

INTERNATIONAL ENGLISH TEACHERS' PERCEPTIONS OF  
ENGLISH AS AN INTERNATIONAL LANGUAGE

A Master's Thesis

by

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The Department of  
Teaching English as a Foreign Language  
Bilkent University  
Ankara

July 2010

To the memory of  
my aunt Fatma Altun and  
my uncle Mehmet Altun,  
who were my childhood heroes.

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ENGLISH AS AN INTERNATIONAL LANGUAGE

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## ABSTRACT

INTERNATIONAL ENGLISH TEACHERS' PERCEPTIONS OF  
ENGLISH AS AN INTERNATIONAL LANGUAGE

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English as an International Language (EIL) and its implications for ELT have been keenly debated throughout the last two decades. Many researchers have in some depth elaborated on the issues of identity and voice, linguistic imperialism, and the importance of non-native speakers and their use of English. However, most of these studies have overlooked other aspects of language including grammar, and the social functions of any particular language such as to project self-image and to develop local voice and culture.

The present study is conducted in order to occupy the above stated niche. The thesis presents an explorative and contrastive study in order to examine the extent to which English teachers from different contexts accept EIL for their classroom practices with reference to pronunciation, grammar, and culture and the extent to which English teachers from the Expanding, Outer and Inner Circle countries differ in their attitudes towards EIL. To this end an online survey and 14 semi-structured

interviews are conducted to investigate the attitudes of 448 English teachers from 71 different countries.

The quantitative and qualitative analysis of the data revealed that native speaker pronunciation is clearly not the ultimate goal for teachers from various contexts; however, the native speaker goal is more popular for grammar than pronunciation. The majority of teachers prefer content that deals with the life and culture of various countries around the world although there is support for the inclusion of local culture. There is a high degree of awareness of the issues raised by the increasingly international use of English. Accordingly, a clear majority of teachers believe that changing patterns of English use should influence what we teach.

The results of this study are hoped to be beneficial to the professionals of ELT, particularly teachers and material/curriculum designers, and to serve as a guide to all of them to revise their attachment to native speaker norms and their conceptions of EIL.

Key words: EIL, pronunciation, grammar, culture, native speaker, non-native speaker

## ÖZET

FARKLI ULUSLARDAN İNGİLİZCE ÖĞRETMENLERİNİN  
İNGİLİZCENİN ULUSLARARASI BİR DİL OLARAK KULLANILMASINA  
YÖNELİK GÖRÜŞLERİ ÜZERİNE BİR ÇALIŞMA

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Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü  
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Uluslararası dil olarak İngilizce (UDİ) ve bunun İngilizce dil öğretimi (İDÖ) bakımından içerimleri konusunda son yirmi yıl içerisinde çok verimli tartışmalar yaşandı. Bu alanda birçok araştırmacı kimlik ve ses, dilbilimsel yayılmacılık ve İngilizceyi yabancı dil olarak konuşanlar ile onların İngilizce kullanımının önemi gibi konulara belli bir derinlikte değindi. Ne var ki, bu çalışmaların çoğu, en başta dilbilgisi olmak üzere dilin diğer özelliklerini ve her dilin sahip olabileceği, kendi imgesini yansıtmak ve yerel ses ile kültürü geliştirmek gibi sosyal işlevleri ele almadan geçmiştir.

Bu çalışma, yukarıda belirtilen boşlukları doldurmak amacıyla yapıldı. Keşif ve karşılaştırmaya dayalı bir yol izlemeye çalışacak olan metin, bu anlamda, farklı ülkelerden İngilizce öğretmenlerinin bizzat yaptıkları derslerde telaffuz, dilbilgisi ve kültür anlamında UDİ'yi ne ölçüde kabul ettiklerini ve Genişleyen, Dış ve İç Halka ülkelerinden İngilizce öğretmenlerinin UDİ kavrayışlarında birbirlerinden ne ölçüde



farklılaştıklarını araştırmayı hedefliyor. Buna yönelik olarak, internet aracılığıyla bir anket yapıp 14 yarı-yapılandırılmış görüşme gerçekleştirildi ve 71 farklı ülkeden 448 İngilizce öğretmenin görüşleri alındı.

Elde edilen verinin nicel ve nitel analizi, İngilizceyi ana dili gibi telaffuz etmenin, farklı ülkelerden İngilizce öğretmenlerinin gözünde nihai amaç olmadığını ama çalışma örneklemini oluşturan bu öğretmenler için, standart İngilizce dilbilgisinin telaffuzdan daha önemli bir yere sahip olduğunu gösterdi.

Öğretmenlerin çoğu, farklı ülkelerin yaşam ve kültürünü konu alan bir içeriği tercih etmekte, ancak yerel kültürlere yer verilmesi yönünde desteklerini de belirtmektedir. İngilizcenin uluslararası kullanımının ortaya çıkardığı meseleler konusunda öğretmenler arasında yüksek bir farkındalık seviyesi gözlemlenmiştir. Fikirlerini belirten öğretmenlerin büyük kısmı, Bu Doğrultuda, İngilizce kullanımında ortaya çıkan farklı örgülerin ne öğretilmesi gerektiği konusundaki düşünceleri etkilemesi gerektiğine inanmaktadır.

Bu çalışmanın sonuçlarının, İDÖ uygulayıcılarına, özellikle de materyal/müfredat tasarımcılarına yardımcı olması ve hem öğretmenlerin hem de tasarımcıların İngilizceyi ana dili olarak konuşanların normlarına ve UDİ konusundaki kavrayışlarına olan bağlılıklarını gözden geçirmelerine vesile olması umulur.

Anahtar Kelimeler: UDİ (Uluslararası dil olarak İngilizce), telaffuz, dilbilgisi, ana dili İngilizce olanlar, İDÖ (İngilizce dil öğretimi)

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## CHAPTER I: INTRODUCTION

### Introduction

The Corpus of Contemporary American English (COCA) reveals that the most frequently occurring noun with the adjective *unprecedented* is *history*. Looking at the given data, one may assert that the connotation of *unprecedented* is uniqueness or matchlessness of a subject or an event in the recorded human history. Similarly, the age of information and technology we are in and globalization can be characterized by the very word *unprecedented*. One may also come across the same word most often, reviewing many kinds of documents discussing English as an International Language (EIL). Some of the quotations including the adjective *unprecedented* are:

The arrival of a global language, English, has altered the balance of linguistic power in an *unprecedented* way, and generated a whole new set of attitudes about the language and languages (Crystal, 2004, p. 123).

The *unprecedented* spread of one language, English, all across the globe has raised issues that need urgent study and action as they affect all domains of human activity from language in education to international relations (Y. Kachru, 2008, p. 155).

Teachers of English need to understand the implications of the *unprecedented* spread of the language and the complex decisions they will be required to take (Seidlhofer, 2004, p. 227).

Globalization has been accelerated through technology and an international language, which happens to be English, because information and knowledge are expanded and transmitted rapidly through English, the current lingua franca of technology, business, and science. English, therefore, especially to non-native

speakers, has become the essential instrument of our time, which is necessary “to communicate with others, to improve the conditions of work, and to promote full participation in a globalized society” (Jung, 2006, p. 3).

Thus, due to globalization, we instantly find ourselves embedded in a daily life transformed by staggeringly accelerated changes in such areas as culture, politics, economy, and so on. We can clearly see that in our context of English language and how to teach it, this transformation entails some unprecedented openings yet also problematic areas. However, this whole process is also very likely to cause a feeling of uncertainty on the part of English teachers, particularly EFL (English as a Foreign Language) teachers, about how to equip their students with language skills appropriate for the international use of English. EFL teachers’ language teaching practice is driven in two different directions by globalization. On one side, they may feel the need to teach a standard native speaker English variety because EFL teacher training focuses on programs which take native speaker norms as a basis. On the other side, they may feel the need to teach with the primary goal of communication because a lot of users of English as a lingua franca are argued to be communicating effectively with limited grammar and non-standard grammatical usage.

Therefore, it is important for ELT (English Language Teaching) pedagogy to learn about these two perspectives of teachers by exploring their perceptions with regard to linguistic areas (phonology and grammar), and identity-based socio-cultural discussions, and asking the following questions: Is English as an international

language, a culture-free language? Or does it represent a diversity of identities and cultures rather than impose the identity or culture of a native speaker community?

The current study attempts to unveil English teachers', particularly EFL teachers', perceptions<sup>1</sup> of English as an international language (EIL) as an approach to teaching and communication with reference to pronunciation, grammar, and culture.

### Background of the Study

The past is a foreign country: they do things differently there.

L. P. Hartley, *The Go-Between* (Hammish Hamilton 1953), Prologue

It has been more than four decades since Marshall McLuhan's (1962) 'Global Village' metaphor was used to describe the impact of communication and information technologies on our lives. Since then, the dynamics of communication processes have been undergoing significant changes. Globalization is accelerated not only by technology but also by an international language. Although Mandarin, English, Spanish, Hindi and Arabic, the most widely spoken mother tongues in the world today, might all be considered international languages, English as a language of wider communication is the international language *par excellence* (McKay, 2002). It is used for more purposes and by more people than ever before. On account of this fact, not surprisingly, English has gained new varieties. The spread and use of different varieties of English has taken a prominent position on the language teaching

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<sup>1</sup> Throughout the thesis, I will be using the words 'perception', 'conception', 'attitude', 'belief' and 'feeling' interchangeably to refer to the teachers' attitudes.

research agenda (Crystal, 1997, 2004; Graddol, 2006; Jenkins, 2007; Seidlhofer, 2004).

Kachru (1982) argues that the various roles English plays in different countries and the spread of the language are best represented in terms of three concentric circles: The Inner Circle represents countries such as the USA, the UK, Canada, Australia, and New Zealand, in which English is the mother tongue (ENL: English as a National or Native Language). The Outer Circle refers to multilingual countries such as India, Kenya, Ghana, and Singapore, where English is a second language (ESL: English as a Second Language). The Expanding Circle includes countries such as Russia, China, Turkey and the rest of the world, where English is widely studied as a foreign language (EFL) but is generally restricted to the school environment.

Although it is difficult to get an accurate number of English users, a quarter or a third of the world's population, approximately two billion people, is estimated to speak English in its commercial, cultural, and political exchange (Crystal, 2008). It is in the Expanding Circle, where there is the greatest potential for the continued spread of English. There are more English speakers who come from the Expanding Circle countries than those who are from the Inner Circle contexts (Canagarajah, 1999, 2005; B. B. Kachru, 1992; B. B. Kachru & Nelson, 1996). Graddol (1997) points out that English is the most popular foreign language studied in the Expanding Circle countries. This extensive and intensive use of English has enabled the language a communicative function that serves within and between the circles. In this sense, the

local and global (cross-cultural) use of English has brought about the term ‘English as an international language’

McKay (2002) defines *English as an international language (EIL)* as a variety

used by native speakers of English and bilingual [NNS] users of English for cross-cultural communication. International English can be used both in a local sense between speakers of diverse cultures and languages within one country and in a global sense between speakers from different countries (p 132).

Other terms used more or less interchangeably with EIL are:

English as a *lingua franca (ELF)*: (Gnutzman, 2000)  
 English as a global language (Crystal, 1997)  
 English as a world language, (Mair, 2003)  
 English as a medium of intercultural communication (Seidlhofer, 2003),  
 World Englishes (WES) (Brutt-Griffler, 2002; B. B. Kachru, 1992).

International use of English has given rise to an ongoing debate in applied linguistics as to whether native speaker norms are relevant in EIL communication. On the one hand, the linguistic variety has entailed the need for the mutual intelligibility of the different varieties of English in contexts which involve linguistically, ethnically and socioculturally different speakers. For some researchers, this intelligible variety of international English should be based on Standard English (Honey, 1997; Kuo, 2007; Quirk, 1995; Sinclair, 1987), and they advocate that EIL is no different than the interlanguage continuum and may even be considered as a form of fossilization. On the other hand, some others strongly argue that it should be based on a common *lingua franca* core, which does not have to comply with the norms of Standard English (Alptekin, 2002, 2007; Jenkins, 2000, 2007; Rajagopalan, 2004; Seidlhofer, 2003, 2005).

Most EIL studies have focused on some specific areas of language teaching. Pronunciation is the most commonly studied area due to the emergence of



linguistically divergent L2 pronunciation varieties, which are thought to be threatening international intelligibility (Jenkins, 2000; Kuo, 2007; McKay, 2002; Sifakis, & Sougari, 2005; Timmis, 2002). A few studies have been devoted to grammar with reference to EIL (Prodromou, 2007a, 2007b; Seidlhofer, 2002, 2004). Seidlhofer (2004) presents lingua franca norms as a list of unidiomatic phrases and ungrammatical items, which deviate from Standard English but are regarded as ‘unproblematic uses’ and do not hamper international communication. A number of other scholars have investigated the role of English speaker’s identity, culture, power and ownership of English (Block, 2003; Norton, 1997a; Widdowson, 1994) while Canagarajah (1999) dwelt upon the question of how linguistic imperialism can be resisted in practice and how local cultures can be preserved.

Recently, a consensus has emerged among researchers about the importance of language awareness, i.e., the need to learn about other Englishes; the need for a pluricentric rather than monocentric approach to the teaching and use of English (Bolton, 2004; Canagarajah, 2005; Jenkins, 2006 ; Seidlhofer, 2004). However, the discussions about EIL as well as its implications for ELT have not yet been accompanied by sufficient research. Given that English is now a lingua franca, with more non-native speakers than native speakers, it is apparent that there is a need for a new approach to the teaching of English, and a need for exploration of international English teachers’ perceptions (EFL, ENL, ESL) of standard or diverse varieties of English and their classroom applications with regard to pronunciation, grammar, and culture.

## Statement of the Problem

Today, English is viewed as a means of intercultural communication, with more non-native speakers than native speakers. The unprecedented global spread of English has been documented by many scholars throughout the past two decades (Alptekin, 2002, 2007; Brutt-Griffler, 2002; Crystal, 1997, 2004; Graddol, 2006; Holliday, 2005; Honey, 1997; Jenkins, 2000, 2006 2007; B. B. Kachru, 1982, 2005; McKay, 2002, 2003a; Phillipson, 1992, 2002, 2003; Seidlhofer, 2001a; Seidlhofer, Breiteneder, & Pitzl, 2006; Widdowson, 1994). Empirical research has been conducted on the linguistic description of EIL at a number of levels, and its implications for the teaching and learning of the language have been explored. Research has been carried out at the level of phonology (Jenkins 2000), pragmatics (Meierkord, 2000), and lexicogrammar (Seidlhofer, 2002, 2004). Some scholars have investigated the extent to which EIL has been taken into account by non-native English language teachers in their pronunciation teaching practices, and they have pondered the question of which pronunciation norms and models are important for interaction in EIL settings (Kuo, 2007; McKay, 2000; Sifakis & Sougari, 2005; Timmis, 2002). Yet these studies have not dealt with other aspects of language such as approaches to grammar, and the social functions of a language such as projecting self-image and developing local voice and culture. The purpose of this study is, in this sense, to examine the extent to which non-native EFL teachers accept the concept of EIL for their classroom practices with reference to grammar, pronunciation and culture, as well as the extent to which English teachers (EFL, ESL, ENL) from the Expanding, Outer and Inner Circle countries differ in their conceptions of EIL.

In spite of the growing awareness that the majority of English use occurs in contexts where English serves as EIL, the daily teaching practices of many teachers of English do not appear to be affected by this development (Jenkins, 2000). Seidlhofer (2005) sees this as a problem and argues that it derives from a mismatch between the meta-level, where EIL scholars argue the need for pluricentricism (English with several standard versions), and traditional practice, where there is still monocentrism (native speaker Standard English). Monocentrism derives from very compelling practical and financial reasons. One reason is that pedagogical materials are available in Standard English varieties. Above all, in most cases, the Inner Circle models are associated with power and prestige, which make them preferable as pedagogical models. Not surprisingly, teachers feel forced to teach a standard variety of English to satisfy curricular and examination requirements within an educational bureaucracy. In doing so, however, they may not be preparing students for the variety of English use they will certainly encounter outside the classroom. Teachers, therefore, may need to make students aware that, although they are learning a 'standard' variety of English, they will inevitably meet many other varieties in the outside world. Yet, to meet this need, teachers themselves should gain awareness of the advent of the use of different varieties of English that are becoming common. Therefore, this study may create awareness on the part of teachers by creating a particular agenda on the subject of EIL.

## Research Questions

This study will investigate the following research questions:

1. What are the practices of English teachers from different contexts (EFL, ESL, ENL) and their attitudes to the idea of English as an International Language (EIL) with regard to:
  - a. pronunciation
  - b. grammar and non-standard use of various language items in learners' outputs
  - c. the cultural elements in the textbooks
2. Are there differences in attitudes towards English as an International Language among English teachers in the Expanding, Inner and Outer Circles?

## Significance of the Study

The findings of this study will explore whether a mismatch (like the one mentioned above) between the meta-level and classroom practice of teachers still exists in the ever-changing world of education. Therefore, it can clarify the extent to which international English teachers are aware of EIL-related concerns. The study will speculate on the international English teachers' conceptualizations of pronunciation, grammar and culture and thus the effect of their views and attitudes on their classroom practice. Therefore, this study will be an addition to the literature in providing insights into the approaches teachers from many countries exploit as their classroom practice: a more pluricentric or monocentric approach.

Conducting a study which describes how international English teachers perceive EIL, and which explores the extent to which it affects their teaching with respect to pronunciation, grammar, and culture, is important for it can lead to a better understanding of the nature of EIL, which in turn is a prerequisite for taking informed decisions, especially in language teaching. This study will benefit English language teaching pedagogy, particularly teachers, in helping them revise their attachment to native speaker norms and their conceptions of EIL. With this renewed insight, a better way to prepare language learners for international communication may be achieved. Therefore, this study may provide a reference point for what would be a further step in the development of English teaching in the world.

## CHAPTER II: LITERATURE REVIEW

### Introduction

For the first time in the history of the world, second language speakers of a language, which happens to be English, have outnumbered its native speakers. A third of the world's population speaks English, and interaction in English in many contexts involves few or no first language speakers (Crystal, 2008). Crystal (1997) contends that a language achieves a global status only if it develops "a special role that is recognized in every country" (p.62), and that it is obvious that English plays such a role in many countries, either as an official language or as a required foreign language. English is now the most widely taught second or foreign language in the world, and it is the official language of about 12,500 international organizations (Crystal, 2003). It is the standard language for medicine, technology, and science. It is the common currency in international banking, trade, and advertisement for global brands. It is the global lingua franca of internet communication, international law, conferences, tourism, entertainment and various other sectors (Graddol, 1997, 2006). Hyland (2006) maintains that almost all journal literature in some scientific disciplines is in English, and the most cited publications and reputable journals are in English. A gradually increasing number of students and academics around the world need to achieve literacy in English-language academic discourses in order to understand their disciplines, establish their careers, or direct their learning (Hyland, 2006).

The aim of this chapter is to review the literature and research related to EIL and ELT. The literature review consists of five sections: a) History of the spread of English b) English as an International Language (EIL) in the age of globalization c) English as a linguistic entity d) Research into EIL and e) EIL and ELT. The rationale for the current study is also mentioned.

### History of the Spread of English

#### Lingua franca

Translation was the very first form of international communication in human history (Crystal, 1997). When emperors and ambassadors met on the international stage, they needed interpreters, which yet limited communication. The problem of communication in international encounters was solved by use of a common language that acted as *a lingua franca* and facilitated the exchange of ideas and dissemination of knowledge more effectively than the multilingual systems.

Particularly in the area of trade, communities without a shared language began to use a simplified language known as *pidgin*, a language constructed impromptu, or by convention, i.e., by combining different elements of their different languages (Crystal, 1997). Francis Bacon seems to be the first scholar to contemplate “the idea of constructing an ideal language for the communication of knowledge from the best parts and features of a number of existing languages” (as cited in Al-Dabbagh, 2005, p. 3). Leibniz dwelt upon the same issue and put forward a sign system for human thinking, which turned out to be the basis of modern mathematics

(Maat, 2004). Descartes also outlined an artificial common language in which numbers represented words (Maat, 2004).

Yet it was in the seventeenth century that a universal language framework appeared, and Esperanto, this framework, designed by the Polish linguist Dr. Ludwig Zamenhof, became an artificial universal language (Al-Dabbagh, 2005). And also, some political, economic and cultural initiatives were launched to promote French as an international lingua franca, and thus, French became the language of diplomacy in Europe in the seventeenth century. However, in the eighteenth century French waned as a dominant lingua franca. Several other attempts were made to construct a global language until English has *unprecedentedly* emerged in the twentieth century as a universally accepted lingua franca. Canagarajah (2006) states that English has served as a lingua franca in two senses: as a contact language between colonies during the colonization period, and as a form of globalization marked by technology in the twentieth century.

#### The history of English as an international language

This unprecedented spread of English is the result of two periods of world domination by English-speaking countries: British imperialism in the eighteenth and nineteenth centuries, and the political, economic and technological superiority and influence of the United States in the twentieth century (Brumfit, 1985). As Crystal (1997, p. 95) notes, “A language does not become a global language because of its intrinsic structural properties ... A language becomes an international language for



one chief reason: the political power of its people – especially their military power;” therefore, what makes a language global is the ‘power’ of its speakers.

Latin, in a similar vein, ruled the world throughout the Roman Empire; or for that matter, the spread of Chinese during the Han Dynasty, and that of Arabic under the Abbasid Dynasty can be seen in the same manner. What followed much later was a colonial period characterized by the domination of Britain and particularly France. In the seventeenth century, the political, economic, cultural, and ideological dominance of France promoted French to become a *lingua franca*. During the reign of Louis XIV (1643–1715), in which the country expanded with territorial gains from both Spain and the German-speaking world, France was at its height in terms of its political and military power (Wright, 2006). France was also the dominant continental economic power and the largest country in Western Europe, both in terms of population and territory (Braudel, 1986, as cited in Wright, 2006). In the colonial period, as a language of power, French spread as a language of education in all its colonies. What is more, with Paris becoming the major European cultural center in the 17th century, its patronage of the arts increased the use of French immensely. As a result of this expansion, the French speaking communities throughout Europe became the origin of important philosophical work and new political ideologies (Wright, 2006). Rousseau, Montesquieu, and Voltaire, in this sense, pioneered the concepts of democratic government and sovereign people. Those who wanted to access these ideas in the source texts were driven to learn French.

However, the political situation changed during the nineteenth century and France’s powerful position in Europe was challenged. The Industrial Revolution

began in Great Britain; in turn, understandably, most of the technological and scientific innovations were of British origin. By the beginning of the nineteenth century, Britain had become the world's leading industrial nation. The combination of political power and technological superiority gave English an advantage over French and Spanish. On the other hand, the geographical restrictions of Russian, Chinese and Arabic made these imperial languages less influential around the world.

Later in the nineteenth century, Germany and the U.S.A benefited from the British industrial experience and advanced rapidly to set their marks on world leadership. Soon Germany surpassed England and the USA as the great industrial power of the world. Swales (2004) remarks that at the beginning of the twentieth century, "German technology and industry, German-speaking science and scholarship, and especially German universities and technical institutes were all in a position of world leadership" (p. 34). Not surprisingly, German prevailed over English for a while for it was the language of science. This supremacy lasted into the twentieth century until the defeat of Germany in two world wars. The United States emerged from World War II as the only superpower with its economy, technology and intellectual power, some of which came from Europe before, during and after WW II. However, the Cold War, the state of military tension, political conflict, and economic competition between the USA and Soviet Russia after World War II, became another period of struggle for the English language. Yet the Cold War era ended with the collapse of the Soviet Union in 1991, which left the United States as the sole dominant political and military power in the international arena. Soon after, English superseded Russian, the language of the old Eastern Block since the Cold War. Eventually, thanks to the economic, political, and technological power of the

United States, English has recovered its dominant status all over the world. At the end of the nineteenth century, Otto Von Bismarck, the famous Iron Chancellor of Prussia, described the decisive factor in the twentieth century as “The fact that North America speaks English” (1986, as cited in Swales, 2004, p. 34).

### English as an International Language in the Age of Globalization

Apart from the political, economic and technological factors, today, the spread of English has been accelerated by the astonishing advances in information technology, global culture, travel, tourism and education. About 80 percent of the world’s electronically stored information is in English (Crystal, 2003). The Internet itself and other communication devices have transformed the way people communicate with each other by enabling personal and group contacts instantly and at no marginal cost. Before leaving his presidency, Bill Clinton simply described the impact of the information technologies as follows: “In the new century, liberty will be spread by cell phone and cable modem” (1999, as cited in Lieber & E. Weisberg, 2002, p. 72). Most of the computers in the world are connected to the Internet and the majority of websites are rooted in English. According to an analysis by the Catalan ISP VilaWeb in 2000 (Graddol, 2006), 68 per cent of web pages was in English. Now, users of the Internet from different countries communicate through cyberspace in English. Another component of communication is international news and media, which are mainly dominated by global news providers in English medium such as Reuters, CNN, BBC or Associated Press. Therefore, in disseminating news of worldwide developments that affect decision making and human life, English plays an important role.

Another factor that has increased the use of English is global culture. Giddens (1990, p. 148) defines globalization as “the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa.” A simpler yet also effective definition comes from Thomas Friedman, a Pulitzer-winning American journalist: “Globalization is the integration of everything with everything else” (Friedman, 1999 p. 64). There is a consensus that globalization is a complex process which has resulted from worldwide social interaction (Cini, 2003; Friedman, 1999; Giddens, 2000). However, it is important to differentiate between political, cultural, economic, and technological aspects of globalization even though they are related (Cini, 2003). This complex and controversial nature of globalization is important to understand the impact of globalization on English, and the role of English in globalization, (Graddol, 2006). There is a cyclic relationship between English and globalization. English and globalization function in a mutually beneficial process, one accelerating the other (Graddol, 2006).

The widespread use of English in various political, academic and intellectual areas makes English crucial for countries wishing to have easy access to the global community and economic wealth (Graddol, 2006). English is necessary to receive an initial grant for development either from international organizations (e.g., European Union, World Bank) or private funding sources (e.g., Open Society, International Monetary Fund). English also has a significant impact on the development of a global culture by dominating the motion picture industry and popular music (Graddol, 1997, 2006; McKay, 2002). Particularly young people all over the world see themselves sharing a common culture of music, cinema, fast food and fashion.

Hence many young people find it appealing to study English in order to continue to be part of this universal sharing.

Friedman (1999) maintains that globalization “enables each of us, wherever we live, to reach around the world farther, faster and cheaper than ever before and at the same time allows the world to reach into each of us farther, faster, deeper, and cheaper than ever before” (p. 64). Following Friedman’s insight, it can be said that international tourism and travel have a globalizing effect, and therefore, they are also the reason for the English language spread (Graddol, 2006) because international hotels, airports, and travel agencies have essential information in English. Graddol (2006) estimates that over a 100 million people are employed in tourism-related jobs in the world. The recorded number of 763 million international travelers in 2004 reveals the urgent need for face-to-face international communication (Graddol, 2006).

Another reason for the spread of English is the role English plays in the research world and academia. Hyland (2006) reports that many doctoral students are completing their Ph.D. theses in English internationally. Many European and Japanese journals are published in English (Swales, 2004), which enables a shared linguistic code. English as a common science language allows many scholars in the periphery to reach beyond their locality and enter global academic and research forums (Hyland, 2006); therefore, scientific knowledge is disseminated more effectively and more extensively. English makes up over 95 per cent of all publications in the *Science Citation Index* (Hyland, 2006). Swales (2004) points out that in the 1990s, 78 percent of the medical papers and over 70 per cent of the

chemistry and biology papers were written and submitted in English. Graddol (1997, 2006) asserts that English is the supreme language in the publishing sector as well.

University education in many countries depends on the English language. Although some of the universities do not use English as the medium of instruction, reading ability in English is also important to access the key information in many fields in those universities. Moreover, in order to increase their revenue and compensate for their lack of funds, many Inner Circle countries encourage their universities to accept a high number of international students (Hyland, 2006). In sum, English has spread all over the world because it has a great variety of uses (Widdowson, 1997). Competence in English is important in many fields such as politics, economics, popular culture and academia. Kachru (1986) elaborates the subject with particular emphasis and likens the users of English to the possessors of the Aladdin's lamp, "which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power" (p.1).

However, the paradoxical nature of globalization is also clear if we look at Giddens' (2000) assertion that "it not only pulls upwards, but also pushes downwards, creating new pressures for local autonomy" (p. 31). English as a global language may in fact have benign outcomes, but it can also come to pose a threat to existing languages and cultures. Block (2004) reports that until quite recently, a *hyperglobalist* attitude, which advocated the benign effects of globalization, was dominant in English language teaching (e.g. Crystal, 1997, 2003, 2004). However, from the late 1990s onward this attitude was questioned by *neo-Marxists*, who show

their skepticism in their response to globalization and assert that globalization is simply another form of capitalism updated with information technologies (Holborow, 1999; Holly, 1990; Modiano, 2001; Phillipson, 1992). Finally, Block (2004; 2002) explains the third perspective towards globalization as the *transformationalist approach*, which accepts the unprecedented nature of the interconnectedness among nations, economies and cultures but sees the spread of English as a complex issue that cannot be considered good or evil but multidimensional (Canagarajah, 1999; Norton, 1997b; Pennycook, 1994).

Phillipson (1992), one of the major exponents of neo-Marxists, argues that the spread of English is a deliberate policy of the Inner Circle countries, particularly the USA, to maintain dominance over the Expanding Circle countries. He remarks that

English is now entrenched worldwide as a result of British colonialism, international independence, ‘revolutions’ in technology, transport, communications and commerce, and because English is the language of the USA, a major economic, political, and military force in the contemporary world (p. 23-24).

Phillipson (2003; 1992) coined the term *linguistic imperialism*, to describe a phenomenon in which “the dominance of English is asserted and maintained by the establishment and continuous reconstruction of structural and cultural inequalities between English and other languages” (p. 47). English, which is at one end of a spectrum of languages, is accused of being a “killer language” guilty of “linguistic genocide” (Skutnabb-Kangas, 2000). In a similar vein, Swales (1997) perceives the dominance of English in the academic world as a destructive force and describes its effects with the metaphor Tyrannosaurus Rex, “a powerful carnivore gobbling up the other denizens of the academic linguistic grazing grounds” (p. 374). The global spread of English not only causes a loss of linguistic diversity but also straightjackets

academicians unless they write in English (Swales, 2004). However, Brutt-Griffler (2002) and House (2006) assert that linguistic imperialism does not have a major effect on the spread of English as Phillipson (1992) strongly argues. In their view, people make pragmatic choices; they are not forced to learn English.

Another author who questions the social, political, economic and cultural dimensions of English spread with a different viewpoint, i.e., in a *transformationalistic* manner, Pennycook (1994) attributes the spread of English to a more complex process than what is postulated by linguistic imperialism. He points to the role of social groups which have facilitated the spread of English in distant post-colonial contexts. He studied how the role of English in those post-colonial societies has served to maintain Western interests. However, he warns that “it is important not to assume a deterministic relationship of imperialism and English spread” (Pennycook, 1994, p. 225). Canagarajah (1999) is another *transformationalist* author who deems the spread of English as natural and beneficial in the sense that it can function productively to meet local needs in Sri Lanka, a post-colonial country. He demonstrates how linguistic imperialism can be challenged and resisted by exploring the students’ resistance in a marginalized Outer Circle community and elaborates on the appropriation of the language for local use through critical pedagogy, which he builds on the tension between accommodation and resistance.

As in Canagarajah’s study, the spread of English has also raised questions regarding the relationship between language and cultural identity, which have been documented by various authors (Jenkins, 2007, 2009; McKay, 2003a; Norton, 1997b, 2000; Widdowson, 1994, 1997). It has been argued that the spread of English has led



to a homogeneous western-influenced world culture at the expense of local cultures. Today, it is possible to see Christmas decorations in Turkey, Valentine's Day celebrations in Japan, McDonald's hamburgers in China and elsewhere, the simultaneous release of Hollywood films all over the world, the echoes of rap music in Barcelona, and the mass production of the same brands and chain stores from New York to Hong Kong. Some attribute all this to the spread of English. However, the language is not the culprit. But marketing, economy, media, and so on, on the global plain have brought about these phenomena. Clearly the assessment of the negative effects of the spread of English needs to be based on the recognition of the complexity the issue imposes.

#### English as a Linguistic Entity

English is linguistic capital and we ignore it at our peril.

Canagarajah

*English in the World* (2006, p.205)

This unprecedented state of English has given rise to a broad range of reactions and responses over the last decade. It has been conceptualized as horrendous versus wonderful or normal, according to the writer's view of the global spread of English. However, all these various ideological deliberations fail to discuss the notion of English as a linguistic entity. Other scholars have been contemplating what exactly English as a world language is like. Seidlhofer & Jenkins (2003), for example, state that the principles of English as a world language will depend on "how 'English' is conceptualized" (p, 141).

In this respect, the recent growth in the worldwide use of English as a language of communication without necessarily being a language of identification, has brought about the issue of suggesting new names for and new conceptualizations of English. When English is considered as a tool for communication, particularly among people from different L1 backgrounds and across linguacultural boundaries, the popular term is 'English as a lingua franca' (House, 1999; Seidlhofer, 2001). However, there are also some other terms in use such as 'English as a medium of intercultural communication' (Meierkord, 2000), and with a more specific and more recent naming, 'English as an international language' (Jenkins, 2000). These new conceptualizations have mostly derived from the scholars who critically assess the spread of English and the attempts of ELT professionals to retaliate against the hegemony of English (Erling, 2005). In brief, a lively debate has started over the question of in what respect English as a lingua franca (EIL/ELF) may differ from 'English as a native language' (ENL) or 'The world standard spoken English' (WSSE).

Honey (1997) defines the standards of ENL as the variety used by educated native speakers. He sees Standard English and the concept of 'educatedness' as going hand in hand. He identifies educated native speakers by their use of Standard English. Jenkins (2006) claims that Honey makes a circular argument. In a similar vein, Seidlhofer (2005) points out that it is very difficult to define Standard English.

Another term which is argued to be based on ENL is the World Standard Spoken English (WSSE), which according to scholars such as Crystal (2003) and McArthur (1987 1998) is developing of its own accord. However, they cannot help

conceding that American English seems most likely to affect the development of WSSE. Quirk (1995) and Kachru (1991) have pioneered the discussion of the World Standard Spoken English. Quirk (1995), on the other hand, advocates a “single monochrome standard form”, based on native speaker English (ENL), which has a norm-enforcing power on the non-native speakers of English.

Graddol (1997) raises the question of whether a single world standard English will develop as a neutral form transcending national boundaries and will be learned by everyone for the purposes of international communication and education. He notes that the question demands a complicated answer due to the widespread use of English. For him, the language will shift from foreign language to second language for many people, and therefore, it is likely that we will see many other non-standard and standard varieties of English. On the other hand, the widespread use of English as a language of international communication will force global uniformity, which requires mutual intelligibility and common standards. Also WSE will probably act as a language of identity for a large number of people around the world (Graddol, 1997).

### The Three Concentric Circles and World Englishes

Kachru (1986) developed a three circle model of English, i.e., the Inner Circle, in which English is the mother tongue (the USA, the UK, Canada, Australia, and New Zealand), the Outer Circle, where English is a second language (ESL) (e.g.: India, Kenya, Ghana, and Singapore), and the Expanding Circle, where English is widely studied as a foreign language (EFL) (e.g., Russia, China, Turkey and the rest of the world). Kachru and Nelson (1996) contend that the model is both a useful way

of conceptualizing the English-speaking world for the purpose of studying it and a comprehensive reflection of the historical and sociopolitical development of English. Kachru's concentric circles are common currency in applied linguistics; therefore, these terms are going to be used in this thesis.

The Inner Circle countries, which are considered as norm-providing, possess their own varieties of English, while the Outer Circle countries, which Kachru sees as norm-developing, are in the process of forming their own nativized varieties. However, the terms are challenged by some scholars (Canagarajah, 2006; Graddol, 1997; McArthur, 2001). One common objection is that the idea of circles oversimplifies the complex picture of the multilingual speech communities of the 21<sup>st</sup> century.

Graddol (1997) puts forth a political criticism:

One of the drawbacks of this terminology is the way it locates the 'native speakers' and native-speaking countries at the centre of global use of English and, by implication, the source of models of correctness, the best teachers and English-language goods and services consumed by those in the periphery (Graddol, 1997, p. 10).

He proposes that 'the three concentric circles' model should be changed as 'the three overlapping circles' model, which is able to illustrate the various uses of English in the multilingual societies in the 21<sup>st</sup> century.

Canagarajah (2006) also argues that the metaphor of 'circles' is problematic in that, due to the high mobility of people, a large number of speakers from the Outer and Expanding Circle countries live in the Inner Circle countries, and thus native speakers are exposed to other varieties of English. Therefore, we need to revise the notion of proficiency.

Kachru (1986) also proposed the model of World Englishes (WE), which claims that English has already been nativized in postcolonial communities. He has therefore paved the way for the realization that the indigenized varieties of English are legitimate Englishes in their own right. He advocates a pluricentric approach which sees these new Englishes in the Outer Circle countries such as African-English or Asian-English as having linguistic independence.

Kachru's attempt to legitimize the standards of the Outer Circle Englishes has indeed paved the way for other scholars to push the boundaries of Standard ENL and coin new names for English. However, in Kachru's work, the communities in the Expanding Circle are not given the privilege to develop their own variety although they are the largest group who uses English in the world (Seidlhofer & Jenkins, 2003). Professional linguists have not described EIL as a legitimate language variety (Seidlhofer & Jenkins, 2003). Rather, the Expanding Circle is seen as dependent on norms arising from Inner Circle countries since they are the learners of the language (B. B. Kachru, 1986).

The Kachruvian model is also criticized by many others on the grounds that it does not take into account the fact that English has acquired a new function as a lingua franca among the three circles, but especially within the Expanding Circle. It is argued that the Expanding Circle English is not deemed worthy of the notice given to the Outer Circle. Because they have learned the language as a foreign language, the Expanding Circle speakers are expected to conform to the Inner Circle norms even if using English constitutes an important part of their lived experience and personal identity (Seidlhofer & Jenkins, 2003). Seidlhofer (2003) suggests that EIL

rises above the three Kachruvian circles, uniting all speakers of English in cross-cultural interactions. For the same reason, many scholars now contend that English should no longer be based on native speaker community norms, particularly British or American norms (Jenkins, 2000; Modiano, 2001; Seidlhofer, 2005; Widdowson, 1994).

### Ownership of English

The English language ceased to be the sole possession of the English some time ago.

Salman Rushdie (1983)

*Imaginary Homelands*

The number of people learning English as an international language is rapidly growing throughout the world and non-native speakers have now outnumbered the native speakers of English. In the mean time, varieties of English have developed in different places, particularly in the Outer Circle (B. B. Kachru, 1986; Kirkpatrick, 2008). The growing number of non-native speakers of English requests answers to questions such as: 1) What is the role of the non-native speaker in relation with language use and dissemination? 2) What is the role of native speakers?

### Who is a native speaker?

There are various definitions of a 'native speaker of English'. Many have argued that English must be the first language a native speaker learns (Davies, 1991, as cited in McKay, 2002). For some, if English is used continuously in a person's life, than that person is a native speaker (Tay, 1982, as cited in McKay, 2002). For others, being a native speaker requires a high degree of competence in English.

Davies (1991, as cited in McKay, 2002) adds the criteria of native intuition, group identity and proficiency to the idea that a native language is one's first learned language. The notion of proficiency is deemed to be a starting point for assessing the native speaker status. Language proficiency, however, has been regarded as problematic because it is obscure what is being measured with the term 'native speaker proficiency', and it has been assumed that proficiency is measured in Standard English rather than in other Englishes (McNamara, 1996, as cited in Timmis, 2003). However, such judgment is considered invalid, particularly by ELF scholars, as the number of English speakers who speak other Englishes has outnumbered the users of English who speak the standard variety.

In this study, any teacher who answers "yes" for the following question: "Are you a native speaker of English?" will be counted as a native speaker because I do not make presumptions about the participants' proficiency or their suitability as a practitioner in ELT.

Taking his cue from Cook (1999, as cited in McKay, 2002), who describes a native speaker as a monolingual person who still speaks the language learned in childhood, Pakir (1999) suggests using the term 'English-knowing bilinguals' for non-native speakers of English as they use English along with another language. McKay (2002) makes a similar suggestion and refers to them as 'bilingual users of English.' Due to the dramatic growth of bilingual speakers, some scholars assert that the definition and identity of native speakers should be revised (Graddol, 1997; McKay, 2002; Jenkins, 2000). They contend that traditional native speakers no longer have the right to possess the language. They further argue that, today, the

center of gravity has been gradually shifting from speakers of English as a first language to those of English as a second/foreign language (Crystal, 2003).

Widdowson (1994) insists that non-native speakers should struggle for their own rights as they are entitled to share the possession of English. Therefore, in addition to trying to legitimize their indigenous language, non-native speakers of English should also strive to keep their local identities (Widdowson, 1994). Therefore, it may be well said that both native and non-native speakers should have a right to be considered as the future's legitimate owners of English in the 21<sup>st</sup> century (Widdowson, 1994). In tandem with Widdowson, Bourdieu (1977) suggests that if learners of English cannot claim ownership of that language, they might not consider themselves legitimate speakers of the language.

The replacement of local languages with English has been considered for the dilemmas it has brought to those societies. Modiano (2004 ) maintains that the ways in which local values, identities, and interests are negotiated in the new functions of English as a global communication language are dilemmas facing many societies today. He warns that preserving the indigenous cultures and languages while benefitting from the integration with a worldwide language is an inevitable challenge many communities have to come to terms with. As Rahman (1999) argues in the case of Pakistan, English “acts by distancing people from most indigenous cultural norms” (as cited in Phillipson, 2002, p. 19).



English as a lingua franca (ELF) and English as an international language  
(EIL)

Both Jenkins (2000) and Seidlhofer (2001a) suggest that since communication in English in the world today does not often involve L1 speakers, simply relying on L1 norms cannot guarantee effective communication. English is now used throughout the world as a *lingua franca*; that is to say, it is used as a medium of communication by people who do not speak the same first language. ELF as it is mostly conceived of is mainly “a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (Firth, 1996, p. 240). It is asserted that effective intercultural communications cannot only rely on adherence to native speaker norms but are the result of mutual intelligibility between the non-native speakers of the language. Thus ELF cannot be considered as a ‘deficient’ form of English but as a flexible communicative means of enabling its learners to interact with other languages. Therefore, it is deemed that ELF cannot be regarded as a ‘fixed, all-dominating language’ but as a flexible communicative means that is duly integrated into a larger system of multilingualism.

Widdowson (1997) and Modiano (2001) use the term *English as an international language (EIL)*. Widdowson (1997) employs the term to describe the specific uses of English for academic, professional and international purposes. He contends that EIL should be regarded as a register of English because it serves certain functional or occupational domains, but not as a national language. Yet Brutt-Griffler (2002) rejects Widdowson’s classification of EIL as a register because it no

longer describes the global uses of English and it causes an unjustified restriction on the use of English. Widdowson (1998) shares a common ground with Jenkins and Seidlhofer and further suggests that EIL is a lingua franca without any specific loyalty to any primary variety of the language.

Modiano (2001) suggests that EIL is an alternative to Standard English and enables its speakers to become culturally, politically and socially neutral. The neutral use of English does not maintain the use of a monocentric standard model yet encourages an alternative common core in which the commonalities of all English varieties function well. In this model if a speaker of English has a heavy accent or if speaks pidgin or creoles, or marked RP, s/he should switch into an internationally understandable variety. In his view, the conception of EIL should allow for the complex uses of English in native and non-native speaker communities alike. However, Modiano does not describe the features of English that are comprehensible to these communities.

McKay (2002) also uses the term EIL and describes it as the English used to communicate across cultural and linguistic boundaries. She argues that EIL is used to communicate across linguistic and cultural boundaries; therefore, there is no need for these boundaries to intersect with the national borders. She explains that “EIL can be used both in a local sense between speakers of diverse cultures and languages within one country and in a global sense between speakers from different countries” (p. 38).

While they differ in their approaches, the proposals discussed above all acknowledge the functions of English as a global language and the fact that it is being increasingly used as an international language or a lingua franca among L2

speakers. In this thesis, EIL will be used to refer to the international status English has acquired in the 21<sup>st</sup> century.

### Research into EIL

Although it is an indisputable fact that in the 21<sup>st</sup> century English has become an international language with non-native speakers of the language having outnumbered its native speakers, there is no unanimous consensus over the function of English as an international language; some welcome the existence of EIL while others deplore it. James (2005), for instance, argues that “while the functional essence of the lingua franca [EIL] is generally recognized, there is nonetheless a serious striving to adduce empirical evidence for the existence of structural commonalities characterizing the ELF [EIL] in its various manifestations” (p, 133). In order to be accepted as a legitimate, and not a ‘deviant,’ linguistic form, EIL needs to be well-grounded in empirical description (Seidlhofer, 2001a, 2005).

Some empirical research into the structural features of EIL has been conducted to decide whether ELF does exist or is developing as a variety in its own right (Firth, 1996; Jenkins, 2000, 2006b; Meierkord, 2004; Prodromou, 2007b, 2009; Seidlhofer, 2001a, 2004). Research has been carried out on phonology and revealed descriptions of linguistic features causing successful or unsuccessful communication (Jenkins 2000). Some scholars have attempted to identify and describe the common features as they are actually used, regarding discourse style and pragmatics (Meierkord, 2004; Seidlhofer, 2004). Idiomaticity is another expertise area that is often referred in the ELF literature (Prodromou, 2007b; Seidlhofer, 2001b; Seidlhofer & Jenkins, 2003).

Firth (1996) analyzed a corpus of telephone calls from two Danish international trading companies that exclusively involved non-native speakers in order to investigate communicative strategies of speakers of ELF. In his analysis, Firth noted that participants do not pay systematic attention to a range of infelicities during their interactions on the basis of 'quintessentially local considerations' (p.243). If they are unsure of what the other speaker means, instead of asking for clarification, they 'let it pass' in the expectation that the meaning will become clearer as the conversation goes on. Firth mentioned human beings' extraordinary ability to make sense of what was being said and maintained that lack of proper knowledge of English can be tolerable. He concludes that ELF speakers aim to ensure cooperation and preserve face and that the universality of laughter, silence, reformulations and repairs require further research in the ELF context. Meierkord (2000) also found that participants in ELF interactions tried to preserve the face of all participants.

Meierkord's (2004) pragmatics study investigates the use of English as an international lingua franca. Meierkord (2004) collected data consisting of 22 hours of informal spoken data from both the Outer and Expanding Circle countries. The data were analyzed for syntactic variation. She classified the syntax of the speakers as 'regular' (following native speaker norms), 'marked' (following nativized norms, i.e., indigenized varieties of English develop explicitly as a second language) and 'doubtful' (deviating from native and nativised forms) (2004, p.118). She was surprised by the finding that 95 percent of the utterances of the Outer Circle speakers were regular as this contradicted the assumption these speakers would show the characteristics of their indigenized varieties in EIL interactions. However, she was not surprised by the findings of the Expanding Circle speakers which revealed the

same result as the Outer Circle speakers. The speakers from the Expanding Circle had studied British or American English; therefore, they showed the characteristics of these native speaker varieties. She also found that speakers used ‘simplification techniques’, which referred to the tendency to split up their sentences into small simple units. Speakers also used regularization techniques, referring to the tendency to ‘front’ the topics under discussion (e.g., Three years you have had to do, or My unit, it’s not that special you see.)

Jenkins’ (2000) work on the phonology of International English is of particular pedagogic value and the best-known pronunciation study on EIL. She identified a ‘lingua franca core’, which shows, among other things, which sounds and aspects of pronunciation obstruct mutual intelligibility and which do not. The features of the lingua franca core for pronunciation which are found to be important for intelligibility include:

- Consonant sounds except for ‘th’ and dark ‘l’ (e.g., this, thing and hotel)
- Vowel length consonants (e.g., live vs. leave)
- Tonic stress (e.g., I come from FRANCE. Where are YOU from?)

Syntactic features demonstrate a tendency towards simplification, with the absence of certain phonological markings. The above stated features seem unimportant for mutual intelligibility. Jenkins also suggests that learners should be prepared for the accent variation they will encounter in ELF settings where they may need to accommodate to their interlocutors. She concludes that accommodation is achieved through adjustments to overcome negative phonological L1 transfer. These adjustments should involve converging on the target forms of the lingua franca core. Walker (2005) reports on his application of this core in the classroom with

monolingual Spanish groups and of the strategies he used based on the ELF core to help students to become more intelligible in EIL contexts. Kjelin (2005) explicitly prioritizes the listener, stressing the importance of ‘listener friendly pronunciation.’ In tandem with Jenkins (2006a), Pickering (2006) suggests that ELF interlocutors engage in communication strategies and accommodation processes that are unique to these contexts.

Seidlhofer (2004) collected the Vienna-Oxford International Corpus of English as a Lingua Franca (VOICE) in order to reveal the common EIL core among L2 speakers. She listed the following grammatical items which are regarded as typical errors in native speaker models, yet suggested that these items do not seem to hinder international communication.

- Dropping third person present tense ‘-s’
- Omission of article
- Treating ‘which’ and ‘who’ as interchangeable
- Substituting bare infinitive for –ing
- Using ‘isn’t it,’ as a universal tag
- Inserting redundant prepositions
- Overuse of certain verbs of ‘high semantic generality’ (e.g., do, have, make)
- Replacing infinitive constructions with ‘that’ clauses
- Overdoing explicitness (e.g., black color rather than just black)

Seidlhofer (2004) challenges the stereotypes of correctness and emphasizes that the specific needs of L2 users of EIL should be recognized. She insists that the inclusion of the third person –s is a ‘grammatical idiosyncrasy’ of English and that its omission by EIL users is unproblematic because they do this naturally as part of an unintentional oversimplification process. She quotes one of the EIL users as saying “what really matters is that we are sort of basically understood” (as cited in Seidlhofer, et al., 2006, p. 17).

Seidlhofer (2001b) identifies idiomaticity as the major cause of misunderstanding in ELF contexts and she coined the term ‘unilateral idiomaticity,’ where the idiomatic speech of one speaker may not be understood by their interlocutors. Jenkins (2006a) also considers that “unilateral idiomaticity” impedes communication, and she further argues that teaching “the idiomatic usage, slang, phrasal verbs, puns, proverbs, cultural allusions and the like” are “irrelevant” for a worldwide lingua franca (Jenkins, 2000, p. 220). Jenkins (2006b) gives the following dialogue between ELF users in order to show how idiomatic usage hampers communication.

French L1: I like ... chilling out...

Korean L1: Himm?

French L1: Doing nothing?

Korean L2: Ah. (p. 47).

Prodromou (2007b, 2008, 2009) criticizes the idea that ELF has evolved, or is evolving, a separate linguistic status with its own ‘lingua franca core.’ He strongly argues that Jenkins’s lingua franca core for pronunciation does not cover most other areas of pronunciation (non-core items) which include many features of language on which a lot of time and effort was spent in class, such as word stress, vowel sounds, articles and prepositions pronounced so weakly to be heard. He also criticizes Seidlhofer’s grammatical core and questions why she particularly focuses on the omission of the third person singular -s by some of the 14 participants in the corpus but not its inclusion at some point by all of the participants. Prodromou finds it rather interesting that it is the ‘deviation’ from native speaker norms which is considered as the NNS variety but not the occurrences where the speakers reveal common uses of the codified form of language with native speakers. Prodromou also raises a concern

that this ‘too low’ lexicogrammatical baseline involves the risk of alienating the successful bilingual users of English.

Regarding ‘unilateral idiomaticity,’ Prodromou (2007b, 2007c) admits the existence of ‘unilateral idiomaticity’ and contends that it can cause pragmatic failure and impede mutual intelligibility. However, based on evidence from his corpus [a 200,000-word L2 corpus of ELF spoken interaction (Prodromou, 2007c)], he argues that such ‘unilateral idiomaticity’ does not occur so frequently as to influence intelligibility because he himself admits that he could not find any example of unilateral idiomaticity. He notes that proficient ELF users avoid “idiomatic mine fields” (Prodromou, 2007c, p. 38) intuitively and thanks to their ‘negative capability,’ i.e., they do not risk sociopragmatic failure and they know what not to say to achieve intelligibility. But at the same time, they have a rich vocabulary repertoire, a good command of grammar and a clear accent; therefore, they achieve mutual understanding and rapport although they do not produce complex idiomaticity. Prodromou (2007b) contends that, unlike cultural idioms, the grammatical core of Standard English is not tied to native speakers’ culture in an exclusive manner. Therefore, to limit the teaching of core standard English for the sake of ELF common core, as Seidlhofer and Jenkins suggest (Seidlhofer & Jenkins, 2003), “would be to throw out the grammatical baby with the phonological and idiomatic bathwater” (Prodromou, 2007b, p. 51).

Another challenge to the common ELF core was posed by interlanguage (IL) theory (Selinker, 1972, 1992). According to IL theory, any L2 speaker’s competence lies on an *interlanguage continuum* somewhere between their L1 and L2. In this



viewpoint, any deviations from Standard English have been regarded as errors caused mainly by their L1. The point at which these errors become fixed within the learner's repertoire is deemed as *fossilization*. Selinker (1992) applies his fossilization concept to EIL and WES. His labeling of the EIL and WES speech communities as deficient and fossilized stimulated a strong challenge to the IL theory from many WE scholars (B. B. Kachru, 1996; B. B. Kachru & Nelson, 1996) who have found it unjustifiable on the grounds that this labeling ignores local Englishes' sociohistorical and sociocultural developments and contexts. Brutt-Griffler (2002) made a similar criticism about IL theory by arguing that SLA focuses on individual acquisition and IL, rather than on entire speech communities.

A further issue that Prodromou calls into question is whether the expectations of language learners will be met by Seidlhofer's unproblematic acceptability of 'ungrammatical items.' He raises the question of how representative is the view that 'what really matters' in ELF interactions is non-native speakers' being basically understood. Kuo (2006) raises the same question about the desirability of 'mutual intelligibility' in an increasingly competitive globalized world. Based on her research (2006) which revealed that many of her students see the native speaker model as an ideal, Kuo argues that English for the new generation is not just a language for merely being 'intelligible' but is the language in which they have to display a degree of mastery in order to win a place both in education and employment in their own country and abroad where learners are in contact and in competition with native speakers. Kou (2006) further supports her point by drawing attention to the fact that although English is a language for international communication, "it is the language for international and in fact intra-national competition" (p. 219). Kuo (2007) points

out that learning standard English norms will help learners communicate in various L1 and L2 contexts; however, EIL is unlikely to meet the future aspirations and needs of learners (Timmis, 2005).

A third concern about Seidlhofer's lexicogrammatical and Jenkins's pronunciation core put forth by Prodromou (2008) is that EIL scholars suggest a prescriptive model. For, according to Prodromou, they both argue that in order to participate in international communications, not only L2 users but also L1 users, in their rare encounters with L2 users (as they are excluded from EIL contexts) "will have to learn EIL" (Seidlhofer, 2004, p., 227) and L1 users "will have to follow the agenda set by ELF speakers" (Jenkins, 2006a, p., 161). Other EIL scholars (Leung, 2005; Llurda, 2005; McKay, 2003a) also assert that L1 users 'have to' conform to L2 users. The EIL approach seems to want to replace one model (ENL) with another (EIL) (Saraceni, 2008). In tandem with Prodroumu, Kachru (2005), Holliday (2005) and other WES scholars such as Tom McArthur and Peter Trudgill criticize EIL for replacing one monocentrism based on ENL with another, EIL, which is also indeed based on the same norm, ENL. That is to say, EIL is accused of promoting a monocentric and centrifugal view of English.

#### Teaching and Learning EIL (EIL and ELT)

McKay (2003b) maintains that traditional ELT pedagogy assumes that the goal of English language learners is to master a native-like competence in English. In this sense, the communicative competence model developed by Canale and Swain (1980) is claimed to be appropriate for communicative language teaching (CLT). The model is established upon the development of native speakers' competences; i.e.,

grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Gardner (2001) professes in his sociolinguistic educational model that L2 achievement refers to developing native-like proficiency, which is also argued by EIL scholars.

Holliday (2005) states that there are two versions of CLT: BANA (Britain, Australia and North America) and TESP (tertiary, secondary and primary). Holliday uses the adjectives 'weak' and 'strong' to describe BANA and TESP in his own perspective, which contradicts what is generally perceived by these words in relation to CLT. The former is the 'weak version' of CLT developed for private institutes in the Inner Circle countries and focusing on oral work and maximum student participation in pair and group works. TESP is the 'strong version' of CLT, developed for public institutions in the Inner Circle countries, the focus is on learning about how language works in discourse. Students communicate with a text to solve a language problem and use their mother tongue in talking about the text but must report their results in English. Holliday argues that the strong version may be more appropriate for the Outer and Expanding Circle countries, where there are fewer resources and where students do not have the same instrumental purposes for learning English as in the private institutions. However, McKay (2002) affirms that the weak version is what is usually referred to as CLT. She maintains that such a view of methodology does not suit teaching in EIL contexts as it requires native-like competence. Alptekin (2002) also criticizes this notion of CLT involving idealized native speaker norms as it is 'utopian, unrealistic and constraining'. He insists that teaching materials rooted in local as well as intercultural contexts that are familiar and suitable to L2 learners should be incorporated into ELT.

Many other scholars have also confirmed that there is a mismatch between ELT (or SLA) and EIL. Seidlhofer (2005) criticizes prevalent monocentric and centrifugal perspectives in English teaching pedagogy. She contends that in today's globalized world, many scholars and English teachers retain the adherence to the native speaker standards consistent with what Quirk stated in 1980s. Seidlhofer, however, makes a strong case for the rights of the Expanding Circle Countries to develop their own linguistic norms rather than continuing to accommodate to those of the native speakers English.

In a similar vein, Kachru (1992) and Jenkins (2003) denounce the perspective that English different from the US and UK models is faulty and any model different from the native speakers' is deviant and erroneous. Kachru (1992) calls for a "paradigm shift" that suggests moving from a *monocentric* and *centripetal* view to a more *pluricentric* and *centrifugal* understanding. However, the perspectives of Kachru's paradigm shift or Jenkins's appropriacy model have not been adopted by many ELT scholars and professionals (Jenkins, 2006c). Jenkins (2006) and Seidlhofer (2005) argue that many students and ELT teachers still believe in the native speakers' ownership of English. Seidlhofer (2001a, 2005) suggests that there is a 'conceptual gap' between theory and practice. Although some research with teachers and students seemed supportive of her argument to some extent, some revealed conflicting evidence.

The studies about teachers' perspectives on native speaker norms mostly rely upon pronunciation and accent as it seems to go to the heart of the native speaker issue. Sifakis and Sougari's (2005) study is based on a survey of 421 Greek EFL

teachers employed at primary, secondary and upper-secondary schools in Greece. The study was two fold: firstly, teachers' beliefs regarding their pronunciation and secondly, the extent to which teachers were aware of EIL-related issues were explored. The main findings of the study revealed paradoxical results. When teachers were asked about their own pronunciation teaching practices, they revealed "a strongly norm-bound perspective" with a "focus on teaching standard NS pronunciation models" (Sifakis & Sougari, 2005, p. 481). On the other side, when they were asked to interpret normal communication between NNS-NNS, "they seemed to believe that none of the rules and standards counts as much as the need to create a discourse appropriate for the particular communicative situation and comprehensible for all interlocutors" (ibid). Teachers, in theory, consider that EIL communication demands appropriateness and intelligibility. However, in practice, they do not want to teach EIL in classroom and they prefer teaching native speaker models.

In line with Sifakis and Sougari (2005), Timmis (2002) also found an overall tendency to use native speaker norms. Timmis's study had a pioneering nature because it was probably the first study to focus particularly on EIL attitudes, and his study raises awareness of the existing conflicting EIL attitudes and thus informs us about the need for further and more in-depth investigations. He conducted the study by giving surveys to 400 students and 180 English teachers from 45 countries. He explored teachers' and students' attitudes to the question of conforming to native speaker norms in relation to pronunciation, traditional written-based grammar and the kind of informal grammar highlighted by spoken corpora. The study uncovered other paradoxical results about the perspectives of teachers and students (Timmis,

2002). There was ‘some desire among students to conform to native speaker norms’ in order to communicate rather than master the language. On the other hand, teachers seemed less attached to native speaker norms than students. Timmis concludes that the results bring into focus a dilemma for teachers. Although it is not appropriate to impose native speaker norms on students who do not need them in non-native speaker contexts, it is hardly more acceptable to impose on them a target which does not meet their needs and future aspirations. In tandem with Timmis, as is mentioned before, Kuo (2006) retained the same concern for her students’ needs that stretch beyond ‘mere intelligibility’.

In brief, EIL scholars strongly argue that to teach English as an international language it is crucial to raise ELT professionals’ (native and non-native speaker teachers, teacher trainers, and educators) and learners’ awareness of the diverse nature of English and their own sociocultural and sociolinguistic reality. Jenkins (1998) insists that “it is important that we should all guard against political correctness in the sense of telling our students what their goals should be: in particular that they should not want to sound like native speakers if they really wish to do so” (p. 125). Timmis (2002) reveals the dichotomy teachers face by raising the question of to what extent it is teachers’ right or responsibility to politically re-educate their students.

### Culture, Language Teaching and EIL

Culture in language teaching involves providing cultural information about the target language. Such information involves four dimensions (Adaskou, Britten, & Fahsi, 1990): ‘the aesthetic sense’ in which the artistic components such as film,

music and literature of a target language country are included; ‘the sociological sense’ in which the customs and institutions of this country are examined; ‘the semantic sense’ in which the conceptual system of a target language society is examined; and ‘the pragmatic sense’ in which how cultural norms influence the relevance of the language to specific contexts is investigated.

The concept of native speaker authenticity, that is to say, the view that “you cannot teach a language without teaching its culture,” an idea which belongs to audio-lingual period, has prevailed into the era of communicative language teaching (Prodromou, 2009). The concept of culture in this tradition meant teaching the cultural background with customs, traditions, institutions, and beliefs of Anglo-American society. However, many critics argued that this Anglo-centric view of culture in language teaching pushed the learners’ own culture to the sidelines (Alptekin & Alptekin, 1984; Byram & Feng, 2004). Graddol (2006) also criticizes this model because focusing on one model of culture is an inadequate response to the increasing complexity of language use in the global world. The lingua-cultural identities of English users are becoming increasingly multiple (Widdowson, 1994) and communicative needs are becoming more and more multilingual and intercultural (Rajagopalan, 2004).

Therefore, two major problems emerge with the teaching of English as an international language. First, as is stated above, it would be irrelevant to teach the culture of a single country or the Inner Circle countries. Second, if one of the goals of teaching culture in EIL settings is to help students interact in cross-cultural encounters, then merely knowing about a culture will not be sufficient to gain insight

into how to interact in these encounters. In order for this to occur, learners need to reflect on how such information might affect their interaction.

In a study conducted (Llurda & Hugget, 2003) with over 100 non-native EFL teachers employed at primary and secondary schools in Catalonia, it has been asserted that “Catalan teachers still give greater value to the knowledge of the culture of Britain than to their own or that of other European countries” (Llurda, 2004, p. 319). Llurda and Hugget attribute this finding to the fact that university departments in Spain still devote greater attention to traditional native speaker cultures and literatures. McKay (2003a) conducted a similar study with 50 Chilean English teachers in order to determine their views on the role of culture in ELT materials. She convincingly argues that teachers in the Chilean context recognize the strengths of themselves as non-native bilingual English teachers and their familiarity with the local cultural context. McKay concedes that Chile can provide a model for the teaching of EIL since the teachers were able to develop a locally sensitive pedagogy there. McKay (2003b) argues that educators of English should realize the value of including topics and methodology that are consistent with local cultures. She points out that an appropriate pedagogy for the teaching of EIL in local contexts depends upon ELT professionals “thinking globally and acting locally” (Kramsch & Sullivan, 1996, p. 211, McKay, 2002).

The theoretical literature and empirical research on five main issues of the current study in this chapter, a) History of the spread of English b) English as an International Language (EIL) in the age of globalization c) English as a linguistic entity d) Research into EIL e) EIL and ELT, which is all outlined above, provides a



basis for the current study. The research outlined throughout the literature review focuses on the attitudes of EFL teachers towards EIL with regard, particularly, to pronunciation. Although there were a few studies which described EFL teachers' attitudes to culture in relation to EIL, there is hardly any study which focuses on international English teachers' attitudes towards pronunciation, grammar and culture with regard to EIL. The methodology section I will describe in the next chapter will try to occupy this niche.

## CHAPTER III: METHODOLOGY

### Introduction

The purpose of this exploratory study was to examine the extent to which native and non-native teachers accept the concept of EIL (English as an International Language) for their classroom practices with reference to grammar, pronunciation and culture, as well as the extent to which English teachers from the Expanding, Outer and Inner Circle countries differ in their conceptions of EIL. The research questions addressed for the study were as follows:

1. What are the practices of English teachers from different contexts and their attitudes to the idea of English as an International Language (EIL) with regard to:
  - a. pronunciation
  - b. grammar and non-standard use of various language items in learners' outputs
  - c. the cultural elements in the textbooks
2. Are there differences in attitudes towards English as an International Language among English teachers in the Expanding, Inner and Outer Circles?

This chapter describes the research methodology used in this study. I discuss the rationale for the research design, and then provide information about the participants and instrumentation. Data collection procedures and description of analysis procedures are also provided.

## Research Design

A mixed-model research design was employed in this study to best accommodate the research questions. A sequential explanatory strategy was chosen for inquiry in the research proposal. As represented in the figure (1) below, the sequential explanatory strategy is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data (Creswell, 2003). In the process of data collection, the priority was given to the quantitative data. Then both qualitative and quantitative data were integrated during the interpretation phase of the study.

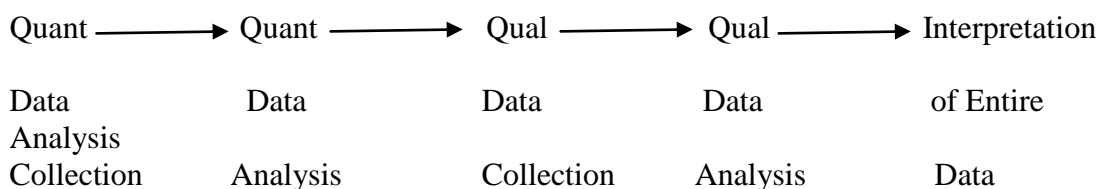
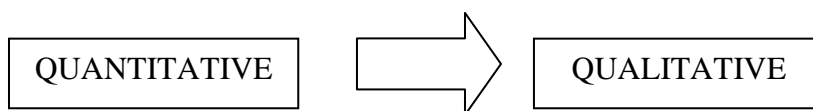


Figure 1: Sequential Explanatory Design (Creswell, 2003)

The sequential explanatory design was chosen for two main reasons. First and foremost, it facilitates implementation since the steps of the design have clear and separate stages. Also, this feature makes it easy to describe and report (Creswell, 2003). The other reason is the utility of the design. The qualitative results are used to help explain and interpret the findings of the quantitative study. If the results arising from the quantitative study are particularly unexpected, the qualitative data collection that follows the quantitative study can be used to examine the surprising results in

greater detail (Creswell, 2003). However, the main weakness of this design is that it takes two separate phases to collect data so it can be said to be time-consuming.

### Participants

The population of the study was non-native EFL, ESL and ENL teachers from various Expanding, Outer and Inner Circle countries. However, the research population was extremely large. Due to this fact, there was no way to study the population directly. Therefore, an interconnected network of teachers in which each participant is connected with another through a direct or indirect linkage was needed. I applied snowball sampling, which is a non-probability method that relies on referrals from initial subjects aimed to generate additional subjects for populations that are not well delimited nor well enumerated (Oppenheim, 2008) such as my own research population, i.e., non-native and native EFL, ESL and ENL teachers in the Expanding, Outer, and Inner Circle countries.

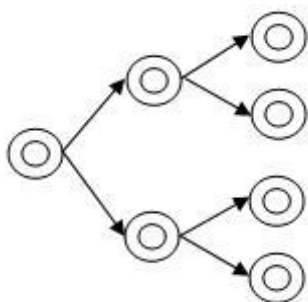


Figure 2: Exponential Non-Discriminative Snowball Sampling

(Castillo, 2009)

The exponential non-discriminative snowball sampling (Figure 2), which works like chain referrals, allowed me to multiply the number of my participants to yield substantial numbers. In total, 434 teachers from 66 countries (see Appendix A for the

whole distribution of 448 participants across 71 countries [434 respondents from 66 countries and 14 interviewees from 7 countries]) were recruited for the study using the snowball sampling method, where a few available English teachers were located in 14 countries (China, Russia, Sudan, Israel, South Africa, Palestine, Mexico, Peru, Afghanistan, Uzbekistan, Thailand, Turkmenistan, Iraq and the USA) and then asked to recruit future participants from among their English teacher acquaintances. Having been repeated, the process yielded the expected number of participants. As for the participants from Turkey, I asked my classmates in the MA TEFL program, who are from different institutions all over Turkey, to participate in the research as snowballs and recruit their colleagues for my research. In fact, they did not participate in the research as respondents but served as snowballs because I piloted the questionnaire with my classmates.

## Instruments

### Online Questionnaire

Data were collected using an online questionnaire (see Appendix B) and semi-controlled interviews. During the quantitative data collection phase, an online questionnaire provided by a website called [www.survs.com](http://www.survs.com) was administered. The rationale behind the use of an online questionnaire as a data collection tool is that it enables the researcher to collect large volumes of data quickly and at a low cost (Couper, Kapteyn, Schonlau, & Winter, 2007; Fleming & Bowden, 2009). Paperwork and travel costs can be eliminated. Online questionnaire software is now often free or very cheap. Data can also be analyzed continuously, validated automatically and imported directly into statistical tools and databases, such as SPSS.

Because the data processing is automated, human error in data entry and coding is reduced. If a data value is entered in an incorrect format by a respondent, the software can return an error message requesting the respondent to enter the data correctly and re-submit the questionnaire (Couper, et al., 2007; Fleming & Bowden, 2009). Also online questionnaires are usually easy and fast to update during the piloting process and data can be collected continuously - independent of the time of day, day of the week and the distance.

The questionnaire I administered has two parts. In the first, I tried to collect information about the personal specifications of the participants. The information gathered from this section is important in order to understand the background of the participants. English teachers' attitudes about the non-standard use of English were incorporated into the second part of the questionnaire, which was adapted and modified from the studies of McKay (2003a), Sifakis and Sougari (2005), and Timmis (2002) investigating teachers' experiences from the Outer, Expanding and Inner Circle countries with regard to EIL, particularly on the issue of pronunciation. However, the focus of this study is different from the others in that it broadens the scope to include grammar and culture in the research agenda. The second part included both open-ended and close-ended questions.

Given that the scope of the study was broadened beyond pronunciation, some other questions were added for grammar and culture-specific content. Since many of the questions I asked are attitudinal and non-factual, I needed to be aware that these questions "are generally much more sensitive to bias by wording, by response sets, by leading, by prestige and by contextual effects" (Oppenheim, 2008, p. 143). One

way I could address this susceptibility to bias was to build in internal checks for consistency by including sets of questions which relate to the same issue, and by using attitude scales such as the Likert scale. The questionnaire was in English.

Although the questionnaires of the previous studies were extensively piloted, the adapted questionnaire of this study was piloted with my classmates in the MA TEFL program before it was administered to the participants in order to check the effectiveness of the question wording and the question sequence, and to increase the reliability of the questionnaire.

#### Semi-structured Interviews

The questionnaire was supplemented by 14 semi-structured interviews (see Appendix C for the interview questions and also for a sample interview), the number and content of which was defined after the evaluation of the questionnaire. I conducted the interviews at the 44<sup>th</sup> TESOL convention, held in 2010 in Boston, USA. I chose the 14 interviewees (see Appendix D) by convenience sampling. The interviewees were native and non-native English teachers who were not asked to answer the questionnaire. However, the questionnaire was a starting point for me for the discussions with the interviewees because the interviews were conducted to explore the reasons which might underlie respondents' choices in the questionnaire. The process of interviewing provided participants with opportunities to select, reconstruct, clarify and reflect upon the details of the questions they were responding to. The interviews were recorded and then transcribed.

## Data Analysis

In this exploratory study, both quantitative and qualitative data were gathered. Data from the online questionnaires were analyzed quantitatively using the online survey software and SPSS. Data from the semi-structured interviews were recorded and transcribed. Subsequently, I color-coded the transcriptions in order to analyze the recurring ideas that appeared during the interviews.

The online survey, “Which English do you teach?” (<http://www.survs.com/psurvey/XWNMSZCFLB4/3?wosid=q8ld5ltDk4N69yilkAt7UM>), was used to investigate the perceptions of the participants towards EIL. This survey had two main parts. The first part consisted of nine questions, which investigated the participants’ demographic features. The participants responded to these nine items about age, gender, first language, country, teaching time and situation, academic and professional qualifications and the variety of English they use. However, for the statistical analysis of the survey, only two categories were used from the demographic section, i.e., being a native or non-native speaker, and the country where the teachers work because these two features were the most appropriate to analyze the issue of EIL.

The second part had four sub-sections. The first section was about the teaching practices about pronunciation, Q10, 11 and 12. Q10 and 11 were answered using a 5-point Likert scale ranging from (1) ‘extremely’ to (5) ‘not at all’, and using an open-ended question (Q12). The numeric data emerging from Q10 and 11 were evaluated quantitatively. The data were processed and analyzed using SPSS software. Results were analyzed using the crosstabs procedure and a Mann-Whitney



and a Kruskal Wallis test since the data were not normally distributed across the groups of teachers. The Mann-Whitney test was conducted to compare the attitudes of native and non-native teachers to pronunciation. The Kruskal Wallis test was applied to explore the attitudinal differences to native speaker pronunciation norms among teachers from the three Kachruvian Circles. The responses for Q12 and the comment sections of Q 11 were color-coded and categorized in order to evaluate them qualitatively.

The second section included questions investigating the teaching practices regarding grammar, Q 13, 14 and 15. For Q13, the respondents were provided with four options to choose (student A, B, C and none of these students). The participants responded to Q14 and 15 using a 5-point Likert scale ranging from (1) 'strongly agree' to (5) 'strongly disagree', and they wrote their comments about the same questions. The results obtained were analyzed using chi-square and the crosstabs procedure. The responses emerging from the comment sections of the three questions were again color-coded and categorized in order to evaluate them qualitatively.

The third section of the survey was designed to elicit responses on the issue of English as an international language. There were two sub-sections in this section. The first (Q16, 17, 18) was about native and non-native varieties of English. The other section (Q 19, 20) was about a more neutral model of English, i.e., World Standard English. The respondents answered these five questions using a 5-point Likert scale ranging from (1) 'strongly agree' to (5) 'strongly disagree', and they wrote their comments about the same questions. The results for the quantitative data were again analyzed using the crosstabs procedure and a Mann-Whitney and a

Kruskall Wallis test since the data were not normally distributed across the groups of teachers.

The fourth section was about the cultural content of the materials used. This section was related to the third variable (c-the cultural elements in the textbooks) of the first research question. The participants responded to questions 21, 22 and 23 using the options provided, and they also commented on their choices. The results were analyzed using the crosstabs procedure and chi-square, which was applied to compare the categories regarding their beliefs, preferences and teaching practices about the cultural content of the materials they use in their classrooms. The responses emerging from the comment sections of the three questions (Q21, 22, 23) were coded and categorized in order to evaluate them qualitatively.

To analyze the data emanating from the 14 semi-structured interviews, I looked for common patterns or distinct differences according to the participants' responses. I expected to find similar responses, which might provide a general picture of opinions among teachers and some clues that are expected to reveal a kind of awareness about the sociolinguistic issue of EIL.

In conclusion, I tried to describe the methodology adopted for this thesis and the rationale behind the online questionnaire and the interviews. In the following chapter, the data analysis will be presented.

## CHAPTER IV: DATA ANALYSIS

### Introduction

The purpose of this exploratory study is to examine the extent to which English teachers from various contexts accept the concept of EIL (English as an International Language) for their classroom practice with reference to grammar, pronunciation, and culture. The study will also examine the extent to which English teachers from the Expanding, Outer and Inner Circles differ in their conception of English as an international language.

For this study, I used an online survey to collect data from 434 English teachers from 66 different countries around the world. I also carried out semi-structured interviews with 14 other teachers from 7 countries, who did not take part in the survey. In total, 448 teachers from 71 countries participated in the study. For the full breakdown of the respondent groups according to the countries, see Appendix A.

The main variables we will use for cross-tabulation of results in this chapter are:

1. Native or non-native speaker teacher
2. Teaching context: Inner, Outer or Expanding Circle

In this chapter, I will present the analysis of the survey in three main sections. The first focuses on the analysis of the respondents' profile. The second concentrates on beliefs and classroom practices about EIL, with regard to pronunciation, grammar and culture, the three variables defined in the first research question. The third section presents the analysis of the perceptual differences about English as a world

standard language between the teachers in the Expanding, Inner and Outer circle countries. I look at the questions relating to teachers' attitudes to using native speaker and/or non-native speaker and neutral models of English in the classroom. I present the qualitative results obtained from semi-structured interviews (see Appendix C for a sample interview) and comment sections along with the quantitative results when they are relevant to the quantitative data.

### Profile of the Respondents

The respondents were from 66 different countries around the world. The majority of them were from Turkey (118) and the USA (102). The study aims to reveal differences among the three circles- the Expanding, Outer and Inner; therefore, I categorized the respondents accordingly (see table 1).

Table 1: The profile of the respondents

<b>Category</b>	<b>Breakdown</b>	<b>Number*</b>	<b>Percent</b>
Age	21 - 30	128	30
	31 - 40	141	33
	41 - 50	94	22
	51+	62	15
Gender	Female	317	73
	Male	117	27
Qualification	BA	434	100
	MA	310	74
	PhD	107	26
	Other	117	28
Teaching Experience	1-5 Years	130	31
	6-10 Years	107	25
	11-15 Years	65	15
	16-20 Years	52	12
	21+ Years	70	16
Teaching Position	Primary Level	17	4
	Secondary Level	16	4
	High School	29	7
	University	269	63
	Other	93	22
English Speakers	Native Speaker (NS)	132	31
	Non-Native Speaker (NNS)	288	68
Three Circles	Expanding (270 NNS-7 NS)	277	63
	Outer (19 NNS- 1 NS)	20	5
	Inner (119 NS- 6 NNS)	125	32

\*Within each category, the number of respondents does not total 434; therefore, the percentages do not always add up to 100. This is because some respondents skipped different questions.

As table 1 shows, the majority of the 434 respondents were females (73%) and the respondents between the ages of 31-40 were the largest group (33%).

All the respondents had a BA degree related to either ELT or other English language related disciplines such as English Language and Literature, and Translation and Interpreting Studies. The great majority of the teachers hold a master's degree (74%) and 26% of the respondent group had a PhD. 117 teachers reported that they had 'other' qualifications, which included teaching certificate of English (CTE) from various teacher education units, or from international programs such as Diploma for Overseas Teachers of English (DOTE), Cambridge Diploma in English Language Teaching to Adults (DELTA), or Certificate for Overseas Teachers of English (COTE). Very few teachers (1%) had a second major like law, political sciences, psychology and medicine.

In terms of teaching experience, the sample was biased towards those with less experience: those who had 1-5 years of experience made up the biggest group (31 %), while the smallest group was (12%) was those who had 16-20 years of experience.

There were more than twice as many non- native (68%) than native (31%) speakers of English. In accordance with these figures, when the teachers were grouped with regard to Kachru's circles, the Expanding Circle (63 %) made up the biggest group. There were only 20 teachers from the Outer Circle (5 %). There were about half as many Inner Circle (32 %) as Expanding Circle respondents.

See Appendix E for the native speakers' 22 different English dialects and the 47 different native languages of the non-native teachers.

### Pronunciation

This part of the questionnaire was designed to answer the first component of the first research question, i.e.:

What are the attitudes and practices of English teachers from different contexts to the idea of English as an International Language (EIL) with regard to pronunciation?

This part was composed of three related questions - Q10, 11 and 12. One of them, Q12, is open-ended. I will discuss the questions separately and then make a general comment about each of the three items.

**Question 10:** Are you proud of your pronunciation in English?

Table 2: Answers to Q10- "Are you proud of your pronunciation?"

	Extremely	Very		Fairly	Not much	Not at all	
	Positive		+	Neutral	Negative		-
<b>All teachers (418)</b>	22%	37%	59%	26%	9%	4%	13%
<b>Native speakers (125)</b>	38%	28%	66%	16%	8%	10%	18%
<b>Non-native speakers (287)</b>	15%	43%	58%	31%	10%	1%	11%
<b>Expanding Circle Countries (266)</b>	19%	38%	57%	28%	8%	4%	12%
<b>Inner Circle Countries (120)</b>	29%	31%	60%	23%	10%	5%	15%
<b>Outer Circle Countries (18)</b>	29%	35%	64%	17%	17%	0 %	17%

Table 2 shows both the percentage of respondents selecting each option and combined scores for ‘positive’ (i.e. extremely + very) and ‘negative’ (i.e. not much + not at all) responses. The majority of teachers from all teaching contexts were highly satisfied with their own accents. The native speakers were the group who was most proud of their pronunciation (66%), though non-native teachers had also a generally positive view about their pronunciation (57%). A Mann-Whitney test showed this greater satisfaction on the part of native speakers to be small but statistically significant (NS *Mdn* = 2.00, NNS *Mdn* = 2.00,  $U = 14985.5$ ,  $p < .01$ ,  $r = -.13$ )

Amongst the three ‘circles’, the Outer Circle group were most proud of their pronunciation (64% positive), followed by the Inner Circle (60%). The final group, the Expanding Circle teachers, was also generally happy with their pronunciation (57%), yet to a slightly lower degree. A Kruskal-Wallis test showed the difference among groups not to be statistically significant ( $H(2) = .946$ ,  $p > .05$ ).

Although native speakers were the group who were most proud of their pronunciation overall, they also included a larger percentage of respondents giving negative responses (18%) than the non-natives (11%). Similarly, although those who teach in the Outer Circle were the most satisfied with their pronunciation overall, they also selected more negative responses (18%) than the other circles. I will talk about the possible reasons behind this unexpected result in the comment section.

Respondents were also asked to provide reasons for their answers. Teachers’ beliefs about their accents seemed to be associated with their authority as role models in the classroom, and as such, they believed that they should strive toward attaining what they identify as a good English accent.



“Proud wouldn't be a word I would use, but I feel that I am a good pronunciation role model for my students” (a non-native speaker from the Expanding Circle).

“I think as a teacher of English it is important to speak authentically so I try to speak as perfect as possible” (a non-native speaker from the Expanding Circle).

Many of the teachers who commented on their pronunciation gave similar reasons. The relationship between the non-native teachers' attitudes toward their own accent and their justifications revealed a close link between their feeling proud of their English accent and their belief that they a) sound native-like, b) are appreciated by native speakers of English c) are actively engaged in language use, d) have lived/been abroad. Those teachers who felt very content with their English pronunciation were also more likely to look for various opportunities for improvement such as the use of dictionaries and opportunities for exposure to the language.

The results also suggest that those teachers who were less proud, 'neutral' or 'negative' regarding their English accents seem to believe that they did not have enough exposure to the language. They also blame the curriculums that they were raised in. Therefore, it seems that teachers associate being proud of their accents with exposure to English.

Native speakers who were not proud of their pronunciation stated that their accent is not close to the standard American or British accent, which seems to be Midwest or British RP.

“I speak like they do on TV shows. People wouldn't consider me to have an 'accent' like southern, northern or eastern. However, I speak in a low language register, very conversational in that I use things like 'ain't', which isn't the best.” (a native speaker from the Inner Circle)

“I sometimes deviate from RP because of my Irish parentage.” (a native speaker from the Inner Circle)

Another interesting issue to be mentioned was about the word ‘proud.’ I was criticized by many native speaker respondents since I chose ‘proud’ as a descriptive adjective for their pronunciation since they believe pronunciation is related to personal and national identity rather than something to be proud of. Thus, they opted for the choices of ‘not much’ or ‘not at all’ in order to show their dissatisfaction with the wording of the question.

“To me, saying that I am proud of my pronunciation would be elitist and arrogant.” (a native speaker from the Inner Circle)

“I don't consider pronunciation to be something to be proud of or ashamed of. It's like the colour of my hair.” (a native speaker from the Inner Circle)

**Question 11:** How important is it to you that your learners gain a native-like accent?

Table 3: Answers to Q11- “How important is it to you that your learners gain a native-like accent?”

	Extremely Positive	Very Positive	Fairly Neutral	Not much Negative	Not at all Negative		
	+			-			
<b>All teachers (426)</b>	6%	22%	28%	24%	33%	15%	48%
<b>Native speakers (131)</b>	3%	10%	13%	29%	41%	17%	58%
<b>Non-native speakers (287)</b>	8%	28%	36%	22%	29%	14%	43%
<b>Expanding Circle (277)</b>	6%	23%	29%	23%	35%	14%	49%
<b>Inner Circle (125)</b>	8%	21%	29%	25%	33%	13%	46%
<b>Outer Circle 20)</b>	6%	11%	17%	28%	28%	7 %	35%

When asked “How important is it to you that your learners gain a native-like accent?”, being a native or non-native speaker appeared to be a significant predictor of teachers’ attitudes, with non-native speaker teachers being more likely to believe that attaining a native-like accent is important (36%), than natives (13%). A Mann-Whitney test showed this difference to be statistically significant, though with a small effect size (NS  $Mdn = 4.00$ , NNS  $Mdn = 3.00$ ,  $U = 14451.0$ ,  $p < .001$ ,  $r = -.19$ ).

No significant difference was found among the three ‘circles’ in their responses to this question ( $H(2) = 1.778, p > .05$ ).

### **Question 12**

Which pronunciation accent would be best for your learners, in your view?

The respondents who answered this open-ended question fell into two main distinct groups. The largest group was composed of those who believed that a specific accent is not a problem unless it hampers communication. A smaller group believed, however, that attaining a native (like) pronunciation is important. I will first report the arguments of the first group.

#### *Unattainable goal*

In accordance with the statistical results, the majority of the respondents explained that attaining a native speaker accent is not very important. They argued that to achieve a native-like accent in an EFL setting is extremely difficult and unrealistic so the focus should be on accuracy and fluency rather than a native-like accent. In addition, they all emphasized the importance of ‘intelligibility.’

“Don’t think it is that important for a learner/speaker of English to possess an impeccable accent. On the contrary, mutual understandability is the defining factor of successful communication.” (a native speaker from the Inner Circle)

“I think trying to attain a "native-like" accent is a useless, and ultimately frustrating, quest.” (a native speaker from the Expanding Circle)

#### *Non-native interlocutors*

Some respondents argued that their students would not interact with native speakers in their daily lives so it would be unnecessary to sound like a native speaker.

“My students are most likely to use a Gulf Arab English. There is no need for them to attempt to speak with a British or an American accent. What is vital is that they are able to be understood.” (a non-native speaker from the Expanding Circle).

### *Learners' needs*

Many teachers asserted that teachers cannot decide what kind of pronunciation should be taught because students have their own aspirations and goals; and the teacher's job is to guide them according to their needs rather than exposing them to a certain type of accent.

“It's not a one-size-fits-all issue. Depends on their needs and goals.” (a native speaker from the Inner Circle).

“Only learners can answer this question, and English language instruction should cater for learners' individual pronunciation requirements. And at a fundamental level, teachers should aim for learners to be intelligible to their interlocutors.” (a non-native speaker from the Inner Circle).

### *Identity*

Some respondents believed that accent is a part of linguistic and cultural identity so it does not need to be reshaped. It was also asserted that non-natives should claim ownership of English because there are not many native speakers to communicate with in their environment.

“I prefer an accent that is first reflective to their origin, and second that is good enough to be understood.” (a non-native speaker from the Expanding Circle).

“In terms of pronunciation, I think the only important thing is intelligibility among many global English users. I think we need to move away from both the elitism of native-speakerism - and also the dependence on it. Where I am teaching now (Southeast Asia), teachers blame their own low intelligibility and low pronunciation confidence on lack of exposure to native-English. There will never be enough native speakers to compensate. They need to take ownership of their English and pass that on to their students.” (a non-native speaker from the Expanding Circle).

The interviews revealed results consistent with those attained from the survey. Interviewees stated that their students' needs are important when they make a decision about the issue. Intelligibility was the essential factor rather than native-like pronunciation. Identity is another repeated concern.

“It depends on how much they want to conform. I try to give them some sense of... If they pronounce something differently, if most native speakers are likely to understand them, then their pronunciation is part of their identity and they shouldn't necessarily strive to be native speakers if they can be understood because I know... for me, once you get close to being like a native speaker in pronunciation, you start to feel anxious that you've lost your real self.” (a non-native speaker from the Inner Circle).

“I am a native speaker but I worked with non-native speakers in the past. They said ‘I'm always reluctant to give up my accent fully because it's the symbol of who I am’. And I felt that myself in learning my second language, so I always encourage students, you know, as long as you are being understood, but it's not necessary to sound exactly like a native speaker in pronunciation...” (a native speaker from the Inner Circle).

### *International pronunciation*

A hybrid model of pronunciation, which includes some features of standard varieties and of local varieties was preferred by some teachers as an ultimate goal for their learners.

“I would like my students to obtain an international pronunciation which is understood by most of the people they communicate with. There is no need to gain a native-like accent. Sometimes, being "neutral" is good.” (a non-native speaker from the Expanding Circle)

“Nowadays, I am not sure which accent is the best because as you know the trend in English is now international, and we are talking about "Englishes", not English any more. It would be interesting to know which accent is considered the best internationally.” (a non-native speaker from the Expanding Circle)

A second group of respondents was composed of those who advocated native speaker accents for their students. They mostly focused on two main accents - American or British English. The reasons they stated can be classified as follows:

### *Prestigious*

Many teachers believed that the native speaker variety is more prestigious than other varieties of English.

“Standard American English would help my students to move ahead in the job market because it is more prestigious and desirable.” (a non-native speaker from the Expanding Circle)

“In international exams standard British or American accent is used because they are the ideal varieties. There are indigenous varieties but not accepted as essential in the exams. In order to help our students gain an important position in the area they wished to take part in we need to.” (a native speaker from the Inner Circle)

### *American over British*

The results attained from this part were in accordance with the results of question 8 “If you are a non-native speaker of English, what variety of English do you speak?” The majority of non-native teachers (51%) opted for American, rather than British (33%) accents. In line with this finding, many respondents stated that an American accent is best since it is more ‘trendy’ due to the power of the country throughout the world. The other reason was that American English is easier and more understandable due to its prevalence in the world, mainly by means of media and technology.

“American English. It is 1) more prominent in the media (films, TV, music), 2) more widely understood by non-native listeners all over the world, and it is the trend in the last 10 years and 3) easier to acquire for Dutch learners.” (a non-native speaker from the Expanding Circle)

“Canadian or American English would be best for learners. The accent is much clearer and more understandable than say Australian, New Zealand English. British also is not too bad.” (a native speaker from the Inner Circle)

### *Intelligibility but to whom*

Similar to those respondents who thought that an accent is not a problem unless it is unintelligible, those who supported teaching a native speaker variety also stated that intelligibility is necessary; however, they differ in their focus from the first group. They asserted that in order to be understood widely, a standard variety is needed.

“I think it is important to approximate one of the more standard varieties in order to be widely understood. NNSs have told me that they understand NSs better the closer that person's pronunciation approaches a "standard" variety. Understandability is the key - but of course you often don't know the "to whom" part of the equation in their students' futures.” (a native speaker from the Expanding Circle)

Three interviewees also noted that native speaker norms are important in teaching pronunciation due to the intelligibility concern.

“When I teach, I'd like my students to conform to the British or American English as to consider standard. When they use English to talk with other people, they may use their own

accent or can try to recognize English used by others. But if they use English, they must be consistent. For example, if they begin to use British English, they should only use British English. They must try their best to be near the native speaker English as much as possible.” (a non-native speaker from the Expanding Circle)

### *Setting*

Many respondents stated that the speech setting would be important to make a decision about a target accent.

“One that is comprehensible for the context(s) in which they'll be using English. For example, some (too many!) Americans have "lazy ears." They have trouble understanding any non-American accent. They even require subtitles for British, NZ, or Australian accent. This is unfortunate, but a non-native English speaker who hopes to communicate successfully with a wide range of Americans would be best served learning SAE pronunciation.” (a native speaker from the Inner Circle)

“The dominant variety in the country. If you teach English in Australia, you should teach Aussie English. If in Singapore, you should teach British English.” (a non-native speaker from the Outer Circle)

## Grammar and Non-Standard Use of Various Language Items in Learners' Outputs

This part was composed of three questions, 13, 14, and 15, which were designed to answer the second component of the first research question.

What are worldwide English teachers' practices and attitudes to the idea of EIL with regard to grammar and non-standard use of various language items in learners' outputs?

I will analyze each item separately and make an overall comment to cover all three questions.

**Question 13:** Please read the comments by Student A, Student B and Student C and then answer the question below by ticking your choice.

**Student A:** I can say everything that I want to say. Native speakers and non-native speakers understand me wherever I go, but I use English my own way and sometimes I say things that native speakers think are grammar mistakes.

**Student B:** I know all the grammar rules I need so that I can say anything I want to. I use these rules correctly, but sometimes English people use grammar that isn't in the grammar books and I don't want to learn this. -

**Student C:** I use all the grammar rules that native speakers use, even the informal grammar native speakers use when they speak to each other.

**None of the Students:**

**Which of these students represent(s) for you the ideal long-term outcome of your teaching?**

Table 4: Answers to Q13- "Which of these students represent(s) for you the ideal long-term outcome of your teaching?"

	Student A	Student B	Student C	None of the students
<b>All teachers (409)</b>	31%	10%	52%	7%
<b>Native Speakers (122)</b>	33%	5%	52%	11%
<b>Non-native Speakers (278)</b>	30%	12%	52%	6%
<b>Expanding Circle (264)</b>	30%	11%	52%	7%
<b>Inner Circle (112)</b>	34%	7%	52%	7%
<b>Outer Circle (18)</b>	11%	17%	50%	22%

Half of the respondents (52%) opted for student C, who represents the native speaker goal. It seems that among teachers the native speaker goal is more popular for grammar than it is for pronunciation, since only 28% of the respondents believed that it is important to attain a native-like pronunciation for their learners. Another point of interest is that all teacher groups, both native and non-native, and the teachers from the three different circles showed a similar degree of preference for Student C.



Student A, who represents a stable and consistent inter-language, was the second most preferred student for all groups except for the teachers from the Outer Circle context (11%). Those teachers had the highest level of preference for the ‘none of the students’ option (22%).

No significant difference was found between the native and non-native speakers in their responses to this question  $\chi^2(3) = 7.10, p > .05$ . It was not possible to conduct a similar test to check for differences among the three circles since there were not enough respondents in the Outer Circle.

In order to shed more light on the figures, I would like to analyze the reasons teachers gave for their choices.

#### Grammar Results –Comments and Interviews

In the light of the comment section of the study and the related interviews, I looked at the reasons behind teachers’ choices for each option in turn, i.e., Student A, Student B, Student C and ‘None of the Students.’

##### *Student A*

##### *Realistic and confident*

Teachers who opted for Student A referred to confidence and realism.

“Student A is aware of his strengths and weaknesses. So, he can make wonderful progress in the future but getting to know what he misses.” (a non-native speaker from the Expanding Circle)

“I would say that Student A represents a more realistic and desirable outcome of my teaching.” (a non-native speaker from the Expanding Circle)

### *Student B*

#### *'Correctness'*

Very few teachers opted for Student B. Those that did idealized correctness for second language learning.

“I chose Student B, because s/he reflects the "ideal L2 speaker": using the formal grammar and even the informal grammar adopted by natives, but being aware of doing so.” (a non-native speaker from the Expanding Circle).

### *Student C*

Many respondents opted for Student C and referred to his or her flexibility and willingness, appropriacy, and competence.

#### *Flexibility and willingness*

“I want my students to know grammar well and use it when necessary. But sometimes we don't need so much grammar when speaking to natives. They should modify themselves after all, ideally.” (a non-native speaker from the Expanding Circle)

“English is evolving to become an international language and thus the ability of adapting to this new situation is very important. Student C has the potential.” (a non-native speaker from the Expanding Circle)

#### *Competence*

“He is capable of understanding and using both formal and informal language. This is real language learning.” (a non-native speaker from the Expanding Circle)

“Student C has attained true linguistic competence in the target language; however, it is ESSENTIAL that this student also has the sociolinguistic competence to know in what contexts it is appropriate to use those informal structures. Importantly, native speakers always expect non-native speakers to speak "better" than them.” (a non-native speaker from the Expanding Circle).

#### *Appropriacy*

“Student A is more common and acceptable, but I feel more satisfaction when students accept everyday English as the standard - rather than that of books, as Student C does. This student will be able to adapt to different moments of English Language usage.” (a native speaker from the Expanding Circle)

“If my students all spoke (in the long-term) like Student C, that means they would have had the opportunity for extended language education in the U.S., which I would love for them to be able to experience.” (a native speaker from the Inner Circle)

The 14 interviewees also commented on the issue of the extent to which they wanted their students to conform to native speaker grammar. They gave similar reasons regarding the importance of exposing students to canonical grammar forms. Unlike the pronunciation issue, they stated that grammar needs to be taught in a more dedicated way because correct grammar is necessary in order for them to be understood by the interlocutors.

“...but it’s not necessary to sound exactly like a native speaker in pronunciation. Grammar is more difficult [than pronunciation] because, I think, ... that [the forms of non-standard grammar] is much less likely to be understood because they differ from the standard grammar, but of course, there is plenty of native speakers, you know... [who speak] quite a bit different from standard grammar. And I’ve used a lot of ESL, EFL materials with native speakers who are learning calls of writing.” (a native speaker from the Inner Circle)

“In our classes, basically, we focus on communicative approach, so we try to make our students as fluent and accurate as much as possible. We do teach grammar. Grammar is important of course if we want to communicate accurately. We do expect a high use of correct grammar.” (a non-native speaker from the Expanding Circle)

### *None of the Students*

The respondents who opted for none of the students justified their choice by prioritizing the students’ needs and wishes, considering the learning context:

#### *Students’ Wishes and Needs*

“I think the student needs to decide which is important for him/her. I used to wish students would work more to their potential, but eventually realized that students have different goals and need to make their own choices.” (a non-native speaker from the Outer Circle)

“I do not think that students should learn "all" the grammar rules. I think they should know enough grammar to be able to be understood clearly by all native and non-native speakers. Of course it depends on the context they are involved. If it is an academic context, then they should know how to speak and write correctly. But of course it is important that they are open to a lifelong learning view about English.” (a non-native speaker from the Expanding Circle)

One respondent stated that all three types of students might come across different problems in different contexts.

“Students need to be aware that there are different types of language used in different settings. Student C's approach could get him/her into trouble writing papers for university. Student B will have a tough time communicating with coworkers in an office setting. Student A would have a tough time writing a memo, but might have a great time out a

dinner with friends who care about what he/she has to say. I think that the ideal student needs to recognize the difference between the types of language used in any given situation, or they may experience some embarrassing situations.” (a non-native speaker from the Outer Circle)

The other two questions in this set were Q14 and 15, which asked for teachers’ opinions about the use of idiomatic spoken grammar examples in the teaching materials. I will give the statistical results of the two questions separately and focus on the teachers’ comments in this part.

### Question 14 and 15

Please look at the actual recorded example of native speaker speech below and then answer the questions

- “Disaster last night. Sat on the couch watching TV. The phone rings. It’s my mum. I’m like “Oh No!” She’s going “Do you want to come to America?”
- The features that mark this speech sample as native speaker speech are the omission of the subject pronouns and tense features.

**Question 14)** The materials I use for listening and speaking practice show the students the examples of the features noted above.

Table 5: Answers to Q14- “I think the materials I use for listening and speaking practice show the students the examples of the features noted above.”

	Strongly agree	Agree		Not sure	Disagree	Strongly disagree	
	Positive		+	Neutral	Negative		-
<b>All teachers (409)</b>	6%	35%	41%	20%	30%	10%	40%
<b>Native Speakers (124)</b>	5%	39%	44%	12%	32%	13%	45%
<b>Non-native Speakers (277)</b>	6%	32%	38%	24%	29%	9%	38%
<b>Expanding Circle-(261)</b>	6%	32%	38%	23%	31%	8%	39%
<b>Inner Circle (117)</b>	5%	39%	44%	15%	26%	15%	41%
<b>Outer Circle (16)</b>	13%	31%	44%	13%	38%	6%	44%

This question reflects a matter of fact rather than opinion. The figures are similar across the different groups, and no significant differences were found between native and non-native speakers ( $U= 16733.0, p > .05$ ) or among the three circles ( $H(2) = .13, p > .05$ ). There is a slight indication that native speakers (44%) and Inner (44%), and Outer Circle (44%) teachers use materials that show features of spoken grammar; however, this is not surprising since they teach in the native language contexts where the users of English consume spoken grammar. An interesting point is that around a quarter of respondents in non-native speaker teachers group (24%) is ‘not sure’ if their materials show features of spoken grammar or not.

**Question 15)** I think the materials I use for listening and speaking practice SHOULD show the students the examples of the features noted above.

Table 6: Answers to Q15- “I think the materials I use for listening and speaking practice SHOULD show the students the examples of the features noted above.”

	<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly disagree</b>		
	Positive	+	Neutral	Negative	-		
<b>All teachers- (418)</b>	18%	49%	67%	17%	13%	3%	16%
<b>Native Speaker (128)</b>	20%	42%	62%	16%	15%	6%	21%
<b>Non-native Speaker (282)</b>	17%	52%	69%	16%	12%	2%	14%
<b>Expanding Circle- (267)</b>	20%	51%	71%	17%	10%	3%	13%
<b>Inner Circle (119)</b>	13%	50%	63%	15%	19%	4%	23%
<b>Outer Circle (17)</b>	29%	29%	58%	18%	24%	0%	24%

Once again, the results are quite similar across different groups. A clear majority believes that their students should be exposed to such features. Again, no significant differences were found between native and non-native respondents

( $U=17189.5$ ,  $p>.05$ ) or among respondents from different circles ( $H(2)= 5.01$ ,  $p>.05$ ).

### Spoken Grammar-Comments

Many teachers explained that students should be exposed to English spoken grammar because they would encounter colloquial language as part of ‘real life.’ They also explained that teachers should create awareness about natural daily use of English and prepare their students for such real life communication.

“Exposing students to different registers helps create awareness. Furthermore, the above speech sample is a more likely one students will encounter if they travel or study in places with English as an official language.” (a non-native speaker from the Expanding Circle)

“For students to understand the English of native speakers --and to understand the flexibility of the language, and what kinds of mistakes are usable and not usable-- they should hear colloquial English as well as "standard" English grammar.” (a non-native speaker from the Expanding Circle)

The teachers who stated the above views seem to believe that their students will have contact with native speakers either in person or through media or the Internet.

“Students should be aware of street language as they will be subjected to this if they were to go abroad.” (a non-native speaker from the Expanding Circle)

“Just think of the films and songs the students hear and see everyday - they need to be able to follow such things, not necessarily produce them themselves.” (a non-native speaker from the Expanding Circle)

They also emphasized the necessity of using authentic materials in classes.

“Authentic texts must be shown to students so that they do not get sad when they see that the grammar rules are not used in all situations in real life.” (a non-native speaker from the Expanding Circle)

Some respondents were cautious about the use of colloquial speech samples because they thought it is important to take into account the needs and aspirations of students.

“...while some materials expose students to this variety, most of my students are exposed to these features in their lives, and what they need to practice with is understanding lectures or rapid interaction in business meetings or classroom discussion that includes NSs.” (a native speaker from the Outer Circle)

“This depends on for which purpose the students are learning English. If they are learning for academic purposes, this may not be necessary.” (a non-native speaker from the Expanding Circle)

The most common reservation about the use of colloquial speech samples was that it would only be suitable for advanced or higher intermediate level students.

“It depends on the level. I prefer to demonstrate a more "fully formed" speech, allowing advanced students to develop a broadly acceptable base template from which they can then diverge.” (a native speaker from the Expanding Circle)

“Generally I avoid such materials because Thai students have a tendency to not use or misuse pronouns (often repeating a noun) and have serious problems with tenses. In the past, I attempted to explain features of natural speech, only to realize that I had really confused the students. I think this is useful for very advanced students and those who plan to spend a long time in an English speaking country.” (a non-native speaker from the Expanding Circle)

Some respondents also distinguished between receptive and productive skills. They stated that such examples are important for particularly listening activities.

“I prefer to teach the language of an educated adult that is academic language; however, I believe for listening every samples of speech should be used. However, I will not encourage my students to talk like that in class.” (a non-native speaker from the Expanding Circle)

### Native and Non-Native Speaker Models

There were two sections in the questionnaire referring to the issue of English as an International language. These two sections addressed the second research question:

Are there differences in attitudes towards English as an international language among English teachers in the Expanding, Inner and Outer Circles?

In the first section, there were three questions, which relate to the same topic: considering the fact that English is increasingly used in international contexts, should we use both native and non-native models of English in class? I will comment briefly

on the statistical results of individual questions, and then discuss the qualitative analysis of the questions, and finally I will comment on the three questions together.

**Question 16)** Please read the quote below and then comment on the statement. “It has been estimated that 80% of communication in English is between non-native speakers.” This estimate, if reasonably accurate, should influence the kind of English we teach.

Table 7: Answers to Q16\*

	<b>Strongly agree</b>	<b>Agree</b>	<b>+</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>-</b>
	<b>Positive</b>			<b>Neutral</b>	<b>Negative</b>		
<b>All teachers (418)</b>	18%	42%	60%	19%	18%	4%	22%
<b>Native Speaker (125)</b>	19%	42%	61%	20%	16%	3%	19%
<b>Non-native Speaker (285)</b>	17%	42%	59%	19%	18%	4%	22%
<b>Expanding Circle (266)</b>	17%	44%	61%	17%	16%	5%	21%
<b>Inner Circle (120)</b>	18%	40%	58%	19%	22%	2%	24%
<b>Outer Circle (18)</b>	22%	39%	61%	28%	11%	0 %	11%

\* Question 16) Please read the quote below and then comment on the statement. “It has been estimated that 80% of communication in English is between non-native speakers.” This estimate, if reasonably accurate, should influence the kind of English we teach.

There is a remarkable similarity in the figures across teacher groups.

Therefore, I did not conduct any statistical test. The most important aspect of these results is that all teachers from different contexts show a high degree of awareness of the issues raised by the increasingly international use of English. The majority of teachers (60%) believe that changing patterns of use should influence what we teach.



**Question 17)** Students should be exposed to different native and non-native varieties of English in class.

Table 8: Answers to Q17- “Students should be exposed to different native and non-native varieties of English in class.”

	<b>Strongly agree</b>	<b>Agree</b>		<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	
	<b>Positive</b>		<b>+</b>	<b>Neutral</b>		<b>Negative</b>	<b>-</b>
<b>All teachers (422)</b>	37%	43%	80%	9%	10%	1%	11%
<b>Native Speaker (131)</b>	33%	46%	79%	6%	13%	8%	21%
<b>Non-native Speaker (287)</b>	40%	40%	80%	10%	8%	2%	10%
<b>Expanding Circle (277)</b>	36%	44%	80%	7%	10%	2%	12%
<b>Inner Circle (125)</b>	39%	41%	80%	11%	7%	1%	8%
<b>Outer Circle (20)</b>	41%	29%	70%	6%	24%	0 %	24%

An overwhelming majority of teachers (80%) believed that students should be exposed to different native and non-native varieties of English. These results are consistent with Q16. Again due to the similarity of the figures no statistical test was conducted.

**Question 18)** I make a conscious effort to expose my students to both native and non-native varieties of English.

Table 9: Answers to Q18- “I make a conscious effort to expose my students to both native and non-native varieties of English.”

	<b>Strongly agree</b>	<b>Agree</b>		<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	
	<b>Positive</b>		<b>+</b>	<b>Neutral</b>		<b>Negative</b>	<b>-</b>
<b>All teachers (415)</b>	20%	40%	60%	17%	19%	3%	22%
<b>Native Speaker (131)</b>	20%	37%	57%	13%	28%	3%	31%
<b>Non-native Speaker (285)</b>	21%	42%	63%	20%	15%	3%	18%
<b>Expanding Circle (277)</b>	20%	43%	63%	17%	16%	4%	20%
<b>Inner Circle (125)</b>	24%	32%	56%	17%	25%	2%	27%
<b>Outer Circle (20)</b>	13%	31%	44%	25%	31%	0 %	31%

Clearly most teachers (60%) feel that they make a conscious effort to expose their students to different native and non-native varieties of English. Although there is a general consistency across the results, non-native speakers (63%) seemed more willing to make a conscious effort to expose their students to both native and non-native varieties of English than the native speaker group (57%). However, a Mann-Whitney test showed this difference not to be statistically significant ( $U= 16142.5, p > 0.5$ ). Similarly, a Kruskal- Wallis test showed no differences among teachers from the three circles ( $H(2) = 1.73, p > 0.5$ ).

#### NS and NNS Models –Comments and Interviews

I will discuss below the main themes emerging from the comments sections of the three questions above related to the use of NS and/or NNS models in classroom and then I will comment on the results of the interviews about the related issue.

##### *Real life needs and contexts*

The most common reason stated by the teachers who expressed that they were in favor of exposing students to different native and non-native varieties of English was the real life needs of the students and the contexts in which they study. They stated that students might encounter those varieties in real life either with non-native and native speakers or through media and the Internet.

“We should not teach the standards, but the varieties since language is a living and evolving thing what we teach is very dependent on teaching context. I believe that the exposure to different varieties would help the students get adapted to many situations in which they might be using English in the future.” (a non-native speaker from the Expanding Circle)

“They have to get used to different accents in the real world, so why not in the classroom?” (a non-native speaker from the Expanding Circle)

### *Student's goals*

Again, another point which was often emphasized by the respondents was the needs of the students who study English. They believed that teaching should be shaped by the future goals and aspirations of students.

“If it applies to the students we are teaching, then yes. If we are teaching students whose main use of the language will be with native speakers, then perhaps it is not a good idea to expose students to different varieties. Depends on your students' goals.” (a non-native speaker from the Expanding Circle)

“Students' motives should certainly decide how we teach. If they plan to live abroad, they should prepare to understand the people in the country they are to live. If they need English in their homeland, then adjustments should be made to reflect their needs in the curriculum.” (a non-native speaker from the Expanding Circle)

One interviewee also pointed out that we should take students' attitudes to native speaker models into consideration.

“... students still want to learn and speak certain standard native varieties of English so you still have to teach more defined native English varieties for ‘marketing’ concerns. Textbook publishers therefore take these native varieties as a basis. ... Students also find it easier to understand native varieties.” (a non-native speaker from the Expanding Circle)

### *Awareness*

Another point raised by teachers was the need to create awareness in class about different varieties of English in the world. They argued that classroom interaction should necessarily involve exposure to non-native varieties of English:

“Most of the students I work with will probably use English with non-native speakers, so it's important for them to learn to accept differences in pronunciation and use and to develop communication strategies for dealing with people that they think have an accent.” (a non-native speaker from the Expanding Circle)

The interviewees also noted that they should create awareness in the students; however, it was difficult to put this into practice in native speaker contexts.

“Yes. If we're talking about TEFL, not about TESOL, in the United States, yes, because I suppose, we as a profession, we should be introducing students outside a native speaking country to the varieties of English. For example, Indian varieties of English. English is a legal language of India as you perhaps know. And throughout the 26 states and 26 language groups in India there are even many sub-varieties. So if we're to train our native students to communicate with other non-natives, I suppose what we want them is to make them aware of the speech inventories of other non-native speakers...” (a native speaker from the Inner Circle)

Another interviewee also shared the idea but stated that many teachers themselves are not aware of other varieties of English in the world.

“Yeah, sort of... it should affect our class practices, but it’d be hard to do that. So I haven’t done that... Is it worthwhile? Yes, that depends on a lot of traits between Turkish students and those in India or China. In that case, I think it could be useful. But I think most teachers don’t know how English is used in some other countries they are not from.” (a non-native speaker from the Expanding Circle)

One interviewee expressed a more positive attitude about the use of non-native varieties and stated that the school curricula should meet this need.

“Yes, it should definitely affect the classroom because for example in Macedonia most of the students learning English are not gonna use it with native speakers but with non-native speakers because in order to travel abroad, to search the web for educational resources. And now when Macedonia is getting close to the membership in EU, English will become a tool for communication with other European countries, not only the UK. So classroom instruction, the curricula being developed should reflect that fact.” (a non-native speaker from the Expanding Circle)

### *Receptive vs. productive skills*

As stated in the comment section of the previous questions, respondents made a clear distinction between receptive and productive skills, and stated that other varieties of English are particularly important for listening comprehension skills rather than speaking production.

“Sure. This would contribute to better prepare students to the challenges they might have to face when speaking English in situations such as conferences etc.” (a non-native speaker from the Expanding Circle)

“It’s good for their ears.” (a native speaker from the Inner Circle).

### *Level of the students*

Many respondents noted that advanced students should be exposed to such different varieties rather than lower level students.

“Definitely, once they are advanced enough to feel comfortable understanding one dialect.” (a non-native speaker from the Expanding Circle)

“With different varieties and different dialects, I think students should be exposed to this but only at more advanced levels.” (a non-native speaker from the Inner Circle)

“If they are in the upper intermediate level it is OK, but in the elementary level?” (a non-native speaker from the Expanding Circle)

### *Reservations about exposure to non-native models*

As the quantitative data also revealed, some teachers had some concerns about exposure to non-native varieties in their comments. Although some accepted that it is a good idea in principle, they thought it does not apply in practice.

### *‘Proper’ Grammar*

There were concerns about grammar teaching. Some expressed that ‘proper’ grammar should be taught and they described it as Standard English grammar.

“I believe that if you let the language be flexible, you let it be corrupted and it loses its genuineness that is something necessary to keep it function.” (a non-native speaker from the Expanding Circle)

“I am not sure whether we should "teach" various grammars that non-natives tend to create and use with the influence of their own language. Trying to adhere to one (that is spoken by the natives) is difficult enough.” (a non-native speaker from the Expanding Circle)

“Non-native varieties of English may contain grammar and pronunciation mistakes which are not acceptable by native speakers and may result in communication breakdown.” (a non-native speaker from the Expanding Circle)

### *Oversimplification*

One interviewee who objected to the use of non-native models in the classroom argued that such exposition would oversimplify the language and cause impoverishment.

“Again, learners of English should be intelligible to all speakers of English, but I do not feel we should completely change the English language just because most of the communication is between non-native speakers. We should have a standard to compare knowledge to... in EFL teaching standard variety is very important ... otherwise something chaotic happens and language deteriorates due to its role as an international language.” (a native speaker from the Inner Circle)

One interviewee also noted that standardization in language is important because English is spoken between non-native speakers rather than native speakers;

thus, English becomes a language of its speakers but to prevent the language from turning into pidgins and creoles, there have to be some ties with Standard English.

“We’ve agreed that English exists as a medium of communication outside, i.e., countries where it’s spoken as a native language, and among individuals who may never have intercourse with native speakers... We can’t lose sight of the fact that English is a by-product of English speaking countries and that if English as they speak it deteriorates into pidgins and creoles, there comes a point where it no longer has a lot in common with the parent language, so it’s necessary to fertilize ... to fertilize the ... I call it the language inventory of non-native speakers. There has to be some infusion and there has to be periodic synapse with native norms.” (a native speaker from the Inner Circle)

### *Testing*

Two respondents raised the issue of assessment based on non-standard varieties. They stated that native speaker models should be predominant in testing.

“Those varieties should then not be used in an exam because those non-native varieties are target-deviant.” (a non-native speaker from the Expanding Circle)

“I only test them on their ability to understand native speakers.” (a native speaker from the Inner Circle)

### *International and intra-national competition*

They also noted that using non-native varieties would not help students when they want to earn an academic degree. It would not help the tough competition in employment faced by the candidates worldwide and within their countries.

“My students are all going to be competing for jobs against native speakers of English, so they have to come off like native speakers. If I were teaching English in Europe where this is undoubtedly true, I think I would be strongly influenced by this statement and strongly agree. I think one must always understand their audience and their most likely purpose and uses of language, and make the content appropriate to the end goals and objectives.” (a non-native speaker from the Expanding Circle)

“I still think that it is important to make sure students learn the standard forms for business, university, and government communications so that they are able to participate and compete in these areas without having their work or ideas discounted for grammar, spelling, word choice, or pronunciation errors.” (a native speaker from the Expanding Circle)

## World Standard English

In this section, I will look at a more neutral model of English in order to shed more light on the second research question:

Are there differences in attitudes towards English as an international language among English teachers in the Expanding, Inner and Outer Circles?

I will present the statistical results of the two questions (19, 20), related to the issue of World Standard English, and explain the comment section of the questions.

### Question 19) “We will all teach World Standard English one day.”

Table 10: Answers to Q19- “We will all teach World Standard English one day.”

	<b>Strongly agree</b>	<b>Agree</b>		<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	
	<b>Positive</b>		<b>+</b>	<b>Neutral</b>		<b>Negative</b>	<b>-</b>
<b>All teachers (419)</b>	11%	32%	43%	32%	20%	6%	26%
<b>Native Speaker (127)</b>	4%	30%	34%	29%	28%	9%	37%
<b>Non-native Speaker (283)</b>	14%	31%	45%	33%	17%	5%	22%
<b>Expanding Circle (266)</b>	10%	33%	33%	30%	21%	6%	27%
<b>Inner Circle (120)</b>	12%	28%	40%	35%	19%	7%	26%
<b>Outer Circle (18)</b>	11%	28%	39%	39%	17%	6%	23%

As seen in table 10, there is considerable doubt among teachers that Crystal’s (1997) prediction will come true. Although the figures seemed similar across the groups, there appears a noticeable difference between native (34%) and non-native teachers (45%) about their belief in the likelihood of teaching WSE one day. A Mann-Whitney test showed this difference to be small but statistically significant

(NS  $Mdn=3.0$ , NNS  $Mdn=3.0$ ,  $U=14262.5$ ,  $p < .001$ ,  $r=-.17$ ). A Kruskal-Wallis test showed no differences among teachers from the three circles ( $H(2) = 1.83$ ,  $p > 0.5$ ).

**Question 20)** I would be happy to teach World Standard English.

Table 11: Answers to Q20- "I would be happy to teach World Standard English."

	<b>Strongly agree</b>	<b>Agree</b>	<b>+</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>-</b>
	<b>Positive</b>			<b>Neutral</b>	<b>Disagree</b>		
<b>All teachers (409)</b>	18%	40%	58%	27%	11%	5%	16%
<b>Native Speaker (122)</b>	18%	38%	56%	27%	11%	6%	17%
<b>Non-native Speaker (279)</b>	18%	40%	58%	27%	11%	5%	16%
<b>Expanding Circle (259)</b>	17%	43%	60%	25%	11%	5%	16%
<b>Inner Circle (118)</b>	21%	33%	54%	30%	9%	7%	16%
<b>Outer Circle (18)</b>	17%	33%	50%	28%	22%	0%	22%

There appears to be a remarkable similarity across the groups and many teachers would be happy to teach World Standard English (WSE). Given the percentages in table 11, it is seen that there is no important difference among the groups; therefore, I did not conduct any statistical test to investigate the difference among teacher groups. In order to shed more light on the figures, I analyzed the comments of the teachers and the interview results.

#### World Standard English (WSE) –Comments

In this section, I look at the reasons stated by teachers about their beliefs related to WSE. Taking the comments teachers made into consideration, I noticed that it is possible to interpret their feeling towards WSE as 'accepting' rather than 'enthusiastic' or 'happy'.



### *Proponents of WSE*

Some teachers had a very optimistic view about teaching WSE. They emphasized the advantages of a world standard language.

“I don't see any problem. If WSE comes to improve people's communication and understanding, it's welcome.” (a non-native speaker from the Expanding Circle)

“This would make teaching English easier for certain purposes. I think the purpose will lead the type of English we are going to teach.” (a non-native speaker from the Expanding Circle)

A few respondents also noted pragmatic arguments in favor of WSE in relation to Business English.

“Most people learn English to be able to DO something, usually business, so a shared standard may ease communication.” (a native speaker from the Expanding Circle)

“English is becoming more and more vivid in international relations for business, studies, researches, so it is really important to use it as a code, so everybody can communicate when necessary.” (a non-native speaker from the Expanding Circle)

### *On condition that...*

Some respondents were willing to teach WSE but under certain conditions:

“If this is something that evolves ON ITS OWN, and not some ridiculous invention of well-meaning linguists and teachers.” (a non-native speaker from the Expanding Circle)

“...so long as it IS a WSE and not a standard imposed by one group.” (a native speaker from the Expanding Circle)

Although many teachers expressed that they would be happy to teach a WSE, they argued that such a language would not ever exist for various reasons.

### *Influence of the dominant groups*

Most doubted that WSE would not be allowed to happen by some particular interest groups, such as native speakers and powerful Inner circle countries.

“Not against it... just not sure if it is necessary. Most English speaking countries ... will fight against it because they won't want to lose part of their identity that makes them stand out and be unique.” (a non-native speaker from the Expanding Circle)

“That is akin to saying that we will all speak one language one day. There are many sociological, political, and geographic issues that would probably prevent that.” (a non-native speaker from the Expanding Circle)

“It will depend on which nation(s) is/are going to govern the world economy.” (a non-native speaker from the Expanding Circle)

“Americans will not probably let go of their hold on the way they see themselves in the World community but it is a good idea nonetheless.” (a non-native speaker from the Expanding Circle)

### *Opponents of WSE*

Although the majority of the respondents expressed that they would be happy to teach WSE in the quantitative data, most of them, surprisingly in a self-conflicting way, revealed strong reservations for the hypothetical idea of WSE in the qualitative data. They believed that it is an almost unachievable goal. They expressed several reasons for their distrust.

### *Difficulty of standardization*

Most teachers raised the question of what WSE exactly is, who would be the authority to enable its standardization, and on what criteria it would be standardized. They also emphasized that to enforce such a single variety would be stereotyping.

“There is no way to enforce this type of mandate. Maybe some or most teachers will comply but "all" is an unachievable goal.” (a non-native speaker from the Expanding Circle)

“Because language is central to the formation of identity, I do not want to dictate to my students that they should speak a "standardized" variety. Instead, I want to prepare them to interact with speakers of a range of different Englishes.” (a non-native speaker from the Expanding Circle)

“What would that standard be? Would it ever be possible to have a "world standard"? Even "national standards" are disputed at present.” (a native speaker from the Inner Circle)

### *Various Englishes*

Some teachers acknowledged that there are various Englishes in the world today and it is difficult to standardize so many varieties due to identity concern. They preferred World Englishes to WSE.

“There will never be a World Standard English. People are too invested in their sociological group distinctions to converge. Dialect studies suggest that English is diverging, rather than converging.” (a non-native speaker from the Expanding Circle)

“I don't think there'll ever be a World Standard English for the simple reason that there are no standard-setting bodies that govern the development of the language. Instead, I think there will be a range of Englishes and that students will have to develop strategies for negotiating communication and repairing miscommunication.” (a native speaker from the Inner Circle)

### *Continuous Evolution*

Another reservation about WSE was related to evolving nature of any language, particularly English. They noted that it would be highly unlikely that an ever-changing language could be standardized.

“Languages are likely to change. There is evolution in any language so we have to move along with it. It is an illusion to find a Standard English.” (a non-native speaker from the Expanding Circle)

“Hard to check the validity of this prediction in the fast-changing world we live in nowadays...No time for standardizing English, especially as a result of IT: so many new words come into being and enrich the English vocabulary on a regular, even weekly basis, that it is virtually impossible to stop and unify everything.” (a non-native speaker from the Expanding Circle)

### *Cultural imperialism*

One respondent objected to the idea of WSE on the grounds that it is a tool for cultural imperialism.

“...if a language becomes standard, that means there will be some agent to make it standard. Languages do not become standard on their own. This sentence implies that I would approve English as a language of cultural imperialism that will take over all around the world, and I will even be happy about teaching it. I don't think so.” (a non-native speaker from the Expanding Circle)

## WSE- Interview Results

All the interviewees were quite suspicious about WSE. They expressed similar reservations about WSE to that of the respondents of the questionnaire. So instead of repeating the similar concerns, I preferred to discuss additional themes.

*English 'is not the only show in town'*

Three interviewees argued that the standard language in the future would not be English but Spanish or Chinese due to some economical, political and demographical issues. One of the interviewees coined the new standard language as “Worldish of Chinese” and explained that China has become one of the superpowers in the last fifty years. She claimed that Hong Kong action movies have created a new film genre and rather than *Hollywood*, ‘*Bollywood*’ effect has been felt in the world. Another interviewee stated that WSE is very unlikely because Chinese or another language will most probably replace English.

“...it's very possible that before such a hypothetical language emerges other lingua franca might have taken over, e.g. Chinese, Spanish... In any case, it seems unlikely that everyone would agree on the features of such a 'Standard English'. Any 'language reform' (if you want to call it that) always creates lots of controversy.” (a non-native speaker from the Expanding Circle)

A third interviewee argued that standard language is not a linguistic issue at this point but an economy-related or political issue.

“I rather thought that my grandchildren will be speaking Chinese. You know, not Turkish, but Chinese. ... I think I know where that question is headed. I think you really want to speculate on the future of English... to continue the future of English as world language. I think the answer to that question lies outside linguistics. It may lie within the heart of economics or globalization, which is not programmed or driven by linguists by any means. I'd say 'follow the dollar'. Now if and when the day comes where the dollar is not the dominant currency,... rather some salvation in the Euro, or it could also be Yen, or I suppose any other eastern currency. I think you better go to the economists to ask that question.” (a native speaker from the Inner Circle)

*Proud native speakers*

One stated WSE is impossible due to the native speakers' self- assertiveness.

“I don't think there will be a WSE partly because most English speaking countries, their citizens are pretty proud of the way they speak. When I was in training for this job, we saw... well I was in a room full of Americans. The instructor played a video of a Canadian advertisement. It was really funny to see that ... it's ... very similar but I was listening to some of the sounds and some of the vocabulary and I said oh! I would give myself away immediately. I think my English is fine but for a Canadian, they would say 'We can tell you're not Canadian because bla bla bla... Even within the fact... A lot of the non-native speakers of English do speak very well that I know of are very aware of which English they speak...’ (a native speaker from the Inner Circle)

## Culture in Text Books

The last section is devoted to the topic of culture. I explored the attitudes of English teachers to culture in the textbooks they used in their classes with regard to English as an International language. Three questions in this section address the last component of the first research question of my study:

What are worldwide English teachers' practices and attitudes to the idea of English as an International Language (EIL) with regard to the cultural elements in the textbooks?

I will comment briefly on the statistical results of individual questions, and then discuss the qualitative analysis of the answers given.

**Question 21)** What variety of English do the course book and teaching materials you use mainly present?

Table 12: Answers to Q21- "What variety of English do the course book and teaching materials you use mainly present?"

	AME	BE	Unsure
<b>All teachers (389)</b>	60%	37%	3%
<b>Native Speaker (119)</b>	84%	14%	2%
<b>Non-native Speaker (272)</b>	49%	47%	4%
<b>Expanding Circle (254)</b>	59%	39%	2%
<b>Inner Circle (104)</b>	64%	32%	4%
<b>Outer Circle (16)</b>	69%	31%	0%

A great majority of the teachers stated that they use American English textbooks. Although an 'other' option was also provided for the respondents, very few chose that option, stating that they mostly use a blend of American and British English materials in their classes because they are the ones in the market but they also stated that spoken ones had more variety thanks to the Internet. One interesting

comment came from a native speaker who asked for further clarification about the options given in the question:

“But you didn't specify which American English. I use samples of mostly mainstream but also Black English, sometimes creolized English from the Caribbean, and lots of L2 English.” (a native speaker from the Inner Circle)

The most striking figure belongs to the native speaker group. However, considering the percentage of the native speakers who were from the US (87%), it is not surprising that 84% of the native speakers exploit AME textbooks.

In order to determine teachers' views on the role of culture in English teaching materials, the following questions (Q 22, 23) were asked:

**Question 22) Which type of cultural content would you prefer to use in your class?**

Table 13: Answers to Q22- “Which type of cultural content would you prefer to use in your class?”

	Content that deals with your local places and people	Content that deals primarily with aspects of USA and/or UK life and culture	Content that deals with the life and culture of various countries around the world	Other
<b>All teachers (398)</b>	11%	15%	73%	1%
<b>Native Speaker (120)</b>	16%	16%	66%	2%
<b>Non-native Speaker (269)</b>	7%	13%	76%	4%
<b>Expanding Circle (257)</b>	9%	14%	73%	4%
<b>Inner Circle (112)</b>	15%	9%	74%	2%
<b>Outer Circle (15)</b>	0%	26%	72%	2%

The overwhelming majority of teachers preferred content that deals with the life and culture of various countries around the world; however, there was support for the inclusion of US/UK culture as well as local cultures. Cross-tabulation results revealed differences between the natives and non-natives with regard to their choice

of content that deals with local places and people. A chi-square test showed that native speakers were significantly more likely to chose 'the content that deals with local places and people' than non-native speakers  $\chi^2 (2) = 9.83, p < .05$ . For the native speakers, the proportion allotted for the local content and the US/UK culture was the same (16%). This is unsurprising because for those teachers the local content and the content from English speaking countries might have the same reference because great majority of these native teachers lived in the Inner Circle countries (see table 1 the circles).

A point of interest was the responses from teachers in the Outer Circle, who did not choose the local content option, which was surprising since in the literature it is argued that the Outer Circle has developed strong arguments for preserving the local identity but at the same time claiming ownership of English (Canagarajah, 1999, 2006; B. B. Kachru, 1992; Widdowson, 1994). Yet when we looked at the number of respondents (15), it might be assumed that I could not have reached enough number of respondents for this question. If I had had the opportunity to ask more people from the Outer Circle, I might have had some people who may choose this local content option for this question. However, when the answers were considered as representative of the Outer Circle teachers in general, it should be acknowledged that these teachers seem not to share the same concerns with the scholars who advocate preserving the local identities in the Outer Circle contexts and developing indigenized varieties of English. Since the teachers totally ignored the content that requires local culture, we can claim that these teachers do not think that local culture is already a valid content for the Outer Circle contexts.

**Question 23) Which type of cultural content do you feel that your students like best?**

Table 14: Answers to Q23- "Which type of cultural content do you feel that your students like best?"

	Content that deals with your local places and people	Content that deals primarily with aspects of USA and/or UK life and culture	Content that deals with the life and culture of various countries around the world
<b>All teachers (389)</b>	18%	24%	58%
<b>Native Speaker (108)</b>	23%	28%	48%
<b>Non-native Speaker (273)</b>	15%	22%	63%
<b>Expanding Circle (248)</b>	20%	21%	59%
<b>Inner Circle (112)</b>	15%	30%	55%
<b>Outer Circle (15)</b>	0%	33%	67%

The results of this question were consistent with the previous question in this set. In line with their own preferences, teachers felt that their students would mostly prefer the content dealing with world culture. I did not include the 'Other' option in the statistical evaluation as there were very few who chose this option. The percentages of the native (48%) and non-native speakers (63%) for the option 'Content that deals with the life and culture of various countries around the world' seemed rather different. A chi-square test revealed that non-native speakers were significantly more likely to chose the option of 'Content that deals with the life and culture of various countries around the world' than native speakers  $\chi^2(2) = 6.77$ ,  $p < .05$ .

#### Culture-Comments

Many respondents explained that it would be most advantageous to study a blend of all three contents mainly due to identity and global concerns. I will list the themes that emerged below.



### *Variety is the spice of life*

“A variety of cultures is more beneficial for Ss to learn about other culture. Having only one culture in the entire book may not be attractive for Ss, especially, those who prefer to learn the culture of another country but have to read this particular culture.” (a non-native speaker from the Expanding Circle)

“I like a mix of all three; the first can get them interested, the second and third can help them understand other cultures/target cultures.” (a non-native speaker from the Expanding Circle)

### *Comparative cultural content*

Some respondents felt that if the content compares local and English speaking countries, students are more interested in the cultural issues and thus in the language.

“The cultural materials I use are mainly comparative: I am an American, the book my classes use is British, and my students are Turkish, so we frequently compare cultural and linguistic issues across the different groups represented in our class. (a native speaker from the Inner Circle)

“They want to be successful in the US. They want to learn about local customs, and then they have the frame of reference to compare/contrast with their experience living in other locales (way more experience than the average American!).” (a non-native speaker from the Expanding Circle)

### *Local culture*

A few respondents who supported the use of local cultural content expressed that students are more comfortable and familiar with their local culture; therefore, they can deal with English more flexibly.

“Their comfort zone is local topics, but I try to push them beyond this and justify doing so by explaining that English is their common language with the world.” (a non-native speaker from the Expanding Circle)

“Many of my Chinese students prefer to talk about their home culture because they feel the topics are relatively easy to understand.” (a non-native speaker from the Expanding Circle)

One respondent explained that local content is desired mostly because some topics in different cultures are considered taboo in her country.

“I'm really not sure; if pressed, I would have to say that they are more comfortable with local content. This is a particular problem here in a fairly conservative country, as some topics are considered taboo.” (a non-native speaker from the Expanding Circle)

### *Goals and interests of the students*

Once again, the levels, ages, needs and interests of the students were taken into consideration.

“It depends on the course and what they think they'll need in life. For example, a student interested in Britain will want that content.” (a non-native speaker from the Expanding Circle)

“At the beginner level, the content should totally deal with aspects of USA and UK life and culture but with the higher levels, it could be about local places and people because I believe that first Ss should be aware of the language as its natives use it. Later they can build more on it when they want to express something about their own culture.” (a non-native speaker from the Expanding Circle)

### *Content from English speaking countries*

Those who supported the use of content from native English speaking countries emphasized the need to know ‘the origin of language’ and they explained that in order to learn English in a better way, it would be necessary to be ‘assimilated’ into the culture of the language.

“Content that deals with English use in the target culture combined with aspects of cultures in English speaking nations because it is the best way to learn a target language.” (a non-native speaker from the Expanding Circle)

“The content would need to be tailored to the culture of countries that my students are likely to have contact with or are interested in, which usually means developed countries like Korea and America.” (a non-native speaker from the Expanding Circle)

One respondent thought that EFL students preferred to learn American culture due to the influence of the media.

“EFL students think US culture is the most interesting, and aspire to it because they are much affected from the media.” (a non-native speaker from the Expanding Circle)

### *Global content*

Finally, those respondents who preferred the use of various cultures stated that students feel they can use English in any situation, and that students have a global vision of the world.

“Nowadays, roundedness and general knowledge are essential for the learner who is interested in intercultural communication.” (a native speaker from the Inner Circle)

“I believe that one role of education is to promote intercultural competence, so I emphasize content that reflects global cultural diversity.” (a non-native speaker from the Expanding Circle)

“The world is getting smaller and homogenous due to technology and media; therefore, I believe students should be aware of the cultural diversity and try to integrate into world culture” (a non-native speaker from the Expanding Circle)

### The Content Related to Culture-Interview results

Again, the interview results echoed the survey results. The interviewees offered similar reasons for their beliefs about the cultural aspect of the language. Some explained that the local culture was important to ease their teaching. They acknowledged that local culture would not be enough so they need a more comprehensive cultural content including the culture from English speaking countries and the global issues.

“That’s right, I mean locality. Whatever I do, even if I do grammatical chore, I use things in their immediate environment. I use cultural activities that they’re familiar with, too. It motivates them, then they want to speak, then they use the language because they are familiar with the topic we are using. From there I think I can take them to the unknown – something similar outside their immediate environment. ... But we have to include the culture of English speaking countries. It is very important because English is part of the Anglo-Saxon culture and you should master it. You cannot say you can master a language without mastering its culture, and it is, of course, better to include elements of world cultures to some extent.” (a non-native speaker from the Expanding Circle)

Although one interviewee emphasized the concern of national identity, she warned against the disadvantages of overemphasizing the locality.

“In Korea we are also very concerned about our identity. So we don’t... We better talk about our textbooks of high school and middle school. We have been publishing our own textbooks, in which we give a lot of place to identity and also Western customs, dialogue patterns but ... But in our schools English sometimes may be a bit awkward from the perspective of Westerners. It may be sometimes hard to find a balance. When you localize an item too much, we cannot really communicate well with other speakers. If we are geared to western roles, then we may lose the goal of communication because more than 70 per cent are non-natives. So it’s necessary to find a real balance.” (a non-native speaker from the Expanding Circle)

One interviewee noted that it is possible that cultural imperialism embedded in the issue of target language and culture.

“...it’s important that you aren’t... your teaching suits English, your job’s not to Americanize..... You know I didn’t want to be a linguistic branch of the military. And my students were very worried that I was going to come in and make them Americans.” (a native speaker from the Expanding Circle)

When asked about their belief in the concept of ‘culture-free language’, none of the fourteen interviewees gave it any chance to happen. They highlighted that a language should be associated with a specific culture or many different cultures.

“Not, not completely, because it’s impossible to be culture free. It might be free of a particular culture related to a country or L1 speaking group but it still has a culture of its own like international community culture, for example. So there is a culture associated.” (a non-native speaker from the Expanding Circle)

“No, there is no such thing as culture free. There is such a thing as multi-cultural. As a matter of fact, in this conference I was just noticing how many different people I’ve met who have sort of a bi-culture. Like, you know, I’ve worked in this country for so long that I understand how the people thank you and at the same time I still consider myself to actually be from my country and I think that’s going to be more and more frequent....” (a native speaker from the Inner Circle)

It was obvious from the tenor of the respondents and interviewees’ comments that teachers regard the association of a language with a base national culture as important, yet not indispensable.

## CHAPTER V: CONCLUSION

### Introduction

As has been repeated several times in the literature and in this thesis, English has reached various parts of the world and has been used for various purposes. As anticipated, this phenomenon has created not only positive interactions but also tensions between local and global interest groups, and most importantly, this unprecedented spread of English has had ideological, political, sociocultural, linguistic and pedagogical implications. Taking my bearings from these developments, I designed this study to explore the role and implications of English as a global language in various English speaking contexts.

The purpose of this exploratory study is to examine the extent to which English teachers from various contexts (EFL, ESL and ENL) accept the concept of EIL (English as an International Language) for their classroom practices with reference to pronunciation, grammar, and culture. The study also examines the extent to which English teachers from the Expanding, Outer and Inner Circles differ in their attitudes towards EIL.

To this end, using a snowball sampling method, I reached 434 native and non-native English teachers (EFL, ESL and ENL) from 66 countries by using an online survey which includes 23 questions with accompanying comment sections grouped under four headings: pronunciation, grammar, culture and EIL. I also conducted semi-controlled follow-up interviews with 14 other participants who did

not take the survey. I analyzed the data from the survey and the interviews first quantitatively and then qualitatively.

This chapter presents and discusses the findings of the study in the light of the relevant literature. It is divided into five sections. In the first section, I discuss the key research findings of the questionnaire and interviews in four different subsections in relation with the themes raised in the two research questions: pronunciation, grammar, culture and EIL. In the second section, I discuss the pedagogical implications of the study. In section three, I describe the limitations of the study, and make suggestions for further research. Finally, I present the overall conclusions of the study.

## Discussion of the Findings

### Pronunciation

In the literature, studies about teachers' perspectives on native speaker norms rely mostly upon pronunciation and accent as these two seem to go to the heart of the native speaker issue. In line with the literature, this part of the study is devoted to answering and considering this issue.

The quantitative and qualitative data gathered from the participants' responses to the three questions (Q 10, 11, and 12) in the questionnaire and the semi-controlled interviews yielded some information about the participants' perceptions of the issue of pronunciation.

The first question of this set, adapted from the study of Sifakis and Sougari (2005, p. 56) with 421 Greek EFL teachers, asked about the personal opinions of the teachers about their own English pronunciation. I asked this question since I wanted the respondents to personalize the issue of native-like pronunciation and accent before they considered the extent to which they expected their learners to sound like native speakers of English.

In line with the result of Sifakis and Sougari's study (2005), most of the respondents (59%) were highly content with their pronunciation. Teachers thought of themselves as role models in the classroom and they tried to attain what they identified as a good English accent. Unlike Sifakis and Sougari's participants, all of whom were non-native EFL teachers, the respondents in this study were both native and non-native EFL, ESL and ENL teachers. Native speakers were significantly more satisfied with their pronunciation than non-native teachers. However, unexpectedly, the proportion of native speakers who were 'not much' or 'not at all' satisfied with their pronunciation (18%) was also higher than that for non-natives (11%). Based on the qualitative data in which they explained their reasons for their answers, I can argue that native speakers presented a negative attitude to the pronunciation issue for two reasons: firstly, they did not like to use the word 'proud' to describe their accent, which they thought of as merely a result of their natural environment. The other reason was that they compared their accent with the standard varieties of English. For non-native speakers, the main reason given for their dissatisfaction with their pronunciation is lack of enough exposure to the target language.

The second question in this set (Q 11) was also adapted from Sifakis and Sougari (2005). Teachers were asked to give their opinions about the importance of their learners' gaining a native-like accent. The findings from this question do not support the results of the previous study (Sifakis & Sougari, 2005), in which non-native Greek teachers held a strongly norm-bound perspective and focused on teaching standard NS pronunciation models. In the present study, neither native nor non-native teachers thought that attaining a native-like accent was very important, though native speakers believed this more emphatically than non-native speakers.

The last question in this set was an open-ended question, Q 12, which asked for teachers' opinions about the best pronunciation model for their learners. There were also semi-controlled follow-up interviews dealing with the same issue. Data suggested that teachers fell into two groups, i.e., proponents and opponents of the native speaker pronunciation model. There was no consensus between the two groups; each had their own justifications for their ideal pronunciation model for their students. The larger group was composed of those who believed that a specific accent is not a problem unless it hampers communication. They also noted that the native speaker goal is unrealistic for their non-native students because they would not be likely to interact with native interlocutors in their environment. It was also highlighted that teachers do not have the right to choose a pronunciation goal for their students since students have their own future aspirations and needs. Another concern emphasized by this group was that accent is a symbol of national identity and as such should not be reshaped. They suggested an alternative hybrid model of pronunciation which includes some features of standard varieties and of local varieties, as suggested in the literature (B. B. Kachru, 1992).



A smaller group argued that standard pronunciation models are more prestigious than the others and in order to be understood clearly by various interlocutors a standard accent would be necessary. It was also highlighted that an American accent is the most popular due to media and technology and the political power of the country; therefore, it should be the accent to be chosen for their learners. This might be considered as support for Crystal's (1997) suggestion that what makes a language global is the 'power' of its speakers.

#### Grammar and Non-standard Use of Various Language Items in Learners'

##### Outputs

The second part of the study focuses on the canonical grammar norms. Some scholars (Prodromou, 2009; Seidlhofer, 2004) have asked whether it is possible to accept some grammatical items, deviations from standard grammar, as unproblematic in communication. Timmis (2002) also questioned conformity to traditional written-based grammar and informal grammar. I adapted the questions 13, 14, 15 from his study to shed light on this issue.

The first question of this set was Q 13, which provided the respondents with three student types (student A, B and C) who represent different stages of an interlanguage continuum (student A and B) and the native speaker model (student C) for their production. Quantitative survey analysis revealed that the native speaker goal is more popular for grammar (52%) than for pronunciation (28%). These results were also in accordance with Timmis's (2002) findings, in which 50% of the teachers also preferred student C, who is able to 'use all the grammar rules that

native speakers use, even the informal grammar native speakers use when they speak to each other' (p. 244). Unlike what they think about pronunciation issue, the respondents stated that grammar needs to be taught in a more dedicated way because correct grammar is necessary in order for the learners to be understood by their interlocutors. The qualitative data shed more light on the teachers' preferences for student C for his or her flexibility and willingness, appropriacy, and competence when using the language. As with pronunciation, 'students' wishes and needs' is a repeated concern in relation to grammar.

The other two questions in this set elicited teachers' perspectives about the inclusion of idiomatic native speaker spoken grammar into teaching materials. Q 14 was a factual question that asks whether the materials used for listening and speaking practice show examples of the features of informal spoken grammar. The figures were split into two almost equal halves across the groups considering the positive and negative ends of the scale. In native speaker contexts, teachers were slightly inclined to use such samples in listening classes (44%). In Timmis's study, the question regarding exposure to spoken grammar yielded similar results to the current study in that UK based teachers were slightly more inclined to use materials which show features of spoken grammar (61%). However, unlike this study in which only non-native speakers were not sure of the answer (24%), in Timmis's study, a quarter of the respondents in all groups (Native and non-native teachers, UK teachers, Indian teachers, Other countries) were 'not sure' if their materials show features of spoken grammar or not. Looking at the results of the two studies it can be argued that unsurprisingly, exploitation of spoken informal grammar in classroom materials is

more common in native speaker contexts. However, in non-native contexts teachers are not that much aware whether this kind of English is being exploited.

Regarding Q 15, teachers were asked whether they think students should be exposed to informal spoken English. The quantitative data revealed that the majority of the respondents (67%) believed that students should be exposed to features of native speaker spoken grammar samples, particularly in listening materials, on the grounds that students would encounter colloquial language as part of 'real life' because they would have contact with native speakers either in person or through media or the Internet. Also the need for authenticity was another reason mostly cited. Very few teachers questioned the grammaticality and appropriacy of such speech in academic contexts. Another reservation about the use of informal spoken grammar in class was about its being inappropriate in non-native contexts. These results were also supportive of Timmis's (2002) findings in which the majority of the respondents (66%) believed students should be exposed to such language. In response to Prodromou's (1996, p. 98) question "What does the grammar of informal, spoken English mean for the non-native speaker of English, and what is the pedagogic relevance of this particular variety of English in the context of English as an international language?", it can be observed that informal spoken English has been regarded as a necessary component of English as an international language and teachers from all contexts, particularly non-native contexts (who, with 71% , yielded the highest figure), think that students should be equipped with the features of such language, particularly for reception purposes.

### Native and Non-Native Speaker Models

The fact that English is now used in various contexts for various purposes brings forth the question of whether non-native speaker models of English, along with native speaker based pedagogic models, are appropriate for classroom use. The third part of the study aimed to unveil the perspectives of the teachers from the three circles about the use of English as an international language. However, since there were not enough respondents from the Outer Circle, conclusive comparison has not been possible in terms of the three circles.

The quantitative data revealed that there is a remarkable consensus among teachers across the groups for these three questions. The great majority of teachers (80%) believed that students should be exposed to both different native and non-native varieties of English, and many (60%) also stated that they make a conscious effort to expose their students to different native and non-native varieties. The findings were again quite consistent with Timmis's study (2002). The most significant aspect of the findings is that teachers were highly aware of the issues raised by the unprecedentedly international use of English. This awareness is contrary to the claim of Seidlhofer (2001a) that "millions of teachers of English worldwide seem to remain untouched by [the developments that emanate from the international use of English] and very few teachers 'on the ground' take part in this meta-level discussion..." (p, 134). Seidlhofer also contends that very little classroom teaching *per se* has changed considering the worldwide use of English. However, teachers who responded to the questions about the issue of EIL revealed that they are, to a large extent, aware of these worldwide developments and willing to make

efforts to expose their students to the NNS forms in the classroom although some stated that this is a good idea in theory but not in practice. Yet I should acknowledge that the respondents of my study were mostly university teachers who are supposed to be closer to academic research in comparison with primary or high school teachers. For those teachers, Seidlhofer's claim might still be valid, which can be revealed through further research. It is also possible that Seidlhofer's (2001) work has already raised the awareness she hoped to create among English teachers from many contexts about the international use of English and the issues related to it. Also, when it is considered that in this age of globalization we are provided with information almost simultaneously and comprehensively and change considerably thereupon, teachers are likely to have already realized that the worldwide use of English can easily affect classroom practices.

The qualitative data suggested that teachers who supported the use of various NS and NNS models in the classroom did so because the students would be most likely to meet NNS models in real life and thus teachers should create awareness of such varieties in students. They also stated that the level, needs and goals of the students should be taken into consideration when making such pedagogical decisions.

There were some concerns about the use of NNS models in class on the grounds that such exposition would oversimplify the language and cause impoverishment and pidginize the language. Additionally, like Kuo (2006), some respondents contended that using non-native varieties would not help students when

they want to earn an academic degree. It would not help the learners in their future life in the tough competition for employment nationwide and worldwide.

### World Standard English (WSE)

WSE is a more neutral model than NNS and NS models. Although it is a term which is argued to be based on the native speaker forms, according to scholars such as Crystal (2003) and McArthur (1987 1998, 2004), it is developing of its own accord. Therefore, I thought it is important to know how the respondents feel about the issue of WSE and how they would react to the idea of WSE.

In reply to Q 19, all respondents, as in the study of Timmis (2002), were quite doubtful about whether Crystal's (1997) prediction ("We will all teach World Standard English one day.") will come true. Although the figures seemed similar across the groups, non-native teachers were significantly more willing to believe in such an assumption than native speakers were. The qualitative data unveiled the reasons behind this small but statistically significant difference. It is argued that native speakers will resist WSE because the native variety of English they speak is part of their identity which makes them stand out and be unique. Another possible reason for this difference can be found in the literature. When critiquing the global prevalence of English, EIL scholars (Jenkins, 2006 ; Seidlhofer, 2005; Widdowson, 1994) assume that NNS' best interest is ownership of English. NNS seem to regard English as 'their' own language.

The qualitative data revealed interesting, though unsurprising, results about Q 20, which asked the respondents for their attitude about whether they would be

happy to teach WSE. The proponents of WSE saw it as a helpful new form which facilitates English teaching, international communication, business and the like. However, a larger group, who strongly argued that such a prediction (“We will all teach World Standard English one day.”) will not come true, put forth various reasons such as the impossibility of standardization due to continuous evolution of English and the existence of various other Englishes in the world. They also argued that if WSE were a variety based on native speaker norms, it might be a tool for cultural capitalism, which seems supportive of the concerns noted by many scholars (Canagarajah, 1999; Phillipson, 2002).

### Culture

Apart from pronunciation and grammar, another equally significant relationship exists between EIL and culture. The denationalization of English has been emphasized several times in the literature (B. B. Kachru, 1992; Widdowson, 1994). Since it may have important implications for the teaching of English, I included the issue of cultural content in teaching materials and adapted Qs 21, 22, 23 from McKay’s (2003a) study. This part refers to the third component of the first research question.

While the main finding is similar in both studies, there are still some contradictions. Similar to findings of McKay’s (2003a) study (60%), which was conducted in Chile with 50 teachers, the findings of this study revealed that the overwhelming majority of the respondents (73%) preferred ‘content that deals with the life and culture of various countries around the world.’ However, while in McKay’s study, the percentage of Chilean teachers who preferred ‘content that deals

with your local places and people' was 18%, in this study the percentage of non-native speakers was only 7% selecting this option. McKay reported that those who preferred the use of local cultural content wanted to emphasize the values of their culture. However, in this study, a few respondents who preferred the same option gave a pedagogical explanation rather than identity-related concerns, indicating that students are more comfortable and familiar with their local culture, and therefore, they can deal with English more flexibly.

Interestingly, the quantitative data revealed that native speakers displayed significantly more preference for the option 'content that deals with your local places and people' than non-natives. As discussed in chapter 4, this may have been due to the fact that for native speakers the local content and the content from English speaking countries are the same thing.

Another finding that differs from McKay's is related to the association of English with English native-speaking cultures. McKay strongly argued that EIL can no longer be linked to NS cultures, and thus there is no need to base materials on NS models. The qualitative data, however, suggested that to some extent teachers still take the culture of L1 countries as a basis for their teaching materials, but they also emphasized the importance of local culture. They thought that NS and local culture are not mutually exclusive. This presents a rather different picture from non-native speaker's resistance to the hegemony of English, which is mentioned in the previous studies (Canagarajah, 1999).



### Pedagogical Implications and Further Research

The above findings revealed important pedagogical implications for future teaching practices in various contexts and ELT curriculum development.

Graddol (2006) suggests that there were anachronistic ideas about pronunciation teaching, i.e., learners should adopt a native speaker-(like) accent. However, based on the findings of this study and on the literature, it should be noted that as English becomes widely used as an international language, it is becoming acceptable for learners to signal their nationality and other features of their identity while they speak English. Lack of a native speaker accent is no longer seen as a sign of poor performance. Pronunciation teaching is more flexible in the sense of offering different options. What is common currency now is ‘intelligibility’ and ‘effective communication.’ However, there is room for further research to enlighten these concepts. What is ‘effective communication’ and ‘intelligibility’ in an international context? How far is it transactional and how far is it interactional? Do teachers share similar views about the terms? In relation to these notions, another term that can and should be revisited is ‘communicative competence’ in EIL (Alptekin, 2002) in the age of globalization.

Regarding grammar and idiomatic speech, Jenkins’s (2000, 2007) ‘lingua franca core’ features and Seidlhofer’s lexicogrammatical core attested by the VOICE corpus were criticized by Prodromou (2007b, 2009) on the grounds that the ‘too low’ baseline offered by those two studies did not refer to most other areas of pronunciation and grammar such as word stress, vowel sounds, articles and prepositions pronounced so weakly to be heard and the like, and therefore would

alienate successful bilingual users of English. The present study seems to be supportive of Prodromou's arguments. The qualitative and quantitative data gathered revealed that the native speaker goal is still regarded as an ideal for grammar teaching and learning. There is also consensus that some authentic materials should be used depending on the level of the students in relation to idiomatic spoken grammar. However, regarding spoken grammar, it is stated that the aim should not be production but exposing students to samples of idiomatic speech through listening practice. It is acknowledged that spoken grammar would be useful and interesting particularly for upper-intermediate and advanced students. Here again there is room for further research to answer the following questions: How can idiomatic spoken grammar be taught? How far is it useful to talk explicitly about rules of idiomatic spoken grammar? How can work on spoken grammar be assessed?

As for culture, the third component of the study, teachers seem to 'think globally and act locally' as suggested in the literature (Kramsch & Sullivan, 1996, p. 211, McKay, 2002). There is consensus that teaching materials should include content that deals with the life and culture of various countries around the world. Based on the comments of teachers, it can also be suggested that there should be support for the inclusion of US/UK culture as well as local cultures. Additionally, in order to meet the changing needs of the learners in the 21<sup>st</sup> century where language use is becoming more and more complex (Graddol, 2006), lingua-cultural identities of English users are becoming increasingly multiple (Widdowson, 1994), and communicative needs are becoming more and more multilingual and intercultural (Rajagopalan, 2004), more comprehensive cultural content should be included in teaching materials. Further research can be conducted to find out how to produce

these materials to equip students with intercultural competence, which goes beyond knowledge of a particular language culture and helps learners to negotiate meaning effectively and affectively with speakers from different cultural backgrounds.

Regarding NS and NNS models of English, there is no common consensus among teachers. Teachers feel that students should be exposed to a variety of Englishes, but some believe that native speaker varieties should be the primary goal. WE and ELF scholars suggested that teachers and students should be aware of variations in World Englishes, and that this awareness-raising is an important strategy to promote communication between particularly NNS with different L1 backgrounds and also between NNS and NS. Therefore, it can be argued that an approach that encourages exposing students to variations within native speaker English and between Englishes particularly through listening activities may work best and also offer alternatives to students for comparison purposes. WSE, which is a hypothetical notion, was not regarded enthusiastically by teachers. They were concerned about the issues of cultural and linguistic identities in relation to WSE.

Attitudes to NS models is another research area which might be researched further to explore the underlying motives behind teachers' attitudes to NS norms and to find out how far their attitudes are shaped by education, public and institutional pressures or 'political correctness', and the extent to which their attitudes inform their teaching practice. Also, how native speakers feel about their identity when non-native speakers show positive or negative attitudes to native speaker norms is another promising research area.

### Limitations and Further Research

This study has some noteworthy limitations. First, the snowball sampling method adopted for the study did not yield a high enough number of respondents from various English teaching contexts (only 1 participant each from many EFL countries and very few participants from ESL countries). Most of the respondents were from Turkey and the USA; however, if more respondents had been reached from different EFL, ENL and ESL contexts, particularly from the Outer Circle contexts (because there were very few respondents from the Outer Circle in comparison with the other contexts), it might have been possible to have richer and more encompassing views about the issues raised by EIL. What is more, given the fact that a third of the world's population speaks English (Crystal, 2008), the number of my respondents, though a large group was reached, was not enough to make strong claims about the future use of English. Another point that should be mentioned is that I conducted the study only with teachers; it would be better to also include the learners of the language in later studies. Therefore, this study should be replicated with a probability sampling method and thus more diverse samples of English teachers and students from various teaching contexts in the world to gain a broader picture of the implications about and attitudes to EIL.

Second, since the majority of the teachers who answered the survey work at universities, their views might not be a true reflection of the other teachers who work at other levels of education. Again, a more precise sampling method would be a solution to the problem. Repeating the research to cover those teachers' perspectives may provide a different angle to the study.

Another problem was to do with a technical issue. The online survey database I used for the questionnaire lacked some features. In order to help the respondents to write their comments, I was forced to allow ‘multiple answers’ option in the online questionnaire. However, this choice led many respondents to choose more than one answer which made me eliminate their contribution. Therefore, when an online survey is conducted, it should be kept in mind that this is a major problem to be taken into consideration.

### Conclusion

With this study, I have revisited some established arguments about attitudes, practices, and pedagogies regarding English as an international language. I have also tried to explore these issues from a global perspective by eliciting the perceptions of many teachers from various English teaching contexts in the world. Unlike many other studies in this area, which exclude the native speaker, I have preferred to include their participation as I deemed they are also in the very heart of this issue of EIL.

In general, teachers in this study wanted their learners to conform to canonical grammar norms; however, they did not want students to conform to native speaker pronunciation norms because they thought their accent and pronunciation is related to their linguistic and cultural identity. As for spoken grammar and native speaker colloquial language, teachers adopted a positive perspective and expressed that idiomatic colloquial phrases should be placed in ELT materials. Although it was acknowledged that English has become a transactional and interactional language in the world and emphasis was placed on intelligibility in simple terms, ELT still seems

to maintain a standard particularly in grammar teaching as Stevrens (1992, as cited in Graddol 1997, p. 56) suggested: “For through the world, whether the norm is native or non-native speaker variety, irrespective of whether English is foreign or second language, two components are taught and learned without variation: those are its grammar and its core vocabulary.” In tandem with Stevrens’s suggestion, this inclination seems untouched in two decades and teachers, in general, wanted to preserve their patterns of teaching in relation to grammar.

There was agreement that a pluralistic view of English should be developed in language classes considering the increasing number of non-native speakers. Teachers seemed eager to create awareness about non-native varieties of English because it was argued that in real life contexts students are very likely to meet those indigenized varieties. However, there was still a tendency among the teachers to take the native speaker models as a basis.

While there was consensus that the world needs a neutral standard language for effective international communication, the difficulty involved in the formation of such a standard language was acknowledged, and thus, English as a World Standard Language was questioned on the grounds that it would be very difficult to standardize the language considering the number of varieties within the native speaker forms, let alone the non-native varieties.

Given the diversity of local cultures, teachers were observed to be culturally sensitive to the diversity of the contexts where English is used and taught. In terms of materials, it was suggested that the content about the learners’ local cultures should encourage them to gain a deeper understanding of the language, then to develop a

sphere of interculturality in which world cultures blend and are associated with English. Respondents did not attempt to dissociate English from its sociocultural native speaker contexts.

Considering the complex and various uses of English in the multilingual societies of the 21<sup>st</sup> century, this study does not claim to pronounce the last of the issues related to EIL. Unlike ELF scholars who argue that this new status of English has acquainted ELT with its possible demise, I believe that EIL is not an obituary for ELT. EIL will offer some opportunities for ELT and EFL professionals (both native and non-native teachers, administrators, academicians) to make changes in their practices. Metaphorically speaking, when a mobile phone or computer reaches market saturation, companies do not stop selling these phones or computers; instead they provide more developed and thus value-added devices.

Regarding the future of English, it is indisputable that the economic, political and technological power of nations will alter and increase or decrease the popularity of English as the current lingua franca of the world, along with other languages such as Chinese or Spanish. English will keep on evolving and changing itself, and therefore the attitudes and practices of its users and learners alongside. However, it is difficult to predict the extent of this change as the global processes are too complex and their outcomes are too obscure.

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## APPENDIX B: ONLINE QUESTIONNAIRE

<i>Please tick ✓ your answers unless otherwise stated.</i>							
<b>1</b>	<b>Age:</b>	<input type="checkbox"/> 21–30	<input type="checkbox"/> 31–40	<input type="checkbox"/> 41–50	<input type="checkbox"/> 51+		
<b>2</b>	<b>Gender:</b>	<input type="checkbox"/> Male		<input type="checkbox"/> Female			
<b>3</b>	<b>Years of teaching experience</b>	<input type="checkbox"/> 1–5	<input type="checkbox"/> 6–10	<input type="checkbox"/> 11–15	<input type="checkbox"/> 16–20	<input type="checkbox"/> 21–25	<input type="checkbox"/> 20+
<b>4</b>	<b>Professional qualifications</b>	<input type="checkbox"/> BA in English Language Teaching or Literature		<input type="checkbox"/> MA in..... ..... ..... ..... .....		<input type="checkbox"/> Other..... ..... ..... ..... .....	
<b>5</b>	<b>Current (main) teaching situation</b>	<input type="checkbox"/> Primary level	<input type="checkbox"/> Secondary level	<input type="checkbox"/> High School	<input type="checkbox"/> University	<input type="checkbox"/> Other..... .....	
<b>6</b>	<b>Are you a native speaker of an English dialect?</b>	<input type="checkbox"/> Yes (Which one?.....)			<input type="checkbox"/> No		
<b>7</b>	<b>If you are a non-native speaker of English, what variety of English do you speak?</b>	<input type="checkbox"/> American English		<input type="checkbox"/> British English		<input type="checkbox"/> Other (please specify) ..... ..... .....	
<b>8</b>	<b>What is your first language?</b>	_____					
<b>9</b>	<b>Which country do you reside in at the moment?</b>	_____					

	5	4	3	2	1
10	<p>Are you proud of your pronunciation in English?</p> <p><input type="checkbox"/> extremely    <input type="checkbox"/> very    <input type="checkbox"/> fairly    <input type="checkbox"/> not much    <input type="checkbox"/> not at all</p>				
	<p>Briefly give reasons for your answer: _____</p>				
11	<p>How important is it to you that your learners gain a native-like accent?</p> <p><input type="checkbox"/> extremely    <input type="checkbox"/> very    <input type="checkbox"/> fairly    <input type="checkbox"/> not much    <input type="checkbox"/> not at all</p>				
12	<p>Which pronunciation accent would be best for your learners, in your view?</p> <p>.....</p> <p>.....</p> <p>.....</p>				
13	<p>Please read the comments by Student A, Student B and Student C and then answer the question below by ticking as many answers as you want.</p> <p><i>Student A: "I can say everything that I want to say. Native speakers and non-native speakers understand me wherever I go, but I use English my own way and sometimes I say things which native speakers think are grammar mistakes".</i></p> <p><i>Student B: "I know all the grammar rules I need so that I can say anything I want to. I use these rules correctly, but sometimes English people use grammar that isn't in the grammar books and I don't want to learn this".</i></p> <p><i>Student C: "I use all the grammar rules that native speakers use, even the informal grammar native speakers use when they speak to each other".</i></p>				

<p>Which of these students represent(s) for you the ideal long-term outcome of your teaching?</p>	<input type="checkbox"/> Student A	<input type="checkbox"/> Student B	<input type="checkbox"/> Student C	<input type="checkbox"/> None of these students
---	---------------------------------------	---------------------------------------	---------------------------------------	--

Comment: .....  
 .....  
 .....

Please look at the actual recorded example of native speaker speech below and then answer the questions

*“Disaster last night. Sat on the couch watching TV. The phone rings. It’s my mum. I’m like “Oh No!” She’s going “Do you want to come to America?”*

The features that mark this speech sample as native speaker speech are the omission of the subject pronouns and tense features.

<p>14 The materials I use for listening and speaking practice show the students’ examples of the features noted above.</p>	<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> not sure	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
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Comment: .....  
 .....  
 .....

<p>15 I think the materials I use for listening and speaking practice <b>SHOULD</b> show the students’ examples of the features I have noted above.</p>	<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> not sure	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
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Comment: .....  
 .....  
 .....

16	<p>Please read the quote below and then comment on the statement.</p> <p><i>“It has been estimated that 80% of communication in English is between non-native speakers”</i></p> <p>This estimate, if reasonably accurate, should influence the kind of English we teach.</p>	<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> not sure	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
<p>Comment: .....</p> <p>.....</p> <p>.....</p>						
17	<p>Students should be exposed to different native and non-native varieties of English in class.</p>	<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> not sure	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
<p>Comment: .....</p> <p>.....</p> <p>.....</p>						
18	<p>I make a conscious effort to expose my students to both native and non-native varieties of English.</p>	<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> not sure	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
<p>Comment: .....</p> <p>.....</p> <p>.....</p>						
19	<p>Please read the comment by David Crystal and then answer the 2 questions below.</p> <p><i>“Eventually, I imagine, we will all be teaching World Standard English, once it exists, rather than British, American or any other regional English, unless there are grounds for not doing so.”</i></p> <p>We will all teach World Standard English one day.</p>	<input type="checkbox"/> strongly agree	<input type="checkbox"/> agree	<input type="checkbox"/> not sure	<input type="checkbox"/> disagree	<input type="checkbox"/> strongly disagree
<p>Comment: .....</p> <p>.....</p> <p>.....</p>						

20	I would be happy to teach World Standard English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		strongly agree	agree	not sure	disagree	strongly disagree
Comment: ..... ..... .....						
21	What variety of English do the course book and teaching materials you use mainly present?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		American English	British English	I'm not sure	Other (please specify..... ..... .....	
22	Which type of cultural content would you prefer to use in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Content that deals with your local places and people	Content that deals primarily with aspects of USA and/or UK life and culture	Content that deals with the life and culture of various countries around the world.	Other (please specify..... ..... .....	
23	Which type of cultural content do you feel that your students like best?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Content that deals with your local places and people	Content that deals primarily with aspects of USA and/or UK life and culture	Content that deals with the life and culture of various countries around the world.	Other (please specify..... ..... .....	

This survey is adapted from:

Timmis, I. (2002). Native speaker norms and international English: A classroom view. *ELT Journal*, 56, 240-249.

Sifakis, N., & Sougari, A. (2005). Pronunciation issues and EIL pedagogy in the periphery: A survey of Greek state school teachers' beliefs. *TESOL Quarterly*, 39, 467-488.

McKay, S. L. (2003). Teaching English as an International Language: the Chilean context. *ELT J*, 57(2), 139-148.

The quotes in question 16,19 and 20 are taken from:

Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.



The aim of this survey is to examine EFL teachers' preferences on the teaching of certain aspects of English language.

Ms. Hatice Altun  
Bilkent University, Ankara, Turkey.

Dear colleague,

I am an EFL instructor at tertiary level in Turkey and as part of my MA thesis I am conducting research into the preferences of EFL/ESL teachers around the world regarding certain aspects of English language.

I would appreciate it if you participated in my ten-minute-survey by clicking the link below.

<https://www.survs.com/survey/0468U0CIEA>

I am using the snowball sampling method to collect data for my research project. I am relying on your cooperation to contact EFL/ESL teachers who are beyond my reach.

The progress of my research study depends on the participation of a large number of EFL instructors.



I very much appreciate your participation and help.

Regards,

Hatice Altun

Bilkent University

haticealtun@gmail.com

## APPENDIX C: INTERVIEW QUESTIONS AND A SAMPLE INTERVIEW

1. How closely do you want your students to conform to native speaker norms (in general)?
3. How far do you want your students to conform to native speaker pronunciation norms?
4. How far do you want your students to conform to native speaker canonical grammar norms?
5. What kind of cultural content should be studied in text books and in language classrooms?
6. Do your learners need to internalize the cultural norms of the native speakers of English?
7. Do you believe in the concept of a culture-free language?
8. Do you believe the prediction that one day everybody will be speaking a world standard English?

### **A Sample Interview**

H: Introduce yourself first, please.

I: Hello, my name is... I am originally from Indiana but now I work in Budapest, Hungary.

H: Lisa, how long have you been teaching?

I: Let me think. It' going on ... almost 30 years now.

H: 30 years? Wow! How come you look so young and so fit?

I: This is cheating!

H: Now, I'm quite sure you're well aware of the fact that English is spoken among non-native speakers rather than native speakers.

I: Yes, of course.

H: Do you think this should somehow affect our teaching in the classrooms?

I: You mean the way you teach-

H: Yes, the way we teach, our expectancy about the proficiency levels from our students, etc.

I: I think a lot of that depends on what kind students we have in the classroom: whether they're beginners or adults, secondary school, whether they're interested, whether they're ambitious, whether they plan to live in a small town, and so on. I think it would be important in almost any case for them to feel comfortable... listening to the conversations in English and being able to respond... politely and appropriately... erm in the event of ... they end up contacting a native speaker of some kind. But...

H: What if they... For example, in some cases, they'll never have the chance to contact with native speakers. So do you think it is logical to expect of them to comply with and conform to the native speaker norms?

I: Now, that's actually impossible. For... especially because there are different Englishes around the world. I can pretend to speak British English but I never will. As a matter of fact, it would be a little bit insulting for me to pretend to speak British English. So I think the real issue is: Can the person in a conversation express what they need to express in English that's appropriate for their age and their background? And can the person follow information in conversations or in reading material that's relevant and interesting to them because that's... nowadays it really isn't enough just to be able to have a conversation. You also have to pick up information on your own, feel comfortable, finding out new things and then applying it the next time you have to use.

H: I see. We may not expect our students to be using grammar as correctly as the native speakers, then?

I: That's right. But some mistakes are considered 'worse' than others even though... as far as I'm considered, a mistake is a mistake and you go back and try again. But I think for example, in speaking if there are a lot of mistakes in terms of pronunciation and vowels, or if the person is dropping some sounds even though they may be very articulate, it might be very difficult for me to understand what they're trying to tell me. So they need to at least have a pronunciation that's clear, which means that sometimes they'll just have to speak a little more slowly in order to communicate.

H: Is the accent very important for interaction?

I: No, not unless it's a very very thick accent. And that person would be very unlikely to start talking to me anyway because probably their English wouldn't be very good.

H: Do you believe the prediction that one day everybody will be speaking a world standard English?

I: I don't think there will be a world standard English partly because most English speaking countries, the citizens of English speaking countries are pretty proud of the way they speak. When I was in training for this job, we saw... well.. I was in a room full of Americans. The instructor played a video of a Canadian advertisement. It was really funny to see that ... it's very similar but I was listening to some of the sounds and some of the vocabulary and I said oh! I would give myself away immediately. I think my English is fine but for a Canadian, they would say 'We can tell you're not Canadian because bla bla bla... Even within the fact... A lot of the non-native speakers of English do speak very well that I know of, are very aware of a witch English they speak. That they're going to Australia for a long time, ... an English teacher, and they use Headway (funny, everybody uses Headway), then of course they're going to try to hit... to use that resource whatever it is as a model. And that's fine as long as it is appropriate.

H: What about the materials you've been using in the classroom, the content of them? Do they cover some local elements? And are there global elements as well?

I: I would love to see books that are appropriate, that date... the problem with the local elements is that maybe something very popular right now will be completely inappropriate and unpopular five years from now. That makes it very hard for teachers and students and textbook authors to show appropriate English. But ... in almost every book, imm well my favorite thing from the old Headway was that all Americans put their feet on the table in the Office, that kind of thing... Everybody knows that because everybody taught from that book at one time. I think it's that students and English teachers should be looking for those models. People they meet or see or work with who try to provide a good standard that's not too old-fashioned and not too elaborate or academic ... unless of course they're academic lecture even then and their students are gonna be talking to them when taking notes. So it does help to be in touch with the way English is used in different parts of the native English in world and then just decide what would be appropriate and what the students are going to do.

H: Do you believe a language which is culture free? I mean English as a culture free language?

I: (She laughs.) No, there is no such thing as culture free. There is such a thing as multi-cultural. As a matter of fact, in this conference I was just noticing how many different people I've met who have sort of a biculture. Like, you know, I've worked in this country for so long that I understand how the people thank you and at the same time I still consider myself to actually be from my country and I think that's going to be more and more frequent. Actually that's an important issue for the students because people study English for different reasons. Not everyone is ever ever going to go to UK or Australia or... but of course they watch films and things like that. So it really sort of boils down to what the type of appropriate English that the student should know how to use. And teachers can be very helpful in that respect because I know most English teachers kind of travel to English-speaking countries at least, or take courses, watch films and can learn vocabulary – vocabulary I don't even know all the time. So I really see good English teachers as a resource

and as a model to say ‘Well, of course, I’m not an American, not British, not Australian, I am Turkish but This is what an educated second language speaker of English should be when working in Turkey.’

H: What about the ownership of English? What do you think of it?

I: Oh, I don’t know. I worked a long time in Europe and a long time in Europe... I got tired of people making fun of my vowels and cracking jokes about Americans because it is so easy to crack jokes about Americans and because I was the only one there. I really think that... not in the sense that... maybe a hundred years from now just because it’s so much easier to get things of many... not just English but all sorts of other languages nowadays through the Internet and everything else. I have a feeling that probably most people who have access to these resources and some interest and motivation and education will be able to say ‘Well, I was... My native language is this and I’m pretty comfortable working alongside a colleague, using these two languages and then I have a third language and I can understand what people are saying but I really don’t want to make a mistake so I don’t, which is actually sort of my status because I know (inaudible) American. I know what used to be (inaudible) pretty fluently. I know Russian because I worked in Ukraine

H: Thank you, Lisa!

## APPENDIX D: PROFILE OF THE INTERVIEWEES

	COUNTRY	THE CIRCLE	NATIVE /NON- NATIVE SPEAKER	TEACHING CONTEXT
1	Turkey	Expanding	NNS	University
2	Turkey	Expanding	NNS	University
3	USA	Inner	NS	University
4	USA	Inner	NS	University
5	USA	Inner	NS	University
6	USA	Inner	NNS	Primary
7	Macedonia	Expanding	NNS	University
8	China	Expanding	NNS	University
9	Korea	Expanding	NNS	University
10	Guatemala	Expanding	NNS	Primary
11	Morocco	Expanding	NNS	University
12	Mexico	Expanding	NNS	University
13	Cameron	Expanding	NNS	University
14	Germany	Expanding	NNS	University

## APPENDIX E: PARTICIPANTS' LANGUAGES

## Native speaker dialects

"Standard" American	"Standard" British English	Canadian
Midwestern American	(with some Irish)	New Zealand
Southern Midwestern	Singaporean/British	Australian English
Inland North American	British English (Northern Dialect)	
American, California	British RP	
East Coast	Irish English	
North East American	Cockney and/or Irish Brogue	
The Greater Delaware Valley		
West coast		
South Midland American		
Southeastern United States		

## Native Languages of Non-Native Teachers

Number of Respondents					
Language		L	NR	L	NR
English	148	Arabic	8	Georgian	
Turkish	109	Vietnamese	7	Japanese	
Portuguese	30	German	6	Swedish	
Spanish	16	Romanian	4	Mandarin	3
Russian	16	Persian	4	Italian	
French	12	Dutch	3	Greek	
Chinese	10	Macedonian	3	Moore	
		Brazilian	3	Urdu	
L	NR	L	NR	L	NR
Indonesian		Turkmen			
Wolof		Farsi			
Gujarati		Kazak		Bambara	
Albanian		Norwegian		Slovenian	
Catalan		Tatar		Punjabi	
Javanese	1	Taiwanese	1	Hokkien	1
Cantonese		Dioula		Haitian	
Kurdish		Fulfulde		Creole	
				Creole	

## Bilinguals

L1	L2	L3	NR
Brazilian	Portuguese		3
French	Creole		} 1
Chinese	Fulkiense		
Urdu	Puncabi		
English	Mandarin	Hokkien	