

‘ELT for a Global World’

Changing English in a changing world

Unit 4

Worldwide use of English v. English language teaching

Éva Illés and Tamás Eitler
Department of English Applied Linguistics

Supported by the Higher Education Restructuring Fund allocated to ELTE by the Hungarian Government



FSA
2015

Task

Home assignment:

1. Discuss which variety/varieties of English dominate(s)/are promoted by CEFR and ELT coursebooks?
2. Discussion: Is there a difference between the kind of English used in the classroom (including higher education contexts) and the kind of English that is spoken outside the school walls? If yes, what kind of differences are there?

Task

3. What issues may the variety taught in ELT and the international use of English raise for English language teaching? Brainstorm in groups (refer also to Slides 4-5).

English in the world

- Speakers of English

British English: 57 million

American English: 230 million

Indian English: 200 million

Native speakers: 400 million

Non-native speakers: 1200 million

(Walker, 2010, p. 73)

English in the world

- 1991

Beneke's (in Seidlhofer 2004) estimate:

80% of exchanges where English was spoken involved non-native speakers only

Task

Compare the issues you have identified (Slide 3) with the conflicts listed on Slide 7. Are there any differences? Are there any issues which should have been included in the list on Slide 7?

English worldwide v. ELT

- Majority NNSs; minority NSs (especially users of Standard English (SE) and Received Pronunciation (RP))
- Conflicts:
 1. NNSs' ownership of English v. adoption of NS norms
 2. The worldwide use of English v. the teaching of SE
 3. Real-world English v. school English

English worldwide v. ELT

- Conflict

“The prevailing orientation in English language teaching and testing, and ELT materials remains undoubtedly towards ENL, with correctness and appropriateness still widely driven by NES use regardless of learners’ current or potential communication contexts.”

(Jenkins, 2012, p. 487)

English worldwide v. ELT

Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001)

- what the learners can do is defined with regard to the success of communication with native speakers:
- Example:
“Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.” (B2 level, p. 24)

Task

Class discussion:

1. Do you agree with Jenkins that there is a clash between what is tested in ELT and how English is used outside the classroom?
2. Using the findings of your home assignment and the Internet in class, give further examples of the imposition of native speaker norms (of correctness and/or appropriateness) in ELT.

Task

1. Read the extracts from Quirk and Kachru's debate (Slides 12-18).
2. What arguments do Quirk and Kachru put forward to support their differing points of view?
3. Who do you agree with? What are your arguments for or against the teaching of Standard English in ELT?

SE and ELT

- Quirk (1985)

“The relatively narrow range of purposes for which the non-native needs to use English (even in ESL countries) is arguably well-catered for by a single monochrome standard form that looks as good on paper as it sounds in speech.”

(p. 6)

SE and ELT

- Quirk (1990)

“The implications for foreign language teaching are clear: the need for native teacher support and the need for non-native teachers to be in constant touch with the native language. And since research suggests that natives have radically different internalisations, the implications for attempting the institutionalisation of non-native varieties of any language are too obvious for me to mention.” (as cited in Seidlhofer, 2003, p. 14)

SE and ELT

- Quirk (1990)

“And all the students know perfectly well that, ..., their command of Standard English is likely to increase their freedom and their career prospects. So of course – teachers and taught alike – accept the basic conclusion that it is the institution’s duty to teach Standard English.”

(as cited in Seidlhofer, 2003, p. 15)

SE and ELT

- Quirk (1990)

“It is neither liberal nor liberating to permit learners to settle for lower standards than the best, and it is a travesty of liberalism to tolerate low standards which will lock the least fortunate into the least rewarding careers.”

(as cited in Seidlhofer, 2003, p. 16)

SE and ELT

- Kachru (1985)

“What prescriptivism implies, then, is that with the spread of English we also expect the learners to acquire norms of behaviour appropriate to the users of the inner circle. The expected behaviour pattern characterizes what one might call an 'educated Englishman' (or American). This hypothesis is based on the assumption that language spread entails spread of cultural and social norms, or what has been termed in pedagogical literature an 'integrative motivation' for language learning.” (p. 21)

SE and ELT

- Kachru (1985)

“This hypothesis certainly is not fully applicable to the users of the institutionalized varieties of English. It is also doubtful that in a serious sense such integration was the aim of introducing English in the far-flung colonies. In any case, the present uses of English have clearly shown that an initially Western code has acquired numerous non-Western cultural incarnations and messages.”

(p. 21)

SE and ELT

- Kachru (1985)

“In spite of the attitudes expressed and the vehement debates of linguistic purists, English actually has no authoritative channels of linguistic regulation other than the indirect ones: dictionaries, social attitudes, educational preferences, and discrimination in professions on the basis of accent. However, the need for some standards in written and spoken English for intranational and international intelligibility is well recognized.” (pp. 17-18)

SE and ELT

- Conflict

Non-native speakers' claim for ownership of English and their preference for Standard English target models

(Kohn, 2011, p. 71)

Task

Conduct a brief survey in the group:

Do the members of the group prefer Standard English target models?

Discuss the results of the survey.

Task

Class discussion

1. Who do you think owns English?
2. Are non-native speakers in the Expanding Circle developing their own norms the way speakers of English in the Outer Circle do?
3. Read what Widdowson says about the ownership of English (Slides 22-23). Do you agree with him?
4. What is your personal stance re. the ownership of English?

SE and ELT

- The ownership of English:

“How English develops in the world is no business whatever of native speakers in England, the United States, or anywhere else. They have no say in the matter, no right to intervene or pass judgement. They are irrelevant. The very fact that English is an international language means that no nations can have custody over it.”

(Widdowson, 2003, p. 43)

SE and ELT

- The ownership of English:

“It is a matter of considerable pride and satisfaction for native speakers of English that their language is an international means of communication. But the point is that it is only international to the extent that it is not their language. It is not a property for them to lease out to others while still retaining the freehold. Other people actually own it.”

(Widdowson, 2003, p. 43)

SE and ELT

- Seidlhofer (2011)

“What really matters is that the language should engage learners’ reality and activate the learning process. **Any kind of language that is taught in order to achieve this effect is appropriate**, and this will always be a matter of local decision. So **what is crucial is not so much what language is presented as input but what learners make of it**, and how they make use of it to develop the capability for languaging.” (p.198)

Task

Class discussion:

What Seidlhofer seems to claim (Slide 24) is that it does not really matter which variety of English is taught. Do you agree with her? What arguments (if any) can be put forward to support Seidlhofer's view?

SE and ELT

- Graddol (2006)

“The advent of new technology has helped applied linguists understand much better the complexity – and grammatical untidiness – of authentic native-speaker usage. The myth of a pedagogically tidy model is much more difficult to sustain now that many dictionaries and grammars are based on corpus research. Native-speaker reference books may be developing as better guides to native-speaker usage, but are less useful as models for learners.” (pp. 114-115)

SE and ELT

- Graddol (2006)

“As the English-speaking world becomes less formal, and more democratic, the myth of a standard language becomes more difficult to maintain.” (p. 115)

SE and ELT

- Kohn (2011)

Standard English:

empirical abstraction + prescriptive idealization

(p. 75)

SE: high social value; needs to be protected (from non-standard, non-native speaker varieties of English)

SE and ELT

- Kohn (2011)

“Standard English still enjoys a privileged status – yet, the empire is crumbling and educational standards, curriculum descriptions are slowly being modified under the influence of the changes that take place in the real world of English communication”

cautious relaxation of SE norms

(p. 76)

SE and ELT

- Kohn (2011)

Conceptualizing ELF from a social constructivist perspective:

learning, communication, etc. “is the result of individual processes of cognitive (and emotional) construction, overlaid and shaped by collaboration in social groups” (p. 79)

SE and ELT

- Kohn (2011)

speakers can only use their own individual English, “i.e., the version of English they have managed to make their own” (ENL, ESL or learner’s language) (p. 79)

“... people acquire English, or any other language, by creatively constructing their own version of it in their minds, hearts and behaviour” (p. 80)

SE and ELT

- Kohn (2011)

“Standard English and native speaker English can thus serve as models and provide orientation for non-native speaker-learners’ performance and learning in so far as they have gained a second existence in the speaker-learners’ internally constructed world.” (p. 84)

SE and ELT

- Kohn (2011)

“From a social constructivist acquisition perspective, Standard English and native speaker English are thus perfectly compatible with non-native aspirations to ownership of English.” (p. 84)

SE and ELT

- Kohn (2014):

SE does not conflict with ELF

Options for ELT:

1. copying, cloning of SE model
2. incorporating SE model

ELT: should adopt 2nd option

Task

Class discussion:

Can a deficit view of NNS Englishes be justified?

Which variety of English should be taught?

To whose norms should learners of English conform?

Does Kohn's suggestion present a feasible solution?

Real world v. school English

- Ranta (2010) Finland

Teachers/students: awareness of ELF and diversity

BUT exams: standard models and goals

Real-world v. school English

- Classroom communication example

Student 1: Grammar is necessary, especially for academic writing

Student 2: Of course, but while speaking please do not worry about grammar.

Student 3: See McDonalds says 'I'm loving it'

(Illés and Akcan, 2016)

Real-world v. school English

- Contact

Germany (Grau, 2009):

out-of-school contact not really integrated into
ELT classroom

Hungary (Illés & Csizér, 2010)

“an awareness of the role of English in international contexts of communication does not result in increased openness towards various varieties of English and the search for contact opportunities on the part of the learners.” (p. 1)

Real-world v. school English

- Bringing real-world English into the classroom:

Linguistic landscape

“The language of public road signs, advertising billboards, street, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration.” (Landry and Bourhis, 1997, p. 25)

(target audience, different meanings, etc.)

Real-world v. school English



(Photo by Illés)

Real-world v. school English



Photo by Illés

Real-world v. school English

- Linguistic landscape in a pedagogical context

Student-led projects accomplishing 2 main goals:

“First, it gets students to make connections between the content of classroom lessons and the world beyond the classroom walls. Second, it allows students to think creatively and analytically about how language is used in society and become more aware of their own sociolinguistic context.”

(Sayer, 2009, p. 153)

Task

1. Discover the linguistic landscape of the area where you live or study. Take photos of creative uses of English.
2. Based on Sayer's article (2009), discuss how linguistic landscape research can be used in ELT in secondary and higher education contexts.

Task

Task for Unit 5:

Read Eitler's (2006) article on Estuary English.

References

- Eitler, T. (2006). Identity construction, speaker identity and Estuary English. In L. Varga, (Ed.), *The even yearbook 7* (pp. 1-14). Budapest: ELTE SEAS.
- Graddol, D. (2006). *English next*. London: British Council
- Grau, M. (2009). Worlds apart? English in German youth cultures and educational settings. *World Englishes*, 28(2), 160-174.
- Illés, É., & Akcan, S. (2016). *Bringing real-life language use and creativity into EFL classrooms*. Manuscript.
- Illés, É., & Csizér, K. (2010). Secondary school students' contact experiences and dispositions towards English as an international language—a pilot study. *WoPaLP*, 4, 1-22.
- Landry, R., & Bourhis, R. Y. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. *Journal of Language and Social Psychology*, 16, 23-49.

References

- Jenkins, J. (2012). English as a lingua franca from classroom to classroom. *ELT Journal*, 66(4), 486-494.
- Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. In R. Quirk & H. G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literatures* (pp. 11-30). Cambridge: Cambridge University Press.
- Kohn, K. (2011). English as a lingua franca and the Standard English misunderstanding. In A. DeHouwer & A. Wilton (Eds.), *English in Europe today: Sociocultural and educational perspectives* (pp. 133-146). Amsterdam/Philadelphia: John Benjamins.

References

- Kohn, K. (2014). *Teaching towards ELF competence in the English classroom*. Paper presented at the 7th International Conference of English as a Lingua Franca. Athens, 4-6 September, 2014.
- Quirk, R. (1985). The English language in a global context. In R. Quirk & H. G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literatures* (pp. 1-6). Cambridge: Cambridge University Press.
- Quirk, R. (1990). Language varieties and standard language. In B. Seidlhofer (Ed.), *Controversies in applied linguistics* (pp. 9-19). Oxford: Oxford University Press.
- Ranta, E. (2010). English in the real world vs. English at school: Finnish English teachers' and students' views. *International Journal of Applied Linguistics*, 20(2), 156-177.

References

- Sayer, P. (2009). Using the linguistic landscape as a pedagogical resource. *ELT Journal*, 64(2), 143-154.
- Seidlhofer, B. (Ed.) (2003). *Controversies in applied linguistics*. Oxford: Oxford University Press.
- Seidlhofer, B. (2004). Research perspectives on teaching English as a lingua franca. *Annual Review of Applied Linguistics*, 24, 209-239.
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford: Oxford University Press.
- Walker, R. (2010). *Teaching the pronunciation of English as a lingua franca*. Oxford: Oxford University Press.
- Widdowson, H. G. (2003). *Issues in English language teaching*. Oxford: Oxford University Press.