

**THE CHALLENGES OF TEACHING EIL  
IN A MONO-CULTURAL AND  
MONOLINGUAL CLASSROOM.  
WHICH ENGLISH TO TEACH?**



# EXPOSITORES



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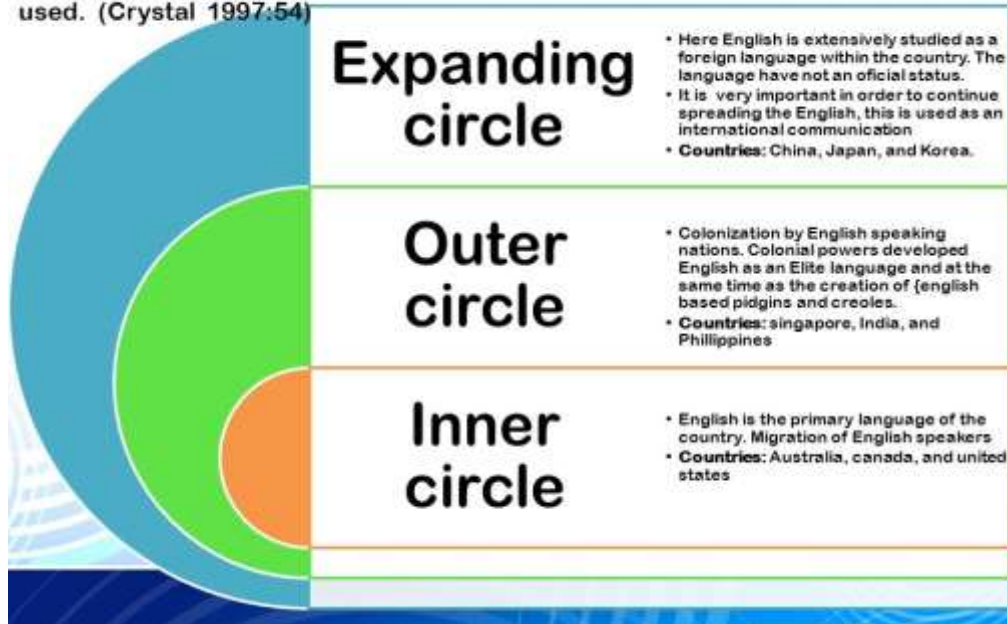
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## DISCUSSION

1. Which English should be taught in the classroom?
2. Should culture be taught when teaching English as an international language?
3. How can educators link international English and culture in a practical way?
4. Would we as educators be doing a disservice to our students by not having them speak as a native speaker?

# 1. Which English should be taught in the classroom?

Based on Kachru's categorization of countries in which English is used. (Crystal 1997:54)

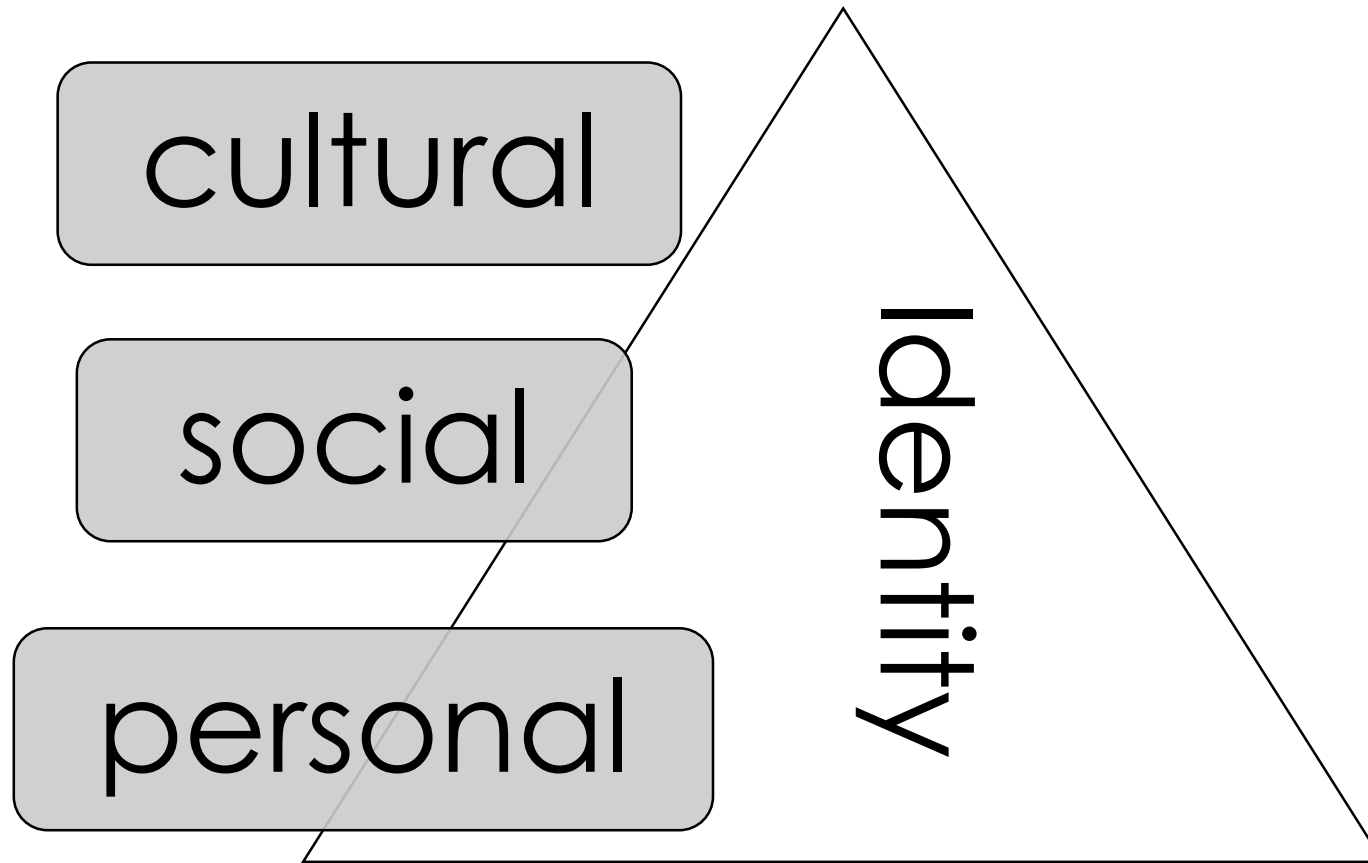


David Crystal - Which English?

- A conglomeration of dialects.
- Different vocab, grammar, pronunciation, discourse, strategies.
- Students aware of variations.
- Essential!

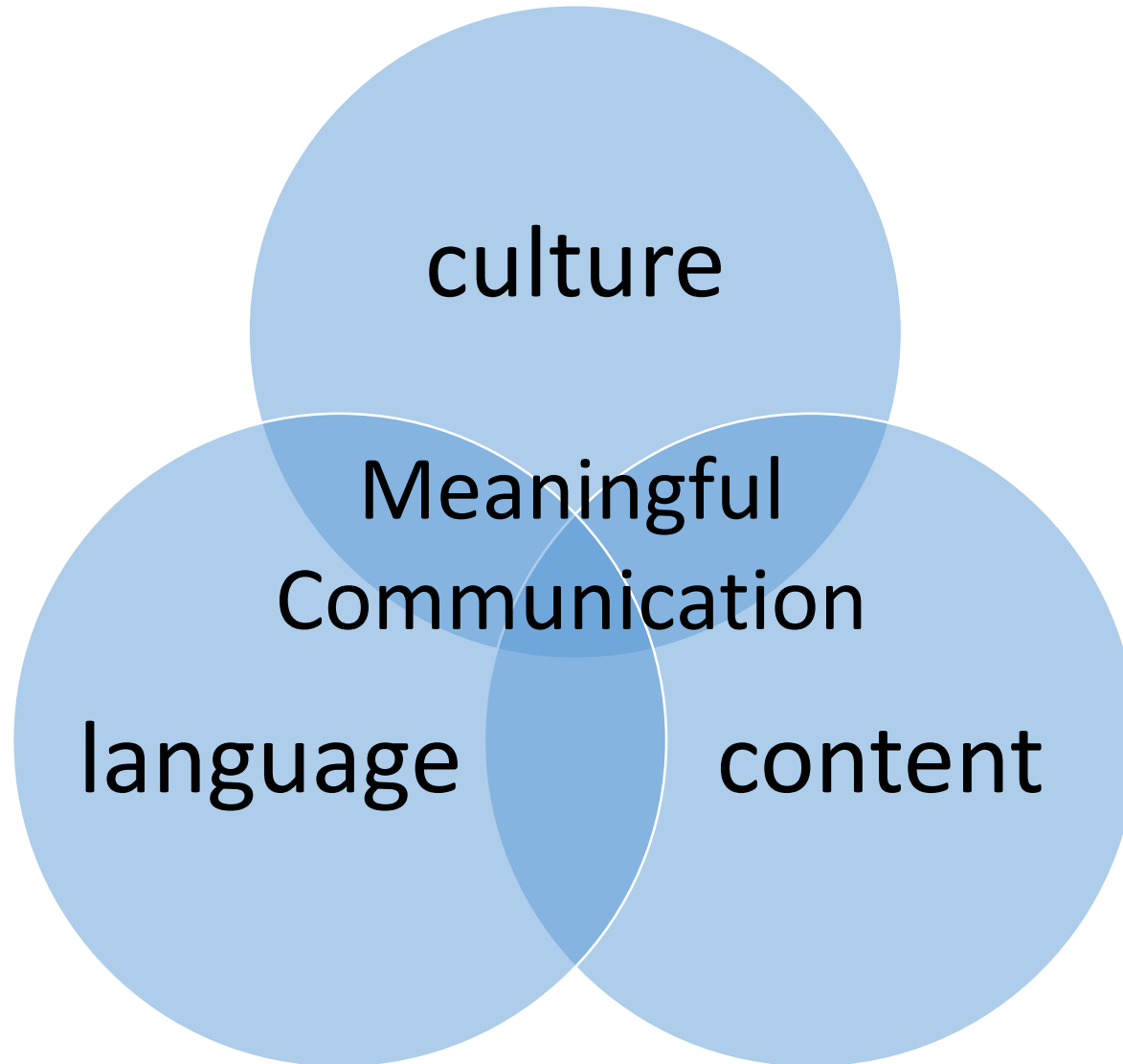
<https://www.youtube.com/watch?v=0XT04EO5RSU>

## 2. Should culture be taught when teaching English as an international language?



Tajfel & Turner – Theory on Identity/1979

### 3. How can educators link international English and culture in a practical way?



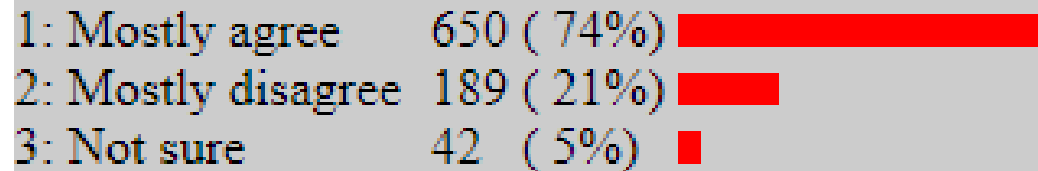
## 4. Would we as educators be doing a disservice to our students by not having them speak as a native speaker?

Students should be taught to aim for native speaker pronunciation.

- Mostly agree
- Mostly disagree
- Not sure

Vote

Results of voting so far



Total votes so far: 881

[British Council teaching English - Talk - Vote - BBC](#)

- Advantages
- Disadvantages

The most important – COMMUNICATION!



## CONCLUSION

- ❑ International English (EI) in the EFL classroom.
- ❑ Culture – content – language: meaningful communication.
- ❑ Learners – aware of variations of the language.
- ❑ Language – culture: hand in hand.
- ❑ Communication – far more important than a native-like accent.



**Thanks!**



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