

The background of the slide features a pair of hands, palms up, holding a world map. The map is rendered in a light, semi-transparent style, showing continents in various colors (green, yellow, orange, red, blue). The hands are positioned as if presenting the map. The title text is overlaid on the map.

Which English? Whose English?

— An investigation of 'non-native' teachers' beliefs
about target varieties —

Tony Johnston Young & Steven Walsh

Presented by: Bashir, David & Irena

Outline



Theory/Background (David)

Methodology (Irena)

Findings and Conclusions (1-2 Bashir 3-5 Irena)

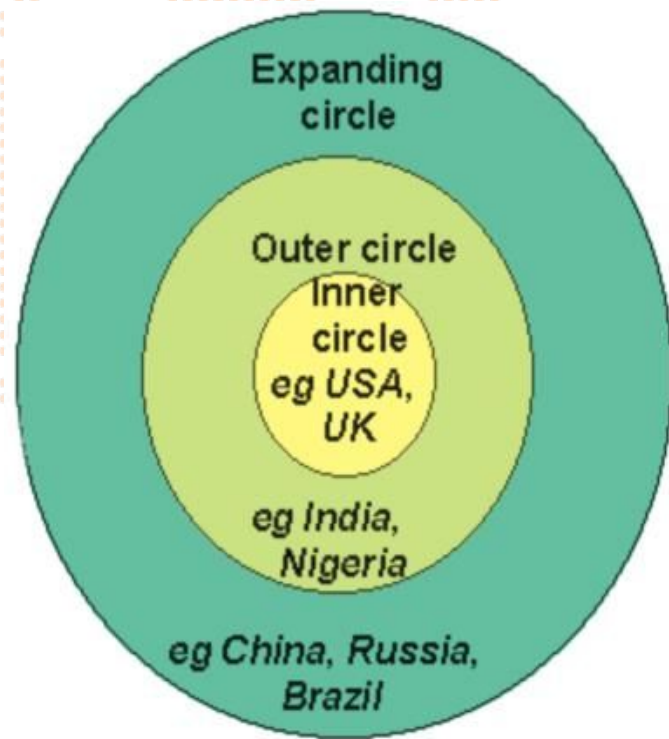
Strengths/Critiques (David)

Classroom Implication (Bashir)

Discussion (All)

Native Model Debate

- Kachru (1985)
 - Spread of language results in increased variations and proficiency and attempts at codification have limited results.
- English use today
 - Majority of English use is between NNES (Young and Walsh 2010)



Issues with the Native Model

- McKay (2013)
 - Goal of speaking like a native is unrealistic and unnecessary for many students.
 - Inequality
 - Language and Identity

Why the Native Model?

- English will only remain useful as long as it remains inter-comprehensible (Svartik, 1985)
- Native model is used as a yardstick (McKay, 2013)
- Gatekeepers influence NNS opinions and beliefs (Jenkins, 2007)
 - Universities
 - Examination Boards
 - English Only Movement (U.S.)
 - International Organization (British Council)

Growth of Alternatives



- World Englishes (WE)
 - Local Contexts
- English as a Lingua Franca (ELF)/English as an International Language (EIL)
 - Focuses on what's needed for communication on a global scale (Jenkins 2006)
- Share significant similarities
 - “Both engaged in the same shared endeavour to understand and confront the sociolinguistic challenges of a rapidly changing world” (Seidlhofer 2009 p. 243)

Current Study: Filling the Gap



- Aimed to learn how teacher awareness/experience with different varieties influences their teaching
 - Lack of detailed study in this area
- Importance of teacher awareness
 - Vital as preconceived beliefs have a significant effect on teaching practices (Young & Walsh 2010)
 - Getting ELF into the classroom begins with teachers (Jenkins 2006)

Methodology

Qualitative: Focus group and individual interview

- Details of participants
- Procedures



Participants

Focus groups:

26 *experienced* NNES teachers from *a diverse* regions divided into 3 groups

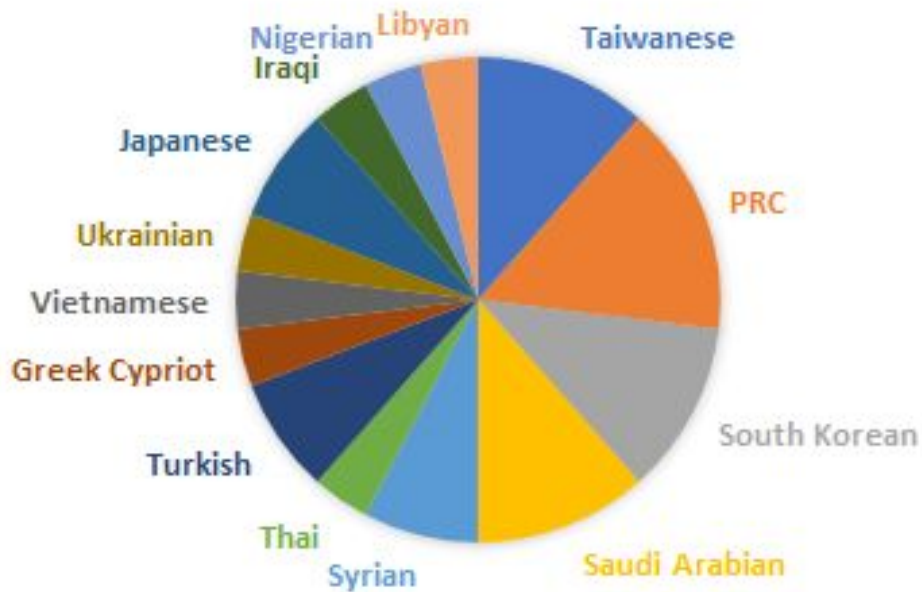
- Experienced: qualification to teach English; post-qualification classroom experience ranging from 2-15 yrs; background knowledge
- Diversity: 14 countries in Europe, Africa, and West, Southeast and East Asia.

Individual interviews:

2 volunteers from each group, who would like to talk more and are available when needed.

Participants

DIVERSITY OF THE PARTICIPANTS



Procedures: 3 stages

- Participant preparation
 - Email contact;
 - Relevant questions asked ahead;
 - Previous exposure to documents regarding the various types of English
- Focus groups
 - Assignment to 3 groups (manageable size, schedule accommodation)
 - 5 questions
 - Neutral moderators
 - Audio recording
- Follow-up Individual interviews

Responses



1. Which English did you learn?

- Unaware which variety they were learning
- Learned local variety modeled after ENS in lower levels and either BrE or AmE as the learners became more advanced
- Were not taught different varieties.
- Some teachers reported inadequate language proficiency

Responses



2. Which English are you teaching?

- Unclear about what model to teach
- When pressed further, 81% approximated AmE
- Teachers felt they had little choice in what model to teach
 - Media
 - Teaching Materials
 - Student's desires

Responses

3. Which English would they like to teach?

- Need for a “Standard” at some level close to ENS norms
 - Learner needs and expectations
- Attitudes towards different varieties varied.
- Comprehensibility and clarity were especially important to lower level learners, a large majority in all cases.

Responses



4. What is EIL/ELF and how useful and attractive is it?

- EIL/ELF was attractive as a **concept**
- Most were unclear about its **nature**, despite the preparatory reading of Jenkins' (2000, 2007a, 2007b) model of ELF.
- Operationalisation of EIL/ELF in the practical teaching would be problematic.

Responses

5. Which variety do they expect to teach in the future?

- All believed they would be teaching AmE.
 - Increasing dominance of AmE in local contexts.
 - In line with learners' perceived preferences: coolness
- All expected to teach more “communicative” English.
- Variety
 - Mattered less than having a standard to follow.
 - Bigger concern for high-level learners.
- Future trend of “Euro English”.

Conclusions

- The participants embraced EIL/ELF conceptually, but most felt the need for a kind of “standard”.
- Compared to the appropriacy of EIL/ELF, more concerned was exploiting a variety that fits local contexts.
- Implications: understandings of local contexts



Weaknesses



- Methods
 - Focus groups and “groupthink”.
 - “There was also, in most instances, a striking unanimity of beliefs and experiences which transcended national borders” (p.135).
- Participants--Generalizability
 - Higher level of sociolinguistic awareness. Not “average” teachers.
 - Small study with huge diversity.
- Knowledge and Understanding of different varieties
 - How clear is this as a learner or a teacher?
- Lack of explicit discussion on limitations.

Strengths



- Found an area of need.
- Diversity of participants
 - Captures a diverse picture of English language use worldwide.
- Effective Methods
 - Participant Preparation
 - Interviews as a control method
 - Safe Environment
 - Neutral Moderator

Classroom implications

Teacher training for fully developed professionals

- Needs analysis and student engagement
- Awareness of new developments of language teaching

Take this man's course!



Discussion

-What models (native, local, ELF) do you have experience either learning or teaching? What do you expect to teach in the future?

-What are the benefits (if any) of the native speaker model? Does teaching it prepare NNS students to interact better in Western societies? Is this necessary?

-Does ELT need to be based off of any one model?



WHEN PERPLEXED,
PAUSE TO PONDER.

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