

## **Seminar on: English as a Lingua Franca: Perceptions of Pre-service English Teachers”**

**Date:** Monday 14 January 2019

**Time:** 13:00-14:00

**Venue:** E33-G021, Tin Ka Ping Lecture Hall, Faculty of Education

**Language:** English

**Registration:** <https://bit.ly/2QQfBVy>

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### **Speaker:**

Prof Chiou-lan CHERN has an MA from Iowa State University, USA, and PhD from University of Queensland, Australia. She is a Professor of English at National Taiwan Normal University (NTNU), where she teaches courses on TEFL methodology and language skills at undergraduate levels as well as reading seminars at the graduate level. Her research interests include L2 reading instruction and critical thinking, English language policies, and English teacher education. She is the coordinator of Nine-year Integrated English Curriculum Advisory Team of Ministry of Education in Taiwan. Her administrative posts at NTNU include the English Department chair from 2007 to 2010 and Dean of Office of international Affairs from 2011 to 2013. She currently serves as Dean of College of Liberal Arts at NTNU.

### **Abstract**

English is not just a required course in primary and secondary schools in many EFL contexts, it is also a tool for communication, a lingua franca, among speakers of various language backgrounds. Therefore, teacher training programs in universities need to prepare future teachers to effectively teach English for communication and make students aware of the role of English in the 21<sup>st</sup> century. In order to understand pre-service English teachers' perspectives of English as a lingua franca (ELF), a survey was conducted among university students who were training to become English teachers in an EFL setting. The Likert-based survey explored the participants' perceptions of the status of English as a lingua franca, with a focus on the extent to which a particular variety of English should be emphasized in the classroom, the role of English in communication, as well as language and culture. The results of the survey showed that participants differed in their perceptions of the role of native speakers, including having

them as role models, sounding like them, and the importance of being exposed to a variety of Englishes. In general, intern English teachers tended to have higher expectations for being native-like; English minors, however, were more liberal and showed less reliance on a native speaker model. Possible reasons for these differences as well as their pedagogical implications will be discussed.