## Motivation by Stealth?

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**Abstract**
Buried beneath the conversation or, if preferred, the simmering debate about *if* and *how* we should be teaching English - in some form, to some end – around the world, is the fact that many of our students are not the least bit interested in what we have to teach them. Should we care?At the heart of the problem, and of this paper, is motivation. Should we not look at our students first, rather than continue to hand down and implement policy from on high, from elsewhere? Should we try to imagine what our students' future professional and personal lives will be like and how one of the current 'World Englishes' might be of use to them, one day? A great motivator is culture, in its broadest sense.This paper nods in passing to the theme of 'interdisciplinarity,' considered vital, as well as to that of 'teaching and learning *inthe digital age,*' the latter seen as a boonnot a bane. The author, nonetheless, feels piques of conscience about the stealth role of English in what is, gaily and glibly, called 'globalized contexts'. What if our pedagogic success comes back and bites us? What if, when we succeed in motivating our students, we are actually playing a dangerous game of acculturation? Inside the lining of success in English, have we sewn cultural hegemony? This paper suggests possible equipoises and pragmatic safeguards.

*Keywords: acculturation, cultural hegemony, globalized English, motivation, World Englishes*

**Motivation by Stealth?**

The writer feelssure that the insights gained in herEnglish-teaching experience in diverse countries can be usefully shared. Having worked in schools without electricity, in universities *with* electricity but a ban on photocopying, and in various other challenging locations, some of which were in Western Europe; her current post is in a private women's university in Saudi Arabia. Here, she has not only a fair degree of academic freedom but also cutting-edge technology and small classes. There's also student boredom. And poorly written English is more and more common. The writer thought she saw a connection.

**Teaching Millennial Students**

Those of us in the professorial generation, who speak several languages, have difficulty understanding why our millennial students lack motivation in their language studies. Wouldn't *we* have loved to be studying at this time, with all the digital resources, the cheap travel, the 'apps' for when you arrive somewhere exotic – how motivated we would have been! And yet, many of our undergraduates don't even seem very keen on reading.

There is an ongoing conversation or simmering debate – depending on one's standpoint – about whether we should keep force-feeding English as a foreign language to our pupils and students or whether we should just give up. Perhaps not everyone needs to know foreign languages, perhaps not everyone needs to have excellent English. It might be a waste of resources and, worse, of a student's time to insist on them learning English well. This subtle handwashing away of the issue can be described as elitism. It can also be countered by saying that school pupils and undergraduates are probably not in a position to know 'what's good for them'; they may need English later on in their future careers or further studies. They are likely to change careers (if they find one in the first place) more than once in their lives. It's our duty therefore to teach English to them now, just as we might teach them about correct nutrition or first aid.

We can't force them to learn English; it's hard to force a means of communication on people who don't actually need it to communicate *right now*.If we have to persuade these young people that they ought to learn English, then we come up against the notion of motivation. This brings us full circle, back to what our students actually want or, at least, to what they are interested in.

In the writer's own teaching experience in the Middle East, culture in its broadest sense *does* interest our undergraduates. If we cast our net wide enough, we can find something that interests them, something that will hook them into the English language net. When this writer says, "culture in its broadest sense" –and here she posts a warning here to easily shocked academic colleagues–'cultural' topics in her materials may well include football, cooking and fashion. What matters is the quality of the sources used (*The New York Times, The Economist, National Geographic,* to name a few) and hence the quality of the writing.

For instance, this Instructor manages to teach a course called the Structure and Function of the English Language, without putting students to sleep, while actually getting them interested in reading quality English - for the first time in their lives, in most cases. Page layouts are faithfully reproduced, including all images – which are very important - as the visual memory

helps with other associations (memories, understanding) in the brain. This is explained for my Phonetics course (p 7-8), where I also use images: faces. However, we may well begin our Structure and Function course with a recipe (Mark Bittman, *New York Times*) for simple homemade tomato soup or Spanish omelette, accompanied by a how-to video. The writer has discovered that, with this generation, we need to return to why we humans ever began to read and write in the first place. We cannot assume that our students will see any purpose in reading-to-learn unless we demonstrate one to them. Perhaps this is because they have such easy access to all sorts of tidbits of information, constantly – 24/7 as we say. There would be too much to read anything in depth – or even at all - so why bother beginning? They're saturated. We can help them choose what to read, or at least skimread; we can influence their browsing habits.(We don't need to mention that *to browse* dates from old German and that their word *browser* was first used in 1982.)

As mentioned above, our university is well-equipped, technologically speaking. However, the greatest disservice we could do this generation of undergraduates would be to use this technology to teach them online, subtracting the teacher's physical presenceand guidance from the equation. We would then hold these young people at a distance; in fact, you and I, dear colleague, would become just another two faces that appear on our students' phone-screens, to have their thumbs pass over us before finding something better to Bluetooth their friends. In all the materials carefully selected by the author (and, mostly, renewed each semester), there is something interesting or vital to learn about the world, *their* future world, with which they'll have to cope but also where they will enjoy themselves, travel, cook for friends and much more. Humans began to read and write, in the first place, to pass on useful information, such as survival skills (cooking, not just fighting), as well as record triumphs and disappointments.

In the above-mentioned Structure and Function course, this Instructor also unashamedly simplifies as much as possible.  Or perhaps the verb 'streamline' is preferable here because 'simplify' may have gathered some pejorative senses along the road; on the other hand, people are always streamlining businesses and processes and these tend to be seen as positiveactions. The author should point out that each of her courses is run like a very tight ship, so as to avoid opening a breach that might let the learning-by-heart bogeyman slip in. She designs and teaches applied courses, where the essentials are well-covered and can be *understood and applied* (her watchwords)by the average student who has near-perfect attendance. The aim is that these students should not only pass the course but get enough out of it to improve their written English, their English-Arabic translation and their reading (from the point of view of understanding as well as speed).

The students' reading in English improves because they are obliged by the design of the course itself to read at a quality level (as mentioned: *The New York Times, The Economist, National Geographic…*) even if they're looking for an easy approach, which they usually are. This Instructor guarantees them that all evaluations (two quizzes, the Midterm and the Final Exam) will use material from the articles that are uploaded to Black Board – and nothing else. This promise is written into the syllabus (also posted), repeated in class several times in the first weeks of the course, then reiterated at opportune moments, which the reader is free to imagine. Even those who would try to memorize the course materials – fifteen or so interesting articles,

some lengthy, from the international quality press – will do themselves an immense amount of good.

When the author first sat down to write this streamlined Structure and Function course, which by the way is a core course that all our English & Translation programme students must take, she looked back on all her international experiences of what EFL students from various language backgrounds find hard in the language. She has taught people whose mother-tongue background was either: Arabic, Catalan, Chinese, Danish, Farsi, French, German, Greek, Italian, Japanese, Polish, Portuguese, Russian, Spanish or Turkish. As she tells her students (it reassures them), English is a deceptively difficult language to master. Not only has it borrowed, or even made up, Franco-Latin words and inserted them into a Germanic base; it often doesn't obey what might reasonably be considered its own rules. (Compare this behaviour to Arabic or German, to name but two.) Even the homey Germanic-sounding words have bits that fell off in transit: what happened to the rest – the other persons and tenses - of the verbs *kann* and *müssen*?

The writer came up with a minimal list of universal difficulties to be tackled in English, including for Arabic-speaking students. These little challenges in English included of course the usual suspects, such as delexical verbs, the modals and phrasals. The others can be seen in the sample syllabus in Appendix 1. (It's interesting to mention in passing that even the writer's German Erasmus students in Paris found English phrasals tricky – although part of the German fabric of English, it seems they don't exactly match the German morphemes.)  A minimal list of 'things that are special to English' was strictly kept to, as otherwise the students feel once again overwhelmed, whatever their background.  It can be tempting for teachers to stuff so much into a syllabus (like a fancy cushion), which has to be signed off on by their Chair, Dean, Provost and, ultimately, might be seen by the national accrediting body; however, it's self-defeating to overstuff a syllabus because students are discouraged once more by the sheer volume of 'things to remember' and actually learn very little, if anything. Many of our students in Jeddah have spent years rote-learning in schools and to this psychological prop they will return, if we don't structure their learning viain-depth yet absorbable modules. This has to be the baseline of student-centred teaching and learning: write syllabi for *them*, not for the management or accreditors. Syllabi are supposed to be guides for teachers and their students, adaptable each semester, not jam-packed showcases.

To avoid exposing her students to the temptation of memorizing theory, this Instructor has specially designed the department's Phonetics course as an applied one (another core course to be taken by all students in the programme). Using recent discoveries in psycholinguistics, which are briefly explained to the class, students are led to associate a particular accent with the speaker's face. This is an easy yet solid approach since it is how we learn our mother tongue as babies and also how we differentiate the various speakers in our lives: through recognizing their faces, beginning with our mother's.  By the end of the semester, students can identify at least 12 different native English-speaker accents, through associating them with the photo of the Language Consultant used for each one. Outside of the class workshop sessions, when they see a screenshot of the speaker's face, the students can hear his or her voice in their head. What happens in the students' brains when they see the screenshot of a speaker, put in more scientific language is this: *"crossmodal neural circuits that have been shaped by previous associative learning become activated"* (von Kriegstein&  Giraud, 2006)

The short films of native English-speakers for use in the Phonetics course are carefully selected by the Instructor on YouTube. During the semester, students manage to learn most of the signs in the IPA, International Phonetic Alphabet, through frequent practice in class workshops. All evaluations test their knowledge of these accents through sets of four multiple choice questions (MCQ) written only in IPA sound symbols. The Midterm and Final Exams are structured in such a way that it's possible to pass, through doing well in the MCQ section alone, which tests applied knowledge of the various accents studied to date. (See Appendix2 for a sample question layout.)And, of course, in order to do well in the MCQ section, you have to attend every single class. (Incidentally, some students become totally obsessed with the IPA and phonetics and phonology. These ones get A grades seemingly without effort and have, in fact, been successfully poached to the Linguistics stream.)

Although this writer regularly sees heavily-laden colleagues, in her department and others, navigating the corridors with armfuls of photocopies for their students, she has to say that she has been digital for over a decade. It's important that students are able to read over their materials on their phones and even - if they get into the habit (the Instructor's intention)– that they also do their thinking and prescribed homework using their phones. The professorial generation perhaps sees these millennials as only clicking in and out of games or YouTube on their devices. They may even ban phones and tablets in their classroom. In this Instructor's class, it's obligatory to have an i-phone, a smart phone or a tablet that is charged and ready for use. Students may be asked to quickly check the meaning in English (synonyms) of a specialized term used in passing or for the Arabic equivalent. The writer has found (she teaches standing up, wandering round the classroom from time to time) that her students mostly use their phones to open the page in Black Board that they're working on together.  In fact, if her students are seen concentrating on YouTube videos somewhere on campus, imitating 'funny' accents, they're probably preparing for their Phonetics class. However, if you recall, the author did mention earlier that we're blessed with small classes at our university. Thus, working on this Instructor's courses is something else that the students get into the habit of doing on their devices, sometimes in small cooperative groups, outside of class.

Similarly to the webmaster of a site where you want visitors to keep coming back regularly, the author makes sure that there's a link posted to something new in the Black Board materials, for each course, several times a week. Students do click into these posted links, on their phones, as it has become part of their daily routine. Students have also confided that, between classes or in the car (women have to be driven in Saudi Arabia and can easily spend an hour in transportation, each way), they occasionally click into the original hyperlinks, which are left as-is in all the articles used in class, and read more about the topic and related stories.

**Interdisciplinarity**
This detail brings us to the idea of interdisciplinarity. Although the writer is teaching only Linguistics courses (and, at times, stealthily trying to poach students into her stream from the other two in the department), she sincerely believes that each course should be part of a holistic education. For instance, the *National Geographic* articles used are beautifully written and illustrated. (See a question from a Structure and Function Final Exam, in Appendix 3.) They encourage students to want to travel later, to find out more about the rest of the world and its peoples, its ecology – and also its problems. Many professors would be surprised, if they

scratched the surface, at how many gaps in their knowledge millennials have; and the writer suspects this is not limited to our region. Some speakers ("Language Consultants") used in the Phonetics course were chosen because they had, for instance, a particular American accent for students to study; however, in addition, the subject matter of the interview was *Facebook and Eating Disorders*, by a Psychology Professor named Pamela Keel (see References and also Appendix 4.)The interview transcript was also uploaded onto Black Board, with the original hyperlinks still in place, as well as the *"Further reading"* and *"You might also like"* links so that students could pursue these topics further if they wished. They are not tested on these items, of course, only on the woman's voice; but the Instructor finds – in a counter-intuitive way – that allowing them to ponder other (outlying) topics actually gets their attention onto what we're doing in class. This may be due to the multi-tasking attention span of a generation growing up online or it may simply be the most recent iteration of humanity's eternal adaptability.

**Tiptoeing out of the Inner Circle**
       Near the beginning of this paper, it was stated which quality publications are deliberately used in all the writer's classes; this is so that the English model students see most is the very best. The writer often tells her students that, if some days all they do is read (because they have course overload, they're tired) from these sources, it will still do them some good. The model then is either the American Standard or the British Standard.

       However, there has been a quiet revolution in the Phonetics course. It may not seem immediately relevant but it should be mentioned that 25% of the students in our university are non-Saudi and a significant proportion of this 25% are not Arabic-speakers. Many of thislast groupare from – or their *parents* are from – India or Pakistan. In fact, a good number of these students were born expats: they're Third Culture Kids (*TCKs*: see References, under Useem), who need some sense of belonging. Two years ago, the author took the decision to feature a Standard Indian English accent in her Phonetics course as there was an Indian student enrolled; the following semester it was the turn of the Standard Pakistani English accent.It had seemed somehow awkward (readers will recall that we have small classes at our university) to spotlight only the 'usual' native English-speaker accents: the Standard American, RP, contemporary London, Ulster, Éire, Australia, South Africa, educated Scots (this writer)… and to ignore the unique voice of this Indian student or that Pakistani student, especially as they always had their hands up fast to answer all the questions. It seemed this Instructor was still standing firmly inside Kachru'sInner Circle (Kachru 1985). Reflecting on her experience of conferences at her university and elsewhere, it seemed that non-traditional (non-standard?) accents were going to be part of international conferences from now on and, since many of our students go on to become translators, interpreters or journalists, it would be useful for them to be exposed to a wider variety of accents that they would definitely hear later.

       One evaluation element in the Phonetics course being described is a Personal Project, or PPP, (students choose their topic, which the Instructor must approve). In their PPPs, students started choosing topics such as the Egyptian accent in English, the French accent in English, the Latino accent in English, the Russian accent… In class, we also learn to distinguish the typical sounds of French, Spanish, Italian, Arabic and any other language the students are interested in that semester. The key word, of course, is *interested*. This is what motivates them to work. One semester, we touched briefly on Korean and, in another, we listened to Mandarin Chinese tones

because one student each time was self-studying the language or was very interested in it (or the culture). Thus, in addition to the new synapses created for the various English accents we do, others are created in their brains (we used to say their ears were fine-tuned) for hearing and analyzing the sounds of languages other than English. Why not just stick to English and drill them on that? Well, once again, it's a counter-intuitive ruse: sparking their curiosity in other, more 'exotic' languages brings them back to the fold to perform phonetic tasks on English. As a bonus, some students get the chance to shine in class because they know something (anything, really) about a different language, which they can share with the others.

So, with all this diversity in her Phonetics course, why was this Instructor still using, in her other courses, press articles and documentaries produced for the most part in the American Standard or the British Standard, with occasional selections from Australia? Well, the writer *is* still using them and she is not yet certain of the answer. There may be a difference, which we need to tolerate, between someone's oral English and that person's written English. Would it be better for these students, and perhaps all those across the Middle East and North Africa, to write in one of the forms of World English available? After all, these 'World Englishes' have been under study by linguists for decades already according to Jenkins (2009).

## World Englishes: Which Boundaries?

However, for Jenkins the scope of World Englishes (WE) includes all local English varieties, wherever they come from in Kachru's three circles. One example of a WE could be Japanese English, another could be Egyptian English. Would it be more appropriate to teach these, in their respective contexts, rather than one of the Inner Circle varieties? Language professors might respond that "boundaries have to be set somewhere." Indeed they do: the question is where. Perhaps by imagining the boundaries pushed too far, we can decide to which point we want to bring them back. Let's step further outside of the Inner Circle, shall we, towards the 'wild side.' How about letting our students avoid the pains of learning EFL, English as a foreign language, altogether and instead freely use ELF, English as a lingua franca instead? ELF is used either solely among non-native speakers of English (often with different mother-tongues) or in situations where the English native-speakers (ENLs) are in the minority. For example, on the fringes of an international conference, we might well find people conversing in English as a lingua franca though we might be surprised to hear it spoken from the podium. ELF is said to be creative and to behave like other variants in language-contact situations (think of rule-borrowings, adjustments for comprehension). According to Jenkins (201), there are "*regularization processes*" that (nervous professors may want to look away, two lines below) could involve the widening use of uncountables as countables and the non-marking of the third person singular. In short, ELF-speakers would have no qualms saying: *informations, advices,* as well as *she go* and *he hope* among other things such as (we imagine) *drinked* and *thinked.*
We suspect that these creative ELF neologisms might be a bridge too far for most teachers of English in the Middle East and North Africa. Yet, the Americans already pluralize *accommodations* and the author harbours a secret liking for *drinked* and *thinked.* (Wouldn't it be good if English could evolve more quickly and simplify itself faster?)

## Smooth Acculturation?

The simplest answer to where we should set the boundaries for which World English to teach is surely to stay within the sanctity of the Inner Circle, the one that expands only slowly if

at all. It's guarded by its gatekeepers, who include the Inner Circle publishers. But, shouldn't we ask ourselves (even if don't teach Sociolinguistics per se), how come English *is* the global language? We, the professorial class may know why (we ought to), but our students probably take it for granted. English has no particular merit as compared to other languages; its supremacy, further strengthened by the Anglo-dominated internet, stems from politico-economic power.The rest just flowed naturally. As one TED-speaker, Jay Walker, put it:

> *"The world has a new mania, a mania for learning English. ... Your native language is your life. But, with English, you can become part of a wider conversation, a global conversation about global problems. [...] English is becoming the language of problem-solving."*

[He then compares the magnitude of this turning point for English to the harnessing of electricity and the fall of the Berlin Wall, and continues:]

> *"English represents hope for a better future, a future where the world has a common language to solve its common problems"*

This video is shown in the writer's Sociolinguistics course, when discussing one of our topics:'Globalization and Varieties of English.'  Walker's speech is counter-balancedwith another TED clip, by a different English-speaker (Patricia Ryan, based in the Middle East), who wonders whatever happened to translation. The main TEDsite still carries her speech and provides this introduction:

> *"Patricia Ryan is a longtime English teacher who asks a provocative question: Is the world's focus on English preventing the spread of great ideas in other languages? In other words: What if Einstein had to pass the TOEFL? It's a passionate defense of translating and sharing ideas."*

That is, we should be able to think in whatever language we like and have our thoughts competently interpreted or translated, if and when we wish. By compelling our students to learn English, trying to get them to think in English (for example, through total immersion methods) and praising them when they do: are we influencing their thinking? Are we trying to change their mindset to an Anglophone one? Ricoeur (1991), writing on science and ideology said:

> *"The interpretative code of an ideology is something in which men live and think, rather than a conception that they pose. In other words, an ideology is operative and not thematic. It operates behind our backs, rather than appearing as a theme before our eyes. We think from it rather than about it."*

Back in 1998, Swales wrote in favour of what he called vernacular publishing. He said that for particular fields, it wasn't a "*sensible policy*" for non-English speaking scholars to concentrate on competitively publishing in refereed English journals. He insisted (Swales p 1) that:

*"developing local research and publication traditions is clearly of benefit to many parties, from government ministers, to those concerned with environmental issues, to agricultural extension officers, and social workers."*

His case study was Malaysia, where society works differently – even the universities operate differently, each being specialized in a field or fields – without, it seems, the cut-throat competition rife in what we call the Anglo-American world with its ranked, specialized journals. As Swales explains (p 1):

*"Instead, there is concern to maintain contact with a more multi-disciplinary readership, and to justify the research project per se, rather than to argue a particular viewpoint or to test a particular hypothesis."*

He adds that Malaysian researchers usually avoid negativism in their articles due to the structure of Malaysian higher education (individually specialized universities).

Moving to a different continent, in Finland, Anna Mauranen (1993) wrote:

"*Insofar as rhetorical practices embody cultural thought patterns, we should encourage the maintenance of variety and diversity in academic rhetorical practices -- excessive standardization may counteract innovation and creative thought by forcing them into standard forms*"  (Mauranen p 172)

She was particularly interested in the *reflexivity* of Anglo-American academic writing, by which she means how the author presents his/her text to the reader - even leads them through it. She also calls this the "*self-awareness of the text*." In Anglo-American academic discourse, seemingly innocent connectors such as *however, rather, in other words* are added to the mix. When this author read through her examples (which she presented to different readers in her study), she did find herself reading faster. Apparently, the texts also seemed more "authoritative" to Mauranen'sreaders, as indeed they did to this author. However, it turns out that, to Finns, "authoritative" may not be a positive concept: they see authority as "*patronizing and constraining*." (Mauranen p 166)

Furthermore, what she terms *high level reflexive text* (ie, with many 'helpful' discourse links) is likely to be seen by Finns as "*didactic, interfering, and patronizing*."

Even the structure of the paper is quite different when written by a Finnish academic. Finns begin an article or report with a good deal of background information and leave the reader to make up his/her mind; whereas the Anglo-American style is to use reflexive discourse, as Mauranen says: *"to establish the common ground between writer and reader."*

From just these two examples, one in Europe and one in Asia, we might hypothesize that, elsewhere in the world, other academics/researchers who have non-native English are forced to fit into an Anglo-American mould, even if they must do so solely to succeed in a career at home. We might ask ourselves how many creative, divergent ideas and concepts the world has missed due to this pressure to publish in English, and write in a certain way.

Even Linguistic theories, particularly those concerning language acquisition and language learning, have been dominated by North American universal theorists and structuralistsfor at least two generations. There have always been alternative theories, however: those of Whorf, Bakhtin and Merleau-Ponty, for instance, which remain'non-mainstream' (Dufvu 2004). The

latter three didn't collaborate but, separately, came to similar conclusions. These involved according to Dufvu:

> *"thesituatedness of cognitive and linguistic experiences, which thus implies also their focus on particularity. The perspective that is afforded us by our individual life history and by our cultural and linguistic environment shapes the way we are."*

This view, as Dufvuexplains, *"stresses the importance of variation and diversity in human cognizing."* (Dufvu, p. 135). The three theorists above and others did not follow the dominant, structuralist views of the 20th century but were closer to those found in anthropological linguistics. They did not see language and thought as being separate from each other (Dufvup 136). Thus, it would follow that we *are* altering our students' minds by having them use a different language to do at least some of their thinking.

**What if our pedagogic success comes back and bites us?**

As the author has said throughout, she works constantly to motivate her students. She has her own brand of immersive English-learning for her Linguistics courses, which weaves in all kinds of interesting topics – in order to be attractive and motivating. Could your author be guilty of Anglo-American acculturation? She feels obliged to answer: inadvertently, yes. It is a risk. Her written sources are all Inner Circle. However, she makes sure that the majority of the topics covered are not. Either they are of wide interest ('universal' has worn thin) or particular interest - that is, set in a part of the planet students don't know very well. For instance, the original text for the 'Mammoth' article we used in the Structure and Function class (one sentence appears in a parsingquestion in Appendix 5 – the last sentence), was about Russian scientists discovering a well-preserved mammoth in Siberia. (There was a Russian student in the class.) When possible, pieces about the Arab world are used, provided they're interesting and well-written; for this, they would have to come from the quality media in the Anglophone countries. This, then, is the equipoise: best quality written English must be used, but should be balanced with wide-interest content and Arab-world content (when available). To avoid sewing cultural hegemony into the lining of our fine coat along with the 'success in English' label, we may need to consciously avoid handling too many Anglo-American topics just for the sake of it. (Unless we're teaching a civilization course.) After all, a global citizen – something to which our students might aspire – isn't automatically an Anglo-American. The safeguards, then, against inadvertent cultural hegemony are pragmatic and also require more effort and time spent by the professor.  But it's so much more interesting to teach!

**Conclusion**:

Millennial students need to be 'hooked' into learning English by stealth motivation that contains a risk of acculturation, which may be undesirable. They are attracted to work in the writer's applied Phonetics course using techniques based on neuroscience. While the latter course steps lightly out of Inner Circle Englishes, the other Linguistics courses remain firmly rooted within that Circle because students' written English must meet an Inner Circle standard. The siren song of rote-learning has to be resisted and can be, through teaching absorbable, in-depth modules that are interesting in themselves. Syllabi should thus be written solely for the *students'* benefit. The physical presence in class of Instructors as guides is vital, though course materials should be digitally available to students for browsing and practice 24/7 and hence part

of their online habits. The equipoise, to motivate and educate students but not acculturate them, is to use best-quality written English that is pragmatically balanced with wide-interest content and also Arab-world content, when available.

**About the author:**
Dr. Guillaume, who has degrees in French, International Relations, Language Teaching, EU Law & Applied Linguistics, has served in higher education for 25 years, parallel to a career in translation & interpreting. Her main interests are Neurolinguistics and human learning processes.

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Motivation by Stealth?                                                                   Guillaume

**APPENDICES**

**Appendix 1 sample Structure & Function syllabus: 3 hours per week**

| | |
|---|---|
| 1 | Introductory.   Gerunds & Participles with -*ing*① |
| 2 | Gerunds & Participles with –*ing*②.  Aspects ① |
| 3 | Word order.   Parsing.   Prepositions. |
| 4 | Aspects ② |
| 5 | Articles & other determiners – with or without?   Count/ non-count nouns. |
| 6 | Passives can't be that hard, can they? <br> Review sessions |
| 7 | Review sessions <br> **Midterm Exam: Tuesday 28Oct** classtime |
| 8 | Phrasalverbs vs Franco-Latin: <br> a balance or a battle? <br> Neologisms. |
| 9 | Modals – verbs with bits missing? <br> Delexical verbs: so useful - but why? |
| 10 | Noun clauses ① |
| 11 | Noun clauses ② <br> Adverb clauses.  Adjective clauses. |
| 12 | Detecting Adverb clauses, Adjective clauses and Noun Clauses.① |
| 13 | Detecting Adverb clauses, Adjective clauses and Noun Clauses.② |
| 14 | Special topics ①: new topics and/or review of areas requested by students |
| 15 | Special topics ②: as week 14. <br> Also Review Tutorials (group or individual) |
| 24 & 25 Dec | **Study Days:**No class |
| 16/ 28Dec | FINAL EXAMS |

**Appendix 2:Sample testing material from the Phonetics course**
The same image associated with this accent appears in all tests and exams.
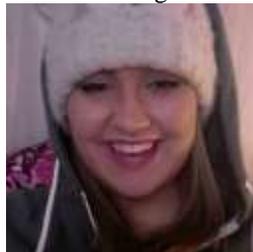


**Highlight the single correct transcription for a Northern Irish (Ulster) speaker of English**

| | | | | |
|---|---|---|---|---|
| Paige | (a) **/pei:dʒ/** | (b) **/padʒ/** | (c) **/pi:dʃ/** | (d) **/paiʒ/** |
| Things | (a) **/tɪŋz/** | (b) **/θɪŋz/** | (c) **/ðɪŋs/** | (d) **/θiŋs/** |
| Do | (a) **/dʊ/** | (b) **/dɤː/** | (c) **/du/** | (d) **/dʊə/** |
| Water | (a)**/ʋɔtər/** | (b) **/wɔta/** | (c) **/worər/** | (d) **/wɔrər/** |

**Appendix 3: Sample materials with images for the Structure & Function course**
This is an extract from a Final Exam KEY in Structure & Function of the English Language. The image was present in the text every time we analyzed parts of this text for various purposes, during the semester. Similarly to other examples, the visual memory brings to the students' consciousness other associations (from class analysis), without rote-learning and memorization.
**QUESTION EIGHT Noun Clauses**
**Carefully ==highlight== ONLY the complete Noun Clauses in the following extracts (<u>donot</u> highlight anything else). Also mark whether each Noun Clause is a Subject, Object or Complement: "S" "O" or "C." *Use any colour of highlighter.***
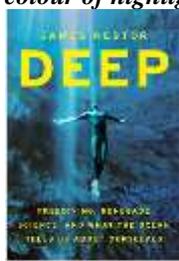
Here, he talks about the "master switch of life" and **O**why we're all born to dive, **O**what it feels like to plunge 3,000 feet in a homemade submarine, and **O**how a group of amateur researchers on the island of Reunion may one day be able to talk with whales.

*NatGeo*

**Appendix 4:  Sample teaching material from the Phonetics course**
**From the Academic Minute (see References)**



Hungry for 'likes': Study finds frequent Facebook use linked to eating disorder risk

Pamela Keel
PSYCHOLOGY PROFESSOR
FLORIDA STATE UNIVERSITY

0:08 / 2:41

This is a screenshot from the interview with Professor Keel, the link to the film always being placed in a footnote. Students listen to her speak and note the particularities of her accent, skimreading the transcript if they wish.  Voices

and personalities are chosen to attract the students; other information (eg. recent research on eating disorders) is noticed by them while they listen several times.

**Source**: http://academicminute.org/2014/08/pamela-keel-fsu-facebook-and-eating-disorders/**Appendix 5: Sample colour-coded parsing testsKEY, for the Structure & Function course**

The same colours are used throughout the semester – highlighters in class or on phones for speed and thus lots of practice. The brain starts to see and to remember patterns. In 9.1, the items are already boxed. In 9.2, students must do the complete analysis.

**9.1Use our statutory colours to carefully highlight the boxed text below, into Subject, Verb and also Object - Complement – Adverb, if there are any.**

Harvard University researcher George Church is hoping to combine DNA from Buttercup the mammoth with modern-day elephants. Carbon dating was used to determine her age.
Past mammoth carcasses have looked exceptionally well-preserved. So far, the team hasn't found a complete copy of the mammoth's genome. But Buttercup's tissue has revealed some very long fragments. Potentially, these could be pieced together to recreate the genome. Still, researchers are continuing to hunt for a complete copy.

**9.2 Use our statutory colours to carefully highlight the Subject, Verb and also Object - Complement – Adverb, if there are any.**

Eurostar was once the marvel of international train transport. Now it sometimes feels rather antiquated. With its rival Thalys, in 1st class to Amsterdam, you get a couple of drinks, a full meal, and free wifi.
Paris's all-electric car-sharing scheme is pretty interesting. You can use Autolib with any driver's license.
Registration takes less than 15 minutes, at one of the numerous Autolib booths.
The female mammoth, nicknamed Buttercup lived about 40,000 years ago.