

‘ELT for a Global World’

Changing English in a changing world

Unit 1

The spread of English

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Unit 1/1

- Introduction to the course
- Introductory discussion:

Where do you come across English in your everyday life?

How widespread do you think the use of English is in Hungary/Europe?

The ubiquity of English

- “English impinges on everybody’s life in Europe, in many different ways”:

(Seidlhofer, Breiteneder and Pitzl, 2006, p. 3)

Task in pairs:

List some of these “different ways”.

The ubiquity of English

- Snowball effect: “The more people learn a language, the more useful it becomes, and the more useful it is, the more people want to learn it” (Myers-Scotton cited in Seidlhofer et al. 2006, p. 4)
- “On the one hand, the availability of English as a global language is accelerating globalisation. On the other, globalisation is accelerating the use of English.”
(Graddol, 2006, p. 22)

The ubiquity of English

- Top-down: through institutions and education
- Bottom-up: through pop-music, sports, computers, internet, movies, etc.

(Seidlhofer et al. 2006, p. 4)

Task: Give examples of English entering Hungary top-down/bottom-up. What is your personal experience in this regard?

Task

- Task in pairs/groups

Brainstorming:

What made English a global language?

How is English different from other languages (e.g., Latin) which are/were used well beyond the borders of their country of origin?

Feed back to class.

Class discussion

Task

Read Slides 8-10 and decide which argument provides the best explanation for the global spread of a language.

What makes a global language?

Number of people who speak it?

- Chinese: the largest language in terms of native speakers in the world (Graddol, 2006, p. 61)
- Estimated number of speakers with L2 use taken into account:
 1. Mandarin 1,052 million
 2. English 508
 3. Hindi 487

(Graddol, 2006, p. 62)

What makes a global language?

- Beauty or logic of a language?

“In its easiness of grammatical construction, in its paucity of inflection, in its almost total disregard of the distinction of gender excepting those of nature, in its simplicity and precision of its terminations and auxiliary verbs, not less than in the majesty, vigour and copiousness of its expression, our mother-tongue seems well adapted by *organization* to become the language of the world.” (reviewer of Athenaeum in 1848 cited in Crystal, 1997, p. 6)

What makes a global language?

“A language becomes an international language for one chief reason: the **political power** of its people – especially their military power.”

“But international language dominance is not solely the result of military might. It may take a militarily powerful nation to establish a language, but it takes an **economically powerful** one to maintain and expand it.” (Crystal, 1997, pp. 7-8)

Task

- Students are given a map of the world.
 1. Identify countries where English is spoken.
 2. What function does English fulfil in these countries? (Who are the speakers of English?)
 3. How can these countries be categorised according to the function English fulfils there?

Reasons for the spread of English

Jenkins (2009, pp. 40-41) lists the following reasons for the worldwide spread of English:

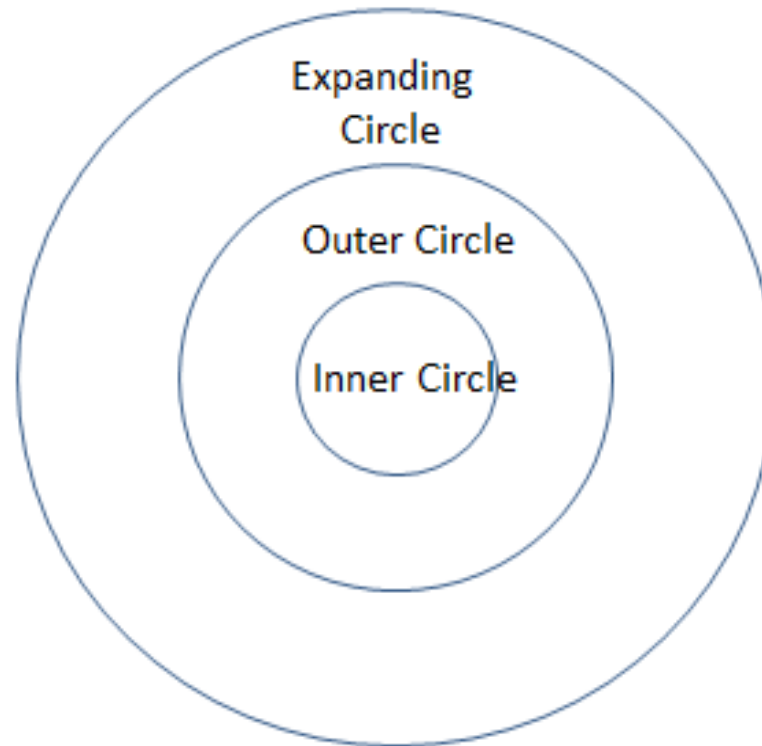
- Historical
- Internal political
- External economic
- Practical
- Intellectual
- Entertainment

Task

Explain what the different reasons may entail.

The spread of English

Kachru's model of the spread of English (1992)



The spread of English

Inner Circle

- Countries of the first diaspora:
UK, Australia, Canada, USA, New Zealand
- English as a native language (ENL)
- norm providing

The spread of English

Outer Circle

- Countries of the second diaspora:
India, Bangladesh, Pakistan, Nigeria, Singapore
- English as a second language (ESL)
- norm developing

The spread of English

Expanding Circle

- Countries: China, Japan, Egypt, Hungary, Austria, etc.
- English as a foreign language (EFL)
- norm dependent

Task

1. Define ENL, ESL, EFL.
2. What are the main differences between these three functions English fulfils?
3. Read the following definitions on Slides 18-24. Which ones do you find the most suitable for the description of the current worldwide use of English?
4. Which definition describes the way English is used in Hungary?

ENL, ESL, EFL

- ENL: “the language of those born and raised in one of the countries where English is historically the first language to be spoken.” (around 350 million speakers)
- ESL: “the language spoken in a large number of territories such as India, Bangladesh, Nigeria and Singapore, which were once colonised by the English.” (around 350 million speakers)

(Jenkins, 2009, pp. 15-6)

ENL, ESL, EFL

- ESL

“one of the defining features of teaching English as a second language is that it recognises the role of English in the society in which it is taught.”

(Graddol, 2006, p. 84)

ENL, ESL, EFL

- ESL

“The ecology of English in such countries is a multilingual one where English is associated with particular domains, functions and social elites. A related characteristic of ESL societies is code-switching: speakers will often switch between English and other languages, even within a single sentence. Knowledge of code-switching norms is an essential part of communicative competence in such societies.” (Graddol, 2006, p. 85)

ENL, ESL, EFL

- EFL “tends to highlight the importance of learning about the culture and society of native speakers; it stresses the centrality of methodology in discussions of effective learning; and emphasises the importance of emulating native speaker language behaviour.”
(Graddol, 2006, p. 82)

ENL, ESL, EFL

- EFL

“The target language is always someone else’s mother tongue. The learner is constructed as a linguistic tourist – allowed to visit, but without rights of residence and required always to respect the superior authority of native speakers.”

(Graddol, 2006, p. 83)

ENL, ESL, EFL

- EFL: “the English of those for whom the language serves no purposes within their own countries.”

(speakers with reasonable competence around
1 billion)

(Jenkins, 2009, p. 16)

ENL, ESL, EFL

- ENL & ESL: endonormative
- EFL: exonormative (?)

“So it is difficult to see how the distinction between foreign and second language can be sustained.” (Widdowson, 1997, p. 144)

Notes:

Endonormative: “when a language has a norm within the area where it is spoken” (p. 123); Exonormative: “when a language has a norm outside the area where it is spoken” (p. 132)

(Richards, J. C., Platt, J., & H. Platt (1992) *Longman dictionary of language teaching and applied linguistics* (2nd ed.). Harlow: Longman)

Task

Class discussion:

Do you agree/disagree with Widdowson (1997)?

Task

Look at Kachru's model and answer the following questions.

1. What provides the basis for Kachru's categorisation?
2. Does the model reflect the current state of the worldwide use of English?
3. How watertight are the categories of the model? Are there any grey areas between the various circles? Give examples.
4. What amendments (if any) would you make to the model?
5. Read Jenkins' critique of Kachru's model. What points of criticism does Jenkins add to your list?

Critique of Kachru's model

- Based on geography and history rather than on the way speakers currently identify with and use English;
- Grey area between the Inner and Outer Circles
- Grey area between the Outer in Expanding Circles

(Jenkins, 2009, p. 20)

Critique of Kachru's model

- Many speakers are bi- and multilingual
which language is L1, L2, L3?
- Difficulty of defining speakers in terms of their
proficiency in English
- 'Inner Circle' implication: ENL countries are
central
- Implication: model is uniform for all countries
within a particular circle

(Jenkins, 2009, pp. 20-21)

Census data shows 100 different languages spoken in almost every London borough

- More than 300,000 people living in London can't speak English
- Census data also shows 78pc of residents have English as first language
- Nearly 1.7m people don't have English as first language



Top stories in News

Idris Elba and Gemma Arterton star in new independent film *A Hundred Streets*



Gang who tied up elderly mother and so during burglary jailed

Man accused of beheading pensioner north London garden

<http://www.standard.co.uk/news/london/census-data-shows-100-different-languages-spoken-in-almost-every-london-borough-8472483.html>

Critique of Kachru's model

“... London is now widely regarded as the most multilingual city in the world – a study in 2000 found that children in London schools spoke over 300 languages.”

(Graddol, 2006, p. 28)

Critique of Kachru's model

“...failing to capture the increasing importance of the outer circle, and the degree to which ‘foreign language’ learners in some countries – especially Europe – were becoming more like second language users.”

(Graddol, 2006, p. 110)

Critique of Kachru's model

- English as a lingua franca researchers:
non-native speakers in the Expanding Circle
norm dependent?

Task (group discussion)

In your experience, is English becoming a second language in Europe/Hungary? Does English function as a second or foreign language in your life?

Task

Task in 3 groups

1. Look at McArthur's and Modiano's two models.
 2. How are they different from Kachru's model?
 3. Have they improved Kachru's model? If yes, in what way(s)?
 4. What weaknesses (if any) do these models have?
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1. McArthur's Circle of World English in Jenkins, 2009, p.18;
 2. Modiano's centripetal circles in Jenkins, 2009, p.22;
 3. Modiano's English as a international language in Jenkins, 2009, p.23

Task

Discuss the following questions.

1. Who is a native speaker of English? What criteria do speakers of English have to meet to be considered as native speakers of the language?
2. Is a native speaker somebody “who knows its language perfectly” (Chomsky, 1965, p. 3) and speaks English without an accent?

Task

3. What are the differences between native and non-native speakers of English?
4. Should native speaker norms (of correctness and appropriateness) be taught to and used by non-native speakers of English?

Critique of ENL, ESL, EFL

- ENL is not a single variety of English
- Pidgins and creoles do not fit neatly
- ENL speakers living in ESL territories
- ESL speakers living in ENL territories
- Much of the world is bi- and multilingual

(Jenkins, 2009, p. 16)

Native – non-native speakers

- Basic distinction:

Native speakers: “born to the language and learnt it through education”

(Jenkins, 2009, p. 16)

Native – non-native speakers

- Native speaker: perpetuates monolingualism as the norm
- English is often one of the languages in the repertoires of multilinguals
- Implication: most important criterion for language proficiency is order of acquisition

(Jenkins, 2009, p. 87)

Native – non-native speakers

- In the Outer and Expanding Circles English may be spoken at home or in education
- Ethnic Anglo speaker as the reference point
- ‘non-native’ label offensive
- Implies a unidirectional power relationship
- Simplistic view of error
- Perpetuates negative perceptions of non-native speakers

(Jenkins, 2009, p. 88)

Native – non-native speakers

Suggested alternatives

- **Monolingual English speaker (MES):** speaks English only
- **Bilingual English speaker (BES):** proficient speaker of English with at least one other language
- **Non-bilingual English speaker (NBES):** able to speak English at a reasonable level

(Jenkins, 2009, p. 90)

Task

Class discussion:

Does Jenkins' suggested terminology provide a viable alternative to the current native/non-native speaker dichotomy?

What criticism (if any) can be levelled against Jenkins' proposal?

Native – non-native speakers

- Graddol (2006)

“Traditionally, native speakers of English have been regarded as providing the authoritative standard and the best teachers. Now, they may be seen as presenting an obstacle to the free development of global English.” (p. 114)

Task

Do you agree with Graddol? Why and how can native speakers present an obstacle “to the free development of global English”?

Task for Unit 2

- Library research:

Find out how the following terms are defined in the literature.

1. International English
2. World Englishes
3. English as a global language
4. English as an international language
5. English as a lingua franca

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