGUAGE TEACHING

To teach speaking and listening skills, teachers must first grasp oracy. Oracy is a term coined by British education professor Andrew Wilkinson in 1965. As with literacy and numeracy, it sought to express abilities to read, write, reason scientifically, and mathematically.

Wilkinson highlighted that the lack of a name for oral skills mastery reflected a lack of attention to speaking and listening abilities. This negligence was felt not just in the native language setting, but also in the teaching of second and foreign languages at the same time. For Barnes (1988), oracy is a tool that allows pupils to "engage with important aspects of the social and physical world […] using language in the world is not just a matter of skills, but understanding that world in all its complexity and variety, and knowing how to influence it" (p.48, 52). In today's globalized world, English is the default language for transnational and intranational communication.

Oracy skills are crucial for any face-to-face communication, and with the advent of technology like Skype and other online communication tools, oracy skills are becoming increasingly important.

Because speaking and listening often occur simultaneously in face-to-face conversations, many oral communication lessons combine the two abilities. However, in study and theory, they are generally viewed as distinct constructs that require distinct interpretations.

Thus, speaking and listening are covered separately in this article to emphasize changes in teaching these two abilities.

PART OF TEACHING SPEAKING

Over the last few decades, there have been significant shifts in the approaches to public speaking teaching. Burns (1998) divided these techniques into two broad categories: formal and informal. The first approach is one that is direct and regulated. Specifically, it focuses on the development of isolated speaking abilities and is concerned with the precision of sentence structures and other language forms, the most important of which is pronunciation. It emphasizes the practice of language forms in order to create increasingly correct production, while at the same time attempting to develop learners' knowledge of grammar and discourse structures in order to increase their accuracy. Drills for language pattern practice and structure manipulation have been popular practice exercises in the past. The language analysis task is yet another sort of controlled learning activity in which learners' attention is brought to specific language elements as a means of enhancing their language awareness.

It is common for direct/controlled speaking sessions to be led by the teacher, who serves as a model for speech practice and guides the students through consciousness-raising tasks.

The indirect/transfer strategy is the name given to the second approach. When participating in communicative tasks such as pair work, it is more concerned with the production of speech than it is with the fluency of the speech itself. Learning to speak for specific roles and purposes requires learners to practice their spoken language skills with a partner. For example, they can be asked to describe a photo to a partner who hasn't seen it yet, or they might be asked to role play a situation in which a consumer complains about poor service or broken merchandise. When using the indirect technique, the underlying premise is that when students practice speaking successfully in class, they will be able to transfer the speaking skills they have developed through such communicative activities to real-life circumstances. The themes that learners work on and the abilities that they practice in learning activities have a high degree of authenticity (that is, they are similar to real-life communication) because they are related to real-life communication.

Most of these activities are learner-centered, in which learners perform the majority of the talking and the teacher's participation is limited to promoting knowledge of task requirements and language usage. In contrast to the direct approach, transfer activities for speaking practice do not place a strong emphasis on language acquisition.

However, neither the direct nor the indirect approaches successfully support important processes of second language speaking development. Both approaches enable learners practice speaking skills in a variety of ways to increase accuracy and fluency.

For example, lack of authenticity in face-to-face communication is a trade-off for accuracy

practice, especially when meaning negotiation is required. So students practice pronunciation and grammar in isolated sentences, ignoring the context of oral communication. To what extent has the emphasis on pronunciation accuracy been overstated? What should be recognized as standard in learners' pronunciation? Bygate (2001) points out that the indirect technique places so much emphasis on fluency practice that grammatical precision and discourse structures are typically disregarded.

To overcome this largely dichotomous approach to speaking development, a holistic method based on the Teaching Speaking Cycle has been developed (Goh & Burns, 2012). The Cycle helps teachers through seven phases:

1. Encourage students to speak.
2. Contribute to or steer planning
3. Practice speaking.
4. Emphasize language/discourse/ skills & tactics
5. Repetition of oral tasks
6. Direct learners' learning reflection.
7. Encourage student comments.

The stages allow learners to focus on correctness while practicing language use in both planned and spontaneous speech. It also helps them reflect on their own experiences as speakers of another language and provides feedback on their progress. The impact of individual reflection on learning is often underestimated in speaking exercises, as students are generally forced to execute tasks without much interaction or feedback from professors or peers.

PART OF TEACHING IN LISTENING

With a growing knowledge of learner listening as a cognitive, social, and communication skill, listening teaching has evolved over the last five decades from a predominantly text-based approach to one that emphasizes learner communication and learning needs. Listening training was affected by approaches in the teaching of other language communication skills, particularly reading, in the 1950s and 1960s.

The students had to listen to written passages read aloud and then demonstrate their understanding by answering correctly. These texts generally had poor syntax, complex phrases with many underlying concepts, and were difficult to digest in real time when listening. The activities were a disguised type of reading comprehension done orally. While written text-based tactics have mostly been replaced by communication-based techniques. Some listening classes still use comprehension-based strategies.

The sorts of spoken texts utilized for listening exercise have changed. Listening lessons were traditionally composed of spoken texts that aimed to replicate high levels of authenticity or were recorded from non-teaching sources such as movie dialogues, songs, and radio programmes. Recorded texts for language training featured repetitions, hesitations, and shorter or fragmentary utterances, all of which are prevalent in real-life contact.

Authentic duties like listening to a talk and taking notes were also assigned. Hearing instruction has been extensively influenced by the socio-cognitive paradigm since the 1990s. This paradigm's strategic approach sought to teach students a variety of listening strategies (Mendelsohn 1998).

The metacognitive approach engages learners in a range of listening exercises that focus on learning and language (Vandergrift & Goh, 2012).

These activities help learners understand themselves as L2 listeners, as well as the expectations and process of L2 listening. Listening is a cognitive and social process, and students can investigate and practice these processes in their own listening. The exercises also allow students to practice and learn skills for managing their comprehension and learning through planning, monitoring, and evaluating. The idea could be implemented in two ways:

a) A five-stage instructional sequence for listening to pre-recorded texts:

- Prior to listening,

- Plan and forecast

- Verification

- Verification final

- Reflection and planning

b) In order to teach one-way and interactional listening, task-based lessons are used that incorporate the three stages of pre-listening, while-listening, and post-listening. When using the metacognitive method, it is possible to broaden and deepen the scope and aims of the pre- and post-listening phases by include activities that help students develop their orientations toward language and metacognitive awareness.

TEACHER COGNITION WITH SPEAKING AND LISTENING

The foregoing discussion of second language oracy teaching methodologies alluded to shifts in the conceptualization of speaking and listening for language development. Learning and motivation, as well as metacognition have all played a role in these shifts. How should teachers and teacher educators analyze and implement these principles in light of globalization's impact on ESL teaching and teacher roles?

Before answering this question, it is crucial to understand how teacher thought influences judgments about teaching. Teacher cognition is the "unobservable cognitive dimension of teaching" that substantially influences the observable behaviors of instructors' practice (Borg, 2003, p.81). The way teachers think about oracy theory and principles will directly affect how they organize and deliver lessons for speaking and listening.

Teachers who want to evolve into active and reflective professionals must not only master the routines of teaching, but also make judgments in the heat of the moment that have an impact on the routines. They, like experienced teachers, must make on-the-spot judgments in the classroom, which may necessitate modifying or abandoning what they had planned to do when preparing for a particular session. By virtue of their daily teaching experiences, teachers are also cultivating beliefs or viewpoints about themselves, the teaching they do and the learners they serve as well.

However, despite the fact that English teachers have been the subject of much teacher cogni- tion research in recent years, little is known about teacher cognition in relation to the teaching of spoken English skills. When asked about their understanding of teaching listening and speaking in Singapore, English Language teachers admitted that they were less competent than they were about teaching other areas of English, such as reading

and writing and grammar and vocabulary (Goh et al. 2005; Zhang et al. 2005). Teachers in secondary schools acknowledged that oracy development was crucial for their pupils, but they also admitted to devoting the least amount of class time to these two abilities because the skills carried less weight in high-stakes tests, according to the teachers. DeBoer (2007) discovered that one-third of the 275 respondents to a survey in the United States who researched primary school teachers' self-reported knowledge on oral English instruction had less than appropriate understanding for teaching oral skills, according to her findings.

East Asian instructors were also interviewed to gain a better understanding of their own assessments of their own spoken English competence as well as their confidence in the classroom. Approximately 500 elementary school teachers in Korea, Japan, and Taiwan were polled, and the results revealed that the vast majority believed they lacked the necessary competency to teach English at the primary school level. Recently, Chen and Goh (forthcoming) discovered that the majority of 527 teacher respondents reported inadequacy in knowledge about how to teach oral skills, and that the teachers' knowledge about teaching spoken English as well as their understanding of their students' needs were significantly influenced by their own learning experiences, perceived speaking ability, and familiarity with teaching methodologies.

The importance of teacher cognition in the teaching and acquisition of a second language has been demonstrated via research in this area.

There has been no study that has taken into account the impact of globalization on teachers' thinking, however, to our knowledge. The instructors themselves would benefit from revisiting their ideas and understanding about how to teach speaking and listening in light of the potential impact globalization may have on their decision-making processes and classroom practices.

THE IMPLICATIONS FOR EDUCATION OF TEACHERS

Earlier in this work, I highlighted Luke's (2004) perspective on teachers' changing roles as economic and sociocultural changes arise from globalization. I also believe that while reimagining teachers' roles as transnational and cosmopolitan professionals who work and study across national lines is enticing, it does not immediately address the needs of teaching a language in the classroom. Language teachers would still need to know how to help kids learn the language.

While pre-service teachers must gain basic knowledge and skills, in-service teachers must improve their teaching skills by reflecting on their experiences and taking professional development courses.

I would advise instructors to research the literature on teaching speaking and listening, as well as the effects of globalization on lesson design and instructional materials. Theory and principle teachers will be able to evaluate, apply, or adapt these ideas to their own situations.

Existing methodological courses can be expanded to include new and additional areas of focus, such as the ones listed below:

- English language learners' participation in 21st-century society is dependent on their ability to communicate effectively.
- Proficiencies in teaching, managing, and modeling oral and written

communication processes in the language classroom are required.

- Teachers' sense of self and awareness of the wider world as they pursue their chosen profession of teaching ESL/EFL

The role of English teachers in their individual countries can also be re-envisioned by teacher educators in order for the instructors to not only improve themselves, but also to assist their students to develop in ways that are relevant to the twenty-first century. Some questions that might help lead this re-imagining, particularly in terms of strengthening teacher abilities for teaching speaking and listening, are as follows:

- How can teachers from diverse cultural and linguistic origins cultivate a global perspective?
- What can teacher preparation and professional development courses do to assist teachers in developing 21st century abilities for learning and innovation (creativity, critical thinking, communication, and collaboration) in their own classrooms and schools?
- How may teachers improve their students' attitudes and skills in order to better prepare them for the usage of English in a globalized world?
- What should the objectives be for educating teachers to learn and teach the standards of spoken English that are now accepted?
- How might teacher education programs incorporate new technology and types of new literacies to help students achieve greater literacy development?

CONCLUSION

With all the rhetoric about fast globalization, we tend to overlook another major social backdrop of teaching and learning. This, while sensible, does not directly meet many EFL/ESL teachers' professional and student demands. As well as socialising spoken English, teachers must constantly re-examine their own views about how students build spoken English competencies, and gain knowledge from the literature.

When teaching spoken English competencies, teachers should spend time learning about the structures of second language speaking and listening, the nature and needs of students' speaking and listening activities, as well as methodologies and principles for teaching spoken English. It's also important for future and current instructors to analyze their own attitudes and views about new and emerging types of English and how they want to respond in their own speaking and listening classrooms. They should also examine their own perceptions of communication in the context of new technology and global relationships.

A teacher of spoken English in today's globalized world will need to comprehend their cosmopolitan role and the principles of teaching in a new social, economic, and linguistic context.

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