

# **CHAPTER ONE**

## **INTRODUCTION**

As English has become widely-used internationally, the status and perspectives of English as an international language (EIL) have changed the view that English as the native speakers' language to English as the language of speakers who use it around the world. Many other changes in the traditional principles based on the EFL/ESL paradigms have also occurred; however, in many TESOL preparatory programs, little has been done to prepare English teachers for this paradigm shift (Brown, 1995). The current study was conducted to fill the gap and to raise the EIL awareness in teachers' training and education.

### **1.1 Motivation and Purpose of the Study**

Though EIL has been used to replace ESL or EFL in many international conferences and the role of non-native English teachers (NNETs) in language education has been appreciated and appraised in recent years (Llurda, 2004), EIL is still a concept alien to lots of local English teachers (Liao, 2005): no EIL-related study in master or doctoral thesis can be found nationally; very few, if any, EIL-based courses are provided in teacher training program; no in-service teachers' seminars on the topic of EIL are provided.

On the other hand, I myself am a non-native English teacher, and learning and teaching English all these years have always been a pleasure to me. However, a sense of language alienation has also kept me from feeling that this language does belong to me since I've been long under the influence of the EFL framework. Fortunately, the more I read about the EIL ideology, the more I feel a sense of belonging and a boost of confidence. Instead of striving to meet the American or British English standard as I used to, I am now granted the knowledge that it is quite reasonable to use English in the local context and meanwhile retain my own identity.

Therefore, in order that the EIL ideology could be introduced to other local non-native English teachers, it is suggested that we should be familiarized with this paradigm shift. However, before EIL can make sweeping changes in the present English education, the researcher is interested in investigating how EIL might influence the local educators and how they would respond to this paradigm shift.

Since local English teachers have been immersed in the traditional EFL/ESL-based teaching beliefs before and after they became English teachers, a new paradigm shift in their pedagogical beliefs might not be as easy as it may seem. The present study aims to introduce the EIL ideology to the local English researchers as well as educators and to investigate how EIL might influence local Taiwanese senior high schools in their teaching beliefs. It is hoped that local English teachers' transition in their English teaching beliefs can be analyzed and factors of their transition can also be investigated so as to provide wider scopes of the EIL theory and practice in Taiwan.

## **1.2 Research Questions**

To delve into how the EIL ideology might impinge on the local senior high school English teachers, the transition of the teachers' teaching beliefs from the traditional EFL/ESL views to the EIL paradigm is the main focus of the present study. Below are the research questions.

1. How do senior high school English teachers in Taiwan see EIL?
2. How does the EIL ideology change senior high school teachers' self-image and identity?
3. How do they welcome the integration of EIL in their pronunciation teaching?

## **1.3 Organization of the Study**

The present study is composed of five chapters. Chapter one includes the motivation, the purpose, the research questions, and the overview of the study.

Chapter two reviews the theory of the EIL ideology, its ownership, standards, intelligibility, and its impact on TESOL, etc. Furthermore, the significance of EIL in boosting NNETs' self-image as well as its phonology teaching is presented. Chapter three elaborates the setting, participants, instruments, procedures and data analysis process of the study. Chapter four details and discusses the results of the study. Eventually, the summary and the discussion of the pedagogical implications along with the limitations of the study conclude the study.