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World Englishes and English as a Lingua Franca:

a reflection of global paradigmatic changes in the Czech Republic.

Světové angličtiny a angličtina jako lingua franca:

reflexe globálních paradigmatických změn v České republice.

Disertační práce

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Prohlašuji, že jsem disertační práci vypracovala samostatně s využitím uvedených pramenů a literatury.

V Praze, 15.2. 2012

Veronika Quinn Novotná

Having been proofread by two native speakers (British and American), this thesis in spite of having been written by a 'non-native' speaker (albeit a proficient ELF user), does not represent pure academic ELF. The author has been 'cowardly' enough and has stuck to 'native' speaker standards and norms thus perpetuating the 'native' speaker ideology and strengthening the still omnipresent ELF – EFL schizophrenia, which is not to say that samples or 'peculiarities' of LF English usage and 'variation' never occur throughout the thesis.

Special thanks

Abstract

Introduction: Presently, there are more people who speak English as a second and foreign language than there are native speakers. This situation results, among others, in the fall of the native speaker model and subsequently in gradually changing attitudes to standard(s) and to language and teaching authorities in general. Present thesis reflects these current developments, which are sometimes referred to as 'a paradigmatic shift'.

Objectives: The first goal of the thesis was to decipher the terminological pluralism pertinent to the domain. Next, this research set out to investigate, how familiar the phenomenon of English as a lingua franca (ELF) is in the Czech Republic, and consequently to raise awareness about it. Finally, it was our goal to conduct vast research exploring if and how the questions of language ideology are reflected in the teaching practice and in teacher training.

Methodology: Both quantitative and qualitative research methods have been applied throughout the research process. The quantitative research included nine originally devised questionnaires. Qualitative data were obtained via conducting semi-structured interviews. Altogether, data were collected from 595 respondents (298 teachers, 285 students and 12 scientists).

Results: First, the research results revealed the necessity of practical language courses at English departments. Regarding teaching standard(s), 'codified', 'standard' British English proved to be the most common and most respected model for teaching English in the Czech Republic. What has also been found, is that teachers, students and ELF users have a rather negative self-image as non-native speakers of English based on their 'inability' to emulate this model precisely. Generally, very low awareness of the function of English as a lingua franca has been detected. In spite of that, however, many teachers are increasingly open to the newly emerging paradigm that enables higher tolerance towards different varieties of English, especially when variation does not impede international intelligibility and comprehensibility. The newly acquired and evaluated research data and a thorough review of the globally available literature [which included: books (57), journal articles (159), etc.] resulted in the proposal of a new BA practical language course, MA course for students of English and of specialized seminars for Czech teachers of English on the topics of ELF and World Englishes.

Conclusions: The native speaker ideology is still deeply rooted in the Czech Republic. Both students and teachers show a high level of adherence to native speaker models and thus operate within the 'traditional' English as a foreign language (EFL) paradigm. A competing trend, however, can be also observed: attitudes are slowly changing in the favour of a more polymodel and/or ELF-open approach. In the future, the EFL and ELF models will highly probably coexist rather than compete, and will hence enrich the current teaching environment. Teacher training programmes will have to be modified and become more complex to stay up-to-date with recent changes and trends to enable future and practicing teachers to offer their students curricula that will truly meet their needs.

Key words: *English as a Lingua Franca, World Englishes, language attitudes, native-speaker ideology, teacher training, paradigmatic shift*

Abstrakt

Úvod: V současnosti užívá angličtinu více mluvčích, pro které je angličtina jazykem druhým nebo cizím, než pro které je angličtina jazykem rodným. Tato situace mimo jiné vede ke ztrátě monopolního postavení rodilých mluvčích jakožto představitelů jediného reprezentativního modelu a dále k postupným změnám v postojích vůči standardům a jazykovým a pedagogickým autoritám obecně. Předložená dizertační práce reflektuje tyto aktuální jevy, které se někdy souhrnně označují jako 'změna paradigmatu'.

Cíle: Prvním cílem práce bylo objasnit nepřehlednou terminologii oboru. Dále bylo cílem zjistit povědomí o fenoménu angličtiny jako lingua franca (ELF) v České republice a následně přispět k jeho objasnění. V neposlední řadě bylo cílem prostřednictvím rozsáhlého výzkumu vyzkoumat, zda a jak jsou otázky jazykové ideologie reflektovány ve výuce a přípravě učitelů.

Metodologie: Při výzkumu byly použity jak kvantitativní, tak kvalitativní vědecké metody. Kvantitativní výzkum měl podobu devíti speciálně vytvořených dotazníků. Zdrojem kvalitativních dat byly polořízené rozhovory. Data byla získána od celkem 595 respondentů (z toho 298 učitelů, 285 studentů a 12 vědců).

Výsledky: Dotazníková šetření a polořízené rozhovory ukázaly potřebnost kurzů praktického jazyka v rámci oborových anglistik. Nejběžnějším a nejvíce uznávaným jazykovým modelem v České republice je 'kodifikovaná', 'standardní' britská angličtina. S tím souvisí negativní sebereflexe učitelů, studentů i vědců, kteří vnímají svůj statut nerodilých mluvčích spíše negativně. Obecně panuje velmi nízká informovanost o funkci angličtiny jako lingua franca. I přesto mnoho učitelů vykazuje relativní otevřenost vůči novému paradigmatu, které umožňuje větší toleranci vůči různým varietám angličtiny, zejména pokud variace nebrání komunikaci. Výsledkem zevrubné analýzy nových dat a globálně dostupné literatury zaměřené na světové angličtiny a ELF [knihy (57), odborné články (159), atd.], byl návrh nového bakalářského kurzu praktického jazyka, dále nový magisterský kurz pro studenty anglistiky a specializační semináře pro učitele angličtiny.

Závěry: Ideologie založená na monopolním postavení rodilých mluvčích je v České republice stále hluboce zakořeněna. Jak studenti, tak učitelé vykazují vysokou míru respektu vůči modelu rodilých mluvčích. Toto vede k přetrvávající příslušnosti k 'tradičnímu' paradigmatu, na jehož základě je angličtina traktována jako cizí jazyk. Můžeme ale pozorovat i konkurenční trend, který se projevuje postupnými změnami postojů uznávajících pluralitu jazykových modelů. V budoucnosti můžeme očekávat, že tyto modely nebudou jeden druhý vytěsňovat, ale budou naopak koexistovat a obohacovat tak výukové prostředí. Programy, které připravují budoucí učitele, budou muset projít proměnou tak, aby reflektovaly tuto komplexnější jazykovou situaci.

Klíčová slova: *angličtina jako lingua franca, světové angličtiny, jazykové postoje, jazyková ideologie, příprava učitelů, změna paradigmatu*

Abbreviations

AAC	Alpine Adriatic Corpus
ACE	Asian Corpus of English
AmE	American English
AusE	Australian English
ASEAN	Association of Southeast Asian Nations
BA	Bachelor of Arts
BANA	British-Australian-North American
BELF	Business English as a Lingua Franca
BGE	Basic Global English
BrE	British English
BRIC	Brasil, Russia, India, China
BSE	Bilingual Speaker of English
CAE	Certificate in Advanced English, new term: Cambridge English: Advanced
CanE	Canadian English
CEFR	Common European Framework of Reference for Languages
CEIL	Content and English Integrated Learning
CERMAT	Centrum pro zjišťování výsledků vzdělávání
CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
CPE	Certificate of Proficiency in English, new term: Cambridge English: Proficiency
CSs	Communication situations
CELTA	Certificate in English Language Teaching to Adults
DELTA	Diploma in English Language Teaching
DLIL	Double-language Integrated Learning
DVPP	Další vzdělávání pedagogických pracovníků
EAP	English for Academic Purposes
ECE	Expanding Circle English
EFL	English as a Foreign Language
EGL	English as a Global Language
EHP	English for Humanitarian Purposes
EIAL	English as an International Auxiliary Language
EIcL	English as an Intercultural Language, Intercultural English
EIL	English as an International Language
ELC	English Language Complex
ELF	English as a Lingua Franca, English as a lingua franca, English as a *lingua franca*[1]
ELFA	English as a Lingua Franca in Academic Settings
EMIC	English as a Medium of Intercultural Communication
EMT	English as a Mother Tongue
EnglE	English English
ENL	English as a Native Language
ESP	English for Specific Purposes
ETCs	English Teachers from China
EU	European Union

[1] All three notations are common in the literature. For the sake of clarity and uniformity we have opted for using English as a Lingua Franca (ELF) throughout the thesis.

EWL	English as a World Language
FCE	First Certificate in English, new term: Cambridge English: First
FEP EE	Framework Education Programme for Elementary Education
FEP SGE	Framework Education Programme for Secondary General Education
FLA	Foreign Language Acquisition
GA	General American
GE	Global English
GlE	Glocal English
ICE	Inner Circle English
IVEs	Indigenized or nativised varieties of English
IE	International English
IL	International Language
KET	Key English Test, new term: Cambridge English: Key
L1	First language
L2	Second Language
LE	Learner English(es)
LF	Lingua Franca
LFC	Lingua Franca Core
LFE	Lingua Franca English
MA	Master of Arts
MC	Multilingual Competence
MSE	Monolingual Speaker of English
MT	Mother Tongue
NBSE	Non-Bilingual Speaker of English
NE	New Englishes
NEST	Native English-Speaking Teacher[2]
NNS	Non-Native Speaker
Non-NEST	Non-Native English-Speaking Teacher
NS	Native Speaker[3]
OUC	Outer Circle English
PET	Preliminary English Test, new term: Cambridge English: Preliminary
PLC	Practical Language Course
PPP	Present Practice Produce model
PVC	Pronunciation Variation and Coinages
RP	Received Pronunciation
RVP	Rámcový vzdělávací program
SE	Standard English
SBE	Standard British English
SBP	Standard British Pronunciation
SLA	Second Language Acquisition
SUE	Successful User of English
ŠVP	Školní vzdělávací program

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[2] Based on Medgyes 2001: 429.

[3] The terms native and non-native speaker are sometimes used in inverted commas throughout the thesis. When used without inverted commas, the usage is traditional, unstigmatized and neutral. Since, however, the term is seen by many ELF authors as problematic, it is put in inverted commas whenever we want to stress this problematic nature of these terms which is based on the prevailing native speaker ideology. Jenkins (1996) and Seidlhofer (1999: 244) recommend using alternative terminogy instead: Monolingual Speaker of English (MSE) and Bilingual Speaker of English (BSE); similar position was taken by Prodromou (2005: 2): 'When I use the terms "native" and "non-native" I put them in inverted commas to indicate to the reader that I do not subscribe to the deficit view of L2 use that these terms are often associated with. My preferred terms are "L1-user" and "L2-user" (Cook, 2002a).'

T	Teacher
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of Other Languages
TKT	Teaching Knowledge Test
TOEFL	Test of English as a Foreign Language
TL	Target language
VOICE	Vienna-Oxford International Corpus of English
VÚP	Výzkumný ústav pedagogický
WB	Work-book
WE	World English
WEs	World Englishes
WSSE	World Standard Spoken English

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VOLUME 2 – QUESTIONNAIRES

1 INTRODUCTION

It is a well researched and analysed concept that presently there are more people who speak English as a second and foreign language than there are native speakers (Kachru 1985, 1992, Crystal 1997, 2003, Graddol 1997, 2006). With this, approximately 80% of conversations conducted world-wide do not involve native speakers (Seidlhofer 2004: 209). This unprecedented situation has far-reaching consequences in everyday language use. Researchers, institutes and interdisciplinary literature continue to analyze and accurately describe this new dynamic global situation. Post-modern linguistics and pedagogy are considerably marked by questioning key previously seemingly unshakeable concepts and beliefs. For example, in the discipline of Teaching English as a Foreign Language (TEFL), well-established pillars such as the Present Practice Produce (PPP) model, communicative competence, four skills, focus on accuracy, among others are challenged (see also Holliday 2005). One of the examples of the changing atmosphere that is often referred to as a 'paradigm shift' or a 'paradigmatic shift'[4] is the displacement of the native speaker (NS) model, as well as, changing attitudes to standards and to language and teaching authorities in general. The process of uncovering prevailing native speaker ideology, linguistic and cultural imperialism[5] is a cornerstone of such a paradigmatic shift. One of the main goals of this thesis is to systematically review these principal changes and processes. This is performed by reflecting upon the most recent research in the domain of World English (WE) and English as a Lingua Franca (ELF) followed by a thorough analysis and description of what and how is relevant to the particular situation in the Czech Republic. Furthermore, the results and outcomes will suggest what concepts may require a re-conceptualization and what possible changes that may be implemented in order to keep the situation, especially in terms of teaching English at a tertiary level, in the Czech Republic up-to-date. Since this thesis covers issues from various linguistic, sociolinguistic and applied linguistic domains, it is based upon a broad interdisciplinary approach.

WEs and ELF are new and dynamic domains. Upon commencement of this doctoral research in 2006, there were only a few appealing and interestingly controversial but often rather vague concepts and publications that clearly called for more clarification. Some key questions that resonated, and stimulated this multidisciplinary research included:

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[4] See e.g. Dewey 2009: 79.
[5] For more about native speaker ideology and linguistic and cultural imperialism see for example Phillipson 1992 and Jenkins 2007.

1) What is **this** 'ELF'?[6] How does it differ from World Englishes? Does it differ from English as an International Language (EIL) or English as a Global Language (EGL)? What is Lingua Franca Core (LFC)?

2) How do accommodation, international intelligibility and linguicism come to play?

3) Is English that we are teaching different from what we should be teaching? Who is now the utmost authority with all the right and might to decide what is right and wrong? Who is **the** 'ideal' English teacher and why? What variety or varieties should he or she teach? What models are there to adhere to? What is **the** standard to fall back on?

4) Are teachers being well prepared for new teaching challenges in the Czech Republic? Do ordinary teachers even know that there is a 'movement' or a 'paradigm shift' in process? Is it relevant to their teaching situations?

Meanwhile, the domains of WEs and ELF[7] have become one of the most vibrant research areas of (applied) linguistic science with distinctive corpus research, specialized conferences, dozens of publications including journal articles, books, PhD and MA dissertations (for their overview see Chapter 2.5, Fig. 10, APPENDIX 2 WE, EIL, ELF researchers and publications) and even a specialized newly-launched ELF journal called *Journal of English as a Lingua Franca* (JELF). In the Czech Republic, however, the results of my investigations prove that the impact of ELF research is still very limited and in spite of a few academic endeavours, the general teaching public remains disappointingly and alarmingly under informed. Therefore, one of the subsequent outcomes of this thesis is to remedy this low state of awareness among students, teachers, linguists and educational policy makers in the Czech Republic. This is being carried out through publication of subsequent articles based on the thesis and key master-level and English teacher training seminars designed based on the research results obtained.

In the theoretical section of the thesis, key concepts pertaining to the domain are clarified and are presented in a clear format made accessible to anyone who is new to the field and needs to familiarize themselves with the confusing nature of these both established and new linguistic concepts. Moreover, a more advanced look will be cast on the current terminological pluralism, with the goal to provide an overview and a critical review of the recent publications devoted to terminological and theoretical analyses of ELF and WEs

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[6] Mauranen (2009a) refers to ELF as on the '*zeitgeist* symbols' of our era.
[7] For simplicity, the abbreviations WE(s) and ELF will be used throughout the thesis when referring to World Englishes and English as Lingua Franca.

phenomena. A major chapter is devoted to conceptualizing ELF. At the most basic of levels we hope this thesis can provide a rudimentary description and overview of the ELF phenomenon and its research history. It is not our goal to provide either a pro-ELF or contra-ELF standpoint; rather, we aim at an objective and thorough examination and weighing of the evidence for and against the possible applicability of ELF-related concepts in different pedagogical settings.

ELF will be distinguished from simplified Englishes, pidgins and creoles with which it is often mistakenly confused. Basic misconceptions covering ELF will be uncovered and a variety of ELF definitions and its major characteristics at different linguistic levels will be provided. We will also reveal the recent nature of the ELF phenomenon and bring attention to current ELF conferences and immense growing ELF corpus research. ELF will be strongly differentiated from English as a Foreign Language (EFL). In a similar vein with the above mentioned 'paradigm shift', the shift within the Second Language Acquisition (SLA) paradigm from a traditional, linear model to a new / (post)-modern cyclic, dynamic model is proposed and discussed in detail.

Furthermore, a list of models of spread of English has been assembled, adding an original model that is referred to as a 'Pyramidal model'. This new model juxtaposes ELF realities with the Common European Framework of Reference (CEFR). Moreover, based on the review of current literature, we argue in favour of a polymodel approach to World Englishes.

The situation on the global textbook market is briefly analysed in one chapter devoted to the reflection and/or lack of reflection of WEs research in current international EFL textbook production. There are many disparities in quality of present ELF textbooks. Textbooks reviewed in this chapter show a possible new future trend in textbook design.

In the second part of the thesis, results of a three-year quantitative and qualitative (applied-) linguistic research conducted among students and teachers of English and ELF users throughout the Czech Republic are presented. The quantitative research part subsumes five different questionnaire surveys in which answers from 587 respondents have been received. Two surveys, one among Czech teachers of English and one among scientists based in the Czech Republic, have been devised using the theoretical principles of language management. Questionnaire participants of this research provide a representative sample of the target population.

In the discussion of qualitative data, information obtained from 8 interviewees who work as university level teachers and instructors at various Faculties of Education and Faculties of Arts and Philosophy in the Czech Republic will be analysed. Also, several textbook authors, publishers, secondary and tertiary school teachers and Czech scientists have been consulted informally on issues regarding ELF usage and current global teaching trends.

Another major task to be accomplished in the thesis is to provide an extensive overview of relevant bibliography pertinent to WEs, ELF, standard(s), etc. It should serve as a sound up-to-date databank for future WEs researchers in the Czech Republic. Furthermore, it has been compiled as a source of information for designing a new university course focussed on WEs and ELF.

Based on the analysis of the vast amount of quantitative and qualitative data and on the study of the ever-growing body of secondary literature, conclusions applicable in tertiary course design, teacher training and a multitude of other teaching situations in the Czech Republic are offered. The results obtained were elicited to provide information about the ELF-pertinent current state of affairs in the Czech Republic. Furthermore, the results and basic conclusions of this research have also been used and hopefully will continue to be used in the future[8] to influence tertiary level curriculum design, especially the design of practical language courses and applied linguistics courses at English departments that prepare future teachers throughout the Czech Republic and beyond.

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[8] For more about predictions regarding future developments of English see among others Crystal 1997, 2003, Yano 2001 and Graddol 2006.

2 THEORETICAL BACKGROUND

2.1 Terminological plurality

Very few linguistic disciplines or sub-disciplines have in the last ten to fifteen years been marked by a comparable terminological chaos as the field of World Englishes. Particular reasons for the inception of this pluralism or 'muddle', which will be addressed in detail successively, are connected with many misconceptions resulting from antagonistic research approaches, ideologies, policies and a booming nature of this research field in general. The traditional division based on the binary opposition of native versus non-native, or English as a Mother Tongue (EMT) versus English as a Foreign Language (EFL), as well as other similar oppositions are no longer valid. In their stead new oppositions and paradigms are emerging (cf. Sifakis 2007, Phillipson 2007, Canagarajah 2007, Pakir 2009, Jenkins 2009b, c).

In the tables below (Fig. 2, Fig. 3 and Fig. 4) current terms pertinent to the area of World Englishes[9] are listed. The original table presented in Fig. 1 summarizes key terminology and the numbers of both 'native' and 'non-native' users of English world-wide. The table has been inspired by Kachru's groundbreaking 'circular' organization of Englishes and new data found in the literature. Fig. 6 lists **49 competing terms** in alphabetical order illustrating the terminological diversity and complexity of the phenomenon of the spread of English world-wide. In the last few years several articles have contributed to the clarification of current terminology (see among others Seidlhofer 2003a, Seidlhofer 2004, Seidlhofer 2005a, Jenkins 2006a, Jenkins 2009b, McArthur 2004, Erling 2005, Acar 2007, Pakir 2009). This thesis would like to provide a brief overview of these attempts as well as suggestions regarding a general systematization of the key terminology. Similarity, overlap or, contrastingly, terminological differences will be presented in a series of original tables. Since it is not the focus here to comment on all 47 terms listed in Fig. 6, we will only discuss in more detail the most common and most generic terms: English as an International English, World English(es) and World English. In the following chapters, special attention will be given to the definition, description and analysis of English as a Lingua Franca.

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[9] The term World Englishes is used here as an umbrella term for all other terms listed in the table.

Fig. 1 Concentric circles and associated terminology

Concentric circles and associated terminology (inspired by Kachru 1985, 1992 , Crystal 1997, 2003 and *Lingua Franca: Chimera or Reality?* 2010)				
Common labels	**Abbreviations**	**Relation to norm**	**Associated terms**	**Number of speakers**
Inner circle	ENL, EMT	norm-providing endonormative	centre, BANA	330-380 million
	ICE			
	EIL, EGL			
Outer circle	ESL	norm-developing	(post-)colonialism nativized indigenized	150-380 million or 300-500 million
	OCE			
	WE, WEs, New Englishes			
Expanding circle	EFL	norm-dependent exonormative	-ish *(e.g. Japglish, Czenglish)* interlanguage learner language	100 million - 1 billion or 500 million -1 (up to 4) billion
	ECE			
	ELF, LFE, EGL		*Czech English, German English, Euro English, China English*	

2.1.1 English as an International English

It is a well-researched and undisputed fact that there is a great deal of variety on all language levels even within the traditionally so called Inner Circle[10] (cf. also the first and second diaspora in Kachru et al. 2006). Now I would like to bring more clarity into the use of the terms listed below (Fig. 6) as well as to discuss some key definition problems. Kachru's ground-breaking division into Inner, Outer and Expanding Circles from the 1980s gave rise to a certain perception of the role of English assigning a central role to the 'inner' varieties[11] (for the summary of terminology based on Kachru's division see Fig. 1). This perception in turn gave rise to a whole paradigm, the change of which we are currently observing both in theoretical endeavours but, more importantly, in every-day language use. According to the 'traditional'[12] view, English as an International language was associated with the Inner Circle English (ICE), which is also referred to as English as a Native Language (ENL), English as a Mother Tongue (EMT), Standard English (SE), or BANA English (British-Australian-North American) (see also Pakir 2009: 225).[13] ICE has been viewed as a 'model' language and the word 'international' meant that the English that speakers from the Outer and Expanding circle were to acquire will be used for communication with 'native' speakers of English mostly from the UK and the USA, which was a very narrow and indeed misleading use of the word. This pseudo-international rhetoric is, however, still very common in the TEFL / ELT discourse.

Terminologically speaking, English as an International Language[14] is sometimes also equated with, other times differentiated from, International English (IE). Generally we can say that EIL terminologically overlaps with English as a Global Language.[15] Globish and Global English, on the other hand, overlap to some extent with EIL but, on a more detailed examination, seem to be entirely separate phenomena (see Chapter 2.2 Simplified Englishes). The term English as an International Language is very common in the TEFL domain, and as suggested above it is not an unproblematic term. As has been graphically summarized in Fig.

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[10] The major NS speaker varieties include: British English, American English, Canadian English, Australian English, New Zealand English and Irish English.

[11] It has to be noted that Kachru himself rethought the centrality of the 'inner' varieties. Cf. later versions of his circles in APPENDIX 6 Models of spread.

[12] The term 'traditional' is put in inverted commas to suggest that what is nowadays considered traditional and modern has become highly problematic but a thorough treatment of these contradictions is outside the scope of this thesis.

[13] According to Pakir (cf. 2009: 228) EIL is associated with ICE; WE paradigm 'includes all users of English in the three cirles' (ICE + OCE + ECE), 'ELF does not' (ECE). From our point of view, recently EIL includes: ICE + OCE + ECE and ELF includes both ECE and OCE (not excluding IC speakers either).

[14] Further, the abbreviation EIL will be used to refer to English as an International Language.

[15] English as a Global Language is a term most famously used by David Crystal. For more see Crystal 1997.

2 EIL is often used synonymously with International English,[16] English as a Global Language, World English(es) and English as a World Language.

Fig. 2 EIL

EIL (English as an International Language)	=[17]	IE (International English)
	≠	IE (International English)
	=	EGL (English as a Global Language)
	≠	Globish
	=	WE(s) (World English(es))
	=	EWL (English as a World Language)
	= / ≠	GE (Global English)
	= / ≠	ELF (English as a Lingua Franca)

As Seidlhofer points out (2004: 210): 'The term *International English* is sometimes used as a shorthand for EIL, but is misleading in that it suggests that there is some clearly distinguishable, codified, and unitary variety called *International English*, which is certainly not the case.' Seidlhofer elsewhere (2003a: 8) comments on McKay's use of the term:

> McKay (2002: 132), in her book entitled *Teaching English as an International Language*, also makes use of the shorthand term and defines it like this: International English is used by native speakers of English and bilingual 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.

2.1.2 World English(es)

World English(es)[18] is probably the most inclusive and most versatile term of the above (for comprehensive overviews of WEs see Jenkins 1998, 2002, 2009b; McArthur 1998; Melchers & Shaw 2003; cf. Seidlhofer 2004: 210). Originally, World English(es) were associated with Outer Circle English, i.e. Englishes spoken as a Second Language in former British colonies world-wide. More recently, the term has acquired many other uses and has

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[16] According to the website of the University of Eastern Finland '"International English", in turn, runs the risk of being associated with the English as used by non-native speakers only' (http://www.uef.fi/globe/index). This definition runs against the 'traditional' interpretation of EIL and IE.

[17] The "=" symbol suggests that terminologically speaking the two equated terms are often used synonymously and/or they refer to the same conceptualization of the terms; the "≠" symbol suggests that the two terms, when analyzed in depth, do not describe the same concept and/or they refer to entirely separate phenomena; the "= / ≠" symbol suggests that the two concepts compared are used in some scientific literature synonymously, other times they are differentiated.

[18] The abbreviations WE or WEs will be used to refer to World English(es) throughout the thesis.

become a non-stigmatized term for both 'traditional' (applied) linguists, WEs and ELF researchers when referring to either EIL or ELF or both. Jenkins (2006a: 157) offers a 'simple' definition of WEs 'to refer to the indigenized varieties of English in their local contexts of use'.[19]

Terminological synonymy is again offered in Fig. 3 below. As we can see, originally WEs were associated with Outer Circle English, English as a Second Language, New Englishes or described as nativized or indigenized varieties. As suggested above, more recently the term WEs subsumes all 'circle' varieties.

Fig. 3 WE(s) – synonyms (a.)

World English(es) (WE) – synonyms (a.)		
World English (WE)	=	WEs (World Englishes)
	≠	WEs (World Englishes)
originally:	=	OUC (Outer Circle English)
	=	ESL (English as a Second Language)
	=	NE (New Englishes)
	=	nativized varieties / indigenized varieties
more recently:	=	ICE (Inner Circle English) + OUC (Outer Circle English) + ECE (Expanding Circle English)

Similarly to Fig. 3 above we can offer synonymous terms to WEs:

Fig. 4 WE(s) – synonyms (b.)

World English(es) (WE) – synonyms (b.)		
World English(es)	=	EIL (English as an International Language)
	=	IE (International English)
	=	EGL (English as a Global Language)
	≠	Globish
	= / ≠	GE (Global English)
	=	a shorthand for *English as a world language*
	=	New Englishes
	= / ≠	ELF (English as a Lingua Franca)[20]

McArthur wrote some of the most-quoted definitions of WE(s) describing it as 'English language in all its varieties as it is spoken and written over the world' (McArthur 2004: 7) or elsewhere as 'all English: standard and non-standard, mother-tongue and other-

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[19] WEs are contrasted with ELF which she defines as 'English when it is used as a contact language across lingua-cultures whose members are in the main so-called nonnative speakers' (Jenkins 2006a: 157).
[20] For the discussion of similarities between WE and ELF see also Pakir 2009: 228.

tongue, dialect, pidgin, creole, lingua franca, and "Anglo-hybrids"[21] as *Hindlish* and *Spanglish*' (McArthur 2004: 5, italicized in the original). Both of these definitions illustrate how broad the concept of WEs is, especially when contrasted with its original reference to ESL / OCE only. McArthur goes even further when he says (ibid.): 'For me, *world English* is both shorthand for *English as a world language* and a superordinate term for *Australian English*, *British English*, *Irish English*, *Nigerian English*, and the like. It embraces all aspects of the language: dialect, pidgin, creole, variety, standard, speech, writing, paper-based, electronic. And, within such a spread, the term *World Standard English* for me fits well for the print-linked "educated" variety or varieties.'

2.1.3 World English

Rajagopalan (2004: 111) describes WE as follows: 'World English (WE) belongs to everybody who speaks it, but it is nobody's mother tongue.' What is interesting about this definition is that the traditional link between a natural language and a community of native speakers is being negated. According to Rajagopalan (2004: 112): 'WE is a language […] spoken across the world – routinely at the check-in desks and in the corridors and departure lounges of some of the world's busiest airports, typically during multi-national business encounters, periodically during the Olympics or World Cup Football seasons, international trade fairs, academic conferences, and so on. And those who speak WE are already legion, and their numbers are currently growing exponentially.' Being described as such, WE overlaps with World Englishes,[22] English as an International Language and English as a Global Language and ELF. WE is as Rajagopalan points out a 'linguistic phenomenon […] *sui generis*' (ibid., italicized in the original) which many scholars claim to be the case of ELF too. Also he is not alone to claim (cf. similar conclusions by Seidlhofer 1999, 2000, 2001a, 2011 or Kirkpatrick 2006, 2007) that such approach to language has far-reaching implication for language pedagogy (ibid.): 'those of us who accept the notion of WE need to go back to the drawing board and rethink our entire approach to ELT.'[23] One of the major implications for ELT is according to Rajagopalan (2004: 116) the fact that 'being a rigorously monolingual speaker of English may actually turn out to be a disadvantage when it comes to getting by in WE'; the native speaker thus clearly loses 'his/her former privileged status as an EFL professional'. The native speakers is 'no longer a model speaker of WE' and 'communicative

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[21] The term 'Anglo-hybrids' clearly refers to ELF uses of English but the pejorative connotations of this term evoke a derogative attitude towards it.

[22] WEs being used in the broad sense as an umbrella term for ELF, EIL and EGL.

[23] ELT concepts that need to be re-thought and re-conceptualized include: language policy, methods, materials, models, competence, proficiency, assessment, testing etc.

competence in WE is in large measure of an interlingual or even multilingual nature' (see also Chapter 3.3.2.4 on Linguistic models). There is a general consensus among WEs and ELF scholars as to the model role of a multilingual speaker whose communicative competence is based on the ability of employing multiple linguistic resources as opposed to an obsolete monolingual 'native speaker'.

Further, Rajagopalan (2004: 115) asks if 'WE is a language'. His conclusion is that: 'WE is a hotchpotch of dialects and accents at different stages of nativization (or, contrariwise, fossilization) where there are no real rules of the game; […] rules are being revised or reinvented even as the game progresses.' This corresponds with Firth's conceptualization of ELF as mentioned by House (2009a: 143; capitalized in the original): 'Firth argues that variability IS a major characteristic of ELF.'[24]

To sum up, we will present a table Fig. 5 based on Pakir's (cf. 2009: 228) description of IE, WE and ELF paradigms:

Fig. 5 IE, WE and ELF paradigms

IE, WE and ELF paradigms (based on Pakir 2009: 228)	
Paradigms:	**Focus:**
IE paradigm	on language proficiency, learner deficiencies
WE paradigm	on features of new Englishes [which are] often codified
ELF paradigm (has yet to establish itself wholly as a viable alternative to IE and WE)	on EC users of English who use English with one another

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[24] Rajagopalan (2004: 115) warns against not falling into the trap of labeling WE as a 'pidgin par excellence' because 'to call WE a pidgin is to entertain the vain hope that some day it will evolve into a full-fledged language and that the present difficulties are only a passing phase.' This corresponds with other scholars' opinions who say that ELF / WE is more than merely a 'contact language'.

Fig. 6 Current terminology

	CURRENT TERMINOLOGY (in alphabetical order)	COMMON ABBREVIATION	USED BY[25]
1.	Basic Global English	BGE	Grzega 2005, 2008
2.	English across cultures		Kachru 1992[26]
3.	English as an International Language[27]	EIL	Strevens 1992 Pennycook 1994 Tollefson 1995[28] Jenkins 2000 McKay 2002 Holliday 2005
4.	English as an International Auxiliary Language	EIAL	Smith 1976, 1983[29] McKay 2002
5.	English as an Intranational Language		Kachru 1991
6.	English as a Family of Languages		Canagarajah 2006
7.	English as a Foreign Language[30]	EFL	
8.	English as a Global Language	EGL	Crystal 1997 Gnutzmann 1999
9.	English as an international lingua franca		Sifakis 2006
10.	English as a Global Lingua Franca	EGLF	Seidlhofer 2003
11.	English as an Intercultural Language	EIcL	Sifakis 2006
12.	English as a Lingua Franca	ELF	Kachru 1996 Firth 1996, 2009 Jenkins 1998-2011 Gnutzmann 2000 Seidlhofer 2001-2011 House 2003 Rajagopalan 2004 Kirkpatrick 2006 Canagarajah 2007 ....
13.	English as a Lingua Franca in Europe	ELFE	Jenkins & Seidlhofer 2001
14.	English as a Medium of Intercultural Communication	EMIC	Meierkord 1996

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[25] See also Seidlhofer 2004: 210.

[26] Quoted from Seidlhofer 1999: 234.

[27] The following terms have been ordered alphabetically according to the 'body' of the term not the indefinite article that precedes it.

[28] See Seidlhofer 1999: 234.

[29] Smith, L. (ed.) (1983) *Readings in English as an international language*. Oxford: Pergamon. Listed in Acar 2007: 1.

[30] The term English as a Foreign Language is so common within the TEFL profession that it is virtually impossible within the limited space of this table to name just a few representative names of applied linguists who use it.

15.	English as a Second Language	ESL	
16.	English as a World Language	EWL	Mair 2003
17.	English for General Purposes	EGP	Yano 2009
18.	English for Specific Cultures	ESC	Yano 2009
19.	Englishes (the)		
20.	Euro-English	EE	Jenkins, Modiano & Seidlhofer 2001
21.	Expanding Circle English	ECE	Kuo 2003 Kachru 2006
22.	General English	GE	Ahulu 1997[31]
23.	Global		Toolan 1997[32] Caine 2008
24.	Global language		Crystal 1997 Gnutzmann 1999
25.	Global lingua franca		Seidlhofer 2003
26.	Global English(es)	GE	Grzega 2005, 2008 Pennycook 2007
27.	Globalish		Ammon 2006
28.	Globish		Gogate 1998 Nerrière 2004
29.	Glocal English	GlE	Pakir 2009
30.	Headway English		[33]
31.	IB English		
32.	Interlanguage		Selinker 1972 James 1998
33.	International English	IE	Trudgill & Hannah 1985[34] Görlach 1990
34.	Intra-Regional Standard English	Intra-RSE	Yano 2009
35.	Learner English(es)	LE, LEs	Swan & Smith 2001
36.	Lingua Franca English	LFE	Pakir 2009
37.	Literate English	LE	Wallace 2002
38.	New Englishes (the)	NEs	Platt 1984 Bamgbose 1995
39.	Non-Anglo Englishes		Tan, Ooi & Chiang 2006
40.	Non-Native English(es)	NNE	Grzega 2005
41.	Post-colonial Englishes	PCE	Schneider 2007a
42.	Post-geographic Englishes (de-territorial / aterritorial varieties)	PGE	James 2008
43.	Translingual English		Pennycook 2009

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[31] Ahulu, S. (1997) General English: A consideration of the nature of English as an international medium. *English Today*, 13, 17-23. Listed in Acar 2007: 1.
[32] For more about Global and General English see also Erling 2005: 42.
[33] "Headway English" and "IB English" are terms coined by my survey respondents and interviewees.
[34] See Murata & Jenkins 2009b: 2.

44.	World English	WE	Brutt-Griffler 2002 Rajagopalan 2004 Seidlhofer 2003
45.	World Englishes	WEs, WES	Kachru 1980s, 1990s Kirkpatrick 2007 Jenkins 2003, 2009
46.	World Standard English	WSE	McArthur 1998[35]
47.	World Standard Printed English	WSPE	
48.	World Standard Spoken English	WSSE	Crystal 1997, 2003 Seidlhofer 2001 McArthur 2004
49.	World's lingua franca (the)		

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[35] Based on Jenkins 2006: 17.

2.2 Conceptualizing ELF or what ELF is not

When observing what is happening to and with English presently, we may see three major pedagogical reactions or solutions to its global spread. The first and mainstream reaction is the TEFL or TESOL approach, which entails teaching and learning English within a well-established framework as a foreign or second language according to 'traditional' methods that respect native speaker norms and standards. The second reaction is marked by attempts at creating a simplified English based on 'complete English' (e.g. Basic, GSL, CTE, BGE, Globish, etc.) which would serve as an easy-to-learn and easy-to-use lingua franca especially for complete beginners.[36] The third reaction is the budding 'ELF approach' or 'ELF model'[37] which is discussed throughout the thesis and which is slowly changing both the scientific, attitudinal and teaching landscape world-wide. This chapter will focus on the treatment of simplified Englishes and their relevance to ELF. The first step towards the definition of ELF will be taken by defining what ELF is not and what misconceptions still prevail and overshadow the concept.

2.2.1 Simplified Englishes

One of the misconceptions that surround the notion of ELF is that it is one of many attempts to create a simplified universal communication tool in the form of an artificial, simple language based on English.[38] This misconception is far from reality, therefore, and for the sake of being complete, I have decided to include a chapter on Simplified Englishes to show how interconnected these seemingly disparate phenomena are. The table provided in Fig. 7 offers a brief but comprehensive overview of 'simplified' Englishes that have been created to the time of publication of this thesis. Such a detailed overview has thus far not been presented in the scientific literature or known to the author. This chapter, however, aims at neither a complex description nor analysis and comparison of these 'languages'. Rather, our aim here is to juxtapose them with the concept of ELF and WEs, putting them in their socio-linguistic and socio-economic context, as well as discussing them as potential competitors to ELF.

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[36] Simplified Englishes will be discussed in detail in the following chapters 2.2.1 and 2.2.2.

[37] Up to now a clear-cut definition and an extensive description of what such 'ELF approach' or 'ELF model' entails has not been devised.

[38] The rationale behind the creation of such simplified languages or Englishes is not dissimilar from that of Esperanto by Ludwig Lazarus Zamenhof. They should serve as an easy-to-learn language that facilitates relatively simple communication among speakers from any linguistic backgrounds.

2.2.2 Overview of simplified Englishes

Since the 1930s both linguists and businesses have been interested in creating a simplified language based on English that would facilitate global communication. The reasons for establishing such a tool differed significantly and ranged from personal, promotional, educational, travel and tourism, computing to purely economic and financial motives. These attempts (in roughly chronological order) include among others Basic English by Charles Kay Ogden (1930), EasyEnglish by Wycliffe Associates (1942), Michael West's The General Service List (1953), Special English from Feba Radio (1959), Essential World English by Lancelot Thomas Hogben, Jane Hogben and Maureen Cartwright (1963), Caterpillar Technical English (1972), Threshold Level English by J. Van Ek and Louis George Alexander (1975), Nuclear English by Randolph Quirk and Gabriele Stein (1979, 1981), Simplified English / Simplified Technical English / ASD-STE 100 (1980s) and Attempto Controlled English from the University of Zurich (1995). These languages do not constitute varieties of World English; nor are they to be mistaken with ELF. Instead, they clearly illustrate and confirm the unmistakable role of English as the main communication tool world-wide; hence the choice of English as the number one language for 'simplification' and subsequent utilization in many communication domains.

Basic Global English (BGE) by Joachim Grzega first created in 2008, which will be treated in more detail below and which will be contrasted with Globish and ELF, is the only 'simplified' English that differs from the other attempts. A short passage will be devoted to BASIC English since according to some scholars (e.g. Seidlhofer 2002a) the rationale behind it is considered inspiring for ELF and it is suggested as **the** lingua franca model for most to acquire (cf. Templer 2005).

2.2.2.1 Basic English

To characterise Basic[39] English very briefly we can say that it is a constructed language where 850 words have been carefully selected by Charles Kay Ogden not primarily on the basis of their frequency but rather their ability to express and define thousands of complex thoughts.[40,41] The whole of the vocabulary list and its simple grammar rules fit on

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[39] The acronym stands for **B**ritish **A**merican **S**cientific **I**nternational **C**ommercial.
[40] Ogden succeeded in uncovering the semantic 'essence' (Seidlhofer 2002a) of vocabulary. He also compiled a list of 50 international words which speakers are to know anyway.
[41] A characterization of Basic provided in *Basic English: International Second Language* runs as follows 'Basic English, produced by Mr. C.K. Ogden of the Orthological Institute, is a simple form of the English language which, with 850 words, is able to give the sense of anything which may be said in English!' (Ogden 1968: 442).

one page (see APPENDIX 5 Basic English), which makes it an attractively easy and very motivating system to learn.[42] What is important to be noted is that Basic 'was conceived from the outset as a lingua franca' (Seidlhofer 2002a: 278). In spite of all criticism that followed after Basic was introduced to wider audiences it has proven to be one of the most influential and most widely used, if not the most widely used, simplified languages ever created. What was so 'revolutionary' about Basic and what made Barbara Seidlhofer (2002a) devote a whole section to it in her article 'The shape of things to come'? What is it that connects ELF and Basic?

Similarly to ELF, the revolutionary aspect is that Basic 'abandoned deference to native-speaker "normality" in favour of pursuing ideals of internationalism' (Seidlhofer 2002a: 284). This truly resonates with ELF principles that we can observe eighty years after Basic was born.[43] Also, Basic is often praised for the fact that by providing learners and users with a simple, reliable, straightforward and semantically precise tool, it will contribute to enhancing 'language awareness' (ibid.) which by many is considered more essential than limited knowledge of two or even more foreign languages. This point would certainly deserve more attention, especially at language policy level but that is out of the scope of this brief presentation.

With this, the question arises if the choice of either Basic or ELF for educational practice is indeed an issue. Is one preferable over the other? Is the implementation of either just a theoretical construct which does not hold water and will never be fully implemented? Is it possible that these two languages are in fact one and are not mutually exclusive? Are they in fact permeable? Can one (ELF) build on the other (Basic)? Is discussing them – to use a colloquial English idiom – like mixing apples and oranges? Would one be suitable in some context and the other one in another?

Bill Templer in his article 'Towards a People's English' strongly advocates the feasibility of introducing Basic on a large scale in schools, especially 'for students from non-elite backgrounds' (Templer 2005). This is something that can be agreed with.[44] Templer (ibid.) gives an example of Thailand where 'EFL proficiency levels in most government

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[42] As opposed to what some call 'Complete English' or 'Everest' or even 'the Monster' (cf. Templer 2005) when referring the totality of English.
[43] What also connects Basic and ELF is that at the beginnings of the compilation of both Basic and the VOICE corpus, which is now the heart of the empirical ELF research, there was a goal of establishing 'something like an index of communicative redundancy' (Seidlhofer 2002a: 296).
[44] Joachim Grzega (2005b, 2008) claims his Basic Global English (BGE) can be applied in a similar fashion.

schools and universities are a national disaster, even after 11-14 years of instruction'.[45] Hence he suggests that '[f]or the vast majority of Thai learners, a refurbished BASIC along the lines of Every Man's English may be one alternative to the **staggering mis-investment in learning Complete English**' (ibid., author emphasis).

EME (Every man's English) is the 'sister' (ibid.) of Basic proposed by I.A. Richards, who devoted another thirty years of his research to elaborating and extending the original Basic. A detailed description of EME will not, however, be provided here (for more details see: http://ogden.basic-english.org/lbe.html).

There are some principles or strategies that ELF and Basic share, they include various means of language simplification and language economy as well as 'learning how to rephrase complex words into simpler ones' (ibid.).

We can now ask where we, as users of English from the Czech Republic, from Europe, stand. Are we part of the 'elite', Western society with high level of command of English and should we hence stick to the first, i.e. mainstream solution mentioned above? Or, do some geographical parts of the Czech Republic and certain social groups still fall in the 'non-elite backgrounds' mentioned by Templer? If yes, should we go the EFL, the Basic or the ELF way? This thesis will hopefully provide more insight into these problems and offer some solutions and possible approaches but will not give definite answers to all pressing questions at hand.

2.2.2.2 Globish – one term, two systems

The term Globish[46] – an obvious blend of 'global' and 'English' – is sometimes used incorrectly when English as a Global Language or Global English or even ELF are meant.[47] However, it significantly differs from most of the above mentioned current terms (EIL, IE, EGL, WEs, ELF to name a few)[48] that can – in certain contexts – be used interchangeably.

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[45] One cannot overlook certain similarities with the level of proficiency in English of Czech learners upon finishing secondary education. The level of English command after completing primary education in the Czech Republic is logically generally even lower.

[46] The term Globish is not to be confused with Globalish which according to Jenifer Jenkins Ulrich Ammon uses to refer to 'English for international academic use' the norms of which are no longer judged by native speakers (Jenkins 2011a, 933).

[47] One such use is promoted by Robert McCrum in his book *Globish: How the English Language Became the World's Language* from 2010. McCrum has borrowed the term Globish from Jean-Paul Nerriere but uses it to refer to what is commonly called English as a Global Language or more precisely using a more well-established term English as a Lingua Franca.

[48] See Fig. 6 Current terminology.

Globish, unlike other terms that include the term 'global', refers to two separate simplified Englishes created by two different authors with different premises.

2.2.2.3   Globish by Madhukar Gogate

First, Globish is a label for a 'new' version of English with simplified orthography and pronunciation based on Standard English created by Madhukar Narayan Gogate in 1998. It is considered an 'artificial' language 'related to, but independent of, English' (cf. http://www.mngogate.com). As Gogate himself puts it (talk dated 24 March 1999, on All India Radio, Pune station; http://www.mngogate.com/e01.htm): '[Globish] will follow English grammar and words, but the spellings would be simplified and logical. It will consist of small letters abcdef etc, without any capitals, and with triple dots instead of a single dot at end of a sentence. This would make the language look somewhat different from English.'

Gogate's Globish is characterized by quasi-phonetic 'improved' spelling[49,50] that by simplifying 'irregular' and 'difficult' English spelling is said to make his English easier to learn. From a pedagogical standpoint such treatment of spelling and writing must be entirely dismissed.[51] Not only can speakers of different languages consider different spelling notations 'logical' but most scholars and teachers would agree that a 'unified' writing system[52] and standard phonetic transcription (IPA) is what makes learning several foreign languages easier rather than more complicated.

Globish as proposed by Madhukar Narayan Gogate may indeed be of interest to a certain group of English learners and 'be self-learnt as a hobby by English-knowers' (http://www.mngogate.com). It cannot, however, be considered a serious pedagogically viable proposal of a global language.

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[49] For samples of Globish and its spelling principles see:
http://www.fortunecity.com/victorian/vangogh/555/Spell/globish.html
[50] This does not suggest that in ELF context spelling is a key factor that should be dwelled on, especially when 'misspelling' does not impede comprehension.
[51] Quirk et al. (1985a: 9, author emphasis) also stress the importance of spelling for preserving global unity of English '[t]he traditional spelling system […] is a **unifying force in world English**. […] Despite a growing tolerance of nonstandard variation in speech, standard forms remain the norm for written English.'
[52] On the importance of writing see also: Vachek, Josef (1989) *Written Language Revisited*. Benjamins: Amsterdam.

2.2.2.4 Globish by Jean-Paul Nerriere

Secondly, Globish is a registered trademark that refers to a language formulated by Jean-Paul Nerriere in 2004.[53,54] The author himself claims Globish to be a 'natural' as opposed to a 'constructed' or 'auxiliary' language and suggests that it is a 'codification of a reduced set of English patterns as used by non-native speakers of the language'(http://en.wikipedia.org/wiki/Globish_(Nerriere)). Hence, Globish belongs among Simplified Englishes as they are treated in this chapter rather than serves as a contrasting term to EIL, IE, EGL or WEs.

As Nerriere himself puts it, Globish was designed 'for trivial efficiency, always, everywhere, with everyone' (http://www.globish.com/?page=about_globish&lang=en_utf8). Some principles of Globish include: using words from the Globish glossary, keeping sentences short, repeating oneself, avoiding metaphors and colourful expressions, avoiding negative questions, avoiding all humour, avoiding acronyms, using gestures and visual aids (ibid.). Such principles are not characteristic of any natural language. Unlike rich ELF, Globish is proposed as a sterile, business and tourism oriented speech which similarly to Gogate's Globish cannot be considered a viable pedagogical solution for teaching English in the future within the mainstream school system.

Globish has been subject to a lot of criticism for its supposed economic motivation, cultural neglect and linguistically and empirically weak foundations. A detailed treatment of Globish, however, is not relevant for this thesis and has been mentioned here just give a thorough   overview   of   the   currently   competing   terms.[55,56]

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[53]   Further   information   about   Globish   can   be   found   on   the   following   websites: http://www.newyorker.com/arts/critics/books/2010/05/31/100531crbo_books_chotiner http://www.guardian.co.uk/books/booksblog/2010/mar/29/globish-international-language.

[54] Jean-Paul Nerriere worked for many years in international marketing for IBM. Being a business person rather than a linguist has markedly influenced his attitude to language.

[55] A good overview of the main characteristics as well as both strong and weak points of Nerriere's Globish are provided in Grzega (2006b: 2).

[56] For more about Globish see also McCrum, Robert (2010) *Globish: How the English Language Became the World's Language*, New York/London: W. W. Norton & Company or the following websites: http://www.globish.com/, http://www.jpn-globish.com/, http://www.earthhealing.info/SIGLOBSH07_2.htm

2.2.2.5 Basic Global English (BGE)

The closest connection with ELF can be seen in Basic Global English (BGE) as designed by Joachim Grzega in 2008.[57] As we can see it is one of the most recent attempts at a simplified, English-based approach. There is, however, a significant difference among BGE and the previous attempts. Even though all simplified languages aim at a fast and easy mastering of a language for more efficient communication, most of the above systems barely met this goal or even came close.

The strongest point of BGE is that it is the only ELF-informed approach among all the so far mentioned simplified languages. Joachim Grzega is a linguist and applied linguist who has closely followed the recent ELF research but lacked particular, concrete and practical solutions that would follow empirical results. After conducting a vast market survey in Germany, Grzega found out that in spite of the fact that English has been taught at schools for years there is still a large group of adults and senior citizens whose command of English is from a market point of view fairly unsatisfactory (Grzega 2008: 136, also cf. Graddol 2006: 88). Hence, he decided to design a simplified approach to teaching English that he called BGE. He based BGE not just on thorough knowledge of ELF research but also on previous attempts at simplified Englishes, namely Basic, General Service List, Threshold Level and Nuclear English[58] (cf. also Grzega 2005b: 66). BGE is meant for 'beginning learners of English' (Grzega 2006a). The core of BGE is made up of 750 general words, 250 individual words[59] and basic conversational strategies[60] that show **tolerance** and **empathy**.[61,62]

What is truly innovative and novel about BGE is the official move away from 'native speaker' norms. As Grzega explains (2008: 143, author emphasis): 'BGE does not take native

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[57] BGE is still being worked on and the author openly encourages contacting him with 'suggestions to improve the concept of BGE' (Grzega 2005b: 68).

[58] In his article from 2008 called 'Lingua Franca English as a Way to Intercultural and Transcultural Competence' Grzega provides a fairly critical analysis of various simplified Englishes, including Nuclear English, Essential World English and Globish and explains why it was necessary to devise yet another 'alternative concept of (teaching) English to beginners' (Grzega 2008: 138).

[59] Didactically speaking, we may also agree with Grzega's point that '[t]he most important area for communicative competence is vocabulary' (2005b: 68).

[60] 'Basic Politeness Strategies' are listed in Grzega 2005b: 77.

[61] Grzega repeatedly stresses the importance of 'tolerance' and 'empathy' which according to him should be characteristic of 'global and cross-cultural communicative competence' (cf. Grzega 2005a,b, 2006b, 2008).

[62] 'Basic Global English, [which] has been created for a rapid acquisition of communicative competence in English for international settings by highlighting just the grammar rules relevant for successful communication, by teaching only a basic vocabulary and basic phrases and by encouraging the student to develop an individual extra vocabulary according to his/her own needs and wants—things vital for the student's success in today's world.' (Grzega 2006a)

standard English as a model but accepts the **variants**[63] of successful lingua franca communication, also called the "lingua franca core"[64] [...] [T]he variants are not invented, but are already in use and can be found in native and/or non-native English dialects. [...] BGE allows variation.' And he goes even further in claiming that 'learning English should be provided with functioning non-native forms and native forms as **equal variants**' (2005a: 54, author emphasis). Further he explains the implications that such a drastic change in attitudes to mistakes might have. To mention one of the more crucial points, we can quote his recommendation that '**teachers should clearly distinguish several degrees of seriousness of errors/mistakes**. [...] Teachers could choose the following "native deviation" scale:

(4) communication-breaking mistake because the sense is unclear

(3) communication-breaking mistake because hearer may not feel treated in an adequate way (i.e. unconscious and serious violation of politeness rules)

(2) unusual, not native form, but without endangering communication

(1) not native standard English, but element of the Lingua Franca Core

(0) native-like (or native-near) standard English (AmE or EnglE)' (ibid., emphasis in the original).

One may wonder if a similar 'system' could be devised for more advanced students, since they seem to form the biggest student group especially in Western Europe. Grzega seems to be working on addressing this issue as well by introducing Advanced Global English which would branch into: Global English for Academic Contexts (GE-A), Global English for Business Contexts (GE-B) and Global English for Casual Contexts (GE-C). The recommendations for such higher proficiency levels are not elaborate enough to be actively introduced into classrooms.

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[63]Grzega clearly operates in a new paradigm where 'non-native' – in older terminology – 'mistakes' or 'errors' are considered 'variants'.

[64] Here we may disagree with including 'variants' in the so called LFC, since LFC has not been precisely formulated for other linguistic levels but the phonological one. In his 2005 article Grzega says that 'it would be interesting to define a grammatical Lingua Franca Core' (2005b: 93). Jenifer Jenkins, who coined this term, labelled it later 'problematic' and distanced herself from the overuse and frequent misinterpretation of this concept (cf. an interview with her: http://www.livesofteachers.com/2010/03/31/an-interview-with-jennifer-jenkins-podcast/ [last access March 2011]).

Fig. 7 Simplified Englishes (in chronological order)

SIMPLIFIED ENGLISHES			
Author(s)	**Name(s)**	**Year**	**Nr. of words**
1. a. Charles Kay Ogden, Ivor Armstrong Bill Templer b. I.A. Richards, Christine Gibson	**Basic English**[65] **Simple English, Simple English Wikipedia** **Every man's English (EME)**	1930s 2005 1968 1974	850
2. Wycliffe Associates, Wycliffe Bible Translators	**EasyEnglish**	1942?	
3. International Civil Aviation Organization (ICAO)	**Airspeak, air traffic control English** **Aviation English**	after WW II	
4. Michael West	**The General Service List (GSL)**	1953 1995	2000
5. Feba Radio	**Special English**	1959	
6. Lancelot Thomas Hogben, Jane Hogben, Maureen Cartwright	**Essential World English**	1963	
7. Catepillar, Inc. & CarnegieMellon University's Center for Machine Translation (CMT) and Carnegie Group Incorporated (CGI)	**Caterpillar Technical English (CTE)**[66]	1972	850
8. J. Van Ek, L.G. Alexander	**Threshold Level English**	1975	
9. Suzuki, T.	**Englic**	1975	
10. Randolph Quirk, Gabriele Stein	**Nuclear English**[67]	1979 1981	
11. specialists in maritime communications and applied linguists, Plymouth, Cambridge	**Seaspeak**[68]	early 1980s	
12.	**Simplified English, Simplified Technical English (STE), ASD-STE 100**[69]	1980s	875

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[65] The acronym stands for **B**ritish **A**merican **S**cientific **I**nternational **C**ommercial.

[66] Several companies (e.g. Avaya, Boeing, Caterpillar, Ericsson, Kodak, IBM, Rolls-Royce, Saab Systems, Sun Microsystems, Xerox, etc.) have developed their own simplified English-based languages; this list only includes a few of those.

[67] Not to be confused with Nuclear English, i.e. for ESP learners working in nuclear industry: Gorlin, Serge (2005) *Nuclear English: Language Skills for a Globalizing Industry,* London: World Nuclear University Press.

[68] Defined by OCEL (2005: 534) as a 'restricted language'.

13. a non-profit organization The World Language Process	**World Language Process, Universal World Language, ACCESS System**[70]	1984 1993	
14. University of Zurich	**Attempto Controlled English (ACE)**	1995, 2004	
15.	**IBM - Easy English**	1990s	
16. Madhukar Gogate	**Globish**	1998	1000 2000
17. Jean-Paul Nerrière	**Globish**	2004	1500
18. Joachim Grzega	**Basic Global English (BGE)** **Advanced Global English** **Global English for Academic Contexts (GE-A)** **Global English for Business Contexts (GE-B)** **Global English for Casual Contexts (GE-C)**	2005	750 + 250

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[69] Used by Rolls-Royce, Saab Systems companies.
[70] The acronym stands for **A**uxiliary **C**losed **C**aptioned **E**nglish with **S**implified **S**pelling.

2.3 Is ELF a pidgin?

Much could be said about the relationships between ELF and pidgins and creoles.[71] It would, however, be a major misunderstanding to claim that ELF is a pidgin. The research into pidgins and creoles has a long tradition in English linguistics (for a good summary see e.g. Mufwene 2006: 313-327). Certainly, we can observe a significant amount of similar linguistic characteristics between pidgins and ELF (i.e. phonological, morphological, syntactic and lexical simplification, e.g. limited phonemic inventory and inflection; redundancy; repetitiveness, reduplication, etc. [see also Jenkins 2009b: 62-66]). Functionally speaking, there is overlap in terms of the width of uses and 'social functions' (Jenkins 2009b: 63) performed by extended pidgins, creoles and ELF[72]. Also, both ELF and pidgins share the characteristic that they developed as a means of communication between groups of people who do not share a common language.

There are, nevertheless, also significant differences. It is outside the scope of this thesis to discuss them in detail, we can, however, note that ELF goes beyond the traditional use of contact languages. Historically, linguistically and functionally, ELF is now treading an entirely different path; the historical stage that is especially connected with the colonial past cannot, however, be overlooked. Pidgins and creoles can be classified as varieties of English according to language users, i.e. as dialects. They are also often referred to as 'interference varieties' alongside with ESL and EFL. ELF is not commonly viewed as a dialect, nor is it approached as an interference variety. On the contrary, abandoning the so called 'deficit' approach to English is what ELF scholars aim at. Creoles cannot be confused with ELF simply because they frequently evolve from pidgins as the mother tongue or the first language (L1) of a certain speech community (although hypothetically ELF could become a mother tongue in the future). Pidgins, on the other hand, like ELF, are no one's mother tongue. Pidgins are, however, linguistically and functionally (Mufwene 2006: 314) too narrow to be equated with ELF; creoles, in spite of their more extensive elaborateness, do not meet the 'no one's-mother-tongue' criterion. To sum up, ELF is historically, linguistically and functionally a separate phenomenon that is not be confused with pidgins or creoles.

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[71] For more about the relationship between ELF and pidgin see also: Hollander, Elke (2002). For more about pidgins and creoles see Kouwenberg & Singler (2008), Hewings & Hewings (2005: 204-212) and Schneider's Dynamic model of postcolonial Englishes (Fig. 166).
[72] The range of contexts where ELF is used is currently very broad ranging from basic 'survival' situations to complex academic and creative texts produced by NN users of English.

2.4 Other misconceptions covering ELF

A good starting point for an attempt at the explanation of what ELF actually is, is to try to state what it is not. Like many other newly emergent and controversial concepts, ELF is surrounded by a decent portion of misinterpretation and misunderstanding. Whether it is by lack of erudition, lack of interest or abundance of prejudice, ELF is often surrounded with a thick veil of mistrust and suspicion by both lay people and teaching professionals.

The best summary of misconceptions covering ELF is provided by Seidlhofer (2006b: 40) in her article called 'English as a Lingua Franca in the Expanding Circle: What it Isn't'. It goes without saying that by listing these misconceptions Seidlhofer attempts a 'characterisation' rather than a precise definition in a fashion not dissimilar from Trudgill's definition of 'Standard English' (cf. Trudgill 1999). The misconceptions she mentions (ibid.) are:

- o 'Misconception 1: ELF research ignores the polymorphous nature of the English language worldwide
- o Misconception 2: ELF work denies tolerance for diversity and appropriacy of use in specific sociolinguistic contexts
- o Misconception 3: ELF description aims at the accurate application of a set of prescribed rules
- o Misconception 4: ELF researchers are suggesting that there should be one monolithic variety
- o Misconception 5: ELF researchers suggest that ELF should be taught to all L2 non-native speakers.'

In listing the above five major misunderstandings Seidlhofer succeeds in grasping precisely those moments that both many lay people and professionals wrongly associate with ELF. Not infrequently can we hear opinions[73] like "they [ELF proponents] want us to learn and teach some bastardized simple incorrect English" or "LFE is some bad English that they are trying to codify" or "they want to take away from us our good old BBC English".

What logically follows from the five points above is that ELF research as represented by Vienna-Oxford International Corpus of English (VOICE)[74] that Seidlhofer has been compiling aims at capturing the 'richness and diversity' (Seidlhofer 2006b: 42) that are

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[73] These quotations illustrate opinions I came across while talking to teachers and ELT professionals at various TEFL events in the Czech Republic.
[74] For more details about VOICE see Chapter 2.5.5.4.

inherent to ELF and wants to contribute to a 'better understanding of what ELF speakers do to better understand each other' and 'what they do when they negotiate meanings in these encounters' (ibid.: 44).

The first author to elaborate ELF-related 'misconceptions' was Jenifer Jenkins (2004).[75] A few of Jenkins' analyses overlap with those offered by Barbara Seidlhofer listed earlier. Jenkins mentions four major misconceptions:

- o 'Misconception 1: ELF researchers advocate teaching ELF varieties to *all*[76] learners of English.
- o Misconception 2: ELF data [...] exemplifies the low proficiency of the speakers who provided it, with their language being labelled 'learner language', 'inter-language', 'incomplete L2 acquisition' and the like, rather than alternative, but legitimate ELF varieties.
- o Misconception 3: ELF researchers are anti-diversity and want to see a single monolithic version of English in use for international communication the whole world over.
- o Misconception 4: ELF researchers are prescribing and imposing ELF forms on learners of English.'

It is evident that Jenkins counters these misconceptions with a resounding 'this is untrue' answer. ELF researchers, she explains, do **not** want to 'impose' ELF on all learners, nor do they want to 'prescribe' something like a simplified, monolithic, universal language called 'ELF' in a similar vein with the above mentioned simplified Englishes. On the contrary, in the reviewed books and articles, Jenkins re-confirms that 'ELF speakers can preserve as much as they wish of their L1 regional accents' (ibid.). Also, she stresses that ELF researchers are the last ones to immediately transfer their corpus findings straight into the classrooms and into teaching materials.

Much more could be said about ELF misconceptions, but there is one more myth that is worth mentioning and that is that ELF is too variable to be grasped or even described, let alone prescribed. For example, when discussing findings by Firth, House claims the following (House 2009a: 143, author emphasis): 'The argument often brought forward by scholars opposed to conceptualizing ELF as a variety in its own right – that **ELF is far too**

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[75] The quotations are based on an on-line version of Jenkins' article 'ELF at the gate: the position of English as a Lingua Franca'. http://www.hltmag.co.uk/mar05/idea.htm#C3.
[76] Emphasized in the original.

variable to constitute a variety – is rather cleverly turned around. Firth argues that **variability IS a major characteristic of ELF**. This variability is not to be equated with a failure to fulfil native norms.'[77]

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[77] See also Chapter 2.1.3 on WE.

2.5   ELF gaining ground

2.5.1   Terminological note

In the previous chapter we have shown that there used be, and to some extent still is, what we referred to as a terminological 'muddle'. Certainly, apart from other reasons for the terminological abundance (for more details see among others Erling 2005), the relative recent nature of ELF research and low awareness of both the professional and the public have been among the main factors.

Hence, we can ask why the abbreviation and/or acronym ELF has won the 'terminological battle' over more established terms in the field such as EIL or WEs.[78] The answer to this question is relatively simple but includes several factors. First, the term LF is a traditional linguistic term that originally described (McArthur 2005: 353) 'the mixed language, based on Italian and Occitan (Southern French) used for trading and military purposes in the Mediterranean in the Middle Ages,' so it was perfectly suited to describe the fact that ELF is no one's mother tongue and mostly serves as a communication tool among speakers from different L1 backgrounds. Secondly, ELF was not previously associated with any ideological 'baggage', such as EIL is (cf. also above) or with a distinct subject of study, such as WEs. The third factor seems to be an interplay of several other factors; the leading factor is the general consensus amongst key researchers in the field regarding the choice of the particular term 'ELF' as the most suitable candidate for this newly studied phenomenon.

As we have suggested above (see Fig. 2 and Fig. 4) ELF is sometimes used synonymously – both correctly and incorrectly – with other terms, such as EGL, WEs, EIL, etc. We have also pointed out that some of the the terms overlap while others do not. This fact is illustrated in two tables below (Fig. 8 and Fig. 9):

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[78] 'It is because of the potential for confusion of the word international that ELF researchers prefer the term English as a lingua franca to English as an international language, although to add to the confusion, both terms are currently in use' (Jenkins 2006a: 160-161).

Fig. 8 Correspondence of WE(s) and ELF

CORRESPONDENCE OF WE(s) (World English(es) AND ELF (English as a Lingua Franca)[79]
WE = ELF
WE ~ ELF[80]
WE ≠ ELF

Fig. 9 Correspondence of WE(s) and ELF

CORRESPONDENCE OF ELF and OTHER COMPETING TERMS		
ELF	= / ≠	LFE (Lingua Franca English)
	= / ~	ECE (Expanding Circle English)
(English as a Lingua Franca)	= / ≠ / ~	WE(s) (World English(es))
	= / ≠	EIL (English as an International Language)
		IE (International English)
		EWL (English as a World Language)
	= / ≠	EGL (English as a Global Language)
	= / ≠	GE (Global English)
	≠	Globish
	≠	LE (Learner English(es)
	≠	EFL (English as a Foreign Language)
	≠	Interlanguage

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[79] World English(es) is sometimes used synonymously with ELF and other times as an umbrella term for all different kinds of Englishes. In older terminology, as suggested above, WEs equal with ESL, i.e. formal colonial settings.

[80] The "~" symbol suggests rough correspondence of the two terms compared. For the explanation of the use of the rest of the symbols see above.

2.5.2 ELF - what it is not

In the chapter devoted to misconceptions that surround the notion of ELF we have tried to avoid some key misunderstandings in conceptualizing ELF as we understand it in this thesis. On a similar note, before we provide a series of possible ELF definitions leading to proper conceptualization of ELF, we can add a few key 'negative' definitions, where ELF scholars try to define ELF by saying what it is not.

A key point in this respect is provided by Seidlhofer (2009b: 242, author emphasis) '[ELF] does **not** denote an "impoverished", purely expedient and makeshift code for lack of something better', ELF rather denotes 'a vibrant, powerful, and versatile shared source that enables communication across linguistic and geographic boundaries' or elsewhere (Seidlhofer, 2005b, OALD, R92, author emphasis) ELF is **not** 'the use of "incorrect" English by people who have not learned it very well, but it is an entirely natural linguistic development, an example of how any language varies and changes'. Or as Jenkins (2009b: 145, author emphasis) points out: 'ELF is **not** a single, "all-purpose" English but depends, like any natural language use, on who is speaking with whom, where, about what, and so on. In this respect, accommodation and code-switching are crucial features of ELF, and are used extensively by skilled ELF speakers.' Finally, Hülmbauer, Böhringer and Seidlhofer (2008: 25, author emphasis) note that 'ELF is **not**, […], to be regarded as a fixed, all-dominating language but as a flexible communicative means interacting with other languages and integrated into a larger framework of multilingualism, especially in the current European situation'.

2.5.3 Towards a definition of ELF

One of the most quoted definitions is that by Firth (1996: 240; see also Seidlhofer 2006b: 41). He describes ELF as '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'. According to the VOICE project, ELF is defined similarly as 'English used as a common means of communication among speakers from different first-language backgrounds' or as the ELFA project[81] suggests it is 'a contact language spoken by people who do not share a native language' and '[m]ost of its use today is by non-native speakers, who have far outnumbered its native speakers' (for more details regarding the VOICE and the ELFA project see Chapters 2.5.5.4 and 2.5.5.3). One key characteristic of

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[81] ELFA stands for English as a Lingua Franca in Academic Settings. For more about ELFA see Chapter 2.5.5.3 below.

ELF is that 'nobody speaks ELF natively' (Seidlhofer 2006b: 42) and that is it used as a 'contact language across lingua-cultures whose members are in the main so-called nonnative speakers' (Jenkins 2006a: 157). Kachru (quoted in Pakir 2009: 224) characterizes ELF as 'a communicative tool of immense power'.

2.5.4   Temporal and geographical framework

The phenomenon of ELF is not recent per se. English, of course, has not become a lingua franca over night. For the last 50 years, its dominance has been, however, exponentially gathering momentum. The beginnings of linguistic research focused exclusively on ELF go back to the 1990s (see also Jenkins 2009b: 143) and initially were connected with the focus on pragmatic characteristics of ELF (cf. Björkman 2011b: 951). But as Jenkins (cf. 2009b: 143) points out it was only after Barbara Seidlhofer published her seminal article about the proverbial 'conceptual gap' that ELF research became ELF research proper, i.e. void of the deficiency standpoint with clear conceptualization of what ELF interactions entail.

The recent nature of the WEs and ELF research proper becomes even more obvious when we look at the publication dates of most of the titles in the bibliography (see APPENDIX 2 WE, EIL, ELF researchers and publications and APPENDIX 3 ELF researchers and publications) that has been put together for this thesis. As the graphs (Fig. 11, Fig. 12, Fig. 13) indicate, scientific research on ELF tentatively started in the 1990s and has gained significant momentum since 2000, peaking between 2009-2010. The chart labelled ELF, WEs, EIL publications (Fig. 10) shows that apart from ELF, sources on EIL, WEs and EGL go back to the 1960s; most key articles, studies and books about WEs, EIL and ELF have been, however, published between 1996 and 2010[82] with the publication peak in 2009.[83][84] This, of course, is not random and goes hand in hand with the launching of several ELF corpora that have enabled an in-depth empirical study of the phenomenon that has been needed since the early anecdotal ELF research beginnings. Furthermore, four recent conferences provided an excellent platform for the discussion of the newly acquired ELF data.[85]

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[82] The year 2011 is hard to reflect because certain titles are still in print while this thesis is being finalized. The newest titles from 2011 available to the author are: Seidlhofer, Barbara (2011) *Understanding English as a Lingua Franca*, Oxford: Oxford University Press and Archibald, Alasdair, Alessia Cogo and Jennifer Jenkins (eds.) (2011) *Latest Trends in ELF Research,* Cambridge: Cambridge Scholars Publishing.

[83] The specialized ELF journal JELF is to be launched in 2012.

[84] For the reflection of WEs and ELF in recent publications for future English teachers see also Chapter 3.4.1.

[85] The author of this thesis has had a chance to attend two ELF conferences: in Southampton in 2009 and in Vienna in 2010. Her contribution can be found at:
http://elfconference.univie.ac.at/fileadmin/user_upload/conf_elf_2010/Quinn-Novotna_2010.pdf.

In line with that, the choice of the venues for the four recent ELF conferences was not random either. They are the main ELF research centres[86], often places where ELF corpora have originated (i.e. Helsinki, Vienna, Southampton and Hong Kong).[87]

Fig. 10 ELF, WEs, EIL publications
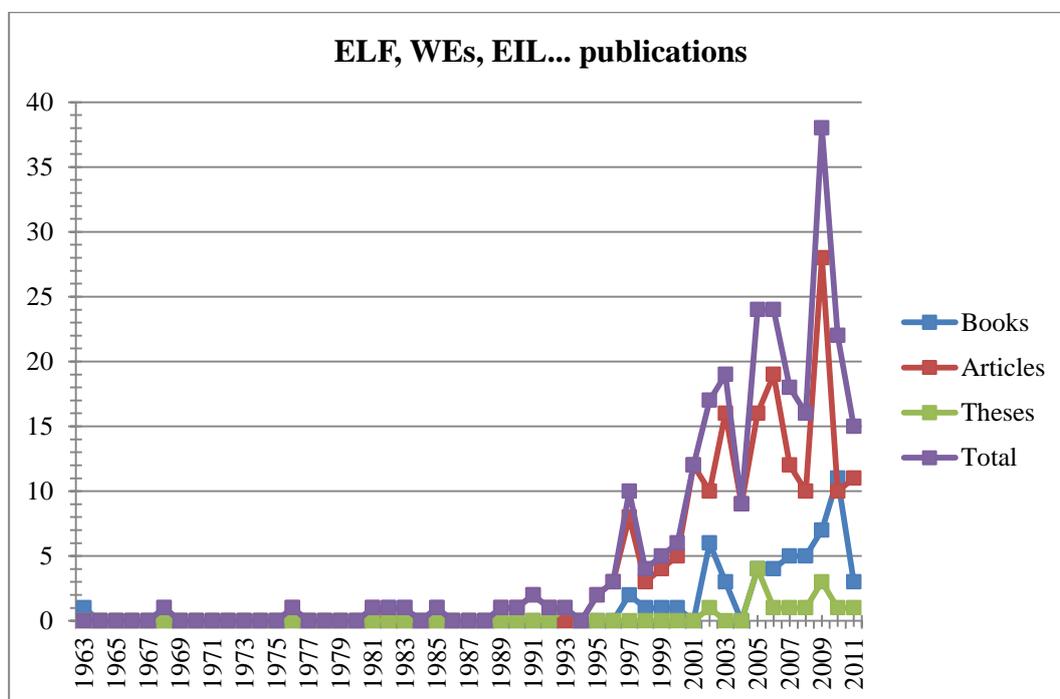
Fig. 11 ELF publications

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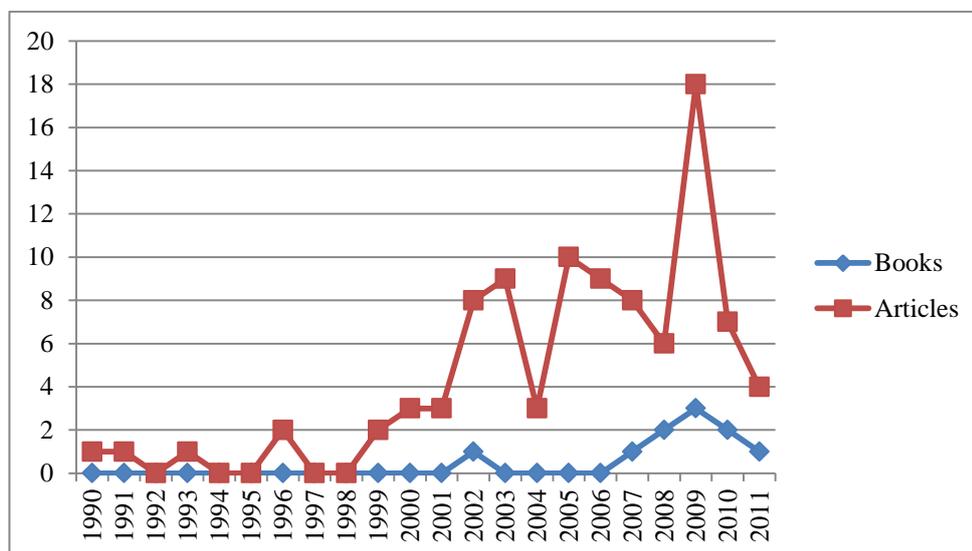
[86] In May 2012 a new Centre for Global Englishes will be launched at the University of Southampton. Featured speakers and panellists invited to a one-day seminar that celebrates the opening include Anna Mauranen, Barbara Seidlhofer, Christopher Hall, Constant Leung, Henry Widdowson, and Martin Dewey.
[87] For more regarding ELF corpora and ELF conferences see Chapters 2.5.5.1 and 2.5.5.2 below.

Fig. 12 ELF publications with theses
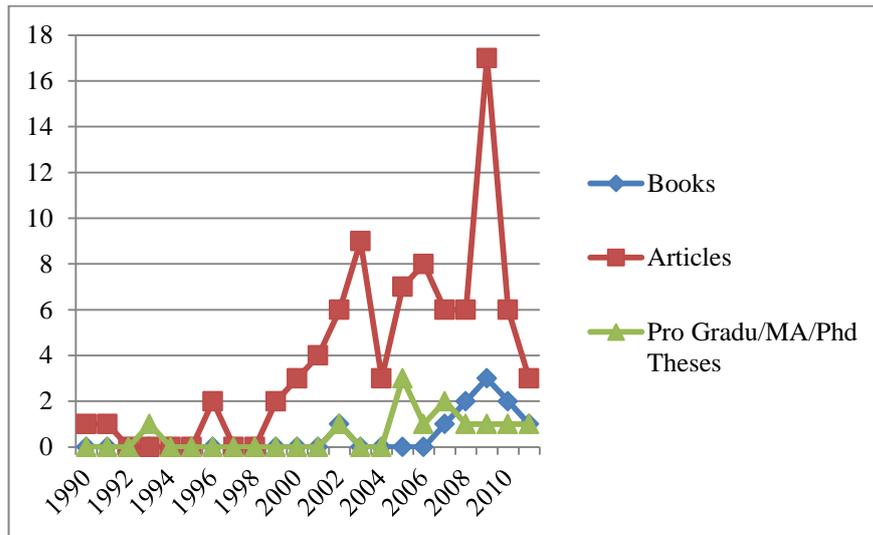
Fig. 13 ELF publications total
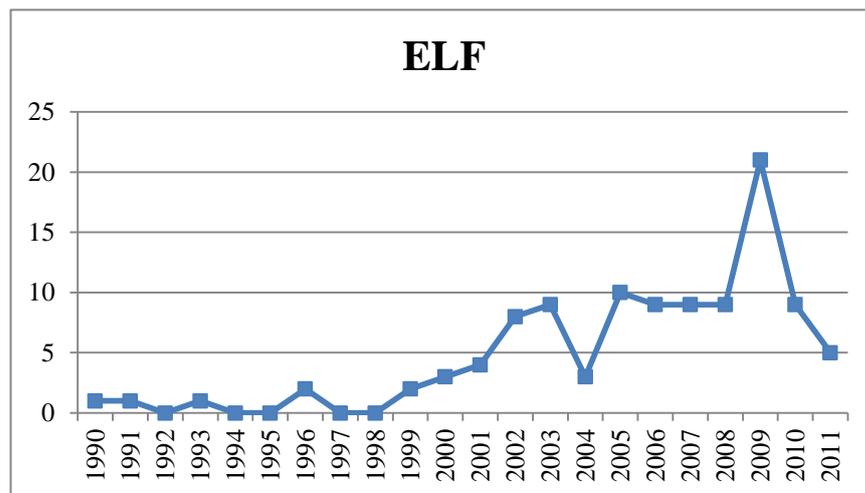
2.5.5 Current ELF research

In the following chapter, the recent nature of the research phenomenon of ELF will be discussed. The chapter will be divided into two sub-chapters called: Recent ELF conferences, and ELF corpus research. The data and overview information will be presented in a series of tables and graphs for easy orientation.

2.5.5.1 Recent ELF conferences

In the last four years, four conferences solely devoted to presenting ELF research findings have been held. The first three took place in Europe (Helsinki, Southampton, Vienna), the most recent one in 2011 was held for the first time in Asia in Hong Kong. The choice of cities is not coincidental. All of them are crucial ELF research centres represented by renown scholars and PhD researchers (see also Chapter 2.5.5.2 on ELF and corpus research). Fig. 14 and Fig. 15 sum up the details regarding ELF conferences (location, date, website, conference themes and panel speakers). It is, however, necessary to note that the below listed conferences are not the only academic events that have recently included ELF research into their conference programmes; in fact, it is hard to find a serious applied linguistic conference without at least one ELF contribution.[88]

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[88] It is impossible to list all events where ELF has been discussed. The following conference will serve only as one example out of many: The Benefits and Challenges of Linguistic Diversity in Europe held in Brussels 2010. See: http://www.mariehaps.be/recherche-scientifique/colloques/baahe2010/call-for-papers/.

Fig. 14 ELF Conferences

ELF CONFERENCES			
Name of the conference	**Location**	**Year**	**Website**
ELF[1] The First International Conference of English as a Lingua Franca	Helsinki	2008	http://www.helsinki.fi/englanti/elfa/elfforum08
ELF[2] The Second International Conference of English as a Lingua Franca	Southampton	April 2009	http://www.southampton.ac.uk/ml/news/events/2009/04/2nd_international_conference_of_english_as_a_lingua_franca.page
ELF[3] The Third International Conference of English as a Lingua Franca	Vienna	May 2010	http://elfconference.univie.ac.at/
ELF[4] The Fourth International Conference of English as a Lingua Franca	Hong Kong[89]	May 2011	http://www.ied.edu.hk/elf/
ELF[5] The Fifth International Conference of English as a Lingua Franca	Istanbul	May 2012	http://www.elf5.org/

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[89] This was the first time the conference was held outside Europe.

Fig. 15 Conference themes

Name of the conference	Conference themes	Plenary panel
ELF[1]		
ELF[2]		Anna Mauranen, University of Helsinki Barbara Seidlhofer, University of Vienna Henry Widdowson, University of Vienna
ELF[3]	A. The sociolinguistics of ELF: theoretical issues arising from the study of ELF in relation to language variation, and language and identity. B. The methodology of ELF description: issues concerning the collection, analysis and interpretation of data. C. ELF and language policy: issues concerning the development of multilingualism in Europe and elsewhere. D. ELF and language education: the implications of descriptive work for the design and implementation of teaching programmes.	Edgar W. Schneider, University of Regensburg Andy Kirkpatrick, Hong Kong Institute of Education
ELF[4]	- ELF and Language Policy - ELF and Language Education - Describing ELF and Collecting ELF Corpora - The Sociolinguistics of ELF - Contact Languages and ELF - ELF and Multilingualism	Jennifer Jenkins, University of Southampton Anna Mauranen, University of Helsinki Barbara Seidlhofer, University of Vienna
ELF[5]	Special theme: Pedagogical Implications of ELF in the Expanding Circle Other topics: - ELF and Language Policy - ELF and Language Education - Describing ELF and Collecting ELF Corpora - The Sociolinguistics of ELF - Contact Languages and ELF - ELF and Multilingualism	Jennifer Jenkins, University of Southampton Anna Mauranen, University of Helsinki Barbara Seidlhofer, University of Vienna Henry Widdowson, University of Vienna

2.5.5.2 ELF and corpus research

It is generally acknowledged that any phenomenon that is to be granted wider acceptance must have a significant empirical basis. Decades ago it was a tedious and lengthy linguists' task to collect and analyse linguistic data. Currently, corpus research lies at the heart of any empirical linguistic analysis. Since the late 1950s and early 1960s, dozens of written and spoken, general and specialized language corpora have been built and have revolutionized the way we think about language. The credibility and vast number of data we can obtain about any language has lead to new insights into grammatical, lexical and pragmatic aspects of how languages work. Corpora of British and American English were among the first ones that were created.[90],[91] Once a variety of native speaker corpora emerged, the time came in the early 1990s for creating what we now refer to as 'learner corpora'.[92] It is a well-known fact that English is the most widely learnt and taught language world-wide with more learners than actual 'native' speakers (cf. Crystal 1997, Graddol 2006). All these learners create a huge real and potential consumer market. Therefore, to improve teaching materials and methods, learner corpora have been put together in order to compare or rather contrast 'learner' English with the 'real'[93] or 'standard' English. Many revolutionary teaching materials including textbooks, dictionaries, e-materials, testing materials, etc. have thus been created. The underlying premise is that NS English is the 'real' and 'correct' English; 'learner English', on the contrary, is marked 'deficient'.[94],[95] The drawback of this approach is precisely this:

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[90] The earliest examples of corpus compilations include the Brown Corpus of written American English at Brown University in the 1960s by Nelson Francis and Henry Kučera and the first electronic corpus of spoken language made at the University of Edinburgh in the years 1963–1965 (cf. Granger 2008: 207-208).

[91] The most important NS corpora include (in alphabetical order): ANC (the American National Corpus), BNC (British National Corpus), CANCODE (the Cambridge and Nottingham Corpus of Discourse in English), CIC (Cambridge International Corpus), BASE (The British Academic Spoken English), COBUILD corpus (Collins Birmingham University International Language Database; also known as Bank of English), MICASE (the Michigan Corpus of Academic Spoken English), MICUSP (the Michigan Corpus of Upper-Level Student Papers).

[92] The most widely-known learner English corpora are: CLC (Cambridge Learner Corpus), ICLE (the International Corpus of Learner English), JEFLL (Japanese English as a Foreign Language Learner), LLC (Longman Learners' Corpus), TSLC (TELEC Secondary Learner Corpus).

[93] Authoritative grammar books and dictionaries advertise their products with the 'real English'-rhetoric. *Cambridge Grammar of English* from 2006 by Roland Carter and Michael McCarthy says for example on the front cover: "*Cambridge International Corpus – Real English Guarantee*".

[94] In the official description of ICLE we can find comments such as this: 'even at an advanced proficiency level, [learner English] is characterized by a much higher error rate than native writing' (Granger 2003: 538).

[95] Hence, we often speak of 'deficit linguistics' (used by Kachru in 1991 referring to Quirk's position), which compares ELF performances with 'native' speaker benchmarks. A contrasting term is 'liberation linguistics' (used by Quirk 1990:7, referring to Kachru's position; cf. the *English Today* debate discussed by Jenkins 2006a: 158). For more on 'deficit linguistics' and 'liberation linguistics' see also: Jenkins 2009: 66-70.

marking non-native, learner English as something inherently flawed that needs to be improved.[96]

Moving now to the actual topic of this chapter, which is corpus research and its importance for the analysis of ELF, we can say that language corpora are undoubtedly the most crucial linguistic tools currently available (see also Jenkins 2009b). As suggested above, 'Standard English' has been extensively described using these tools. The same procedure applies and will apply to ELF. Without empirical corpus data, it would be hard to promote the paradigm shift that is coming with the new situation English is presently in. The obvious fact that the role of English and its uses have changed in the last three decades means little unless documented and thoroughly described on all language levels. The immense step taken by ELF researchers especially in Europe and Asia is taking us from the old 'what-is-native-is-correct' paradigm to the new 'what-is-communicatively-efficient-is-correct' approach, which does not stigmatize 'non-native' Englishes but looks, on the other hand, for more detailed description of how communication between ELF users actually works.

The key ELF corpora that have been or are being compiled are: ELFA (English as a Lingua Franca in Academic Settings), VOICE (the Vienna-Oxford International Corpus of English), ACE (the Asian Corpus of English) and AAC (the Alpine Adriatic Corpus) (for more details about the corpora see Fig. 16 and Fig. 17). Apart from providing empirical evidence about ELF, there are several other goals of ELF corpus research; I shall name only a few: to understand changes in language, to establish ELF characteristic features, to describe and understand linguistic processes involved in ELF creativity, to describe 'NNS' / ELF user communication strategies, to identify different branches of ELF and to distinguish between errors and ELF variants[97] (for more about the goals of corpus research see also: www.eng.helsinki.fi/elfa). It is, on the other hand, not the goal of researchers to take the results of such empirical analyses and turn them into a new 'dogma' or a new 'standard' as it is often wrongly assumed (cf. chapter on ELF Misconceptions). As Jenkins (2007: 238) puts it: '[U]nlike many compilers of NS corpora, ELF corpus linguists do not believe in an automatic transfer from sociolinguistic description to pedagogic prescription.'

In the following section, the main ELF corpora are briefly introduced.

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[96] This premise of NS supremacy over NNS has been widely criticized by many ELF scholars, namely Seidlhofer, Jenkins, etc.

[97] '[T]he ultimate aim of the VOICE project' as described on the official website is 'to open the way for a **large-scale** and **in-depth linguistic description** of this most common contemporary use of English by providing a corpus of spoken ELF interactions which will be accessible to linguistic researchers all over the world' (author emphasis).

Fig. 16 ELF Corpora – survey

ELF CORPORA - survey					
Abbreviation Acronym	**Name of the corpus**	**Location**	**Year**	**Focus**	**Website**
ELFA	English as a Lingua Franca in Academic Settings	Tampere Helsinki	2008	spoken, academic [social sciences (29% of the recorded data), technology (19%), humanities (17%), natural sciences (13%), medicine (10%), behavioural sciences (7%), and economics and administration (5%)]	www.eng.helsinki.fi/elfa
VOICE	Vienna-Oxford International Corpus of English	Vienna	2009	spoken, personal, professional, academic	www.univie.ac.at/voice
ACE	Asian Corpus of English	Hong Kong	2010, 2011	spoken ELF	http://www.ied.edu.hk/rcleams/view.php?secid=227
AAC	Alpine Adriatic Corpus		2010, 2011	casual conversations	cf. James 2000 in Grzega 2005a
ASIACORP[98]	Macquarie University's corpus of Asian English	Sydney	1981, 1997	extensive coverage of the vocabularies of the new Englishes of Southeast Asia, particularly those of Hong Kong, Malaysia, Singapore, the Philippines	Butler, Susan (1981) *The Macquarie dictionary*. Sydney: Macquarie Dictionary Company Limited. Butler, Susan(1997) 'Corpus of English in Southeast Asia: Implications for a regional dictionary', in: M.L.S. Bautista (ed.) *English is an Asian language The Philippine context*, Manila; The Macquarie Library, 103-24. Butler, Susan (1997) 'World English in the Asian Context: Why a Dictionary is Important', in: Larry E. Smith and Michael E. Forman (eds.) *World Englishes 2000*, Honolulu: University of Hawai'i & the East-West Center, 90–125.

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[98] Mentioned in Jenkins 2009b: 95.

Fig. 17 ELF Corpora – details

ELF CORPORA – details				
Abbreviation Acronym	**Researchers**	**Speakers**	**Number of words**	**Availability**
ELFA	Mauranen, Anna & a team or researchers	650 speakers with 51 different first languages [ranging from African languages (e.g. Akan, Dagbani, Igbo, Kikuyu, Somali, Swahili), to Asian (e.g. Arabic, Bengali, Chinese, Hindi, Japanese, Persian, Turkish, Uzbek), and European languages (e.g. Czech, Danish, Dutch, French, German, Italian, Lithuanian, Polish, Portuguese, Russian, Romanian, Swedish, etc.)]	1 million	currently available to researchers on request; full accessibility since 2011[99]
VOICE	Seidlhofer, Barbara & a team or researchers	151 naturally-occurring, non-scripted, face-to-face interactions involving 753 identified individuals from 49 different first language backgrounds (mostly from Europe)	1 million (1 023 043)	all data are fully and freely accessible after on-line registration
ACE	Kirkpatrick, Andy & a team or researchers	naturally occurring, spoken, interactive data of ELF in Asia	1 million	currently being built
AAC	James, Allan	young people from the Alpine-Adriatic region (namely German, Italian, Slovene, and Friulian)		pilot phase
ASIACORP	Butler, Susan & a team or researchers		over four million words	

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[99] The ELFA Text Corpus is now available for research. The ELFA Text Corpus CD-ROM can now be subscribed at the moderate fee of 100 EUR per individual licence. The licence is for non-commercial use and it is valid for 6 months at a time. A renewal of the licence costs 50 EUR.

2.5.5.3 ELFA (English as a Lingua Franca in Academic Settings)

As the table above suggests, the ELFA corpus launched at the Universities of Tampere and Helsinki in 2008 is the first ELF corpus that was compiled. The corpus is a million-word body of spoken academic ELF[100]. The reason for focusing on spoken as opposed to written language is that '[c]hanges in language are most readily discernible in spontaneous speech. This is where emerging new uses and norms can be discerned, and large databases provide the best way of observing repeated patterning as well as variation'(www.eng.helsinki.fi/elfa).

As the project website suggests, investigating English as lingua franca (ELF) serves three kinds of research interest: theoretical, descriptive, and applicational. Theoretically, the researchers want to detect 'manifestations of features like simplification, evidence of universally unmarked features, hypothesised universals of communication, as well as evidence of self-regulative processes'(ibid.); on the descriptive level, ELF research seeks to establish its characteristic features which deviate from Standard English, and look for possible 'core' features of ELF. The description helps understand the ways in which English is currently changing and how its variability takes shape; the applications of this 'theoretical and descriptive work are of considerable practical significance in today's world'(ibid.). As the authors of the project point out (ibid., italicized in the original): 'We need principled ways of focusing language teaching on aspects which are crucial for smooth communication in the real world, and we need research-based ways of assessing learner performance for international use. [...] Moreover, we need to supplement learner language studies with second language user studies, where the speakers are not *learners* but speak for their own purposes.'

The ELFA corpus is closely linked with the SELF project (Studying English as a Lingua Franca, http://www.helsinki.fi/englanti/elfa/self.html) which according to its website:

'sets out to provide research-based evidence on present-day English as a lingua franca (ELF), with a focus on academic discourses in university settings; SELF focuses on English-medium university studies, adopting a microanalytic, ethnographically influenced perspective on the social contexts of ELF, tapping the speakers' experience along with their language. As a large-scale sounding board for its linguistic analysis, the research utilises the one-million-word ELFA Corpus. A combination of the corpus-based and the discourse analytic approaches seeks to achieve a well-rounded understanding of current ELF usage.'

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[100] As Mauranen (2010: 6) points out 'ELF research has been strongest in business and academia'.

2.5.5.4   VOICE (the Vienna-Oxford International Corpus of English)

The VOICE project is 'a structured collection of language data, the first computer-readable corpus capturing spoken ELF interactions of this kind'(www.univie.ac.at/voice). As it is obvious from Fig.?? VOICE 'is based on audio-recordings of 151 naturally-occurring, non-scripted, face-to-face interactions' [...] The speakers recorded in VOICE are experienced **ELF speakers** from a wide range of first language backgrounds. So far, VOICE includes approximately 1250 ELF speakers with approximately **50 different first languages**. [...] [R]ecordings were carried out between July 2001 and November 2007'. The recordings include 'speech events from different domains (educational, leisure, professional)' and have been classified into the following '**speech event types**: (conversation, interview, meeting, panel, press conference, question-answer session, seminar discussion, service encounter, working group discussion, workshop discussion). [...] In the initial phase, VOICE focuses mainly, though not exclusively, on European ELF speakers.' What makes VOICE attractive to researchers is that 'VOICE Online is available as a free-of-charge resource for non-commercial research purposes in two different formats'(ibid.).

To illustrate how the VOICE corpus works, a result of a query from VOICE contrasted with a similar search from BNC (http://corpus.byu.edu/bnc/) will be listed below (see Fig. 18, Fig. 19 and Fig. 20)[101]. The verb '*to discuss [about]*' has been chosen as an example since it is a frequent lexical feature of ELF as opposed to 'standard' English (cf. e.g. Seidlhofer 2005b). When searching for the verb 'to discuss', the BNC offers us 5503 contexts; a similar search in VOICE offers 193 occurrences.[102,103] Interestingly, the BNC also offers the prepositional construction '*to discuss about*', the frequency, however, is significantly lower (4 results).[104] The VOICE corpus browser has found 12 occurrences of '*to discuss [about]*'.

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[101] These two corpora are incomparable in size when the absolute numbers are taken into account. However, when the percentual representation is compared, it shows clearly that *discuss about* is much more frequent in VOICE (6.217 %) than in BNC (only 0.072 %).

[102] These two corpora are incomparable in size; these numbers are therefore not to be contrasted.

[103] First 10 hits out of 5503 are listed below in Fig. 19.

[104] All are listed below in Fig. 18.

Fig. 18 British National Corpus "discuss about"

1	JNB	S_meeting	A	B	C	men, mentioned here by our friend, that Leicestershire has got no business to **discuss about** fox hunting, we are not elusive, there are other county councils who
2	G4V	S_tutorial	A	B	C	you c you can talk about some of your results in here and we'll **discuss about** anything that's gon na be problems we'll discuss how you're can
3	J54	W_fict_prose	A	B	C	going to stay in the house quite a while. We have a lot to **discuss about** the redecorations. " Mrs. Mott seemed a little confused. " It's just
4	JXS	W_fict_prose	A	B	C	" Yes, I do know who she is. What do you want to **discuss about** her? " This was the hard part. Shiona laid down her spoon

Fig. 19 BNC "discuss"

1	D95	S_meeting	A	B	C	that Kathy's coming, that would be an opportunity to erm you know, **discuss** it further with her. If they do go ahead and put the application in
2	D95	S_meeting	A	B	C	here in February eighty nine it was meeting to, and the idea being to **discuss** particular things, to get particular things off the ground, but it has,
3	D95	S_meeting	A	B	C	, which is a small group of Councillor's and officer's that meet to **discuss** not in, in public session, key erm financial and other major policy erm
4	DCH	S_meeting	A	B	C	it just. Yes, er I'll campaign. India we were going to **discuss** it with. So women you've sent, have you sent up Avriel's
5	DCH	S_meeting	A	B	C	probably lapsed. Mm, But. yeah, yeah, I did, did **discuss** it with Michael, I'd forgotten that, I just remembered now. Maybe
6	F7A	S_meeting	A	B	C	n't a erm a note on this one. Do, do you want to **discuss** this now or later? Well we Under attendance report? well I, yes
7	F7A	S_meeting	A	B	C	to share papers because er erm and therefore those papers which we're about to **discuss** , you had your admissions if you brought your papers with you yes? Sorry
8	F7A	S_meeting	A	B	C	er in the form of a report or in a rawish state and we could **discuss** that. For example you know like erm is it worthwhile opening a cinema at four
9	F7A	S_meeting	A	B	C	therefore if er you could put your minds to the options and erm we could **discuss** that at the next board meeting. Can I, can I just say chairman
10	F7A	S_meeting	A	B	C	sophisticated? Erm we're doing something a little bit more sophisticated. Which is that we **discuss** it and see that it would be reasonable to do that. Right. Er
11	F7A	S_meeting	A	B	C	And should be adopted now unless there are things, further things you wish to **discuss** . Or members who weren't here or but we did talk this through in

Fig. 20 VOICE "discuss about"

EDwsd306:541   **S2:**

    for me the presentation i (1) personally i don't CARE because (.) what is important we're coming together to ==discuss about== the subject and not to <soft> prepare a presentATION </soft>

PBmtg3:2550   **S4:**   ==<2> discuss </2> about==

PBmtg300:1265**S1:**

    yeah okay. (.) okay good. YEAH that's okay. (1) hm then [S9] can discuss about australia (.)

PBmtg414:2693**S4:**

    yeah. we <5> can ==discuss about== this </5>

POwgd14:489   **S10:**

    they found a format (.) in when er: physicist (1) and chemist ==discuss about== another type (.) of project <un> xxx </un> of format.EVEN (2) er: (.) if it was in (.) er the same (.) er university er (.) you know (.) because you (.) (they) just (.) adjust (.) to the public (.)to the former (.) er: (programs) in a licenses and er joints bachelor degree er et cetera et cetera. so (.) i don't know (.) if (.) a task force (.) could (2) from the beginning (.) find (.) a format (2) with er:m (.) all the projects of [org1] will er: (.) will enter. (.) even if it succeed in one case (2) would it be (.) a model for another project? (2) in another on another topic? (.) with other colleagues (.)with other [org2]s (.) and so on. i i don't know (.) only a question. (2) as many (.) formats. (2) <un> xxx </un> but i don't know.

POwgd26:71   **S5:**

    = <fast> you know </fast> (.) it's it's really <fast> difficult to </fast> (.) to ==discuss about== lear<4>ning out</4>comes if you don't have a spe<5>cific </5> subject let's say we're gonna have a (.)

POwgd317:359   **S2:**

    <3> it IS im</3>portant because yes (.) it gives you an idea whether the university (.) e:r will be ready or will be: (.) in our case (.) i mean the departments w- wouldn't even DISCUSS it. (.) wouldn't even ==discuss about== joint degrees if they don't know ANYthing about the funding.

POwgd317:425 **S2:**

    <2> in our case </2> we had two different views. (.) regarding this issue. hh e:r the committee of student er (.) of postgraduate studies: they said (.) we're not going to do (.) anything we're gonna <fast> not going to ==discuss about== joint degrees or abou- or about the promotion of joi- joint degrees?</fast> (.) UNLESS the <pvc>[105] rectorate </pvc> (.) tells us (.) how it's going to finance this things. (.) the INTERNATIONAL committee though (.) hh er had a different opinion. (1) <fast> the international committee of the (senate) </fast> (.) they said that (.) <swallows> they told me [S2] go ahead (.) do this you kno:w research and this (.) er <3>con</3>(tent) with the departments hh to see WHETHER there is an interest (.)

Similarly to other major corpora, the VOICE corpus provides detailed socio-liguistic details specifying the speech events and the linguistic (their L1) and personal background (sex, age, etc.) of the speakers.

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[105] One methodological point regarding the corpus compilation is worth mentioning and that is the so called <pvc> tag. The <pvc> tag marks 'non-codified' vocabulary (e.g. *catched*, *concreteness*, *functionize*,…) and the abbreviation PVC stands for (Pronunciation Variation and Coinages). VOICE researchers checked lexis occurring in the corpus with *Oxford Advanced Learner's Dictionary* and words or word-forms that were not listed there and couldn't hence be labelled as 'standard' English expressions, were termed PVCs. PVCs may not have 'standard' English forms but according to Pitzl et al. (2008) they are coined according to well-attested word-formation processes: e.g. suffixation (e.g. *increasement*), prefixation (e.g. *nonformal*), borrowing (e.g. *decreet*), analogy (e.g. *thinked*).

2.5.5.5   ACE (the Asian Corpus of English)

Among general globalization trends, the foundation of ASEAN (Association of Southeast Asian Nations) and its decision to use English as the working language has had an immense impact on the role of English in south-eastern Asia. The lingua franca role of English became of primary importance.[106] Therefore, scholars based in the region have decided to build up on the ELF corpus research that has so been done in Europe and have launched a compilation of the ACE corpus (the Asian Corpus of English) of spoken ELF in Asia. According to the ACE website (http://www.ied.edu.hk/rcleams/view.php?secid=227), the main goal of this project is to: 'better understand how English is used in Asia and allow us to analyse its linguistic features and the communicative strategies of its speakers.' Also '[t]he collection of such a corpus will allow us to:

(i) analyse and describe the distinctive linguistic features of Asian ELF

(ii) identify any shared distinctive linguistic features

(iii) identify and describe the types and causes of any breakdown in communication

(iv) identify and describe the communicative strategies of Asian ELF users'.

Another crucial point the research is hoped to bring in the future is that it will 'allow us to compare the features and use of Asian ELF with those of European ELF'.

2.5.5.6   Other on-line materials

Apart from on-line access to corpora, the internet offers many other resources regarding ELF and WEs of mixed quality and range. We will, however, draw attention to one source called *the speech accent archive*[107] that offers a 'corpus' or rather a collection of recordings of English as spoken all over the world (http://accent.gmu.edu/browse_atlas.php). The texts are both transcribed and recorded and major 'deviations' from 'standard' English are listed. One can look for accent not just based on geography but also based on other sociolinguistic criteria (age, sex, genre, etc.). It is, however, necessary to point out that *the speech accent archive* does not offer an ELF perspective, i.e. is not ELF-informed.[108]   It can

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[106] According to the ACE website, when, for example, Thais, Vietnamese, Indonesians and Chinese meet, the language they are most likely to use as a medium of communication – as a lingua franca – is English.

[107] The name is printed in lower case in the original.

[108] *the speech accent archive* is presented on its website as follows: '[It is] established to uniformly exhibit a large set of speech accents from a variety of language backgrounds. Native and non-native speakers of English all read the same English paragraph and are carefully recorded. The archive is constructed as a teaching tool and as a research tool.' (ibid.)

still though be seen as a useful tool that casts an unbiased look at both native and non-native English accents.

Many resources, however, present themselves as 'global' or 'world' but on closer examination, we can see that they offer a very narrow view of 'world English(es)'. One of these websites is *world-english* ([http://www.world-english.org/)](http://www.world-english.org/),[109] which is a link that offers a variety of resources for teachers of English. The problem with *world english* is that the word 'world' actually means: 'native' speaker English varieties world-wide. This mis-conceptualization of the notion of WE(s) is still very common in ELT.

2.5.5.7 Summary

In this subchapter a brief survey of current trends in ELF corpus research has been presented.[110] The ELF corpus research builds up on the tradition of European and American corpus linguistics that goes back to the early 1960s. As it has been shown, empirical research that aims at describing lexical, grammatical, pragmatic and other characteristics of ELF lies at the heart of ELF analysis. ELF corpora are not to be confused with 'learner corpora' since these represent a stance that is sometimes labelled as 'deficit linguistics', where attention is drawn to 'deviations' from 'standard' English as opposed to features that may 'deviate' from the 'standard' in the traditional sense of the word, but are nevertheless functioning characteristics of ELF. The main goal of the ELF corpus research, hence, is to show that ELF is a legitimate 'variety' of English with high degree of variability but a systematic 'core' of variants and strategies that are common to ELF users from different linguistic backgrounds (for more about this point see also chapters: 3.4.1). The ELFA project and the VOICE corpus are aiming at providing substantial empirical evidence about the actual uses of ELF. The ACE project continues this work but transposes it into the Asian context so that possible emerging similarities and/or differences between European and Asian ELF can be shown and analysed.

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[109] The name is printed in lower case in the original.
[110] The corpus research focused on WEs in the broadest sense of the term has been left out since it is outside of the scope of this thesis.

2.5.6   Characteristics of ELF

It is impossible to list all characteristics of ELF that have so far been detected thanks to corpus research and subsequent qualitative analyses. Regarding ELF phonology, the most extensive research has been conducted by Jennifer Jenkins. She published her results in a seminal book called *The Phonology of English as an International Language* in 2000. Since then, many other studies regarding international accents and the attitudes to them have been published. The key and in certain aspects most controversial finding, was her formulation of the so called Lingua Franca Core (LFC) (for a detailed description of the LFC see Jenkins 2000). The most detailed analyses of the morpho-syntactic characteristics of ELF have been provided by ELF researchers based in Vienna using the VOICE corpus. To quote just some of these characteristics, we can cite a summary provided by Barbara Seidlhofer (2005b: R 92; for the discussion of the pragmatic motivations behind these seemingly superficial linguistic features see e.g. Dewey 2009; for a similar list see also Chapter 3.4 on ELF and mistakes):

'ELF speakers from many different first language backgrounds often:
- do not use the third-person singular present tense -s marking but use the same form for all persons (*I like*, *she like*)
- use the relative pronouns *who* and *which* interchangeably instead *of who* for humans and *which* for non-humans (as in *things who* and *people which*)
- omit definite and indefinite articles where they are obligatory in Standard English, or insert them where they do not occur in Standard English (e.g. *they have a respect for all*, *he is very good person*)
- pluralize nouns that do not have plural forms in Standard English (*informations*, *knowledges*, *advices*)
- use the demonstrative *this* with both singular and plural nouns (*this country*, *this countries*)
- extend the uses of certain "general" verbs to cover more meanings than in Standard English, especially *make*, but also *do*, *have*, *put*, *take* (*make sport*, *make a discussion*, *put attention*)
- use a uniform, invariable tag (usually *isn't it*, but also others, e.g. *no?*) rather than the variation required in Standard English
- increase clarity/regularity by adding prepositions (*discuss about something*, *phone to somebody*) or adding nouns (*black colour* rather than just *black*, *how long time* rather than *how long*).'

Summarizing his corpus observations, Firth (2009) further lists the following ELF features: non-standard / remarkable collocations, non-standard / unidiomatic verb concordances; dysfluencies and hesitation phenomena; non-standard production of articles, pronouns and relative pronouns, etc.

Many findings regarding lexical innovation and lexical strategies especially code-switching, code-mixing, neologisms, nonce words and lexical borrowing also originate from VOICE (e.g. Cogo & Dewey 2006, Pitzl et al. 2008 and Pitzl 2009).

Most research, however, has been invested in pragmatic level, i.e. many researchers have been analyzing pragmatic strategies employed by NNSs when communicating with other NNSs. Since the 1990s the following scientists[111] have collected and analyzed ELF data from the pragmatic point of view (see also Björkman 2011b) (in alphabetic order): Björkman Beyza, Cogo Alessia, Dewey Martin, Firth Alan, Gramkow Andresen Karsten, House Juliane, Jenkins Jennifer, Klimpfinger Theresa, Mauranen Anna, Meierkord Christiane, Seidlhofer Barbara, etc.

The key pragmatic characteristics that have been detected in ELF include[112] (compare Meierkord 2000 [quoted in Björkman 2011b], Seidlhofer 2001a, Firth 2009, House 2009a, 2009b, Björkman 2011b):

- inherent interactional and linguistic interlocutor dependent variability,[113] inherent diversity and hybridity, inherent heterogeneity, diversity of form
- high degree of interactional robustness, cooperation, consensus-seeking behaviour and affiliation
- interactionally supportive behaviour[114]
- co-participant-centred / mutual accommodation,[115] attunement with one's co-interactant, interpersonal alignment
- let-it-pass principle / strategy

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[111] The list of researchers is illustrative but by no means complete.

[112] Arguably, most of these pragmatic and conversational characteristics are sign sof any successful communication, ELF or not.

[113] It is the inherent variability, which according to Firth 'IS a major characteristic of ELF', that constitutes the main argument against the codification of ELF' (see also House 2009a: 143).

[114] The mutually supportive behaviour implies that in ELF interactions we find very few cases of other repair (cf. Firth 2009).

[115] Accommodation (Jenkins paraphrased in: Harmer 2007: 20) can be defined as 'negotiating shared meaning through helping each other in a more cooperative way'. According to Seidlhofer (2001a: 147) 'mutual accommodation is found to have greater importance for communicative effectiveness than "correctness" or idiomaticity in ENL terms'.

- make-it-normal principle / strategy
- disorderly turn-taking
- presence of long pauses within and in-between turns
- focus on message ('task-as-target' rather than '(standard) linguistic-form-as-target') goal-driven work, trading behaviour
- oscillation between standard and non-standard forms by the same speakers
- creative adaptation of existing resources
- preference for safe topics
- use of politeness phenomena and backchanneling supported with laughter

ELF characteristics and their critique are also summarized in the table below (Phillipson 2007: 132):

Fig. 21 ELF characteristics and their critique

ELF characteristics and their critique (Phillipson 2007: 132)	
Characteristics of ELF (House, 2003)	**Critique**
functional flexibility, openness to integration of forms from other languages	it is false to claim that such traits are specific to ELF
not restricted or for special purposes	this conflicts with House referring to diglossic 'pockets of expertise'
negotiable norms	it is *use* of the code rather than the code itself that is negotiable
bereft of collective cultural capital	the global utility of English, often diglossically high, is significant linguistic capital
similar to English diversity in postcolonial countries	here English equals power, and there is no codification of local forms
non-identificational	English = cosmopolitanism, and House states that English in Germany has positive connotations of liberation from Nazi past
non-native ownership	a concern of the analyst, not the user

2.5.7 ELF communication situations (CSs)

At the beginning of ELF research a big question arose whether to include native speakers of English in the ELF data analysis. According to a narrow definition of ELF provided by Seidlhofer (2002a) 'no native speakers should be involved in the interaction, and the interaction should not take place in an environment where the predominant language is "English, such as an "Inner Circle", ENL country'.[116] Jenkins (2006a: 161), on the other hand, opts for 'not defin[ing] ELF communication this narrowly'. She notes that 'the majority of ELF researchers […] accept that speakers of English from both inner and outer circles also participate in intercultural communication (albeit as a small minority in the case of inner circle speakers)'(ibid.), but 'it is undoubtedly true that the majority of ELF communication consists of Expanding Circle speakers interacting with each other, often with no native English speakers present' (Jenkins 2009b: 144). Commenting on ELF communication participants' proficiency, Jenkins (2009b: 145) further continues saying that: 'As far as proficiency level is concerned, while ELF communication can, of course, involve participants of any level of proficiency, this is not the same as saying that the output of lower-proficiency ELF users could become an alternative *target* to ENL. […] ELF communication undoubtedly includes lower-proficiency speakers who use English like this, along with the full proficiency range from beginner to expert user […]. However, only the output of proficient ELF users (and there are many of these) is being collected for the purposes of possible later codification.'[117,118]

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[116] The definition would help to distinguish ELF from EIL which mostly includes communication between native and non-native speakers of English, in fact the goal of teaching English as an International English has been to prepare students to be able to talk with native speakers of English.

[117] Rather contradictory to this statement is Jenkins' (2006a: 161) comment that even though 'ELF researchers seek to identify frequently and systematically used forms that differ from inner circle forms without causing communication problems […], their purpose is **not** to describe and codify a single ELF variety'. Another comment regarding codification of ELF that Jenkins (2006a: 161) makes is when she summarizes a standpoint held by some ELF researchers which is that 'if the point is reached when ELF forms can be codified, they believe that as far as ELF interactions are concerned, any participating mother tongue speakers will have to follow the agenda set by ELF speakers, rather than vice versa'. How realistic is to achieve this state of affairs is a point still open for discussion.

[118] Jenkins (2009b: 91-100) discusses the 'route' of Asia Englishes to codification. She mentions that 'one of the greatest obstacles to the codification of Asian Englishes in recent years has been the claim of a large number of second language acquisition (SLA) scholars in the Inner Circle that these nativised or indigenised varieties of English (IVEs) along with the African IVEs of the Outer Circle are 'interlanguages: that is, "learner" languages characterised by "errors", rather than legitimate L2 varieties of English containing forms which happen to differ from forms used in L1 English varieties'. She continues saying that '[a] codified Asian English will need to combine local features that signal its difference from other Englishes and perform the functions required by its *intranational* community, with available modifications to render it intelligible and acceptable to English speakers (esp. non-native, but possibly also native) *internationally* (ibid. p. 94). According to Jenkins (2009b: 95): 'The most comprehensive attempt at codifying Asian Englishes to date is the Macquarie Regional Asian English Dictionary […], 2000, *Grolier Interanational Dictionary: World English in an Asian Context*, […] which documents the Englishes of South-East and South Asia. […] All items are selected from a corpus of

In the original diagram below (see Fig. 22), we have tried to summarize the main ELF communication situations (CSs). They have been divided into core and non-core and peripheral communication situations. A core (boxes a. and b.), i.e. a prototypical ELF CS involves 'non-native' speakers only. Proficiency levels of these NNSs would range between A1 to B2/C1 according to CEFR. This reflects the requirements of the narrow definition of ELF as well as the numbers of 'non-native' speakers of English and their proficiency. It is a logical fact that there are statistically speaking more pre-intermediate to intermediate level users of English than highly proficient ones.[119] Less common or less prototypical ELF CSs are when the proficiency levels of ELF interactants is very high, i.e. all of them are highly proficient users or English or when their proficiency levels significantly differ (see boxes c. and d. below).

The situation gets slightly more complicated with what has been termed as ELF peripheral CSs. These are situations that either (e.) involve NNSs of very different levels of proficiency and a NS or situations (f.) where NNSs any range of linguistic proficiency are outnumbered by NS of English. Situations described in box e. are expected to yield more potential communication breakdowns but more empirical research has to be done in this respect. CSs described in box f. in Fig. 22 would probably rather fall in the traditional EFL paradigm, where NNS are trying to find their way when communicating with native speakers.

English in Asia, ASIACORP, which is being collected from texts (e.g. newspapers, fiction and non-fiction) produced in the respective variety of English and intended for local rather than international use.'
[119] The proficiency of most speakers that have been recorded for a larger-scale ELF corpus research (cf. ELFA and VOICE) seems to be relatively homogenous. Most ELF empirical data come from international university students, i.e. English language users rather than complete beginners. This, however, does not reflect the most common proficiency levels in English generally achieved by EFL/ELF users.

Fig. 22 ELF communication situations (CSs)
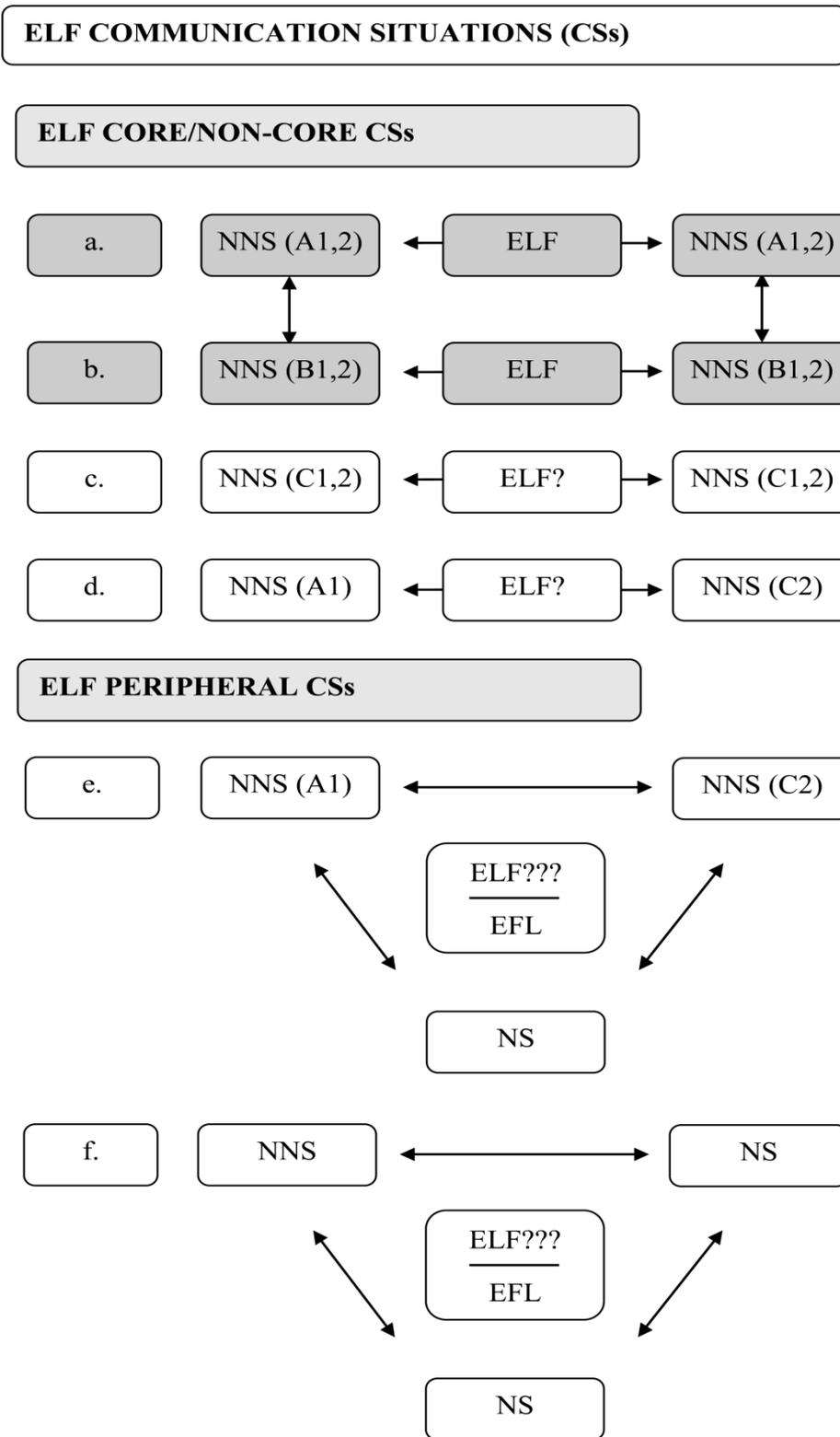
2.5.8 ELF versus EFL. Time for a paradigmatic change?

This brings us to the next highly debated issue which is the distinction between English as a Lingua Franca (ELF) and English as a Foreign language (EFL)[120]. According to many scholars, the time has come for a paradigm to change, i.e. to move from the 'traditional' EFL to the new ELF paradigm (for more about paradigmatic changes from the IE to the WE to the ELF paradigm see Pakir 2009: 228). To sum up what has been stated above, we can concur with Jenkins (2009a: 202-203) that in the ELF domain 'English [is] learnt for intercultural communication (ELF) – where native speakers may be, but often are not, present in the interaction', whereas when 'English [is] learnt specifically for communication with English native speakers', we speak of EFL. In the EFL domain, English spoken by NNSs is labelled as interlanguage or learner language, whereas in the ELF domain, we speak of 'user language' (Breiteneder 2009: 257). Jenkins (2006b: 140, 2006b: 142, 2009b: 144 and 2009c: 42) has summarized some of the key characteristics of the two domains in the tables and graphs below:

Fig. 23 EFL vs. ELF
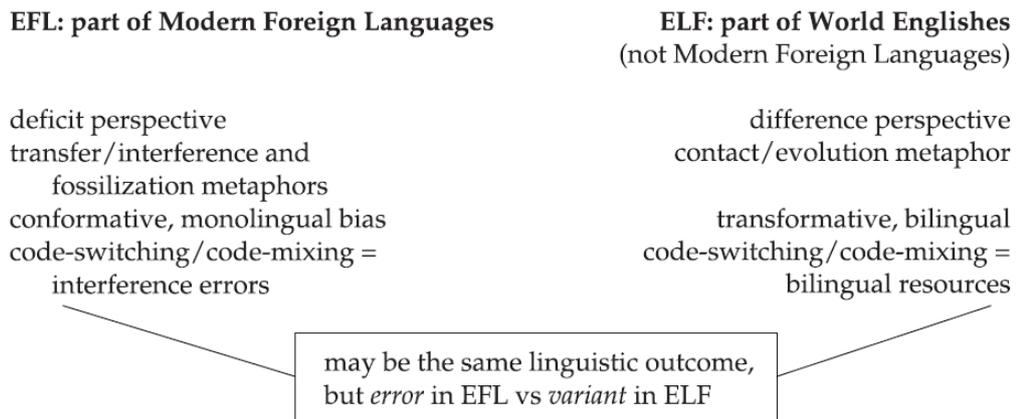
Source: Jenkins 2006b: 140

Fig. 24 EFL vs. ELF
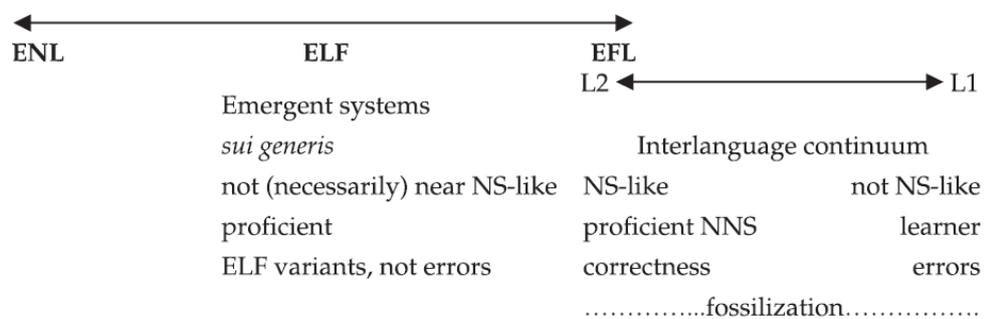
Source: Jenkins 2006b: 142

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[120] See also Graddol 2006: 82, chapter called 'Which model?' and ibid. 90-91.

Fig. 25 EFL versus ELF

EFL versus ELF (Jenkins 2009b)	
EFL	**ELF**
Part of modern foreign languages	Part of World Englishes
Deficit perspective	Difference perspective
Metaphors of transfer/interference/fossilisation	Metaphor of contact/evolution
Code-mixing and -switching are seen as interference errors	Code-mixing and –switching are seen as bilingual resources

Fig. 26 EFL versus ELF - extended version

EFL versus ELF (Jenkins 2009c – extended version)	
EFL	**ELF**
Part of modern foreign languages	Part of World Englishes
Deviations from ENL are seen as deficiencies	Deviations from ENL are seen as legitimate differences
Described by metaphors of transfer, interference and fossilization	Described by metaphors of language contact and evolution
Code/switching is seen negatively as an attempt to compensate for gaps in knowledge of English	Code-switching is seen positively as a bilingual resource to promote speaker identity, solidarity with interlocutors, and the like

2.5.9 Traditional SLA paradigm versus new / (post)-modern paradigm

Speaking of the distinction between ELF and EFL brings us to a key topic, which is the recent slow and to some extent controversial shift in the foreign language teaching paradigm. As mentioned earlier, 'traditional' SLA[121] paradigm is connected with the EFL domain, which sees any deviations from the NS norms as 'errors' and signs of interlanguage and/or learner language.[122] This 'traditional' paradigm (Fig. 27 A.), which can also be described as **linear,** is based on native speaker ideology and all the implications that go hand in hand with it, such as superiority of monolingual native speakers over inferior (multilingual) 'learners' of English.

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[121] Even though they are not always strict equivalents, SLA is treated here synonymously with FLA (Foreign Language Acquisition). A detailed distinction is irrelevant when analysing general trends within the domain of Global Englishes.
[122] An overview of the key characteristics of both 'old' and 'new' paradigms is offered in an original graph below. See Fig. 27.

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The new / (post)-modern SLA paradigm (Fig. 27 B.) is, on the other hand, **cyclic**, hence **dynamic**, and depicts second language acquisition as a **continuum**. This has major implications for teaching foreign languages in general, however, for English in particular. The focus switches from accuracy, proficiency, and adherence to monolingual norms and practices to a dynamic interplay of factors where communication takes place in multilingual and multicultural situations, where speakers of different L1s employ a multitude of pragmatic and other innovative linguistic strategies to communicate in an appropriate, relevant and intelligible manner with other multilingual interlocutors using English as a Lingua Franca.

The foci, principles and characteristics of both the 'older' but still well-established approach and the 'new' approach are all listed in the graphs below [Fig. 28 and Fig. 29] (for more details see also Canagarajah 2007).

One of the main goals of this thesis is to reflect these global paradigmatic changes and juxtapose them with the current teaching situation in the Czech Republic.[123]

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[123] An example of a 'traditional' situation would be: a monolingual Czech/German/Japanese person learning 'perfect' English. An example of a 'new' situation could be: 'a multilingual European/Asian/African speaker using English as a Lingua Franca in a multicultural setting'.

Fig. 27 Traditional and postmodern SLA paradigm

A. TRADITIONAL SLA PARADIGM

MONOLINGUAL NS

NS   NNS

PROFICIENCY, MASTERY, CONTROL

SKILLS & FORMS
IDEALIZED STANDARD
ACCURACY & CORRECTNESS
ADHERENCE TO MONOLINGUAL
NORMS & PRACTICES

STUDENTS

B. NEW/ (POST)-MODERN SLA PARADIGM

LANGUAGES

MULTILINGUAL & MULTICULTURAL
PARTICIPANTS

INNOVATION

STRATEGIES

CONTEXTS

INTELLIGIBILITY

SITUATIONS

APPROPRIACY & RELEVANCE

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Fig. 28 ELF and LANGUAGE ACQUISITION: a traditional and a new SLA paradigm

TRADITIONAL SLA PARADIGM KEY TERMS:	NEW/ (POST)-MODERN SLA PARADIGM[124] KEY TERMS:
form	practice-based
interlanguage, learner language	versatility
grammar / structure	agility
monolingual	adaptive
single foreign language	intersubjectivity
homogeneity	pragmatics
uniformity	alignment
purity	interaction / communication strategies
exclusivity (RP)	negotiation practices
domination	emergent
information	linguistic diversity / plurality
rules	language contact
knowledge	hybridity
cognitive schemata	variability
	creativity
	heterogeneity
	repertoire of codes
	language awareness
	processual
	situational
	multilingual competence (MC)

The differences between the Global English and the World Englishes paradigms are aptly characterized by Phillipson (2007: 128)[125] (Fig. 29); ELF as an emerging paradigm is compared with current ELT and SLA paradigms in Dewey (2009: 79) (

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[124] This table has been inspired by Suresh Canagarajah (cf. Canagarajah 2007).

[125] The Global English paradigm represents the traditional operational paradigm often associated with EIL and/or EFL; the World Englishes paradigm, on the other hand, represents the newly emergent model.

Fig. 30):

Fig. 29 Global English vs. World Englishes paradigm

Global English vs. World Englishes paradigm (Phillipson 2007)	
GLOBAL ENGLISH PARADIGM	**WORLD ENGLISHES PARADIGM**
assimilationist	celebrates and supports diversity
monolingual orientation	multilingual, multi-dialectal
'international' English assumes US/UK norms	'international' a cross-national linguistic common core
World Standard Spoken English	English as a Lingua Franca
Anglo-American linguistic norms	local linguistic norms, regional and national
exonormative English	endonormative Englishes
post-national, neo-imperial expansionist globalization	local appropriation, and resistance to linguistic imperialism
apparently *laissez faire* language policy strengthens market forces, hence English	proactive language policies serve to strengthen a variety of languages
English monopolizes prestige domains	local languages have high prestige
linguicist favouring of English	balanced language ecology
ideology stresses individual 'choice'	addresses the reality of linguistic hierarchies
no concern for languages other than English	a linguistic human rights approach
subtractive English learning	additive English learning
uni-directional intercultural communication	equitable bi-directional intercultural communication
standard language orientation	learning multiple form of competence
target norm the 'native speaker'	target norm the good ESL user
reproductive curriculum	learner-created knowledge
external syllabus	learner-centred activities and discourses
teachers can be monolingual	bilingual and bicultural teachers
dovetails with the *diffusion of English* paradigm (Tsuda 1994, Skutnabb-Kangas 2000)	dovetails with the *ecology of languages* paradigm (Tsuda 1994, Skutnabb-Kangas 2000)

Fig. 30 ELF as an emerging paradigm

ELF as an emerging paradigm (Dewey 2009)	
Current ELT & SLA Paradigms	**Emerging ELF Paradigm**
Downplaying of language performance- system and competence are primary	Highlighting of performative nature of language- actualization of system is primary
Native and nativized Englishes closely tied to one or other speech community, within particular nation states	English as a global, 'virtual' set of linguistic resources, with transgression of nationally defined varieties
Level of 'nativeness' / linguistic heritage determines level of competence	Expertise context dependent, locally determined and interactionally relevant
Success thus depends on adherence to centralized, standardized norms. Imitative measures used for language assessment	Success depends on ability to accommodate / shift speech patterns to achieve communicative effectiveness
Variation seen as 'deviation' from ENL and linguistic deficiency	Heightened variability and linguistic diversity- variation seen as inevitable and necessary
Native norms as target / use of 'authentic' materials and methods	Norms, materials and methods of local relevance

2.6 What is between us and ELF?

In the light of the above theoretical findings, we can ask how ready the pedagogical system of the Czech Republic is to embrace the notion of ELF and to reflect the aforementioned paradigmatic changes (for more about the reasons for resisting ELF see Seidlhofer 2001a: 151). Thus, we can ask: what is currently between 'us' (teachers, teacher trainers, policy makers, students, etc.) and ELF?

Apparently, it is not ELF itself, because once lay public is explained what ELF actually means, they seem to lose their original suspicion, but before this happens (and there is still a lot to do in terms of awareness raising in the Czech Republic), we can name several factors forming the overall picture. It is a well-known fact that non-native speakers in general and Czechs in particular 'love' and respect (linguistic) norm(s). Czechs are used to strict adherence to language rules in their mother tongue and since Czech is a minor language, they are not very often confronted with foreigners 'bastardizing' their language, nor would they tolerate anyone to do so (for more about the relationship between language and national identity see Sherman & Sieglová 2011). Further, native speaker norms are associated with high prestige and therefore people fear the loss of this aspect. This goes hand in hand with

strong linguistic, cultural and social prejudices. Moreover, many non-native speakers fear linguistic chaos if anything like WEs and/or ELF were to be promoted. In this context we can name some reactions of teachers and students from seminar discussions: "I am afraid of the language falling apart", "I am afraid of unintelligibility when standard is not pursued", "being intermediate in English or proficient in Globish[126] is the same in the end, isn't it?", "students should learn proper (i.e. British, American) English", etc. The above mentioned lack of awareness as to what ELF actually is, what role it plays and what the real needs of language learners actually are certainly does not help the situation.[127]

Another aspect worth mentioning is the lack of 'practical, tangible' (Sifakis 2006: 151) solutions for teachers who are interested in teaching EIL/ELF. Sifakis, therefore, proposes a distinction between what he labelled as an **N-bound**, or **norm-**bound and a **C-bound** approach or perspective, where the "C" stands for **c**ommunication, **c**omprehensibility and **c**ulture. Sifakis tries to approach these notions by covering three crucial aspects: 'theory', 'reality' and 'application' (ibid. 152-153); he further tries to discuss the feasibility of teaching EIcL, i.e. English as an Intercultural Language[128], which follows the C-bound route 'according to which each communicative situation appropriates the use of widely different varieties with elements that are not necessarily readily regularized' (ibid. 156). His conclusions when discussing the differences between the N-bound and the C-bound approach resemble those by Jenkins when she articulates the differences between the EFL and the ELF paradigms (see Fig. 23, Fig. 24, Fig. 25 and Fig. 26). For the summary of his finding see tables in Fig. 31, Fig. 32 and Fig. 33 below:

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[126] Globish being used here as a derogatory term describing simplified and 'incorrect' English.
[127] The author of this thesis has been conducting teacher training seminars and has had conference presentations helping to familiarize Czech teachers and students of English with the notion of ELF. Recently a new MA course called 'World Englishes. English as a Lingua Franca.' has been launched at the Department of English Language and ELT Methodology, Faculty of Arts and Philosophy, Charles University. The course is geared towards a complex overview of the domain of WEs and current ELF research. It is the first course of its kind in the Czech Republic. For its outline see APPENDIX 11 Course outline.
[128] Terminologically speaking, EIcL overlaps with ELF.

Fig. 31 N-bound and C-bound approaches to language and communication – theory

N-bound and C-bound approaches to language and communication – theory (Sifakis 2006: 154)		
	N-Bound approach	**C-Bound approach**
Basic langure 'rules' (e.g. grammar, pronunciation)	**Codified**	**Not (easily) codified**
Target language 'ownership'	By its native speakers	By native and non-native speakers alike
	Learners 'adapt' to NS norms	No need for learners to 'adapt' to NS norms
	Native speakers central	Non-native speakers central
Language communication	Seen primarily as competency (addressor-oriented)	Seen primarily as comprehensibility (addressee-oriented)
	Interaction between non-native speakers/ 'learners' and native speakers/ 'owners'	Interaction between speakers/ 'owners'
	Interlocutors'L1 'suppressed'	Interlocutors'L1 'basic'
	Target use of English easily specified	Target use of English not easily specified

Fig. 32 The two different facets of international/intercultural English

The two different facets of international/intercultural English (Sifakis 2006: 158)		
	Theory	**Reality**
	English as an International Language	English as an Intercultural Language
Which variety?	One maximal variety of English	Many 'varieties' of English
Non-linguistic features	Not of primary importance	Of primary importance
Orientation	Predominantly N-bound	Predominantly C-bound
Strengths	Suggested variety is readily teachable	Each variety used is appropriated by each communicative situation and the participants' attitudes to and awareness of many parameters
Weaknesses	Suggested variety neither the one used by NSs, nor one that NNSs might 'identify' with as 'owners'	Suggested varieties are not (?) readily teachable

Fig. 33 Norm-bound and culture-bound approaches to language teaching – application

Norm-bound and culture-bound approaches to language teaching – application (Sifakis 2006: 160)		
	N-Bound approach	**C-Bound approach**
English language teaching situations	ESL, EFL, EAL, EIL etc.	EIcL
Extensive applied linguistic research	Available	Not available
Coursebooks	Available	Not available
Supplementary teaching materials	Teachers can easily choose/adapt/create them	Teachers cannot easily choose/adapt/create them
Accuracy/fluency polarity	Crucial	Non-crucial
Testing techniques	Available	Not available
Teacher education techniques	Available and widely trialled	Available (arguably) but not widely trialled

2.6.1 Summary

In this chapter we have tried to summarize the differences between ELF and other competing terms. Further, we discussed what ELF is not and proceeded to listing several key definitions of ELF. Also, we have analyzed the recent nature of the phenomenon and have stressed the vibrant nature of ELF research that goes hand in hand with organizing annual ELF conferences and current corpus design. We also summed up phonological, morpo-syntactic, lexical and pragmatic characteristics of ELF and proposed an original graph outlining core and peripheral ELF communication situations. Moreover, we distinguished ELF from EFL illustrating that each of these forms or falls into a separate paradigm; also based on the data available in the literature as well as from questionnaire surveys that will be discussed below, evidence has been found of a paradigmatic shift from a linear to a cyclic SLA model. In conclusion, several factors preventing a full embracement of ELF have been taken into account. To conclude, we can say that ELF has not only won the 'terminological battle' but has been recognized as a phenomenon *sui generis* with a broad empirical and theoretical base.

2.7 Models of spread of English

Since the 1980s there have been numerous attempts to explain and describe the world-wide spread of English in the form of graphical or visual representations. In order to illustrate that from a diachronic point of view ELF research is a logical continuation of a long research tradition into World Englishes, I have decided to survey these attempts and build up on them in an original way. The models discussed below provided a description framework for generations of researchers. Their original versions have been repeatedly subjected to criticism and often re-designed; new models have been continuously added to expand on the growing body of empirical knowledge about varieties of English.

The research conducted for this thesis has yielded over twenty original and revised models of spread and use of English that have been designed by different authors between 1980 and 2011 (for the complete list of models see Fig. 34 Models of Spread of English - complete list; for all visual representations of the actual diagram models see APPENDIX 6 Models of spread). These models were formulated on the basis of chronological, historical, geographical and geopolitical criteria; furthermore, they reflect synchronic and diachronic language development and sociolinguistic factors. Hence, the types of models listed below in APPENDIX 6 Models of spread include among others chronological, biological, geopolitical models (McArthur 1998: 98). The most influential and quoted models are those by Peter Strevens (1980), Braj B. Kachru (1985), Tom McArthur (1987), Manfred Görlach (1988), David Graddol (1997), Marko Modiano (1999), Yasukata Yano (2001), Edgar W. Schneider (2007) and Alastair Pennycook (2009).[129] The concentric model by Braj B. Kachru and its later revisions have been especially influential within the discipline since they gave rise to a whole new paradigm that enabled a scientific and unprejudiced recognition and description of World Englishes. Even though to this date no thorough and detailed account and comparison of these models has been provided, it is outside of the scope of this thesis to provide such a description. Detailed analysis of the contribution, as well as, the problems and deficiencies of all models detected in literature remains a possible future research endeavour (for more about these individual models see in alphabetical order: Bauer 2002: 13-25, Bolton 2006b, Bruthiaux 2003, Burns 2005: 95ff, Caine 2008: 2, Gupta 2006: 96, Jenkins 2009b: 15, McArthur 1998: 78-101, Mesthrie 2008: 27, Schneider 2010). I propose a new original 'Pyramidal model' that captures the way English is used primarily in ELF / EFL settings

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[129] Looking at the abundance of models describing the use and spread of English, Pennycook (2009: 204) insists that we 'need to escape from the circles, tubes and boxes based on nations that have so bedevilled world Englishes and linguistics more generally'.

rather than the way the English language has spread from the Inner to the Outer and Expanding Circles. Also, my new model juxtaposes one of the key pedagogical documents of the ELF domain, i.e. the Common European Framework of Reference (CEFR) with the emergent ELF approach.

Fig. 34 Models of Spread of English - complete list

Number	Model	Author	Year of origin
I.	A Map-and-branch Model	Peter Strevens	1980
II.	Concentric Circles	Braj B. Kachru	1985
III.	Wheel Model	Tom McArthur	1987
IV.	Circle Model of English	Manfred Görlach	1988
V.	Ammon's Model	Ulrich Ammon	1991
VI.	Revised Circle Model (oval, vertical)	Braj B.Kachru	1992
VII.	A Map-and-branch Model - Crystal's Adaptation	Peter Strevens, David Crystal	1997
VIII.	The Three Cirles of English – overlapping	David Graddol	1997
IX.	Import- export Model	David Graddol	1997
X.	Post-modern/Globalised Model	David Graddol	1997
XI.	A Centripetal Model of IE	Marko Modiano	1999
XII.	Revised Centripetal Model	Marko Modiano	1999
XIII.	Revised Kachruvian Circles	Yasukata Yano	2001
XIV.	'Cylindrical Model' (acrolect – basilect)	Yasukata Yano	2001
XV.	Interactions of Different Varieties	Yasukata Yano	2001
XVI.	The Community of English Speakers	David Graddol	2006
XVII.	Global English as an Inovation	David Graddol	2006
XVIII.	EicL (N-bound vs. C-bound approach)	Nicos C. Sifakis	2006
XIX.	Centripetal Forces at Work	Peter K.W. Tan, Vincent B.Y. Ooi and K. L. Chiang	2006
XX.	Additional Centripetal Forces at Work	Peter K.W. Tan, Vincent B.Y. Ooi and K. L. Chiang	2006
XXI.	Three Dimensional Model of English Use	Yasukata Yano	2007
XXII.	Dynamic Model of Postcolonial Englishes	Edgar W. Schneider	2007
XXIII.	A 3D Transtextual Model of English Use	Alastair Pennycook	2009
XXIV.	Orientations in IE, WE, and ELF Paradigms	Anne Pakir	2009
XXV.	A Conical Model of English	Chee Sau Pung	2009
XXVI.	Globish	Jean- Paul Nerriere	2009
XXVII.	Learner - User CONTINUUM	Veronika Quinn Novotná	2010
XXVIII.	Pyramidal Model (colour)	Veronika Quinn Novotná	2010
XXIX.	Pyramidal Model (black and white)	Veronika Quinn Novotná	2010
XXX.	Pyramidal Model (perspective)	Veronika Quinn Novotná	2010

Fig. 35 Pyramidal model
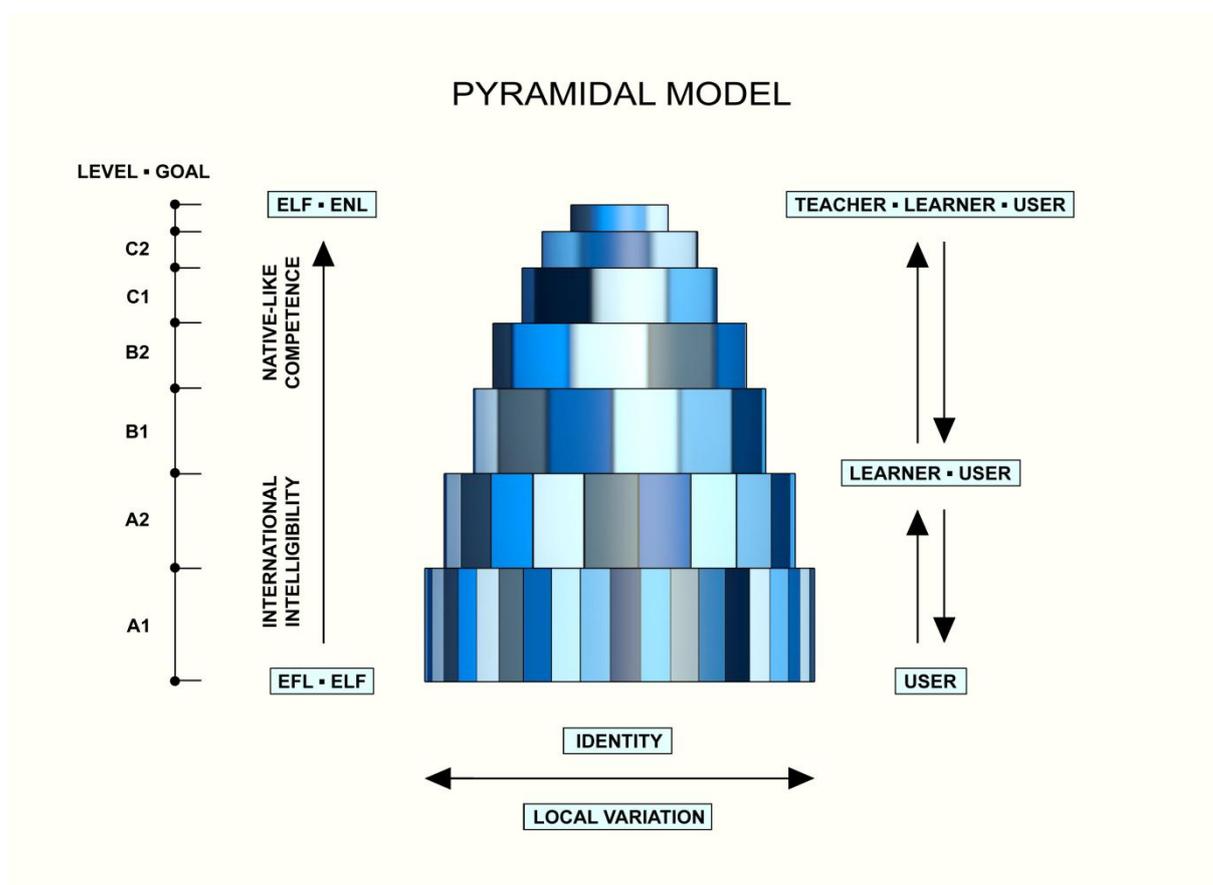
PYRAMIDAL MODEL

2.7.1   New pyramidal model

Following the new trend of 3D models devised by Pennycook (2009: 204)[130,131] and Yano (2009a: 250), my new proposed 'Pyramidal model' (Fig. 35) is a 3D depiction juxtaposing ELF and EFL realities and CEFR. For many different reasons, the pyramidal image is not random. First, as it is commonly known, pyramids and ziggurats as architectonic structures are found world-wide ranging from Egypt to Iraq (ancient Mesopotamia), Central and South America and South-Eastern Asia. It is still being speculated if there is a historical connection between these similar buildings or if they were indeed created entirely independently of a possible common source. The fact that pyramids are dispersed all over the world nicely corresponds to the width of spread of English, which is indeed global. Furthermore, the Tower of Babel, one of the most famous ziggurats of all times, albeit a

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[130] Pennycook's 3D model is based on geography, contextual language use and users/speakers.
[131] Pennycook (2009: 200) makes an important point: '[W]e need to get beyond questions only of pluralization (English versus Englishes), since they leave unexamined questions of scale and ideology. This raises the question as to whether diversity in fact can be sought in the countability of world Englishes rather than the non-countability of ELF, or whether we need a more complex understanding here.'

mythical one, is a well-known symbol of the confusion of languages, and hence carries a strong linguistic metaphor. For us, however, the pyramid or ziggurat for that matter, symbolizes an entirely reverse image, i.e. an image of commonality[132]. This linguistic and cultural commonality represented by a solid and lasting pyramid is enabled and secured by what is now frequently referred to as English as a Lingua Franca,[133] which in turn has become a symbol of a universal democratic communication tool.

Methodologically speaking, the logical architectonic procedure in building a pyramid is simply achieved by piling up stone or brick. Similarly, when mastering a foreign language, we are building a wide strong foundation and adding or literally heaping up further linguistic detail and nuance on top. The stepped or terraced image of the pyramids aptly characterizes this fact.

2.7.1.1 Vertical axis

This brings us to the interpretation of the vertical axis of the pyramid. The vertical aspect of the pyramidal model represents two facets. First, it shows the number of learners and users of the language, in our case English, in the relation to their proficiency level. The issue of how to juxtapose 'traditional' proficiency levels commonly defined in the EFL framework with the ELF approach to language use is highly controversial and often avoided in the literature. For its far-reaching impact in Europe, we have chosen the language levels as defined in CEFR as a reference point. This fact may be very problematic for some ELF scholars, since it is one of the pillars of ELF description that NN Englishes should not be compared with the so called 'native' models. But it is our goal here to show that these two positions are not necessarily mutually exclusive. We can, on the one hand, see one's proficiency vertically, where, using the pyramidal image, the lowest level, i.e. the two bottom pyramid steps, would correspond with the lowest proficiency levels, i.e. A1 and A2 according to CEFR terminology. As we go up, we would proceed all the way to C2 which is seen as a near-native proficiency. We can, however, also look at proficiency horizontally and link it with the notion of accommodation, code-mixing and code-switching and other pragmatic characteristics of ELF interaction and observe that proficiency defined horizontally enables all interlocutors realize successful communication disregarding anyone's particular language

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[132] To quote the Bible (Genesis 11:5, New International Version): 'But the LORD came down to see the city and the tower that the men were building.'[...]'The LORD said, "If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them' (Genesis 11;6, New International Version).

[133] This is not to deny the inherent variability that is characteristic of ELF usage. For more about this see e.g. Firth 2009.

proficiency.[134] As it has been pointed out by some scholars, this approach may be, however, slightly problematic, since it is only the more proficient users of English who can accommodate to the less proficient ones; it is hard to imagine how low-proficiency students would accommodate to the more profient ones.

We can also look at the lower levels of the pyramid through the prism of the LFC features as described from the phonetic and phonological point of view especially by Jenkins; but also at other language levels (e.g. morphological and pragmatic) by Seidlhofer, Firth, House, Pickering, Cogo and other scholars. When teaching ELF, if ELF indeed emerges as a new teaching paradigm, we would build upon 'core' language features and once these have been mastered, we would add 'non-core' features, hence, securing a common language foundation. This corresponds to the point of a classical procedure of building a pyramid mentioned before. Arguably, this process is happening anyway, disregarding whether the 'core' – 'non-core' pose is adopted. Adopting it fully, after enough empirical studies have been done, however, could possibly contribute to more efficiency in many educational settings since it would contribute to more precise formulation of realistic teaching and learning goals.

Coming back to the problematic point, the first interpretation that offers itself is looking up to the top end or upper plane of the pyramid as to the highest and therefore more desirable level, i.e. high proficiency close to that of native speakers. As it has been mentioned before, in the ELF framework this is not a desirable benchmark.[135] On the other hand, it would be hypocritical to think that to get to such level where we become ELF users as opposed to EFL learners, we do not have to climb the imaginary 'ladder' of language proficiency levels. As Jenkins notes (2009b: 145), it will be the 'proficient' ELF users who could serve as new teaching models in the future.[136] At the same time it is strongly desirable to rethink the image of this 'ladder', since it is not everyone's goal to climb all the way to the 'roof' or to the 'plateau' or the 'sixth or seventh step'. Learning and teaching goals may differ in different settings. As the two vertical axes on the left side of the model show, we may either climb up the CEFR 'ladder' and/or the EFL / ELF to ENL 'ladder' which start with survival English and proceeds through international intelligibility to native-like competence; either way, the author believes that both the goal and result are the same. Similarly, as the axis

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[134] See also ELF communication situations (CSs) in Chapter 2.5.7.
[135] Compare also e.g. Firth, Jenkins, Seidlhofer and many others.
[136] Jenkins verbatim says (2009b: 145) '[d]escriptions of ELF that may lead to codification are drawn from communication involving proficient ELF speakers.'

on the right hand side of the image suggests, there is a constant **continuum** between learners and users of a foreign language. In this constant cycle, learners become language users, some of which become language teachers who in turn remain constant language learners and users (see Fig. 36 Learner-user continuum devised by Quinn Novotná).[137] What is desirable though, is the change in the **perception of the code** itself. From the 'deficit' point of view, English spoken by Czech speakers with traces of Czech is something that should be 'eradicated'; within the new paradigm, however, English used by Czech users is perceived as Czech English, i.e. a distinct variety of English, a variety in its own right (see also Chapter 2.7.1.3 Horizontal axis).

Fig. 36 Learner-user continuum

CONTINUUM

learner

Czenglish
↓↓↓
Czech English

user
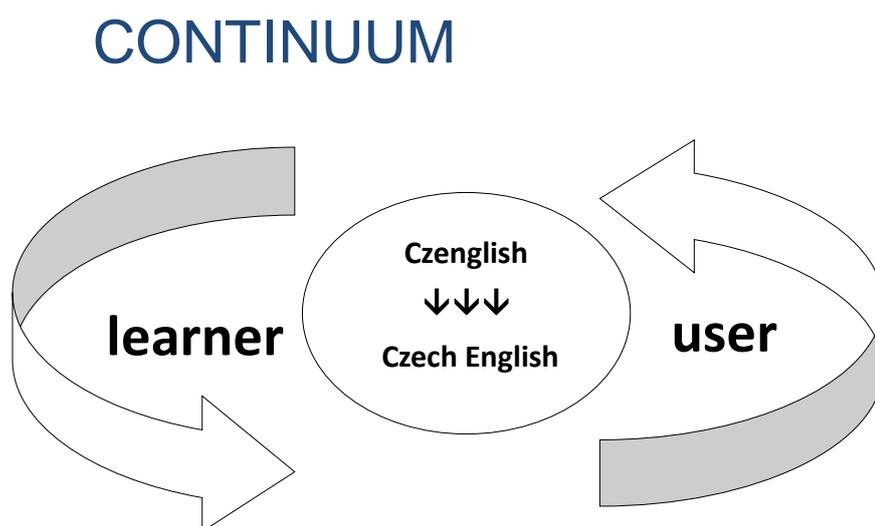
2.7.1.2   ELF and CEFR

To this date, several papers and theses have been published that have analyzed CEFR in the relationship to the role of English as a Lingua Franca in Europe. These include e.g. Seidlhofer (2003a), Kivistö (2005), Hynninen (2006), Majanen (2008) and Littlejohn (2011).[138] Most of these authors made rather critical and sceptical comments as to the compatibility of CEFR and ELF. CEFR being designed within the EFL framework seems to

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137 For the distinction between Czenglish and Czech English see chapter called Horizontal axis below.
138 I should like to thank Tamah Sherman, PhD. for pointing out some of these articles to me.

open little space for embracing ELF. Hynninen (2006: 47, author emphasis) summarizes her research as follows: 'Keeping these features in mind, it becomes obvious that the target culture discourse with its emphasis on "the target culture" the learner is supposed to adapt to, **does not leave any room for ELF**. What is more, the reference level scales[139] that the discourse makes use of tend to refer to NSs and compare the learner's language skills to those of NSs. This implies that the NS model is intact in this discourse. The target culture discourse therefore remains on the NS-NNS axis, which is too narrow for ELF.'

Nevertheless, in spite of some contradictions in the CEFR discourse, Hynnien (2006: 72, 48, author emphasis) sees some level of openness towards ELF:

Although the discourse still seems to make some use of the NS-centred reference scales, which indicates a slight contradiction in the discourse, it includes elements that support ELF. […] To sum up, it seems that CEF includes some elements that can **support an ELF approach**. The target culture and the cultural diversity discourses do not seem to accept ELF, since they focus on NS-NNS contacts, and moving between two cultures. Nevertheless, the pluricultural discourse takes up the ability to move between several cultures and implies that the NS model can be abandoned in language teaching. Both are crucial issues in terms of ELF. And even though the pluricultural discourse may prefer using a number of different languages in international communication, this does not have to contradict using a *lingua franca* in certain situations (see section 9.2 below for a discussion on this). Yet, the most obvious support for ELF comes from the learner-centeredness discourse, provided that the learners will use English primarily in cross-cultural settings.

Seidlhofer (2003a: 23) made a similar comment expressing hope of setting realistic goals for language learners and users '[e]specially with reference to English, the qualitative concept implied in the *Common European Framework of Reference for Languages* "not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence" (Council of Europe, 2001: 168) is most likely to be realised by relinquishing the elusive goal of native-speaker competence and by embracing the emergent realistic goal of intercultural competence achieved through a plurilingualism that integrates rather than ostracizes EIL'.

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[139] Elsewhere Hynninen (2006: 60) describes her research results which suggest that big 'emphasis [is] given to the reference scales. […] The clearly best known/most frequently used parts of the CEFR are the common reference levels of language proficiency'.

Coming back to our pyramidal image, when climbing up the imaginary pyramid of proficiency, one has two possibilities, either looking up to the 'sun', i.e. the 'native'[140] speaker as utter authority regarding language correctness, in other words looking up to the 'native' model as the only correct or acceptable authority; or one can look around both vertically and horizontally, both up and down (not just up) and look for models that are indeed around and are realistic and attainable. A similar proposal is that of Pennycook (2009: 204; italicized in the original; author emphasis):[141] 'The top plane is English as a lingua franca (or lingua franca English), which is taken to include *all* uses of English. That is to say, English as a lingua franca is not limited here to Expanding Circle use or NNS/NNS use interactions but rather is a term to acknowledge the **interconnectedness of all English use**.' This indeed is a very broad and all-encompassing definition of ELF interaction (cf. Fig. 22 ELF communicative situations). Similarly, the top plane of the proposed pyramidal model, i.e. its seventh storey, is where most Englishes, i.e. EFL, NNS, LFE, ELF, NSE, WE(s), ELF, etc. meet.

2.7.1.3 Horizontal axis

Next, we have to interpret the colour choice for the pyramid. All different shades of blue[142] symbolize the endless variation found within World Englishes or Global English. Each cylindrical sector of each level of the pyramid is associated with a different shade which represent a certain variety of English, e.g. German English, China English, Japanese English, Spanish English, Dutch English, Czech English,[143] Thai English, to name a few. Shades of one colour, as opposed to many different colours, hint to the fact that the basis, i.e. 'English', is the same for everyone. Each linguistic community, however, adds their own features or to put it more poetically, more 'flavour' to international communication. Equal width of each cylinder represents the **equality among all of these varieties.** The number of speakers for whom this variety is characteristic is of secondary importance here.

The numbers of users of English are of relevance when we look at the pyramid vertically again. As suggested above, each level of the pyramid roughly corresponds to a

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[140] Many scholars (e.g. Widdowson 1994) have pointed out to the fact that the notion of a 'native speaker' as a model is vastly problematic and have asked who this 'native speaker' we should look up to actually is.

[141] For its graphical image see Fig. 167 in APPENDIX 6 Models of spread.

[142] The choice of blue is rather random; different shades of any colour would express the same idea.

[143] The two terms Czech English and Czenglish are by no means used synonymously throughout the thesis. Czech English is treated as a neutral ELF variety, while Czenglish in the older or traditional 'deficit' framework refers to an imperfect version of English as used by Czech speakers of English. Králová (2010: 12) defines Czenglish as 'an English-based interlanguage used by Czech speakers containing both linguistic features transferred from Czech and typical mistakes at all stages of the learning process'. See also Fig. 36 above.

competence level. It is intrinsic to a pyramidal structure that its shape narrows towards the top, Similarly, if the pyramid were to represent the number of users achieving a certain proficiency level, the number of users with higher proficiencies will always be lower than of those who remain at a survival or intermediate level. The proportion will, of course, significantly differ regionally. A larger amount of users of English from more developed regions of the world will have higher English proficiencies than in the less developed ones.[144]

As suggested above different colouring marks local variation, which, in turn, goes hand in hand with the issue of **identity**. Therefore, looking at the horizontal planes of the pyramid, we can see different varieties which are inherently connected with different speakers' identities. This issue is especially pressing in regions of the third diaspora where English is acquired and used as a second language and performs a variety of official functions. Nevertheless, even in the Expanding circle, the speaker's linguistic identities play an important role.[145, 146]

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[144] That is why some authors (e.g. Phillipson 1992) still see English as a means of promoting a disadvantaged position of less developed countries and hence as a tool playing a role in global linguistic and cultural imperialism.

[145] For a detailed treatment of ELF and attitudes towards Englishes see Jenkins 2007: 197. Regarding the issue of identity and ELF see Majanen 2008: 17.

[146] For more on cultural identity see Pölzl 2003.

2.7.2 Mono- and polymodel approaches

To conclude, possible future approaches to, or developments of WEs and/or ELF will be described. Very often, linguistic phenomena are described using binary oppositions. One of these oppositions in the WEs domain is: mono- vs. poly-. Hence, we often come across what is referred to as a monomodel and a polymodel approach. Sometimes, scholars talk about a monolithic, monocentric or monomodel approach and a polymodel, polycentric[147] or pluricentric approach.[148] A monomodel approach (Kirkpatrick 2007: 37) 'supposes that English is homogenous, a single variety, it is "English as an International language." […] A polymodel approach, on the other hand, supposes variability.'

A monolithic approach is described by Pennycook (2009: 200) as 'an attempt to capture a core to international English communication and teach it'. This is highly problematic in his view because '[i]f an ELF approach is concerned only with devising an alternative NNS rather than NS standard, even if it is [done] as a pedagogical response […]' it runs into the danger of being 'reductive and prescriptive' (ibid.). Further, Pennycook (2009: 201) quotes Rubdy, Saraceni (2006: 13) who claim that the monolithic approach 'leads to the establishing and promoting of a single (or a limited form of) Lingua Franca Core for common use among speakers in the Outer and Expanding Circles, possibly stripped of cultural influences'. Pennycook (2009: 205, author emphasis) leaves no doubt as to his stance towards the monolithic approach: 'to argue for a monolithic version of English is clearly both an empirical and a political **absurdity**, but we need to choose carefully between the available models of pluricentric Englishes.'

The polymodel approach, on the other hand, is described by Pennycook (2009: 200-201, italicized in the original; author emphasis) as 'an attempt to account for the amorphous, ongoing, moment-by-moment negotiation of English that is actually its daily reality'. Also, 'it is trying to capture the pluricentricity of ongoing negotiated English – or, as we might call it, the *plurilithic* as opposite to monolithic character of English, since an ELF approach may posit **no centres** at all'. As Rubdy, Saraceni (2006: 13) explain: 'it will be flexible enough to manifest the cultural norms of all those who use it along with the rich tapestry of linguistic variation.' In spite of its relative vagueness, the plurilithic approach seems to be a viable model for the future.

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[147] See also *Lingua Franca: Chimera or Reality?* 2010: 26.
[148] For a good summary see also Jenkins 2009a: 202.

Kirkpatrick (2007: 184-197) further lists two common alternatives in terms of teacher and model choice. They include the exonormative native speaker model and the endonormative nativised model. The exonormative native speaker model is a model that 'most outer and probably all expanding circle countries' (ibid., 184) have chosen. The reasons that Kirkpatrick summarizes include: prestige, legitimacy and codification of NS models; availability of teaching and testing materials enabling 'easy' and objective evaluation. An 'ideal teacher' in this position is a monolingual NS teacher. This NS-based model, however, ignores the fact that NS models are not always easily understood in international communication. As Kirkpatrick points out (ibid., 186) referring to Medgyes (2004), this model disadvantages NNS local teachers who are forced 'to teach a model which they themselves do not speak, which can severely reduce their sense of self-confidence'. Moreover, this model is unattainable for students, which can be according to Kirkpatrick 'devastatingly de-motivating' (ibid., 188). This model is, on the other hand, suitable for students who want to study in an English speaking country. Contrastingly, the endonormative nativised model promotes bilingual / multilingual teachers as models for their students because they understand potential difficulties of their students, they know local culture and can exploit the advantage of having the same linguistic, educational and social background as their students.

In sum, paradigmatic changes[149] can be observed on many levels and in many respects. The table in Fig. 37 below summarizes some of the points discussed thus far:

Fig. 37 Paradigmatic changes - overview

PARADIGMATIC CHANGES – overview (Quinn Novotná 2012)	
1. IE	→ WE → ELF
2. EFL	→ ELF
o Standard	→ variation
o NS norms, models	→ multilingual speakers as models
o NS correctness	→ communicative efficiency
o NS-like performance	→ international intelligibility and comprehensibility
o NS ideology	→ change in attitudes
o deficiency standpoint	→ liberation standpoint
3. Old/traditional SLA model	→ New/postmodern, dynamic, cyclic model
4. Monomodels, monocentrism	→ Polymodels, pluricentrism
5. Traditional binary oppositions	→ Multitude of factors, new oppositions
6. Exonormative	→ Endonormative/ nativised model
7. Established ELT framework	→ New challenges

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[149] For more about paradigmatic changes see Fig. 27, Fig. 28, Fig. 29, Fig. 30, Fig. 31, Fig. 32 and Fig. 33.

2.7.3 Summary

Following the rich tradition of models that describe the global spread of English, we have proposed a new 3D 'Pyramidal model' juxtaposing ELF and EFL realities and CEFR. The pyramidal image offers a rich field for both horizontal and vertical description. The model addresses issues of the equality of varieties of Englishes, linguistic identity, and language proficiency. Furthermore, the advantages of the polymodel and polycentric approach over a monolithic one have been discussed and global paradigmatic changes happening on many levels have been briefly summarized.

2.8 Global textbooks of English

When we say a 'global English textbook' for young adults and adults, we normally picture standard general textbook titles such as *Headway* (OUP), *New English File* (OUP), *Natural English* (OUP), *face2face* (CUP), *Inside Out* (Macmillan) and *Straightforward* (Macmillan), which are some of the most commonly used textbooks in both the private and the state teaching sector throughout the Czech Republic. What is 'global' about these textbooks is that they are marketed globally and some include global topics for discussion. What is not 'global', on the other hand, is that they do not systematically introduce Global English or English as a Lingua Franca in the linguistic and pragmatic sense. Nevertheless, authors of these textbooks increasingly introduce listening passages where 'foreign', i.e. 'non-native' accents can be heard. They are, however, not meant as models for emulation but their 'existence' is merely recognized. So what is the reaction of the market to the fact that English is presently used more often among 'non-native' speakers and that only few learners will indeed go to an English speaking country?[150]

To say that the earlier mentioned paradigm shift from EFL to ELF and the recent vigorous WEs and ELF research have already lead to practical changes in TEFL material production would be jumping ahead. The EFL publishing industry is moving at a slower pace than the empirical academic ELF research. The last fifteen years of academic debates, however, already bear the first fruits. Apart from spreading the information about the WEs and ELF research followed by changes in attitudes in students, teachers and teacher trainers, we are now at the brink of possible change in textbook design. We are, however, still far from what we may call 'ELF informed' textbooks and other teaching materials. Publishing of such materials would have to be preceded by the codification of ELF as a variety, which is a step that has not yet been taken. Furthermore, it remains disputable if it is even recommended for ELF to take such a direction. Codification brings with it the danger of 'imposition' of rules, which goes against the inherently changeable and volatile nature of ELF. Nevertheless, one of the first changes that recent research into the use, functions and spread of English and its users has brought, is an interim step or an interstage towards publishing of what we can label as 'Global English-informed' general textbooks. Publishers have realized that many or actually most students currently studying English as a Foreign Language will rarely need English for communication with the so-called Inner Circle speakers and / or to live and assimilate in an English speaking country. More probably, as some data show, they will use it

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[150] See also Seidlhofer and Graddol 1997, 2006.

for LF communication, which means that their exposure to 'foreign' as opposed to 'native' accents will be much more frequent. Hence, at least from the point of view of teaching pronunciation, several publishers have decided to take a progressive step and have had their text-book designer teams create course books which reflect the fact that English is no longer 'owned' by native speakers.

In the following chapter two books which have embarked on the 'global English' journey will be discussed. These two titles are: *Global* by Lindsay Clandfield, published by Macmillan in 2010 and *English Unlimited* by Alex Tilbury, Theresa Clementson, Leslie Anne Hendra and David Rea, published by Cambridge University Press also in 2010.[151,152] Detailed analyses of these textbooks are beyond the scope of our interest, therefore, we will focus mainly on how the current role of English is reflected in the textbook design and how or if the textbook syllabi incorporate recent findings about efficient ELF communication.[153]

2.8.1 Global

Global[154] by Lindsay Clandfield is a six-level general English coursebook (from Beginner through to Advanced level) for (young) adults which 'provide[s] a sophisticated, cultured experience for its users'(http://www.macmillanglobal.com/about/the-course) and also aims at providing new challenging materials that encourage critical thinking. The textbook takes inspiration from classical and modern literature and prides itself in being 'celebrity free'. It has a modern, CLIL-informed syllabus built on three principles: 'Learn English, Learn through English, Learn about English' (http://www.macmillan.cz/ucebnice-global.htm).

Since the book wants the students to learn about English itself, sections written by a prominent English scholar David Crystal have been included. One passage called 'The English language and the number four' (Clanfield 2010: 87) for example gives a brief history of English. As the Global English website also informs, *Global* wants to provide answers to questions such as: Why has English become an international language? How is English changing? What kind of English should we learn – British or American? (author translation,

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[151] These two textbook have been selected because they are very recent and because they illustrate the discussed trends. This does not mean that other textbooks do not exhibit similar tendencies in textbook design.

[152] To gain more in-depth insight into the textbook design the author of this thesis has interviewed some of the authors of these textbooks. To respect their privacy, their names will not be provided in the thesis.

[153] There is also a great variety of textbooks and supplementary materials that are designed to cover global topics but are not dealing with IE or GE as such. Two that are very inspiring are: Sampedro, Ricardo, Hillyard, Susan (2004) *Global Issues.* Oxford: OUP and Thomas, James, Martina Pavlíčková and Šárka Bystřická (eds.) (2008) *Global Issues in ELT Classroom*, Praha: Společnost pro Fair Trade, Fraus.

[154] For the discussion about Globish, Basic Global English and Global see Chapters 2.2.2.2, 2.2.2.3, 2.2.2.4 and 2.2.2.5.

cf. http://www.macmillan.cz/ucebnice-global.htm). As we can see from the last question, the limitation to the ICE varieties as the only acceptable and recommend varieties for students to acquire remains strong.

In spite of this fact the novel aspect of the textbook is its inclusion of chapters called 'Global voices'. These sections of the book are devoted to discussions about various topics, e.g. students' motives for studying English, which are followed by listening exercises where both 'native' and 'non-native' speakers, but mostly 'non-native' users of English, (e.g. from England, Italy, Ghana, France, Russia, South Korea, Bolivia) are heard (cf. Clanfield 2010: 51, 75, 99,123) . The textbook authors acknowledge the fact that 'English nowadays is just as often used for communication between non-native speakers as it is between native speakers', therefore, they decided to include listening exercises based on 'authentic and unscripted recordings, and expose students to **real** English as it is being used around the world today' (http://www.macmillanglobal.com/about/the-course, author emphasis). The adjective 'real' has been a popular marketing magic formula in the EFL profession. 'Real' as it is 'traditionally' used means 'native', in *Global*, on the other hand, we can see a move (even if small) towards a recognition of the legitimacy of all varieties of English.

To conclude we can say that the supremacy of 'native Englishes' (British and American) as the most common teaching 'models' still remains. By introducing the 'Global voices' chapters, however, *Global* provides a solid, original and inspiring step towards the possible future ELF-informed and ELF-oriented textbook design.

2.8.2   English Unlimited

English Unlimited by Alex Tilbury, Theresa Clementson, Leslie Anne Hendra and David Rea is a new six-level, CEF goal-based, lexical approach-based and corpus-informed[155] communicative course for adults from Cambridge University Press. The textbook promotion materials[156] (author emphasis) present the goal of the book as teaching 'language that people **really** use'. Like the above mentioned 'real' philosophy underlying *Global*, the 'real' formula also plays a key role in *English Unlimited*. In their seminar abstract (ibid.) called 'KEEPING IT **REAL** – Meeting the needs of 21st century learners' the authors claim to provide answers

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[155] *English Unlimited* is corpus-informed, which means it is based on the Cambridge International Corpus. Even though the authors of *English Unlimited* are aware of the findings of the current ELF corpus research (personal communication with one of the textbook writers), their textbook design does not reflect any of the current ELF corpus research, e.g the VOICE corpus research. VOICE is still seen as being full of 'errors'.

[156] http://www.muvs.cvut.cz/UPLOAD/cambridge_day_2011.pdf, since January 2012 the web link is no longer accessible.

to questions such as: 'Why do 21ˢᵗ century learners need English? What language do they need? Who uses English nowadays?'

The problem is, however, that the promotion materials are silent as to who the 'real' people are (i.e. native speakers, non-native speakers)[157] and where and when they 'really' use it. Mostly, 'real' is used in the 'traditional' sense referring to 'native' British English. The innovation, however, similarly to *Global*, is its introduction of 'non-native' accents[158] and international topics and settings. Special attention is also paid to word stress, nuclear stress and intelligibility in general.[159]

Furthermore, the textbook focuses on developing intercultural awareness, which is referred to as the 'fifth skill'. Raising awareness of intercultural differences, encouraging putting away with cultural stereotypes, reflecting students' own culture by providing 'insider' information[160] and minimising misunderstandings in cross-cultural situations[161] are especially very pro-ELF aspects. What is, however, less pro-ELF is the fact that the textbook authors still believe that 'students expect accurate models' so 'we have to give it to them'; also they 'do not want bad English'.[162] Referring to 'standard' Englishes, especially British English as an 'accurate model' and to ELF English as 'bad' English shows that the native-speaker ideology based on the supremacy of 'native' Englishes is still very strong and underlies current textbook design. All this is justified by a vague statement the "market wants it".[163] If the interests of the publishing market, i.e. publishing houses are meant or if 'real' real users of English are meant and who these 'real' users are, remains unclear.[164,165]

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[157] For example in the 'Intro' of *English Unlimited* (Tilbury et al. 2010:8), students are exposed to speakers from Canada, South Korea and Turkey.

[158] According to one of the textbook authors, the ratio of NS and NNS is about 60 : 40, which is certainly above the average. The English of NNS is not edited.

[159] The authors used Jenkins' LFC for inspiration with teaching EIL phonology.

[160] E For example on page 10 of *English Unlimited* students are encouraged to talk about 'Local music' or on p. 102: in an exercise called 'Target activity: Talk about people and place in your country' Renata talks about her town - Kraków.

[161] Every other unit of *English Unlimited* has a section called 'Across cultures' where certain aspects of global and local culture are discussed. These culture-sensitive issues include e.g. 'Culture shock', p. 15, 'Mealtimes', p. 31, 'Money', p. 47, 'Tourism', p. 63, 'Gestures', p. 79 (typical gestures of students' local culture are compared with gestures people use in Egypt), etc.

[162] The quotations are based on a speech given one of the authors of *English Unlimited* at a Cambridge Day 2011 held in Prague on April 30ᵗʰ, who will be kept anonymous.

[163] Direct quotation from an interview with one of the textbook authors [Prague, April 2011].

[164] One of the authors also remarked that a problem remains that 'you cannot refresh too much' because teachers are 'very conservative'. This means that textbook design innovation is driven and blocked by a multitude of factors.

[165] The same interview [Prague, April 2011].

2.8.3 Summary

In this chapter we have had a brief look at current EFL textbook design and further implications to the ELF phenomena. Two recently published general 'global' textbooks for (young) adults *Global* and *English Unlimited* have been discussed from the ELF perspective. Both textbooks are still strongly influenced by native-speaker ideology and the supremacy of the 'native' models of English. At the same time, however, they also display a not insignificant move towards the acceptance of variation, especially, by including 'non-native' accents as an integral part of their listening curriculum. Textbook writers are aware of ELF research, but 'cannot yet let go',[166] i.e. British English and American English still remain 'model' Englishes.

Another distinct move towards an ELF-informed perspective is the fact that these particular textbooks promote intercultural sensitivity and raise awareness about cultural differences and communication in cross-cultural settings.

To sum up, we will comment on the current and the possible future trends of textbook design. As Fig. 38 shows, most current textbook production is based on native-speaker ideology, i.e. on the premise that learners world-wide aspire to NS models. Increasingly, however, publishers move towards Global English-informed textbooks, e.g. *Global*, *English Unlimited*. The future will show if the publishing market will adopt a fully ELF-informed approach and will eventually publish books based on current ELF research findings alongside with the ever-booming 'traditional' EFL text-book production.[167]

Fig. 38 Textbook design

TEXTBOOK DESIGN from EFL to ELF
textbooks based on native-speaker ideology (EFL) ↓
Global English-informed textbooks ↓
ELF-informed textbooks (?) ↓
ELF textbook design (??) ↓

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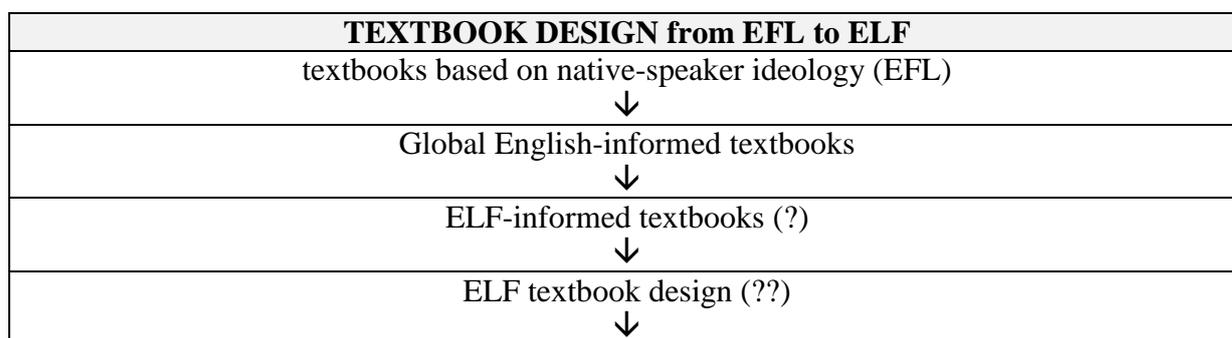
[166] Personal communication with one of the textbook writers [Prague, April 2011].
[167] On the absence of EFL textbooks and teaching materials see also Sifakis 2006: 160.

3 QUANTITATIVE AND QUALITATIVE RESEARCH

The quantitative and qualitative research was conducted throughout the Czech Republic between 2009 and 2011 and consisted of nine questionnaire surveys and a series of semi-structured interviews. The originally devised questionnaires are mostly based on both a multiple choice and an open-ended question format. The actual questionnaire format can be viewed in APPENDIX 10 Questionnaires.[168] The first three questionnaire surveys served as pilot studies. Part of the whole sum of data was elicited using language management methodology. This research form includes a 'traditional' quantitative questionnaire component, but since most of the answers are open-ended, the majority of the data obtained is of a qualitative nature.

Seven questionnaires were devised in English and, two in Czech, depending on the focus of the survey and with respect to the survey participants. All questionnaires were anonymous, voluntary and approved by the institutions where they were distributed.

Altogether 595 students, teachers and ELF users participated in the research. This number of participants provides a representative sample of the target population. In the thesis data obtained from 532 respondents will be analyzed in detail. The remaining data will be subject to future research projects. The course of the research is synoptically summarized in the table below (Fig. 39).

From a technical and methodological point of view, all of the data collected from the questionnaires were transcribed into the computer programme Access and subsequently transferred into Excel and Word. Access has been selected sinces it enables very complex juxtapositions of various sets of data that common programmes would not able to offer. The results are presented in a series of bar charts and summarizing tables.

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[168] For all filled-in questionnaires see Volume 2.

Fig. 39 QUANTITATIVE & QUALITATIVE RESEARCH 2009-2011

	Title of the questionnaire	Participants	Context / Setting	Time frame	Nr. of respondents
1. Survey	Standard(s), Model(s), Varieties of English - pilot questionnaire	2nd and 3rd year BA students	Grammar in Context	04/2009	26
2. a.i. Survey	Survey for practical language course components - pilot questionnaire	First year BA students of English	PL Course (Needs analysis)	05/2009	38
a.ii. Survey	Survey for practical language course components - pilot questionnaire	First year BA students of English	Entrance exams (Needs analysis)	06/2009	95
a.iii. Survey	Survey for practical language course components	First year BA students of English	Entrance exams (Needs analysis)	06/2010	63
b. Survey	Practical language course Feedback sheet	First year BA students	Practical English (Feedback)	06/2010	63
3. Survey	World Englishes. ELF. English Teacher Assessment.	Teachers, assistants and teacher trainers from the Czech Republic	Conferences, seminars in the Czech Republic	04/2010-03/2011	169
4. Survey	English as a Lingua Franca. English in the Czech Republic. Attitudes to mistakes Teachers' and students' mistakes	Teachers from the Czech Republic	Conferences, seminars in the Czech Republic	10/2010-03/2011 02/2011	56 15
5. a. Survey	English as a Lingua Franca. English in the Czech Republic. Attitudes – language management	Teachers from the Czech Republic	Conferences, seminars in the Czech Republic	10/2010-03/2011	50
b. Survey	English as a Lingua Franca in scientific communication Language attitudes - language management - pilot questionnaire	Scientists based in the Czech Republic	Academy of sciences	06/2011	12
Interviews	English programmes, Practical language seminars & ELF	University teachers from English departments of Pedagogical and Philosophical Faculties in the Czech Republic	Prague, Brno, Plzeň, Orlová, České Budějovice, Pardubice	2010	8 interviewees
Total					**595 participants**

3.1 QUANTITATIVE RESEARCH, PART 1

3.1.1 Pilot student survey: Standard(s), Model(s), Varieties of English

Standard(s), Model(s), Varieties of English is the title of a pilot questionnaire, the first questionnaire in a series of surveys aiming at collecting quantitative data with a twofold purpose. Since, ideally, any applied linguistic research should go hand in hand with its practical application in teaching, first, the data collected served as a part of a needs analysis necessary for a practical course design at the Department of English Language and ELT Methodology, Faculty of Arts at Charles University; secondly, it was the first research step towards finding out more about the role of English in the Czech Republic and about the students' and teachers' perception of English standard(s) and (ideal) teaching models.

This questionnaire was distributed in April 2009 in a newly-introduced seminar called *Grammar in Context* at the Department of English Language and ELT Methodology. It was the first time that the topic of World English(es) became a part of the teaching curriculum (three seminars in a one-semester course). The total number of respondents is 26. Most survey participants were 2nd and 3rd year BA students (Fig. 40), both female (21; 80.7%) and male (5; 19.2%) (Fig. 41). The questionnaire was anonymous and consisted of eight multiple-choice questions and one point for comments. For the full version of the questionnaire see APPENDIX 10 Questionnaires.

Fig. 40 Q. 9a Year of Study
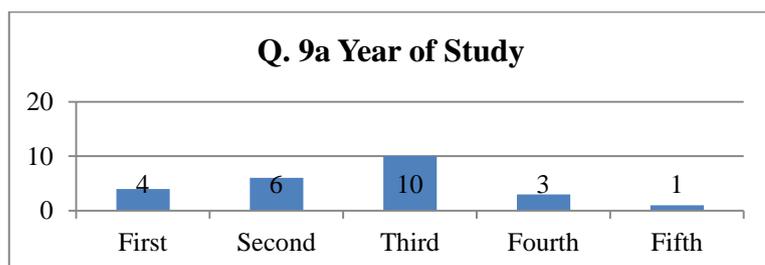
Fig. 41 Q. 9b Gender

Fig. 42 Q. 1a Standard English - Written Language
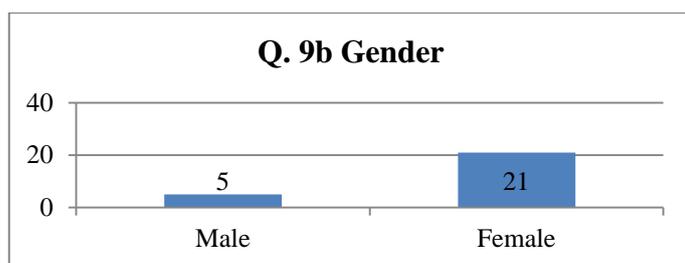
Q. 1a Standard English - Written Language
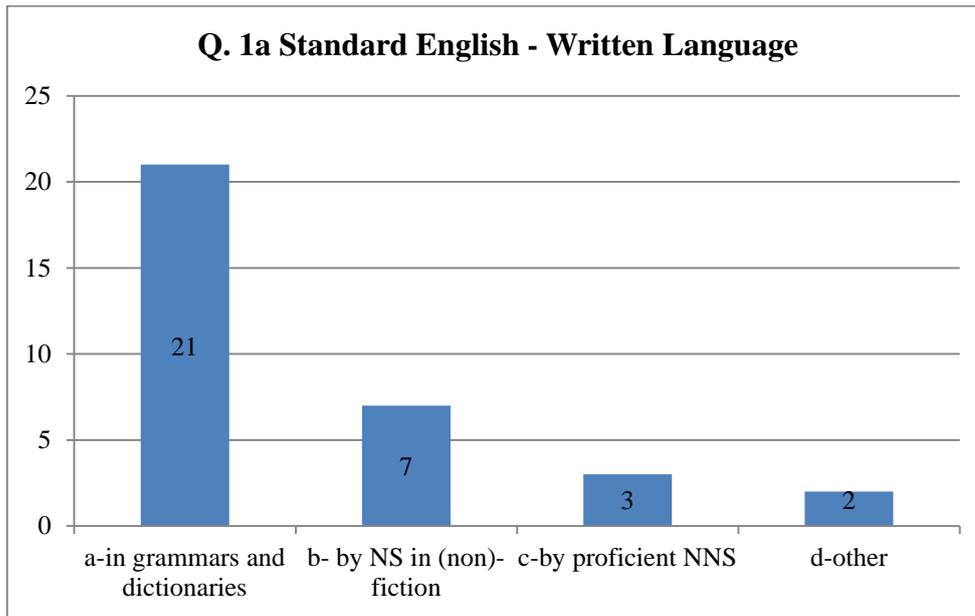
The first question focused on the role of 'Standard English'. When asked what written 'Standard English' was for them, 80.7% of students chose English as codified in grammars and dictionaries as the accepted standard. A much smaller percentage (27%) of students perceive English used by native speakers in (non)-fiction as the possible written standard. Only three out of 26 students would accept written English as used by proficient non-native speakers as the written standard. These results correspond with the results obtained in a teacher survey in 2010 (cf. Chapter 3.3).

Fig. 43 Q. 1b Standard English - Spoken Language

Q. 1b Standard English - Spoken Language
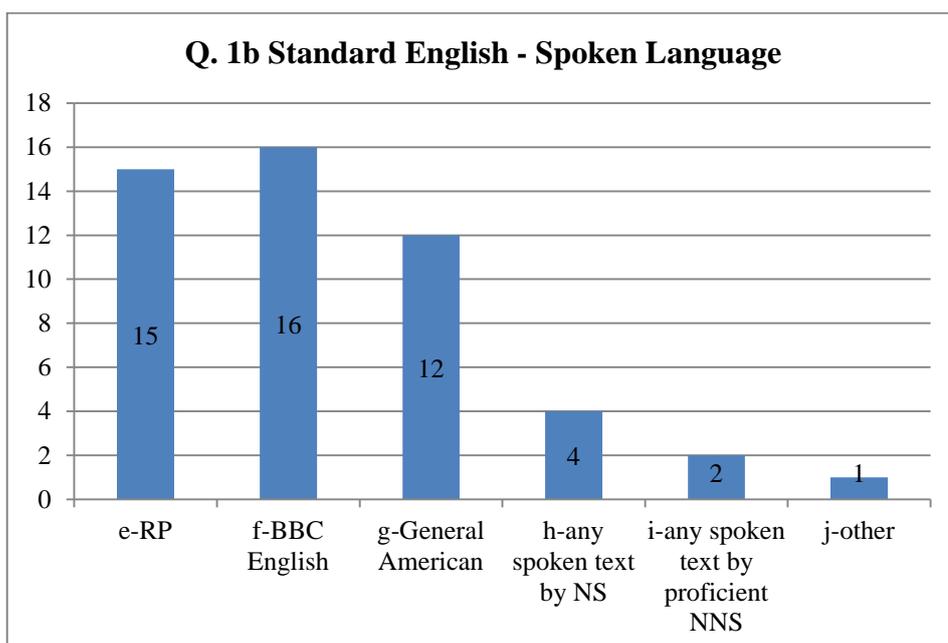
Fifty answers have been provided by 26 participants for question 1b regarding spoken English, which confirms that each student associates spoken 'Standard English' with at least two definitions. The percentages will be, therefore, counted based on the total number of responses as opposed to the total number of respondents. Most survey participants (32%) see BBC English as **the** standard with a strong competitor of Received Pronunciation (RP) (30%). Fewer, 24% of students chose General American (GA) as a spoken standard they would accept. One student chose answers f, g and h as being the spoken standard commenting that we have to choose "standard for the particular country (BBC English cannot be regarded as standard in the US)". Any spoken text produced by a native speaker is viewed as a possible standard by 8% of students. Negligible 4% of answers provided by the students described standard spoken English as any spoken text produced by a proficient non-native speaker. This clearly suggests that for students of English and potential future teachers of English, the notion of standard is deeply connected with its native speaker source. Non-native language production, whether spoken or written, is rarely associated with something we refer to as 'Standard English'. This finding corresponds with most research results conducted world-wide.[169]

Fig. 44 Q. 2a Model - Elementary School
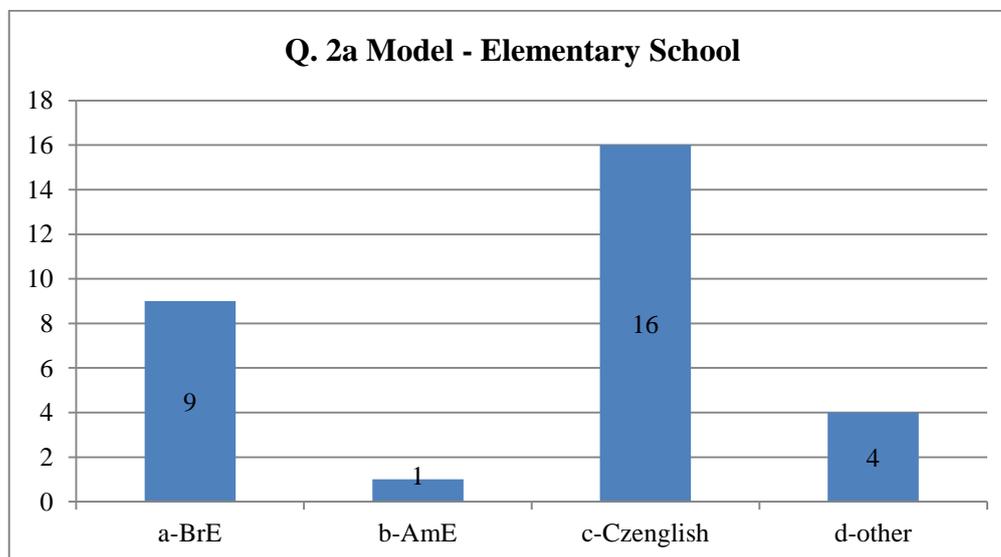
Question 2 of the questionnaire aimed at finding out what was presented as 'model English' to students when they were learning English at different types of schools. As the students pointed out in the survey feedback, there was a big discrepancy between what was

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[169] Seidlhofer (1999: 234) mentions similar results: 'empirical studies find that future (non-native) EFL teachers in the Expanding Circle tend to prefer, identify with, and aspire to native English accents while looking down on their own local varieties.'

claimed to be the 'target' model and what was actually happening in the classroom. On the one hand, there was also a discrepancy between what learners perceived as the desirable model that they expected to learn and between what the teachers thought they were presenting; on the other hand, there was the actual classroom reality, i.e. the English that the learners were actually presented with. In this particular survey we were more interested in the actual situation in the classroom, i.e. what 'model' it is that the teachers actually offered. The students for example added comments like "British English – ideally, Czenglish – practically".

As it is illustrated in Fig. 44, the overwhelming model at elementary schools was Czenglish (61% of respondents). The next most common model the teachers were presenting was British English (34.6%). American English was the model for one respondent only, who probably attended a private institution or had the rare opportunity to have a NS of American English as a teacher at elementary level. Other answers included "Russian English (ex-Russian teacher)", "Russian English" and "attempted British English with severe Slovak interference".

These results confirm the well-known fact that at elementary schools, there used to be and to some extent in some parts of the Czech Republic still is, a desperate lack of well-qualified English teachers. For many years after the political changes of 1989, former Russian teachers and teachers of other subjects would retrain to teach English, which had a significantly bad influence on the level of English instruction in the Czech Republic for one whole generation of students.

Fig. 45 Q. 2b Model - High/Secondary School
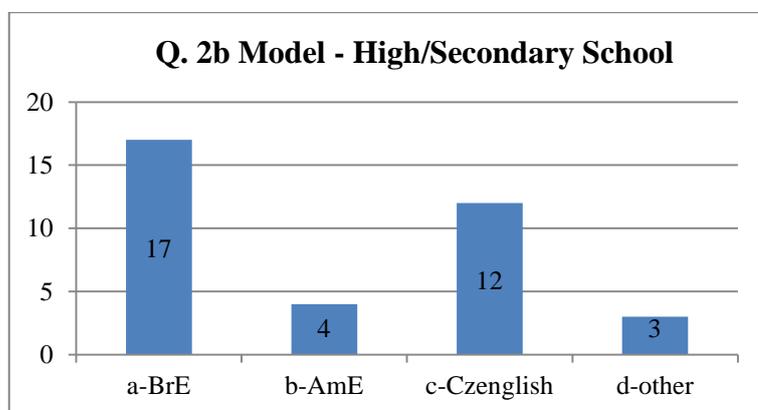
At high / secondary school level the situation changes. The most common model of English is British English (65.3%) followed by Czenglish (46%). American English is a model for 15% of respondents. Other answers were "Spanish native speaker", "both a) and b)

– we were required to know the differences" and "British English with mild Slovak interference".

We cannot generalize much from the small sample of students that have participated in the survey. It is, however, a well-known fact that the quality of English instruction at high school level is generally better than at elementary school level. Most of the survey participants attended high schools as opposed to other types of secondary schools (e.g. vocational schools), which also plays a key role in the quality and extend of English language teaching they were exposed to. Still, as we can see, the percentage of exposure to Czenglish is relatively high.

Fig. 46 Q. 2c Model - Language School(s)
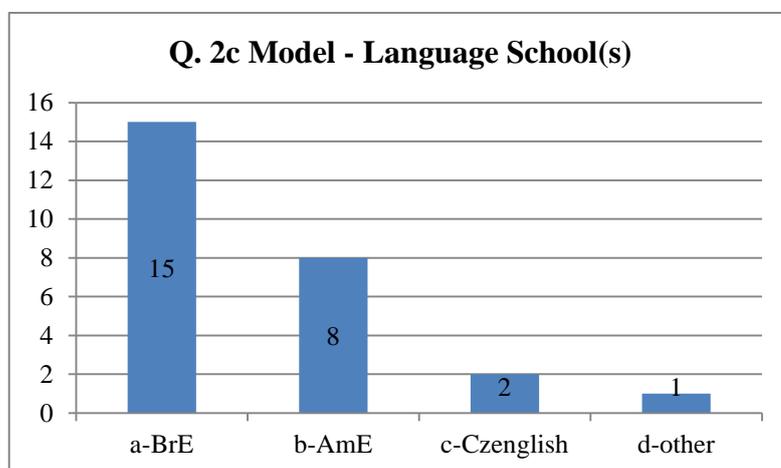
Since language schools represent the private teaching sector, the situation here is different from both elementary and high schools. The only models offered here are British English (57.6%) and American English (30.7%). Czenglish was encountered as a model at language schools only by two survey participants. One student encountered English from "Australian, New Zealand, Africa". All this confirms the 'normal' expectations of clients of language schools who would rarely pay for being instructed in 'bad' English. Moreover, language schools hire a significantly higher number of NESTs, who on the one hand provide 'authentic' language models; their teaching skills are, however, of questionable quality, which is a significant pedagogical problem that is, however, outside of the scope of this thesis.

Fig. 47 Q. 2d Model - University
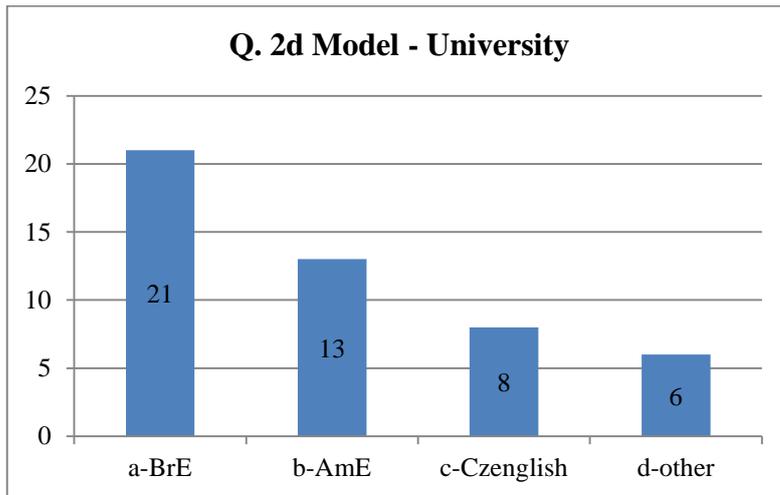
With the distribution of answers the situation at tertiary level resembles language schools. The total number of answers is 48. The percentages will be, similarly to some of the previous points, counted based on the total number of responses as opposed to the total number of respondents. At universities, 43.7% of students were confronted with teachers speaking British English. One student commented this fact saying: "And that <u>sucks</u>!"[170] American English is offered as a model in 27% of cases. Czenglish was spoken by 16.6% of university teachers. Other answers included "Czech-Russian English", "depends on the particular teacher", "both a) and b) - we were required to know the differences", "depends on a teacher", "combination of the above", "both British and American", "some lecturers have had bad pronunciation but I would not call it Czenglish". Most of these answers suggest that the majority of university teachers at the English department, whether they are native or non-native speakers, adhere to either British or American English.

Fig. 48 Q. 3 Target level of competence

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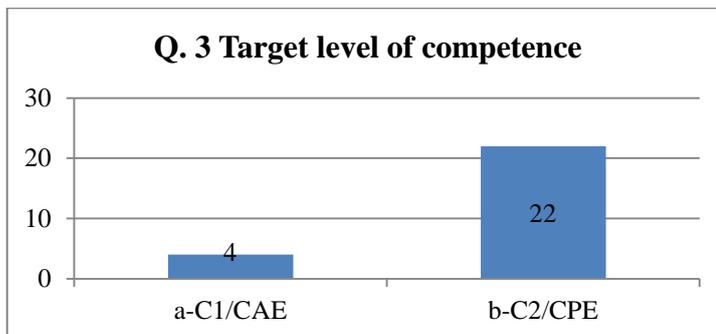
[170] Emphasized by the survey participant.

When asked what level they would like to achieve, most students (84.6%) aspire to C2 / CPE level, i.e. the highest level of proficiency in English. One student commented even "and more". This result corresponds with the original expectations that future language experts aim at high proficiency levels. Only four students (15%) see their target level as C1 / CAE.

Fig. 49 Q. 4 Pronunciation - what is important?
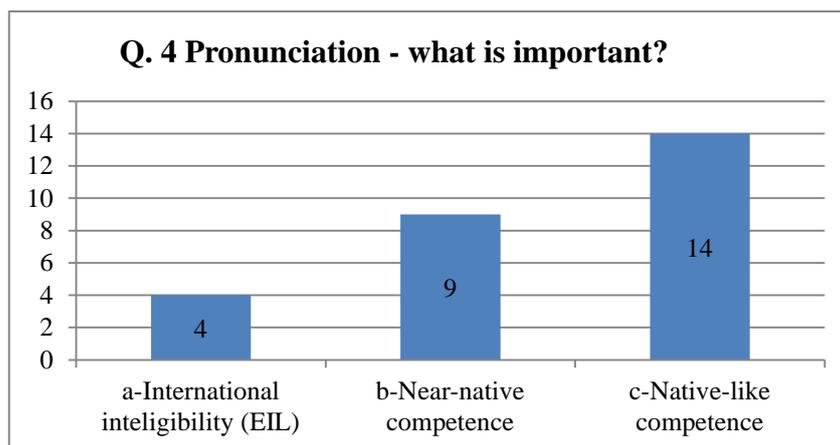
When asked what is important for them in terms of pronunciation goals, most students of English (53.8%)[171] consider native-like competence important. Fewer students (34.6%) find near-native competence important. International intelligibility is important for 15% of students.[172] These results correspond with the results of the previous questions. Student aspirations include high proficiency levels, which goes hand in hand with native-like pronunciation.

Questions 5, 6, 7 and 8 served as a part of students' needs analysis for future course design. They included questions focused on target pronunciation models, contexts of use of English, ideal teacher(s) of English at university level and language skills and language forms that should be the focus of a 'practical language course' preparing future English language experts.

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[171] The percentages are counted based on the total number of respondents unlike other graphs where the total number of responses were taken into account.
[172] Cf. also survey results based on answers provided by practicing teachers in Fig. 106.

Fig. 50 Q. 5 Target Pronunciation Model
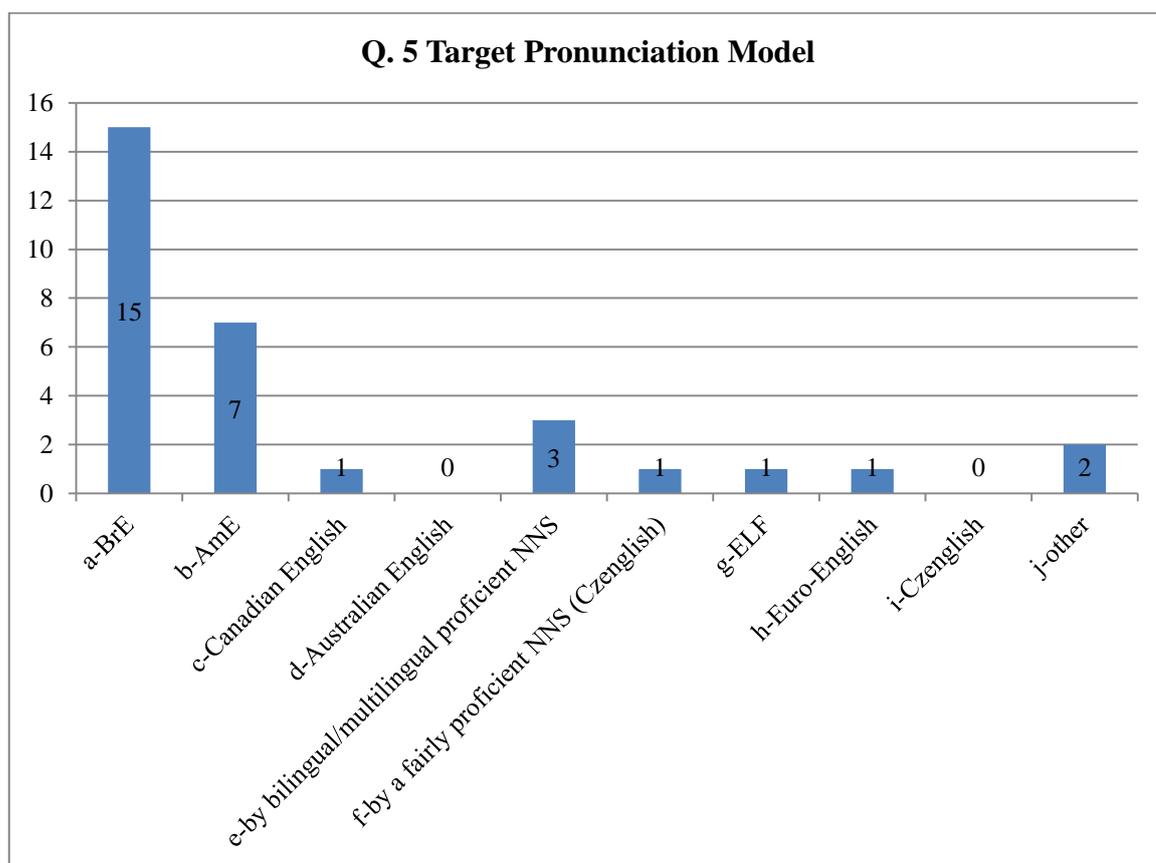
Question 5 aimed at finding out about students' personal target pronunciation model(s) of English. British English is the most common goal of students of English at the English department (58%). Seven students (27%) would like to acquire American English pronunciation. One student expressed a wish to gain "the ability to pronounce RP as well as General American". A slight move towards ELF orientation can be observed in that three students (11.5% of answers) chose English spoken by a bilingual/multilingual proficient non-native speaker as their target model. Other varieties of English were chosen by almost no respondents, therefore, we can assume that they are either not considered attractive educational models, or they are unknown to the respondents. Given the variety of accents that can serve as pronunciation models, one student responded: "Don't know, it's depressing!" This shows us that the enormous variety of accents and dialects that the global spread English brings, can indeed be intimidating and confusing for some students.

Fig. 51 Q. 6 In what context do you most often use English?

Q. 6 In what context do you most often use English?
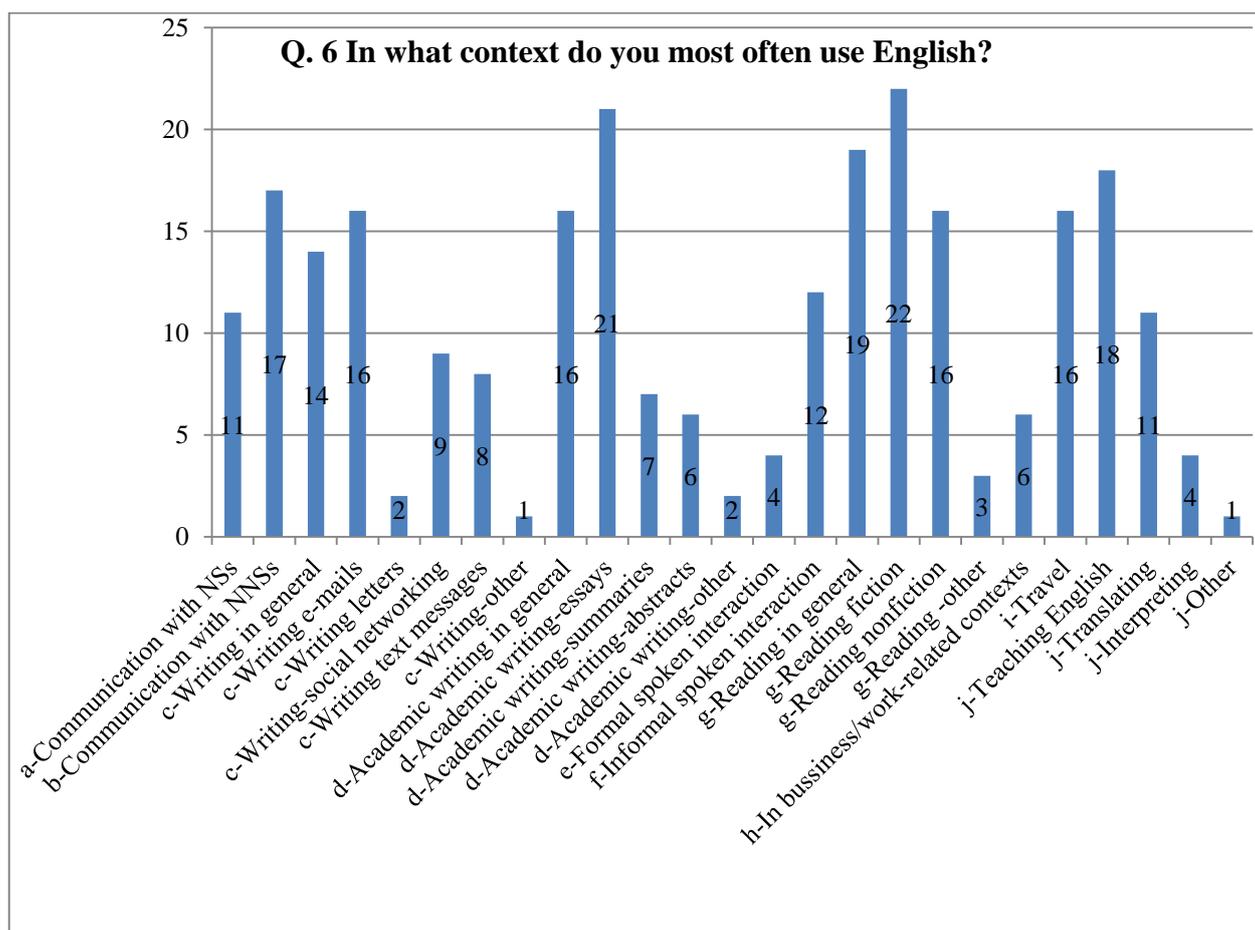
The question 'In what context do you most often use English?' has yielded 262 answers. The percentages will be, therefore, counted based on the total number of responses as opposed the total number of respondents. The ten most common activities are listed below in descending order of frequency:

Fig. 52 Most common activities

Most common activities performed in English	Percentage of answers
1. Reading fiction	8.4%
2. Academic writing – essays	8%
3. Reading in general	7%
4. Teaching English	6.8%
5. Communication with NNS	6.4%
6. Writing e-mails, academic writing in general, reading non-fiction, travel	6%
7. Writing in general	5.3%
8. Informal spoken interaction	4.5%
9. Communication with NSs, translating	4.1%
10. Writing – social networking	3.4%

Since these results reflect students' actual language needs, they bring important information for potential changes in university curriculum design. Most English programmes prepare students extensively for academic writing (especially essay writing) and expose them to a lot of fiction reading, contrastingly, in my opinion, students are being insufficiently prepared for language teaching and communication with NNS. Little attention is also paid to general study skills, such as speed reading, different learning styles, critical thinking, processing of information, etc.

Fig. 53 Q. 7 Ideal Teacher - University
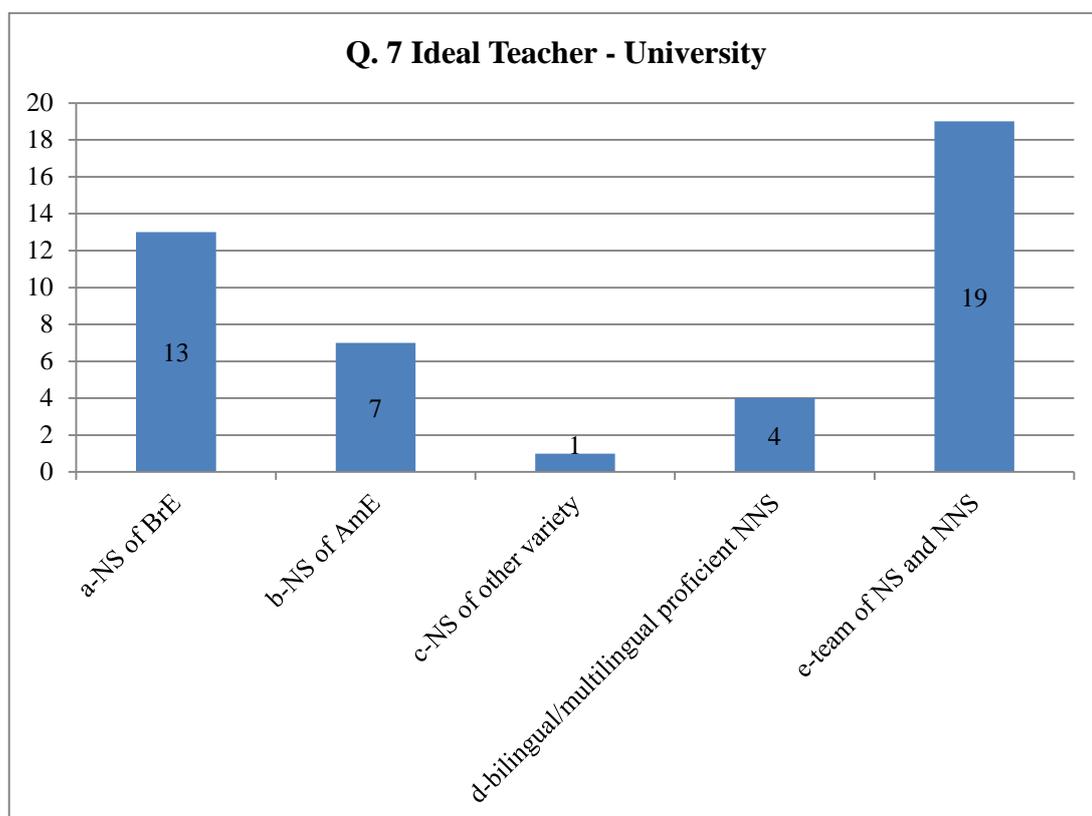
Before any new course is launched it should be preceded by needs analysis if it indeed is to cover students' needs. In spite of the rising level of competence in English there arose a need for a new practical language course at the Department of English Language and ELT Methodology at the Faculty of Arts, Charles University. Students exhibited excellent knowledge of linguistics and literary theory but lacked 'common' English language skills. Therefore, a project was drafted outlining such a new course. To make such course design justified before this new practical language course was opened, a series of questionnaire surveys had been introduced among both present and future students of the department.

The future course description included several premises one of which was the necessity of NEST and non-NEST interaction and cooperation in the course design (team teaching). To confirm this assumption, questionnaires distributed among students included questions regarding their teacher preferences.

Question seven of this particular questionnaire, therefore, aimed at providing an answer to the question who the students would like as their teacher of English at university level. Total number of answers obtained is 44. The original hypothesis that a team of native and non-native teachers should cooperate in the course design is confirmed by the results shown in Fig. 53. Most students chose the 'team consisting of a NS and a NNS working together' as their answer (43%). Native speakers of British English are the second most common choice as an ideal university teacher (30% of answers). Native speakers of American English received 16% of all answers. A bilingual / multilingual proficient non-native speaker (NNS) obtained 9% of all answers. Other comments were: "I have no preferences if he/she is intelligible." "<u>DO NOT</u> get rid of native speakers, please!"[173]

Fig. 54 Q. 8a Focus - Language Forms
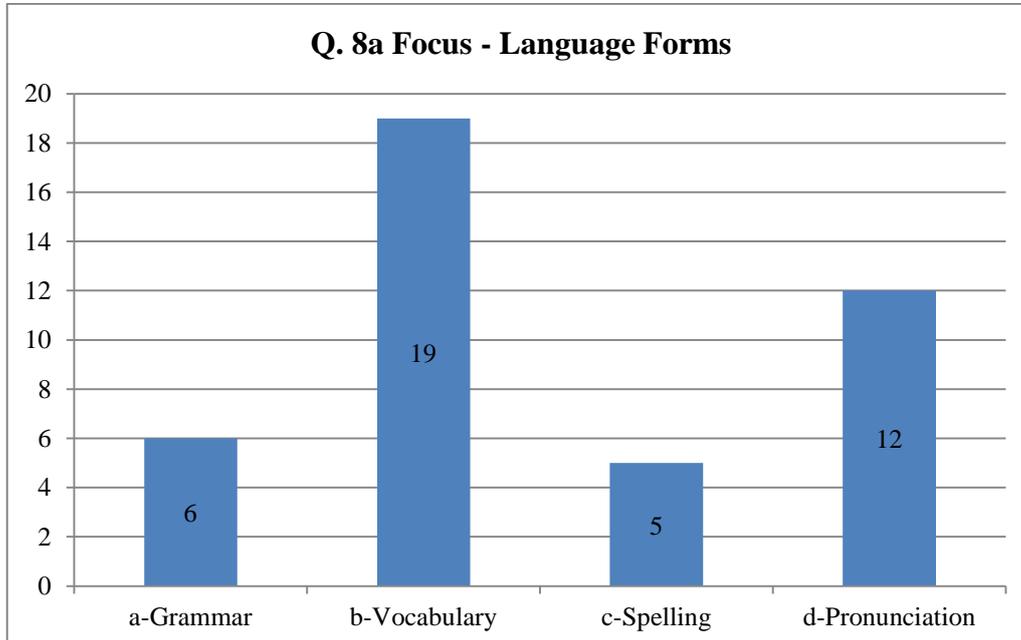
The last two questions should provide more insight into what language forms and language skills a 'Practical language course' preparing future English language experts should focus on developing. In other words, the questions aimed at exposing what students consider

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[173] Respects original emphasis.

their personal language weaknesses. Most students would like such a course to focus on extending vocabulary (73%). Pronunciation seems to be somewhat less important (46%). Grammar and spelling received 23% and 19% subsequently.

These numbers are reinforced by comments students have included: "we're not taught the language in its spoken form in other subjects and so may lose 'normal everyday conversation vocabulary', the only thing we do is writing essays", "articles", "[we need to learn] names of trees, vegetables, animals; practical vocabulary", "specialized vocabulary (business, law, …)", "advanced grammar - and make it interesting! vocabulary - make us use it, otherwise we won't remember; spelling - ok well, good but don't kill us", "get rid of my mistake consciousness".

Fig. 55 Q. 8b Focus- Language (Sub-)skills
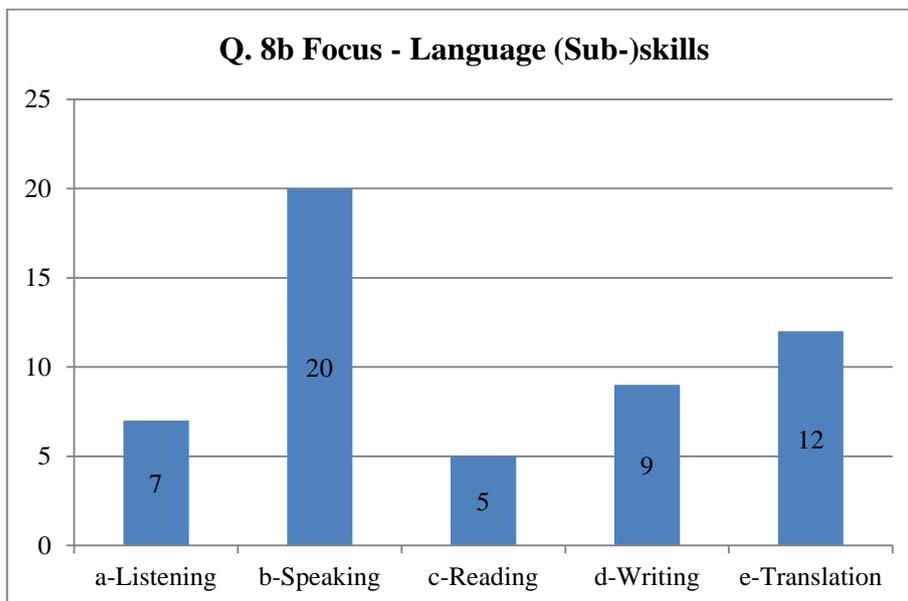
Regarding language (sub-)skills, most students would like to improve their speaking skills (76.9%), 46% would like to improve their translation skills, 34,6% their writing skills, 27% their listening skills and only 19% their reading skills.

Further comments students have included are: "speaking - informal colloquial, to 'fit in' and not feel like a stranger (situations, bus, post office, little talk [sic], etc.)", "maybe you could divide the course somehow, because all of these are important for 'language experts' and it is impossible to fit them into 90 minute lesson once a week, if the quality is supposed to be good", "[we need] guidelines how to write particular pieces of writing (essay, seminar work …)".

3.1.2 Summary

In sum, the results of this questionnaire survey provide general helpful guidelines for EFL tertiary practical course designers in the Czech Republic. Also, the results of this small-scale study help to define students' perception of language standard(s), their educational background, their current needs and deficiencies and their future goals. The results show that students aim at high proficiency levels and would like to achieve native-like pronunciation. Furthermore, the results also clearly suggest that the 'traditional' grammar-based syllabus alone is no longer attractive and sufficient for students. The core of any practical language course for future language professionals should, on the contrary, therefore focus on building students' lexical confidence and interactional self-esteem.

3.2 QUANTITATIVE RESEARCH, PART 2

3.2.1 Student survey: Survey for practical language course components - Methodology

The second part of the quantitative research (for the complete list of questionnaire surveys see table in Fig. 39, Chapter 3) consisted of four subsequent questionnaire surveys distributed among newly-enrolled and first year students at the Department of English and American Studies, Faculty of Arts at Charles University. The first survey (2 a.i.) was piloted in 2009 within the existing practical language seminars with the idea of finding out more information for a new practical language course that was to be launched in the coming academic year. Thirty-eight English majors participated in this pilot survey. A modified questionnaire (2 a.ii.) was again piloted in 2009 and answers from 95 respondents were obtained. The final version of this questionnaire handed out in 2010 included only minor formal modifications. The newly piloted practical language course that was designed based among others on the information obtained from the questionnaire survey was followed by *Practical language course feedback* (2 b.) in 2010 and yielded answers from 63 course participants. All questionnaires were anonymous, voluntary, devised in English and approved by the department.[174]

In the following chapter the data obtained from the distribution of the two versions of the questionnaire called *Survey for practical language course components*[175] (i.e. 2 a ii. and 2 a.iii.) that took place in 2009 and 2010 are analyzed and compared. The number of respondents of these two questionnaire surveys totals 158.

The goal of the survey was to serve as needs analysis for the newly-designed course that was about to be piloted. The design of the Practical language course (PLC) was based on certain premises and the information elicited from the students was to confirm or refute the original hypotheses. Also, the data collected would provide a more accurate picture as to the students' English language background and their practical language needs, so these could be in turn reflected in the Practical language course design.

Some of the key premises for the original course design were:[176]

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[174] Even though filling in the questionnaires was voluntary, most newly enrolled students took part in the survey.

[175] I would like to thank my colleague Helen Nathan who helped me to design and distribute the questionnaires and who is the co-author of the new Practical language course at the Department of English Language and ELT Methodology, Faculty of Arts. Also, I would like to thank all colleagues who have supported this research endeavour and all the students who spent their time providing their precious answers.

[176] These premises are part of an interdepartmental document written by Quinn Novotná; they underlie the proposal for the new PL course.

- the students' level is B2+ or C1+, the level of the course, therefore has to be C1+ to C2
- the 'ideal' methodology and language models will be guaranteed when a team of a NS and a NNS will cooperate on preparation of the course design and will subsequently teach the course in tandem fashion
- students will most profit from using one general textbook that will focus on developing all language forms and skills, provided it will be accompanied by supplementary teaching materials
- the core of the course will be the expansion of students' lexical and grammatical knowledge and promotion of students' speaking confidence.

The data below will show if these premises proved right or wrong.

Fig. 56 Q. 1a English - Elementary School 2009
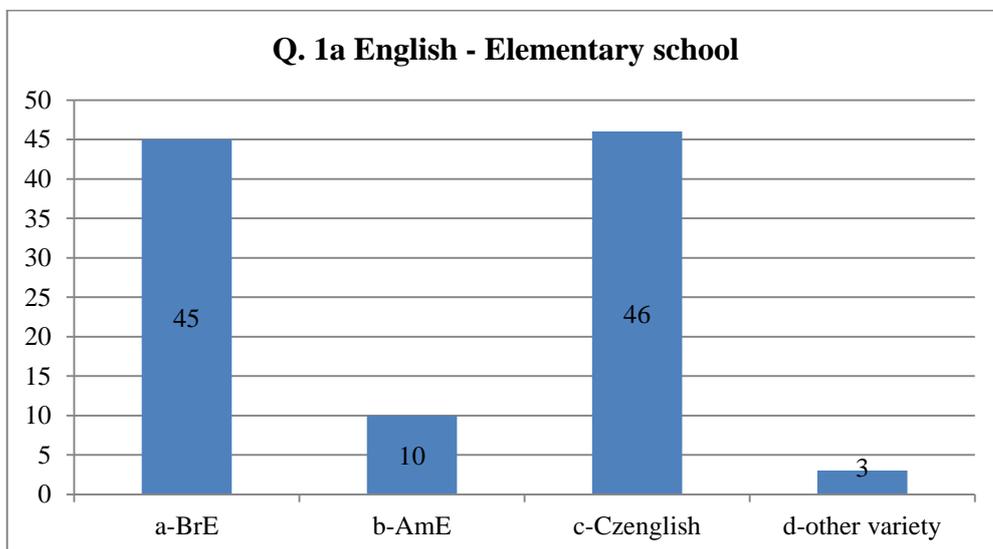
Fig. 57 Q. 1i English - Elementary School 2010
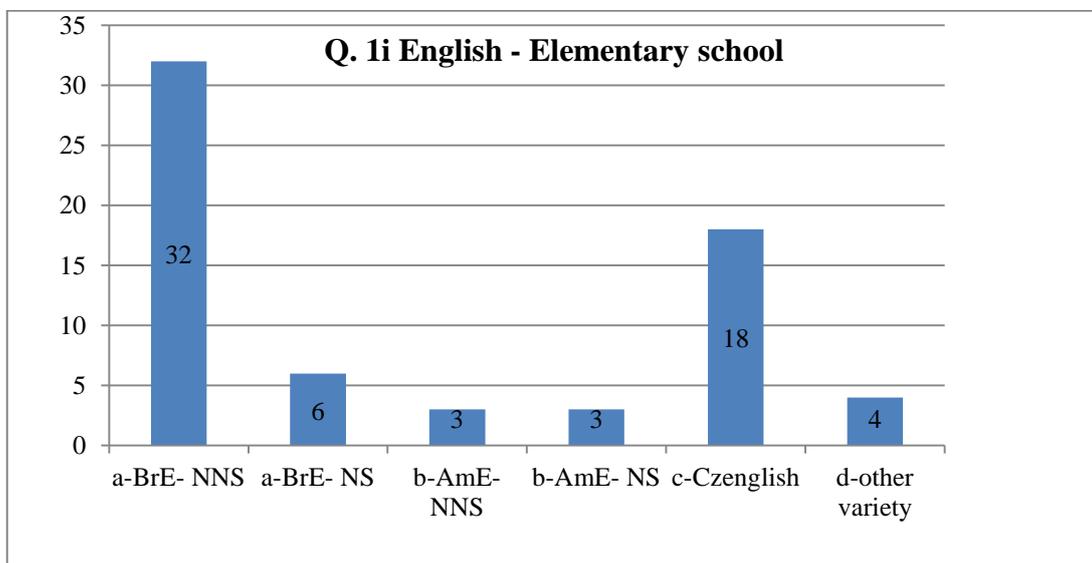
The first question aimed at finding out about what kind of English students were mostly exposed to when learning English at elementary school level.[177] In the 2009 pilot questionnaire, 95 students who took part in the survey were only given four options: British English, American English, Czenglish and other. Czenglish and British English received almost equal number of answers: 48% and 47% respectively. Since Czenglish is perceived by most students critically, we can deduce that almost 50% of them were not satisfied with the English their English teachers were presenting to them as 'model' English. American English only received 10% of answers. In 2010, the questionnaire was slightly modified so as to find out if British and American English learners were exposed to at elementary schools was produced by native or non-native speakers. This distinction proved significant since 50% of the 63 respondents answered that they were exposed to British English produced by non-native English speakers. Only less than 10 % of them were taught by British native speakers. Regarding American English, equal number of students (4.7%) was taught by either a non-native or native speaker of American English. Czenglish was the second most common variety represented by 28.5% of answers. Other varieties (i.e. Australian English, Irish English, New Zealand English, etc.) are only represented by 3% of answers in 2009 and 6% of answers in 2010 (see also the results of Survey 1 and 3 in Chapters 3.1.1 and 3.3). In the table below we can see the total percentages representing both surveys. Clearly, British English and Czenglish were the two most common varieties students were exposed to when learning English at elementary level.[178]

Fig. 58 Q. 1 English - Elementary school - total

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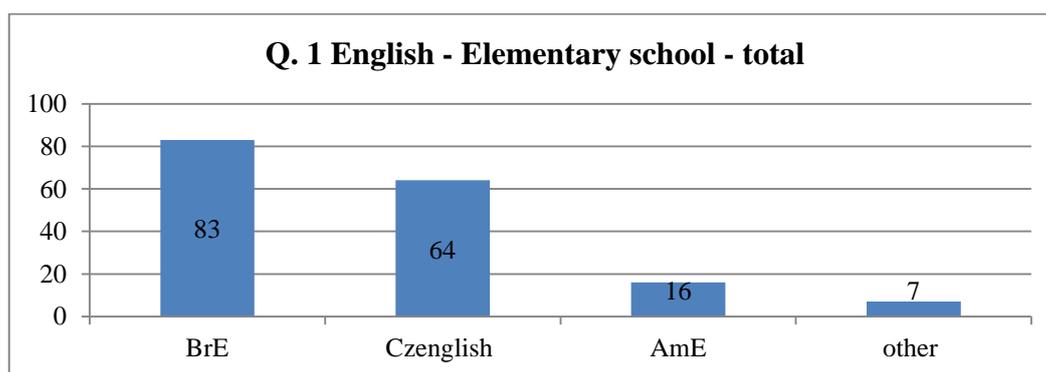
[177] We use the term 'elementary school' as a general term that should roughly correspond to the Czech terms: "první a druhý stupeň základních škol". Terminologically speaking, the difference in the British and American schooling systems are not taken into account here.
[178] The total number of responses to this question equals 170 since some of the 158 respondents chose more than one answer to this question.

Fig. 59 Q. 1b English- High/Secondary School 2009

Q. 1b English - High/Secondary School

Category	Value
a-BrE	56
b-AmE	25
c-Czenglish	18
d-other variety	3
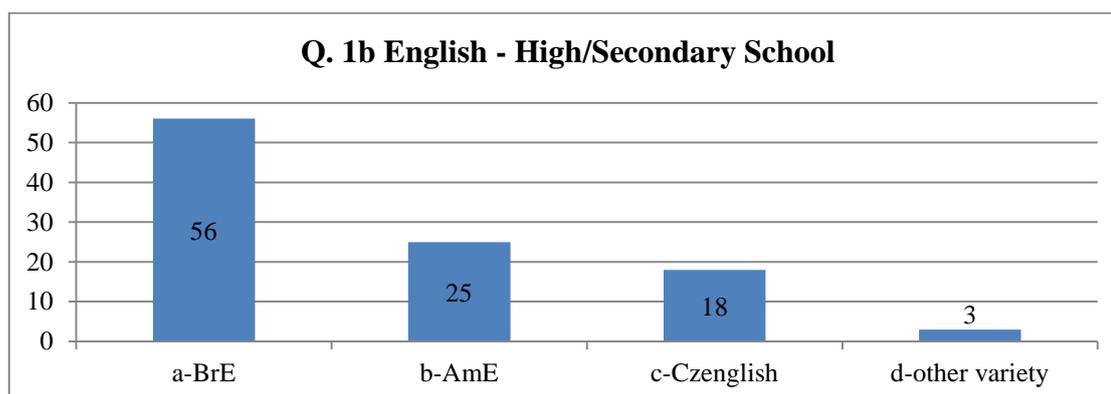
Fig. 60 Q. 1ii English - High/Secondary School 2010

Q. 1ii English - High/Secondary School

Category	Value
a-BrE- NNS	34
a-BrE- NS	14
b-AmE- NNS	5
b-AmE- NS	10
c-Czenglish	9
d-other variety	3
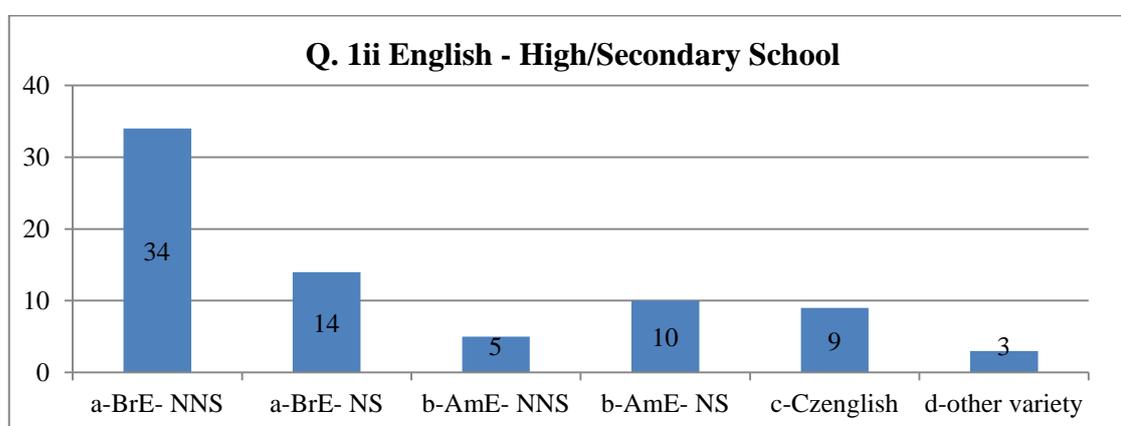
At high school level[179] the situation somewhat changes (cf. Fig. 61 below).[180] The by far most common variety presented by teachers is British English: 59% of all answers in 2009 and 76% of all answers in 2010 (out of which 54% is British English as spoken by NNSs and 22% British English as spoken by NSs). Interestingly, American English ranks higher than Czenglish: 26.3% of answers (AmE) to 19% of answers (Czenglish) in 2009 and 24% of answers (AmE) to only 14% (Czenglish) in 2010. A negligible number of students reported being exposed to other varieties of English. As we can see, students at high schools have higher chances to be exposed to native English varieties and to the English spoken by non-native – mostly Czech – speakers whose English seems to be less marked by the interference of Czech.[181]

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[179] We use the term 'high school' as a general term that should roughly correspond to the Czech term: "střední škola (s maturitou)". Terminologically speaking, the difference in the British and American schooling systems are not taken into account here.

[180] The total number of responses to this question equals 177 since some of the 158 respondents chose more than one answer to this question.

[181] However, we have to take into account that students who study at the Faculty of Arts and Philosophy have in most cases attended comprehensive schools / grammar schools / high schools (in Czech "gymnázium") where the level of foreign language instruction is generally higher than at other types of secondary schools.

Fig. 61 Q. 1b English- High/Secondary School – total

Q. 1b English - High/Secondary School - total

Category	Value
BrE	104
AmE	40
Czenglish	27
other	6
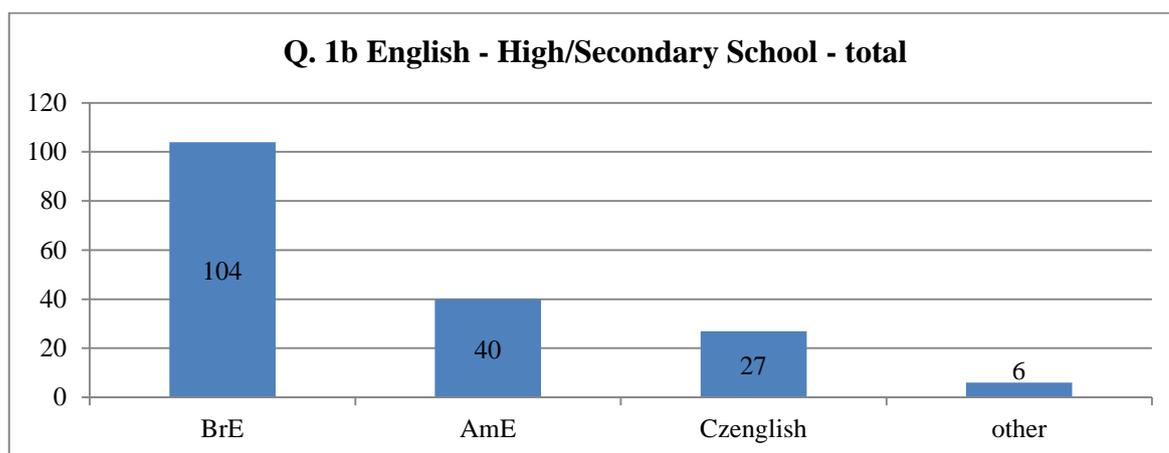
Fig. 62 Q. 1c English - Language School 2009

Q. 1c English - Language School

Category	Value
a-BrE	51
b-AmE	21
c-Czenglish	1
d-other variety	1
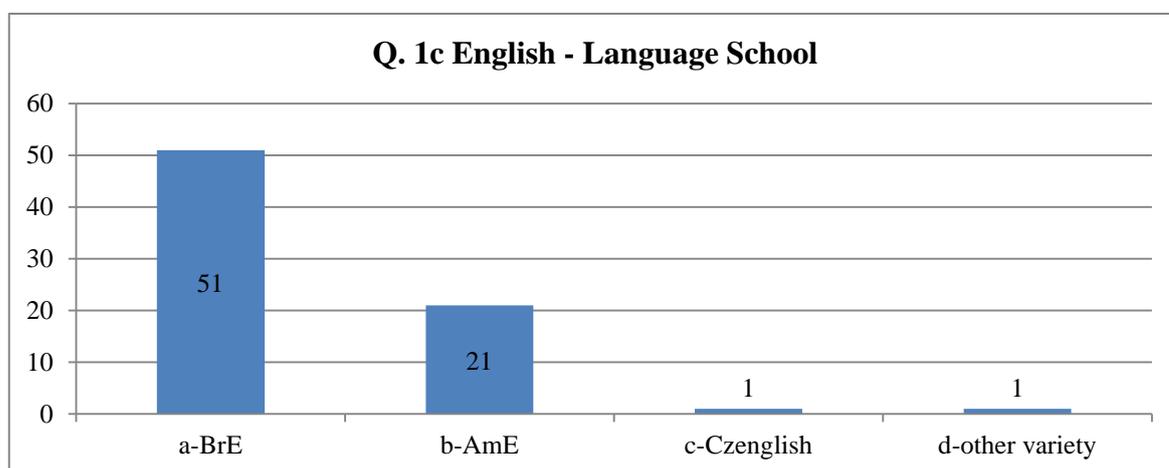
Fig. 63 Q. 1iii English - Language School 2010

Q. 1iii English - Language School

Category	Value
a-BrE- NNS	7
a-BrE- NS	19
b-AmE- NNS	5
b-AmE- NS	12
c-Czenglish	3
d-other variety	5
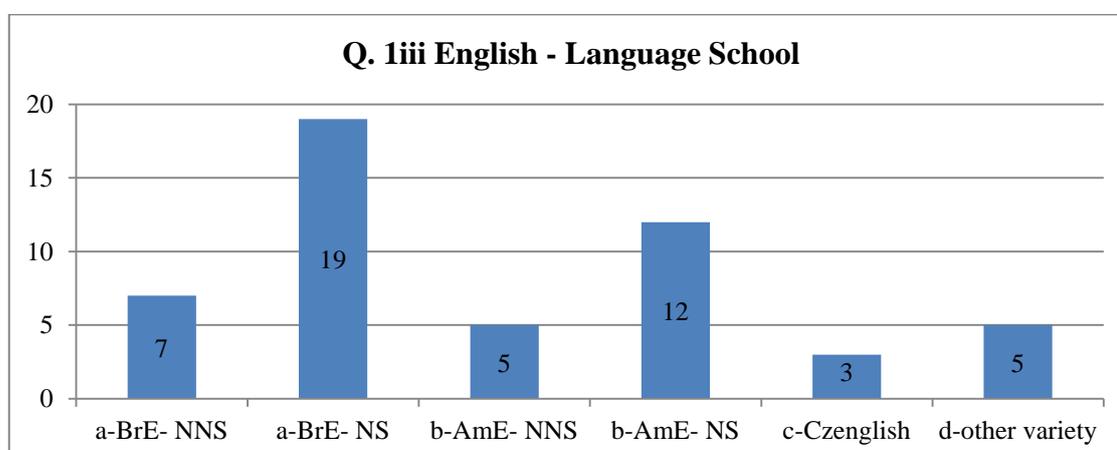
A majority of the survey participants, i.e. 125 students out of 158, have attended a language school. This number is not surprising, considering their high motivation for studying

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English as their major subject at tertiary level. As the total numbers in Fig. 64 show, most teachers at language schools offer British and American English (62% and 30% respectively). As the 2010 survey shows, 30% of students were exposed to native British English as opposed to only 11% who were exposed to BrE as spoken by NNSs. The numbers also show that in the private sector we can hardly find teachers who would present Czenglish as 'model' English.

Fig. 64 Q. 1c English - Language School - total

Q. 1c English - Language School - total
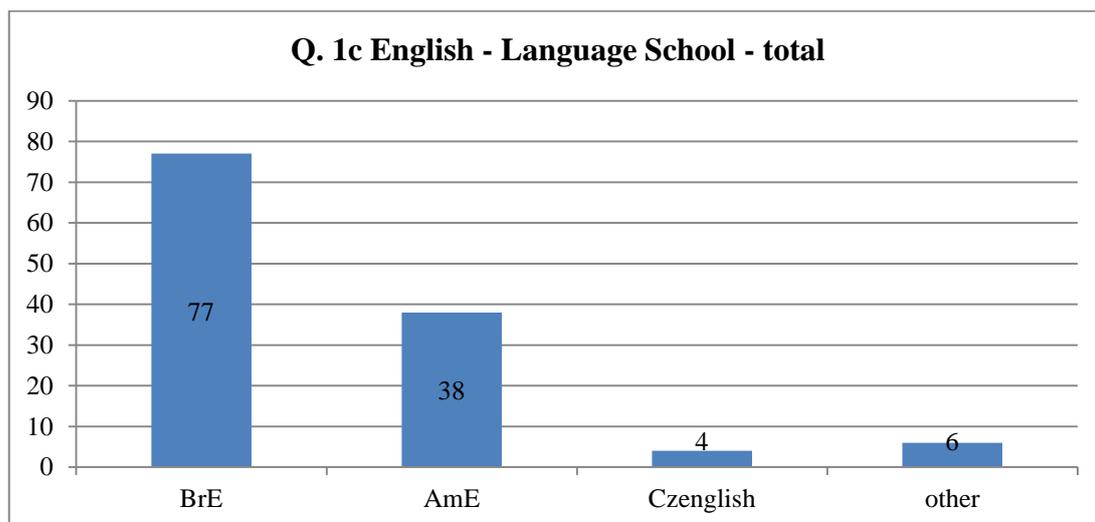
Fig. 65 Q. 1d English - University

Q. 1d English - University
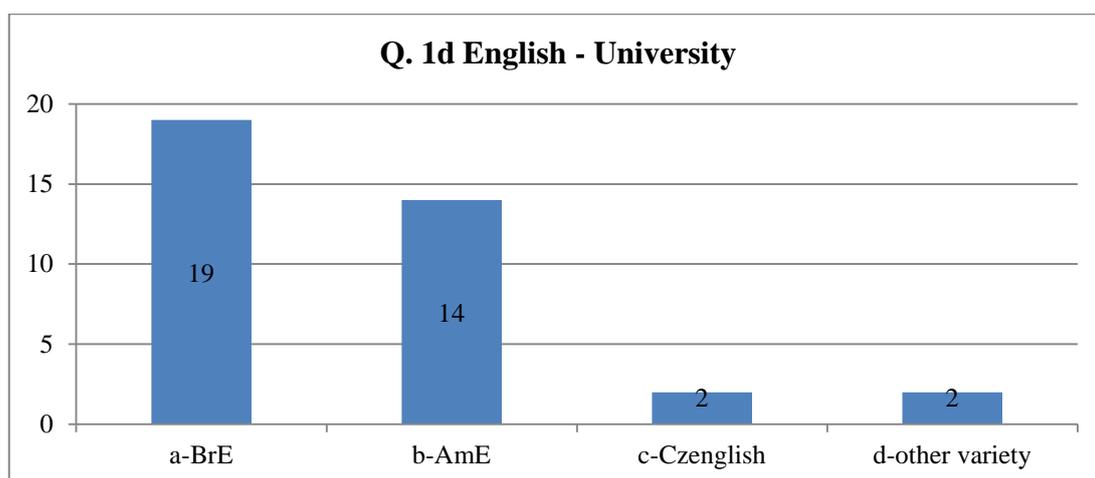
Only 37 students out of 95 have had some previous experience with university instruction in English, which is not surprising since they are mostly newly-enrolled first year students (for more about this see the results in Chapter 3.3 (Teacher survey)). At university level, British and American English seem to be the most common 'model' Englishes. In the 2010 survey this question was left out since it has relatively low informational value.

Fig. 66 Q. 2 Level of Competence 2009

Q. 2 Level of Competence

Level	Value
a-B2/FCE	46
b-C1/CAE	38
c-C2/CPE	7
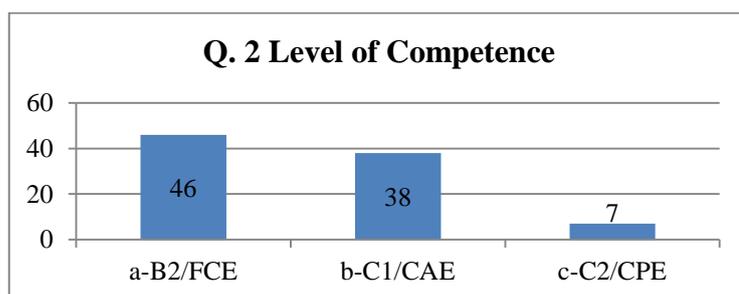
Fig. 67 Q. 2 Level of Competence 2010

Q. 2 Level of Competence

Level	Value
a- B1/pre-intermediate/PET	1
b-B2/intermediate/FCE	16
c-C1/upper-intermediate/CAE	40
d-C2/advanced/CPE	6
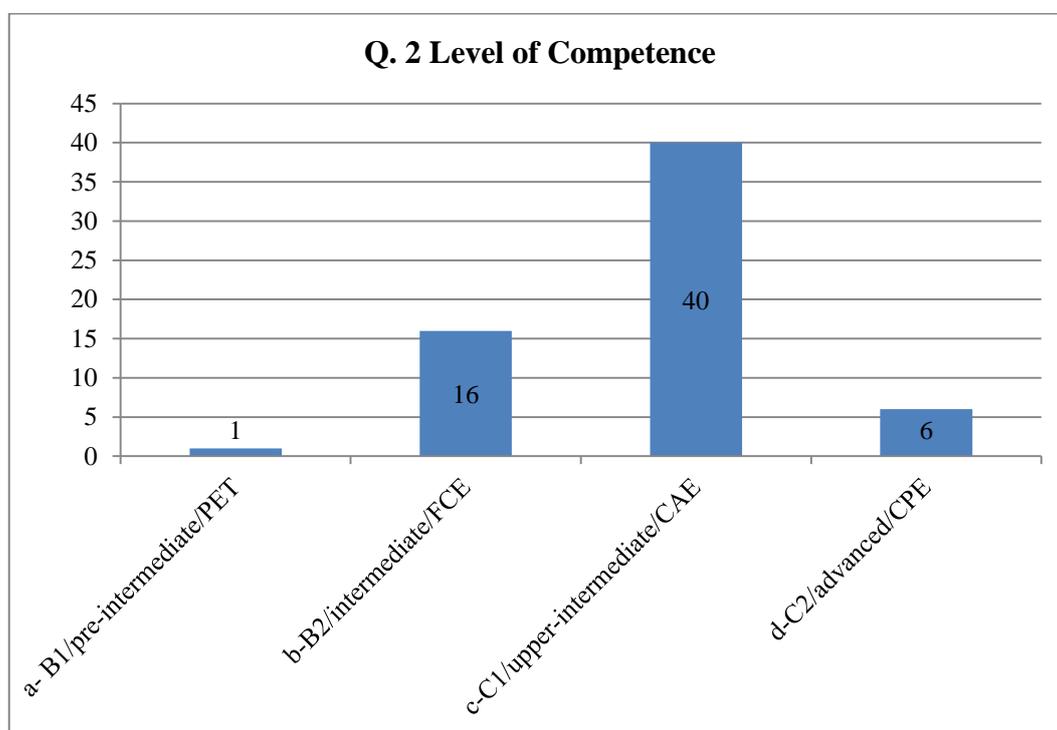
As we can see, the self-perceived level of competence in English significantly differs from 2009 to 2010. When asked what their current level of competence according to CEFR[182] was, most students (48%) in 2009 assessed their level as B2/FCE and 40% as C1/CAE. Only 7% and 9% of students in the two subsequent years consider their level almost native-like, i.e. C2/CPE. In 2010, on the other hand, 63% of students evaluated their level as C1/CAE and only 16% as B2/FCE. It is hard to tell only from two years worth of results if this goes hand in hand with rising proficiency levels in students, or if such results are a matter of coincidence. As the empirical data in Fig. 68 confirm, the original hypothesis that the

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[182] CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment).

students' entrance level to the English programme is B2+ or C1+, and that hence the level of the PLC should be C1+ to C2 was proven correct.

Fig. 68 Q. 2 Level of Competence - total
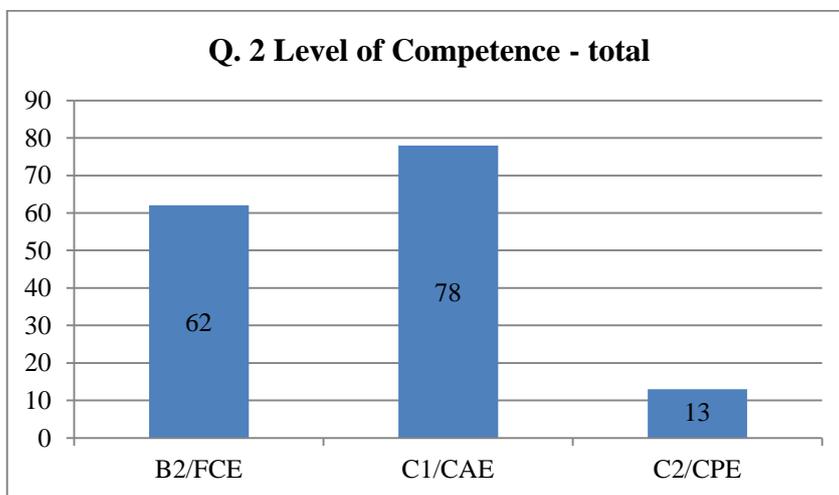
Fig. 69 Q. 3 Examinations 2009
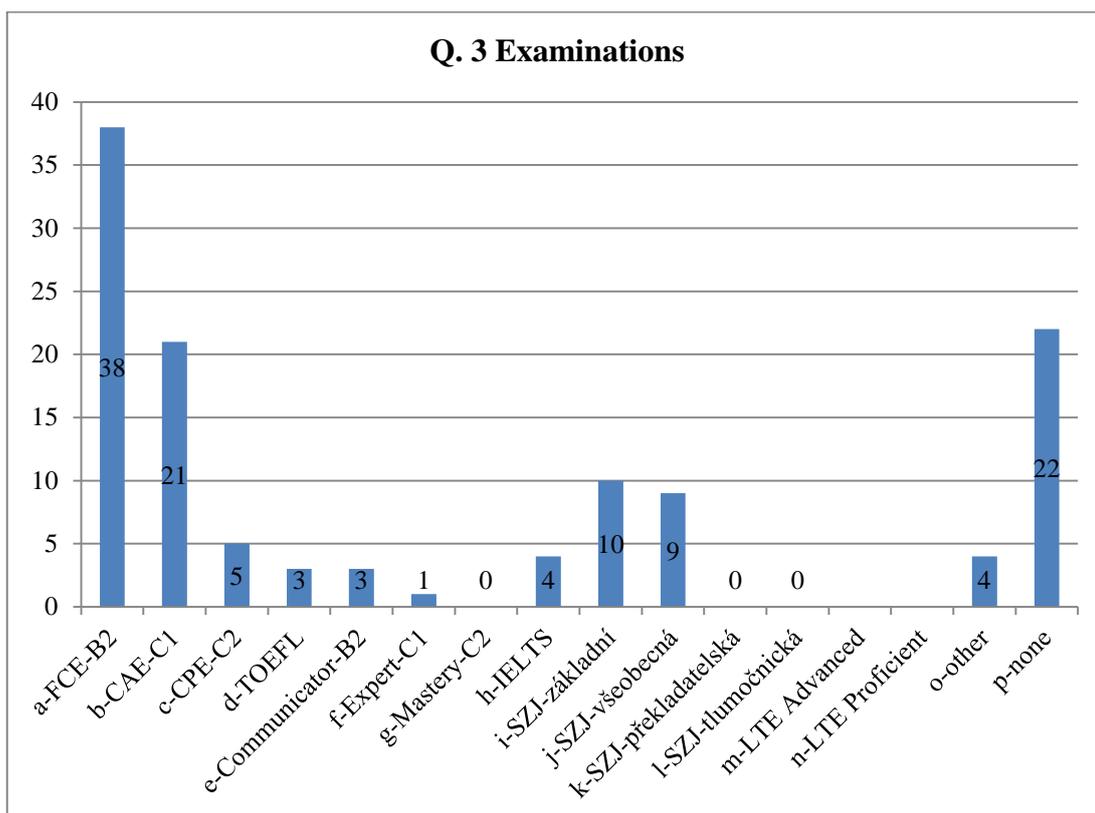
Fig. 70 Q. 3 Examinations 2010
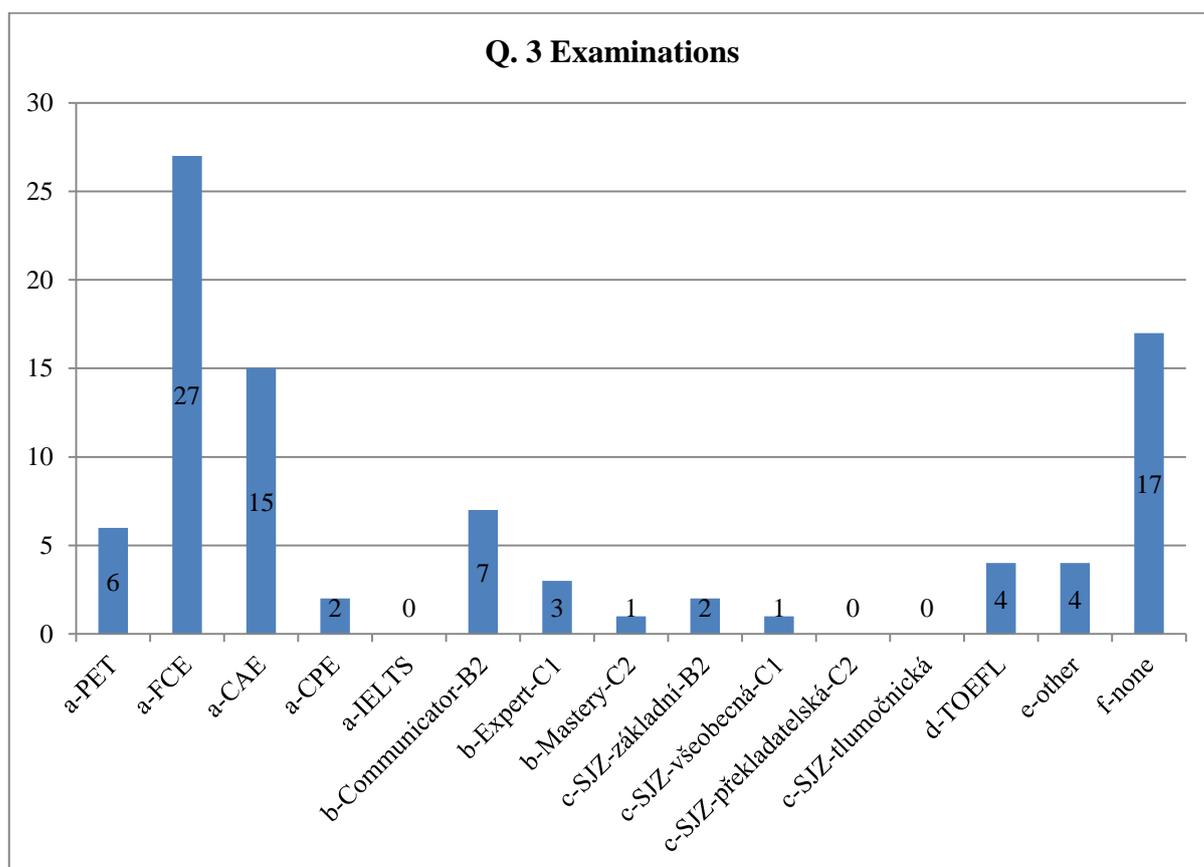
To objectify students' self-characterization of their language level, the participants were asked what language examinations they have taken. In both surveys in 2009 and 2010, most participants have obtained the FCE certificate (40% and 43% respectively) and the CAE certificate (22% and 24% respectively). Contrastingly, 20% in 2009 and 27% in 2010 have taken no official language examinations. The above data have also confirmed our hypothesis that a PLC should be geared towards a C2 / CPE level since only 5% of students in 2009 and 5% of students in 2010 have passed the CPE examination.

Fig. 71 Q. 4 Would you like to attend a practical language course? 2009

Q. 4 Would you like to attend a practical language course?

a-definitely yes	b-yes	c-no
40	45	8
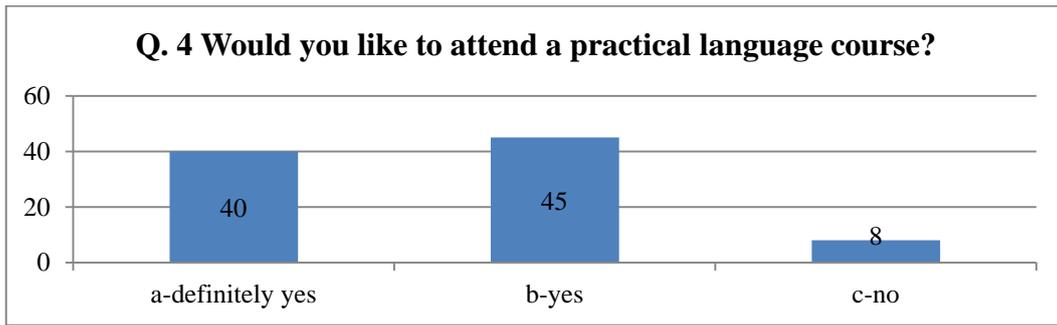
Fig. 72 Q. 4 Would you like to attend a practical language course? 2010

Q. 4 Would you like to attend a practical language course?

e-definitely yes	f-yes	g-no
21	34	8

Fig. 73 Q. 4 Would you like to attend a practical language course? – total

Q. 4 Would you like to attend a practical language course? - total

Definitely yes / yes	No
140	16
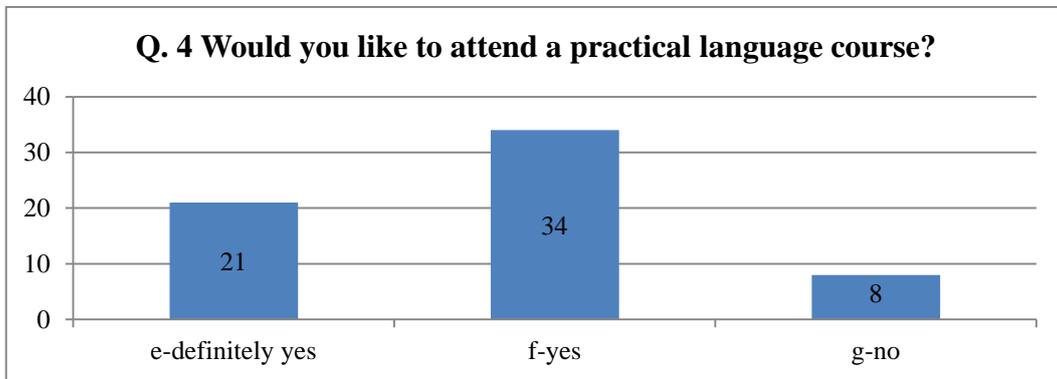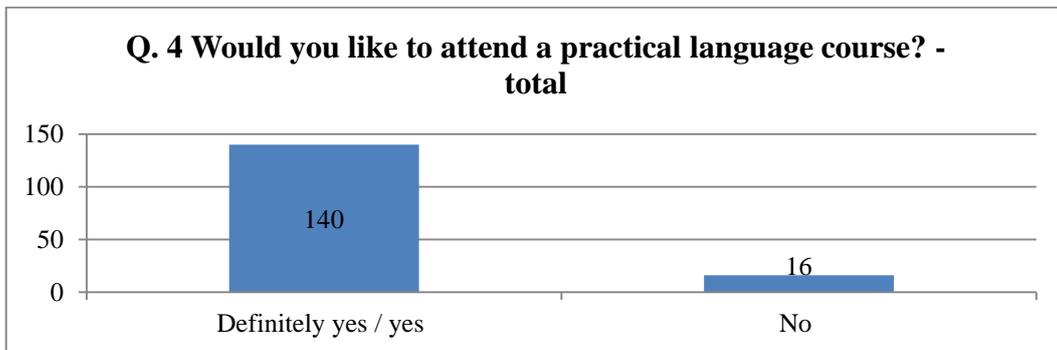
When analyzing data obtained from question 4 in both 2009 and 2010, we can see that the results are quite similar. As summarized in

Fig. **73**, the overwhelming majority of students (90%) would you like to attend a practical language course. This confirms the department's foreseen need of launching a newly-designed PLC. Students have been complaining about the lack of PL instruction at the English department for several years. The new PLC has thus filled this need. In the following years the feedback to the pilot course will be evaluated and its results will be reflected in modifying the current course design.

Fig. 74 Q. 5 Ideal Teacher - University Level 2009

Q. 5 Ideal Teacher - University Level

a-NS BrE: 49
b-NS AmE: 28
c-NS other variety: 2
d-bilingual/multilingual NNS: 11
e-team NS+NNS: 36
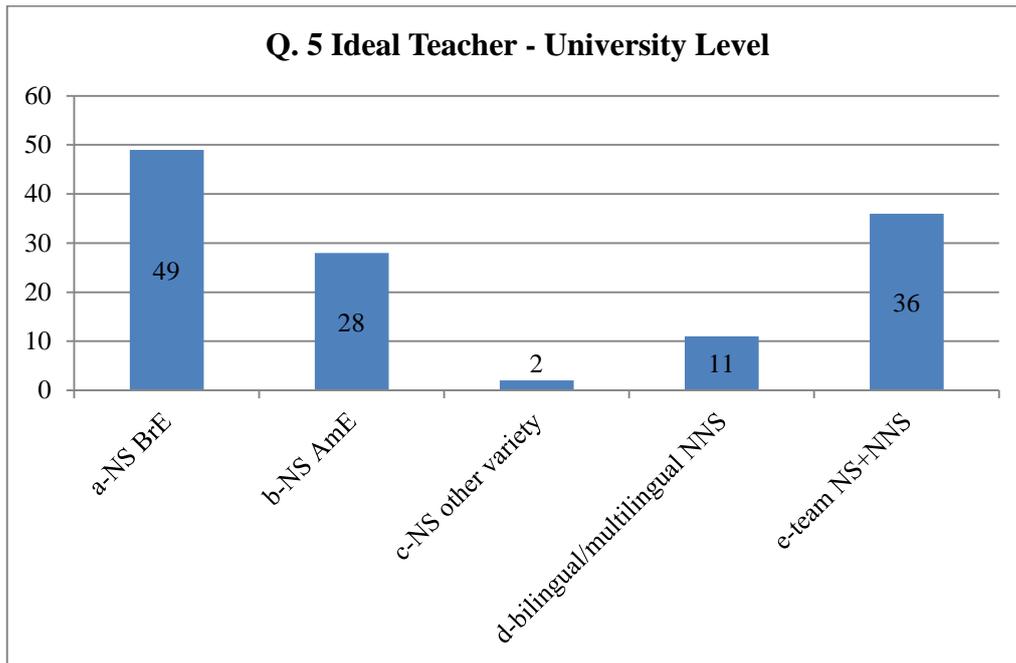
Fig. 75 Q. 5 Ideal Teacher - University Level 2010

Q. 5 Ideal Teacher - University Level

a-NS BrE: 31
b-NS AmE: 10
c-NS other variety: 1
d-bilingual/multilingual NNS: 5
e-team NS+NNS: 15
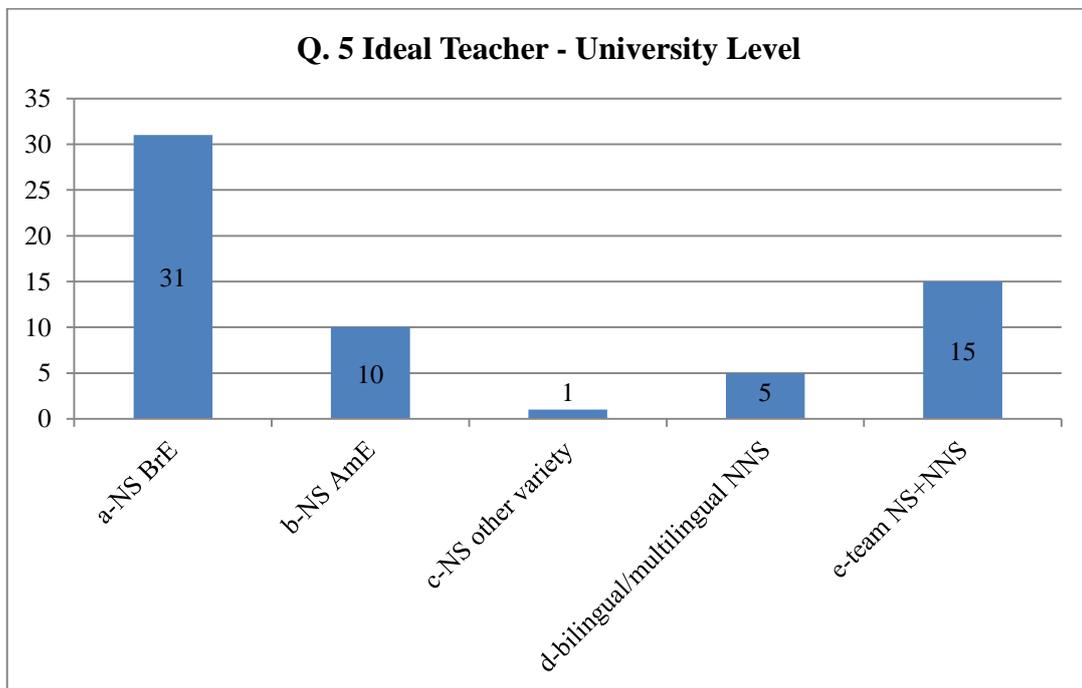
Fig. 76 Q. 5 Ideal Teacher - University Level - total
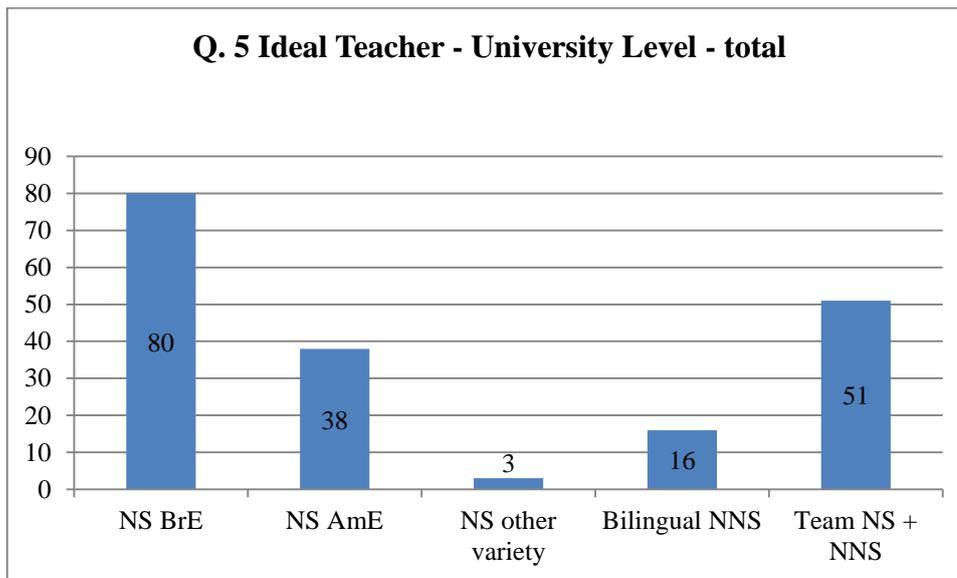
Fig. 77 Q. 5 Ideal Teacher - University Level - summary
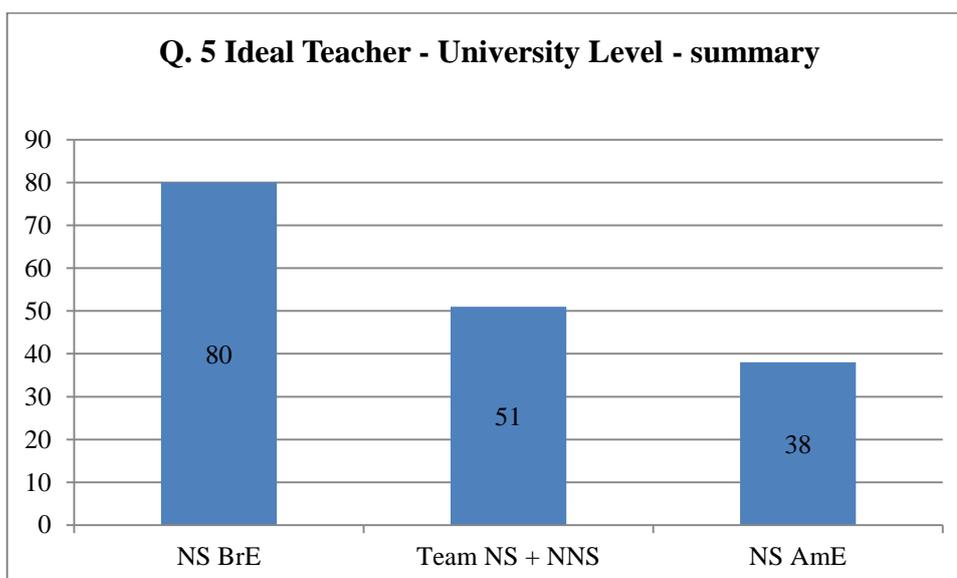
The second premise regarding PLC designed mentioned above is that the 'ideal' methodology and language models will be guaranteed when a team of a NS and a NNS will cooperate on preparation of the course design and will subsequently teach the course in tandem fashion. The survey results as summarized in Fig. 77 show that 42% of the respondents consider a NS of British English an ideal teacher at university level. The second most numerous group (27% of students) would choose a team of a native and a non-native speaker as ideal. The third position is occupied by a native speaker of American English (20%

of answers). Interestingly, 8.5% of respondents from both 2009 and 2010 have chosen a bilingual/multilingual non-native speaker of English as an ideal university teacher of English.[183] This result allows us to tentatively conclude that the perception of models is slightly changing in favour of proficient non-native speakers, which in turn will open more ground for adopting an ELF-informed[184] position in future course design.

Fig. 78 Q. 6a Focus of a practical language course - language forms 2009
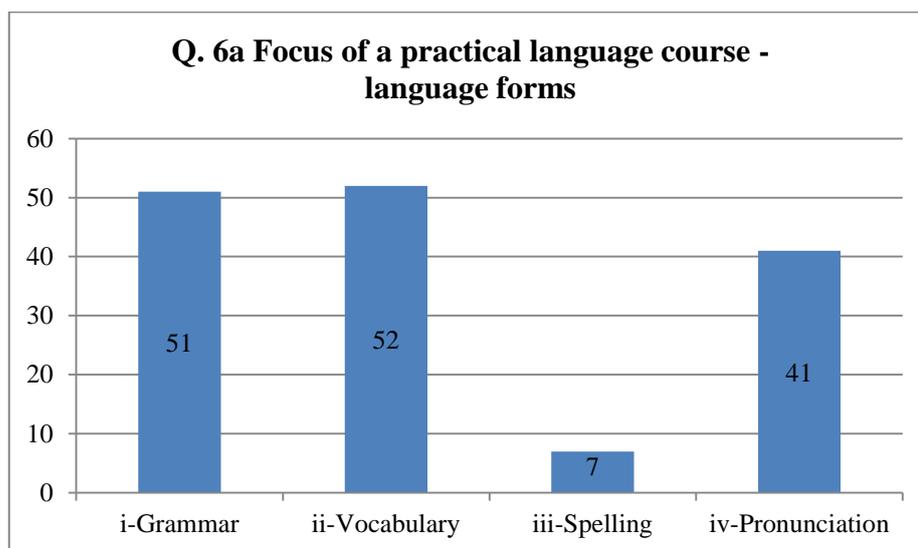
Fig. 79 Q. 6a Focus of a practical language course - language forms 2010

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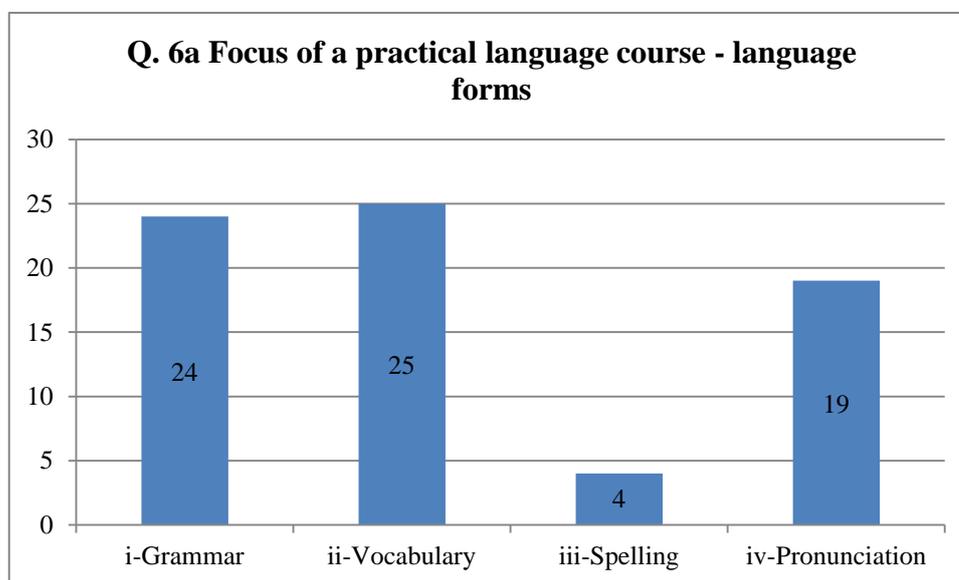
[183] A similar survey on a larger scale was recently conducted at Chinese universtities among non-English majors. The survey aimed at finding out who students prefer as their English teachers: English teachers from China (ETCs) or native-speaking English teachers (NETs). One of the findings is not dissimilar form our findings, i.e. that 'students can benefit from the strengths of both types of teachers' (He & Miller 2011: 428).

[184] Adopting an 'ELF-informed position' does not mean adopting ELF as a language norm or standard, rather a move towards more equality among varieties of English, and in certain respects of modifying priorities. With this, better awareness of the principles that are at play in intercultural communication especially in 'core' LF communication situations is promoted.

Fig. 80 Q. 6a Focus of a practical language course - language forms - total

Q. 6a Focus of a practical language course - language forms - total

	Grammar	Vocabulary	Spelling	Pronunciation
Value	75	77	11	60
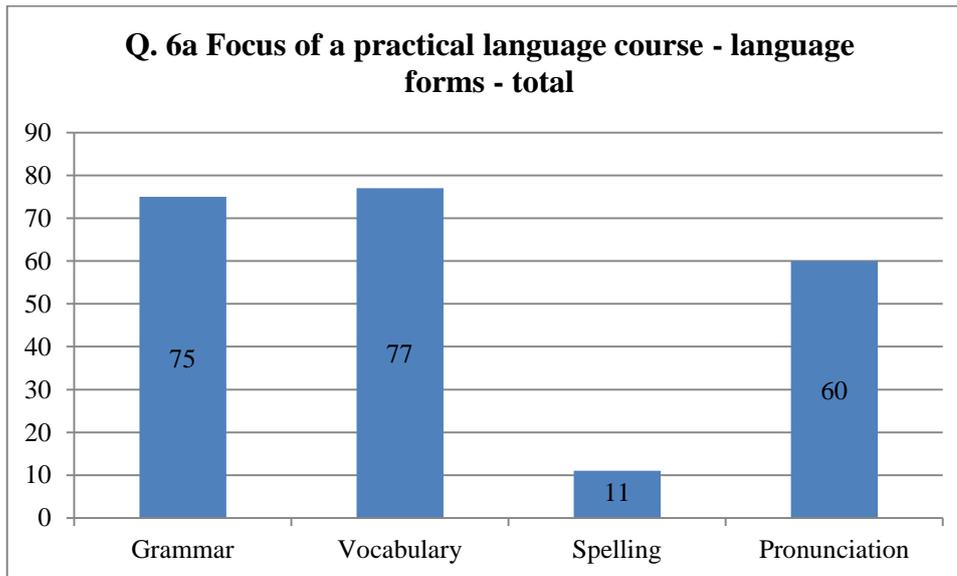
In both surveys question 6a yielded altogether 223 answers from 158 students. When asked what language forms (i.e. grammar, vocabulary, spelling, pronunciation) they would like to improve and hence focus on in a PLC, most students chose vocabulary (34%), grammar (33.6%) and pronunciation (27%) as the main areas for potential areas for improvement. Only 5% of students would like to focus on spelling. The results as summarized in Fig. 80 have confirmed one of the original PLC design premises mentioned above that the core of the PL course should be the expansion of students' lexical and grammatical knowledge.

Fig. 81 Q. 6b Focus of a practical language course - language (sub)skills 2009

Q. 6b Focus of a practical language course - language (sub)skills

	i-Listening	ii-Speaking	iii-Reading	iv-Writing	v-Translation
Value	16	55	14	42	33
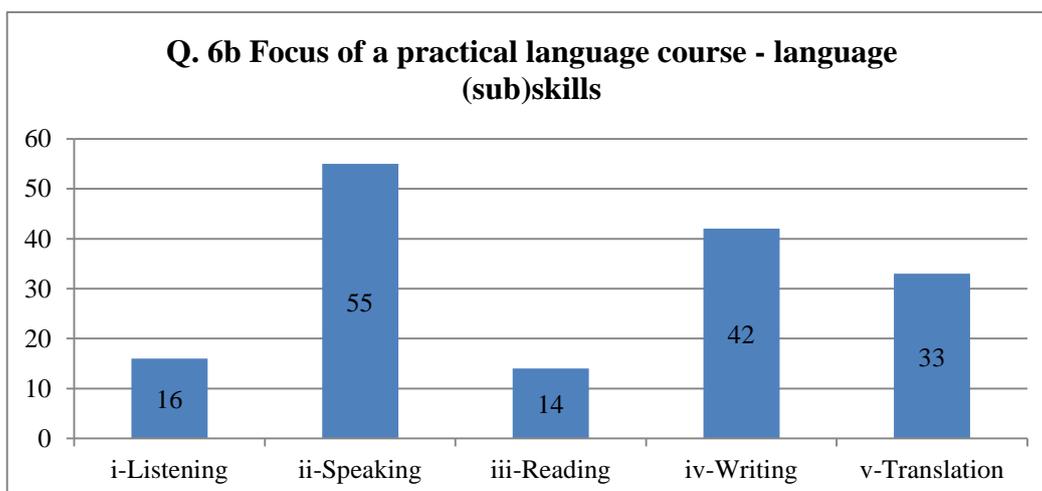
Fig. 82 Q. 6b Focus of a practical language course - language (sub)skills 2010
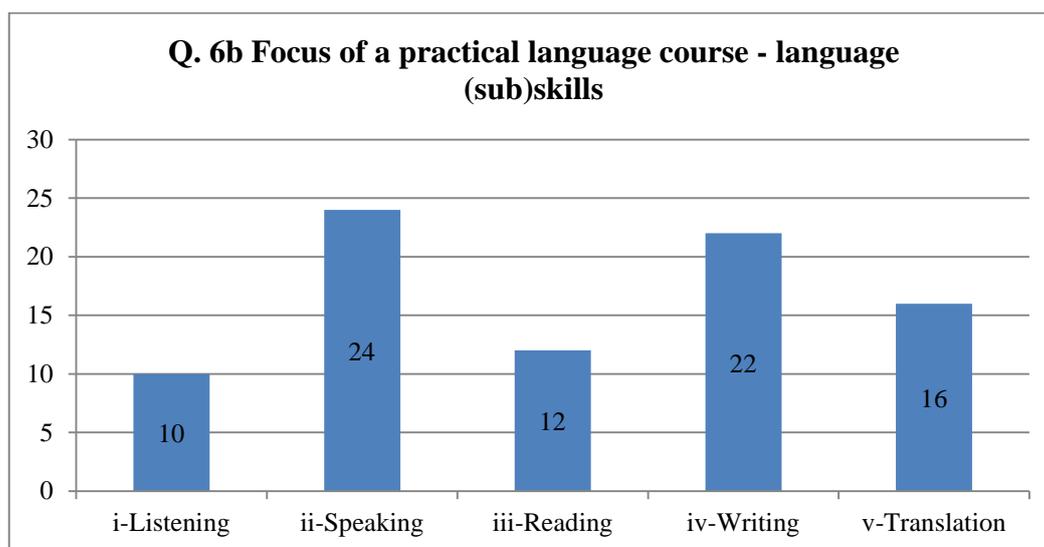
Q. 6b Focus of a practical language course - language (sub)skills

i-Listening	ii-Speaking	iii-Reading	iv-Writing	v-Translation
10	24	12	22	16

Fig. 83 Q. 6b Focus of a practical language course - language (sub)skills - total

Q. 6b Focus of a practical language course - language (sub)skills - total

Listening	Speaking	Reading	Writing	Translation
26	79	26	64	49
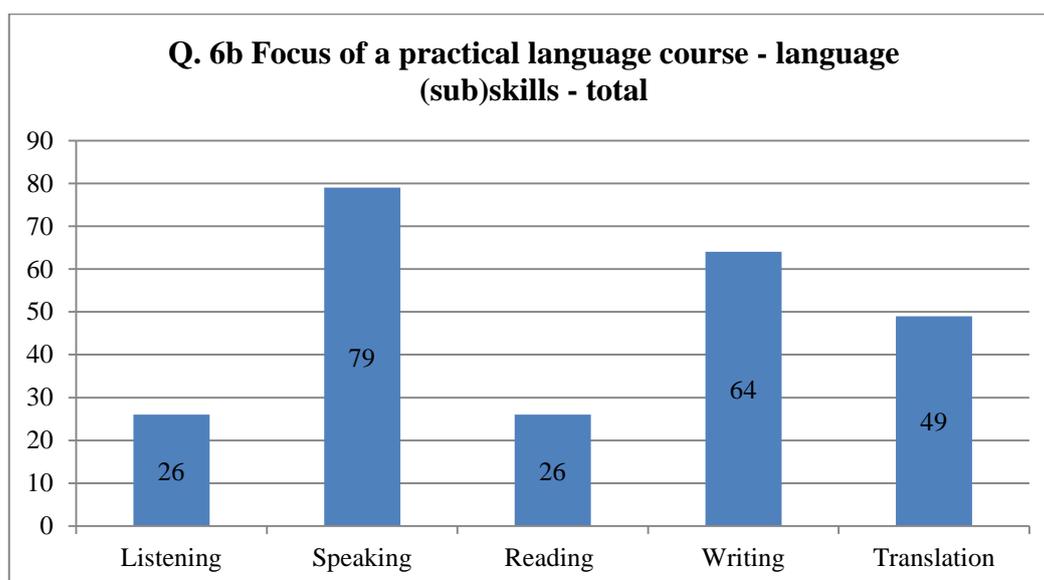
As far as language (sub-)skills (i.e. listening, speaking, reading, writing and translation) are concerned, most students revealed that they would like to improve in speaking (32%), then in writing (26%) and in translation skills (20%). Listening and reading received both 10.6% of all 244 answers. Again, these results correspond with the original hypothesis, which was that a PLC should apart from the promotion of students' speaking confidence focus on integrating all language skills and forms in a balanced way.[185]

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[185] Writing was not included in the course design as a key priority since students have a separate seminar focusing exclusively on academic (essay) writing.

The last question of the questionnaire aimed at finding out what materials students would find useful in a PLC. They were given a scale of: 1 for 'definitely yes', 2 for 'yes', 3 for 'no' and 4 for 'definitely no' which they were to assign to the following options:[186]

a. an integrated skills textbook

b. a supplementary textbook with grammar/vocabulary exercises

c. a combination of a textbook and a supplementary textbook

d. a selection of materials copied from various sources

e. a combination of a textbook and a selection of materials from various sources

f. no textbook.

The series of tables below illustrates responses pertaining to the students' textbook choice in terms of their usefulness found on the questionnaires.

Fig. 84 Q. 7 Useful materials? - 2009 survey

Useful materials? (2009 survey)	definitely yes	yes	no	definitely no	total
Q. 7a an integrated skills textbook	18	53	8	4	83
Q. 7b supplementary textbook with grammar/vocabulary exercises	26	37	15	4	82
Q, 7c combination of a textbook and a supplementary textbook	24	46	12	1	83
Q. 7d selection of materials copied from various sources	26	43	12	3	84
Q. 7e combination of a textbook and a selection of materials from various sources	41	36	5	2	84
Q. 7f no textbook	4	3	23	51	81
total	139	218	75	65	497

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[186] In the printed version of the handout occurred a typing error. 7 a to 7 f were mislabeled as 7 b to 7 g. But for easier orientation we have corrected this typo in the analysis.

Fig. 85 Q. 7 Useful materials? - 2010 survey

Useful materials? (2010 survey)	definitely yes	yes	no	definitely no	total
Q. 7a an integrated skills textbook	15	24	6	0	45
Q. 7b supplementary textbook with grammar/vocabulary exercises	16	23	8	0	47
Q, 7c combination of a textbook and a supplementary textbook	15	28	4	0	47
Q. 7d selection of materials copied from various sources	15	20	9	2	46
Q. 7e combination of a textbook and a selection of materials from various sources	26	16	3	1	46
Q. 7f no textbook	3	5	9	30	47
total	90	116	39	33	278

Fig. 86 Q. 7 Useful materials? - total

Useful materials? (total)	Definitely yes/ yes	Definitely no/ no
Q. 7a an integrated skills textbook	110	18
Q. 7b supplementary textbook with grammar/vocabulary exercises	102	27
Q, 7c combination of a textbook and a supplementary textbook	113	17
Q. 7d selection of materials copied from various sources	104	26
Q. 7e combination of a textbook and a selection of materials from various sources	119	11
Q. 7f no textbook	15	113
total	563	212

The surveys in 2009 and 2010 yielded in total 128 answers to question 7a. As the above data suggest, 86% of students consider it beneficial to work with a single integrated skills textbook; only 14% do not consider using a single textbook crucial. These results are cross-verified by question number 7 f. (see Fig. 86) according to which 88% of all 128 responses were in favour of being provided with a textbook. Only 12% of respondents, on the other hand, would not mind attending a PLC where no single textbook is offered or required. Furthermore, these results comply with our hypothesis that 'students will most profit from using one general textbook that will focus on developing all language forms and skills,

provided it will be accompanied by supplementary teaching materials'. Indeed, as the tables above show, most students both in 2009 and in 2010 (79%) would appreciate working with a supplementary textbook that would provide sufficient grammar and vocabulary practice. This is again confirmed by data in Fig. 86 which show that students (87%) agree on using a single textbook accompanied by a supplementary textbook. Even more students (91%) would choose a textbook complemented with a selection of materials from various sources (see also Fig. 86).

3.2.2 Summary

The survey results obtained in 2009 and 2010 from the majority of newly-enrolled students (i.e. 158 students in total) at the Department of English and American Studies, Faculty of Arts at Charles University served as needs analysis for new practical language course (PLC) design. One of the main goals in devising and distributing the questionnaires was to yield empirical data to prove or disprove the original author's hypotheses regarding the PLC design. As the series of graphs above illustrate, most of the original hypotheses and premises were confirmed. The data obtained in 2010 mostly correspond with the data collected in 2009, which contributes to their stronger information value and general validity.

After detailed analysis of the vast amount of data collected, we can say that a PLC based on students needs, wishes and language competences should be designed and taught by speakers of British English and/or a team of a native speaker and a proficient non-native speaker. In terms of language forms and skills it should focus primarily on lexis and grammar and on speaking and writing subsequently. Furthermore, a single integrated textbook is considered key but it should be combined with other supplementary materials.

One of the key findings is that in spite of their high level of English competence, students consider attending a practical language course important. Moreover, the data obtained can be useful as guidelines for any course designers teaching high-proficiency students especially in tertiary level education at Faculties of Arts and Philosophy and Faculties of Education.

3.3 QUANTITATIVE RESEARCH, PART 3

3.3.1 Methodology

The questionnaire entitled *World Englishes. ELF. English Teacher Assessment.* is the 3rd survey in the series of the quantitative data collection for this thesis. The target group of the first two surveys were students of English of the English department; i.e. potential future teachers of English. This time, however, the main target group are in-training elementary, secondary and tertiary level English teachers. The anonymous voluntary questionnaire was distributed in the Czech Republic between April 2010 and March 2011 and the total number of respondents is 169. Participants of the survey were both native and non-native teachers of English, who were approached at various teacher training events, conferences and similar events; some teachers were also contacted via email. Since both native and non-native teachers were expected to participate in the survey, the questionnaire was devised in English.[187] The questionnaire consists of nine questions; eight questions had a multiple-choice format; one point was left for open-ended comments (see APPENDIX 10 Questionnaires for the complete version of the questionnaire). All the data collected from the questionnaire were transcribed into the computer programme Access and subsequently transferred into Excel and Word. Access enables more complex juxtapositions of the data than would be possible in common Excel tables.

The primary goal of the questionnaire was to formulate a socio-linguistic profile of English teachers in the Czech Republic. Information regarding their origin, mother tongue, age, gender, employment and current teaching location, as well as, regarding their educational background, i.e. what official teaching qualifications they have, who taught them at various stages of their learning career and how they see their present level of competence was elicited. Building on the vigorous on-going global debate regarding the notions of 'standard(s)' and linguistic 'model(s)', one of the key foci of the research was also the teachers' perception of 'Standard' or 'Model' English in both written and spoken language. Closely connected with this was our goal to find out about the teachers' idea as to who an 'ideal' English teacher is. Also, we aimed at finding out what kind of English language competence they want to achieve with their students. Furthermore, it was hoped the results of the survey would reveal if Czech teachers are or are not familiar with the notions of ELF (English as a Lingua Franca) and LFC (Lingua Franca Core).

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[187] Questionnaires discussed in later chapters were designed in Czech.

With the picture that would emerge from the survey results, the author hoped to make suggestions regarding possible improvements for teacher training programmes at English departments at universities in the Czech Republic. Hence, from the description of the status quo, a step further towards changes in language policy and curriculum design should be taken.

3.3.2 Interpretation of data

3.3.2.1 Teacher profile

As it was stated above one of the first goals of the questionnaire was to formulate a socio-linguistic profile of English teachers in the Czech Republic. Therefore, the first brief section of the questionnaire was devised to elicit information regarding the participants' origin, mother tongue, age, gender, employment and current teaching location. The profile emerging from the survey will be presented in a series of graphs and discussed below.

Fig. 87 Participants' origin
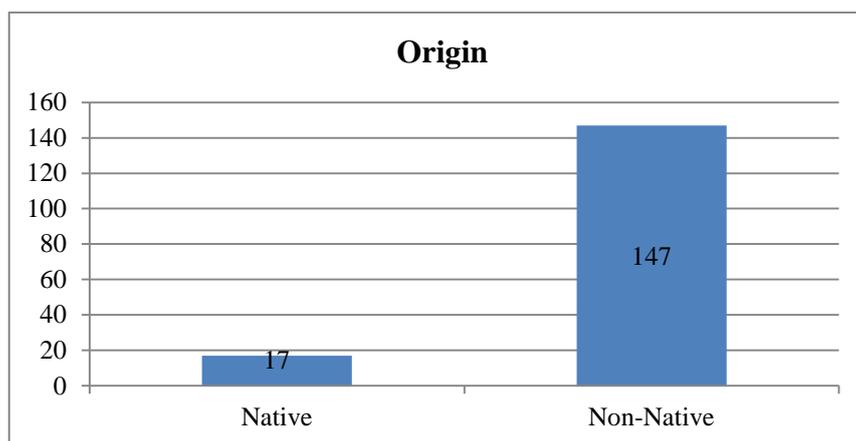
Fig. 88 Participants' age
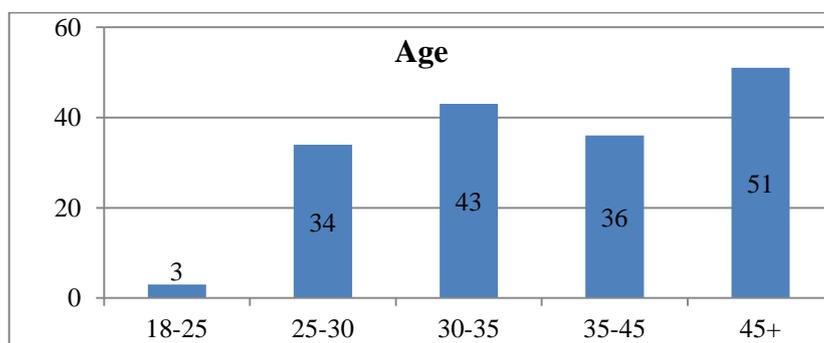
Fig. 89 Participants' gender
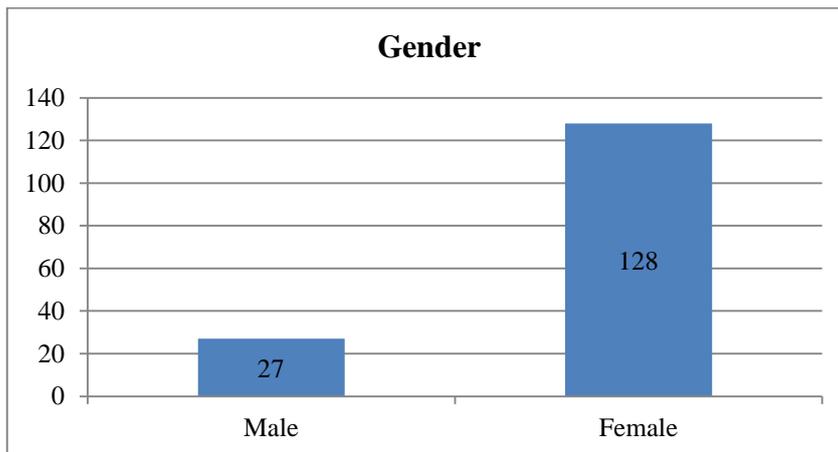
Fig. 90 Participants' Employment
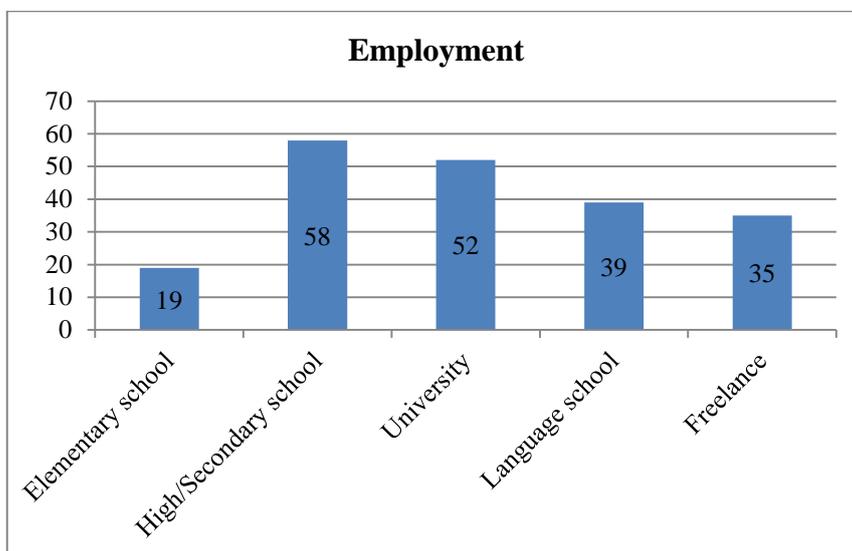
Fig. 91 Based in
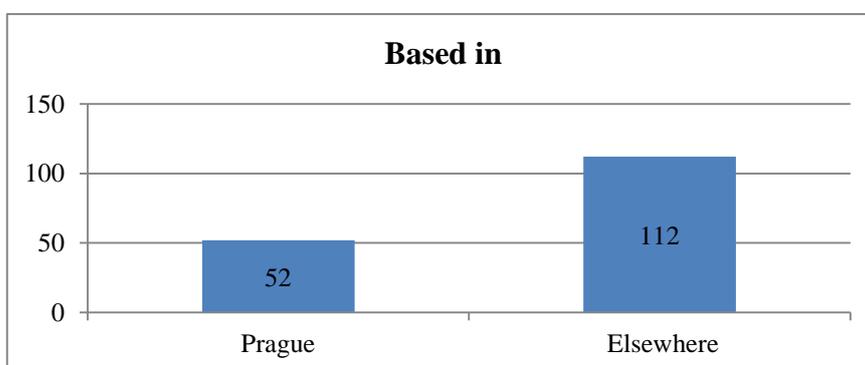
As the graphs above suggest, an overwhelming majority (86%) of all survey participants are non-native speakers of English; the rest are native speakers (10%). Out of the 169 teachers 115 participants have specified their mother tongue as being Czech. Two

participants were native speakers of Slovak, one of Serbian and one of the Hungarian language. The remaining fifty participants left the mother tongue specification unfilled but we assume the majority of them were also native speakers of Czech. It is hard to generalize from a relatively small sample like this, but we can say that these percentages roughly indicate the ratio of native and non-native speaker teachers at various types of schools throughout the Czech Republic. Higher percentage of native speakers of course is to be expected at private language schools, high schools and universities, as opposed to elementary schools and vocational schools.

Most of the survey participants were over the age of 25; the largest group (30% of all participants) were over 45 years old. Fig. 89 indicating the participants' gender shows that 75.3% of all participants were women and only 16 % were men. Again, this confirms a well-known fact that most teachers in the Czech Republic are women. Regarding the institution where the participants are based, all schools are represented: elementary school teachers (11%), high / secondary school teachers (34%), university teachers (30%), language school teachers (23%) and freelance teachers (20%). High / secondary school teachers and university teachers are the two largest participant groups. These numbers show us that teachers who attend various educational events come from all types of schools. The total number of answers to this question was 203, which indicates that several teachers teach at different types of schools at the same time. A significant percentage of the survey participants are currently based in Prague (30.7%); 66% of the participants, however, come from different cities and towns in the Czech Republic. The second and third most numerous groups of teachers come from Brno (21%) and Pilsen (4.73%). Other cities, towns and one country are represented by one to three teachers and include (in alphabetical order): Benešov, Bratislava, České Budějovice, Hořovice, Hradec Králové, Chomutov, Jihlava, Karlovy Vary, Kladno, Klatovy, Kostelec nad Orlicí, Liberec, Mladá Boleslav, Moravské Budějovice, Most, Nymburk, Olomouc, Ostrava, Ostrov, Pardubice, Plzeň, Polička, Přelouč, Přerov, Příbram, Rakovník, Roztoky u Prahy, Sadská, Slovensko, Sokolov, Strakonice, Stříbro, Trenčín, Trutnov, Tuřany, Uherské Hradiště, Ústí nad Labem, Vlašim, Znojmo and Žďár nad Sázavou. Seven teachers are not based in Prague but did not specify the town, 6 teachers left the town entirely unspecified.

3.3.2.2 Level of competence and teaching qualifications

Fig. 92 Q. 1 Level of Competence
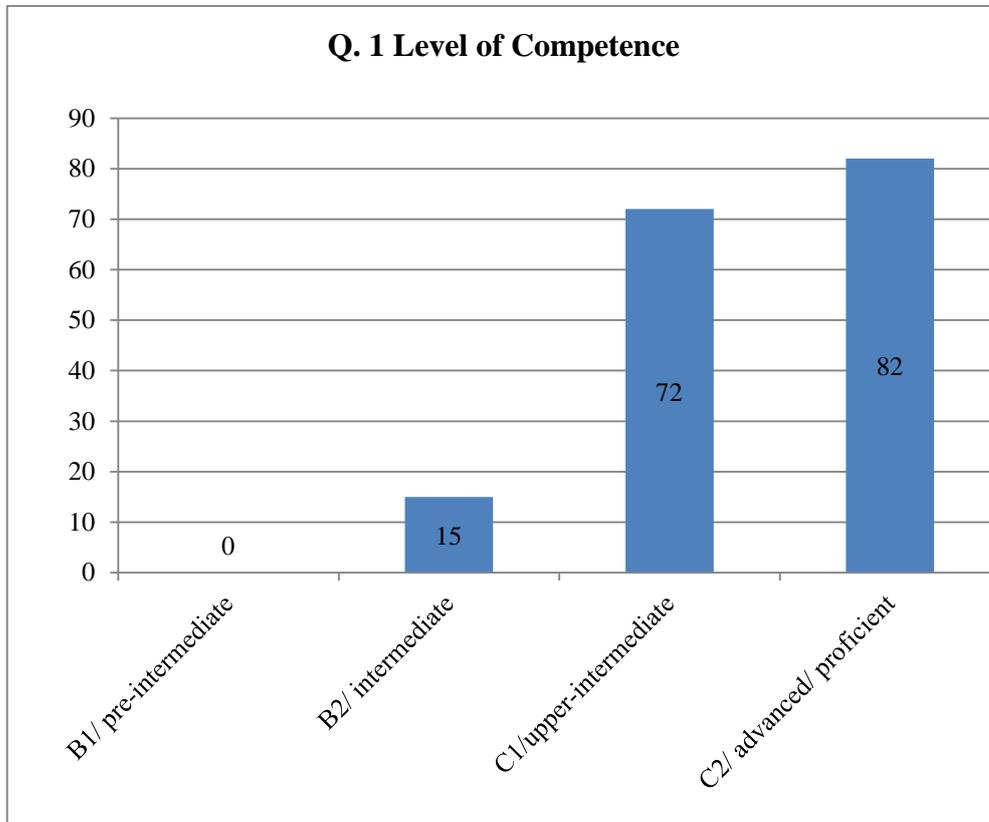
Fig. 93 CEFR - levels [188]

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[188] For details please refer to Abbreviations.

The first question of the questionnaire focused on teachers' subjective assessment of their current competence in English. The Common European Framework of Reference for Languages was used as a guideline for the level choice (http://wordlistspreview.englishprofile.org/external/images/CEF_scheme.jpg; see also Council of Europe 2001). The commonly used abbreviations: B1, B2, C1, C2 (cf. Fig. 93) were roughly equalled with 'older' terminology: pre-intermediate, intermediate, upper-intermediate, advanced or proficient, respectively. This equation and hence simplification can be problematic because many language institutions have their own scales and define competence levels differently. For example, many would argue that pre-intermediate means something entirely different than B1. For our purposes, however, this issue had to be kept simple to make it easier for teachers to answer the questionnaire. Terminological precision was at this point of secondary importance.

As the bar chart in Fig. 92 shows, most teachers (48%) see their level as being advanced or proficient (C2). Interestingly, a high percentage of teachers (42.6%) perceive their level as being upper-intermediate. Only 8,88% of respondents see their level as B2, i.e. intermediate. As it was expected, no teachers described their level as B1, i.e. pre-intermediate. B1 would indeed be a very low proficiency level for a language teacher. These results illustrate two contemporary trends; the first one is a very positive trend towards higher language proficiency of Czech teachers of English. The fact, however, that almost 9% of the survey participants still see their level as intermediate is, over two decades of living in democracy and having free access to language education and possibilities to travel and participate in educational exchange, rather alarming. To elaborate this point a bit more in detail, we need to correlate the age of the participants, their subjective evaluation and the official language exams they have taken.

First, we will juxtapose the age of the survey participants with their subjectively evaluated competence. The original hypothesis was that the higher the age of the participating teachers the lower they will evaluate their level. This argument was based on the assumption first that Czech teachers, especially from 'older' generations tend to underestimate their skills and secondly, on the fact that 'older' teachers are former teachers of other subjects, re-trained to teach English after the Velvet Revolution. The numbers obtained confirm these assumptions only to some extent. Only in teachers in the age category over 45 years of age there is higher incidence of B2 level than in other age groups (5.3% as opposed to 0.59%, 2.37% and 0.57% respectively); most teachers in this age category would describe their level

as C1 (15.38%); 10% of the participants chose C2 level, which is similar to the age group between 35 and 45 but significantly less than in younger teachers. Most teachers between 30 and 35 see their level of competence as C2. This can be explained by a plurality of factors – no burden of former Russian language instruction, attending university in the 1990s and later when academic mobility has been common place, etc.

Fig. 94 Age and level
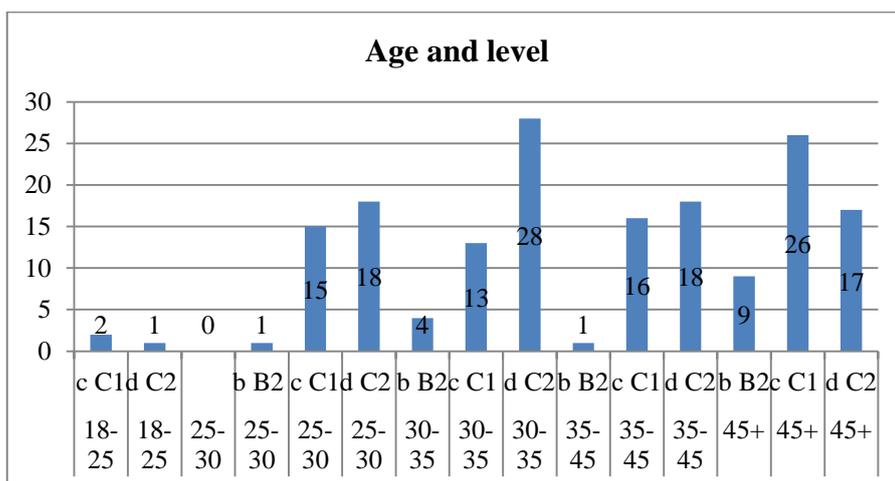
Fig. 95 Age and level - table

level/ age	18-25	25-30	30-35	35-45	45+	total
B1	0	0	0	0	0	0
B2	0	1	4	1	9	15
C1	2	15	13	16	26	72
C2	1	18	28	18	17	82
	3	34	45	35	52	169

Fig. 96 Age: 25-30 and level

Age: 25-30 and level

Level	25-30	b B2 25-30	c C1 25-30	d C2 25-30
Value	0	1	15	18

Fig. 97 Age: 30-35 and level

Age: 30-35 and level

Level	b B2 30-35	c C1 30-35	d C2 30-35
Value	4	13	28

Fig. 98 Age: 35-45 and level

Age: 35-45 and level

Level	b B2 35-45	c C1 35-45	d C2 35-45
Value	1	16	18

Fig. 99 Age: 45+ and level

Age: 45+ and level

Level	b B2 45+	c C1 45+	d C2 45+
Value	9	26	17
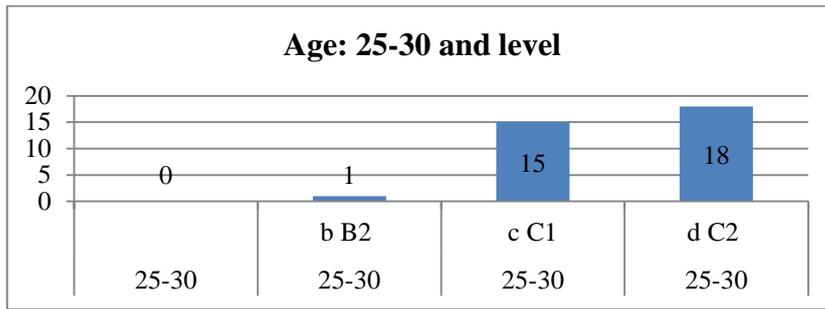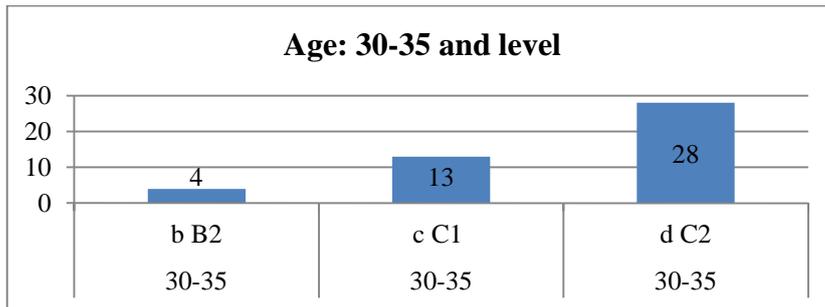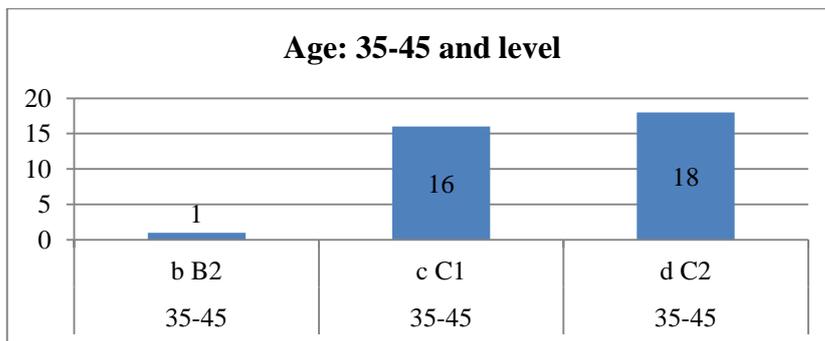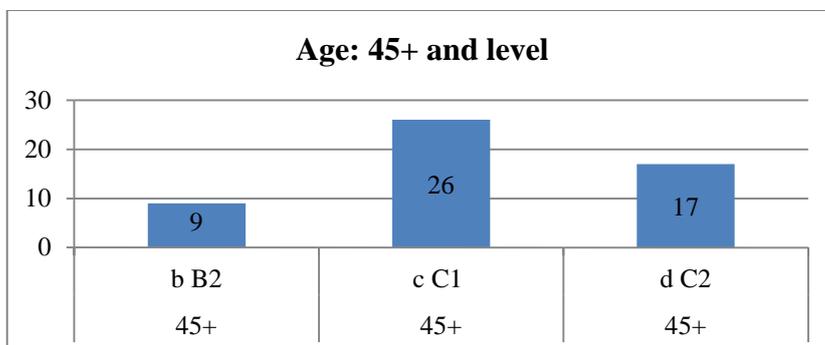
Fig. 100 Q. 2 Qualifications
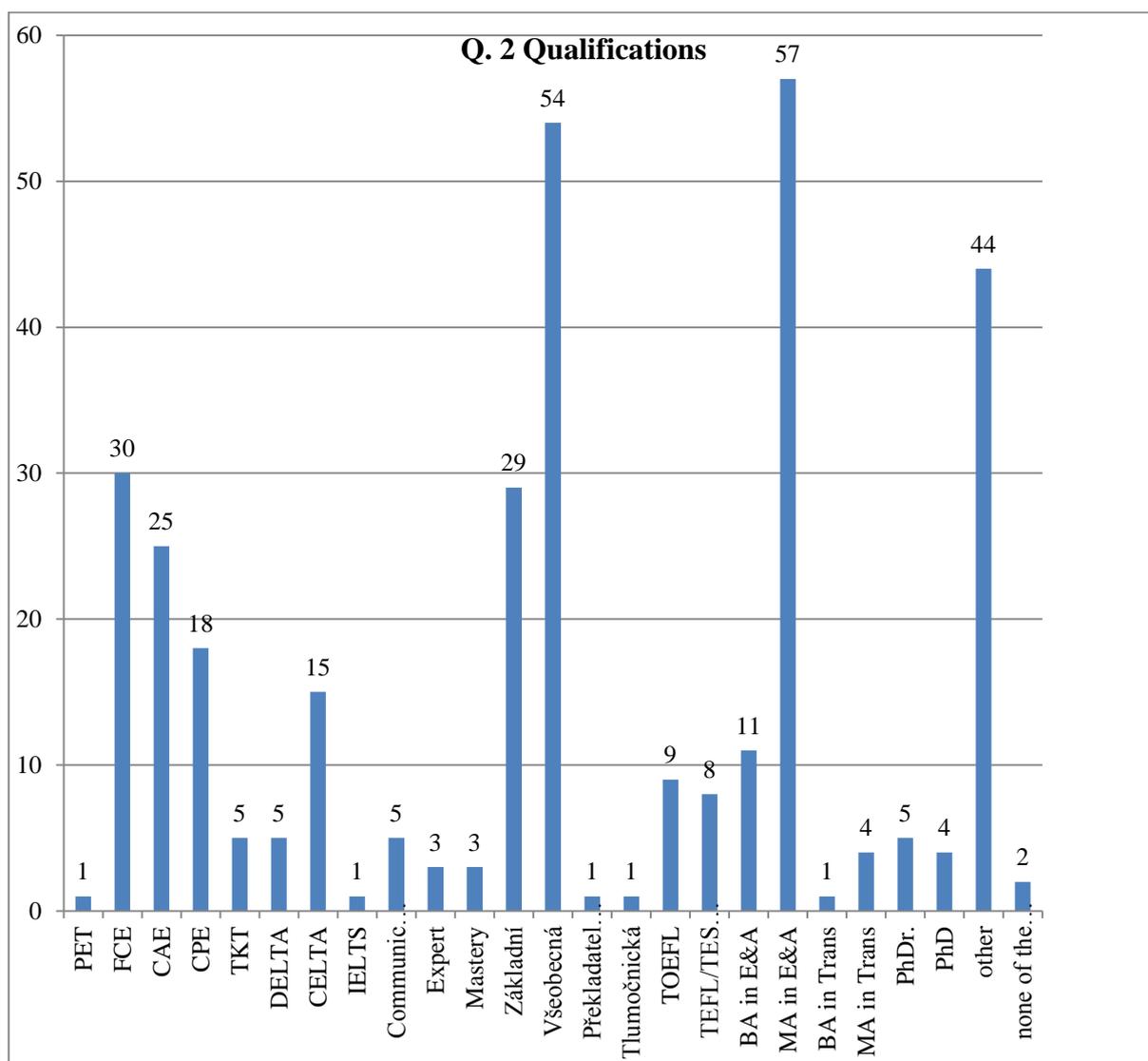
Question 2 regarding teachers' qualifications yielded 341 answers from 169 participants. Hence, we can say that most teachers have passed a minimum of one to two official language examinations. The final percentages will be counted from the total of the 169 of the survey participants as opposed to the total body of 341 answers.

As Fig. 100 suggests, the two most common examinations characterizing the educational background of Czech teachers of English who participated in the survey are[189]: an MA in English and American Studies (33.7%) and the general language state examination[190] (32%). The third place is occupied by 'Other' qualifications (26%) which include a variety of

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[189] The order of the official language examinations follows their sequence chosen for the questionnaire survey (see APPENDIX 10 Questionnaires), i.e. the examinations are ordered according to different examination institutions and companies offering them and subsequently according to proficiency levels. This organization seemed more systematic than an alphabetical one.

[190] In Czech: "Všeobecná státní jazyková zkouška".

examinations, mostly MA degrees in ELT / TEFL or TESOL and MA degrees from faculties of education, BA degrees in linguistics or liberal arts which mostly overlap with MA in English and American Studies. Hence, we can say that the overwhelming majority of the survey participants are university qualified teachers of English.

The second most common group of language examinations subsumes: FCE (First Certificate of English) (17.7%), the basic language state examination[191] (17%) and CAE (Certificate in Advanced English) (14.8%). This third group includes: CPE (Certificate of Proficiency in English) (10.65%), CELTA (8.8%) and BA in English and American studies (6.5%). TOEFL and TEFL/TESOL examinations were taken by around 5% of all participants. Around three per cent of participants took the following examinations or have the following degrees: TKT, DELTA, Communicator, PhDr., PhD.

Fig. 101 Age: 18-25 and examinations
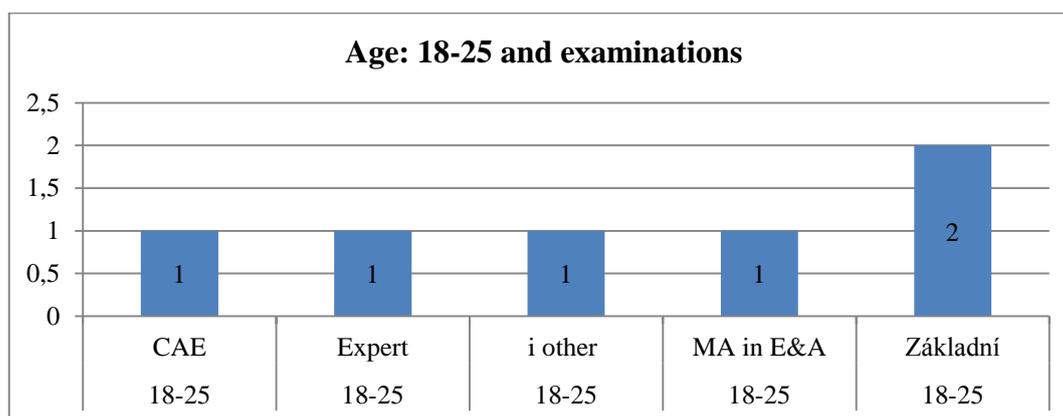
Fig. 102 Age: 25-30 and examinations

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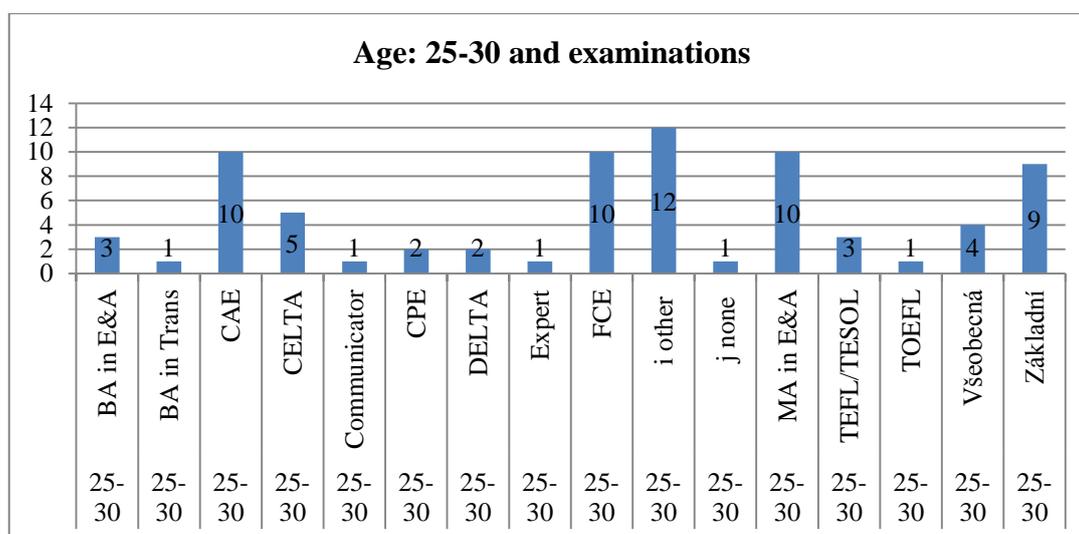
[191] In Czech: "Základní státní jazyková zkouška".

Fig. 103 Age: 30-35 and examinations

Age: 30-35 and examinations
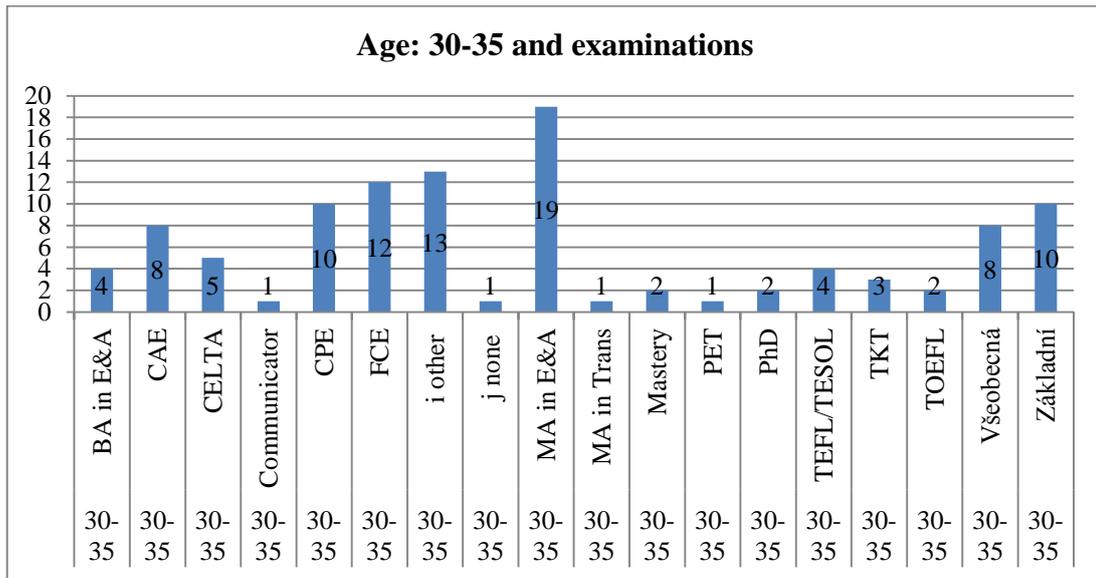
Fig. 104 Age: 35-45 and examinations

Age: 35-45 and examinations
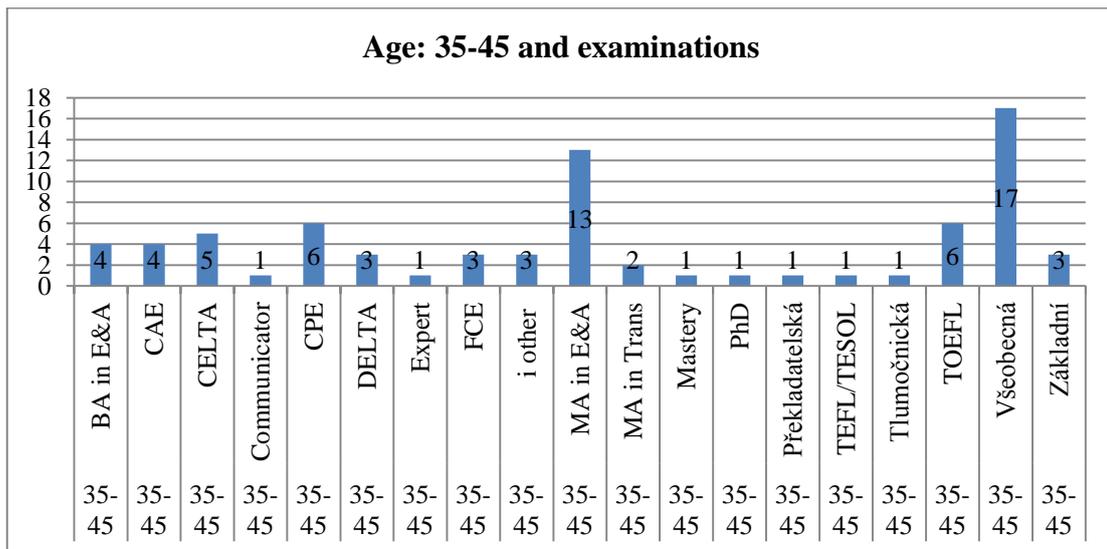
Fig. 105 Age: 45+ and examinations
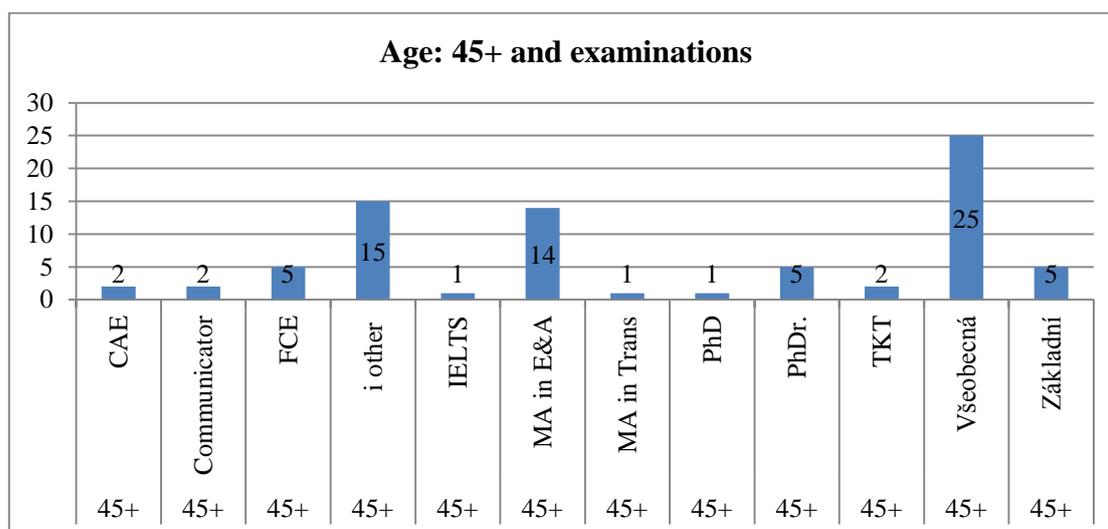
The results obtained upon juxtaposition of the age of the survey participants and the official language exams they have taken will be discussed in the following section. Generally, the results confirm the original logical assumption that the younger the teachers are, the smaller range of examinations they have taken and the lower the level of these examinations is. Further, the older the participants are, the greater variety of English language examinations they have taken. The smallest range of examinations taken is hence among the participants who are between 18 and 25 years old. Three participants of this age took five different kinds of language examinations. In the age group between 25 and 30 years of age, 34 participants took 14 different kinds of examinations. The most common in this age group are: FCE, CAE, the basic language state examination and MA in English and American Studies (around 6 % each). Teachers who are in their late twenties are mostly already university graduates with decent teaching experience. It is not very uncommon for students of English and American Studies to take Cambridge language examinations either before they apply for the programme to increase their chance of getting in or during their studies to improve their practical language skills (for more about students' educational profile see Chapter 3.2.1).

Forty-three participants of the survey are between 30 and 35 years old and have taken over 16 different language examinations. The most common qualification is an MA degree from English and American studies (11%). Apart from an MA degree, around 6% of participants in this age group have taken either FCE, CAE, CPE or the basic language state examination. The two most common qualifications for teachers between the ages of 35 and 45 are: the general language state examination (10%) and an MA in English and American studies (7.7%). Altogether, the range of examinations the 36 teachers of this age have taken,

is very broad and subsumes over 18 different language examinations. As it was stated above, the last group consisting of 51 teachers is the most numerous group. These are teachers who are over 45 years old. The range of examinations they have taken is lower than the three previous groups and includes 11 language examinations. The by far most common qualification is the general language state examination with 15%. Only 8% of the teachers in this age category have an MA in English and American studies. Similar percentage (8.8%) of teachers took other examinations.

It is hard to generalize from a relatively small sample of teachers that have participated in the survey, we can, however observe several trends. One of the positive outcomes of the survey is that most teachers have passed one and/or more language examinations. The two most common qualifications are an MA in English and American Studies and the general language state examination. The level and range of language examinations increases with teachers' age peaking in the age group of teachers between 35 to 45 years of age. Almost no participants of the survey (1%) have not passed any common language examinations whether in the private language school sector or have obtained a tertiary level degree. We must, however, note that most of the teachers who participated in the survey are very active and motivated members of the teaching community who are working on improving their educational background. This survey respondent population may not represent the majority of teachers that are currently practicing throughout the Czech Republic at all different types of schools. A much larger-scale analysis would be needed to provide a detailed picture of the educational profile of Czech teachers of English. Mapping teachers' qualifications or lack thereof is a research topic worth pursuing in the future.

3.3.2.3 Target achievement

Fig. 106 Q. 3 When teaching English what do you want your students to achieve?
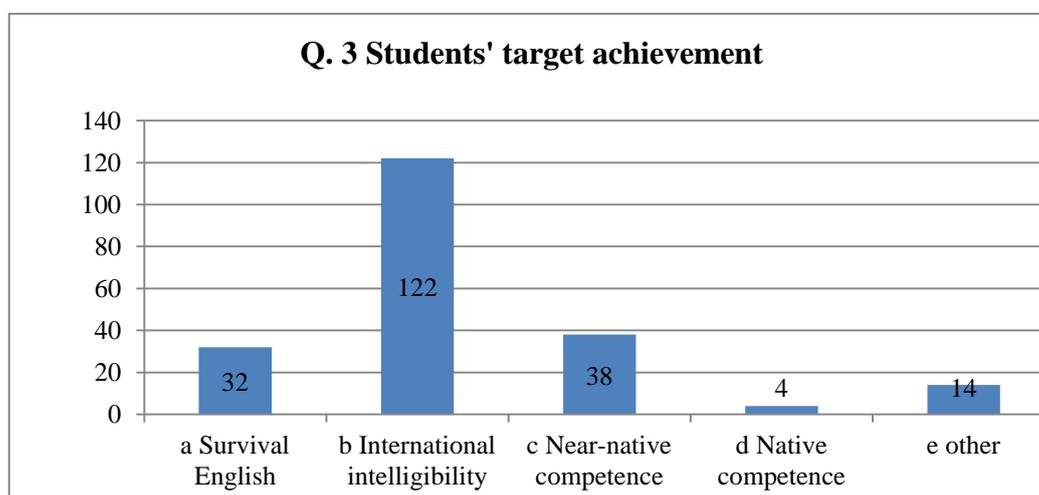
Question three of the questionnaire aimed at finding out what teachers aim at achieving with their students when teaching English. The goal was to find out how ambitious or, on the contrary, how 'down-to-earth' teachers are in terms of the outcomes of their teaching. The total number of answers obtained was 210. To be clear, however, the percentages are counted again based on the total number of participants, i.e. 169. The higher number of answers than participants suggests that the goals teachers have, may vary depending on the varying students' wishes in different educational contexts. The results that are presented in Fig. 106 show a very pro-ELF tendency. The vast majority of respondents (72%) chose 'international intelligibility' as the main goal for their students.[192] Unlike near-native competence which was chosen by 22% of teachers or let alone native competence (ticked by only 2% of participants), international intelligibility seems to be a realistic goal for students to achieve. The third highest percentage of answers went to 'survival English' which is a goal for 19% of teachers. Indeed, at lower levels and at certain types of schools, this is for many reasons the only viable option. These reasons range from lack of qualified teachers and/or lack of teachers in general to low motivation and language competence of learners and low number of teaching hours, etc.

When answering this question, teachers also provided several specific comments, such as: "this aim greatly depends on the level of students and their needs", "it depends on their level", "a.-c. [Survival English, International intelligibility, Near-native competence] with those I'm teaching currently", "specialized vocabulary and skills; academic language skills", "depending on level", "academic survival", "it depends on why the students are studying", "of course it depends on the level and type of course (FCE x conversation)", "b. [International intelligibility] students who study English for communication, students who study to become English Teachers c. [Near-native competence]", "C1/C2 level English but not native-like in terms of pronunciation", "it depends on their level and course aims", "depends on what the students require but international intelligibility is the most frequent request", "Maturita Exam - Z level (some of them V level), B1/B2 of CEFR", "to be able to use 'vocabulary' they know and not to be shy", "maturita", "after my experience at an elementary school I am grateful if they reach a. [Survival English]", "it depends", "b. [International intelligibility] when teaching freelance", "c. [Near-native competence] university", "understanding technical English".

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[192] For detailed discussion of the notion of intelligibility, comprehensibility and interpretability see Jenkins 2000. Jenkins (2000: 78) associates intelligibility with 'the production and recognition of the formal properties of words and utterances'. For more about NNS intelligibility see also Sewel 2010.

Most of the comments confirm that goals largely vary depending on who the students are and what their particular purpose for studying English is. Some goals are dictated purely by the necessity of preparing students for certain official examinations, in younger students mostly the 'maturita' (school-leaving examination); at university when preparing future teachers (near)-nativeness will prevail as a goal. In all these educational settings, respecting NS norms, i.e. respecting SE is unavoidable. Similarly, the goals will also vary according to the students' specialization at various types of schools – mostly in the area of ESP e.g. academic English, medical English, technical English, English for tourism, etc.

What can be observed from the questionnaire results and from personal communication with teachers is that the expectations and goals decrease with the age of students and depend on the types of school teachers teach at. The lowest expectations are found with elementary and vocational school teachers. At some regional schools they are lucky "if they find qualified teachers at all" and "if their students learn at least something".[193]

3.3.2.4 Standard English?

The next part of the research focuses on the questions regarding language standard(s). The notion of standard, especially in relation to English is highly problematic and has been widely debated. This thesis does not aim at resolving this most complex concept. For example, it is a well-known fact that unlike French or Czech, there is no one official standardizing institution, no language 'Academy' regulating and/or codifying 'standard' English. French and Czech for example have long traditions of prescriptivism. English scholarly work, on the other hand, tends to descriptivism. Hence, defining what Standard English (SE)[194] actually is, is not unproblematic or uncontroversial[195] (for more about the issue of standardness see McArthur 1998: 102-137). It is outside of the scope of this thesis to cast new light on the definition of current Standard English, therefore, a list of sources devoted to the issues connected with SE is provided (see APPENDIX 7 Standard English – recommended sources). One of the most famous accounts of Standard English is given by Peter Trudgill (1999: 117–128) who defines it by saying what it is not: Standard English is **not a language** (rather a prestigious variety of English), **not an accent** (sometimes, however, people connect Standard English with Received Pronunciation, BBC English or the Queen's

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[193] Personal communication with teachers.
[194] Standard English is also referred to as 'educated English', 'literary English', 'BBC English', 'King's English' or 'Queen's English'.
[195] One of the reasons for the controversial nature of SE is its supposed superior status to other varieties. This becomes especially prominent in the WEs perspective.

English), **not a style** (Standard English can be used formally or informally; in all contexts), **not a register, not a set of prescriptive rules**. What of course follows is to ask what Standard English is. The answer that Trudgill provides is (ibid., 123-124): '[Standard English] is a **sub-variety** of English. Sub-varieties of languages are usually referred to as *dialects*. […] It is for example by far the most important dialect in the English-speaking world from a social, intellectual and cultural point of view; and it does not have an associated accent. [Standard English] is a purely social dialect. […] [It] is no longer a geographical dialect. [It] is distinguished from other dialects of the language by its *grammatical* forms.'

Davies' (1999: 184) conclusion regarding Standard English is 'that it is the language used by the educated'. According to McArthur (1992b: 982) Standard English is 'a widely used term that resists easy definition but is used as if most educated people nonetheless know precisely what it refers to'. David Crystal (2003: 110) accepts this definition and similarly to Trudgill he claims that SE is 'a variety of English' which some also call a 'dialect'. Further, he claims (ibid.): 'The linguistic features of SE are chiefly matters of grammar, vocabulary, and orthography (spelling and punctuation). […] SE is not a matter of pronunciation: SE is spoken in a wide variety of accents. […] SE carries most prestige within a country.' Crystal also mentions the Standard English paradox, which is that '[a]lthough SE is widely understood, it is not widely produced' (ibid.). Contrastingly, Standard English is often thought to be much more widespread than any other dialect of English.

Very often Standard English is associated with British English (as opposed to other 'native' English varieties), with correctness, with the written register, with educational contexts. Spoken standard is associated with broadcasting but as it was mentioned earlier, it doesn't have an associated accent. Or as Quirk et al. (1985a: 18) put it: 'Educated English naturally tends to be given the additional prestige of government agencies, the professions, the political parties, the press, the law court, and the pulpit. […] It is codified in dictionaries, grammars, and guides to usage, and it is taught in the school system at all levels. It is almost exclusively the language of printed matter.'

In the seminal book called *English in the World* Anthea Fraser Gupta (2006: 107) called his chapter 'Standard English in the World'. He is trying to 'convince the readers that:

- o Standard English dominates writing;
- o Standard English is not predetermined: it follows the behaviour of its users;
- o English orthography is strict, but errors occur;

- in grammar, not everyone agrees on correctness in Standard English;

- writers sometimes deliberately write non-standard text;

- the patterns of variation in Standard English are geographically complex;

- being a native speaker does not guarantee ability to write Standard English;

- some structures that learners of EFL are told are wrong are used in Inner Circle SE texts.'

A summarizing definition of SE could be the following (http://www.nus.edu.sg/prose/singlish.htm): 'Standard English is taken to mean English that is internationally acceptable in formal contexts. In other words, someone speaking Standard English should be understood easily by educated English speakers all over the world.'

All the above makes us wfonder what the actual perception of Standard English in the Czech Republic is. In particular we will focus on the 'messengers' of English in the Czech Republic, i.e. on Czech teachers of English. Hence, teachers who participated in the survey were asked to choose and further specify what they see as Standard English in terms of both written and spoken language. For the sake of ease, teachers were given several options to choose from, which may have 'influenced' their perception of the notion, but in spite of that, the data are very helpful in revealing teachers' stance and attitudes.

Fig. 107 Q. 4a Standard English - Written Language
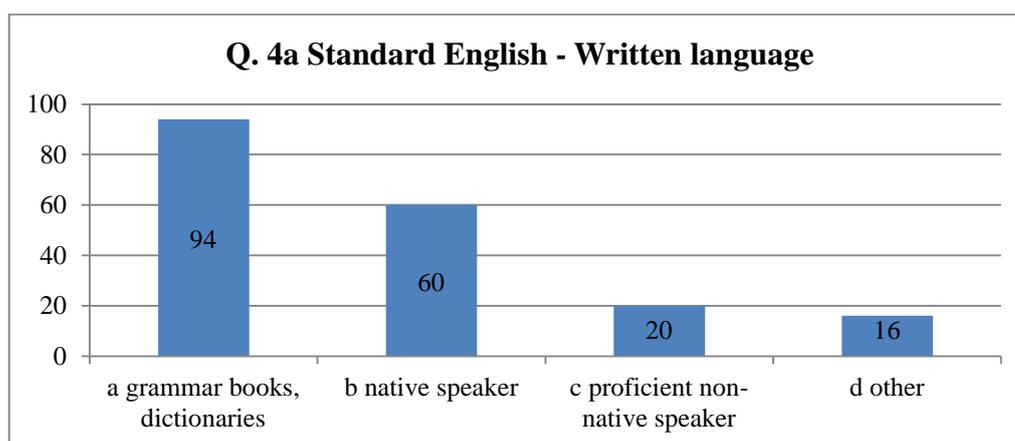
The total number of responses to Question 4a is 190. This suggests that some teachers chose more options when defining the written standard. As Fig. 107 shows a vast majority of the survey respondents (55.6%) considers English as defined in grammar books and dictionaries as **the** standard, which corresponds with the original expectations. A high number of teachers would trust written production provided by a native speaker (35.5%). What we can also observe is a rather surprising pro-ELF trend marked by the rising prestige of the authority

of proficient 'non-native' speakers[196] marked by 11.8% of answers. As the numbers suggest, there is a general big trust in the written 'standard' but the trend towards accepting proficient non-native English is not negligible. One teacher explicitly expressed a desire to be able to trust proficient 'non-native' speakers but realized simultaneously that the time has not come yet: "I'd love to tick c. [proficient non-native speaker] but I'm afraid currently I'm still bound by a. [grammar books, dictionaries]", "between a. [grammar books, dictionaries] and b. [native speaker]".

Question 4a also generated a lot more teachers' comments regarding the written standard. Many teachers mentioned that the text has to be written and/or spoken by an educated speaker for it to be credible: "written text produced by an **educated native** speaker", "spoken English produced by native (or **competent non-native**) speakers", "written and spoken English as produced by **fairly educated native speakers**", "not any text by a native speaker but newspapers (quality newspapers)", "English produced by **BBC** and by **educated** speakers", "English as used in published sources originating from English-speaking countries or following the **standards** used in those, e.g. the Prague Post", "I would have agreed with b. [native speaker], provided that you add 'a competent native speaker' (naturally, not all are)", "point a. [grammar books, dictionaries], provided the materials are based on contemporary CORPUS (either British or American)". One teacher was more benevolent in terms of SE: "anything can be a model, e.g. song, letter from friend, important is to 'understand'". Other teachers would accept both: "proficient or native speaker"; while other teachers are puzzled if anything like 'standard' still exists: "I feel that there is no 'standard' English anymore; there are   different   variations   of   English".

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[196] A proficient 'non-native' speaker does not necessarily mean that the speaker is indistinguishable from a 'native speaker', rather it is someone who is efficient in communication with both 'native' and 'non-native' speakers. Both of these communication situations ('core' and 'non-core') entail different skills.

Fig. 108 Q. 4b Standard English- Spoken Language
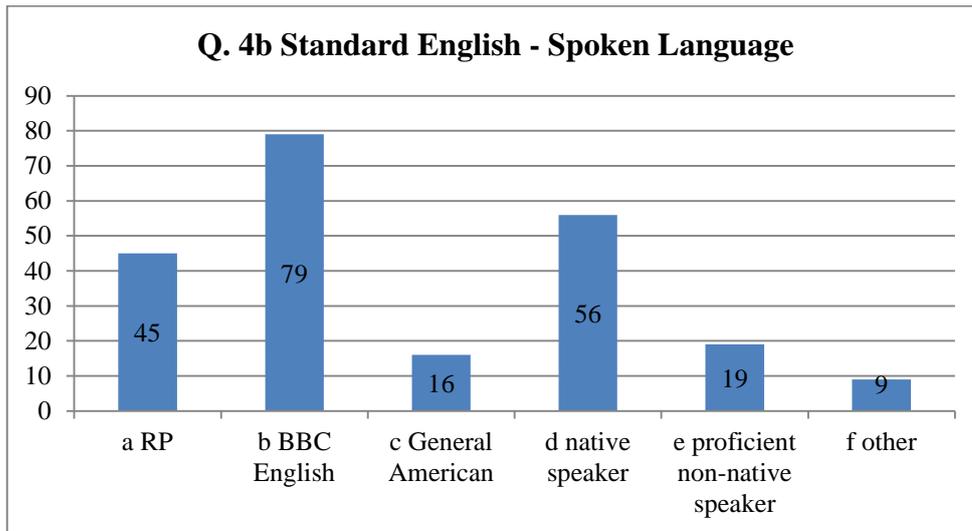
When asked what they consider 'Standard' / 'Model' English for spoken English, the 169 respondents provided 224 answers, which shows that most teachers associate spoken 'Standard English' with more than one possible definition. The percentages will, therefore, be counted based on the total number of responses as opposed the total number of respondents. Most survey participants (35%) see BBC English as **the** standard. Unlike in the student survey (cf. Fig. 43) the next most common definition of spoken standard is any spoken text produced by a native speaker (25% of answers). In other words, what matters most, is 'authenticity' in the 'traditional' native-speaker sense. RP received 20% of all answers. Teachers coming from real teaching practice seem to be more realistic about goals and models. Contrastingly, 30% of students in our pilot survey chose RP as the spoken standard. Students seem to have a more idealized perception of the notion of standard in general. One of the most astonishing results of the questionnaire is, however, that 8.4% of teachers' answers went to any spoken text produced by a proficient non-native speaker (disregarding his/her accent), which is more than the 7% of answers that went to General American as the spoken standard. Here we can detect an increasing openness towards Global English, ELF, or IE. Teachers seem to be more and more aware of the fact that apart from movies and popular culture in general, students will most probably be confronted with 'non-native' as opposed to 'native' accents. Teachers themselves are speakers of ELF after all, so it would be beneficial to see their own English as an 'ideal' model of standard for their students.

The comments that teachers provided are as follows: "BBC English can be one of the possible models - but it doesn't mean that I set this as an aim for my students", "any spoken

text produced by an **EDUCATED**[197] native speaker (disregarding his/her accent)", "text spoken by an **intelligent**[198] native speaker", "songs, podcasts", "It really depends what you're talking about - do you mean for reception or production? I would say that in terms of students' production the two main issues are comprehensibility and, second, source authenticity. In terms of reception, a-c are probably the most common norms, but without any notion that they will be transferred to production.", "b. [BBC English] applies partly", "I marked the answers according to what we studied at school but at the moment I definitely avoid even thinking about those two mentioned above because they are outdated and none speaks RP anymore not even the Queen herself. The standard of the language has changed over the years and I've been wondering myself what standard English is at the moment. British English has accepted some American words but is it standard? Have you found it in Oxford or Cambridge dictionary and which one is the one I can trust that the Queen would accept? Moreover, we cannot even rely on BBC since the quality of the English used by their reporters has dramatically worsened.", "same as above I think e. [proficient non-native speaker] should be the case at least for EIL/ELF, but I'm afraid we're not there yet, currently I'd say an educated native speaker", "as specified in descriptors for Cambridge exams", "CNN".

From the above comments we can observe two opposite but not mutually exclusive tendencies. First, it is the reliance on educated speakers and 'serious' 'native speaker'-ruled media (e.g. BBC, CNN) as a source of Standard English; and, on the other hand, openness to the international role of English and hope that proficient non-native speakers will increasingly co-dictate what is and what is not acceptable. Simultaneously, we note the fact that teachers seem to be puzzled as to the validity or even existence of English language standards.

3.3.2.5   ELF awareness

The next section of the questionnaire, i.e. questions 5 and 6a and 6b were designed to find out if Czech teachers of English are informed about the current global role of English, i.e. that at present more non-native than native speakers use English on a daily basis. Teachers were, therefore, asked if 'ELF (English as a Lingua Franca)[199] should be considered a new standard / model of EFL (English as a Foreign Language) and hence taught at schools globally'. We also wanted to find out if the teachers have heard of the LFC (Lingua Franca Core) and if yes, where / in what context t1hey have come across this term.

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[197] Capitalized by the survey participant.
[198] Author emphasis.
[199] ELF (English as a Lingua Franca) was defined for the purpose of the questionnaire as follows: it represents any English used between non-native speakers of English.

Looking back, posing these questions was jumping ahead, since as the survey results in Fig. 109 and Fig. 110 show, there is very little awareness of ELF research in general.

Fig. 109 Q. 5 ELF - a new standard?
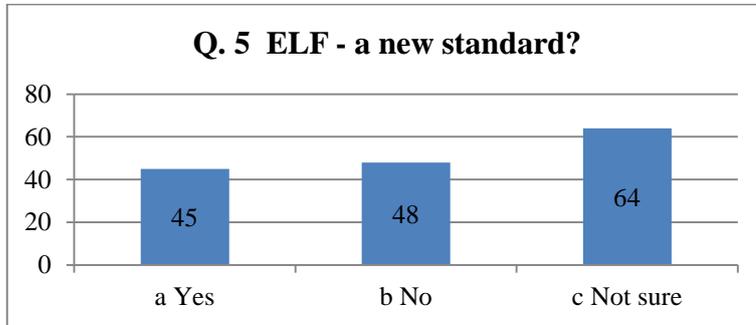
When asked, if ELF should become a new standard / model for teaching English, 2.6% of teachers answered 'yes', 37.8% of teachers answered 'no', i.e. ELF should not become the new standard. Most teachers (37.8%), however, were 'not sure'. This hesitancy can have several causes. Judging from the fact that 63% of all survey participants (cf. Fig. 110) have never heard of the LFC (Lingua Franca Core), which is one of the key concepts of the ELF research, we can attribute this uncertainly to low level of awareness. Also, as with any new concept or approach there may be a significant 'fear of the unknown'. Possibly, especially with teachers who have heard of ELF and the LFC there often exists a suspicion that replacing one model with another one would only mean imposing 'someone else's' rules upon them. Last but not least, some teachers are aware of the fact that ELF as a variety has not been in any way codified and may never be, hence, it would be highly problematic for them to imagine something so elusive and changeable as a teaching standard for official teaching contexts. At this point it would be interesting to conduct in-depth interviews with the teachers to find out what they really think but that will remain a future research project.

Fig. 110 Q. 6a Have you heard of LFC?
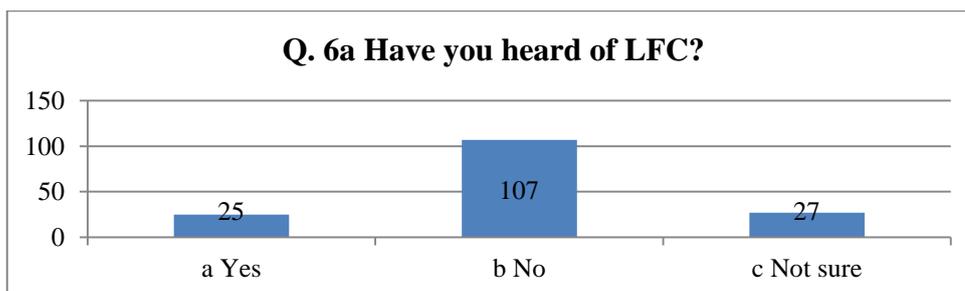
As suggested above, 63% of all survey participants have never heard of the LFC[200] (see also Chapter 3.4 on Attitudes to mistakes). Only 15% have heard of the concept; 16% of participants were not sure. The low level of awareness of ELF-related concepts is unfortunate. If teachers were better informed about the current research, they could modify their teaching strategies and priorities especially in terms of reflecting some pragmatic strategies mentioned earlier (see Chapter 2.5.6).

Teachers were also asked where they have learnt about the concept. The vast majority of the 15% of participants, who have heard about the LFC, have come across the term at various conferences (10 participants). Their answers include: e.g. "on conference [sic!]", "OUP conference 2 years ago for the first time", "EFL conferences", "conference in Olomouc", "methodology session (or a speech?) at a language conference", "in EFL – as the language of communication among non-natives", "your presentation", "in Pilsen – 'Ideas that Work'".[201] Other participants mentioned "reading", "discussions" and "journal articles" as their source (e.g. "only in the context of pronunciation - in a text about International English Pronunciation"). Two participants came across the terms during their studies at advanced methodology courses or university studies abroad, namely in the UK: "DELTA" and "university studies; Jenkins, Seidlhofer, my Leeds studies". One participant answered: "I have definitely heard of Lingua Franca but not LFC", which would apply to more participants. One participant looked the concept up because the questionnaire made him "curious": "on the Internet; http://www.slideshare.net/englishonecfl/the-lingua-franca-core-a-new-model-for-pronunciation-instruction (I was so curious, so I tried to find some information)".

Fig. 111 Q. 6b LFC in the ELT curriculum?

Q. 6b LFC in the ELT curriculum?

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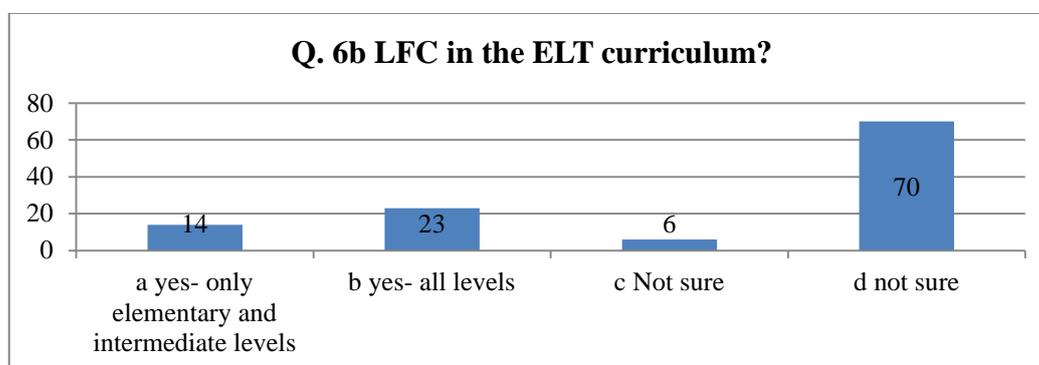
[200] It is outside the scope of this thesis to provide a detailed treatment of the LFC. A brief and illustrative summary of the LFC is provided in Jenkins 2001b. A detailed treatment of LFC can be found in Jenkins 2000, see also Řepová 2009.

[201] The last two points refer to a presentation called 'ELF and on-line sources' given by Veronika Quinn Novotná and Lenka Slunečková at *Ideas that Work* in Pilsen in November 2010. This presentation was one of the steps towards ELF awareness raising in the Czech Republic.

The results to the question 'Do you think the LFC principles should be reflected in the ELT curriculum?' correspond with the low level of awareness mentioned earlier. Since most survey participants never heard of the notion of the LFC, 62% of them are 'not sure' if LFC should be reflected in the curriculum. 12.3% of teachers would introduce the LFC but only at elementary and (pre-)intermediate levels; 20.3% of teachers would introduce the LFC at all competence levels; only 5.3% would not introduce the LFC at all. Some teachers have included a few comments to explain their answer: "yes but at SOME competence levels", 'It may be considered. However, I have not seen enough of the applicable LFC principles.", "d. [not sure] but for someone it could be helpful".

In sum, we observe among Czech teachers of English a general lack of knowledge about ELF in general and the LFC in particular. At some elementary schools and some vocational schools, introducing the principles of the LFC in the classroom could make lives of both teachers and students easier. We are not arguing for simplification[202], just for appropriateness of teaching models, methods and targets for different types of students (for more about teacher education in the Expanding Circle see Seidlhofer 1999: 233-245, Tupas 2006: 169, Tomlinson 2006: 142 and Sifakis 2007: 355-375).

3.3.2.6 Exposure to English at different types of schools

Questions 7i, 7ii and 7iii follow from the results of the pilot student questionnaire called *Standard(s), Model(s), Varieties of English* that was presented in Chapter 3.1 and the results from the *Survey for practical language course components* presented in Chapter 3.2.

Teachers were asked similar questions as students in previous questionnaires, i.e. what kind of English they were mostly exposed to when learning English at high / secondary school, at language school(s) and at university.

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[202] Arguably, for many reasons that cannot all be listed here (e.g. students' interests, study focus, motivation, intellectual capabilities, number of teaching hours, genereal language exposure, etc.) teachers at these types of schools already adopt a 'selective' approach, which means that they hardly pursue NS models with their students. That is not to say that 'interference' from the students' mother tongue is to be seen as desirable. It can only be considered non-problematic or even desirable when 'transfer' / 'interference' of MT features do not impede intercultural communication.

Fig. 112 Q. 7i Teachers at High/Secondary Schools

Q. 7i Teachers at High/Secondary Schools

Category	Value
a- BrE- NNS	83
a-BrE- NS	21
b-AmE- NNS	4
b-AmE- NS	22
c Czenglish	44
d other variety	9
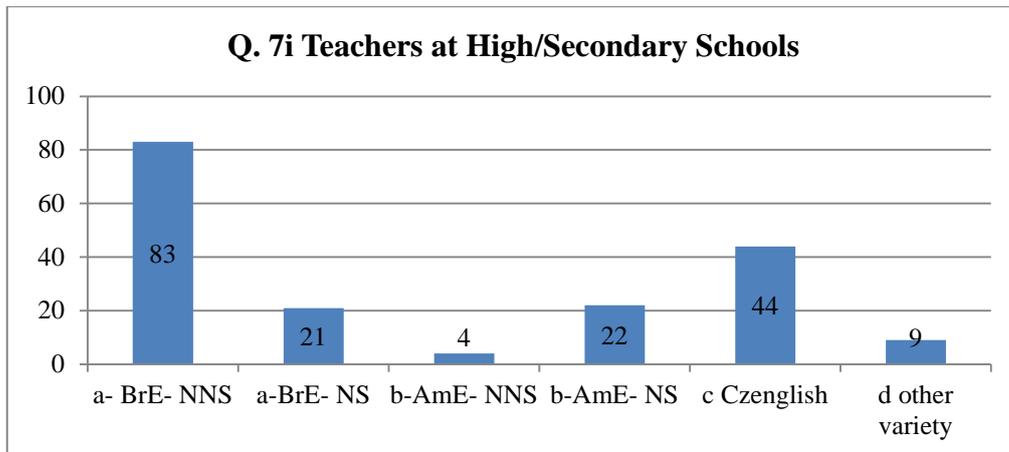
At high / secondary schools, the vast majority of the respondents (45.3%) were exposed to British English spoken by non-native (mostly Czech) teachers, which is almost half of all responses (the total number of which is 183). 24% of respondents were exposed to Czenglish[203], which one student commented with a frowning smiley face: "c. :-(". The exposure to native British and American English was almost identical: native American English 12%, British English spoken by a native speaker 11.4%. Negligible 2% of the survey participants were instructed by a NNS of American English. Other varieties, which account for 4.9% of answers, include: "Indian English", "Slovak accent", a "combination of NS - BrE, AmE, AusE, CanE, also CZ teachers with horrible pronunciation", "Canadian English produced by a NS" or "those days I was not able to distinguish that".

Fig. 113 Q. 7ii Teachers at Language School

Q. 7ii Teachers at Language Schools

Category	Value
a- BrE- NNS	54
a-BrE- NS	44
b-AmE- NNS	6
b-AmE- NS	28
c Czenglish	9
d other variety	11

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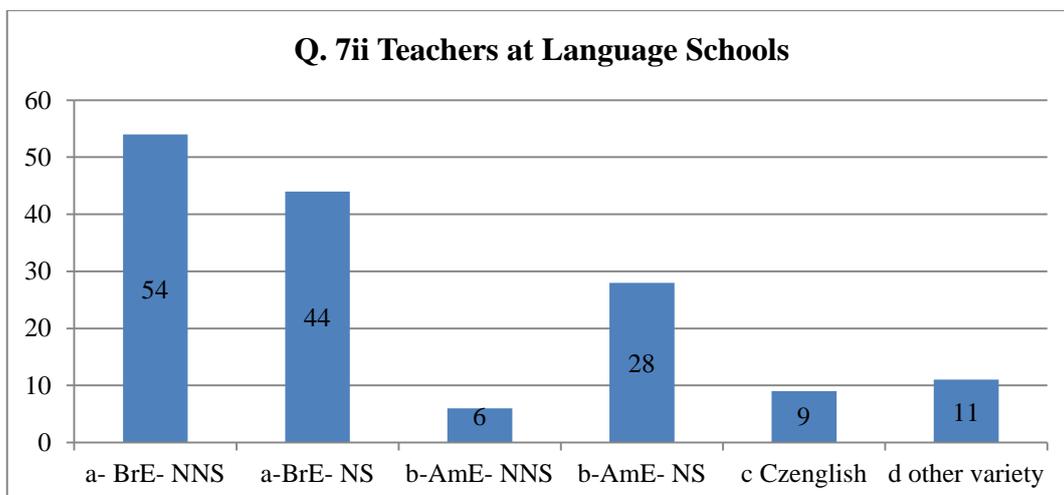
[203] Czenglish is treated here as English with clearly distinguishable traces of Czech on all linguistic levels. The term has been selected since it is more commonly used. The participants of the survey were not expected to know the subtle difference between Czenglish and Czech English.

At language schools, similarly, most survey participants (35.5% of 152 answers) were exposed to British English spoken by non-native (mostly Czech) teachers. Second most common model they were exposed to was British English spoken by native teachers (29%), which is significantly more than at high / secondary schools. The third most common model at language schools is American English (18% of teachers have been exposed to it). The exposure to Czenglish is very low at language schools (6%). The least common model is American English spoken by a non-native (highly probably Czech) speaker (4%). Other varieties the respondents have mentioned are: "Slovak accent" (twice), "combination of NS - BrE, AmE, AusE, CanE, also CZ teachers with horrible pronunciation", "Canadian English produced by a NS", "mixture".

Fig. 114 Q. 7iii Teachers at University
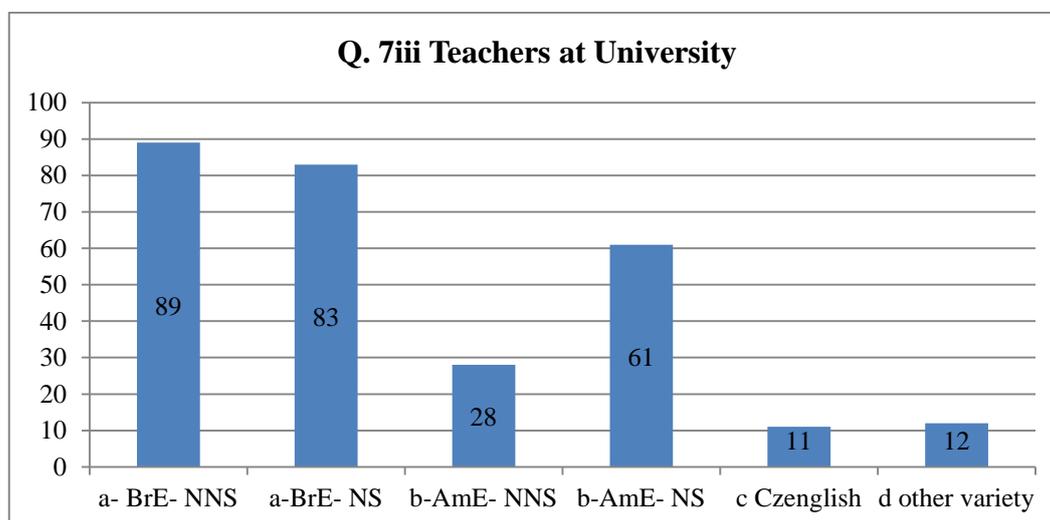
The number of answers to question 7iii was 284, which suggests that the variety of Englishes that the teachers participating in the survey were exposed to at university level is much richer. When studying at university, the respondents were mostly exposed to British English, either spoken by NNSs (31.3%) or by NSs (29%). Many of them were also instructed by native speakers of American English (21%) and fewer by NNSs of American English (10%). The exposure to Czenglish decreases at higher educational levels. At tertiary level only 3.8% of respondents were confronted with Czenglish. Other varieties and comments include: "Scottish accent", "Slovak accent", "Canadian", "Canadian English produced by a NS", "Czech with good level of English"; often the respondents mention a "combination of NS - BrE, AmE, AusE, CanE, also CZ teachers with horrible pronunciation", "combination of all four in a. [NNS of BrE] and b. [NS of BrE], different tutors" or a "mixture".

From all the results presented above we can detect several tendencies. For various reasons[204] British English as a model has a deep tradition in the Czech educational system and is much more wide-spread and emulated than American English. Based on these findings, the higher the educational institution, the lower incidence of Czenglish is reported. Other 'native' varieties of English such as Australian and Canadian Englishes are of negligible influence. Having described the status quo, we will move on to discuss the ideal teachers and teaching models that the survey participants would like to have (had).

3.3.2.7 Who is an ideal teacher?

In Questions 8i and 8ii the respondents were asked to specify who they think an 'ideal' teacher of a practical English course is at secondary level and at tertiary level.

Fig. 115 Q. 8i Ideal Teacher at Secondary Level
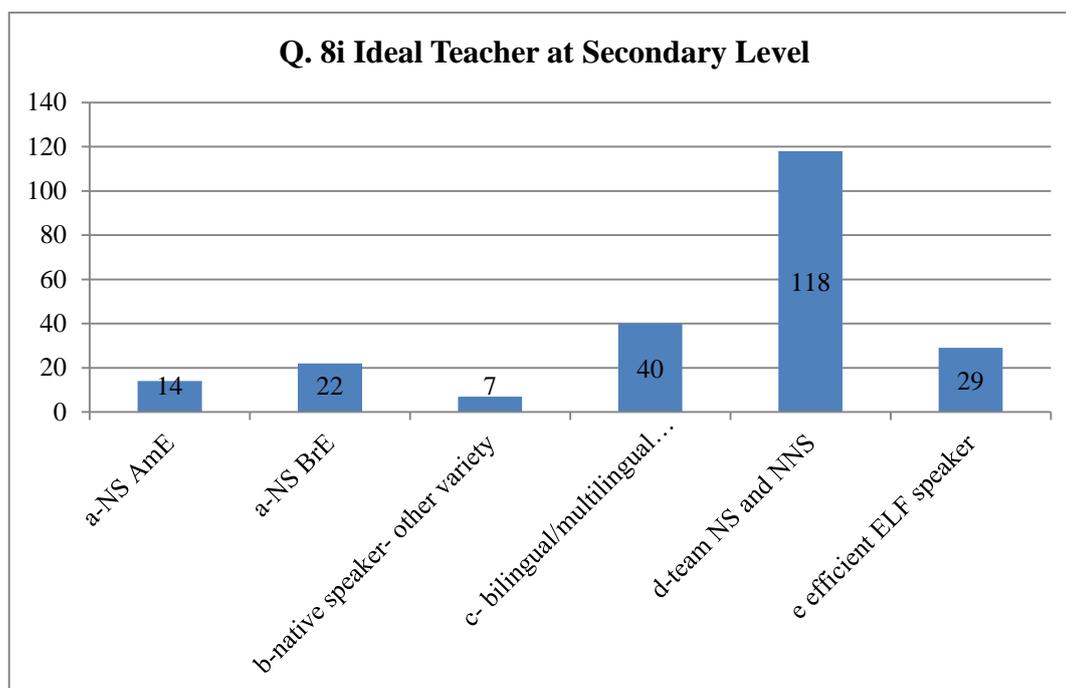
The percentages are counted from the total number of 230 answers obtained. At secondary / high school level the absolute 'ideal' seems to a cooperation of a team of a NS and NNS (51% of answers). The second most 'attractive' model is that of a bilingual/multilingual proficient non-native speaker (17.3%). The third position is occupied

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[204] The reasons for the prevalence of British English as a linguistic model in the Czech Republic include geographical proximity to the United Kingdom and Ireland, cultural connections and affinity, broad access to teaching materials published in the UK, etc.

by an efficient ELF speaker[205] (12.6%), which is a surprising result since an efficient ELF speaker seems to be a better model as a high school teacher than both a NS of British English (9.5%) and American English (6%). Other native varieties of English e.g. "Canadian" or "Australian and the like", "Australian, South African" are seen as 'ideal' by about 3% of respondents. One participant was more specific, correlating the level of students and the model choice: "d. [a team of a NS and NNS] for B2 and above and e. [an efficient ELF speaker] for A1-B2".

Most teachers concluded, however, that what is more important than the variety itself, are the person's teaching skills. To illustrate this point in more detail, we will list several comments by the participating teachers: "what matters the most are teaching skills", "a bilingual/multilingual proficient non-native TEACHER (NNS)",[206] "it mainly depends on teaching, not language skills", "ideal (not always possible)", "I would say the ideal teacher is a teacher who can **teach efficiently**[207] no matter the place of birth. (Native speakers make mistakes in their own language as well as I make mistakes in Czech). Therefore it can be a good teacher who is a NNS or NS."

Fig. 116 Q. 8ii Ideal teacher- Tertiary/ University Level

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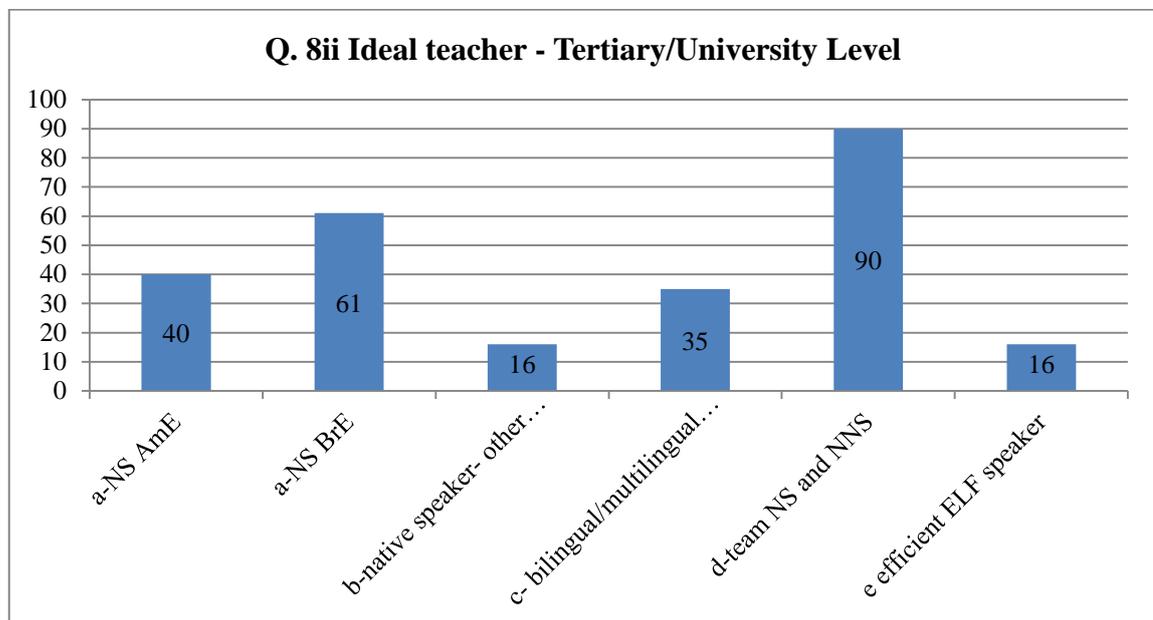
[205] An efficient ELF speaker and a bilingual/multilingual proficient non-native speaker can be actually treated as overlapping terms. An efficient ELF speaker, however, is not assessed by NS benchmarks, rather such a speaker is communicatively successful in 'core' ELF communication situations, i.e. NNSs communicating especially with other NNSs. A bilingual/multilingual proficient NNS, on the other hand, is expected to meet NS criteria of proficiency and efficiency. It is, however, problematic to assess if the survey participants were aware of this distinction.
[206] Capitalized for emphasis by the survey participant.
[207] Author emphasis.

When asked who they think an 'ideal' teacher of a practical English course at tertiary level is, 90 out of 258 answers were given to a team consisting of a NS and a NNS working together (34.8%). The second most 'attractive' teacher is a NS of British English (23.6%) and a NS of American English (15.5%). A significant pro-ELF move can be observed in the fact that 13.5% of all answers were given to a bilingual/multilingual proficient non-native speaker. Interestingly, an efficient ELF speaker received the same amount of answers as a NS of other 'native' varieties, e.g. "Canadian", "Australian and the like", "Australian, South African" (6.2%). As we can see, the attitudes to 'ideal' models are changing, respecting current communication realities.

Judging from the comments that the respondents added to their answers, what is more important than the variety itself, are the didactic faculties of the teaching professionals (cf. also above). Five participants would choose "any (variety of English)", one participant would vote for "a bilingual/multilingual proficient non-native TEACHER (NNS)".[208] Other comments included: "I would say the ideal teacher is a teacher who can teach efficiently no matter the place of birth. (Native speakers make mistakes in their own language as well as I make mistakes in Czech). Therefore it can be a good teacher who is a NNS or NS.",[209] "NS - are not necessary, the lectures must be excellent in their field of studies", "depends on the specialization of the university studies – for technical college I think it is the same as for secondary level – I suppose they need English for usual communication and for their scientific work – reading, writing, speaking at conferences... If students' main subject is just English or English Literature, Cultural Studies... they will prefer any native speaker – but, of course competent in the specific subject they teach. But even non-native speakers (competent in English) can give the students more if they know teaching techniques and methods better than their native colleagues.", "Ideal teacher keeps students motivated for learning. Maybe for native speakers it is easier."

These results correspond with only small differences with the results obtained from the other two previous questionnaires. A team of a NS and a NNS and / or a NS of British English followed by a NS of American English seem to be ideal models and ideal teachers at a tertiary level. More important, however, are teaching skills and the ability to motivate students, which is further illustrated by the participants' comments listed below.

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[208] Capitalized for emphasis by the survey participant.
[209] One survey participant included the same comment twice.

3.3.2.8 Other comments

This quantitative research also yielded qualitative data from the participants that must be disclosed and further analyzed. Therefore, the final section of this chapter is dedicated to showing in full detail the participants' direct quotations from the extra comments section under point 9 of the questionnaire. These comments stress further the importance of teaching skills over language skills (cf. different results in Betáková 2001: 30ff and 2001: 123) and/or the origin of the teachers in question. Below are the extra comments:

"A real NS doesn't have to be a **good L2 teacher**!"[210]

"I would say **teaching skills are more important** than whether they are a native speaker or not."

"Not sure about principles of LFC. My concern is that it could slowly diverge from main varieties of native speaker English - as "Indian English" has done; Note: LFC could "drop" a/the articles. Why not? Their loss would not affect business communication in any serious way."

"I agree nowadays English is spoken globally and it's a major trend for the 21st century to be taken into account."

"So much of this depends on who the students are, why they're learning English, and a host of other variables. I hope this helps you, anyway."

"Having native speakers at a secondary school does not necessarily mean efficient teaching methods and adequate results. Their EFL courses often fail to supply them with enough teaching skills and do not prepare them for systematic tutoring. However when led and supervised carefully they are the best sources of natural language for the students and thus priceless. I wish we had some in our school."

"The responses to many questions depend on the quality of the given teachers, whether they are native speakers or not. I have experienced both very bad English and American lectors and very good Czech teachers. Being born as native speaker of certain language does not automatically mean to have a good command of it, let alone to be able to teach it. But the situation at Czech school, where there are almost no native speakers, is absolutely wrong. I wish students had more exposure to colloquial English."[211]

"I think it is more important to have a qualified and experienced teacher, regardless of 'nativeness' :)."

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[210] Bold print is author emphasis.
[211] Author translation from Czech.

"I am convinced that 'the model' should not be vague, otherwise we end up in the Babylonian tower once again. This does not rule out using a variety of forms – as long as these do not hamper the goal, i.e. communication in English."

"Some questions are difficult to answer in a strait way :-(."

"I am not able to specify without knowing the teacher who is better: a native speaker, an EFL specialist, or a team – for me it always depends not only on the language but also on the **teaching skills**. I have seen many native speakers in some language schools who were proficient in language, however, due to their poor teaching skills, the students started asking for a Czech teacher. I have also been taught by Czech teachers whose language skills were poor, which reflected on us students. On the other hand, the teachers I met at university, the Faculty of Arts or the Faculty of Education in Brno at Masaryk University were excellent in both, which is, for me, essential."

"Both native and non-native teachers have an equal role to play in English language education. The emphasis should be on effective communication, rather that accuracy/fluency."

"I think teaching C1 and above is very difficult for someone who isn't COMPLETELY[212] comfortable in the target language."

"[An ideal teacher is] any proficient speaker who can teach (8 and 9)."

3.3.3 Summary

From the abundance of data received from 169 survey participants both native and non-native teachers of English in the Czech Republic we have obtained an emergent socio-linguistic profile of current and practicing English teachers. Most of them are female native speakers of Czech, proficient users of English of all age groups with a minimum of two language qualifications. Most of them have gone through the traditional Czech educational system and were exposed to different varieties of Englishes at different stages of their learning career; mostly, the questionnaire respondents were exposed to British English spoken either by native or non-native speakers. Based on our study findings, the higher the educational institution, the lower incidence of Czenglish spoken by teachers of English is reported. This suggests that at elementary and secondary school levels, the level of English spoken by English teachers should be a educational policy priority.

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[212] Capitalized for emphasis by the survey participant.

'Codified', 'standard' British English is the most common and most respected model for teaching English in the Czech Republic. Occasionally, we can observe openness towards current changes in the global English landscape. Generally, there is, however, very low awareness of the notion of ELF and ELF-related research. Furthermore, the respondents think that at both secondary and tertiary level an 'ideal' instructor is a well-trained, well-educated teacher; whether s/he is a native or a non-native speaker is of secondary importance.

All the above should have impact on the future preparation of teachers at English programmes at Faculties of Education and Faculties of Arts in the Czech Republic. More emphasis should be given to practical language courses, applied linguistic courses and instruction in World Englishes and the changing role of English in the current world. Also, reconsidering foci of English instructions at different types of schools would be beneficial for both learners and teachers. Setting realistic goals and efficient methods and achieving them seems to be of key importance.

3.4 QUANTITATIVE RESEARCH, PART 4

3.4.1 Attitudes to mistakes – an ELF perspective

In spite of the fact that ELF research is one of the most 'vibrant' (Pitzl 2009: 298) fields illustrated by corpora being compiled, books and articles being written, 'common' English teachers at the primary, secondary and tertiary educational institutions very rarely profit or gain from all of the new findings available. Granted, the research field is relatively new (see Chapter 2.5), but it still remains striking that teachers have very little information regarding new teaching trends, namely the 'ELF trend'[213] (for more details cf. the data discussed in Chapter 3.3.2.5). Even those who have heard of concepts connected with the WEs and ELF domains still remain puzzled and are at a loss as to how to integrate these findings into their teaching practice. The area that is most affected and where teachers are especially 'in the dark' is student assessment and the approach to correction in general. It has become obvious that there is a big ideological and practical gap between the vigorous global academic research and actual classrooms.[214]

One of the most intriguing domains in this respect are questions regarding mistakes. What are we to consider mistakes? Is there a 'general' agreement as to what mistakes are at different linguistic levels? Does it differ from and/or in LF communication? Who has the authority to decide that? Teachers from the Czech Republic seem not to know the answers to these questions. On the one hand, they are forced to follow curricular guidelines (of which they do not have many, e.g. CEFR) and documents (e.g. 'maturita'-examination descriptors) (for more on this point see also Chapter 3.6 Qualitative research – interviews, the specifics of the Czech educational system as listed in Sherman & Sieglová 2011). On the other hand, they see that these recommendations are often not relevant to their students' needs and the situations they will be using English in.

Martin Dewey (2009: 72) discusses the CEFR and poses similar questions: 'Who for example is being implied as the judge of grammaticality? [...]Who exactly determines whether a "mistake" causes misunderstanding or not?'

When referring to ELF and its 'unconventional' and 'seemingly "incorrect" lexico-grammatical features' (Hülmbauer 2009: 323), Cornelia Hülmbauer (ibid., 324; italicized in

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[213] Similarly, for learners and students of English in the Czech Republic the concept of ELF seems to be 'entirely new' (Sherman & Sieglová 2011).
[214] Note that Barbara Seidlhofer pleaded for overcoming the 'conceptual gap' already in 2001 in her seminal article called 'Closing a conceptual gap: the case for a description of English as a lingua franca'.

the original) discusses similar issues: 'Central issues to be addressed in an investigation of naturally-occurring ELF are: On which criteria is the evaluation of its linguistic forms based? Does *correctness*, i.e. compliance with native speaker norms, or *effectiveness*, i.e. mutual intelligibility in intercultural communication, serve as the main consideration? How do the two relate to each other, and is it justified to assume the former to be a precondition of the latter?'

Another aspect at play is the deeply rooted native-speaker ideology (also discussed in Chapter 2.8) that the teachers themselves tend to perpetuate by strongly adhering to 'native' speaker models (both in terms of language and methodology) and by perceiving themselves as inferior to their NS counterparts.

Therefore, one of the goals of the thesis is to find out how and to what extent 'conservative' or, on the other hand, 'open' or 'liberal' Czech teachers are, when it comes to mistakes.[215] In this case, what we will look at, are mistakes that have been described as not impeding international[216] communication. Certain lexico-grammatical features have been found not to disturb the flow of any ELF communication and have been identified as 'universal' among ELF users from different first language backgrounds. Some of the following are potential salient features of ELF lexico-grammar that Barbara Seidlhofer has identified in VOICE (summed up in Harmer 2007: 20; see also Seidlhofer 2004: 220 and Seidlhofer 2005b: R 92; for a similar list see also Chapter 2.5.6 Characteristics of ELF):

- Non-use of the third person present tense -s (*She look very sad*)
- Interchangeable use of the relative pronouns *who* and *which* (*a book who*, *a person which*)
- Omission of the definite and indefinite articles where they are obligatory in native-speaker English, and insertion where they do not occur in native English
- Use of an all-purpose question tag such as *isn't it?* Or *no?* Instead of *shouldn't they?* (*They should arrive soon, isn't it?*)
- Increasing of redundancy by adding prepositions (*We have to study about . . .* and *can we discuss about. . . ?*), or by increasing explicitness (*black colour* vs. *black* and *How long time*? versus *How long*?)

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[215] Attention to attitudes to mistakes especially in learners of English was also paid by Czech linguists Tamah Sherman and Dagmar Sieglová (Sherman & Sieglová 2011).
[216] 'International' here means both communication with native but more importantly among non-native speakers.

- Heavy reliance on certain verbs of high semantic generality, such as *do, have, make, put, take*

- Pluralisation of nouns which are considered uncountable in native-speaker English (*informations*, *staffs*, *advices*)

- Use of *that* clauses instead of infinitive constructions (*I want that we discuss about my dissertation*)

A very positive trend towards promoting the concept of ELF can be observed in listing the above features in one of the appendices of the Reference section of the 7th edition of the *Oxford Advanced Learner's Dictionary*, which is one of the most-widely used learner dictionaries world-wide. In the section, called simply English as a lingua franca, Barbara Seidlhofer (2005b: R 92) explains: 'Analysis of ELF interactions shows that speakers often make certain patterns regular so as to avoid the grammatical redundancies and idiosyncrasies of Standard English. They exploit regularities that are in principle possible in the language system, but not recognized as correct in Standard English.'

What we may be facing is the earlier mentioned 'paradigmatic shift' (see also Dewey 2007: 346 and Dewey 2009: 78, Chapter 2.7.2, Fig. 37) which is, or will have to be connected with the re-conceptualization of the notion of a 'mistake'. This trend has already begun, since many authors who actively research ELF have abandoned common terms such as an 'error', a 'mistake'; instead, they have started to use the term '**variant**', which better expresses the move away from the 'deficit'-obsessed perspective characteristic of the EFL paradigm. As Jenkins (Jenkins 2000:160; quoted also in Seidlhofer 2003a) puts it: 'There is really no justification for doggedly persisting in referring to an item as 'an error' if the vast majority of the world's L2 English speakers produce and understand it.' This trend is also confirmed by an increasing reflection of the ELF research in publications that would normally be classified as representing the 'mainstream' EFL domain. Apart from the earlier mentions 7th edition of the *Oxford Advanced Learner's Dictionary*, recent editions of two of the most widely used textbooks of applied linguistics for future teachers *The Practice of English Language Teaching* by Jeremy Harmer (2007: 19-21) and *Learning Teaching. The Essential Guide to English Language Teaching* by Jim Scrivener (2011: 118-122) contain a chapter devoted to WEs and ELF.[217] Also, the *International Handbook of English Language Teaching* (2007) and *The Handbook of Educational Linguistics* (2008) devote some paragraphs, longer passages and/or complete chapters to new global teaching challenges and ELF in particular.

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[217] Textbooks that bear some influence of the WEs and ELF research are discussed in Chapter 2.8.

Moreover, many authors argue that changes and/or variation that can be observed in ELF and in Outer Circle Englishes[218] can also be noted in 'native English' dialects. Hewings & Hewings (2005: 74) list several grammatical differences between Standard English and other dialects. Some of these differences overlap with lexico-grammatical features of ELF; e.g. dialects use zero for all persons or –s for all persons; non-standard dialects use one form for all persons, e.g. *I be, you be, he be*; in SE many irregular verbs have a past participle form different from the past tense form, e.g. *he has seen – he saw* whereas many non-standard dialects make no distinction between these forms, *he has seen – he seen*, etc. In one of her lectures, Felicity O'Dell mentioned that the distinction between *whom – who, fewer – less* is dying out, hence e.g. *less people* is becoming acceptable, if not correct. Other examples she mentioned included prepositional phrases, e.g. the original *fed up with* now also appears as *fed up of*; *bored with* has also the form of *bored of*; word order in exclamative sentences has changed resembling now declarative sentences, e.g. *How sad is that!* unlike the original *How sad that is!* Mostly but not exclusively, these processes are natural regularization processes and involve principles of language economy and principles leading to avoiding language redundancy.

In my lessons and when talking to teachers and teacher trainees at various occasions, several lexical and grammatical examples that are typical of ELF have been collected. They are listed below in Fig. 117 and Fig. 118. In old terminology, these variants would be dismissed as 'errors' or 'mistakes' or labelled as 'learner English' or 'interlanguage' or even worse 'Czenglish'. They, however, do not make the users' speech any less understandable to other LF interlocutors. The list aims at providing only very few illustrative examples and is in no sense meant to be representative or complete.

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[218] Discussing World Englishes or Outer Circle Englishes in the original Kachruvian sense in detail is, however, outside of the scope of the present paper.

Fig. 117 ELF – lexis, phrases

ELF - lexis, phrases:	
ELF expression	**standing for / used instead of SE:**
legs; hands	*feet; arms*
on the other side	*on the other hand*
for this moment	*right now, at the moment*
make sport	*do sport*
rentability ♤[219]	*profitability* (the word 'rentability' exists in standard English but a NS would probably say 'profitability instead)
kravat ♤	*a tie*
that´s mean	*that means*
I will count with it. ♤	*I will be there. I will see you there. We are still ok for tomorrow.* slang: *We are on.* (based on Czech: Já s tím počítám.)
We have to learn them how to use it.	*teach*
It is a Spanish village for me. ♤	*double Dutch to me*
this village calls...	*is called, the name of the village is*
I made this pomazánka. (code-mixing)	*spread*
something to beer ♤	*Let's get/have some nibbles / snacks.*
go to nature	*Let's go to the countryside.*
he had to marriage	*get married*
it doesn´t mind	*it doesn't matter get some nibbles / some snacks. Let's have...*
I please you to...	*I would like to ask you for…*
according to me	*in my opinion*
Let's meet by us.	*at our place*
satellite ♤	*suburbs, satellite town* (the word 'satellite' exists in English in the sense of a suburban housing

[219] The 'bell' symbol ♤ is used to signal expressions that would cause little communication problems among NNSs in LF communication but would probably make no or very little sense to monolingual native speakers of English. Several NS were interviewed to confirm their perception of these expressions. The rest of the expressions would be perceived merely as 'odd', 'awkward', 'unusual', 'unnatural' or 'goofy' (true reactions of NSs) by NSs but would still be perfectly understandable. As we can see, the 'bell' symbol only appears in Fig. 117 ELF – lexis since grammatical 'mistakes' are not found to cause any problems in understanding in neither NNS – NNS communication, nor NNS – NS communication.

	development; it is, however, not very common)
That´s clear.	*Cool. No problem. I get it. That's fine. I understand. I got it. Ok. Of course. Sure. Obviously.* (based on French: C´est claire.) (for NS *It's clear*. means "*shut up and go away*")
That's your problem.	*That sucks, man. I wish I could help you. But I can't. I wish I could do more.* (For a NS *That's is your problem*. has a confrontational meaning and calls for an aggressive or violent reaction)

Fig. 118 ELF – pronunciation, spelling, morphonology, morpho-syntax

ELF – pronunciation, spelling, morphonology, morpho-syntax:	
ELF variant	**standing for / used instead of SE:**
preface [pri:feis]	[prefis]
hotel ['həutl]	[həu'tel]
event [i:vənt]	[i'vent]
course ['k3:(r)s]⌂	course [ko:(r)s]
he speak	*he speaks*
informations	*information*
much toys; less toys	*many toys, fewer toys*
boys which; toys who	*boys who; toys which*
she (meaning *he*); he (meaning *she*)	*he; she*
He brings a recorder with.	bring (based on German: *Er bringt es mit.*)
You like it, or?	*don´t you* (based on German: *oder*)
He sports a few.	*He does little sport.*
breaked	*broken*
He suggested them to go Italian restaurant.	*going / that they go / that they went / that they should go*
he said us, he told to us	*said to us, told us*
Hear the live is sweat in spite of freezing wether.	<u>Here</u> the <u>life</u> is <u>sweet</u> in spite of <u>the</u> freezing *weather.*
She looks beautifully.	*She looks beautiful.*
I think yes.	*I think so.*
He has 15 years. I am 25 years.	*He is 15. I am 25 years old.*
This is the way how to do it.	*This is the way to do it.*
I would like to apologize myself.	*I would like to apologize (for myself). I'm sorry (for...).*
three papers	*three sheets of paper*
Can I have a question?	*Can I ask a question?*

This is not to say, that in a particular contexts, these ELF 'variants' should not be pointed out to students as 'mistakes' or indeed even corrected. These situations involve:

preparing students for a stay in an English speaking country,[220] preparing students for standardized language exams, teaching students who express explicit wishes to aspire to the NS model.

There are however, still a lot of both old and new publications that dismiss such variation as examples of bad 'Czenglish' or simply 'learner English'.[221]

Therefore, it would be advisable to move from what Firth (2009: 155) refers to as '(standard) linguistic-form-as-target' to focus on the 'task-as-target'; i.e. we should focus 'on the message [...] rather than attending to syntactic and lexical infelicities or phonological and prosodic anomalies'.

The issue of language 'mistakes', 'assessment', 'proficiency', etc. pertaining both to EFL and ELF could be discussed from many linguistic perspectives (phonological, morphological, syntactic (or simply grammatical), lexical, pragmatic), etc. (for more about ELF and phonology and the theory of accommodation see Jenkins 2000, for more information about lexico-grammatical features of ELF see Seidlhofer 2005b, 2009c, lexical characteristics of ELF are discussed by Dewey 2007, Pitzl 2009, an overview over pragmatic features of ELF can be found in House 2002, 2009a) and could provide material for another thesis or research project. In the following section, we will, however, focus mainly on Czech teachers' attitudes towards common ELF variation which will be described and analyzed on the basis of a questionnaire survey conducted in the Czech Republic. Where necessary, the survey results will be juxtaposed with current ELF research relevant to the particular issues discussed.

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[220] For similar conclusions see also works by Seidlhofer.
[221] These publications include titles (in chronological order) such as: Sparling (1989), Alexander (1993), Turton (1995), Swan (2005), Poslušná (2010), Králová (2010), to name a few.

3.4.2 Methodology and data

In the light of the above mentioned trends, an original questionnaire (for its full format see APPENDIX 10 Questionnaires) has been designed in order to find out what Czech teachers' attitudes towards 'mistakes' are. In total, 56 teachers from the Czech Republic took part in the anonymous survey. The questionnaires were distributed at various ELT events: conferences, teacher training seminars, etc. [222,223] The distribution of the questionnaires was at a few occasions followed by group discussions which revealed interesting results that will be discussed later on in this chapter.

The survey had a multiple-choice format where teachers were given three or sometimes four options. The participants were to decide if they see the particular mistakes as being either:[224] a serious mistake, a serious mistake where it can change the meaning, a small mistake or a minor issue (a triviality / a trifle / a negligible mistake) which does not impede communication. The questionnaire included seven questions and one point for open-ended comments.

The choice of mistakes was based on the above mentioned phonological, grammatical and lexical features of ELF as identified by ELF researchers in the VOICE corpus.

3.4.3 Analysis

Survey results are displayed in a series of tables and are discussed in detail below.

Fig. 119 Q. 1 (3rd person –*s*)

Question 1 (3rd person -*s*)
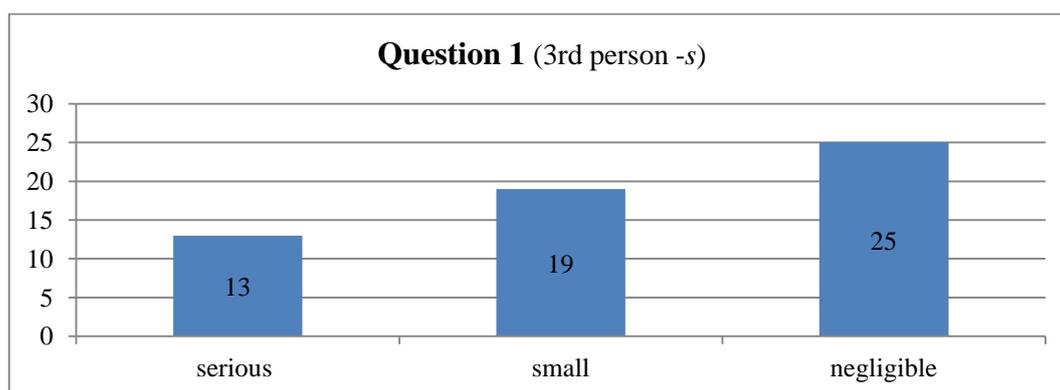
[222] The sociolinguistic profile of teachers who responded to this questionnaire is described in the following chapter 3.5.2.2.

[223] The questionnaire was devised in Czech to make it more "user-friendly" and easier and faster to fill in.

[224] The corresponding Czech terms were: "hrubá chyba", "hrubá chyba tam, kde to mění význam", "malá chyba", "drobnost, která nebrání komunikaci".

The first question focused on the perception of the omission of the 3rd person –*s* (for more about the role of presence and/or omission of the 3rd person –*s* in English see Breiteneder 2005). As the table shows, most teachers 25 out of 56 (44.6%) consider this a minor problem; 19 out of 56 (33.9%) consider it a small mistake and 13 out of 56 (23.2%) teachers see it as a serious problem.[225] This shows a great, even if subconscious, openness towards the acceptance of one of the key morphological features of ELF. When we, however, compare these results with interviews with Czech secondary school learners conducted by Sherman and Sieglová (2011: 236) we obtain a different picture. Surprisingly, 'most of the students […] agreed that learners of English should make the effort to follow the standard rule'. Unlike the omission of articles, which is by most learners from the survey considered unproblematic, the use of 3rd person –*s* in the present tense is not for them 'something that should present any difficulty' (ibid). It is assumed that this result is connected with the fact that the learners' mother tongue (Czech) is an inflectional language, hence they are used to using inflectional endings. Teachers, however, often see in their teaching practice that the omission of the 3rd person –*s* is indeed very common. Therefore, it can be seen as a positive trend not to label the absence of –*s* as a 'serious' mistake.[226]

Even though the article use in ELF has not been included in the questionnaire, it is – as has been suggested above – another important morphological feature deserving our attention. Being an inflectional language, Czech has no article system that would correspond to English, hence, 'proper', i.e. native-like article use poses an immense obstacle for Czech learners of English. Even at fairly advanced levels, students struggle with correct article use. Traditionally, 'incorrect' use of articles is perceived as one of typical learner 'errors'.[227] ELF research, however, casts new light on the article use. As Dewey (2009: 63) points out: 'analysis of the ELF corpus as a whole reveals that indefinite and definite articles tend to be no less significant in lingua franca spoken discourse than they are in L1 Englishes. […] It is not the case that the indefinite or definite article is used less in ELF, but that the article system is being employed differently.' In ELF, articles develop new discourse functions. Dewey (2009: 66) describes the functions thus: 'If an item is deemed to be of particular importance it will often be preceded by the definite article, while if the item is relatively unimportant it will often more likely be used with the zero article. Therefore, a primary function of the definite

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[225] Altogether there are 57 responses since one participant ticked two points as being correct when answering this question. (See also Question 2).

[226] Similarly, in the standardized Czech "maturita" guidelines for English, the omission of the 3rd person –*s* is considered a small mistake.

[227] Jenkins et al. (2001: 16) give the following example of 'not putting a definite or indefinite article in front of nouns, as in "our countries have signed agreement about this"'.

article seems to be to provide additional emphasis to a noun and thus signify its increased importance relative to the discourse.' Knowing this, teachers of English could consider the ELF article use a legitimate IE variation rather than insist on the alleged traditional 'correctness'.

Questions 2, 3, 4 and 5 focus on phonological aspects of ELF. What is 'traditionally' considered typical learner pronunciation mistakes, is found unproblematic in international communication,[228] i.e. not to cause any significant troubles in mutual intelligibility(for the most thorough and original treatment of EIL phonology and the notion of 'international intelligibility' see Jenkins 2000; also 2007, 2009b and 2009d; for more about intelligibility and research methods see also Sewell 2010).

Fig. 120 Q. 2 (Pronunciation of [th])
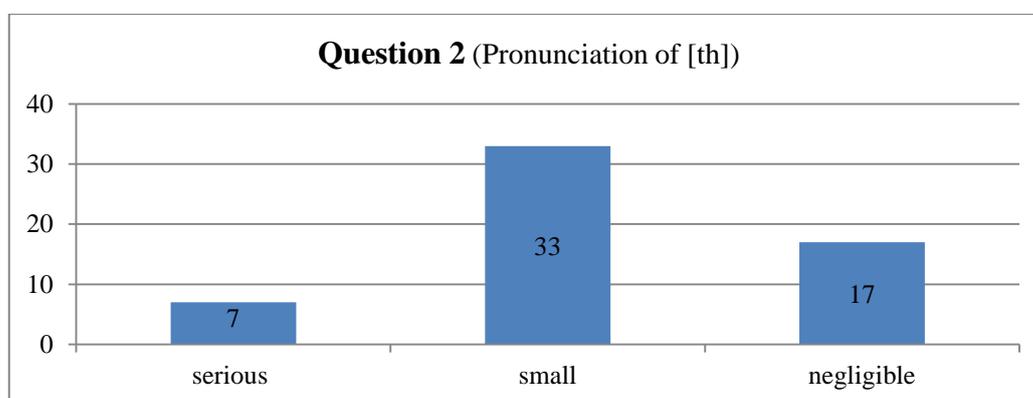
The goal of Question 2 was to find out teachers' attitudes towards the pronunciation of the [th] sound. Having no equivalent in the Czech language,[229] the [th] sound poses a major obstacle when learning 'native-like' English pronunciation. In the questionnaire, teachers were given the following examples: [s] or [f] instead of [θ] for example in: *three,* [dz] instead of [δ] for example in: *those*. The pronunciation of the [th] sound has been chosen since it is listed in Jennifer Jenkins' account of her Lingua Franca Core (see also Chapter 2.5.6).[230] In her research, the variability in pronunciation of the [th] sound has been detected as not causing intelligibility problems.

Correspondingly, the overwhelming majority of teachers, i.e. 33 out of 56 (58.9%) consider the mispronunciation of [th] a small mistake; 17 out of 56 (30.3%) consider it a

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[228] 'International communication' is understood here as being synonymous to 'lingua franca communication'.
[229] This applies to most European languages.
[230] A brief and illustrative summary of the LFC is provided in Jenkins & Seidlhofer 2001b; see also Řepová, 2009.

minor problem and only 7 out of 56 (12.5%) teachers see it as a serious problem.[231] This again indicates a good step towards more acceptance of different varieties of English with their phonological variation. The consensus both among researchers and many users of ELF is that as long as mutual intelligibility is not impeded, variability is accepted, if not welcome. As Jenkins (2000: 159) puts it, 'outside these areas [LFC areas], L2 variation should be regarded as regional accent variation akin to L1 regional variation'. Or as Graddol (2007: 117, author's emphasis) sums it: 'One of the more anachronistic ideas about the teaching of English is that learners should adopt a native speaker accent. But as English becomes more widely used as a global language, it will become expected that speakers will **signal their nationality**, and other aspects of their **identity**, **through English**. Lack of a native-speaker accent will not be seen, therefore, as a sign of poor competence.'

Such change in attitude to pronunciation not only gives teachers more 'freedom' to accept phonological variation when teaching English as an International Language but it also democratically places L2 variation on equal footing with L1 varieties, which is one of the most significant features of the paradigm shift that was mentioned earlier.

Fig. 121 Q. 3 (Pronunciation of [v])
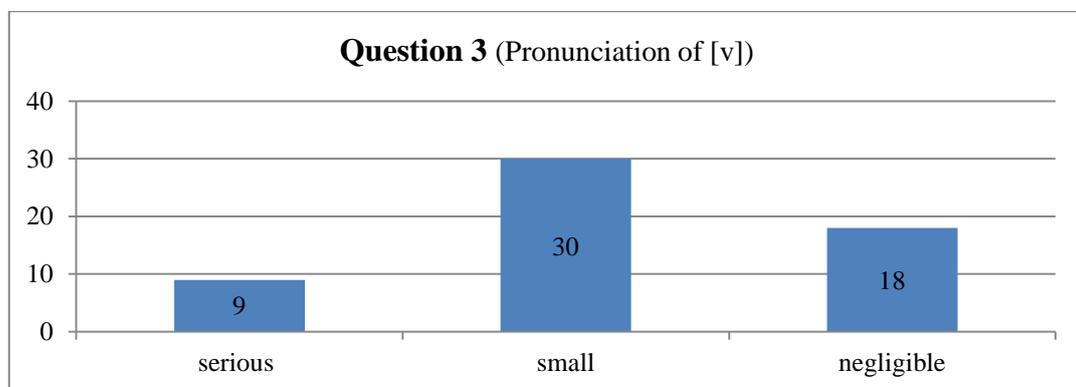
Similarly, when looking at the pronunciation of the [v] and [w] sounds, 53.7% of teachers (i.e. 30 out of 56) consider it a small mistake, 14% (i.e. 18 out of 56) see it as a minor issue and the remaining 16% (i.e. 9 out of 56) see it as a serious problem.

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[231] Altogether there are 57 responses since one participant ticked two points as being correct when answering this question (see also Question 1).

Fig. 122 Q. 4 (Word stress)

Question 4 (Word stress)

Category	Value
serious	4
serious (influences meaning)	32
small	10
negligible	11
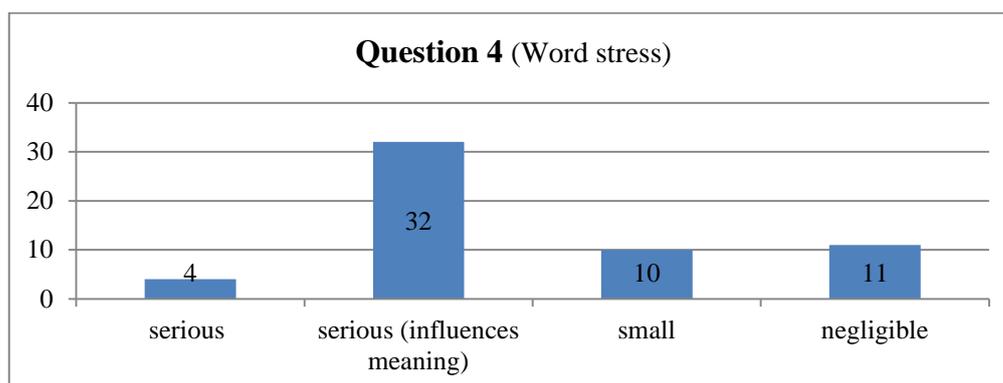
Unlike nuclear stress, which Jenkins considers key to international intelligibility, word stress seems to play a somewhat secondary role (cf. Jenkins 2000: 159). It is true that Czech speakers of English would hardly make a mistake in the placement of nuclear stress; word stress, on the other hand, is a frequent source of 'mistakes' (see examples in Fig. 118). This corresponds with the findings based on our questionnaire since 57% of teachers (i.e. 32 out of 56) consider it a serious mistake where it can change the meaning. Contrastingly, a negligible 4 out of 56 teachers (7%) see it as a serious problem where is does not change the meaning, i.e. where the particular word cannot be mistaken for a different word, e.g. hotel ['həʊtl] as opposed to the correct [həʊ'tel]. In total, 37.5% of respondents consider it either a minor issue which does not impede communication (19.64% [i.e. 11 out of 56]) or a small mistake (17.86% [i.e. 10 out of 56]).

Fig. 123 Q. 5 (Intonation, rhythm)

Question 5 (Intonation, rhythm)

Category	Value
serious	13
small	25
negligible	17
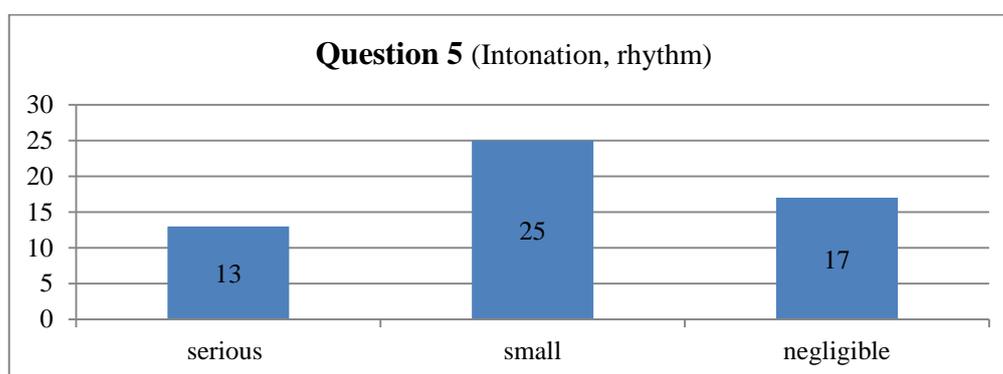
Question 5 reveals how serious it is according to teachers when 'non-native' speakers base intonation and rhythm in English on their mother tongue, instead of trying to emulate the

intonation and rhythm of 'native' speakers.[232] Apart from the above mentioned word stress, rhythm and intonation are not included in Jenkins' LFC since they were identified as not being key to international intelligibility. Similarly, teachers' answers suggest that teachers do not see intonation and rhythm as key pronunciation elements. The majority of respondents 44.6% (i.e. 25 out of 56) see not following 'native' intonation and rhythm as a small mistake. It is perceived as a minor issue which does not impede communication by 30.3% (i.e. 17 out of 56) or respondents. The remaining 23.2% of teachers (i.e. 13 out of 56) see it as a serious mistake. The number of respondents who think that not imitating 'native' intonation and rhythm is a serious mistake is low but not negligible. It is often argued that getting used to different intonations in English that copy different mother tongues, especially those from entirely different language families (e.g. tonic languages), may be very difficult and may lead to serious intelligibility problems.

Fig. 124 Q. 6 (Prepositional phrases)

Question 6 (Prepositional phrases)
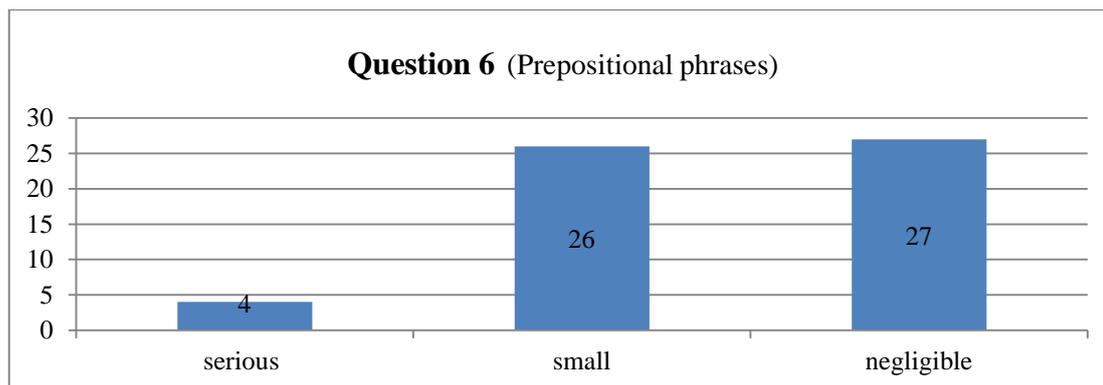
Question 6 focuses on prepositional constructions. Only 7.14% of teachers (i.e. 4 out of 56) think it is a serious mistake when a 'non-native' speaker uses a prepositional construction, which is not found in SE, but is internationally understandable, e.g. when s/he says: *discuss about* instead of *discuss something*. Contrastingly, 46.43% of all participants (i.e. 26 out of 56) see it as a small mistake and 48.2% (i.e. 27 out of 56) as a minor issue which does not impede communication.

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[232] When talking about attitudes to NNS accents, Jenkins (2007: 23) stresses: '[A]s far as ELF is concerned, so-called "errors" should be considered legitimate features of the speaker's regional (NNS) accent, thus putting NNS accents on an equal footing with regional NS accents.'

Fig. 125 Q. 7 (Idioms)

Question 7 (Idioms)

	serious	serious (influences meaning)	small	negligible
value	4	35	11	7
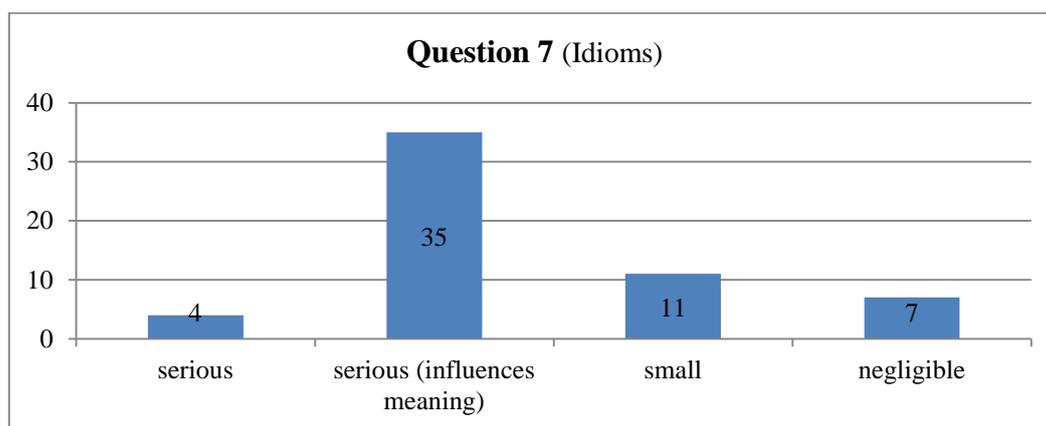
The use and/or avoidance and functions of idiomatic language are key topics in current ELF research. There is an on-going lively debate about whether ELF users should have a command of 'native' English idioms or whether knowing and using 'native' English idioms can actually be communicationally 'counter-productive' in international settings.[233]

In her detailed elaboration of the role 'original' metaphors and idioms play in ELF communications Pitzl (2009: 316) points out that 'formal variation of idioms does not inhibit their [idioms] functionality in ELF'. Moreover, the original main function of idioms in the mother tongue (ENT) which is to signal cultural affinity and to serve as a 'territorial marker' (ibid.) no longer fulfils this function in ELF communication. Instead, Pitzl names a number of other functions fulfilled by these 'non-native' idioms: e.g. 'providing emphasis, increasing explicitness, elaborating a point, […], making a sensitive proposition, bringing in your own culture, and adding humor to the interaction' (ibid., 317). She also suggests that '[t]he description of ELF requires the researcher to abandon the focus on formal deviations as errors'. Instead they should 'explore which effects these so-called deviations have within an interaction, how they affect meanings and possibly the linguistic system of ELF in general' (ibid.).

Many ELF researchers agree on the consensus-oriented nature of ELF, i.e. ELF users negotiate meaning on-line and accommodate to their interlocutors (for more about 'online idiomatizing' see Seidlhofer 2009c: 195). According to Jenkins et al. (2001a: 16) '[m]utual accommodation and communication strategies seem to have greater importance for communicative effectiveness than 'correctness' or idiomaticity in native English terms'. For

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[233] Idiomatic language use can lead to occasional miscommunication even among NS of English, especially when speakers of American and British English and other native English varieties interact. Even among them the meanings of idiomatic expressions have to be negotiated.

situations, where the interlocutors do not accommodate to one another, Jenkins et al. (2001a: 16) coin the term 'unilateral idiomaticity' which they define as 'the phenomenon of one interlocutor employing utterances which are particularly idiomatic in native English, but (therefore) difficult to understand if the conversational partner does not know them (e.g., ""Would you like us to give you a hand?" instead of "Can we help you?", or "This drink is on the house" instead of "This drink is a present from us")'. In other words, 'unilateral idiomaticity' [is] characterised by e.g. metaphorical language use, idioms, phrasal verbs and fixed ENL expressions [which] cause misunderstandings'(Seidlhofer 2003a: 19; for more about 'unilateral idiomaticity'see also Seidlhofer 2009c: 200).

Hence, we can ask not only what happens when a 'non-native' speaker does not know a 'native' idiom but also what happens if s/he uses an English idiom imprecisely or translates it literally from his/her mother tongue (e.g. *put ones hands into the fire for someone / something*)?[234] How is this 'ELF idiom' perceived by the survey participants? Only 7.14 % of the survey participants (i.e. 4 out of 56) see it as a serious mistake. This may be connected with the well-known fact that idiomatic language is often very challenging even for teachers themselves. Personal communication with Czech teachers of English reveals that they often feel intimidated by a relatively low command of idiomatic expressions as well as their command of lexis in general. This point could be relatively easily remedied by strengthening the lexical component in teacher training courses and seminars at universities by introducing more practical language seminars solely focused on practicing language forms and on vocabulary in particular. Also, teachers' confidence should be consistently built rather than undermined by making them feel inferior to 'native' speakers. They should be properly instructed that other language aspects and strategies (e.g. accommodation) are more important for international communication than 'authentic' 'native'-like idiomaticity.

A vast majority of teachers think that using an English idiom imprecisely or translating it literally into one's mother tongue is a serious mistake where it can change the meaning 62.5% (i.e. 35 out of 56); whereas 19.64% of teachers (i.e. 11 out of 56) see it as a small mistake; and 12.5% (i.e.7 out of 56) as a minor issue which does not impede communication.

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[234] The original idiom in Czech is: *"dát za někoho / něco ruce do ohně";* its German equivalent is: *"für jemanden / etwas seine Hand ins Feuer legen".* This expression has no direct idiomatic equivalent in SE; the most probable translation into SE is*: "to stake one's life on something" or "to vouch for someone / something".* For more detailed analysis of the use of this idiom see Pitzl 2009: 312.

What could logically follow is the question if we should teach 'native' idioms or not, and if so which. Instead, the question we should ask is how we can raise awareness of the existing idiomatic creativity in ELF which facilitates rather than impedes communication and maximize its potential for ELF users.

Fig. 126 Distribution of answers i.
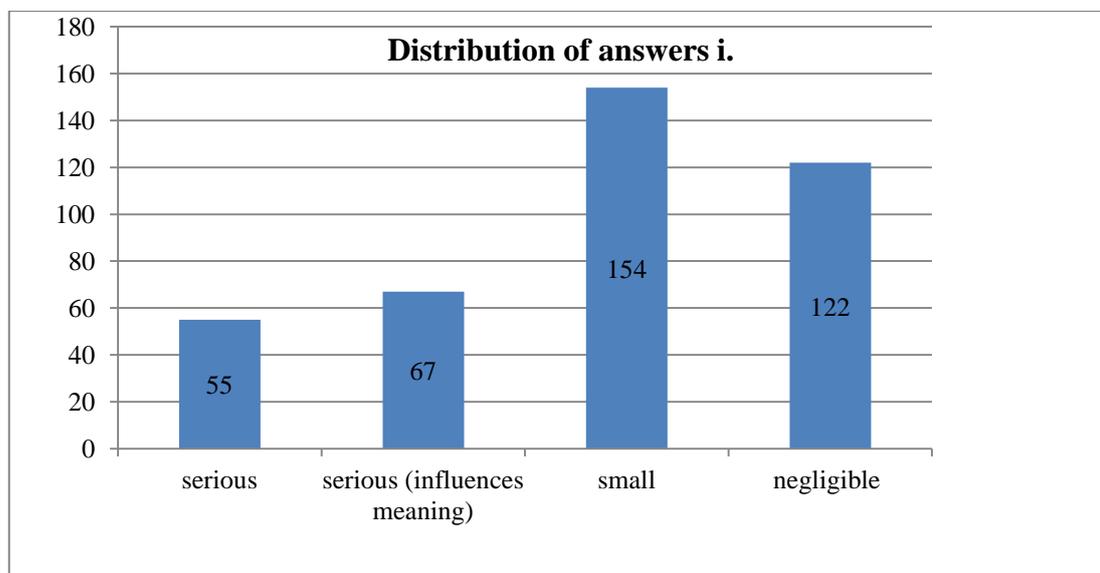
Fig. 127 Distribution of answers ii.
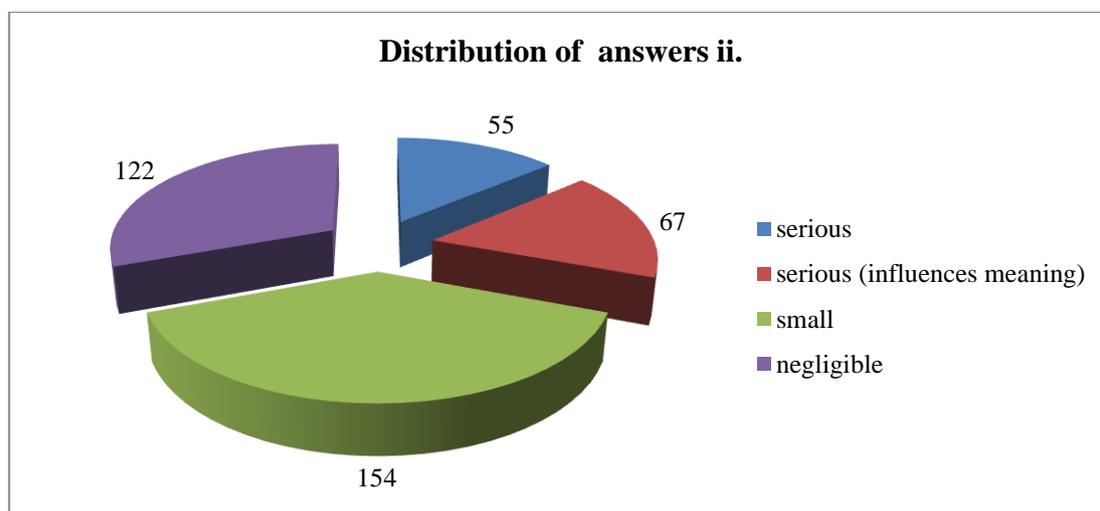
Before final conclusions can be drawn, it is also important to look at the general distribution of answers. As the graph in Fig. 126 and the pie chart in Fig. 127 show, out of the total number of answers (i.e. 398) 154 answers (38.69%) represent a small mistake; 122 out of

398 (30.65%) a minor problem; the rest 55 out of 398 (13.8%) are 'serious mistakes' and 67 out of 398 (16.8%) are serious mistakes where it can change the meaning.

Hence, if we put the percentage of small and minor mistakes together, they represent 69.3% of all answers. This clearly suggests that generally 'mistakes' that are typical of ELF interactions and are considered not to cause problems in communication prevail.

These results roughly correspond with a study conducted by Mollin in 2006 among European academics. Hülmbauer (2009: 329) sums up Mollin's results as follows: '[I]ntelligibility is regarded as a main factor. [...] 60% of the respondents agreed with the following statement [...]: "I am not bothered about mistakes that other learners of English make as long as I understand what they want to say".'

The next stage in the research in the future will be to find out about how teachers actually approach all the above discussed 'mistakes' in the classroom; if they correct students at most occasions or on the contrary indeed sometimes leave the 'mistakes' unnoticed. If so, in what context, in what situations and with what purpose in mind. Also, it would be interesting to analyse the ways teachers come to terms with the discrepancy between 'standard' English that is promoted by standardized exams (e.g. "maturita" examination) and their overall openness to ELF features.

3.4.4 Summary

In the light of what has been stated above, what is needed is a serious re-conceptualization of the notion of a 'mistake'; as with Breiteneder (see Angelika Breiteneder's presentation delivered at TALC (Teaching and Language Corpora) in Brno in 2010), the notion of a 'mistake' needs to be re-thought. Orthographic, phonological, morphological and syntactic variation typical in ELF contexts that does not impede international communication, cannot be confused with the 'traditional' approach to 'correctness' characteristic of the EFL domain. We should define what a 'mistake' is differently for different contexts based on a thorough needs analysis of students. Different students may have different goals; for some 'native-like' correctness may be the goal, for other students international intelligibly may be sufficient; for future teachers of English again other criteria may apply.[235]

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[235] Teachers who want to avoid typical "Czechisms" in the language of classroom instructions can consult: Betáková, Lucie (2006) *Angličtina učitele angličtiny. Jak správně vést hodinu angličtiny v angličtině*, Plzeň: Fraus.

What is often thought to be wrong when compared with 'native' benchmarks, is in ELF usage, 'evidence of successful learning' (Seidlhofer & Widdowson 2009d: 102; quoted in Breiteneder 2010). Gradually, we need to abandon 'traditional' ELT terminology, such as 'interference', 'transfer',[236] 'interlanguage'[237,238] and 'learner English'. Furthermore, we have to devote more time into investigating students' real language needs and goals and adapt our methodologies and assessment practices accordingly (for more about language assessment in the expanding circle see also: Lowenberg 2002).

The notion of a 'mistake' is closely linked with the choice of the linguistic model. Jeremy Harmer (2007: 22, author's emphasis) asks: '[...] what model should we choose to teach [English] with? Does the fact that something is observable (e.g. ELF behaviour) make it desirable? How important is correctness, and who is going to decide when something is or is not acceptable? Perhaps the answers to these questions will depend on **where** English is being taught, **who** the students are, and **what** they want it for.' The original research discussed in this chapter also aimed at tackling these very questions.

Another inspiring answer to the question of the choice of the right linguistic model is provided by Julian Edge. Even though Edge's book *Mistakes and Correction* was published already in 1989 and is thus not influenced by the more recent ELF findings, it is almost astounding how pro-ELF and pro-bilingual his perspective is. As he puts it (1989: 67, author's emphasis): **'The ideal model** for [learners] is a person from their **own background** who expresses himself or herself in English and who enjoys the language, using it forcefully and **creatively** with an emphasis on **communication**, not correctness, except when correctness is particularly important'.[239] [...] 'These teachers [...] are **successful examples** of what their students aim to be: people from a shared background who have achieved an ability to communicate in English.' We could hardly think of a more ELF-compatible description of an ideal teacher, i.e. an ideal 'model' for students learning English as an International Language. Clearly, successful communication is not always secured by the 'correct' use of the particular

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[236] Interference, which is sometimes referred to as negative transfer, can roughly be defined as undesirable infiltration of L1 into L2; (positive) transfer, can be described as desirable application of principles and linguistic phenomena occurring in L1 in L2.

[237] In the interview with Jennifer Jenkins she calls 'interlanguage' and 'target languages' "horrible" terms (cf. http://www.livesofteachers.com/2010/03/31/an-interview-with-jennifer-jenkins-podcast/).

[238] Jeremy Harmer (2007: 138) mentions 'errors' and 'interlanguage' as follows: 'Developmental errors are part of the students' interlanguage, that is the version of the language which a learner has at any one stage of development, and which is continually re-shaped as he or she aims towards full mastery.' As we can see, such approach to proficiency or mastery is not compatible with the ELF approach.

[239] See also similar comment made by Firth.

linguistic code, in this case English as a Lingua Franca, and vice versa 'correctness' alone does not entail communicative success.

Choděra & Ries (1999: 124-125) sum up four pillars of future education as they were formulated by UNESCO in 1996. They include: Learning to learn, Learning to act, Learning to live together and Learning to be.[240] These pillars represent the humanizing role of education. As we can see, none of these goals include 'making no mistakes'. With Edge (1989) we can say that making mistakes is a part of learning and correction is a part of teaching. We just need to know what 'mistakes' in the particular students' contexts are and what and how to correct them to the benefit of our students.

Coming back to the original questions: What are we to consider mistakes? Is there a 'general' agreement as to what mistakes are at different linguistic levels? Does it differ from and/or in LF communication? Who has the authority to decide that? To what extent are Czech teachers 'conservative' or, on the other hand, 'open' or 'liberal' with respect to language mistakes?, we can say that in order to make 'informed decisions', teachers should be better informed of the teaching options available. Czech teachers of English should be instructed about the research into WEs and ELF which would not only give them more confidence as better, i.e. more appropriate, multilingual 'models' but also it would enable them to tailor their teaching to their students' needs. They should be able to evaluate and decide whether the EFL or the ELF paradigm is more suitable, which in turn will influence their assessment and evaluation criteria. The choice of the operational paradigm will also influence the definition of proficiency and fluency which may differ in different contexts. Furthermore, teachers should also be made aware of the fact that from the perspective of successful international communication it may not be wise to dwell on insignificant phonological and lexico-grammatical features;[241] instead more teaching time should be spent on communicative functions and pragmatic strategies.

As Cornelia Hülmbauer (2009: 328, author's emphasis) puts it: 'It is not by accident that lingua franca speakers are frequently regarded as language *learners* despite their actual *user* position – the language forms produced tend to be the same in both types of second language use. The difference between EFL and ELF rather lies in the nature of speakers' goals: **EFL** is considered **successful** when it **converges to a target model**, **ELF** when it is

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[240] In Czech: 1. Učit se poznávat 2. Učit se jednat 3. Učit se žít společně 4. Učit se být. (see Choděra & Ries 1999: 124-125).
[241] Lexico-grammatical features were more interesting at early stages of empirical research into ELF.

mutually intelligible. This is what brings about a **difference in evaluation** of the linguistic forms involved.' The possibility and freedom to chose an appropriate model and a suitable linguistic paradigm is crucial in postmodern applied linguistics.

Martin Dewey (2009: 73, author's emphasis) summarizes the 'old' and 'new' goals of teaching as follows: 'Language assessment in ELT tends [...] to be very much concerned with **prescription** and proscription regarding ENL norms, and the goal of learning and teachings seems largely to be defined according to **avoidance of difference** (which is generally categorized as "**deviation**").' What should start happening instead, however, is 'a considerable reconceptualization of language' (ibid., 74). Dewey further suggests that 'the only way ELF will be able to respond in any meaningful way to ELF research and discourse is if there is a cultural shift away from objectifying language and communication', and instead more emphasis is put 'towards an orientation to **discourse**'.[242] (ibid.)

In spite of the deeply-rooted NS ideology and strong publishers' influence in the Czech Republic, the 56 Czech teachers that participated in the survey seem to be fairly open to language variation; 69.3 % of all their answers went to small and minor 'mistakes' that are typical of ELF interactions and are considered not to cause communication problems. In the follow-up discussions, teachers went even further and expressed their belief that in the next ten years ELF could be codified as a variety.[243] I, on the other hand, share a sceptical opinion with other surveyed teachers regarding the future codification of ELF. Specifically, such codification[244] is improbable due to several factors. Two key concepts with this are a general fear of loss of standards and loss of mutual global intelligibility and comprehensibility and that of a lack of empirical findings about the common 'core' ELF features and the way they contribute to or prevent intercultural communication. Even though we cannot generalize too much from the number of responses obtained in a small-scale research project like this one, the results obtained hint to a tendency that attitudes to teaching priorities are changing in the direction of the acceptance to variation, and may very well continue to change.

Is there then a right answer to what is right and wrong in ELF and EFL? Hülmbauer (2009: 342) makes an important suggestion regarding correctness within the ELF paradigm: 'What suits the users' purposes and helps establish effective communication has the potential

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[242] What Dewey (2009: 74) means by 'discourse' is communication that is 'generated *in situ* during specific interactions through the enactment (or performance) of linguistic and extralinguistic resources'.
[243] It is important to stress that codification of ELF is not the goal of ELF researchers.
[244] About eight years ago Seidlhofer (2004: 215) pointed out that 'an eventual codification of ELF may sound controversial and utopian' but since than a lof empirical research has been done.

for being "just right" in ELF – regardless of traditional correctness criteria.' This illustrates that the above mentioned attitude change towards correctness is inevitable.

Regarding teaching priorities, we can conclude that promoting creativity with language, even at the cost of sacrificing 'native' speaker standards, is advisable. In a similar vein, when teaching English, form should not be put over content (cf. Edge 1989). Furthermore, students should not be made to feel inferior because they make mistakes (esp. those based on their L1) since 'mistakes' are a sign or the learning process. Realizing these principles is crucial for all English language teachers.

Raising awareness among Czech teachers and students of English about the profoundly different nature of the relationship between correctness and efficiency in ELF and EFL contexts (for more about the relationship between correctness and efficiency in ELF context see also Hülmbauer 2007) and about the recent paradigm shift from EFL to ELF is vital. Hand in hand with awareness raising goes the necessity of giving students a chance to make informed decisions as to what English they want to acquire since only students themselves can decide in what contexts and for what purpose they will be using English. Similarly, both students and teachers have to realize that strategies applied in ELF communication (e.g. communicative cooperation, mutual accommodation, meta- and cross-linguistic sensitivity, intercultural sensitivity and awareness of the own cultural background) are more important than 'correctness' or native-like idiomaticity (see also Hülmbauer 2009, Seidlhofer 2009c).

In sum, with all of the arguments discussed thus far, it is concluded that re-thinking the notion of a 'mistake', language 'competence' and linguistic 'proficiency' is crucial. Teacher training programmes will have to be modified to stay up-to-date with recent changes and trends to enable future and practicing teachers to offer their students curricula that will truly meet their needs.

3.5 QUANTITATIVE AND QUALITATIVE RESEARCH, PART 5

3.5.1 Language management and teachers' attitudes

The last stage in our quantitative research is building upon previous research results; however, in this case a different methodological approach to the data has been applied. The form of the research includes the 'traditional' questionnaire component but since most of the answers are open-ended, the majority of the data is of a qualitative nature. Since ELF is a phenomenon connected with language contact situations, the methods used by Language Management have proven to be highly suitable for the analysis of teacher attitudes in the Czech Republic.

The theory of Language Management originally, also referred to as the theory of Language Correction,[245] 'grew in the 1980s and 1990s' (Neústupný 2002: 429; for more details on the theory of Language Management see Neústupný 2002, Neústupný & Nekvapil 2003). Furthermore, it is grounded in Language Planning theories that originated in the 1960s.[246] One of the key objectives of Language Management is to identify and offer solutions for language problems occurring in society, which therefore, as suggested above, provides a fitting framework for the analysis of ELF situations and phenomena. Language management is characterized by its procedural character,[247] i.e. the orientation on language processes (cf. Neústupný 2002: 436).

Neústupný (ibid., see also Nekvapil 2009: 3) lists five stages of management processes:[248]

(1) Deviations from norms occur in interaction (*deviation*)

(2) Speakers note these deviations (*noting*)

(3) Such deviations are evaluated positively or negatively (*evaluation*)

(4) In order to adjust the evaluated deviations speakers opt for adjustment design (*adjustment design*)

(5) which they implement (*implementation*).

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[245] Commonly translated into Czech as: „teorie jazykové korekce".
[246] One of the key works within the WEs research is Phillipson's *Linguistic Imperialism* (1992) that was written in accordance with the Language Management principles.
[247] In Czech 'procesuálnost'.
[248] Translated into English by Veronika Quinn Novotná:
(1) V interakční situaci vznikají odchylky od norem jednání (*deviation*)
(2) Těchto odchylek si mluvčí povšimnou (*noting*)
(3) Takové odchylky hodnotí negativně či pozitivně (*evaluation*)
(4) Za účelem úpravy hodnocených odchylek vybírají akční plán (*adjustment design*)
(5) a ten realizují (*implementation*).

An important characteristic of the language management process is, as Neústupný (ibid.) points out, that it can be ended at any stage. Deviations may, for example, occur in the interaction, they are however not noted; or they may be noted but not evaluated, etc.

As Neústupný aptly mentions, the notion of norm has been thoroughly elaborated by the Prague School of Linguistics (ibid., 436). Currently, however, 'norms' are subjected to questioning and relativization. One can even say that a new approach to the norm suggests that norm is created in every particular speech situation (ibid.). This approach is highly relevant to ELF situations. Neústupný says that norms are to be perceived as 'variable' and 'dynamic'. They can be perfectly applied to the case of ELF. As an 'emergent' phenomenon, variability is one of the inherent features of ELF (see also Chapter 2.2 on simplified Englishes; cf. Firth 2009: 162). Being used in language contact situations and being connected with language acquisition, ELF is an ideal case for language management analysis. Another point that Neústupný (2002: 437) makes and which is highly relevant to ELF is the fact that in language acquisition we have to focus especially on those deviations that are noted with special intensity.

Therefore, in the following chapter, I plan to describe and analyze what, whether and why certain phenomena are spotted by proficient Czech users of English, in this case, English teachers. We want to show that, if teachers of English evaluate deviations from a norm negatively, then it is possible that we can speak of the existence of a problem. Subsequently, if this is so, then we will show what strategies these speakers opt for in order to cope with these problems. In other words, do teachers of English in the Czech Republic perceive the fact that they are 'non-native' speakers negatively? Hence, is it a real problem for them? If yes, how is this problem approached?

3.5.1.1 Methodology and data

As it has been shown in Fig. 39, data obtained from fifty teachers of English in the Czech Republic have been collected over the course of one year. Teachers were presented with a one-page anonymous questionnaire (See APPENDIX 10 Questionnaires). In the first section of the questionnaire, teachers were asked to provide some socio-linguistic details (e.g. their nationality, age group, gender, type of school) and self-evaluate their competence in English on the scale from 0 (no knowledge) to 6 (native-like proficiency). In the second part

of the questionnaire the language management approach described above was applied.[249] Teachers were to choose a YES/NO answer to the questions listed bellow. These questions were followed by additional open-ended questions giving them more space to explain their YES/NO choice:[250]

1. I note or realize that I do not speak/write English as a native speaker. YES / NO

   If yes, when and on the basis of what?

2. Do I somehow evaluate the fact that I do not speak/write English as a native speaker? YES / NO

   If yes, how?

3. I am developing some strategy so that I can speak/write English more like a native speaker. YES / NO

   If yes, what does the strategy look like?

4. Am I successful in implementing this strategy employed so that I would speak/write English more like a native speaker even in my real language practice? YES / NO

   If yes, how?

5. I communicate more often with: native speakers or non-native speakers.[251,252]

The teachers who filled in these questionnaires were approached at various educational events throughout the Czech Republic (e.g. conferences, seminars, publisher presentations), hence we can anecdotally conclude that they represent a group of teachers who are very active in the teaching community and pursue their continuing teacher education.[253]

The socio-linguistic profile that emerges from teachers' answers is summarized in the following tables:

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[249] I would like to thank Mgr. Tamah Sherman, Ph.D. and PhDr. Vít Dovalil, Ph.D. for their kind help with the questionnaire design.

[250] The original questionnaire was in Czech to make it more "user-friendly" for some teachers who still feel rather intimidated when asked to do some on-the-spot writing in English.

[251] The last question was targeted on obtaining purely statistical rather than qualitative data.

[252] It is necessary to stress that ideally the questionnaire survey would included follow-up interviews with the teachers in order to clarify and specify some of the findings. For time-constraint reasons, however, interviews were not conducted. It is planned as the next stage of the research in the future (on the importance of introspective interviews see also Neústupný 2002: 438).

[253] Therefore, we cannot overgeneralize the tendencies that the questionnaire results show.

Fig. 128 Nationality

Nationality

Czech: 48	Other: 0

Fig. 129 Age

Age

18-25	25-30	30-35	35-45	45plus
1	9	8	7	23

Fig. 130 Gender

Gender

male	female
4	44
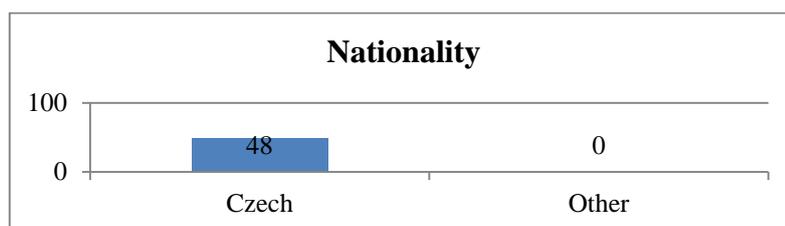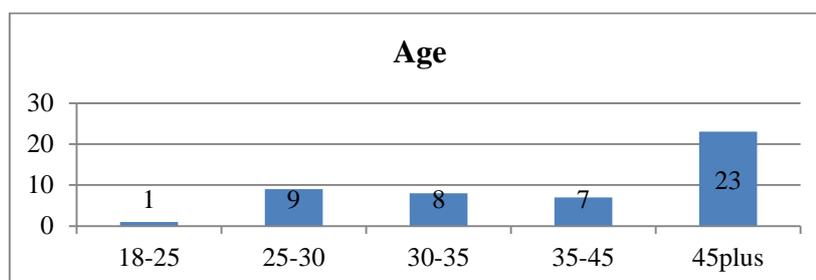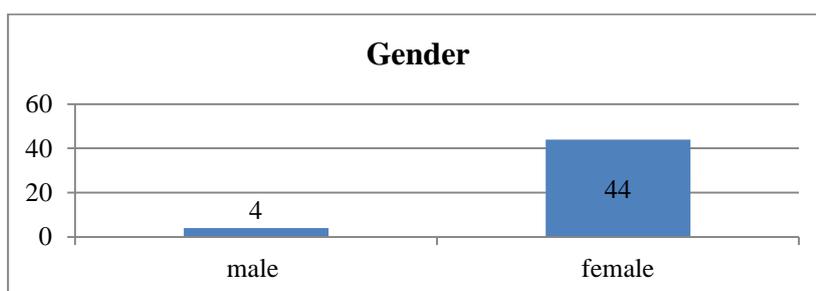
Fig. 131 Type of school[254]

Type of school

ZŠ	SŠ, GYMN	SOŠ, SPŠ, SOU	JŠ	VOŠ	VŠ
4	18	10	4	4	4
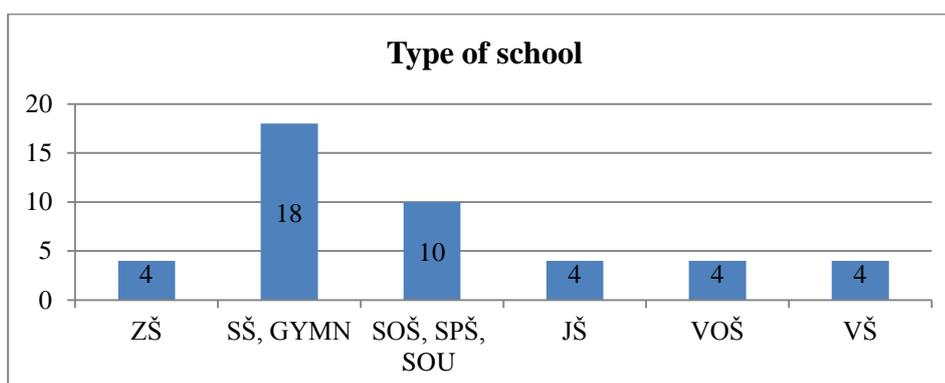
All participants taking part in the survey were Czech (100%) and their profession was that of an English teacher. Types of schools where they teach[255] included elementary schools

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[254] Abbreviations used in the graph represent common abbreviations used in the Czech Republic to refer to the main types of schools: ZŠ (Základní škola; elementary/secondary/junior high school), SŠ (Střední škola; secondary/high school), GYMN. (Gymnázium; secondary/high school), SOŠ, SPŠ, SOU (Střední odborná škola, Střední průmyslová škola; secondary vocational school; vocational training school), JŠ (Jazyková škola; language school), VOŠ (Vyšší odborná škola; higher vocational school), VŠ (Vysoká škola; university).

[255] Some teachers teach at two types of schools simultaneously (e.g. at a language school and a vocational school; an elementary school and university).

(8%), secondary/high schools ("gymnázium") (36%), secondary vocational schools (20%), language schools (8%), higher vocational schools (8%) and universities (8%).[256]

Most teachers fall in the age category of 45+ (46%). Only one novice teacher took part in the survey. The rest of the participants' age ranged from 25 to 45 years of age with almost equal distribution (18%, 16%, 14% respectively).

Fig. 132 Level of English
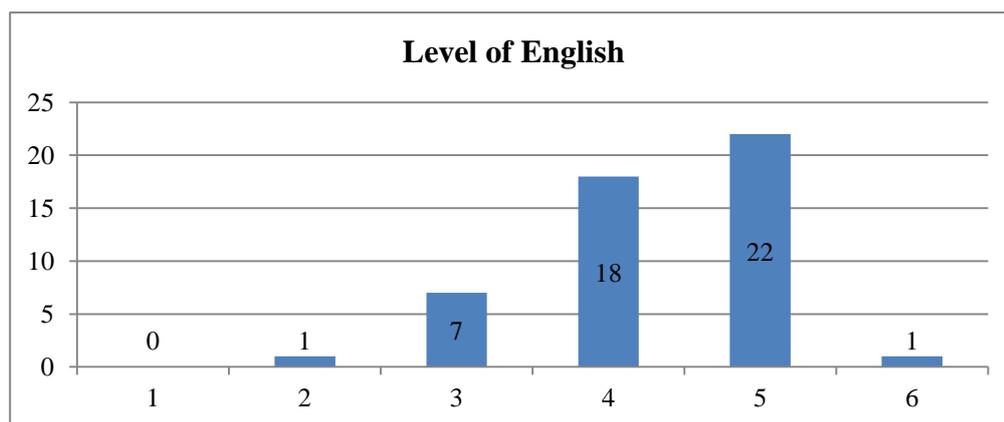
It is interesting to see how teachers subjectively evaluate their competence in English.[257] Most teachers (44%, i.e. 22 out of 50) chose level '5'; 36% of teachers (i.e. 18 out of 50) chose level '4'. The average level lies hence somewhere between 4 and 5, which is a upper-intermediate to advanced to use common terminology. Only one teacher described him-/herself as 'native-like'.[258] Only one teacher described his/her level as '2'. This would be equivalent to pre-intermediate knowledge of English which makes it hard to believe that an English teacher would have such a low command. Therefore, choosing level '2' from the scale may imply that s/he misunderstood the rating scale. Generally, 'non-native' teachers tend to underestimate their knowledge of foreign languages. It would be interesting to juxtapose their self-evaluation with their more 'objective' achievements and accomplishments, such as Cambridge or other standardized language examinations.

In the following section we will discuss the results of the main body of the questionnaire.

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[256] Some teachers did not provide any specific answer as to what type of school they teach at.

[257] The 0 to 6 scale was created just for the purpose of this questionnaire. Hence, it does not correspond to the 'usual' labels used in the CEFR, e.g. Breakthrough, Waystage, etc.

[258] 'Native-like' was defined in the questionnaire as 'excellent knowledge comparable with an educated native speaker'. This strikingly low number (one respondent) points out to a rather low self-esteem in terms of English language proficiency in Czech teachers of English. The age average of the survey participants (45+) may have played a role since a lot of English teachers in this age category are former teachers of other subjects who re-trained for English later on in their career. This assumption would, however, need more data and more in-depth analysis.

Regarding the first question, the overwhelming majority of 94% of respondents (47 out of 50), answered YES, the remaining 3 (6%) answered NO. This leads to an obvious observation that most of the teachers note or realize that they do not speak/write English as a native speaker.[259] The participants were also asked to specify when and on the basis of what they realize that they do not speak/write English as a native speaker. Their answers can be organized into several categories. The most frequent reasons for answering YES are a "lack" of something and "problems with" something; more specifically, teachers mention: "lack of vocabulary", "lack of idiomatic language and phrasal verbs", "lack of general eloquence and precision of expression", "problems with the exact use of synonyms and prepositional constructions", etc. Teachers describe their lexical competence using phrases such as:[260] "I lack[261] vocabulary", "I am looking for words", "I can express myself very well in Czech, that is why I 'painfully' feel my slight limits in English", "I find it difficult to express myself adequately when talking to a native speaker", "I cannot tell jokes well", "I do not understand 'insider' jokes", "I cannot express myself well in informal communication situations with native speakers", "I do not understand slang", etc.

Another area that seems to trouble teachers is making mistakes (four teachers mention this explicitly) and also their perceived 'bookish' English.

Interestingly, with the exception of article use, sentence structure and the use of prepositions (which is a lexico-grammatical point), no respondents perceive lack of grammatical competence a problem. This confirms many studies focused carried out on the strong points of non-native English teachers (see for example Medgyes 2001: 435).

Surprisingly, pronunciation seems to be a problem for almost no teachers. Only one teacher has mentioned that s/he cannot get rid of his/her "strong" accent. Another teacher has problems with pronouncing proper names, yet another with slips of the tongue. This leads us to assume that accent is generally not a problem, i.e. teachers consider their accents adequate. 'Adequate' can mean that either their accent resembles 'native' accents to such an extent that it makes teachers feel comfortable about their pronunciation (which is a more probable

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[259] Barbara Seidlhofer (1999: 241) conducted a comparable 'small-scale empirical study' focused on teachers' self-image as non-native speakers of English. She collected 100 questionnaires from English teachers in Austria. A vast majority of the answers she received (i.e. 57 %) 'indicated that being a non-native speaker made them feel insecure rather than confident'.

[260] Comments have been loosely translated from Czech by Veronika Quinn Novotná.

[261] Since the verb „(to) lack" occurs so often in the teachers' answers, we may infer that their self-image, especially in terms of richness of vocabulary, is fairly negative. This is an important point for teacher education curriculum designers; including courses focused on systematic enrichment of future teachers' vocabulary seems to be crucial.

interpretation); or this could mean that they realize their accent is rather secondary when teaching English in today's world where lingua franca communication prevails and where international intelligibility plays the key role.

However, when we look at answers received in an informal survey and in personal interactions with teachers in teacher training seminars, we receive a somewhat different picture. When teachers were asked directly, who they would like to sound like, they offered answers that can be divided into roughly three groups. The first group of respondents are teachers who want to sound like a well educated speaker of British English (most answers); second group like a speaker of American or Canadian English; the third category could be labelled as a professional ELF user.[262] Example answers are listed below:

"I want to sound like:

a Czech speaking very good English, Hugh Grant, the Queen, a university educated Brit from the south of England, a student at Oxford University, a Brit, a European, my friend in Canada, Tony Blair, Angelina Jolie, Hillary Clinton, Simon Gill - my English teacher, a BBC speaker, the Queen, Meg Ryan, a British, Madonna, "you",[263] a Canadian teacher, somebody native who knows what he/she speaks about."

Based on data collected, the majority of teachers want to sound like someone from an English speaking country, preferably Britain. This may indicate that they perceive their own pronunciation as 'deficient'.[264] Answers like "a Czech speaking very good English", "a European" and "you" fall in the third category mentioned above and show that there is also a changing trend towards an increasingly more positive attitude to proficient non-native accents.

Answers to question number two, which aimed at finding out about how teachers evaluate the fact that they do not speak/write English as a native speaker, have brought some interesting results. As follows, 62% of teachers (31 out of 50) answered YES, 36% (18) answered NO.[265] In contrast with point one which shows that the majority of teachers (94%) note the fact that that they do not speak/write English as a native speaker only 62% further evaluate this fact.

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[262] It is important to say that this survey was conducted in a rather informal way and the number of respondents is relatively low to map some definitive tendencies.
[263] „You" means the teacher of the particular teacher training seminar and the author of this paper.
[264] A detailed description of attitudes towards native and non-native Englishes is provided in Jenkins 2000, 2007.
[265] One teacher left the question unanswered.

What tells us more, however, is a detailed look at the 'lexical corpus' of the teachers' answers, where we can see words such as: "lack", "shortage", "my deficiency", "need of correction", "springboard for further development", "not happy making mistakes", "remove", "need of education", "language limits", "comparison with native speakers", "want to improve", "impetus for betterment", "work hard to improve", "problem when teaching advanced students", "low self-esteem because I know I sometimes make mistakes", "do not feel self-confident", "it is bugging me", "I try to cope with it", "ambition to achieve high level", "I feel better when I use the language correctly", "negatively", "I must do my best", "I want to be better than average Czechs", etc.

Such wording clearly suggests that teachers evaluate the fact that they do not speak/write English as a native speaker prevailingly negatively. They seem to feel inferior and being non-native speakers seems to affect their self-image significantly. This again confirms most findings about the influence of native speaker ideology on 'local' teachers (compare most works by Jenkins and Seidlhofer). Most of them strive to achieve an unrealistic native-speaker ideal which logically brings frustration and sense of failure.

On the other hand, one teacher response showed a positive ELF trend. This teacher wrote that s/he is trying to cope with his/her non-nativeness and is trying to look for the 'advantages of this state'.[266] Surely, we would like to hear more similar reactions from the teachers indicating that non-nativeness is seen as an advantage for 'local' teachers of English rather than a handicap.

In question three teachers were to describe if they develop some strategy so that they would speak/write English more like a native speaker. And if they do, to describe what these strategies look like. The results show that 80% of respondents (40 out of 50) answered YES, the remaining 18% (9) answered NO.[267]

Interestingly, more teachers (80%) employ some strategies to speak/write English more like a native speaker than evaluate (62%) their non-nativeness. What we can infer from this, is that in the teachers questioned there is a strong, even if in some cases possibly subconscious, tendency to improve their 'insufficient' English.

The most common strategies teachers employ so that they would speak/write English more like a native speaker include: "attending courses", "self-study", "looking up information", "extending vocabulary", "continuing study", "watching movies in the original

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[266] "Přednosti tohoto stavu" in the original.
[267] One teacher left the question unanswered.

(swapping subtitles)", "reading", "conversation with native speakers", "preparing for exams (CAE)", "attending seminars", "travelling", "learning", "BBC/CNN news", "listening", "listening to the radio", "internet", "written exchange people from England", "private lessons", "media", "contact with the English speaking world", "consulting native speakers", "learning with students".

As we can see, teachers are actively working on bettering their English and employ a great variety of strategies to reach their unwritten goal of speaking/writing like a native speaker.

Question four aimed at finding out if teachers are successful in implementing the above mentioned strategy or strategies even in their real language practice. With this, 44% of respondents (22 out of 50) answered YES, the remaining 32% (16) answered NO. Seven teachers (14%) were not sure if YES or NO was an appropriate answer so they included more specific comments such as: "it is a never ending process, but I am trying hard", "I am not able to tell how much I have improved", "both yes and no", "I do not know the exact answer", "sometimes", "so so", "between yes and no". Five teachers (10%) have provided no answer to question four. Some of those who responded 'yes' to the question further explained their answers saying e.g. "it is not getting worse", "I am increasingly successful in using English in situations where I used to fail in the past", "it depends on the situation I am in and the general load, when I am 'fine', I do [succeed]", "[I am making] progress", "(only partly) I 'expose' myself to the effect of language of native speakers; I am trying to emulate pronunciation, intonation, extent my vocabulary...",[268] "I use what I learn", "I am working on extending my vocabulary by reading books, magazines, etc., and watching movies", "I think about some problems in English. I try to explain some things, problems in English. I write in English", "partly yes, I am more confident than I used to be", "[I do a lot of] listening, [watch] movies in the original; [it is a] constant effort to educate myself – use new publications", "I guess so", "only in seminars and when writing essays at Charles University", "yes, a subjective evaluation – I feel like I am making progress, more certainty", "(perhaps) [I have] a better feeling in my own lessons; solving language problems personally when teaching", "see point three (strategies)", "I am in touch with contemporary English more; I am forced to speaking with native speakers", etc.

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[268] The punctuation used in the translated quotations reflects the notation actually used by the respondents.

When we look at the comments in closer detail, we can see that (similarly to answers that obviously stand between a clear YES and NO) even 'clear' "yes" answers show a certain degree of tentativeness. As seen with: "increasingly", "it depends", "I try", "I guess so", "perhaps". On the other hand, some teachers do feel that more exposure to English and extensive study bring them more confidence they need for their teaching.

The last point was formulated to elicit statistical information about who teachers most often communicate with; whether with native speakers or non-native speakers. The answers confirm data shown in all ELF and WEs studies, the vast majority of the respondents (41, i.e. 82%) use English to communicate with non-native speakers. Only seven respondents out of fifty (14%) communicate mostly with native speakers. One respondent (2%) was more specific by saying that at work s/he only communicates with non-native speakers (his/her students); outside of work s/he interacts more with native speakers. One respondent (2%) provided no answer. In spite of this result that only affirms the lingua franca role of English, most teachers still look up to native speakers as models they should follow. This contradiction is very common not just in the Czech Republic but world-wide.

How can we interpret the data obtained from this survey on a more general level? The results obtained from our respondents clearly show that not speaking/writing English like native-speakers is perceived as a problem by teachers in the Czech Republic and that most teachers employ a number of strategies to remedy this problem.

In terms of language management and language planning any research should be followed by a 'correction plan'.[269] As suggested above, one obvious solution to teachers' needs is integration of more practical language courses into teacher training curricula in English departments throughout the Czech Republic. Also, more time and resource should be invested in continuing teacher education with the goal of not just improving their proficiency, i.e. bringing them closer to the native target, but also raising their awareness of the changing role of English and of all the implications currently found in WE and ELF research has (especially in raising their self-esteem as multilingual language professionals).

3.5.2 ELF in science in the Czech Republic

The final quantitative research part of this thesis discusses the role of ELF in working environments, in this case in the scientific community of the Czech Republic. In the future,

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[269] In Czech "korekční plán" (Neústupný 2002: 438).

the author would like to extend the research project to business settings, namely international corporations that are based in the Czech Republic or elsewhere in Europe and where the main communication language is English; not only at top managerial levels but also across different positions withing the company hierarchy. This final questionnaire research yielded interesting results regarding ELF users' communication problems.

3.5.2.1 Methodology and data

A preliminary small-scale pilot probe has been performed into the use of English as a Lingua Franca of science at one department of the Academy of Sciences in the Czech Republic.[270] All members were asked in advance if they preferred a face-to-face interview or if they found it easier and more convenient to fill in a questionnaire (for the full format of the questionnaire see APPENDIX 10 Questionnaires). Since all of them are very busy, they all agreed to a questionnaire format which they filled in at their convenience. The questionnaires were distributed in paper format at the department. All twelve employees of the institute agreed to fill in the questionnaire and the results are below. Methodologically speaking, the method of language management discussed in detail in the previous chapter was chosen to generate both qualitative and quantitative answers.

3.5.2.2 Profile of the survey participants

In order to obtain a socio-linguistic picture of the survey participants, the scientists participating in the research were asked to provide information regarding their nationality, mother tongue(s), age, sex and profession.

Fig. 133 Nationality

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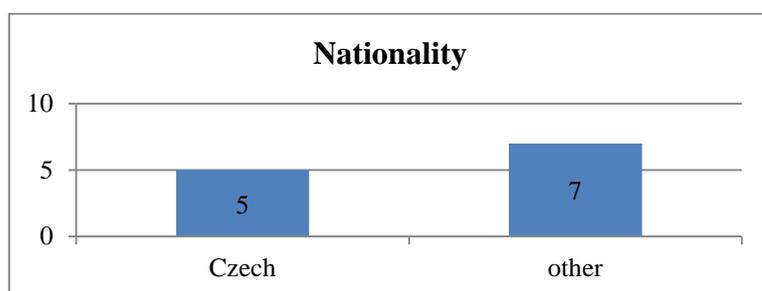
[270] To protect the identity of the survey partitipants the name of the institute will remain undisclosed.

Fig. 134 Age

Age

3	5	3	1	0
18-25	25-30	30-35	35-45	45+

Fig. 135 Mother tongue(s)

Mother tongue(s)

Czech	other
6	7

Fig. 136 Sex

Sex

male	female
5	7
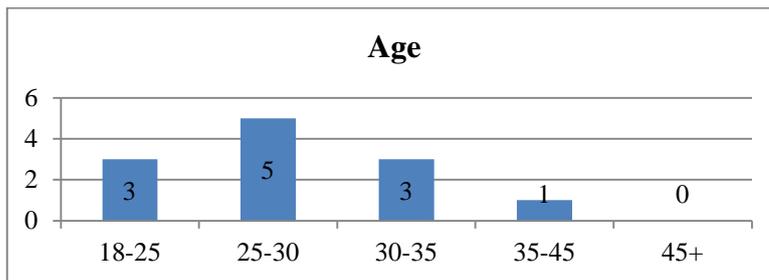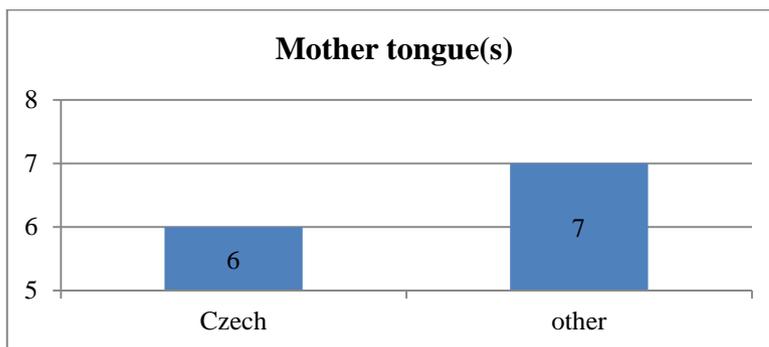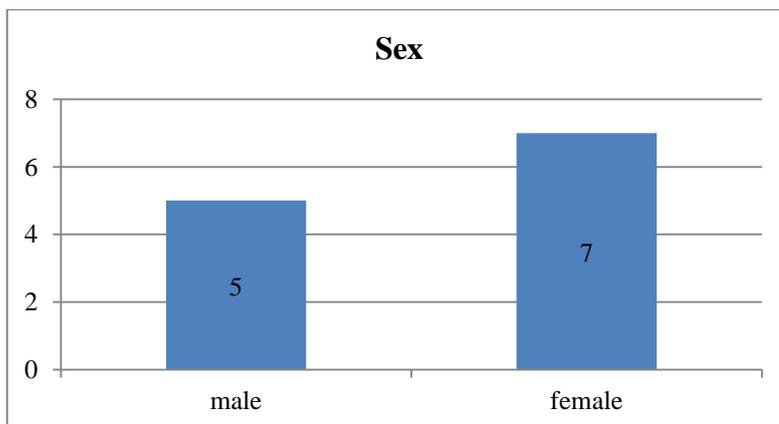
The employees of this particular institute form a young team of both male (41%) and female (58%) researchers with only one person being older than 35 years. Out of the twelve participants 41% are Czech and 58% are from elsewhere (Slovakia, India, Russia, Hungary, the United States of America and Poland). The mother tongue for 50% of the respondents is Czech. Other mother tongues correspond with the participants' nationalities: Slovak, Hindi, Russian, Hungarian, English and Polish. When asked to specify their profession, the answers included: a scientist, a post doctoral fellow, a research assistant, a secretary, a PhD student, a student, a chemist and a post-doc.

The next section of the questionnaire (A-F) was devised to generate rather quantitative data. The first question in this section was targeted at the participants' subjective assessment of their level of English.[271] Most scientists (33%) described their level as upper-intermediate (4 on the proficiency scale). Intermediate and advanced levels were selected by an equal number of respondents (25% respectively). Only one researcher sees his/her command of Englis as pre-intermediate. One participant ticked an excellent command of English since s/he is a native speaker of English.

Fig. 137 Q. A Level of English
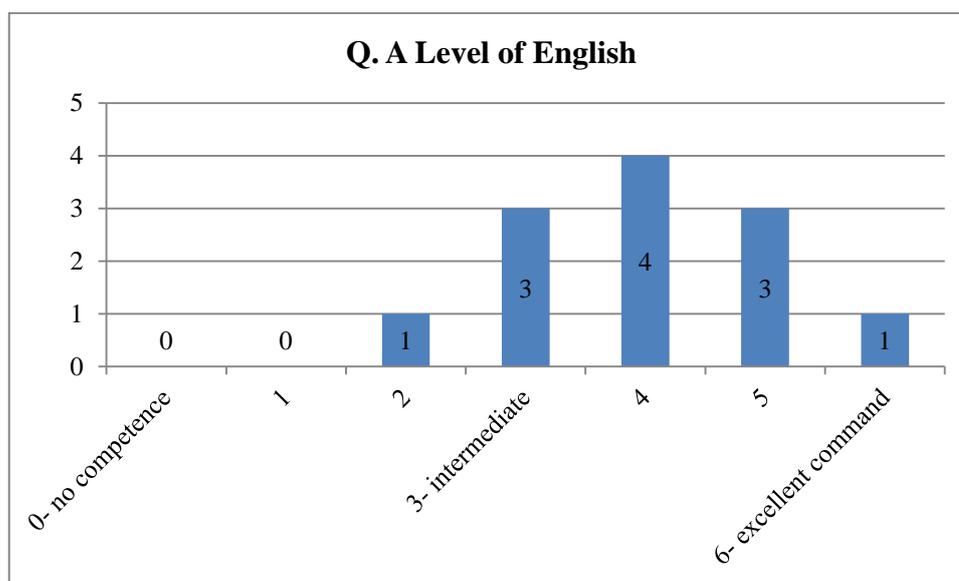
Secondly, the scientists were asked if they were content or happy with their level of English and if so, why or why not. Only two respondents are content with their level of English (one of which may be the NS). The rest of respondents can be divided into two equally-sized groups. One group of five respondents (41%) is content with their level of English but would still like to improve; the second group of respondents (41%) is not satisfied with their level of English.

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[271] The scale for them to choose from was: 0 – no competence, 3 – intermediate, 6 – excellent command.

Fig. 138 Q. B Content with the level of English?
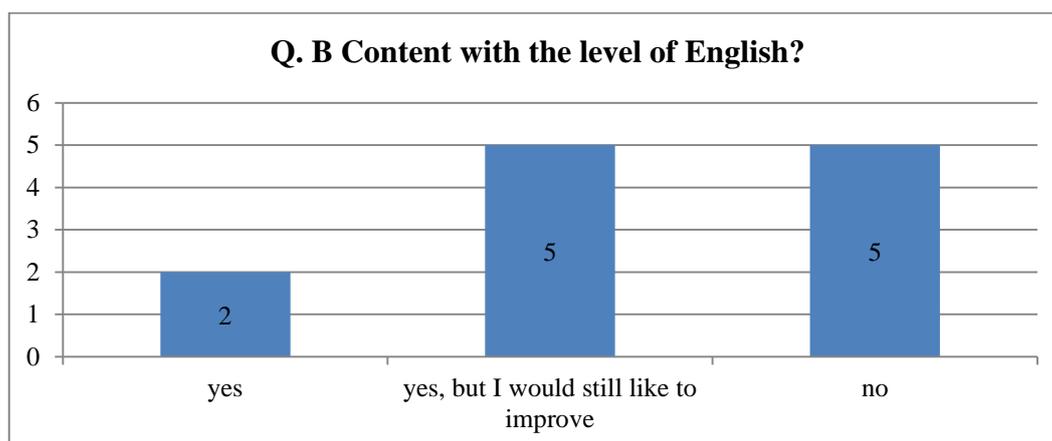
Even though we cannot generalize too much from a small number of respondents we have approached so far but still we can say that it is quite alarming that a professional group of young scientists is not content with their level of English. It is alarming in the light of their highest level of education (PhD level) and in the light of working in an international team. On the other hand, the expectations and goals and levels of self-reflection of scientists are surely much higher than in the general population. When asked to specify why or why not they are content with their level of English, those who answered 'YES', but specified their answers as follows: "I would like to improve my vocabulary" and "[I would like to improve] incorrect pronunciation and spelling"; those who are not content with their English explained: "I would like to speak much better and have better vocabulary", "it's not enough for reading books/writing without mistakes", "I've a problem understanding sentences", "spoken language [is] much worse than written expression".

From the expressions the respondends used such as "incorrect", "not enough", "problem" we can see that they (even if subconsciously) are comparing themselves with some abstract native speaker models whose English proficiency they would like to come close to.

In striking contrast with the adherence to the NS model are the results yielded by the following question regarding language models. The respondents were given several options to choose from as a language 'model': "any native speaker (NS) of BrE, an educated native speaker (NS) of BrE, any native speaker (NS) of AmE, an educated native speaker (NS) of AmE, a native speaker of some other variety of English, a bilingual/multilingual proficient non-native speaker (NNS), a non-native speaker who is intelligible in international communication situations and other". Most participants (50%) surprisingly chose a non-native

speaker who is intelligible in international communication situations as their 'ideal' model. Equal amount of answers were received by any native speaker (NS) of BrE and an educated native speaker (NS) of BrE (25% each). American English seems to be less attractive in the European scientific context.

Even though they are active everyday users of English as a means of international and intercultural communication, the overwhelming majority (92%) of all participating respondents have never heard of the term English as a Lingua Franca per se. This result corresponds with the low familiarity with the notion of ELF among Czech teachers of English discussed earlier in the thesis and confirms the necessity to promote the meaning of the term and its implications both for teaching and language use.

The results yielded by the next questions corresponds with other results mentioned in this thesis and with facts found in many ELF-focused scientific articles. All respondents (100 %) use English primarily to communicate with other non-native speakers of English. This is true even for the one NS who participated in the survey. Since it is now a well-known fact that the LF use is currently indeed the most common use of English world-wide, it is astonishing that this fact is reflected neither in teaching, nor in teaching materials and/or in teacher preparation in general. Only after the attitudes towards ELF and of ELF users towards themselves change, will ELF users be able to leave their 'traditional' and 'traditionalist' trenches.

Fig. 139 Q. C Language 'model'

Q. C Language 'model'

Category	Value
a- any NS of BrE	3
b- any educated NS of BrE	3
c- any NS of AmE	2
d- any educated NS of AmE	2
e- a NS of some other variety of English	0
f- a bilingual/multilingual proficient NNS	1
g- a NNS - intelligible in international…	6
h- other	0
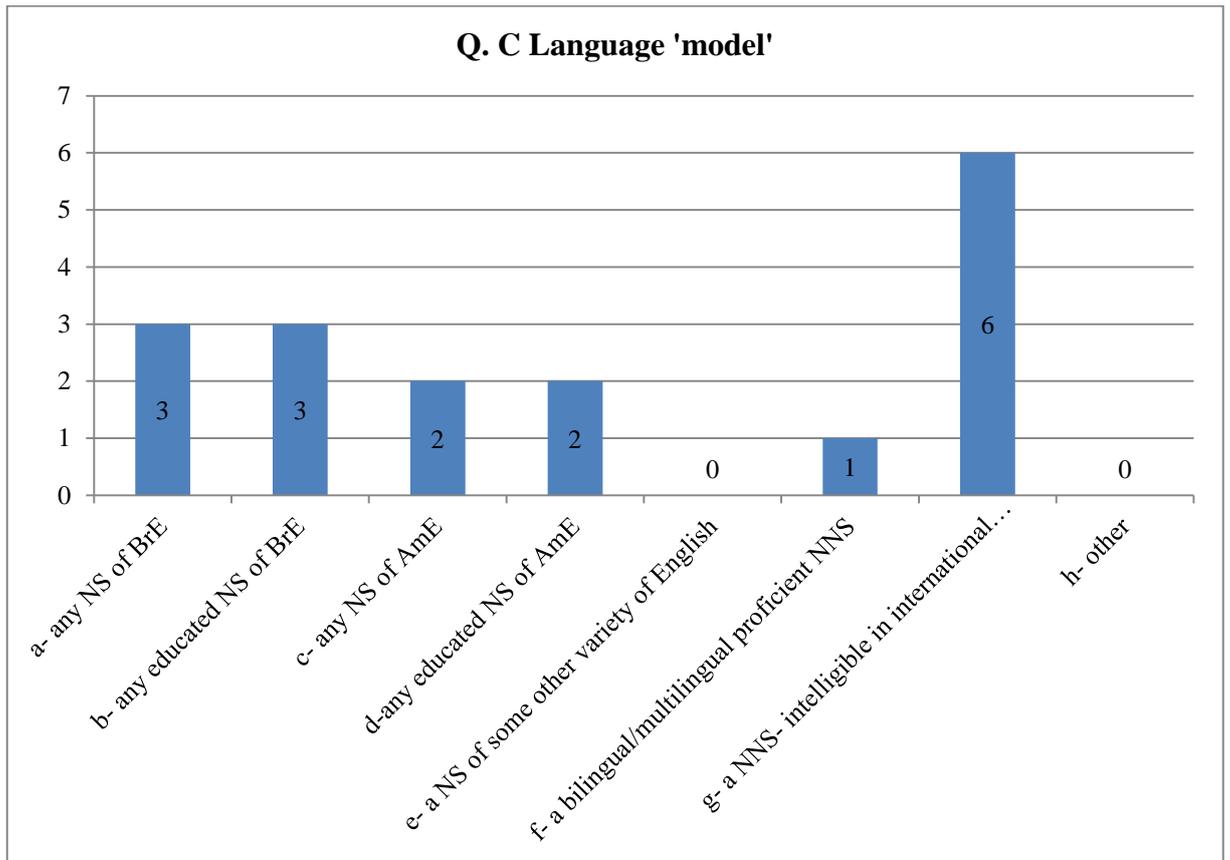
Fig. 140 Q. D I have heard the term ELF

Q. D I have heard the term ELF

	Value
yes	1
no	11
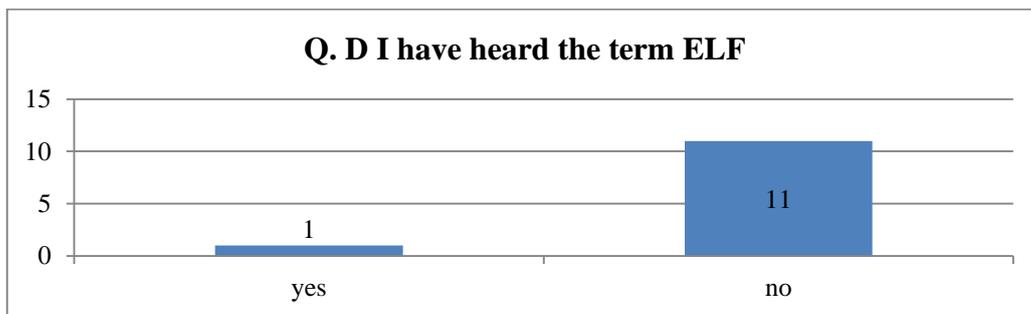
Fig. 141 Q. E I communicate more often with:

Q. E I communicate more often with:

	Value
NSs of English	0
NNSs of English	12
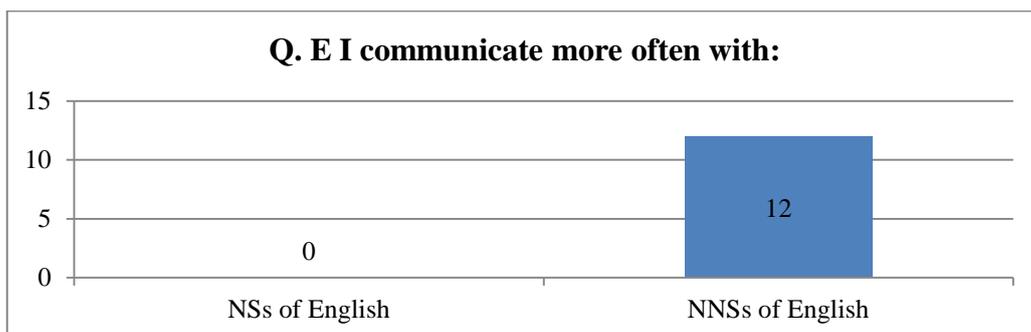
Regarding the situations and purposes where they mostly use English, the respondents listed both formal situations mostly connected with their scientific work: "for communication in the scientific area / scientific discussion[s]", "at the work place (academic conversations) / communication at work / as a way to communicate at work / talking to colleagues", "formal communication", "conversation with people from different nationalities", "to write articles", "to discuss a scientific problem", "to have/give lectures", "to communicate with my colleges at work", "to translate articles or messages (to understand them)", "scientific meetings"; some answers, however, also indicated more informal uses of English: "watching movies", "chatting with foreign friends", "reading books, "reading www pages"; some included both formal and informal uses of Englihs: "read/write", "email communication with friends/ collaborators", "teaching, learning, watching TV, listening to the radio, speaking with foreigners…".[272]

The final and key section of the questionnaire consisted of three questions formulated in accordance with the principles of language management. The first point aimed at finding out if in international communication situations (i.e. when talking to other non-native speakers) the respondents observe situations in which being a non-native speaker can sometimes lead to communication problems and occasional misunderstandings. Indeed, the vast majority of the survey participants (66,6%) observe that being a non-native speaker may lead to communication problems[273,274].

Fig. 142 Q. 1 Situations when being a NNS can lead to communication problems?

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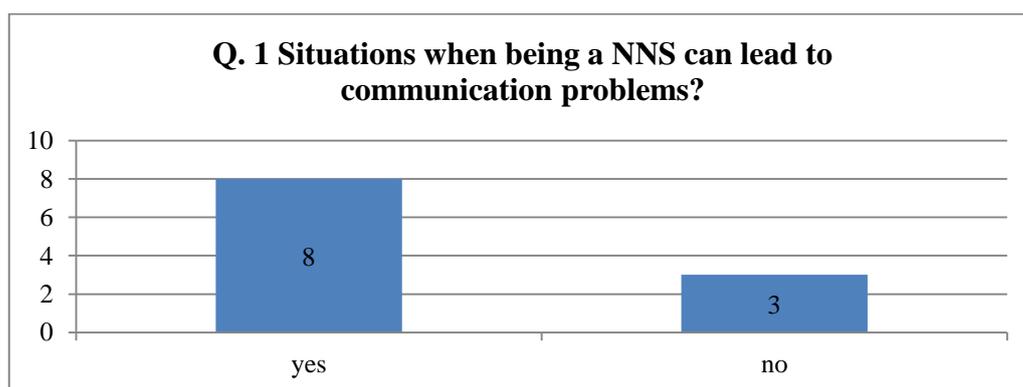
[272] One answer was rather jocular "survival, it is the only language I am proficient in".

[273] For more about communication problems in LF situations see Guido 2008.

[274] Other personal interviews conducted with NNSs of English who work as university teachers and communicate with both native and non-native English speakers revealed some facts that contradict the above. According to some academics the 'core' LF communication (NNSs-NNSs) is easier and smother than communication with NS students. A more detailed research is, however, needed in that respect.

When asked to explain why they think this is the case, the respondents provided the following explanations: "I think vocabulary and cultural differences (sometimes problematic pronunciation)", "it happens mostly because of cultural differences", "more misunderstandings with NS than NNS", "pronunciation, cultural differences", "because of my small vocabulary, maybe grammar and sometimes also cultural differences (Czech native is often very different from the others)", "the most often cause is vocabulary and misspelling (or idioms, slang, etc.)",[275] "vocabulary, velocity of speech", "usually, the problems I observe as a native speaker are not issues of understanding grammar but lack of vocabulary and some cultural differences" (emphasized by the survey participant), "vocabulary, grammar, stress, pronunciation".

What follows from these answers is that most respondents attribute any possible communication problems they encounter to bad pronunciation, lack of vocabulary and cultural differences. Hence, promoting international intelligibility (in both native and non-native speakers) and enhancing cultural sensitivity would significantly contribute to smoother international communication.

Fig. 143 Q. 2 I do not wish to be perceived as a NNS
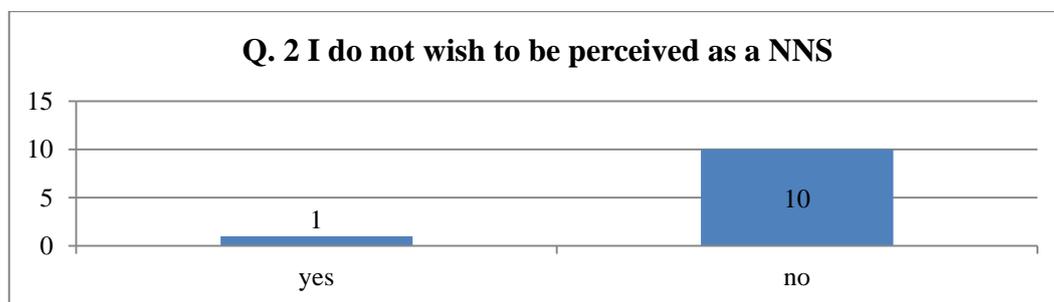
Fig. 144 Q. 3 Strategies not to be perceived as a NNS?
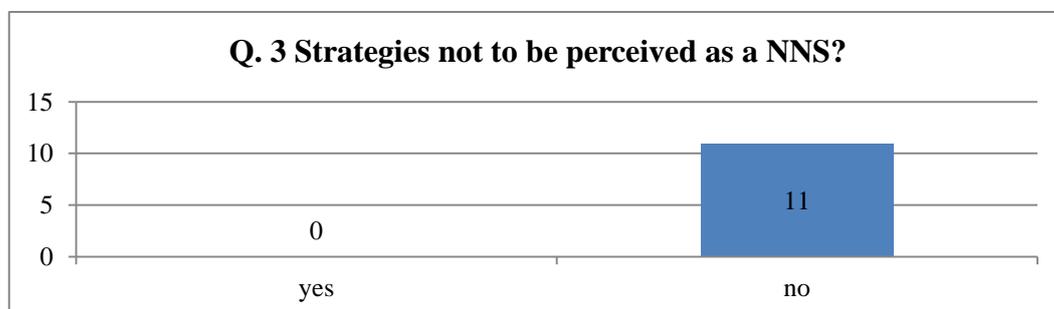
In the last two questions we wanted to find out if the survey participants wish to be perceived as a non-native speaker in international communication situations and what

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[275] Sic! The respondents' answers have not been corrected for grammar and lexical accuracy. Possible 'mistakes' may illustrate the ELF use of English.

strategies they employ in that respect. The data received, however, have turned out to be difficult to evaluate since most participants had problems deciphering the actual meaning of the questions that contained multiple negation.[276] Since most of the respondents did not elaborate on the questions in more detail it is hard to draw valid conclusions because we canot conclude definitively whether they indeed do or do not want to by perceived as native speakers and why. In the course of the future research, this questionnaire aspect will be changed and and follow-up interviews will have to be conducted to elicit more information regarding these points.

3.5.3   Summary

The present small-scale pilot survey is the first step to finding out more about the use of English as a lingua franca in the international scientific and business communities based in the Czech Republic. Combining a standard questionnaire format with language management methodology, we tried to elicit information regarding participants' levels of proficiency, their perception of language models and situations where communication problems may arise. Generally, the data show that the survey participants often encounter communication problems and attribute these to their insufficient lexical and pronuntiation proficiencies and also to cultural differences among the interlocutors.

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[276] Subsequently some participants (in personal conversation) commented on negative formulations of the questionnaire suggesting changing them into positive statements such as "I would like to be perceived as a native [speaker]".

3.6 QUALITATIVE RESEARCH

The collection of qualitative data for this thesis was based on a series of in-depth semi-structured interviews with tertiary level teachers from English departments at Faculties of Education and Faculties of Arts and Philosophy throughout the Czech Republic conducted in 2010. The interviewees are seven university teachers and one secondary school teacher. They are based in Prague, Brno, Plzeň, Orlová, České Budějovice and Pardubice. They teach and design seminars at eight different institutions and are mostly involved in teaching and designing practical language seminars, applied linguistic seminars and seminars of phonetics and phonology.[277] The selected university instructors were interviewed in person in a form of face-to-face interviews or over the phone[278]. For ethical purposes and to keep the participants anonymous, their identity will not be disclosed.

The departure point for the interviews was a list of over thirty open-ended questions (see APPENDIX 8 Transcription of interviews)[279] devised to keep control over the direction and content of the interviews. The interviewees were, on the other hand, encouraged to elaborate on some answers more than others depending on their specialization, focus and interest. Some interviews were recorded with the interviewee's consent into an mp3 format and then transcribed; other interviews were taken down in the form of field notes (for complete interview transcripts see APPENDIX 8 Transcription of interviews). The answers were not transcribed chronologically as they appeared in the actual conversations; instead, they were grouped into logical chunks for an easier orientation and organization. This method was chosen since more focus is given to the factual content rather than other aspects that would emerge from a more conversationally based data analysis like emotions, personal attitudes, etc.

The goal of conducting the interviews was three-fold. First, the aim was to find out more details about existing practical language courses at English departments throughout the Czech Republic. Information regarding the number of students, their proficiency, their course placement, assessment criteria, language teachers, course methodologies, materials, etc. was elicited. Secondly, we looked into the policies of tertiary level course design. More

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[277] Some of the interview participants also operate in other settings – private language schools, secondary schools, publishing industry, etc.
[278] Phone interview were conducted for logistical reasons and time and geographical constraints.
[279] Even though the research questions were formulated in English, the interviews were conducted in Czech and then translated by the author of this thesis into English.

specifically, we looked into who designs courses and makes decisions and what these decisions are based on. The third area of interest was the question of promoted English language standard(s) and the reflection of the current ELF and WEs research in the preparation of future 'non-native' English teachers. All the research results are reflected in the actual course design at the Department of English language and ELT methodology at the Faculty of Arts at Charles University in Prague.

3.6.1 Practical language courses at English departments

The interviews have revealed that all English departments[280] in the Czech Republic represented by our interviewees provide practical language courses (PLC) for their students. The number of students accepted into the programmes ranges between 40 to 175 students who are divided into five to twelve groups for practical language seminars taught by two to three teachers with two to three groups per one teacher. The average number of students in one group ranges from 15 to 25. Due to lack of funding at one department all students who were accepted and actually joined the programme, i.e. thirty-seven, had to attend one practical language seminar, which is a situation that is perceived very negatively by the interviewee.

Regarding the number of teaching units, generally students at Faculties of Education receive more teaching hours in practical language courses. On average it is six semesters of teaching, 90 minutes once up to four times a week. At Faculties of Arts it is mostly 90 minutes per week for two semesters, sometimes twice a week for four academic years. This fact may be connected with students' lower starting level at Faculties of Education upon joining the first year of study, which will be discussed in the next paragraph.

Students' entrance level differs depending on the type of university. Students at Faculties of Education have generally a lower English competence than students at Faculties of Arts and Philosophy (for more detailed information regarding English competence levels at the Faculty of Arts at Charles Universtiy see empirical research which is part of this thesis; see Chapter 3.2). At Faculties of Education the entrance competence level is mostly B2 / FCE level, which is the lowest entrance level allowed; at Faculties of Arts and Philosophy the entrance competence level ranges from B2+ to C2-. Within the PLC groups students are not placed according to their language proficiency, which means that for example both B2- and

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[280] The term 'English department' (in Czech "katedra anglického jazyka a literatury") is used to refer to philological departments at Faculties of Education and Faculties of Arts and Philosophy where English is taught as the major subject, i.e. the curriculum consists of literary, linguistic and cultural studies pertinent to English speaking countries. What is not meant, on the other hand, are English departments where English is taught to students of other subjects and ESP departments teaching 'practical' but specialized or technical English.

C1+ or C2 students attend the same parallel seminars. The drawbacks of this situation will, however, will not be discussed here. The target level after attending a PLC is C1+ for BA students, C2 for MA students at Faculties of Education. At Faculties of Arts and Philosophy students are expected to reach C2 level by the end of the first year, i.e. after attending a two-semester PLC.

Some interviewees also pointed out to the fact that the English competence of the newly enrolled students is generally decreasing, which is paradoxical considering the current study opportunities at hand. Furthermore, one participant noted that "students are better in some aspects, e.g. speaking, understanding, but worse in other, e.g. accuracy especially in terms of writing, grammar and vocabulary. Or in a similar vein, "earlier – students were shyer to talk; now they are more confident but accuracy is low". Also, one interviewee speculated that "one of the reasons [for declining proficiency levels] may be the generally declining level of education, over-abundance of information that students do not know how to process; students do not know what studying at university may entail; students read little; students are spoon-fed with elaborate handouts and not forced to study independently, which is the downside of e-learning".

As far as assessment is concerned, most PLCs are completed with a final written test or assignment. At some departments, as one participant explained "especially at MA level international language exams are accepted as language exam equivalent (CAE 1,2 and CPE 1,2)".

Teachers of PLCs at both types of universities are both native and non-native teachers. The course design is, however, mostly in the competence of 'non-native', i.e. Czech speakers. The reason for that is practical rather than ideological. 'Native' speakers mostly stay at one department for a limited amount of time; hence, they mostly cannot guarantee an uninterrupted continuity of the course. As one teacher said "NSs cannot be guarantors of the programme because they change a lot but they add 'flavour' to the programme". Moreover, Czech lectors have more experience with coordination of courses and the process of subject accreditation. Students' choice of a non-native over a native speaker or vice versa is mostly motivated by time convenience and schedule rather than by the particular language variety or accent, i.e. mostly British or American English, the teacher will promote. Very often it is merely a question of coincidence and availability when a department employs for example two speakers of British English, or one speaker of British English and one of American English or any other combination (Canadian English, Australian English, 'non-native'

English). One interviewee described that at their department, ideally, "a NS teaches one of the two seminars per week and a NNS teaches the other; thus a good balance between both approaches is achieved." At some departments they also take the teacher's experience, work-load and availability into account. Interestingly, sometimes the head of the department has to choose someone who "messes it up the least". Furthermore, one of the interviewees is against employing of the "natives",[281] claiming that "a teacher that prepares well and a lot for the lessons and is specifically trained for teaching practical language is better than a NS per se or for example someone with a doctorate in English literary science".

Discussing teaching methodology employed in PLCs was of secondary importance in the interviews. This would, however, be a stimulating point for future research. Some departments "leave [methodology] up to individual lecturers", others employ a technique referred to as 'learning centres' where "students prepare in small groups" and "focus on four language skills". One department is planning to launch a new programme or curriculum which "would integrate study skills with culture and with methodology and would involve a topic-based syllabus". Yet another department promotes a "communicative" syllabus with "occasional grammar focus".

Regarding teaching materials the interviewees mentioned several titles used in PLCs including textbooks, e.g. *Destinations, English or Czenglish* (electronic version), *Angličtina konverzace pro pokročilé* by Jarmila Fictumová, *Objectives, Face2face, English File* – upper-intermediate 2nd part and *English File* – advanced, *Inside Out* - advanced*;* and supplementary teaching materials, e.g. *English Usage* by Michael Swan, on-line tests, monolingual dictionaries, recordings, newspaper articles, other teaching materials (e.g. *English Vocabulary in Use, English Grammar in Use* and *English Idioms in Use*). One interviewee responded that "language corpora are not used in PL seminars; theoretically they learn about them in other linguistic disciplines."

3.6.2 Tertiary level course design

Moving to the second focus of these interviews, we will discuss the tertiary level course design with respect to decision-making processes and the presence or absence of binding official curricular documents underlying the course design.

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[281] In Czech "rodiláci".

The interviewees' responses revealed several interesting facts. Generally, we can observe that there exist **no binding curricular documents** which would underlie the course design. At some departments the course design is "entirely based on the decisions made by the teachers teaching their subjects" which are "followed by the accreditation process". Alternatively, "study plans are put together by all members of the department and are then accredited. The actual content is then modified by those who actually teach the courses." Very often the "head of the department is simultaneously the course coordinator responsible for the course accreditation". Sometimes the design is "dictated by the fact that the department is preparing primarily primary school teachers". One interviewee noted that in the past "there used to be no systematic course design, just rough and vague guidelines, 'jungle'". Now, on the other hand the PLC "revolves around the text-book the students are using".

The above comments suggest that at universities, generally, course design is entirely dictated by particular teachers' ideas and teaching preferences and teaching traditions at the department. Full responsibility regarding the content of courses offered lies in the hands of individual teachers, department heads, and accreditation committees. A lot of 'power' and trust is thus put into individual university teachers' solid grasp of their subject and into their sound judgement regarding the course content and methodology. The only arbiters are then the students, or more precisely their end-of-the-semester evaluations. There exist no universal guidelines and/or binding curricular documents and there is no co-operation between departments that provide similar courses at different universities throughout the Czech Republic.

3.6.3   The role of standard(s) in PLC design

In the next section we will discuss the third research focus of our interviews which was the role and perception of 'Standard/Model English' and of the possible influence of current ELF research on university courses preparing future English teachers.

Most interviewees independently agreed that at their department it is an unwritten rule that the native-speaker model (both Standard British English and General American)[282] is being pursued and is indeed binding for curricula at English departments. Their explanations entail both the fact that the native-speaker model is what the teachers wish to promote and

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[282] According to one university teacher Czenglish is still "regarded as something imperfect". To this date, however, "there exists no systematic description of all phonological features of Czech English; isolated features have been described e.g. a bachelor thesis on the pronunciation of [e] vs. [æ] in Czech and English." Also, "Czech speakers of English tend to use glottal stops, which is perceived negatively and decreases their intelligibility".

that it is indeed what students want and expect and that teachers have to serve as good (language and pronunciation) models for them (compare also similar opinions in Chapter 2.8 on global textbooks). Three interviewees indeed stressed that students at English departments "**wish to sound like native speakers**" (author's emphasis) and "teachers have to respect it". These assertions are, however, mostly based just on speculation and tradition of the particular departments rather than empirical evidence.[283]

In terms of pronunciation some interviewees agree that "when the teacher is good, his or her pronunciation is not decisive; it is not the most important thing". Furthermore, "rhythm and prosody are really important", nevertheless, are "hard to achieve". University teaching professionals also agree that "at advanced levels the role of the teacher (as a model) is not so crucial; especially in pronunciation the teacher is no longer a model; [s/he rather] provides study instructions." A different situation applies to lower levels and young learners, where "a careful approach to teaching English is needed, so that children would not get a false and distorted image of English (especially in terms of pronunciation but usage as well)". At lower levels or at very young age, unlike at university, "the role of teachers as pronunciation models is crucial; the lowest goal is intelligibility". Or as one interviewee put it: "children should be given the opportunity to learn **'nice' English**" (author's emphasis), which of course implies 'native-like' English.

What pronunciation do university teachers then accept and promote?[284] The interviewees seem to be aware that the pronunciation students enter the English programmes with is rarely a 'clear' one. Only a very small percentage of students are bi-lingual speakers of English and Czech and/or have spent an extensive period of time in an English speaking country. Therefore, there is "always some level of mixing" of British and American English and Czech English can be added too.[285] Students are recommended to stick to either British English or American English and they are reminded when they do not do so, but mixing British and American English is not considered a serious problem; overusing fillers e.g. *like, you know, sort of* is considered a much more serious language mistake."

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[283] Only at one department they conducted a local survey where "students expressed their wish to sound like someone from Britain, e.g. their British teacher".

[284] Two interviewees described their accent as Mid-Atlantic, which is apparently quite a common one in Europe. The notion of the Mid-Atlantic accent, however, calls for a more up-to-date definition and potentially for an overall re-conceptualization of its original meaning.

[285] One participant pointed out the influence of movies and TV series on the level of competence in English in the Czech Republic, saying that abroad there is no dubbing in British and American movies. Therefore, the English level is better, e.g. American English in Bosnia.

In specialized phonetics and phonology seminars "both British[286] and American English are accepted; students are only penalized when they are unintelligible, e.g. for mispronouncing /th/ [θ,δ] *cink, *tik; students must be understood!". In transcription dictations students are not allowed to mix British and American English but they have to be consistent especially in dominant pronunciation features.

The 'problem' with English pronunciation is that not only does it serve as a class and education indicator in the UK, but in a more general sense and especially in EFL settings people assess someone's proficiency according to their pronunciation. As one interviewee commented "native-like pronunciation entails that the person speaks 'ike a God' or 'like the king'".[287] Generally, people are still very conservative in this respect.

As we can observe the influence of the 'native' both British and American English models are still relatively strong among Czech university teachers of English. ELF as a possible model is generally not seen as acceptable since "teachers are [language] models [for students]; they are a good and realistic source of language" and they "should teach codified English (i.e. English found in text-books and dictionaries based on native corpora)". As one teacher put it "when someone teaches something he or she should **teach it correctly**." Non-native creativity should, hence, "operate within the 'codified' English framework." Nevertheless, there is also an increasing openness towards intelligibility, which is one of the key features associated with WEs and towards more ELF-open models. As one participant said "a proficient NNS is an ideal model" or "at the same time it is positive for the students to realize 'I am the model'".

3.6.4 The reflection of ELF research in curriculum design

Lastly, we wish to discuss in depth is the reflection of ELF research in PLC design. The question of whether and how current ELF research should be integrated in teaching curricula at English departments preparing future teachers of English in the Czech Republic is addressed below.

The interviewees' responses confirm both the results of most ELF studies and the results of the quantitative research of this thesis, i.e. "graduates [from the English

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[286] RP or BBC English or SBP (Standard British Pronunciation) is a more common "reference accent" at Czech universities than American English accent(s). As one interviewee pointed out "the role of British English as a model in the Czech Republic is reinforced by British English being recommended by the CEFR for the whole European Union".
[287] The phrase 'like the king' means here to speak excellent English. It does not mean to speak the "King's" or "Queen's" English.

departments] will mostly communicate with NNSs".[288] In spite of this fact, at eight tertiary institutions that are represented in this paper, no department has adopted what we may call an ELF-informed approach. This is confirmed by the fact that only three of the eight university teachers interviewed are familiar with the concept of the Lingua Franca Core (LFC) as proposed by Jennifer Jenkins. Furthermore, there are no ELF researchers at the departments whose representatives have been interviewed.[289] Some interviewees, however, noted that "ELF concepts are not being taught in applied linguistic seminars [at their department] but raising ELF awareness and promoting the ELF approach is unavoidable in the future".[290] Furthermore, they are aware that "students are presented with a variety of NS accents (British, American, etc.)", but "in the future NN accent may possibly become a part of the curriculum".[291]

Those interviewees who not only teach practical language but are guarantors of the subject plus design and teach applied linguistic seminars, confirm that "future teachers are not being prepared for modern teaching" and that "a change has to come in teacher training courses" to meet the "needs of future teachers". Many of them agree that the "discipline [English and American studies][292] is too **traditional**" and "too **old-fashioned**" (author's emphasis). One lector shared his or her experience with delivering a presentation on ELF / EIL at a conference in Olomouc and met with a very critical and sceptical reaction of non-acceptance or almost rejection of ELF concepts.[293] One interviewee proposed their department's future plan which entails launching "a new department of the English language[294] which would be a merger of the Faculty of Education with the Faculty of Arts & Philosophy and would have a new curriculum and a new focus, i.e. more practice and real-world oriented content". The interviewee also voiced a concern that the "accreditation will be a problem" because of the "traditional" foundations of English departments.

As a solution to the unsustainable situation of low awareness and seemingly irreconcilable trends of tradition versus innovation the interviewees suggested several

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[288] One interviewee thinks, however, that "students will communicate with NS a lot", which may of course be true for some of the future graduates.

[289] The only Czech scholars that have published on the topic of ELF thus far are: Quinn Novotná 2010, Sherman & Sieglová 2011, Řepová 2009 and Turečková 2009 (cf. APPENDIX 3 ELF researchers and publications).

[290] It is however not always lack of information or unwillingness to familiarize the students with the concepts of ELF, LFC. They may not be reflected in the curriculum simply because "there is not enough time".

[291] One of the three interviewees who are familiar with the notion of ELF said that when it comes to "clarity and conceptualization of ELF" he or she is "still confused" (in Czech "motám se v tom").

[292] In Czech "anglistika".

[293] According to one interviewee "at conferences for English teachers, attendees want NS presenters".

[294] In Czech "katedra anglického jazyka".

procedures. First, one interviewee hinted to the fact that there in fact exists no contradiction between the 'old' and the 'new' approach. In his or her opinion "ELF does not mean a loss of motivation, on the contrary, [students should ask] *What should I learn in order to communicate better in international settings?* [rather than asking] *What should I learn to keep up in a conversation with a native speaker?*" Secondly, one interviewee proposed that what may have to be introduced in the future, are "**double standards**" in education, i.e. "graduates of English departments will pursue different models than for example students and teachers at language schools and/or students with other tertiary specializations where English is not the main study focus, or in Erasmus programmes." For these latter settings ELF is according to the interviewee "highly relevant" but "common textbooks remain the binding standard; accuracy [however] is not so important; new textbooks exposing students to various English accents including NNS accents are a necessity." Another interviewee makes a similar point, "it is important to distinguish English for general and for specific purposes;[295] the goals of the study will differ." For students of English at English departments the model is British English;[296] students must know other English varieties such as American English, Irish English and Scottish English too.[297] For students English will function as a LF, not for teachers.[298] In applying the above suggested double standards there would also be a difference in competence levels. One interviewee suggests "C1 and C2 as target levels upon graduation [for English language professionals]" and "B1 and B2 as common levels for ELF users for NNS-NNS situations".[299]

Yet another participant offers a different point of view. In his or her opinion one of the "disadvantages of [exposing students to] ELF is that understanding a NN English variety is easier". Therefore, "on the level of comprehension students have to be exposed to a native variety" because "if they understand British English they will understand any other variety". This opinion corresponds with the more 'traditional' approach to the issue. But this interviewee elaborates this point even further by saying that "in terms of production achieving native-like production is not so necessary; it will come on its own", which is a more pro-ELF

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[295] By specific purposes the interviewee means "English for working professionals (not studied as a subject per se); esp. ESP (business, legal...)".

[296] Similarly, according to one university teacher "students of the English departments are future English teachers and hence their English has to be good; they have to speak English better than ordinary people."

[297] Note that by 'other varieties', 'native' English varieties are meant.

[298] The is a very problematic statement since teachers as well as students may enter many LF communication situations. But it is true that having the command both of 'standard' English and being informed about ELF communication strategies can improve the teachers' professionalism and their self-esteem.

[299] Interestingly, the current ELF research does not take the notion of language levels into consideration presumably on the basis of the assumption that ELF communication takes place regardless of the language competence of the participants involved.

argument. Contrastingly, another interviewee "does NOT consider exposing students to NNS accents a necessity" at all.

Quite a traditional standpoint is offered by one interviewee who said "'*he go*' is not correct so there should be zero tolerance to it". This interviewee also suggested that it may also "depend on the situation". "For international and global communication '*he go*' (for a more detailed discussion of the use zero third person *–s* in ELF interactions see also Chapter 3.4.3) is acceptable, only very few people, however, would be satisfied with this kind English". According to the same interviewee "this kind of English evokes 'compassionate looks'".[300] Therefore, "in standard educational setting (elementary, secondary, tertiary level) '*he goes*' is a necessity![301] […] The goal is not to speak 100% correctly but students must know what is right and wrong, hence their teacher has to correct them". What should change though, are the assessment criteria. The respondent suggests that we should change the old Czech system of "one mistake equals a B, two mistakes equals a C".[302]

Coming back to the argument of the necessity of a change in teacher training courses, one interviewee described two possible phases of such transformation. In the "first phase perception of models has to change" and "equality among varieties has to be achieved". In explanation of these assertions the interviewee used the following metaphor: "You want your favourite meal from your grandma, for example 'svíčková',[303] but nothing tastes exactly like that. But one should look up and around and realize that other 'svíčkovás'[304] for example from a good restaurant or from a friend taste also fine, just a bit different." Hence, teacher training courses should raise awareness and promote ELF and WE(s)-related concepts.

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[300] The exact wording in Czech was "chudáček Čecháček" that can be translated as "a poor little Czech guy" suggesting an inferior status based on low level of English command.
[301] The exclamation mark corresponds to the placement of emphasis that the interviewee put on the word.
[302] In Czech "jedna chyba rovná se dvojka, dvě chyby rovná se trojka".
[303] 'Svíčková' is a traditional Czech meal. It is a roast sirloin in sour cream sauce served with dumplings and cranberry sauce. In our case 'svíčková' stands for native English varieties.
[304] Other "svíčkovás" represent non-native English varieties.

4 CONCLUSIONS

The area of World Englishes and English as a Lingua Franca are among the most booming and currently hotly debated (applied) linguistic topics. It is a well-known fact that at present 'non-native' speakers of English outnumber 'native' English speakers world-wide, therefore, the analysis of this phenomenon where English serves as a means of intercultural communications rightly deserves a great deal of scientific attention. This thesis entitled *World Englishes and English as a Lingua Franca: a reflection of global paradigmatic changes in the Czech Republic*, which is a result of a 5-year research project, set out to cover and uncover some of the implications and controversies of this domain and apply them to the situation in the Czech Republic.

First, we addressed the problem of a confusing terminological pluralism that is characteristic of the domain. It has been detected that there are 49 competing terms currently in use - some correctly, some incorrectly - referring to the same and/or similar phenomena. Hence, we provided their overview and offered a possible systematization of this terminology in a series of original graphs. The most common terms, e.g. English as an International English and World English(es) were discussed in more detail.

The clarification of the key terminology provided a solid starting point for conceptualizing the key notion of the thesis, i.e. English as a Lingua Franca (ELF). Since this phenomenon, or rather its serious and extensive empirical research is a matter of the last ten to fifteen years, it is still surrounded by a number of misconceptions and misunderstandings. One of the major misconceptions is that ELF is a simplified English created artificially as a simple universal communication tool. This is far from the real picture; therefore, a clear distinction has been made between what simplified Englishes are and how they differ from ELF. This thesis has provided a unique and comprehensive overview of most attempts at simplified Englishes that have been detected since the 1930s. The main difference lies in the fact that even though ELF is no one's mother tongue, which is a similar characteristic it shares with simplified Englishes, it is a fully natural and rich language capable of expressing a high level of cultural nuance, which is certainly not the case of most simplified Englishes. Joachim Grzega's Basic Global English (BGE) was evaluated as the most inspiring ELF-informed simplified English. ELF has been also differentiated from pidgins and creoles.

Further, we uncovered and listed other misconceptions that surround ELF and discussed what ELF is not. This enabled us to proceed to the definition of ELF and to the

discussion of its temporal and geographical framework. ELF is famously defined as (Firth 1996: 240) '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'. The recent nature of ELF has been illustrated in a series of original graphs reflecting most publications on the topic currently available. ELF research is at present being conducted world-wide; its main research centres being Helsinki, Southampton, Vienna and Hong Kong, where also major ELF conferences have been held. A strong empirical basis for ELF is connected with the creation of several language corpora of mostly spoken naturally-occurring ELF, which unlike native corpora or learner corpora, aim at casting a neutral and objective look at 'non-native' variation in English and its functionality in LF communication. Extensive corpus research has provided and keeps providing typical characteristics of ELF on all linguistic levels, i.e. phonological, morpho-syntactic, lexical and pragmatic. Linguistic features detected in ELF are analysed through the prism of how efficiently they contribute to LF communication, rather than being approached from the 'traditional' / 'deficiency' standpoint which views variation as deviation from 'standard' language and innovation as hybridization of 'proper' English. This 'traditional' viewpoint is associated with the EFL (English as a Foreign Language) paradigm that must be strongly differentiated from the ELF paradigm. ELF has been found as an inspiring concept for many educational settings, especially with regard to language correctness in intercultural communication.

What is most important now and widely observed both in practice and in its theoretical reflections is a paradigmatic shift on multiple levels. For example, we analyzed the shift from what we labelled as a 'linear' SLA model to a new (post)-modern dynamic 'cyclic' SLA model. Also, we have named several factors that may still be preventing a full embracement of the new ELF paradigm in the Czech Republic. It has been discovered that the native speaker ideology that dominates the EFL domain still prevails. This has major implications for teaching practice in the Czech Republic.

Since the global spread of English is a historical phenomenon that goes back to the beginnings of colonization, many scholars have devised different models of spread of English. It was not the aim of the thesis to provide an in-depth analysis of all these models, rather after formulating a comprehensive overview of them, we proposed an original 3D model called 'Pyramidal model' which juxtaposes ELF and EFL realities and the Common European Framework of Reference for Languages (CEFR). The pyramidal image offered a rich field for both horizontal and vertical description and helped to address issues of the equality of

varieties of Englishes, linguistic identity, and language proficiency which sometimes tend to be overseen. Lastly, the advantages, i.e. especially the versatility of the polymodel approach and the endonormative nativised model over a monomodel or a monolithic model connected with the exonormative native speaker model have been discussed.

The above mentioned paradigmatic changes are also beginning to be reflected in current EFL textbook design. Two recently published general 'global' textbooks for (young) adults *Global* and *English Unlimited* show a new level of openness to the ELF / WEs perspective. Both textbooks are still strongly influenced by native-speaker ideology and the supremacy of the 'native' models of English, however, they also display a not insignificant move towards the acceptance of variation, especially, by including 'non-native' accents as an integral part of their listening curriculum. Another distinct move towards an ELF-informed perspective is the fact that these particular textbooks promote intercultural sensitivity and raise awareness about cultural differences and communication in cross-cultural settings. At this point we can only speculate whether in the future there will be not just ELF-informed but ELF-based textbooks and other reference publications that will reflect the truly 'real' English being used in LF communication. This may bring both global and local variation in textbook design but it is too early to predict any possible trends of this phenomenon with absolute certainty.

The theoretical part of the thesis is followed by a quantitative and a qualitative study. The quantitative and qualitative research was conducted throughout the Czech Republic between 2009 and 2011 and consisted of nine questionnaire surveys and a series of interviews. Altogether, 595 students and teachers participated in the research. In the thesis data obtained from 532 respondents were analyzed in detail. This research mapped the situation at both the secondary and tertiary levels of education in the Czech Republic with regard to students' and teachers' preferences and teacher training course design.

The first questionnaire survey was a small-scale pilot study (26 respondents from the Department of English and American Studies, Faculty of Arts at Charles University) that has provided some general guidelines for EFL tertiary practical course designers in the Czech Republic, e.g. the results suggest that building students' lexical confidence and interactional self-esteem is more important for the students than the traditional over-estimation of the grammatical focus. Furthermore, the results help to define students' perception of language standard(s), their educational background, their current needs and deficiencies and their future

goals. According to the survey results, students aim at high proficiency levels in English and would like to achieve native-like pronunciation.

The second major survey was conducted in 2009 and 2010 and the majority of newly-enrolled students (i.e. 158 students in total) at the Department of English and American Studies, Faculty of Arts at Charles University participated in the questionnaire research. The survey has provided sufficient data to meet its original goal which was to serve as needs analysis for new practical language course (PLC) design. A series of graphs based on the data obtained confirm most of the original hypotheses and premises. Hence, a PLC based on students needs, wishes and language competences should be designed and taught by speakers of British English and/or a team of a native speaker and a proficient non-native speaker. In terms of language forms and skills it should focus primarily on lexis and grammar and on speaking and writing subsequently. Furthermore, a single integrated textbook is considered key but it should be combined with other supplementary materials. Another key finding is that in spite of their relatively high level of English competence, students consider attending a practical language course important. Moreover, the data obtained have broader applicability in any courses teaching high-proficiency students of English especially at tertiary level.

The third survey provided the main body of the research data and was collected at different teacher events (conferences, seminars, school visits, etc.) from 169 both native but mostly non-native teachers of English. First, a socio-linguistic profile of currently practicing English teachers in the Czech Republic emerged. Most of them are female native speakers of Czech, proficient users of English of all age groups with a minimum of two language qualifications. Most of them have gone through the traditional Czech educational system and were exposed to different varieties of English at different stages of their learning career, mostly to British English spoken either by native or non-native speakers. Secondly, the survey sought to address issues regarding language models, standard(s) and ELF awareness. Thirdly, the issue of the 'ideal' language teachers was investigated. The results that emerged from the data suggest that 'codified', 'standard' British English is the most common and most respected model for teaching English in the Czech Republic. Based on our findings, the higher the educational institution, the lower incidence of Czenglish is reported. Occasionally, relative openness to current changes towards and ELF-informed paradigm can be observed. Generally, there is, however, very low awareness of the notion of ELF and ELF-related research among Czech teachers of English. Most have been confronted with these terms for the first time while filling in the questionnaire. Regarding an 'ideal' pedagogue, the

respondents think that at both secondary and tertiary level an 'ideal' instructor is a **well-trained, well-educated teacher who is a successful multilingual communicator**; whether s/he is a native or a non-native speaker is of secondary importance, which is in turn again a slight move away from a monolingual teaching model that is otherwise deeply rooted in the Czech Republic.

The vast amount of data obtained in this survey should have impact on the future preparation of teachers at English programmes at Faculties of Education and Faculties of Arts and Philosophy. In the future, more emphasis should be given to practical language courses, applied linguistic courses and instruction in World Englishes and the changing role of English in the current world. As Betáková concludes in her thesis on new teacher training courses (2001: 161): 'To summarise what has been said, a teacher-training course for future teachers of English should concentrate on the three main areas of knowledge and skills needed by language teachers (language proficiency, linguistics and teaching skills), but there are other areas of concern (pedagogy, psychology, culture).' From the today's point of view we might add the necessity of including information regarding WEs and ELF research (especially the means and methods of achieving international intelligibility and communicative effectiveness in LF situations) and intercultural sensitivity as opposed to 'traditional' cultural studies purely focussed on English-speaking countries. It was found out that teachers' confidence is often undermined by making them feel inferior to 'native' speakers; instead of the convention, courses should be designed such that they consistently build teachers' confidence as English users rather than weaken it. Teacher trainees should be properly instructed that other language aspects and strategies (e.g. accommodation) are more important for international communication than 'authentic' 'native'-like idiomaticity. This means that existing couses and practices should be reevaluated and a **more complex teacher preparation** should be put in practice at the most fundemental level of course design.

The focus of the fourth survey was to cast more light on the attitudes Czech teachers of English have towards mistakes in English. In spite of the deeply-rooted NS ideology and strong publishers' influence in the Czech Republic, which go hand in hand with Czech teachers' high sensitivity towards especially grammatical mistakes, the 56 survey participants seem to be fairly open to language variation. In the follow-up discussions, some teachers went even further and expressed their belief that in the next ten years ELF could be codified as a variety, while other teachers remained more sceptical. Even though we cannot generalize too

much from the relatively small number of responses obtained, the results hint to a tendency that attitudes to teaching priorities are changing and will continue to change.

Furthermore, in the light of the recent general ELF findings as well as our new questionnaire survey findings, what seems to be needed is a serious re-conceptualization of the notion of a 'mistake'. Orthographic, phonological, morphological and syntactic variation typical in ELF contexts that does not impede international communication, cannot be confused with the 'traditional' approach to 'correctness' characteristic of the EFL domain. What is often thought to be wrong when compared with 'native' benchmarks, is in ELF usage, 'evidence of successful learning' (Seidlhofer & Widdowson 2009: 102; quoted in Breiteneder 2010). Gradually, we need to abandon 'traditional' ELT terminology, such as 'interference', 'transfer', 'interlanguage' and 'learner English' that stigmatize learners as 'deficient' precisely because they make 'mistakes'. Instead, we should move towards a more flexible definition of a 'mistake' which should be defined differently for different contexts based on a thorough students' needs analysis. Different students may have different goals; as suggested above, for some students 'native-like' correctness may remain the goal, for other students international intelligibly may be sufficient; for future teachers of English again other criteria may and should apply and SE should indeed remain the binding model.

Regarding teaching priorities, we can conclude that promoting creativity with language, even at the cost of sacrificing 'native' speaker standards, is advisable. In a similar vein, when teaching English, form should not be put over content (see Edge 1989). Furthermore, students should not be made to feel inferior because they make mistakes (especially those based on their L1) since 'mistakes' are a sign or the learning process. Realizing these principles is crucial for all English language teachers. Therefore, raising awareness among Czech teachers and students of English about the profoundly different nature of the relationship between correctness and efficiency in ELF and EFL contexts and about the recent paradigm shift from EFL to ELF is vital.

The fifth survey consisted of two parts. The first survey focussed on Czech teachers' attitudes towards their non-nativeness; the second one focused on the perception of the non-native status among scientists and active ELF users from different linguistic and cultural backgrounds who are currently based in the Czech Republic. In both surveys the research procedures based on Language Management Theory were utilized. Since ELF is a phenomenon connected with language contact situations, the methods used by Language Management have proven to be highly suitable for the analysis of teacher attitudes in the

Czech Republic. The form of the research includes a 'traditional' questionnaire component but since most of the answers are open-ended, the majority of the data obtained is of a qualitative nature.

The first key finding is that teachers evaluate the fact that they do not speak/write English as a native speaker prevailingly negatively. They seem to feel inferior and being non-native speakers seems to affect their self-image significantly. This again confirms most findings about the influence of native speaker ideology on 'local' teachers.

Interestingly, almost all teachers employ some strategies to speak/write English more like a native speaker; even teachers who do not evaluate their non-nativeness in any way still employ strategies to speak/write English more like a native speaker. What we can infer from this, is that in the teachers questioned there is a strong, even if in some cases possibly subconscious, tendency to improve their 'insufficient' English. Hence, the results obtained clearly show that not speaking/writing English like native-speakers is perceived as a problem by teachers in the Czech Republic and that most teachers employ a number of strategies to remedy this problem.

The data from the second survey show that the survey participants often encounter communication problems and attribute these to their insufficient lexical and pronunciation proficiencies and also to cultural differences among the interlocutors.

The collection of qualitative data for this thesis was based on a series of in-depth semi-structured interviews with tertiary level teachers from English departments at Faculties of Education and Faculties of Arts and Philosophy throughout the Czech Republic conducted during 2010. The interviewees are seven university teachers and one secondary school teacher all from Prague, Brno, Plzeň, Orlová, České Budějovice and Pardubice. The basis for the interviews was a list of over thirty open-ended questions devised to keep control over the direction and content of the interviews.

The goal of conducting the interviews was three-fold. First, the aim was to find out more details about existing practical language courses at English departments throughout the Czech Republic. Information regarding the number of students, their proficiency, their course placement, assessment criteria, language teachers, course methodologies, materials, etc. was elicited. Secondly, we looked into the policies of tertiary level course design. More specifically we looked into who designs courses and makes decisions and what these decisions are based on. The third area of interest was the question of promoted English

language standard(s) and the reflection of the current ELF and WEs research in the preparation of future 'non-native' English teachers. All the research results are reflected in the actual course design at the Department of English language and ELT methodology at the Faculty of Arts at Charles University in Prague.

The interviews have revealed that all English departments in the Czech Republic represented by our interviewees provide practical language courses for their students. Students' competence level upon joining the programme is mostly B2 / FCE level, which is the lowest entrance level allowed; at Faculties of Arts and Philosophy the entrance competence level ranges from B2+ to C2-.

Regarding our second main point of interest, the interviewees' responses revealed several interesting facts. In sum, **no binding curricular documents** that underlie tertiary course design are available. At some departments the course design is "entirely based on the decisions made by the teachers teaching their subjects" which are "followed by the accreditation process". Regarding curriculum design, no coordination and/or cooperation among English departments at Czech universities has been detected.

As far as teaching models are concerned, most interviewees independently agreed that at their department it is an unwritten rule that the native-speaker model (both Standard British English and General American) is being pursued and is indeed binding for curricula at English departments. Their explanations entail both the fact that the native-speaker model is what the teachers wish to promote and that it is indeed what students want and expect and that teachers have to serve as good (language and pronunciation) models for them. Three interviewees indeed stressed that students at English departments "**wish to sound like native speakers**" and "teachers have to respect it". These responses are, however, mostly based just on speculation and tradition of the particular departments rather than empirical evidence.

The interviewees' responses confirm both the results of most ELF studies and the results of the quantitative research of this thesis, i.e. graduates [from the English departments], teachers and other English users will mostly communicate with NNSs.

Generally, the interviewees confirm a low state of awareness about WEs and ELF-related research and see this situation as unsustainable. They also suggested several procedures of how to reconcile the seemingly irreconcilable trends of tradition versus innovation. This brings us back to the argument of the necessity of a change in teacher training courses; one interviewee described two possible phases of such transformation. In the

"first phase perception of models has to change" and "equality among varieties has to be achieved".

Furthermore, English instruction at different types of schools should be dictated by more detailed analysis of students' needs so that the teaching offered complies with their actual goals and desires, whether it is the 'traditional' goal of communicating with mostly 'native' speakers of English (EFL paradigm) or with other 'non-native' speakers of English (ELF paradigm). Students have to be given a chance to make informed decisions (for similar conclusions see works by Seidlhofer and Jenkins) and choices regarding their goals and means of achieving them. Therefore, as stated above Czech teachers of English should be better informed about the teaching options available and extensively instructed about the research into WEs and ELF which would not only give them more confidence as better, i.e. more appropriate, multilingual 'models' but also it would enable them to tailor their teaching to their students' needs. They should be able to evaluate and decide whether the EFL or the ELF paradigm is more suitable which in turn will influence their assessment and evaluation criteria. The choice of the operational paradigm will also influence the definition of proficiency and fluency which may differ in different contexts. Furthermore, teachers should also be made aware of the fact that from the perspective of successful international communication it may not be wise to dwell on insignificant phonological and lexico-grammatical features[305]; instead more teaching time should be spent on teaching communicative functions and pragmatic and other strategies applied in ELF communication (e.g. cooperation, consensus-seeking behaviour, task-orientedness, mutual accommodation, let-it-pass and make-it-normal principles, meta- and cross-linguistic sensitivity, code-mixing, code-switching; intercultural sensitivity and awareness of the own cultural background). These strategies applied in LF communication are more important than 'correctness' or native-like idiomaticity (see Hülmbauer 2009, Seidlhofer 2009c). Hence, one of the main goals in choosing the topic of this thesis was to raise awareness about WEs and ELF among teachers and teacher trainees in the Czech Republic. So far, several lectures and seminars on ELF-related topics have been conducted by the author of the thesis.[306]

To conclude on a more general level, the obvious can be reiterated - it is the nature of any scientific research that more questions arise and new horizons open. Many aspects and

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[305] These features were more interesting at early stages of empirical research into ELF.
[306] See also the Couse description of a newly designed course at the Department of English Language and ELT Methodology (UAJD) at the Faculty of Arts, Charles University in Prague, APPENDIX 11 Course outline. The course was piloted in 2011/2012 and fifteen students actively participated in the course.

points hinted to in this thesis could be elaborated in further detail, but one thesis cannot answer all intriguing topics that perpetually emerge. For potential future ELF researchers, an extensive bibliography has been composed listing most of the major book titles, theses and journal articles on the topic of ELF and WEs as a springboard and solid overview for further research.

Some topics that could be addressed in the future by other ELF and WEs researchers in the Czech Republic include: the analysis of Czech English (as opposed to the derogatory *Czenglish*) at all language levels seen through the prism of ELF findings. Yet more attention should be paid to non-native teacher training courses. Also, students of English aiming at becoming future English teachers, as well as already practicing teachers, should be interviewed so more qualitative data could be obtained regarding teachers' qualifications or lack thereof, teachers' self-perception, their goals, wishes and challenges. This would help us to receive a more complex picture about their actual situation and needs. Also, it will be important to find out about how teachers actually approach the problem of what is and is not a 'mistake' in English. Teachers' perception of 'mistakes' that has been reviewed in this thesis is only one side of the coin; the actual treatment of 'mistakes' in the classroom may significantly differ. Furthermore, the requirements for the state 'maturita' examination should be viewed from the ELF perspective; and their compatibility or incompatibility with the ELF proposal should be investigated and analyzed, especially from the point of view of assessment and the above mentioned problem of approaching language correction. Next, the role of the missing objective guidelines 'osnovy' for teaching English at primary and secondary, let alone tertiary level, should be investigated; the role of the Common European Framework of Reference (CEFR) as a 'reference' benchmark should be subjected to analysis from the point of view of its applicability in preparing students to LF communication as opposed to the 'native' speaker model.

In the future, the author would like to continue her research focussed on the use of ELF in the Czech scientific community as well as extend the research project to business settings, namely international corporations that are based in the Czech Republic or elsewhere in Europe and where communication is conducted in English.

In sum, when asking if we are still 'in the age of EFL' or whether 'the age of ELF' has begun or may come, we can say that in the Czech Republic a transitional stage may be observed where official deeply rooted educational ideologies, methodologies and approaches still occupy the first place in English teaching curricula; we can also, on the other hand, note

new trends and great receptiveness towards the newly emerging and emergent roles of English within the new SLA paradigm; attitudes and goals of students are slowly changing in the favour of a more polymodel approach. The question whether English as a Lingua Franca (ELF) should be selected as a new norm replacing 'traditional', established inner circle norms, is not a correct question to be asked. Rather, since English is indeed 'a basic skill' (Graddol 2006: 72) more models will **coexist** enriching the current teaching environment. We are, therefore, not pleading for a pro-ELF and/or contra-EFL perspective, instead we are arguing in favour of a plurality of teaching models.

Other future developments can be only tentatively proposed. Certainly, we are facing the time of significant changes posing bigger challenges for teacher education. Teacher training programmes will have to be modified to stay up-to-date with recent changes and trends to enable future and practicing teachers to offer their students curricula that will truly meet their needs.

Now more than ever we must realize that the Czech Republic is just a small state within a wider European framework, let alone within the rapidly changing global order and that of the rising economic powers of the BRIC countries (Brasil, Russia, India and China). It is imperative to make sure that we rise to the challenge with these educational and language changes to meet current and future needs and to stay competitive.

RESUMÉ

Předložená disertační práce se věnuje fenoménu světových angličtin a angličtiny používané jako lingua franca. Skutečnost, že v současnosti v běžné komunikaci užívá angličtinu více mluvčích, pro něž je angličtina jazykem druhým nebo cizím, než pro které je angličtina jazykem rodným, vede ke globální rozmanitosti jejích variet. Současná lingvistická věda se snaží tyto variety popsat. V této složité jazykové situaci dochází mimo jiné ke ztrátě monopolního postavení rodilých mluvčích jakožto představitelů jediného reprezentativního jazykového modelu. S tím jsou spojeny postupné změny v postojích vůči standardům a jazykovým a pedagogickým autoritám obecně. Předložená dizertační práce pojmenovaná *Světové angličtiny a angličtina jako lingua franca: reflexe globálních paradigmatických změn v České republice* mapuje tyto aktuální jevy, které se někdy souhrnně označují jako 'změna paradigmatu'.

Práce je rozvržena do tří hlavních částí: teoretického úvodu (kapitola 2), který objasňuje nepřehlednou terminologii oboru; hlavní části (kapitola 3), jež představuje původní výzkum; a části závěrečné v kapitole 4, kde jsou shrnuty a interpretovány teoretické a empirické poznatky a vyvozeny závěry pro lingvistickou a aplikovaně lingvistickou praxi.

Kromě prvního cíle práce, kterým bylo ozřejmit značné množství odborných termínů v rámci specializace světových angličtin, bylo dalším cílem zjistit, jaké je v České republice povědomí o fenoménu angličtiny jako lingua franca (ELF). V neposlední řadě bylo cílem prostřednictvím rozsáhlého výzkumu zjistit, zda a jak jsou otázky jazykové ideologie[307] reflektovány ve výuce a přípravě učitelů.

Oddíl 2.1 seznamuje s problematickou, mnohdy mnohoznačnou a nepřesně užívanou terminologií oboru. Z podrobného teoretického bádání pokrývajícího kolem šedesáti odborných knih, 160 vědeckých článků a velké množství internetových zdrojů vyplynulo, že se v současnosti používá téměř padesát termínů, které odkazují k fenoménu globální angličtiny / globálních angličtin. Pro studium světových angličtin bylo v osmdesátých letech minulého století zásadní Kachruho dělení na angličtiny vnitřního, vnějšího a expandujícího kruhu. Z této distinkce pak vychází původní tabulka sestavená pro potřeby této práce, jež shrnuje základní pojmosloví, které se k tomuto dělení váže. Podrobněji jsou pak analyzovány

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[307] Vychází z anglického termínu 'language ideology'.

termíny: angličtina jako mezinárodní jazyk (EIL), světové angličtiny (WEs) a světová angličtina (WE).

V části 2.2 je pozornost zaměřena na konceptualizaci pojmu angličtiny jako lingua franca (ELF). Není naším cílem ELF jakkoliv prosazovat; naší snahou je spíše o problematice objektivně informovat a hledat pro české pedagogické prostředí zejména na terciární úrovni vzdělávání možné zdroje inspirace a podnětů. Jak vyplývá z našeho výzkumu, termín angličtina jako lingua franca je v českém prostředí nový a je tedy mnohdy spojen s hlubokým nepochopením (podrobněji se této problematice věnují Jenkins 2004 a Seidlhofer 2006). Často je ELF chápán jako zjednodušená, či ʻznetvořenáʼ angličtina, která by mohla ohrozit kvalitní výuku. V dizertační práci tyto mylné představy vyvracíme a dále ELF striktně odlišujeme od zjednodušených angličtin, kterých bylo objeveno téměř dvacet. Z těchto zjednodušených jazyků se pro ELF jeví jako inspirativní Základní angličtina (Basic English) a Základní globální angličtina (Basic Global English). ELF nelze zaměňovat se dvěma odlišnými systémy nazývanými Globish. Přes všechny povrchní podobnosti nemůže být ELF chápán ani jako jazyk podrobený principům pidginizace a kreolizace.

Kapitola 2.4 rozebírá fenomén angličtiny jako lingua franca detailněji a to jak z hlediska definic, tak z pohledu zakotvení ELFu do časového a geografického rámce. Firth (1996: 240) definuje ELF jako ʻ"kontaktní jazyk" mezi osobami, které nesdílí ani společný rodný jazyk ani společnou (národní) kulturu, a pro které je angličtina zvoleným cizím jazykem komunikaceʼ[308]. Aktuálnost ELFu jakožto výzkumného fenoménu je ilustrována pomocí několika názorných grafů, ze kterých je patrné, že seriózní výzkum v této oblasti začal v devadesátých letech minulého století a od roku 2000 nabýval na hloubce, rozsahu i kvalitě, přičemž dosavadního publikačního vrcholu dosáhl mezi lety 2009-2010. V roce 2012 by měl začít vycházet specializovaný časopis JELF (Journal of *English as a Lingua Franca*). Významný publikační rozvoj v oblasti ELFu není náhodný; je spojen mimo jiné se sestavením a zpřístupněním korpusů zejména mluvené angličtiny jako lingua franca. Mezi nejvýznamnější korpusy patří ELFA, VOICE, ACE a AAC. K rozvoji vědecké platformy přispěly i každoroční konference zaměřené výlučně na ELF pořádané ve významných výzkumných centrech: Helsinky (2008), Southampton (2009), Vídeň (2010), Hong Kong (2011) a Istanbul (2012).

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[308] Citáty z anglicky psaných zdrojů přeložila Veronika Quinn Novotná.

Díky rozsáhlé badatelské aktivitě byl ELF popsán na všech lingvistických rovinách. Popisu fonologické roviny se věnuje zejména Jennifer Jenkins. V roce 2000 vydala klíčovou knihu nazvanou *Fonologie angličtiny jako mezinárodního jazyka*, kde poprvé zformulovala tak zvané Lingua Franca Core (LFC) neboli základní 'jádro' či pravidla efektivní výslovnosti v mezinárodní komunikaci v angličtině. Seznam principů, jenž toto 'jádro' tvoří, patří mezi nejpřínosnější a nejkontroverznější poznatky v historii oboru. Dále se Jenkins věnuje pojmu akomodace, jenž se postupně stal klíčovým.

Podrobnou analýzu morfo-syntaktických charakteristik ELFu (viz např. Seidlhofer 2005b: R 92) poskytli díky korpusu nazvanému VOICE (Vienna-Oxford International Corpus of English) především vědci z Vídeňské univerzity.

Poznatky týkající se lexikální inovace a lexikálních strategií (zejména *code-switching* a *code-mixing*[309], neologismy, příležitostná slova a lexikální výpůjčky) pocházejí také především z korpusu VOICE (viz např. Cogo, Dewey 2006, Pitzl et al. 2008 a Pitzl 2009).

Nejpodrobněji byl však ELF popsán na rovině pragmatické. Vědci popisují pragmatické strategie, které používají nerodilí mluvčí v komunikaci s jinými nerodilými mluvčími. Od počátku devadesátých let minulého století se této problematice věnovali především následující odborníci (v abecedním pořadí) (podrobněji viz také Björkman 2011b): Björkman Beyza, Cogo Alessia, Dewey Martin, Firth Alan, Gramkow Andresen Karsten, House Juliane, Jenkins Jennifer, Klimpfinger Theresa, Mauranen Anna, Meierkord Christiane, Seidlhofer Barbara, atd.)

Mezi konstitutivní rysy ELFu z pragmatického hlediska patří například: (podrobněji též Meierkord 2000 [citovaná v Björkman 2011b], Seidlhofer 2001a, Firth 2009, House 2009a, 2009b, Björkman 2011b): inherentní variabilita, diverzita a hybridita; mnohost forem; oscilace mezi standardními a nestandardními jazykovými strukturami v projevu jednoho mluvčího; kreativní zacházení s jazykovým materiálem; vysoký stupeň kooperace a hledání konsenzu a sounáležitosti, vzájemná akomodace a podpora partnerů v komunikaci; princip *let-it-pass* a strategie *make-it-normal*[310]; dlouhé pauzy; zaměření na cíl a obsah sdělení (*task-as-target*) spíše než na lingvistickou formu (*(standard) linguistic-form-as-target*); volba

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[309] Pro kurzívou uvedené termíny nebyly dosud navrženy české terminologické ekvivalenty. *Code-switching* bychom mohli volně přeložit jako 'přecházení z jazyka do jazyka', *code-mixing* jako 'mixování či mísení různých jazyků'.
[310] Princip *let-it-pass* bychom mohli přeložit či definovat jako princip 'ponech-nejasný-výrok-bez-povšimnutí' či krátce 'nech-to-být' a strategii *make-it-normal* jako 'ponech-nestandardní-formu-bez-povšimnutí'.

bezpečného tématu; častý výskyt zdvořilostních frází a přitakávacích signálů doprovázených smíchem.

Přehled prototypických a periferních komunikačních situací v rámci ELFu je pojednán v kapitole 2.4.7 a řeší otázku zahrnutí či vynechání rodilých mluvčích z komunikace v angličtině jako lingua franca a vztah jazykové pokročilosti k interkulturní komunikaci.

Další významná kapitola je věnovaná výše zmíněné '**změně paradigmatu**', která je analyzovaná na mnoha úrovních a prezentovaná pomocí původních tabulek a grafů. Podrobněji se věnujeme přechodu z paradigmatu angličtiny jako cizího jazyka (EFL) na paradigma angličtiny jako lingua franca (ELF). Pro objasnění přechodu z tradičního paradigmatu popisujícího osvojení druhého a cizího jazyka (SLA / FLA) k novému (post-) modernímu paradigmatu byl sestaven názorný graf. Na rozdíl od tradičního modelu, jenž je lineární, je nový model cyklický a dynamický a lépe tak vystihuje současnou situaci.

V sekci 2.6 je představena tabulka podávající rozsáhlý přehled kolem třiceti modelů popisujících globální šíření angličtiny, které vedlo ke vzniku různých variet. Autorka též přikládá nový model nazvaný 'Pyramidový model'. Tento model dává ELF do nových souvislostí se Společným evropským referenčním rámcem pro jazyky (SERR). Symbol pyramidy umožňuje bohatou škálu jak horizontální tak vertikální interpretace. Pomocí tohoto symbolu jsou řešena témata jako jsou rovnost mezi varietami angličtiny, jazyková identita a jazyková pokročilost. Dále se zabýváme otázkou nutnosti polycentrického na úkor monocentrického přístupu ke světovým angličtinám.

Situaci na globálním trhu s učebnicemi angličtiny se věnuje kapitola 2.7, kde analyzujeme reflexi a/nebo nedostatek reflexe výzkumu světových angličtin na příkladu mezinárodních učebnic *Global* a *English Unlimited*.

Kapitola 3 prezentuje empirická data získaná formou kvantitativního a kvalitativního výzkumu, který probíhal v rámci České republiky mezi roky 2009 až 2011 a obsahoval devět dotazníkových šetření a osm polořízených rozhovorů. Celkem se výzkumu zúčastnilo 595 respondentů (z toho 298 učitelů, 285 studentů angličtiny a 12 vědců, aktivních uživatelů ELFu). Data získaná od 532 účastníků byla interpretována podrobně.

Kvantitativní výzkum měl podobu dotazníků speciálně vytvořených k tomuto účelu. Dotazníky měly formát testu s výběrem možností, ale zahrnovaly i prostor pro osobní

komentář. První tři dotazníková šetření sloužila jako pilotní studie. Sedm dotazníků bylo formulováno v angličtině, dva v českém jazyce a to vždy s ohledem na zaměření výzkumu a cílovou skupinu respondentů. Všechny dotazníky byly anonymní, dobrovolné a schválené institucemi, kde byly distribuovány. Technický postup přepisu dat zahrnoval zanesení dat do programu Access, odkud byla data převedena do Excelu a následně do Wordu. Access umožňuje komplexní usouvztažnění různých souborů dat. Výsledky jsou prezentovány pomocí sloupcových grafů a tabulek a detailně analyzovány.

Část celkového souboru dat byla získána prostřednictvím metodologie jazykového managementu. Dotazníky v této výzkumné části obsahovaly především otevřené otázky, což umožnilo získat v první řadě informace kvalitativní povahy.

Oddíl 3.1 popisuje průběh a výsledky pilotního dotazníkového šetření, které si kladlo dva cíle. Prvním cílem bylo sesbírat data využitelná pro analýzu potřeb týkající se tvorby nového kurzu praktického jazyka na Ústavu anglického jazyka a didaktiky Filozofické fakulty na Karlově univerzitě v Praze. Druhým sledovaným cílem bylo zahájení výzkumu v oblasti role angličtiny v České republice zejména s ohledem na vnímání jazykových standardů a ideálních výukových modelů.

Dotazník byl distribuován v dubnu 2009 v nově otevřeném semináři Gramatika v kontextu. Většinu z celkového počtu 26 respondentů tvoří studentky druhého a třetího ročníku bakalářského programu. Z výzkumu vyplývá, že studenti považují podporu a rozvoj lexikálních znalostí a získání většího sebevědomí v mluveném projevu za zásadní. Studenti by chtěli dosáhnout vysoké pokročilostní úrovně (C2/CPE) a chtěli by si osvojit autentickou britskou výslovnost.

Druhá část výzkumu analyzovaná v kapitole 3.2 se sestávala ze čtyř následných dotazníkových šetření, která probíhala mezi nově přijatými studenty anglistiky na Ústavu anglického jazyka a didaktiky Filozofické fakulty na Karlově univerzitě v Praze. Prvního pilotního šetření se v roce 2009 zúčastnilo 38 respondentů. Toto šetření proběhlo v rámci stávajícího kurzu praktického jazyka s cílem získat více informací pro tvorbu nového kurzu praktického jazyka, jenž měl být spuštěn v následujícím akademickém roce. Modifikovaná verze dotazníku byla opět pilotována ve stejném roce a výzkumu se zúčastnilo 95 respondentů. Finální verze dotazníku, která obsahovala pouze malé formální změny, byla distribuována v roce 2010. Celkem byla získána a zpracována data od 158 respondentů. Nový kurz praktického jazyka byl navržen s ohledem na tyto nově získané informace, které ve

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většině ohledů potvrdily původní premisy stanovené pro návrh kurzu. Získané výsledky poskytly přesnější obraz o dovednostech a přáních studentů. Studenti vidí svou pokročilost v angličtině na úrovni B2/FCE až C1/CAE a považují navštěvování kurzu praktického jazyka za přínosné. Takovýto kurz by měl být navržen a vyučován mluvčím britské angličtiny a/nebo týmem tvořeným rodilým a nerodilým mluvčím na vysoké úrovni a měl by být zaměřen na rozvoj lexikální a gramatické znalosti a mluvení. Za klíčový výchozí materiál je považována jedna komplexní učebnice integrující všechny jazykové prostředky a řečové dovednosti. Kurz takto navržený se stal integrálním povinným předmětem bakalářského studia anglistiky na Filozofické fakultě, Karlovy univerzity v Praze.

Kapitola 3.3 prezentuje výsledky třetího dotazníkového šetření orientovaného na české učitele angličtiny působící na primární, sekundární a terciární úrovni vzdělání. Dotazníky byly distribuovány v rámci České republiky mezi dubnem 2010 a březnem 2011 a celkem se šetření zúčastnilo 169 respondentů.

Prvním přínosem výzkumu bylo sestavení socio-linguistického profilu učitelů angličtiny, kteří působí na různých institucích v České republice. Většina z nich jsou rodilí mluvčí českého jazyka, velmi pokročilí uživatelé angličtiny, kteří složili minimálně dvě oficiální jazykové zkoušky. Velké procento respondentů tvoří ženy všech věkových skupin. Většina z nich prošla tradičním českým vzdělávacím systémem, během něhož se setkala s různými varietami angličtiny; nejčastěji s britskou angličtinou v podání jak rodilých, tak nerodilých mluvčích.

Druhým cílem šetření bylo uchopit otázky týkající se jazykových modelů, standardů a povědomosti o fenoménu ELF. Nakonec byla zkoumána otázka 'ideálního' učitele. Získané výsledky naznačují, že nejběžnějším a nejvíce uznávaným jazykovým modelem pro výuku angličtiny v České republice je 'kodifikovaná', 'standardní' britská angličtina vzdělaných mluvčích, což koresponduje s nejběžnějšími definicemi standardní angličtiny, kterým je věnována jedna podkapitola této dizertační práce.

Dalším poznatkem vyplývajícím z výzkumu je fakt, že čím vyšší je vzdělávací instituce, tím nižší je výskyt Czenglish neboli české angličtiny. Byly též odhaleny jisté tendence naznačující relativní otevřenost vůči současným změnám směrem k novému paradigmatu, který je inspirován poznatky o angličtině jako lingua franca. Celkově ale, jak bylo řečeno, panuje mezi učiteli angličtiny v České republice o ELFu a výzkumu jemu věnovaném stále velmi nízké povědomí. Většina učitelů se s tímto pojmem setkala při

vyplňování dotazníku v rámci tohoto výzkumu vůbec poprvé. Pokud se zaměříme na otázku 'ideálního' pedagoga, respondenti se shodují na vysoce vzdělaném, kvalitně pedagogicky a didakticky vyškoleném učiteli, jenž je zároveň i úspěšným multilingvním komunikátorem a multikulturním mediátorem. Přitom je druhořadé, jestli se jedná o rodilého či nerodilého mluvčí. I v tomto můžeme spatřovat postupný odklon od monolingvního výukového modelu, který je jinak v českém prostředí obecně hluboce zakořeněn.

Obraz sestavený na základě výsledků šetření umožňuje formulaci konkrétních návrhů pro zlepšení programů, které připravují budoucí učitele na oborových anglistikách v České republice. Bylo by žádoucí, aby od takto získaného popisu stávající situace byly podniknuty konkrétní kroky ovlivňující jazykové plánování a kurikulární obsah.

Čtvrté dotazníkové šetření prezentované v kapitole 3.4 osvětlilo postoje českých učitelů angličtiny k častým chybám. Na jedné straně se potvrzuje, že pod vlivem silné jazykové ideologie založené na monopolu rodilých mluvčích a pod vlivem pedagogických nakladatelství, jsou čeští angličtináři k chybám, a to zvláště gramatickým, stále velmi citliví. Na základě získaných odpovědí pozorujeme však i trend zcela opačný. Většina z 56 účastníků šetření je jazykové variaci (tedy k variaci, jež negativně neovlivňuje porozumění v mezinárodní interakci) relativně otevřená. Někteří respondenti dokonce vyjádřili názor, že by ELF mohl být do budoucna kodifikován jako samostatná jazyková varieta. My se přikláníme spíše ke skeptičtější vizi, která s touto variantou nepočítá. Souhrnně můžeme konstatovat, že postoje učitelů k výukovým prioritám se mění a s největší pravděpodobností se budou dále vyvíjet a proměňovat.

Dále je nutné poznamenat, že vzhledem nově získaným poznatkům, bude nutné redefinovat pojem chyby. Ortografické, fonologické, morfologické a syntaktické odchylky, typické pro komunikaci pomocí ELFu a nebránící mezinárodnímu porozumění nelze směšovat s tradičním přístupem k jazykové správnosti spojované s doménou angličtiny jako cizího jazyka. To, co je běžně považováno za chyby ve srovnání s monolingvními vzory rodilých mluvčích, je v ELFu 'důkazem úspěšného procesu učení' (Seidlhofer & Widdowson 2009: 102; citováno v Breiteneder 2010). Považujeme proto za konstruktivní postupně opustit vžitou terminologii jako je 'interference', 'transfer', 'pidgin'[311] a 'žákovská angličtina', které studenty již předem stigmatizují za to, že se v jejich projevu vyskytují chyby. Bylo by žádoucí přikročit k více flexibilní definici chyby, jež by zohledňovala cíle a potřeby konkrétních

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[311] 'Pidgin' je nepřesný, ale běžný překlad termínu *interlanguage*.

studentů. Jiná kritéria pro hodnocení jazykové správnosti by měla platit u běžných uživatelů ELFu, jiná u studentů odborných učilišť, gymnázií a opět jiná v přípravě budoucích učitelů, kde se model standardní angličtiny jeví stále jako závazný. Toto vše se neobejde bez kvalitnější přípravy budoucích učitelů angličtiny, kteří by měli být lépe informováni o zásadně odlišném vztahu mezi správností a komunikativní efektivností při užívání angličtiny jako lingua franca.

Pátá část dotazníkového šetření se sestávala ze dvou částí a pracovala s metodologií jazykového managementu. V kapitole 3.5 analyzujeme výsledky tohoto šetření zaměřeného na postoje českých učitelů angličtiny k jejich statutu nerodilých mluvčích. Z odpovědí vyplývá, že většina učitelů hodnotí fakt, že nepíší a nehovoří anglicky jako rodilí mluvčí, převážně negativně. Učitelé se cítí méněcenní a statut nerodilých mluvčích negativně ovlivňuje jejich sebereflexi. Tento fakt potvrzuje většinu poznatků o síle vlivu ideologie založené na monopolním postavení rodilých mluvčích na lokální učitele.

V důsledku tohoto většina respondentů vyvíjí různé strategie, aby hovořila a psala jako rodilí mluvčí; i učitelé, kteří svůj statut nerodilých mluvčích nijak nehodnotí, vyvíjejí strategie, aby se rodilým mluvčím přiblížili. Ze získaných dat můžeme vyvodit závěr, že respondenti mají silnou, byť mnohdy podvědomou, tendenci zlepšovat svou 'nedostatečnou' angličtinu. Většina českých učitelů angličtiny vnímá tedy fakt, že se anglicky nedokážou vyjádřit jako rodilí mluvčí, jako problém, a vyvíjí proto strategie, aby tento problém vyřešila.

Druhá část pátého dotazníkového šetření byla zaměřená na vnímání či sebereflexi statutu nerodilých mluvčích mezi vědci s různým jazykovým a kulturním zázemím, kteří aktuálně působí v České republice. Ukazuje se, že tito aktivní uživatelé ELFu se často v interakci v rámci vědecké komunity setkávají s komunikačními problémy a přisuzují je především své nedostatečné lexikální vybavenosti, výslovnostním nedokonalostem a kulturním rozdílům mezi účastníky rozmluvy.

Kapitola 3.6 shrnuje a interpretuje kvalitativní data získaná během roku 2010 pomocí hloubkových pololřízených rozhovorů s převážně vysokoškolskými pedagogy působícími na katedrách anglistiky filozofických a pedagogických fakult v rámci České republiky. Základ pro vedení rozhovorů tvořil seznam 37 otevřených otázek, které rozhovorům dávaly směr, ale poskytovaly respondentům maximální prostor pro odpověď. Kvalitativní výzkum si kladl tři základní cíle. Prvním záměrem bylo získat více informací o stávajících kurzech praktického

jazyka na katedrách anglistiky po celé České republice. Rozhovory ukázaly, že všechny katedry anglického jazyka poskytují pro své oborové studenty kurzy praktického jazyka. Vstupní úroveň studentů je nejčastěji B2 / FCE level, což je zároveň nejnižší přípustná úroveň. Na filozofických fakultách je vstupní úroveň obecně o něco vyšší v rozsahu mezi B2+ a C2-.

Druhým cílem bylo poodhalit principy uplatňující se při návrhu vysokoškolských kurzů. Souhrnně můžeme konstatovat, že neexistují žádné závazné kurikulární dokumenty, které by ovlivňovaly tvorbu sylabů v terciárním vzdělávání. Dle slov některých z účastníků je na některých katedrách návrh kurzů zcela v kompetenci učitelů zodpovědných za výuku daných předmětů. Tyto návrhy pak procházejí akreditačním řízením. Mezi jednotlivými oborovými katedrami na různých českých univerzitách neexistuje v tomto ohledu v podstatě žádná spolupráce a/nebo koordinace.

Třetí oblastí našeho zájmu byly otázky zaměřené na závaznost jazykových standardů a reflexi současného výzkumu v oblasti světových angličtiny a ELFu v přípravě budoucích nerodilých učitelů angličtiny. V otázce jazykových modelů se respondenti nezávisle na sobě shodli. Je nepsaným pravidlem, že pro anglistická pracoviště je závazná volba standardní britské či americké angličtiny v podání rodilých mluvčích. Tento fakt byl vysvětlen tak, že si učitelé přejí propagovat model založený na vzoru rodilých mluvčích a to proto, že tento model studenti vyžadují a očekávají. Učitelé by dle získaných odpovědí měli studentům sloužit jako kvalitní jazykový a výslovnostní vzor. Tyto názory se zakládají na domněnkách respondentů a na tradici daných pracovišť spíše než na konkrétním empirickém výzkumu potřeb a přání studentů.

Jak dále vyplynulo z kvalitativního výzkumu, většina absolventů anglistiky, učitelů a uživatelů ELFu obecně bude převážně užívat angličtinu v komunikaci s ostatními nerodilými mluvčími. Tento fakt koresponduje s kvantitativními výsledky této dizertační práce a s výsledky velké většiny studií angličtiny jako LF. Tento poznatek je v rozporu se zaměřením pouze na rodilé mluvčí, jakožto ideální nositele jazykového modelu.

Výsledky dotazníkových šetření, jakož i rozhovory potvrdily nízkou informovanost v oblasti světových angličtin a angličtiny jako lingua franca. Většina pedagogů vnímá tento stav jako neudržitelný. Někteří z nich proto navrhují postupy k řešení situace, kdy se do rozporu dostávají dva zdánlivě neslučitelné trendy – tradice a inovace.

Závěrem můžeme konstatovat, že navzdory faktu, že oblast světových angličtin a angličtiny jako lingua franca patří celosvětově k nejaktuálnějším vědeckým tématům, v České republice stále panuje velmi nízká informovanost o funkci angličtiny jako lingua franca a výzkumu s ní spojeným. Ideologie založená na monopolním postavení rodilých mluvčích je v České republice stále hluboce zakořeněna. Jak studenti, tak učitelé vykazují vysokou míru respektu vůči modelu rodilých mluvčích. Nejběžnějším a nejvíce uznávaným jazykovým modelem v České republice je 'kodifikovaná', 'standardní' britská angličtina. S tímto souvisí sebereflexe učitelů, studentů i vědců, kteří vnímají své postavení nerodilých mluvčích spíše negativně. Toto vede k přetrvávající příslušnosti k 'tradičnímu' paradigmatu, na jehož základě je angličtina traktována jako cizí jazyk. Můžeme ale pozorovat i konkurenční trend, jež se projevuje postupnými změnami postojů uznávajících pluralitu jazykových modelů. Mnoho učitelů vykazuje relativní otevřenost vůči novému paradigmatu, které umožňuje větší toleranci k různým varietám angličtiny, zejména pokud variace nebrání komunikaci. V budoucnosti můžeme očekávat, že různé modely a přístupy nebudou jeden druhý vytěsňovat, ale budou naopak koexistovat a obohacovat tak výukové prostředí. V reflexi těchto změn se jeví jako nezbytně nutné inovovat stávající studijní programy připravující budoucí učitele tak, aby odpovídaly těmto jazykovým trendům a reflektovaly dnešní komplexní jazykovou situaci.

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APPENDICES

APPENDIX 1 Journals

Please find journals that publish articles related to EFL, ELF and WE(s):

Annual Review of Anthropology

Annual Review of Applied Linguistics

Applied Linguistics Journal

Asian EFL Journal

Basler Schriften zur europäischen Integration

Canadian Journal for New Scholars in Education

College Composition and Communication

Columbia University Working Papers in TESOL & Applied Linguistics

ELF Journal

ELT Journal. An international journal for teachers of English to speakers of other languages.

English Language Teaching Journal

English Teaching Professional

English Today

English World-Wide

European Journal of English Studies

European Journal of Language Policy

Humanising Language Teaching

IATEFL Newsletter

IATEFL Voices

Intercultural Pragmatics

International Journal of Applied Linguistics

International Journal of the Sociology of Language

JALT Journal

Journal of English as a Lingua Franca

Journal of Economic Behavior & Organization

Journal for EurolinguistiX

Journal of English as an International Language

Journal of Pragmatics

Journal of Sociolinguistics

Language Assessment Quarterly

Language Teaching

Sino-US English Teaching

Synergies Europe

The European English Messenger

The Modern Language Journal

TESOL Quarterly

Textual Practice

Vienna English Working Papers

World Englishes: Journal of English as an International and Intra-national Language

APPENDIX 2 WE, EIL, ELF researchers and publications

Author	Publication	Title
Lancelot Thomas Hogben, Jane Hogben and Maureen Cartwright	1963	*Essential World English: being a preliminary mnemotechnic programme for proficiency in English self-expression for international use, based on semantic principles*
Charles Kay Ogden	1968	*Basic English: International Second Language*
Larry E. Smith	1976	'English as an international auxiliary language'
Larry E. Smith	1981	'English as an international language'
Richard W. Bailey and Manfred Görlach	1982	*English as a World Language*
Larry E. Smith	1983	*Readings in English as an international language*
Peter Trudgill and Jean Hannah	1985	*International English: A Guide to Varieties of Standard English*
Alan Davies	1989	'Is International English an Interlanguage?'
Alan Firth	1990	'"Lingua franca" negotiations: Towards an interactional approach'
Jürgen Beneke	1991	'Englisch als lingua franca oder als Medium interkultureller Kommunikation'
Randolph Quirk	1991	'The question of standards in the international use of English'
Braj B. Kachru	1992	'Models for non-native Englishes'
Karsten Gramkow Andersen	1993	*Lingua franca discourse* [MA thesis]
Kimberley Brown	1995	'World Englishes: to teach or not to teach'
Alastair Pennycook	1995	'English in the world / The world in English'
Alan Firth	1996	'The discursive accomplishment of normality: On "lingua franca" English and conversation analysis'
Kathryn Hill	1996	'Who should be the judge? The use of non-native speakers as raters on a test of English as an international language'
Braj B. Kachru	1996	'English as lingua franca'
Samuel Ahulu	1997	'General English: A consideration of the nature of English as an international medium'
Susan Butler	1997	'World English in the Asian Context: Why a Dictionary is Important'
David Crystal	1997	*English as a Global Language*
Braj B. Kachru	1997	'World Englishes 2000: Resources for Research and Teaching'

Anne Pakir	1997	'Standards and codification for world Englishes'
Luke Prodromou	1997	'Global English and its Struggle against the Octopus'
Suzanne Romaine	1997	'Introduction: World Englishes: Standards and the New World Order'
Larry E. Smith and Michael Lawrence Forman	1997	*World Englishes 2000*
Michael Toolan	1997	'Recentering English: New English and Global'
Henry G. Widdowson	1997	'EIL, ESL, EFL: Global Issues and Local Interests'
Ayo Bamgbose	1998	'Torn between the norms: innovations in world Englishes'
Janina Brutt-Griffler	1998	'Conceptual questions in English as a world language: Taking up an issue'
Jennifer Jenkins	1998	'Which pronunciation norms and models for English as an International Language?'
Tom McArthur	1998	*The English Languages*
Claus Gnutzmann	1999	*Teaching and Learning English as a Global Language*
Juliane House	1999	'Misunderstanding in intercultural communication: Interactions in English as a lingua franca and the myth of mutual intelligibility'
Marko Modiano	1999	'International English in the global village'
Marko Modiano	1999	'Standard English(es) and Educational Practices for the World's Lingua Franca'
Anne Pakir	1999	'Connecting with English in the context of internationalisation'
Ulrich Ammon	2000	'Towards more fairness in international English: Linguistic rights of non-native speakers?'
Allan R. James	2000	'English as a European Lingua franca. Current Realities and Existing Dichotomies'
Jennifer Jenkins	2000	*The Phonology of English as an International Language*
Christiane Meierkord	2000	'Interpreting successful lingua franca interaction: An analysis of non-native-/non-native small talk conversations in English'
Barbara Seidlhofer	2000	'Mind the gap: English as a mother tongue vs English as a *lingua franca'*
Daniel Spichtinger	2000	'From Anglocentrism to TEIL: Reflections on our English Programme'
Rakesh M. Bhatt	2001	'World Englishes'
Jennifer Jenkins, Marko Modiano and Barbara	2001	'Euro-English'

Seidlhofer		
Jennifer Jenkins and Barbara Seidlhofer	2001	'Bringing Europe's Lingua Franca into the Classroom'
Ryuko Kubota	2001	'Teaching world Englishes to native speakers of English in the USA'
Marko Modiano	2001	'Linguistic imperialism, cultural integrity, and EIL'
David Nunan	2001	'English as a Global Language'
Anne Pakir	2001	'English as lingua franca: multiforms, multimedia, multi-disciplines'
Barbara Seidlhofer	2001	'Closing a conceptual gap: the case for a description of English as a lingua franca'
Barbara Seidlhofer	2001	'Making the case for a corpus of English as a lingua franca'
Daniel Spichtinger	2001	'Appropriating English: a global, a European and an Austrian Perspective'
Daniel Spichtinger	2001	'EIL: a global, a European and an Austrian perspective'
Yasukata Yano	2001	'World Englishes in 2000 and beyond'
Laurie Bauer	2002	*An Introduction to International Varieties of English*
Christoper J. Brumfit	2002	*Global English and language teaching in the twenty-first century*
Janina Brutt-Griffler	2002	*World English: A Study of its Development*
Manfred Görlach	2002	*Still More Englishes*
Elke Hollander	2002	*Is ELF a pidgin? A corpus-based study of the grammar of English as a lingua franca* [MA thesis]
Juliane House	2002	'Pragmatic competence in lingua franca English'
Jennifer Jenkins	2002	'A Sociolinguistically Based, Empirically Researched Pronunciation Syllabus for English as an International Language'
Karlfried Knapp	2002	'The fading out of the non-native speaker: native speaker dominance in lingua-franca-situations'
Karlfried Knapp and Christiane Meierkord (eds.)	2002	*Lingua Franca Communication*
Georges Lüdi	2002	'Braucht Europa eine lingua franca?'
Brian McCluskey	2002	'English as a Lingua Franca for Europe'
Sandra Lee McKay	2002	*Teaching English as an International Language*

Christina Meierkord and Karlfried Knapp	2002	'Approaching Lingua Franca Communication'
Barbara Seidlhofer	2002	'The shape of things to come? Some basic questions about English as a lingua franca'
Barbara Seidlhofer	2002	'*Habeas corpus* and *divide et impera:* 'Global English' and applied linguistics'
Ivor Timmis	2002	'Native-speaker norms and International English: a classroom view'
Chiaki Yamaguchi	2002	'Towards International English in EFL Classrooms in Japan'
Ulrich Ammon	2003	'The Decline of German and the Rise of English as International Languages of the Sciences'
Robert J. Baumgardner and Kimberley Brown	2003	'World Englishes: ethics and pedagogy'
Alan Davies, Liz Hamp-Lyons and Charlotte Kemp	2003	'Whose Norms? International Proficiency Tests in English'
Helene Decke-Cornill	2003	''We would have to invent the language we are supposed to teach': The issue of English as a Lingua Franca in language education in Germany'
Martin Dewey	2003	'Codifying lingua franca English'
Juliane House	2003	'English as a lingua franca: A threat to miltilingualism?'
Werner Hüllen	2003	'Global English- Desired and Dreaded'
I-Chun (Vicky) Kuo	2003	'Addressing the issue of teaching English as a lingua franca'
Ian MacKenzie	2003	'English as a Lingua Franca and European Universities'
Christian Mair	2003	*The Politics of English as a World Language: New Horizons in Postcolonial Cultural Studies*
Aya Matsuda	2003	'Incorporating world Englishes in teaching English as an international language'
Anna Mauranen	2003	'The Corpus of English as Lingua Franca in Academic Settings'
Gunnel Melchers and Philip Shaw	2003	*World Englishes. An Introduction*
David Nunan	2003	'The impact of English as a global language on educational policies and practices in the Asia-Pacific Region'
Ulrike Pölzl	2003	'Signalling cultural identity: the use of L1/Ln in ELF'
Barbara Seidlhofer	2003	*A Concept of International English and Related Issues: From 'Real English' To 'Realistic English'?*
Barbara Seidlhofer	2003	'Lexicogrammar in ELF: Some findings from VOICE'

Barbara Seidlhofer and Jennifer Jenkins	2003	'English as a lingua franca and the politics of property'
Ute Smit	2003	'English as a lingua franca (ELF) as medium of learning in hotel management educational program: An applied linguistic approach'
Kingsley K. Bolton	2004	'World Englishes'
Claus Gnutzmann	2004	'English as a Lingua Franca'
Jennifer Jenkins	2004	'ELF at the gate: the position of English as a lingua franca'
Martin A. Kayman	2004	'The State of English as a Global Language: Communicating Culture'
Enric Llurda	2004	'Non-native-speaker teachers and English as an International Language'
Tom McArthur	2004	'Is it *world* or *international* or *global* English, and Does it Matter?'
Christiane Meierkord	2004	'Syntactic variation in interactions across international Englishes'
Kanavillil Rajagopalan	2004	'The concept of 'World English'and its implication of ELT'
Barbara Seidlhofer	2004	'Research perspectives on teaching English as a Lingua Franca'
Angelika Breiteneder	2005	'The naturalness of English as a European lingua franca: The case of the "third person –s"'
Tina Brkinjač	2005	*Humour in English as a lingua franca* [MA thesis]
Anthony Bruton	2005	'World English: the medium or the learning? A reply to Kanavillil Rajagopalan'
Anne Burns	2005	*Teaching English from a Global Perspective*
Channing Burt	2005	'What Is International English?'
Rebecca M. Dauer	2005	'The Lingua Franca Core: A New Model for Pronunciation Instruction?'
Martin Dewey	2005	'English as a Lingua Franca in a globalized framework'
Elizabeth J. Erling	2005	'The Many Names of English: A Discussion of the Variety of Labels Given to the Language in its Worldwide Role'
Claus Gnutzmann and Frauke Intemann	2005	*The Globalization of English and the English Language Classroom*
Joachim Grzega	2005	'Reflections on Concepts of English for Europe: British English, American English, Euro-English, Global English'
Joachim Grzega	2005	'Towards Global English Via Basic Global English (BGE): Socioeconomic and Pedagogic Ideas for European and Global Language (with Didactic Examples for Native Speakers of German)'
Adrian Holliday	2005	*The Struggle to Teach English as an International*

		Language
Jennifer Jenkins	2005	'The ABC of ELT... "ELF"'
Anne Kivistö	2005	*Accents of English as a Lingua Franca: A Study of Finnish Textbooks* [Pro Gradu thesis]
Anna Mauranen	2005	'English as a Lingua Franca: An Unknown Language?'
Jean- Paul Nerrière, Phillipe Dufresne and Jacques Bourgon	2005	*Découvrez le globish: L'anglais allégé en 26 étapes*
Roger Nunn	2005	'Competence and Teaching English as an International Language'
Ulrike Pölzl	2005	*Exploring the Third Space: Negotiating Culture in English as a Lingua Franca* [PhD Thesis]
Luke Prodromou	2005	*"You see, it's sort of trick for the L2-user": The puzzle of idiomaticity in English as a lingua franca* [PhD thesis]
Barbara Seidlhofer	2005	'Key Concepts in ELT. English as a lingua franca'
Barbara Seidlhofer	2005	'English as a lingua franca', in: *Oxford Advanced Learner's Dictionary of Current English*
Barbara Seidlhofer	2005	'English as a lingua franca'
Nicos C. Sifakis and Areti-Maria Sougari	2005	'Pronunciation Issues and EIL Pedagogy in the Periphery: A Survey of Greek State School Teachers' Beliefs'
Bill Templer	2005	'Towards a People's English: Back to BASIC in EIL'
Kingley K. Bolton and Braj B. Kachru	2006	*World Englishes: critical concepts in linguistics*
Kingsley K. Bolton	2006	'Varieties of World Englishes'
Suresh A. Canagarajah	2006	'Negotiating the local in English as a lingua franca'
Suresh A. Canagarajah	2006	'Changing communicative needs, revised assessment objectives: Testing English as an International Language'
Suresh A. Canagarajah	2006	'The Place of World Englishes in Composition: Pluralization Continued'
Alessia Cogo and Martin Dewey	2006	'Efficiency in ELF Communication: From Pragmatic Motives to Lexico-grammatical Innovation'
David Graddol	2006	*English Next. Why global English may mean the end of 'English as a Foreign Language'*
Joachim Grzega	2006	'Developing More than Just Linguistics Competence-The Model LdL for Teaching Foreign Languages with a Note on Basic Global English'
Joachim Grzega	2006	'Globish and Basic Global English (BGE): Two

		Alternatives for a Rapid Acquisition of Communicative Competence in a Globalized World?'
Niina Hynninen	2006	*Cultural Discourses in CEF: How Do They Relate to ELF?* [Pro Gradu thesis]
Jennifer Jenkins	2006	'Current Perspectives on Teaching World Englishes and English as a Lingua Franca'
Jennifer Jenkins	2006	'Points of view and blind spots: ELF and SLA'
Jennifer Jenkins	2006	'The spread of EIL: a testing time for testers'
Braj B. Kachru, Yamuna Kachru and Cecil L. Nelson	2006	*The Handbook of World Englishes*
Andy Kirkpatrick	2006	'Which model of English: Native-speaker, nativized or lingua franca?'
Christiane Meierkord	2006	'Lingua franca communication- standardization versus self-regularization'
Christiane Meierkord	2006	'Lingua Franca Communication Past and Present'
Lucy Pickering	2006	'Current Research on Intelligibility in English as a Lingua Franca'
Ulrike Pölzl and Barbara Seidlhofer	2006	'In and on their own terms: the 'habitat factor' in English as a lingua franca interactions'
Rani Rubdy and Mario Saraceni	2006	*English in the World*
Barbara Seidlhofer, Angelika Breiteneder and Marie-Luise Pitzl	2006	'English as a lingua franca in Europe: Challenges for Applied Linguistics'
Barbara Seidlhofer	2006	'English as a lingua franca in the expanding circle: What it isn't'
Nicos C. Sifakis	2006	'Teaching EIL: Teaching *international* or *intercultural* English? What teachers should know'
Peter K.W.Tan, Vincent B.Y.Ooi and Andy K.L.Chiang	2006	'World Englishes or English as a lingua franca? A view from the perspective of Non-Anglo Englishes'
Ahmet Acar	2007	'Standards and Competence in English as an International Language Pedagogy'
Cem Alptekin	2007	'Teaching ELF as a language in its own right: communication or prescriptivism'
Suresh A. Canagarajah	2007	'Lingua Franca English, Multilingual Communities, and Language Acquisition'
Martin Dewey	2007	'English as a lingua franca and globalization: an interconnected perspective'
Martin Dewey	2007	*English as a lingua franca: an empirical study of innovation in lexis and grammar* [MA thesis]
Rias van den Doel	2007	'International intelligibility in EIL'

Juliane House	2007	'Unity in diversity: English as a lingua franca for Europe'
Cornelia Hülmbauer	2007	'"You moved, aren't?" – The relationship between lexicogrammatical correctness and communicative effectiveness in English as a lingua franca'
Jenniger Jenkins	2007	*English as a Lingua Franca: Attitude and Identity*
Andy Kirkpatrick	2007	*World Englishes. Implications for International Communication and English Language Teaching*
Theresa Klimpfinger	2007	'"Mind you, sometimes you have to mix"– The role of code-switching in English as a lingua franca'
Julia Lichtkoppler	2007	'"Male. Male." – "Male?" – "The sex is male." The role of repetition in English as a lingua franca conversations'
Alastair Pennycook	2007	*Global Englishes and Transcultural Flows*
Edgar W. Schneider	2007	*Postcolonial English: Varieties around the world*
Edgar W. Schneider	2007	*English Around the World. An Introduction*
Barbara Seidlhofer	2007	'Common Property: English as a Lingua Franca in Europe'
Nicos C. Sifakis	2007	'The education of teachers of English as a lingua franca: a transformative perspective'
Yasukata Yano	2007	'English as an International Language: Its Past, Present, and Future'
Margie Berns	2008	'World Englishes, English as a lingua franca, and intelligibility'
Tonje M. Caine	2008	'Do You Speak Global?: The Spread of English and the Implications for English Language Teaching'
Alessia Cogo	2008	'English as a Lingua Franca: form follows fuction'
Joachim Grzega	2008	'Lingua Franca English as a Way to Intercultural and Transcultural Competence: Basic Global English (BGE) and Other Concepts of English as a Lingua Franca'
Maria Grazia Guido	2008	*English as a Lingua Franca in Cross- Cultural Immigration Domains*
Cornelia Hülmbauer, Heike Böhringer and Barbara Seidlhofer	2008	'Introducing English as a lingua franca (ELF): Precursor and partner in intercultural communication'
Allan James	2008	'New Englishes as Post-geographic Englishes in Lingua Franca Use'
Yamuna Kachru and Larry E. Smith	2008	*Cultures, Contexts, and World Englishes*
Shi Ling	2008	'World Englishes and English language teaching'

Silke Majanen	2008	*English as a Lingua Franca: Teachers' Discourse on Accent and Identity* [Ma thesis]
Rajend Meshtrie and Rakesh M. Bhatt	2008	*World Englishes. The Study of New Linguistic Varieties*
Le Ha Phan	2008	*Teaching English as an International Language. Identity, Resistance and Negotiation*
Robert Phillipson	2008	'*Lingua franca* or *lingua frankensteinia*? English in European integration and globalisation'
Luke Prodromou	2008	*English as a Lingua Franca. A Corpus-based Analysis*
Mario Rinvolucri	2008	'What sort of standard does English as a Lingua Franca (ELF) need to reach? A response to Jenkins',
Nicos C- Sifakis	2008	'Towards a transformative framework for the professional preparation of ELF teachers'
Will Baker	2009	'The Cultures of English as a Lingua Franca'
Margie Berns	2009	'English as lingua franca and English in Europe'
Angelika Breiteneder	2009	'English as a lingua franca in Europe: an empirical perspective'
Phyllis Ghim-Lian Chew	2009	*Emergent Lingua Francas and World Orders. The Politics and Place of English as a World Language*
Alessia Cogo	2009	'Accommodating Difference in ELF Conversations: A Study of Pragmatic Strategies'
Martin Dewey	2009	'English as a Lingua Franca: Heightened Variability and Theoretical Implications'
Gibson Ferguson	2009	'Issues in researching English as a lingua franca: a conceptual enquiry'
Alan Firth	2009	'The "lingua franca" factor'
Enrico Grazzi	2009	'Which English? Whose English?'
Juliane House	2009	'Introduction: The pragmatics of English as a Lingua Franca'
Juliane House	2009	'Subjectivity in English as Lingua Franca discourse: The case of *you know*'
Ela Hujala	2009	*English as a Lingua Franca in the Workplace: One-size-fits-all?* [MA thesis]
Cornelia Hülmbauer	2009	'"We don't take the right way. We just take the way that we think you will understand" – The Shifting Relationship between Correctness and Effectiveness in ELF'
Jennifer Jenkins	2009	'English as a lingua franca: interpretations and attitudes'
Jennifer Jenkins	2009	*World Englishes. A resource book for students*
Jennifer Jenkins	2009	'Exploring Attitudes towards English as a Lingua Franca in the East Asian Context'
Jennifer Jenkins	2009	'(Un)pleasant? (In)correct? (Un)intelligible? ELF Speakers' Perceptions of Their Accents'
Theresa Klimpfinger	2009	'"She's mixing the two languages together" – Forms and Functions of Code-Switching in English as a Lingua Franca'

Gerhard Leitner	2009	*Weltsprache Englisch: Vom angelsächsischen Dialekt zur globalen Lingua franca*
Enric Llurda	2009	'Attitudes Towards English as an International Language: The Pervasiveness of Native Models Among L2 Users and Teachers'
Anna Mauranen and Elina Ranta (eds.)	2009	*English as a Lingua Franca. Studies and Findings*
Anna Mauranen	2009	'Chunking in ELF: Expressions for managing interaction'
Marko Modiano	2009	'Inclusive/exclusive? English as a lingua franca in the European Union'
Kumiko Murata and Jennifer Jenkins	2009	*Global Englishes in Asian Context: Current and Future Debates*
Kumiko Murata and Jennifer Jenkins	2009	'Introduction: Global Englishes from Global Perspectives'
Jean- Paul Nerrière and David Hon	2009	*Globish the World Over*
Anne Pakir	2009	'English as a lingua franca: analyzing research frameworks in international English, world Englishes, and ELF'
Alastair Pennycook	2009	'Plurilithic Englishes: Towards a 3D Model'
Lucy Pickering	2009	'Intonation as a pragmatic resource in ELF interaction'
Marie-Lusie Pitzl	2009	'"We should not wake up any dogs": Idiom and Metaphor in ELF'
Chee Sau Pung	2009	*Beyond the Three Circles: A New Model for World Englishes* [MA thesis]
Kateřina Řepová	2009	'The Phonology of English as an International Language: Implications for the Classroom'
Barbara Seidlhofer and Margie Berns	2009	'Perspectives on English as a lingua franca: introduction'
Barbara Seidlhofer	2009	'Common ground and different realities: world Englishes and English as a lingua franca'
Barbara Seidlhofer and Henry Widdowson	2009	'Accomodation and the idiom principle in English as a Lingua Franca'
Farzad Sharifian	2009	*English as an International Language. Perspectives and Pedagogical Issues*
Jana Turečková	2009	*Mezinárodní angličtina a výuka jazyků* [MA Thesis]
Yasukata Yano	2009	'English as an international lingua franca: from societal to individual'
	2010	*Lingua Franca: Chimera or Reality*
Lindsay Clanfield	2010	*Global*

Alessia Cogo and Jennifer Jenkins	2010	'English as a Lingua Franca in Europe: A mismatch between policy and practice'
Alessia Cogo	2010	'French is French, English is English: Standard language ideology in ELF debates'
Nikolas Coupland	2010	*The Handbook of Language and Globalization*
Martin Dewey and Jennifer Jenkins	2010	'English as a Lingua Franca in the Global Context: Interconnectedness, Variation and Change'
Roberta Facchinetti, David Crystal and Barbara Seidlhofer	2010	*From International to Local English - and Back Again*
Cesare Gagliardi and Alan Maley	2010	*EIL, ELF, Global English: Teaching and Learning Issues*
Juliane House	2010	'The Pragmatics of English as a lingua franca'
Jagdish Kaur	2010	'Achieving mutual understanding in world Englishes'
Andy Kirkpatrick	2010	*The Routledge Handbook of World Englishes*
Hyejin Ku nd Asaf Zussman	2010	'Lingua franca: The role of English in international trade'
Theresa Lillis, Ann Hewings, Dimitra Vladimirou and Mary Jane Curry	2010	'The geolinguistics of English as an academic lingua franca: citation practice across English- medium national and English-medium international journals'
Anna Mauranen	2010	'Features of English as a lingua franca in academia'
Robert McCrum	2010	*Globish: How the English Language Became the World's Language*
Elizabeth Noble	2010	*Winners Speak Globish*
Nicholas Ostler	2010	*The Last Lingua Franca: English until the Return of Babel*
Mukul Saxena and Tope Omoniyi	2010	*Contending with Globalization in World Englishes*
Barbara Seidlhofer	2010	'Giving VOICE to English as a Lingua Franca'
Barbara Seidlhofer	2010	'Lingua Franca English: The European Context'
Ute Smit	2010	*English as a Lingua Franca in Higher Education: A Longitudinal Study of Classroom Discourse*
Nadine Zeiss	2010	*English as a European Lingua Franca: Changing Attitudes in an Inter-Connected World* [Ma thesis]
Azra Ahmed, Graeme Cane and Mehnaz Hanzala	2011	*Teaching English in Multilingual Contexts: Challenges and Future Directions*
Alasdair Archibald, Alessia Cogo and Jennifer Jenkins	2011	*Latest Trends in ELF Research*
Beyza Björkman	2011	'The pragmatics of English as a lingua franca in the

		international university: Introduction'
Beyza Björkman	2011	'Pragmatic strategies in English as an academic lingua franca: Ways of achieving communicative effectiveness'
Hartmut Haberland	2011	'Ownership and maintenance of a language in transnational use: Should we leave our *lingua franca* alone?'
Niina Hynninen	2011	'The practice of "mediation" in English as a lingua franca interaction'
Jennifer Jenkins	2011	'Accommodating (to) ELF in the international university'
Jennifer Jenkins	2011	'Global English and the teaching of pronunciation'
Yamuna Kachru	2011	'World Englishes: Contexts and Relevance for Language Education'
Annelie Knapp	2011	'Using English as a lingua franca for (mis-)managing conflict in an international university context: An example from a course in engineering'
Ragnhild Ljosland	2011	'English as an academic lingua franca: Language policies and multilingual practices in a Norwegian university'
Sandra Lee McKay	2011	'English as an International Lingua Franca Pedagogy'
Marie-Luise Pitzl	2011	*Creativity in English as a lingua franca: Idiom and metaphor* [PhD thesis]
Barbara Seidlhofer	2011	*Understanding English as a Lingua Franca*
Tamah Sherman and Dagmar Sieglová	2011	'Perceptions of ELF in Czech secondary schools: National identity and social differentiation'

APPENDIX 3 ELF researchers and publications

Author	Publication	Title
Alan Firth	1990	'"Lingua franca" negotiations: Towards an interactional approach'
Jürgen Beneke	1991	'Englisch als lingua franca oder als Medium interkultureller Kommunikation'
Karsten Gramkow Andersen	1993	*Lingua franca discourse* [MA thesis]
Alan Firth	1996	'The discursive accomplishment of normality: On "lingua franca" English and conversation analysis'
Braj B. Kachru	1996	'English as lingua franca'
Juliane House	1999	'Misunderstanding in intercultural communication: Interactions in English as a lingua franca and the myth of mutual intelligibility'
Marko Modiano	1999	'Standard English(es) and Educational Practices for the World's Lingua Franca'
Allan R. James	2000	'English as a European Lingua franca. Current Realities and Existing Dichotomies'
Christiane Meierkord	2000	'Interpreting successful lingua franca interaction: An analysis of non-native-/non-native small talk conversations in English'
Barbara Seidlhofer	2000	'Mind the gap: English as a mother tongue vs English as a *lingua franca'*
Jennifer Jenkins and Barbara Seidlhofer	2001	'Bringing Europe's Lingua Franca into the Classroom'
Anne Pakir	2001	'English as lingua franca: multiforms, multimedia, multi-disciplines'
Barbara Seidlhofer	2001	'Closing a conceptual gap: the case for a description of English as a lingua franca'
Barbara Seidlhofer	2001	'Making the case for a corpus of English as a lingua franca'
Elke Hollander	2002	*Is ELF a pidgin? A corpus-based study of the grammar of English as a lingua franca* [MA thesis]
Juliane House	2002	'Pragmatic competence in lingua franca English'
Karlfried Knapp	2002	'The fading out of the non-native speaker: native speaker dominance in lingua-franca-situations'
Karlfried Knapp and Christiane Meierkord (eds.)	2002	*Lingua Franca Communication*
Georges Lüdi	2002	'Braucht Europa eine lingua franca?'
Brian McCluskey	2002	'English as a Lingua Franca for Europe'

Christina Meierkord and Karlfried Knapp	2002	'Approaching Lingua Franca Communication'
Barbara Seidlhofer	2002	'The shape of things to come? Some basic questions about English as a lingua franca'
Helene Decke-Cornill	2003	'"We would have to invent the language we are supposed to teach": The issue of English as a Lingua Franca in language education in Germany'
Martin Dewey	2003	'Codifying lingua franca English'
Juliane House	2003	'English as a lingua franca: A threat to miltilingualism?'
I-Chun (Vicky) Kuo	2003	'Addressing the issue of teaching English as a lingua franca'
Ian MacKenzie	2003	'English as a Lingua Franca and European Universities'
Anna Mauranen	2003	'The Corpus of English as Lingua Franca in Academic Settings'
Ulrike Pölzl	2003	'Signalling cultural identity: the use of L1/Ln in ELF'
Barbara Seidlhofer	2003	'Lexicogrammar in ELF: Some findings from VOICE'
Barbara Seidlhofer and Jennifer Jenkins	2003	'English as a lingua franca and the politics of property'
Ute Smit	2003	'English as a lingua franca (ELF) as medium of learning in hotel management educational program: An applied linguistic approach'
Claus Gnutzmann	2004	'English as a Lingua Franca'
Jennifer Jenkins	2004	'ELF at the gate: the position of English as a lingua franca'
Barbara Seidlhofer	2004	'Research perspectives on teaching English as a Lingua Franca'
Angelika Breiteneder	2005	'The naturalness of English as a European lingua franca: The case of the "third person -s"'
Tina Brkinjač	2005	*Humour in English as a lingua franca* [MA thesis]
Rebecca M. Dauer	2005	'The Lingua Franca Core: A New Model for Pronunciation Instruction?'
Martin Dewey	2005	'English as a Lingua Franca in a globalized framework'
Jennifer Jenkins	2005	'The ABC of ELT... "ELF"'
Anne Kivistö	2005	*Accents of English as a Lingua Franca: A Study of Finnish Textbooks* [Pro Gradu thesis]
Anna Mauranen	2005	'English as a Lingua Franca: An Unknown Language?'
Ulrike Pölzl	2005	*Exploring the Third Space: Negotiating Culture in English as a Lingua Franca* [PhD Thesis]
Luke Prodromou	2005	*"You see, it's sort of trick for the L2-user": The*

		puzzle of idiomaticity in English as a lingua franca [PhD thesis]
Barbara Seidlhofer	2005	'Key Concepts in ELT. English as a lingua franca'
Barbara Seidlhofer	2005	'English as a lingua franca', in: *Oxford Advanced Learner's Dictionary of Current English*
Barbara Seidlhofer	2005	'English as a lingua franca'
Suresh A. Canagarajah	2006	'Negotiating the local in English as a lingua franca'
Alessia Cogo and Martin Dewey	2006	'Efficiency in ELF Communication: From Pragmatic Motives to Lexico-grammatical Innovation'
Niina Hynninen	2006	*Cultural Discourses in CEF: How Do They Relate to ELF?* [Pro Gradu thesis]
Jennifer Jenkins	2006	'Current Perspectives on Teaching World Englishes and English as a Lingua Franca'
Jennifer Jenkins	2006	'Points of view and blind spots: ELF and SLA'
Andy Kirkpatrick	2006	'Which model of English: Native-speaker, nativized or lingua franca?'
Christiane Meierkord	2006	'Lingua franca communication- standardization versus self-regularization'
Christiane Meierkord	2006	'Lingua Franca Communication Past and Present'
Lucy Pickering	2006	'Current Research on Intelligibility in English as a Lingua Franca'
Ulrike Pölzl and Barbara Seidlhofer	2006	'In and on their own terms: the 'habitat factor' in English as a lingua franca interactions'
Barbara Seidlhofer, Angelika Breiteneder and Marie-Luise Pitzl	2006	'English as a lingua franca in Europe: Challenges for Applied Linguistics'
Barbara Seidlhofer	2006	'English as a lingua franca in the expanding circle: What it isn't'
Peter K.W.Tan, Vincent B.Y.Ooi and Andy K.L.Chiang	2006	'World Englishes or English as a lingua franca? A view from the perspective of Non-Anglo Englishes'
Cem Alptekin	2007	'Teaching ELF as a language in its own right: communication or prescriptivism'
Suresh A. Canagarajah	2007	'Lingua Franca English, Multilingual Communities, and Language Acquisition'
Martin Dewey	2007	'English as a lingua franca and globalization: an interconnected perspective'
Martin Dewey	2007	*English as a lingua franca: an empirical study of innovation in lexis and grammar* [doctoral thesis]
Juliane House	2007	'Unity in diversity: English as a lingua franca for Europe'
Cornelia	2007	'"You moved, aren't?" – The relationship between

Hülmbauer		lexicogrammatical correctness and communicative effectiveness in English as a lingua franca'
Jenniger Jenkins	2007	*English as a Lingua Franca: Attitude and Identity*
Theresa Klimpfinger	2007	'"Mind you, sometimes you have to mix"– The role of code-switching in English as a lingua franca'
Julia Lichtkoppler	2007	'"Male. Male." – "Male?" – "The sex is male." The role of repetition in English as a lingua franca conversations'
Barbara Seidlhofer	2007	'Common Property: English as a Lingua Franca in Europe'
Nicos C. Sifakis	2007	'The education of teachers of English as a lingua franca: a transformative perspective'
Margie Berns	2008	'World Englishes, English as a lingua franca, and intelligibility'
Alessia Cogo	2008	'English as a Lingua Franca: form follows fuction'
Joachim Grzega	2008	'Lingua Franca English as a Way to Intercultural and Transcultural Competence: Basic Global English (BGE) and Other Concepts of English as a Lingua Franca'
Maria Grazia Guido	2008	*English as a Lingua Franca in Cross- Cultural Immigration Domains*
Cornelia Hülmbauer, Heike Böhringer and Barbara Seidlhofer	2008	'Introducing English as a lingua franca (ELF): Precursor and partner in intercultural communication'
Allan James	2008	'New Englishes as Post-geographic Englishes in Lingua Franca Use'
Silke Majanen	2008	*English as a Lingua Franca: Teachers' Discourse on Accent and Identity* [Ma thesis]
Robert Phillipson	2008	'*Lingua franca* or *lingua frankensteinia*? English in European integration and globalisation'
Luke Prodromou	2008	*English as a Lingua Franca. A Corpus-based Analysis*
Mario Rinvolucri	2008	'What sort of standard does English as a Lingua Franca (ELF) need to reach? A response to Jenkins',
Nicos C. Sifakis	2008	'Towards a transformative framework for the professional preparation of ELF teachers'
Will Baker	2009	'The Cultures of English as a Lingua Franca'
Margie Berns	2009	'English as lingua franca and English in Europe'
Angelika Breiteneder	2009	'English as a lingua franca in Europe: an empirical perspective'
Phyllis Ghim-Lian Chew	2009	*Emergent Lingua Francas and World Orders. The Politics and Place of English as a World Language*
Allesia Cogo	2009	'Accommodating Difference in ELF Conversations: A Study of Pragmatic Strategies'
Martin Dewey	2009	'English as a Lingua Franca: Heightened Variability and Theoretical Implications'
Gibson Ferguson	2009	'Issues in researching English as a lingua franca: a conceptual enquiry'

Alan Firth	2009	'The "lingua franca" factor'
Juliane House	2009	'Introduction: The pragmatics of English as a Lingua Franca'
Juliane House	2009	'Subjectivity in English as Lingua Franca discourse: The case of *you know*'
Ela Hujala	2009	*English as a Lingua Franca in the Workplace: One-size-fits-all?* [MA thesis]
Cornelia Hülmbauer	2009	'"We don't take the right way. We just take the way that we think you will understand" – The Shifting Relationship between Correctness and Effectiveness in ELF'
Jennifer Jenkins	2009	'English as a lingua franca: interpretations and attitudes'
Jennifer Jenkins	2009	'Exploring Attitudes towards English as a Lingua Franca in the East Asian Context'
Jennifer Jenkins	2009	'(Un)pleasant? (In)correct? (Un)intelligible? ELF Speakers' Perceptions of Their Accents'
Theresa Klimpfinger	2009	'"She's mixing the two languages together" – Forms and Functions of Code-Switching in English as a Lingua Franca'
Gerhard Leitner	2009	*Weltsprache Englisch: Vom angelsächsischen Dialekt zur globalen Lingua franca*
Anna Mauranen and Elina Ranta (eds.)	2009	*English as a Lingua Franca. Studies and Findings*
Anna Mauranen	2009	'Chunking in ELF: Expressions for managing interaction'
Marko Modiano	2009	'Inclusive/exclusive? English as a lingua franca in the European Union'
Anne Pakir	2009	'English as a lingua franca: analyzing research frameworks in international English, world Englishes, and ELF'
Lucy Pickering	2009	'Intonation as a pragmatic resource in ELF interaction'
Marie-Luise Pitzl	2009	'"We should not wake up any dogs": Idiom and Metaphor in ELF'
Barbara Seidlhofer and Margie Berns	2009	'Perspectives on English as a lingua franca: introduction'
Barbara Seidlhofer	2009	'Common ground and different realities: world Englishes and English as a lingua franca'
Barbara Seidlhofer and Henry Widdowson	2009	'Accomodation and the idiom principle in English as a Lingua Franca'
Yasukata Yano	2009	'English as an international lingua franca: from societal to individual'
	2010	*Lingua Franca: Chimera or Reality*
Alessia Cogo and Jennifer Jenkins	2010	'English as a Lingua Franca in Europe: A mismatch between policy and practice'

Alessia Cogo	2010	'French is French, English is English: Standard language ideology in ELF debates'
Martin Dewey and Jennifer Jenkins	2010	'English as a Lingua Franca in the Global Context: Interconnectedness, Variation and Change'
Cesare Gagliardi and Alan Maley	2010	*EIL, ELF, Global English: Teaching and Learning Issues*
Juliane House	2010	'The Pragmatics of English as a lingua franca'
Hyejin Ku nd Asaf Zussman	2010	'Lingua franca: The role of English in international trade'
Theresa Lillis, Ann Hewings, Dimitra Vladimirou and Mary Jane Curry	2010	'The geolinguistics of English as an academic lingua franca: citation practice across English- medium national and English-medium international journals'
Anna Mauranen	2010	'Features of English as a lingua franca in academia'
Nicholas Ostler	2010	*The Last Lingua Franca: English until the Return of Babel*
Barbara Seidlhofer	2010	'Giving VOICE to English as a Lingua Franca'
Barbara Seidlhofer	2010	'Lingua Franca English: The European Context
Ute Smit	2010	*English as a Lingua Franca in Higher Education: A Longitudinal Study of Classroom Discourse*
Nadine Zeiss	2010	*English as a European Lingua Franca: Changing Attitudes in an Inter-Connected World* [Ma thesis]
Alasdair Archibald, Alessia Cogo and Jennifer Jenkins	2011	*Latest Trends in ELF Research*
Beyza Björkman	2011	'The pragmatics of English as a lingua franca in the international university: Introduction'
Beyza Björkman	2011	'Pragmatic strategies in English as an academic lingua franca: Ways of achieving communicative effectiveness'
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Ragnhild Ljosland	2011	'English as an academic lingua franca: Language policies and multilingual practices in a Norwegian university'
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Marie-Luise Pitzl	2011	*Creativity in English as a lingua franca: Idiom and metaphor* [PhD thesis]
Barbara Seidlhofer	2011	*Understanding English as a Lingua Franca*
Tamah Sherman and Dagmar Sieglová	2011	'Perceptions of ELF in Czech secondary schools: National identity and social differentiation'

APPENDIX 4 Simplified Englishes

SIMPLIFIED ENGLISHES (in chronological order)				
Author(s)	**Name(s)**	**Year**	**Nr. of words**	**References, Website(s)**
1. a. Charles Kay Ogden, Ivor Armstrong Bill Templer b. I.A. Richards, Christine Gibson	**Basic English**[312] **Simple English, Simple English Wikipedia** **Every man's English (EME)**	1930s 2005 1968 1974	850	Ogden, Charles Kay (1934) *The System of Basic English,* New York: Harcourt, Brace & Co. Ogden, Charles Kay (1968) *Basic English: International Second Language,* New York: Harcourt, Brace & World. Templer, Bill (2005) 'Towards a People's English: Back to BASIC in EIL', *Humanising Language Teaching* 7. www.hltmag.co.uk/sep05/mart05.htm http://ogden.basic-english.org/lbe.html http://ryotasan.jugem.jp/?eid=158
2. Wycliffe Associates, Wycliffe Bible Translators	**EasyEnglish**	1942?		http://www.easyenglish.info/
3. International Civil Aviation Organization (ICAO)	**Airspeak, air traffic control English** **Aviation English**	after WW II		Robertson, Fiona (2008) *Airspeak Coursebook and CD-ROM Pack*, Harlow: Pearson, Longman.
4. Michael West	**The General Service List (GSL)**	1953 1995	2000	West, Michael (1953) *A general service list of English words: with semantic frequencies and a supplementary word list for the writing of popular science and technology.* London: Longman. Bauman, John and Brent Culligan (1995) 'The General Service List', http://jbauman.com/gsl.html
5.Feba Radio	**Special English**	1959		http://www.voanews.com/learningenglish/home/wordbook/

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[312] The acronym stands for **B**ritish **A**merican **S**cientific **I**nternational **C**ommercial.

6. Lancelot Thomas Hogben, Jane Hogben, Maureen Cartwright	**Essential World English**	1963		Hogben, Lancelot Thomas, Jane Hogben and Maureen Cartwright (1963) *Essential World English*, London: Michael Joseph.
7.Catepillar, Inc. & CarnegieMellon University's Center for Machine Translation (CMT) and Carnegie Group Incorporated (CGI)	**Caterpillar Technical English (CTE)**[313]	1972	850	
8. J. Van Ek, L.G. Alexander	**Threshold Level English**	1975		Van Ek, Jan Ate (1976) *The Threshold Level for Modern Language Learning in Schools*. Strasbourg: Longman.
9. Suzuki, T.	**Englic**	1975		Listed in: Yano 2001: 128.
10. Randolph Quirk, Gabriele Stein	**Nuclear English**[314]	1979 1981		Stein, Gabriele (1979) 'Nuclear English: Reflections on the Structure of Its Vocabulary', *Poetica* 10, 64–76. Quirk, Randolph (1981) 'International Communication and the Concept of Nuclear English', in: Larry E. Smith (ed.) *English for Cross-Cultural Communication*, London: Macmillan, 151–165.
11.specialists in maritime communications and applied linguists, Plymouth, Cambridge	**Seaspeak**[315]	early 1980s		Strevens, Peter D. and Frederick Fowler Weeks (1984) *Seaspeak Reference Manual*, Oxford/New York: Pergamon Press.
12.	**Simplified English**, **Simplified Technical English (STE), ASD-STE 100**[316]	1980s	875	http://www.asd-ste100.org/

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[313] Several companies (e.g. Avaya, Boeing, Caterpillar, Ericsson, Kodak, IBM, Rolls-Royce, Saab Systems, Sun Microsystems, Xerox, etc.) have developed their own simplified English-based languages; this list only includes a few of those.

[314] Not to be confused with Nuclear English, i.e. for ESP learners working in nuclear industry: Gorlin, Serge (2005) *Nuclear English: Language Skills for a Globalizing Industry,* London: World Nuclear University Press.

[315] Defined by OCEL (2005: 534) as a 'restricted language'.

[316] Used by Rolls-Royce, Saab Systems companies.

13.a non-profit organization The World Language Process	**World Language Process, Universal World Language, ACCESS System**[317]	1984 1993		http://www.worldlanguageprocess.org/
14.University of Zurich	**Attempto Controlled English (ACE)**	1995, 2004		http://attempto.ifi.uzh.ch/site
15.	**IBM - Easy English**	1990s		http://www.tomshardware.com/picturestory/519-3-ibm-research-project.html http://www.muegge.cc/controlled-language.htm[318] Bernth, Arendse (1997) 'EasyEnglish: A Tool for Improving Document Quality', *Proceedings of the Fifth Conference on Applied Natural Language Processing*, 159-165.
16.Madhukar Gogate	**Globish**	1998	1000 2000	http://www.mngogate.com/ http://www.fortunecity.com/victorian/vangogh/555/Spell/globish.html
17.Jean-Paul Nerrière	**Globish**	2004	1500	http://www.globish.com/ McCrum, Robert (2010) *Globish: How the English Language Became the World's Language*, New York/London: W. W. Norton & Company Nerrière, Jean-Paul, Dufresne, Pierre, Bourgon, Jacques (2005) *Découvrez le globish: L´anglais allégé en 26 étapes*, Paris: Eyrolles. Nerrière, Jean-Paul and David Hon (2009) *Globish The World Over,* Paris: International Globish Institute. Noble, Elizabeth (2010) *Winners Speak Globish,* Los Gatos: Smashwords.
18.Joachim Grzega	**Basic Global English (BGE)** **Advanced Global English** **Global English for Academic**	2005	750 + 250	http://www.basicglobalenglish.com/ http://www.grzega.de Grzega, Joachim (2005a) 'Reflections on Concepts of English for Europe: British English, American English, Euro-English, Global English', *Journal for EuroLinguistiX 2,* 44-64. — (2005b) 'Towards Global English Via Basic Global English (BGE): Socioeconomic and Pedagogic Ideas for European and Global Language (with Didactic Examples for Native Speakers of German)', *Journal for EuroLinguistiX 2,* 65-164. — (2006a) 'Developing More than Just Linguistics Competence: The Model LdL for

[317] The acronym stands for **A**uxiliary **C**losed **C**aptioned **E**nglish with **S**implified **S**pelling.
[318] This website provides a list of organizations that use a controlled language.

| | Contexts (GE-A) | | | Teaching Foreign Languages with a Note on Basic Global English', *Humanising Language Teaching* 8. Retrieved April 12, 2011, from <http://www.hltmag.co.uk/sep06/ mart01.htm>. |
| | **Global English for Business Contexts (GE-B)** | | | —   (2006b) 'Globish and Basic Global English (BGE): Two Alternatives for a Rapid Acquisition of Communicative Competence in a Globalized World?', *Journal for EuroLinguistiX* 3, 1-13. |
| | **Global English for Casual Contexts (GE-C)** | | | —   (2008) 'Lingua Franca English as a Way to Intercultural and Transcultural Competence: Basic Global English (BGE) and Other Concepts of English as a Lingua Franca', *Journal for EuroLinguistiX 5,* 134-161. |

APPENDIX 5 Basic English

BASIC ENGLISH

OPERATIONS ETC. (100)

COME, GET, GIVE, GO, KEEP, LET, MAKE, PUT, SEEM, TAKE, BE, DO, HAVE, SAY, SEE, SEND, MAY, WILL, ABOUT, ACROSS, AFTER, AGAINST, AMONG, AT, BEFORE, BETWEEN, BY, DOWN, FROM, IN, OFF, ON, OVER, THROUGH, TO, UNDER, UP, WITH, AS, FOR, OF, TILL, THAN, A, THE

ALL, ANY, EVERY, NO, OTHER, SOME, LITTLE, MUCH, SUCH, THAT, THIS, I, HE, YOU, WHO, AND, BECAUSE, BUT, OR, IF, THOUGH, WHILE, HOW, WHEN, WHERE, WHY, AGAIN, EVER, FAR, FORWARD, HERE, NEAR, NOW, OUT, STILL, THEN, THERE, TOGETHER, WELL, ALMOST, ENOUGH, EVEN, NOT, ONLY, QUITE, SO, VERY, TOMORROW, YESTERDAY, NORTH, SOUTH, EAST, WEST, PLEASE, YES

THINGS — 400 General

ACCOUNT, ACT, ADDITION, ADJUSTMENT, ADVERTISEMENT, AGREEMENT, AIR, AMOUNT, AMUSEMENT, ANIMAL, ANSWER, APPARATUS, APPROVAL, ARGUMENT, ART, ATTACK, ATTEMPT, ATTENTION, ATTRACTION, AUTHORITY, BACK, BALANCE, BASE, BEHAVIOUR, BELIEF, BIRTH, BIT, BITE, BLOOD, BLOW, BODY, BRASS, BREAD, BREATH, BROTHER, BUILDING, BURN, BURST, BUSINESS, BUTTER, CANVAS, CARE, CAUSE, CHALK, CHANCE

EDUCATION, EFFECT, END, ERROR, EVENT, EXAMPLE, EXCHANGE, EXISTENCE, EXPANSION, EXPERIENCE, EXPERT, FACT, FALL, FAMILY, FATHER, FEAR, FEELING, FICTION, FIELD, FIGHT, FIRE, FLAME, FLIGHT, FLOWER, FOLD, FOOD, FORCE, FORM, FRIEND, FRONT, FRUIT, GLASS, GOLD, GOVERNMENT, GRAIN, GRASS, GRIP, GROUP, GROWTH, GUIDE, HARBOUR, HARMONY, HATE, HEARING, HEAT

METAL, MIDDLE, MILK, MIND, MINE, MINUTE, MIST, MONEY, MONTH, MORNING, MOTHER, MOTION, MOUNTAIN, MOVE, MUSIC, NAME, NATION, NEED, NEWS, NIGHT, NOISE, NOTE, NUMBER, OBSERVATION, OFFER, OIL, OPERATION, OPINION, ORDER, ORGANIZATION, ORNAMENT, OWNER, PAGE, PAIN, PAINT, PAPER, PART, PASTE, PAYMENT, PEACE, PERSON, PLACE, PLANT, PLAY, PLEASURE

SENSE, SERVANT, SEX, SHADE, SHAKE, SHAME, SHOCK, SIDE, SIGN, SILK, SILVER, SISTER, SIZE, SKY, SLEEP, SLIP, SLOPE, SMASH, SMELL, SMILE, SMOKE, SNEEZE, SNOW, SOAP, SOCIETY, SON, SONG, SORT, SOUND, SOUP, SPACE, STAGE, START, STATEMENT, STEAM, STEEL, STEP, STITCH, STONE, STOP, STORY, STRETCH, STRUCTURE, SUBSTANCE, SUGAR

CHANGE, CLOTH, COAL, COLOUR, COMFORT, COMMITTEE, COMPANY, COMPARISON, COMPETITION, CONDITION, CONNECTION, CONTROL, COOK, COPPER, COPY, CORK, COTTON, COUGH, COUNTRY, COVER, CRACK, CREDIT, CRIME, CRUSH, CRY, CURRENT, CURVE, DAMAGE, DANGER, DAUGHTER, DAY, DEATH, DEBT, DECISION, DEGREE, DESIGN, DESIRE, DESTRUCTION, DETAIL, DEVELOPMENT, DIGESTION, DIRECTION, DISCOVERY, DISCUSSION, DISEASE, DISGUST, DISTANCE, DISTRIBUTION, DIVISION, DOUBT, DRINK, DRIVING, DUST, EARTH, EDGE

HELP, HISTORY, HOLE, HOPE, HOUR, HUMOUR, ICE, IDEA, IMPULSE, INCREASE, INDUSTRY, INK, INSECT, INSTRUMENT, INSURANCE, INTEREST, INVENTION, IRON, JELLY, JOIN, JOURNEY, JUDGE, JUMP, KICK, KISS, KNOWLEDGE, LAND, LANGUAGE, LAUGH, LAW, LEAD, LEARNING, LEATHER, LETTER, LEVEL, LIFT, LIGHT, LIMIT, LINEN, LIQUID, LIST, LOOK, LOSS, LOVE, MACHINE, MAN, MANAGER, MARK, MARKET, MASS, MEAL, MEASURE, MEAT, MEETING, MEMORY

POINT, POISON, POLISH, PORTER, POSITION, POWDER, POWER, PRICE, PRINT, PROCESS, PRODUCE, PROFIT, PROPERTY, PROSE, PROTEST, PULL, PUNISHMENT, PURPOSE, PUSH, QUALITY, QUESTION, RAIN, RANGE, RATE, RAY, REACTION, READING, REASON, RECORD, REGRET, RELATION, RELIGION, REPRESENTATIVE, REQUEST, RESPECT, REST, REWARD, RHYTHM, RICE, RIVER, ROAD, ROLL, ROOM, RUB, RULE, RUN, SALT, SAND, SCALE, SCIENCE, SEA, SEAT, SECRETARY, SELECTION, SELF

SUGGESTION, SUMMER, SUPPORT, SURPRISE, SWIM, SYSTEM, TALK, TASTE, TAX, TEACHING, TENDENCY, TEST, THEORY, THING, THOUGHT, THUNDER, TIME, TIN, TOP, TOUCH, TRADE, TRANSPORT, TRICK, TROUBLE, TURN, TWIST, UNIT, USE, VALUE, VERSE, VESSEL, VIEW, VOICE, WALK, WAR, WASH, WASTE, WATER, WAVE, WAX, WAY, WEATHER, WEEK, WEIGHT, WIND, WINE, WINTER, WOMAN, WOOD, WOOL, WORD, WORK, WOUND, WRITING, YEAR

THINGS — 200 Pictured

ANGLE, ANT, APPLE, ARCH, ARM, ARMY, BABY, BAG, BALL, BAND, BASIN, BASKET, BATH, BED, BEE, BELL, BERRY, BIRD, BLADE, BOARD, BOAT, BONE, BOOK, BOOT, BOTTLE, BOX, BOY, BRAIN, BRAKE, BRANCH, BRICK, BRIDGE, BRUSH, BUCKET, BULB, BUTTON, CAKE, CAMERA, CARD, CARRIAGE, CART, CAT, CHAIN, CHEESE, CHEST

KNEE, KNIFE, KNOT, LEAF, LEG, LIBRARY, LINE, LIP, LOCK, MAP, MATCH, MONKEY, MOON, MOUTH, MUSCLE, NAIL, NECK, NEEDLE, NERVE, NET, NOSE, NUT, OFFICE, ORANGE, OVEN, PARCEL, PEN, PENCIL, PICTURE, PIG, PIN, PIPE, PLANE, PLATE, PLOUGH, POCKET, POT, POTATO, PRISON, PUMP, RAIL, RAT, RECEIPT, RING, ROD

CHIN, CHURCH, CIRCLE, CLOCK, CLOUD, COAT, COLLAR, COMB, CORD, COW, CUP, CURTAIN, CUSHION, DOG, DOOR, DRAIN, DRAWER, DRESS, DROP, EAR, EGG, ENGINE, EYE, FACE, FARM, FEATHER, FINGER, FISH, FLAG, FLOOR, FLY, FOOT, FORK, FOWL, FRAME, GARDEN, GIRL, GLOVE, GOAT, GUN, HAIR, HAMMER, HAND, HAT, HEAD, HEART, HOOK, HORN, HORSE, HOSPITAL, HOUSE, ISLAND, JEWEL, KETTLE, KEY

ROOF, ROOT, SAIL, SCHOOL, SCISSORS, SCREW, SEED, SHEEP, SHELF, SHIP, SHIRT, SHOE, SKIN, SKIRT, SNAKE, SOCK, SPADE, SPONGE, SPOON, SPRING, SQUARE, STAMP, STAR, STATION, STEM, STICK, STOCKING, STOMACH, STORE, STREET, SUN, TABLE, TAIL, THREAD, THROAT, THUMB, TICKET, TOE, TONGUE, TOOTH, TOWN, TRAIN, TRAY, TREE, TROUSERS, UMBRELLA, WALL, WATCH, WHEEL, WHIP, WHISTLE, WINDOW, WING, WIRE, WORM

QUALITIES — 100 General

ABLE, ACID, ANGRY, AUTOMATIC, BEAUTIFUL, BLACK, BOILING, BRIGHT, BROKEN, BROWN, CHEAP, CHEMICAL, CHIEF, CLEAN, CLEAR, COMMON, COMPLEX, CONSCIOUS, CUT, DEEP, DEPENDENT, EARLY, ELASTIC, ELECTRIC, EQUAL, FAT, FERTILE, FIRST, FIXED, FLAT, FREE, FREQUENT, FULL, GENERAL, GOOD, GREAT, GREY, HANGING, HAPPY, HARD, HEALTHY, HIGH, HOLLOW, IMPORTANT, KIND

LIKE, LIVING, LONG, MALE, MARRIED, MATERIAL, MEDICAL, MILITARY, NATURAL, NECESSARY, NEW, NORMAL, OPEN, PARALLEL, PAST, PHYSICAL, POLITICAL, POOR, POSSIBLE, PRESENT, PRIVATE, PROBABLE, QUICK, QUIET, READY, RED, REGULAR, RESPONSIBLE, RIGHT, ROUND, SAME, SECOND, SEPARATE, SERIOUS, SHARP, SMOOTH, STICKY, STIFF, STRAIGHT, STRONG, SUDDEN, SWEET, TALL, THICK, TIGHT, TIRED, TRUE, VIOLENT, WAITING, WARM, WET, WIDE, WISE, YELLOW, YOUNG

QUALITIES — 50 Opposites

AWAKE, BAD, BENT, BITTER, BLUE, CERTAIN, COLD, COMPLETE, CRUEL, DARK, DEAD, DEAR, DELICATE, DIFFERENT, DIRTY, DRY, FALSE, FEEBLE, FEMALE, FOOLISH, FUTURE, GREEN, ILL, LAST, LATE, LEFT, LOOSE, LOUD, LOW, MIXED, NARROW, OLD, OPPOSITE, PUBLIC, ROUGH, SAD, SAFE, SECRET, SHORT, SHUT, SIMPLE, SLOW, SMALL, SOFT, SOLID

SPECIAL, STRANGE, THIN, WHITE, WRONG

EXAMPLES OF WORD ORDER

THE CAMERA MAN WHO MADE AN ATTEMPT TO TAKE A MOVING PICTURE OF THE SOCIETY WOMEN BEFORE THEY GOT THEIR HATS OFF DID NOT GET OFF THE SHIP TILL HE WAS QUESTIONED BY THE POLICE

WE WILL GIVE SIMPLE RULES TO YOU NOW

NO 'VERBS'

IT IS POSSIBLE TO GET ALL THESE WORDS ON THE BACK OF A BIT OF NOTEPAPER BECAUSE THERE ARE NO 'VERBS' IN BASIC ENGLISH

A WEEK OR TWO WITH THE RULES AND THE SPECIAL RECORDS GIVES COMPLETE KNOWLEDGE OF THE SYSTEM FOR READING OR WRITING

RULES

ADDITON OF 'S' TO THINGS WHEN THERE IS MORE THAN ONE

ENDINGS IN 'ER,' 'ING,' 'ED' FROM 300 NAMES OF THINGS

'LY' FORMS FROM QUALITIES

DEGREE WITH 'MORE' AND 'MOST'

QUESTIONS BY CHANGE OF ORDER, AND 'DO'

FORM-CHANGES IN NAMES OF ACTS, AND 'THAT,' 'THIS,' 'I,' 'HE,' 'YOU,' 'WHO,' AS IN NORMAL ENGLISH

MEASURES NUMBERS DAYS, MONTHS AND THE INTERNATIONAL WORDS IN ENGLISH FORM

THE ORTHOLOGICAL INSTITUTE LONDON

APPENDIX 6 Models of spread

Fig. 145 I. Strevens - A Map-and-branch Model (1980)
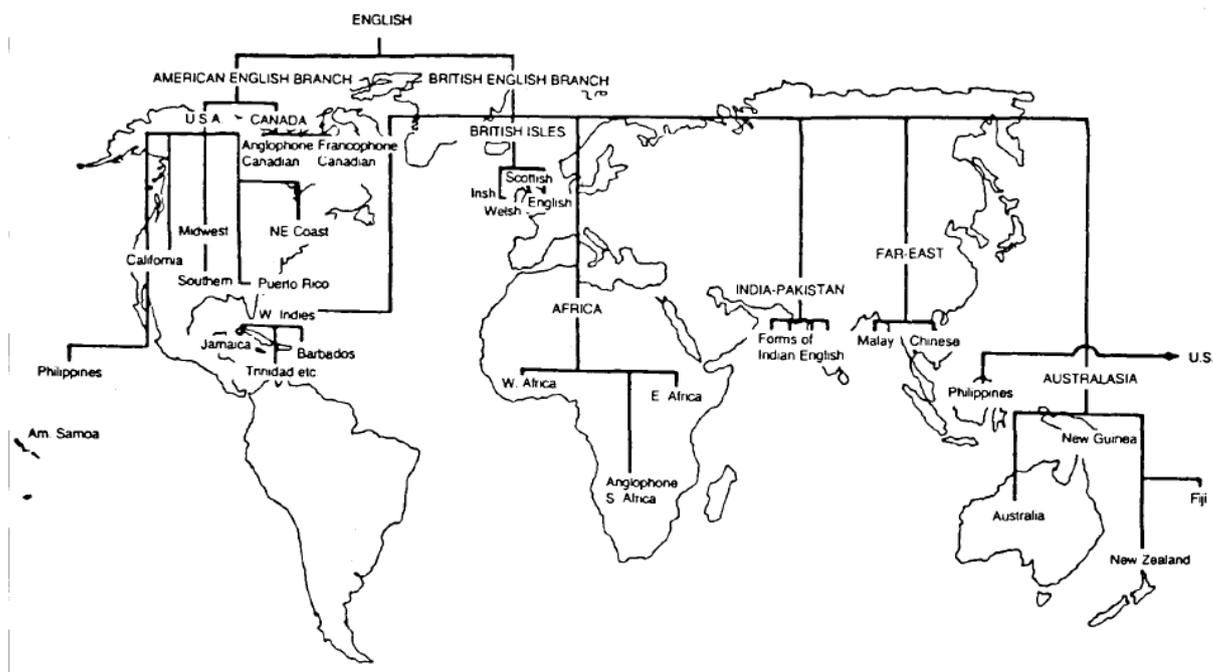
Source: McArthur, Tom (1998) *The English Languages,* Cambridge: CUP, 94.

Fig. 146 II. Kachru - Concentric Circles (1985)

Expanding circle

Outer circle

Inner circle
e.g. USA,
UK
320-380 million

e.g. India,
Singapore
300-500 million

e.g. China,
Russia
500-1,000 million
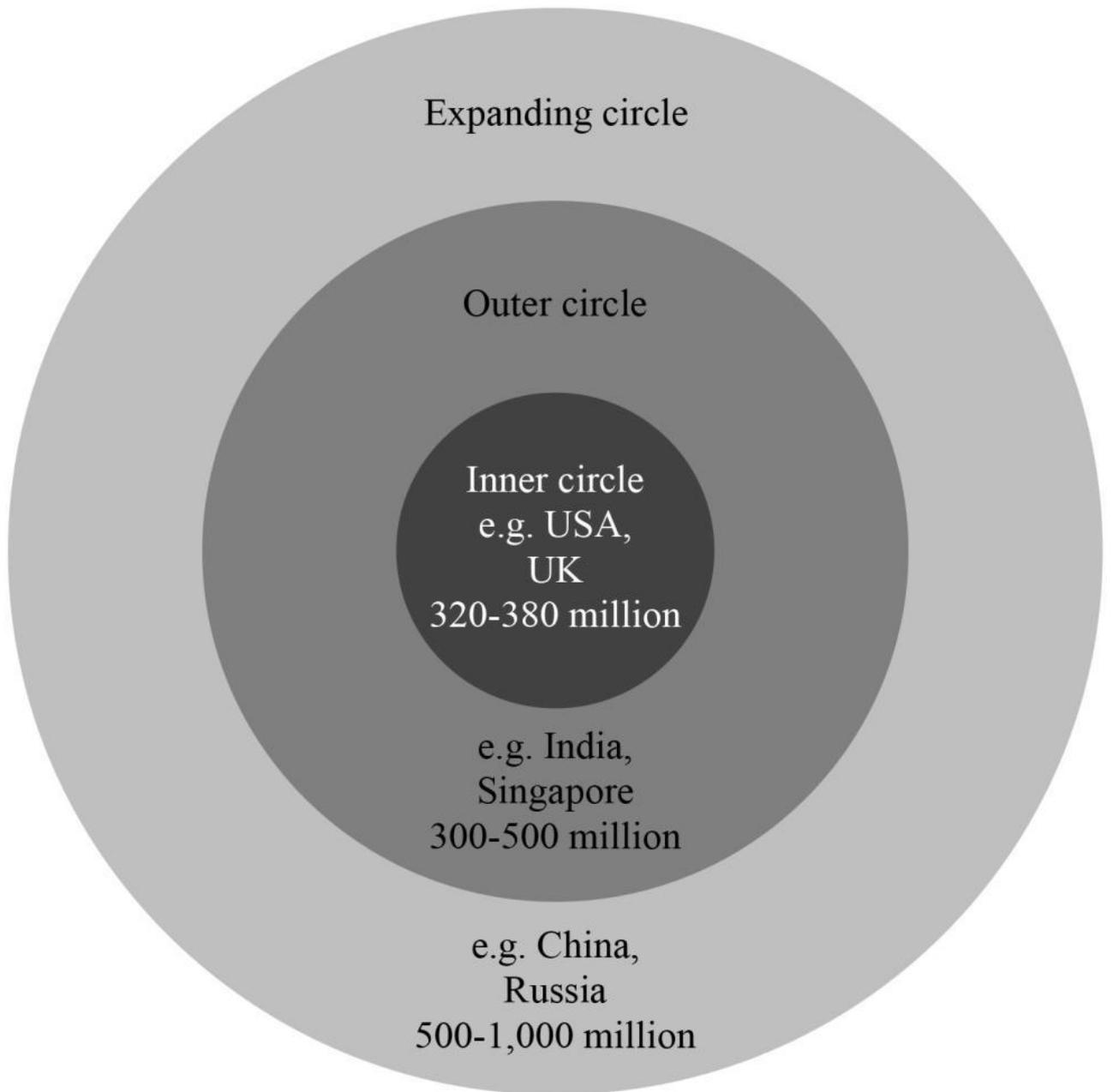
Source: Crystal, David (2003) *English as a Global Language*, Cambridge: CUP, 61.

Fig. 147 III. McArthur - Wheel Model (1987)
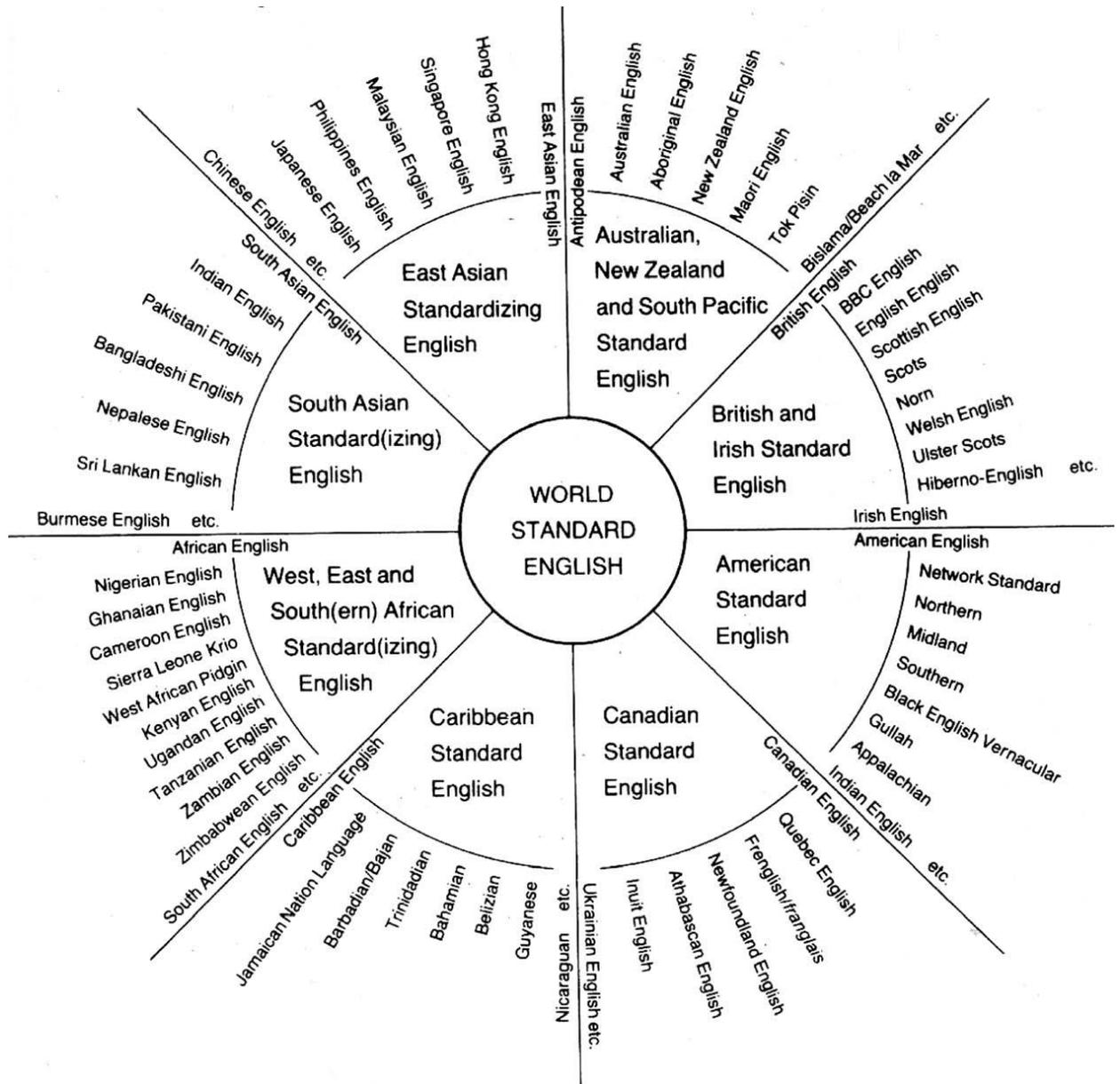
Source: Mesthrie, Rajend and Rakesh M. Bhatt (2008) *World Englishes*, Cambridge: CUP, 28.

Fig. 148 IV. Görlach - Circle Model of English (1988)
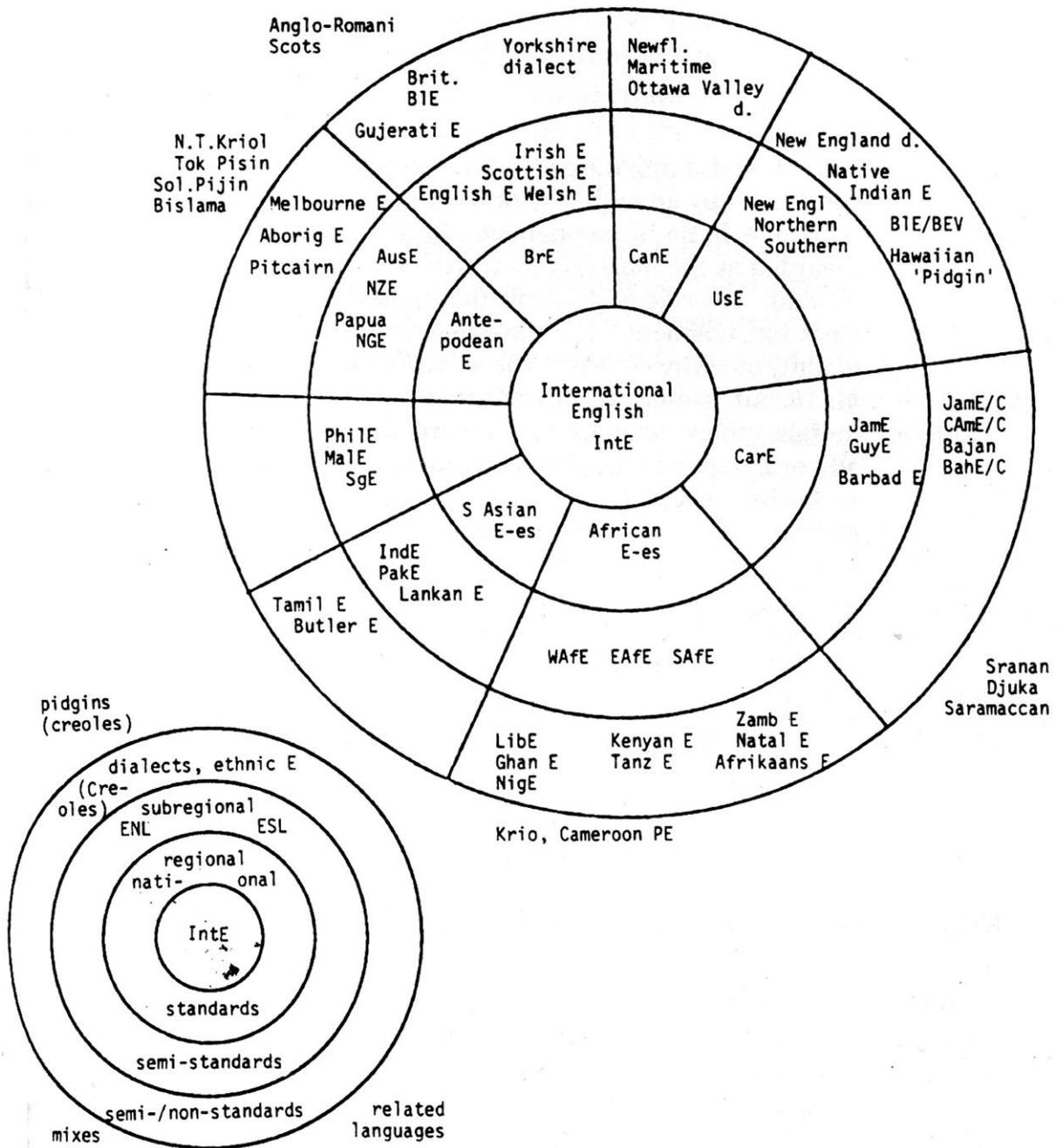
Source: Mesthrie, Rajend and Rakesh M. Bhatt (2008) *World Englishes*, Cambridge:CUP, 29.

Fig. 149 V. Ammon's Model (1991)

Single Country (*level of…*)

EC (-*level*)

Globe
(*global level*)
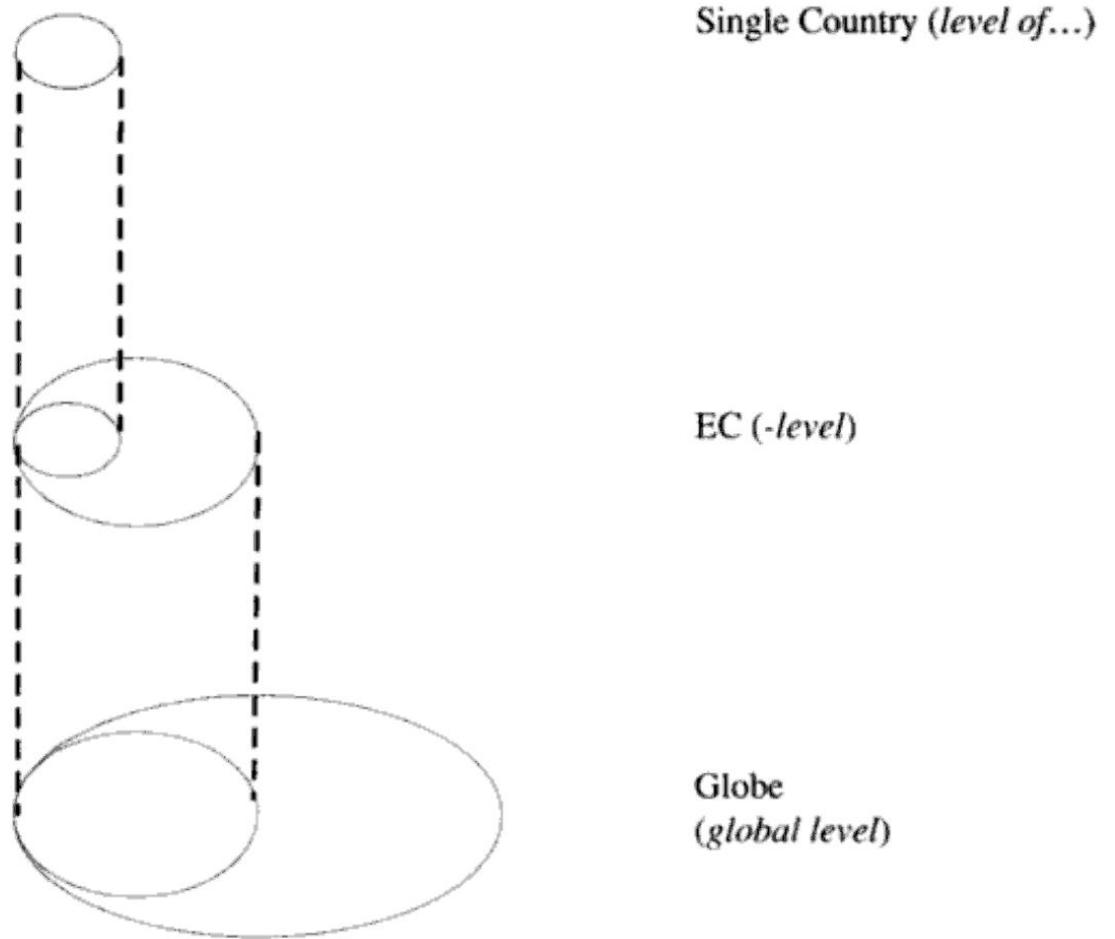
Source: Ammon, Ulrich (1991) 'The status of German and other languages in the European Community', in Florian Coulmas (ed.) *A Language Policy for the European Community: Prospects and Quandaries,* Berlin a.o.: De Gruyter, 243.

Fig. 150 VI. Kachru - Revised Circle Model (oval, vertical) (1992)

The 'Expanding Circle'

China	1,088,200,000
Egypt	50,273,000
Indonesia	175,904,000
Israel	4,512,000
Japan	122,620,000
Korea	42,593,000
Nepal	18,004,000
Saudi Arabia	12,972,000
Taiwan	19,813,000
USSR	285,796,000
Zimbabwe	8,878,000

The 'Outer Circle'

Bangladesh	107,756,000
Ghana	13,754,000
India	810,806,000
Kenya	22,919,000
Malaysia	16,965,000
Nigeria	112,258,000
Pakistan	109,434,000
Philippines	58,723,000
Singapore	2,641,000
Sri Lanka	16,606,000
Tanzania	23,996,000
Zambia	7,384,000

The 'Inner Circle'

USA	245,800,000
UK	57,006,000
Canada	25,880,000
Australia	16,470,000
New Zealand	3,366,000

Source: Mesthrie, Rajend and Rakesh M. Bhatt (2008) *World Englishes,* Cambridge:CUP, 30.

Fig. 151 VII. Strevens, Crystal - A Map-and-branch Model - Crystal´s Adaptation (1997)
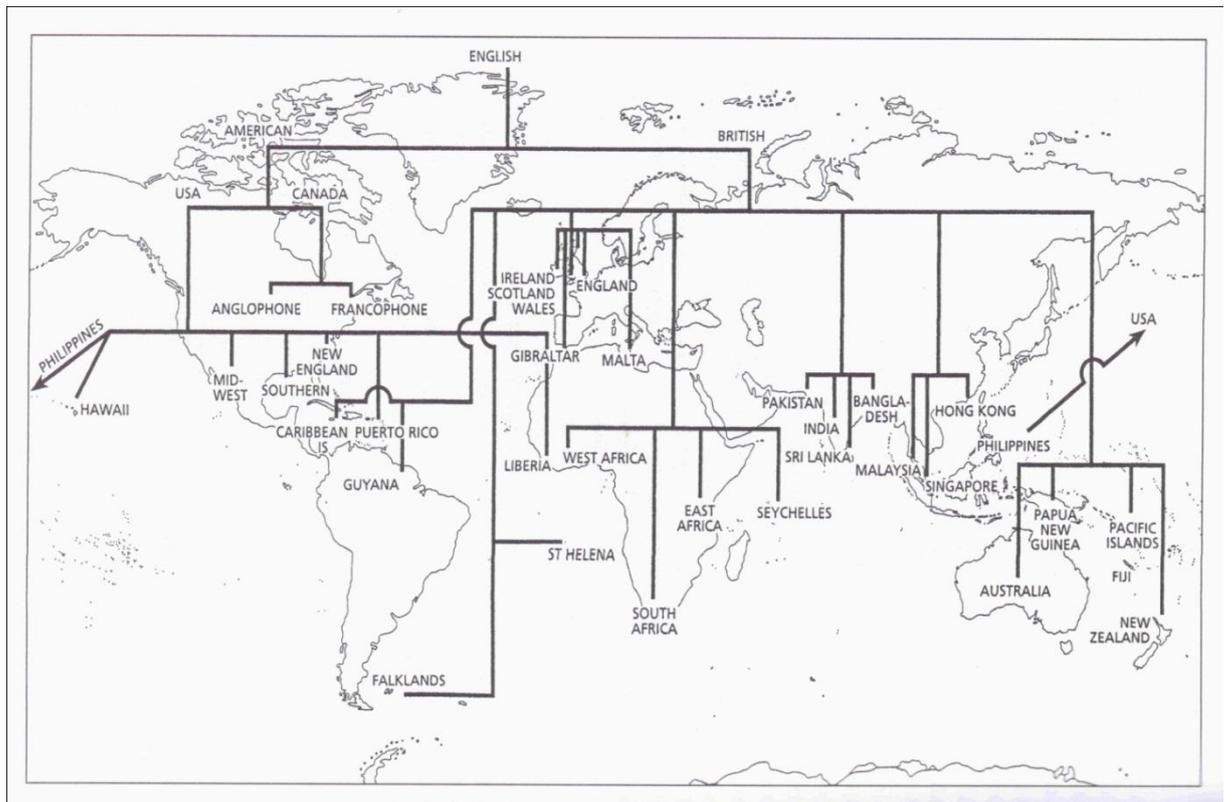
Source: Crystal, David (1997) *English as a Global Language*, Cambridge: CUP, 70.

Fig. 152 VIII. Graddol - The Three Cirles of English – overlapping (1997)
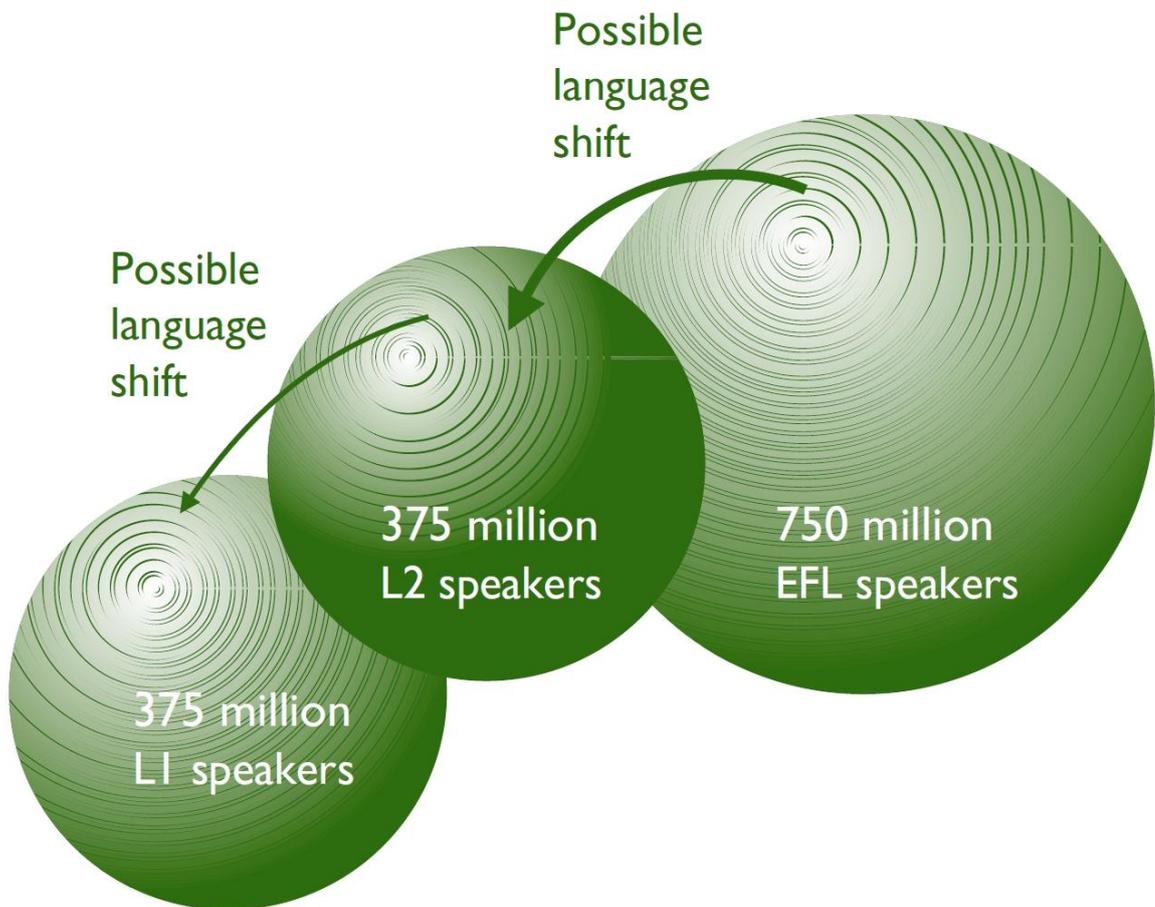
Source: Graddol, David (1997) *The Future of English?*, London: British Council, 10.

Fig. 153 IX. Graddol - Import-export Model (1997)
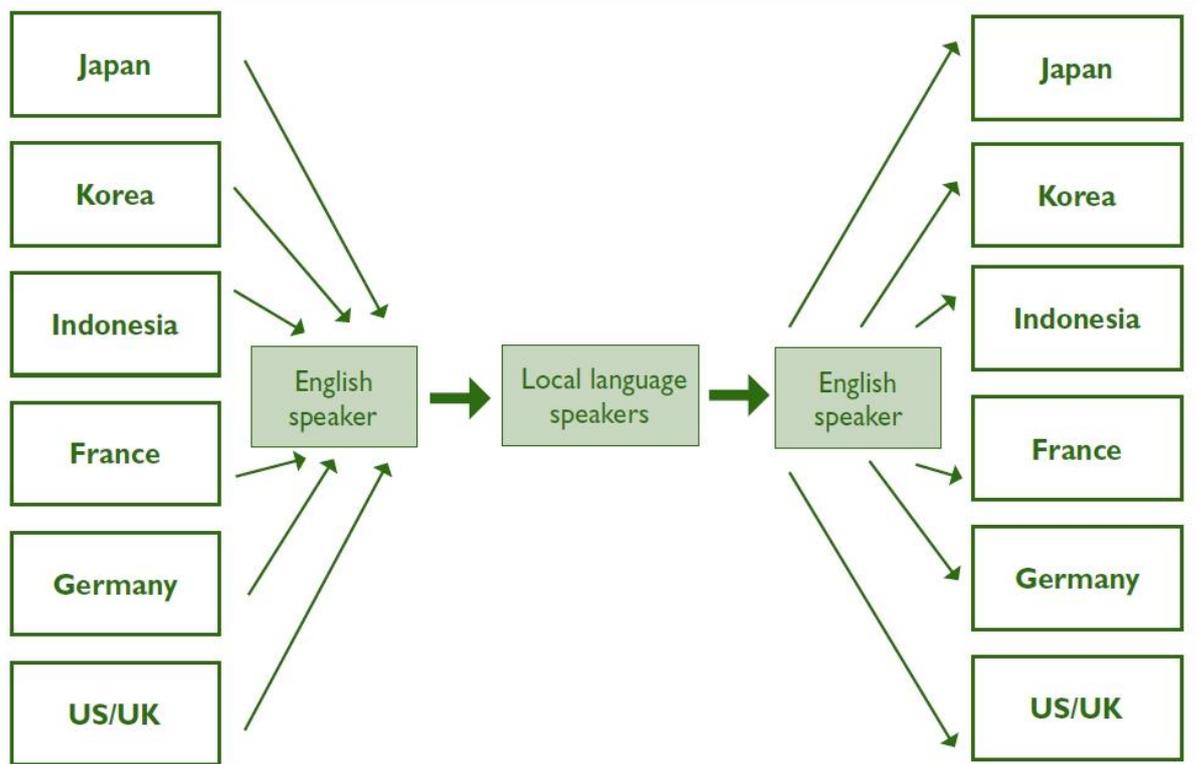
Source: Graddol, David (1997) *The Future of English?*, London: British Council, 33.

Fig. 154 X. Graddol - Post-modern/ Globalised Model (1997)
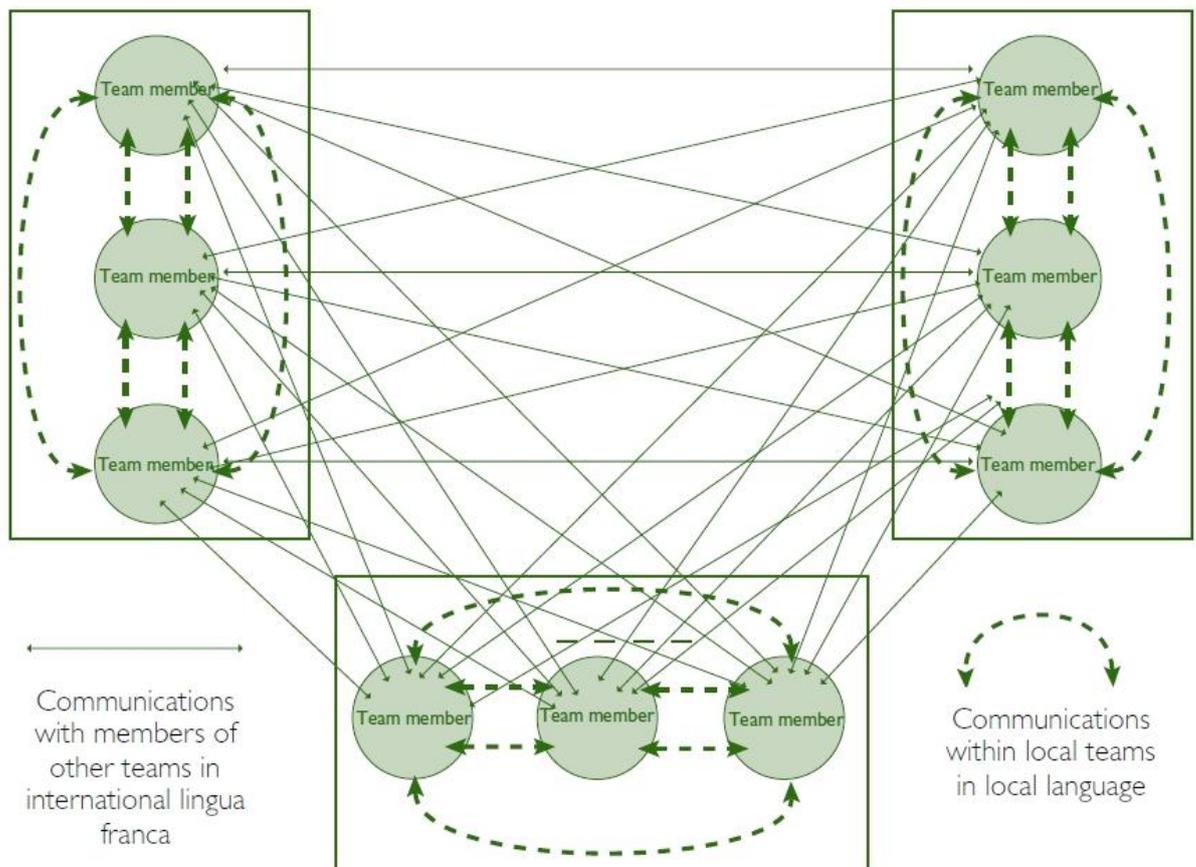
Source: Graddol, David (1997) *The Future of English?*, London: British Council, 33.

Fig. 155 XI. Modiano - A Centripetal Model of IE (1999)
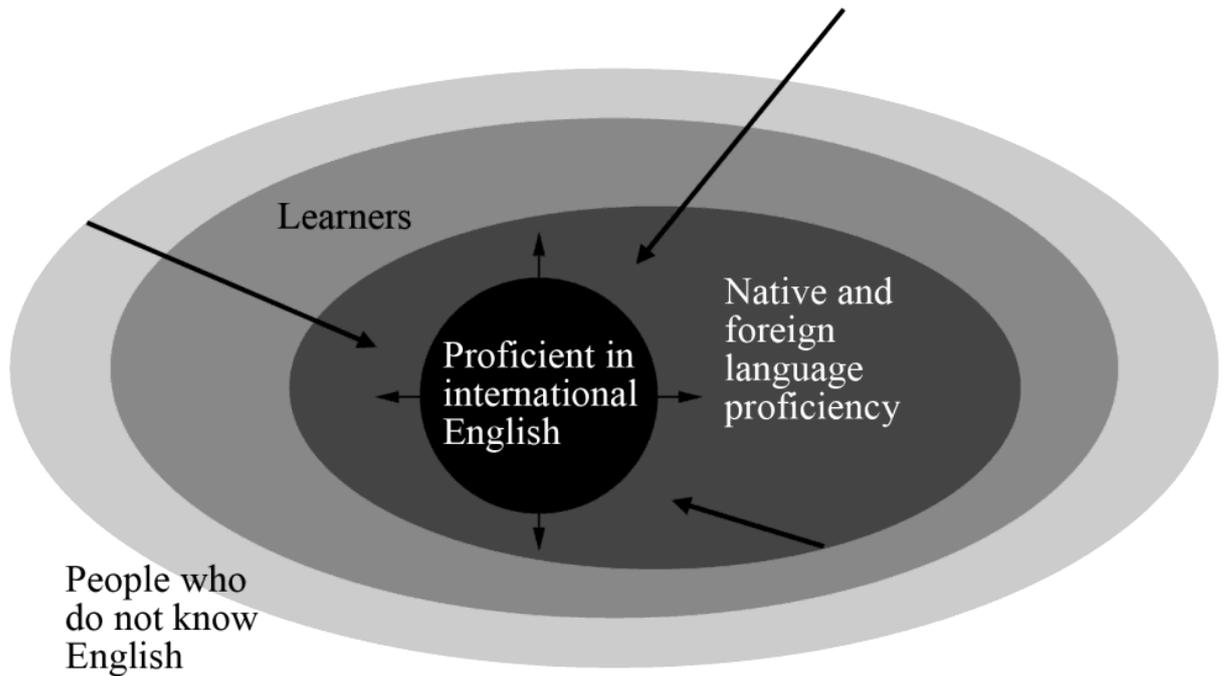
Fig. 156 XII. Modiano - Revised Centripetal Model
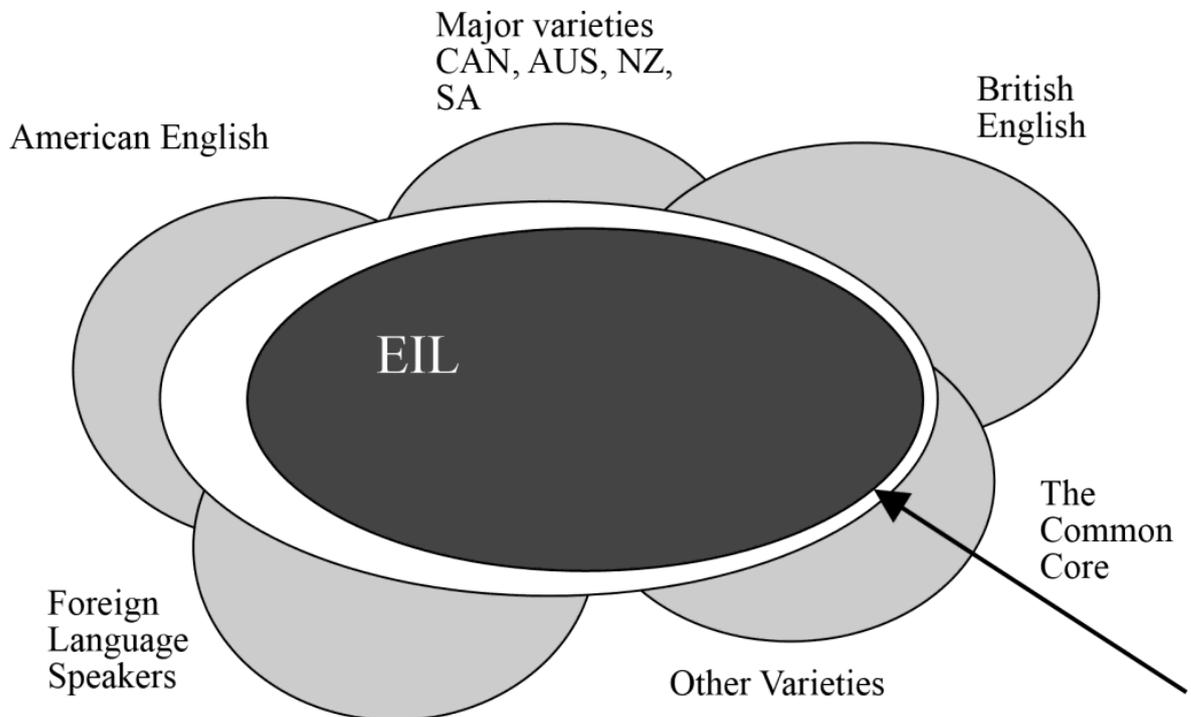
Fig. 157 XIII. Yano - Revised Kachruvian Circles (2001)
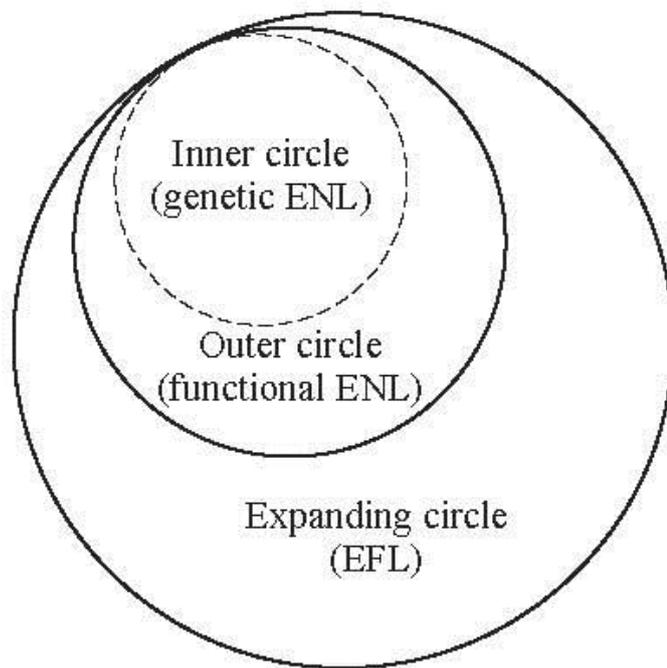
Fig. 158 XIV. Yano - 'Cylindrical Model' (acrolect – basilect) (2001)
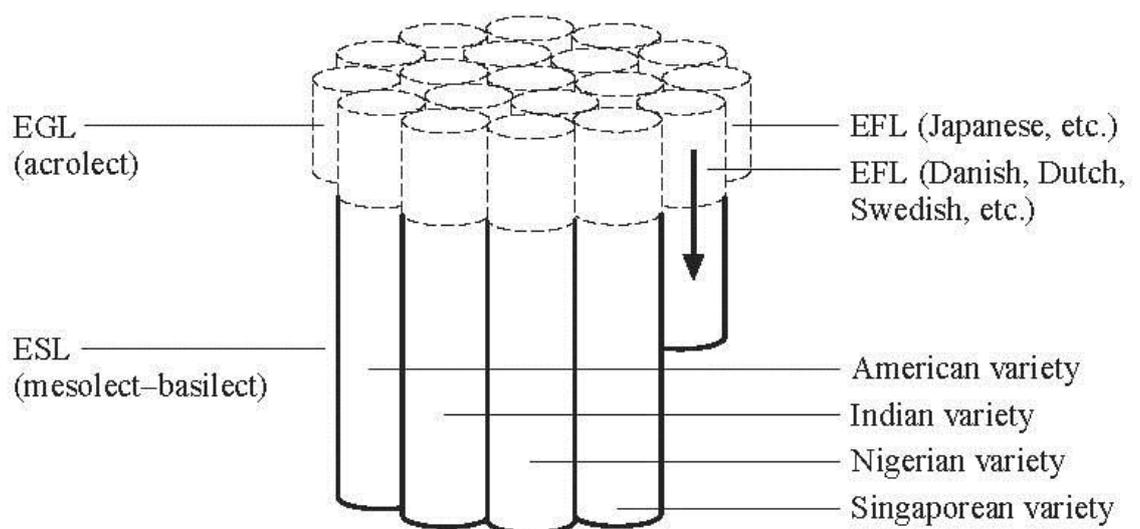
Fig. 159 XV. Yano - Interactions of Different Varieties (2001)
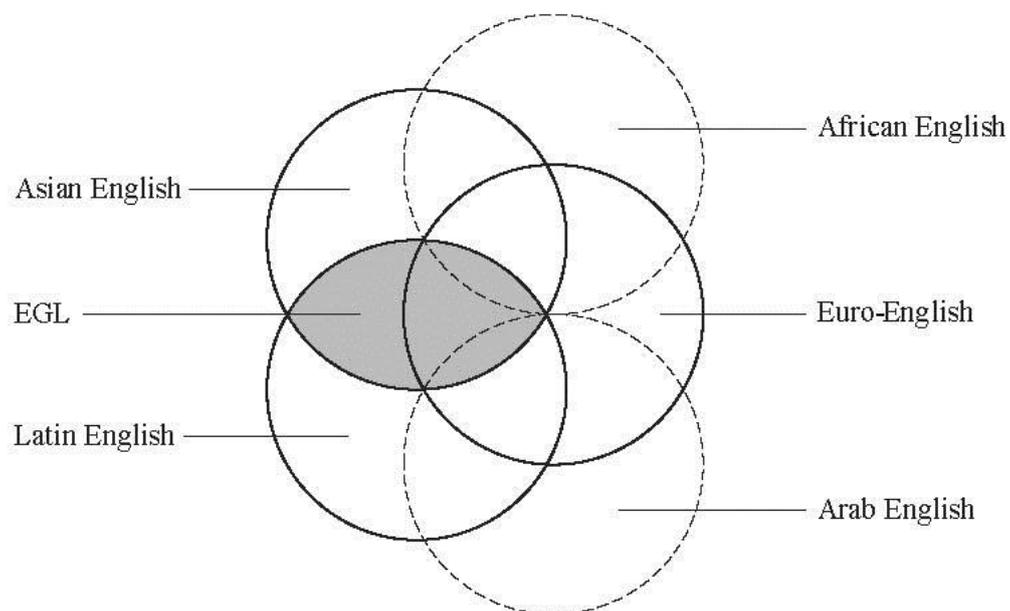
Source: Yano, Yasukata (2001) 'World Englishes in 2000 and beyond', *World Englishes* 20, 126.

Fig. 160 XVI. Graddol - The Community of English Speakers (2006)
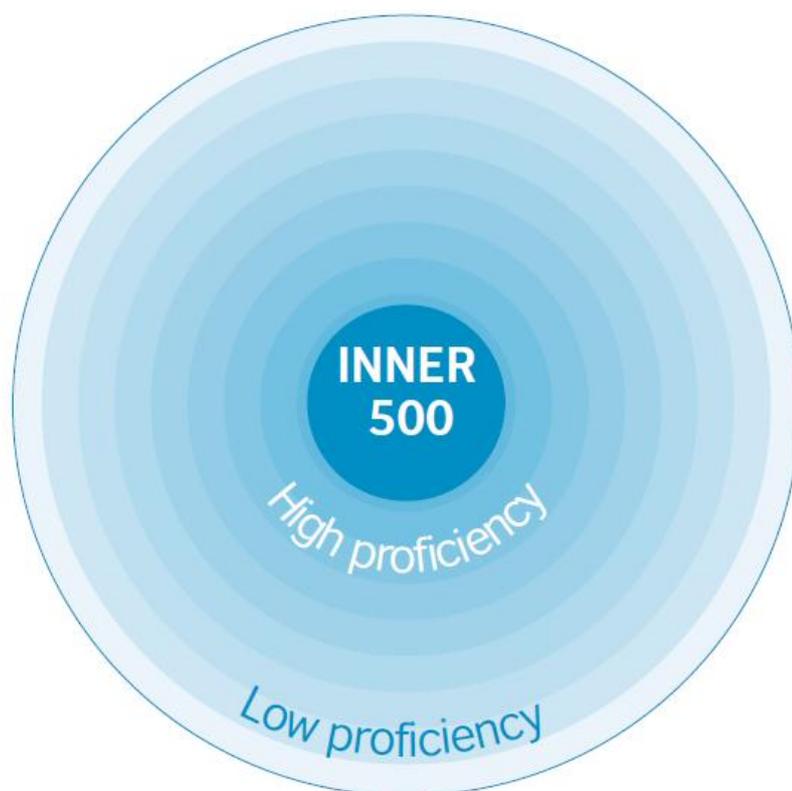
Source: Graddol, David (2006) *English Next. Why global English may mean the end of 'English as a Foreign Language'*, London: British Council, 110.

Fig. 161 XVII. Graddol - Global English as an Inovation (2006)

When global English becomes mainstream, it provides no competitive advantage. Instead, there is a penalty for failure to adopt.

The number of new adopters declines as the market 'saturates'. This is the point at which cohorts who learned English in primary school move to secondary school and become young adults.

Much of the 'hype' about global English occurred when the trend was first spotted.

Global English

EFL

Competitive advantage is gained from adopting English only in the early stages.

The traditional EFL model will never completely die out but will account for a much smaller proportion of learners

Source: Graddol, David (2006) *English Next. Why global English may mean the end of 'English as a Foreign Language'*, London: British Council, 108.

Fig. 162 XVIII. Sifakis – EicL (N-bound vs. C-bound approach) (2006)
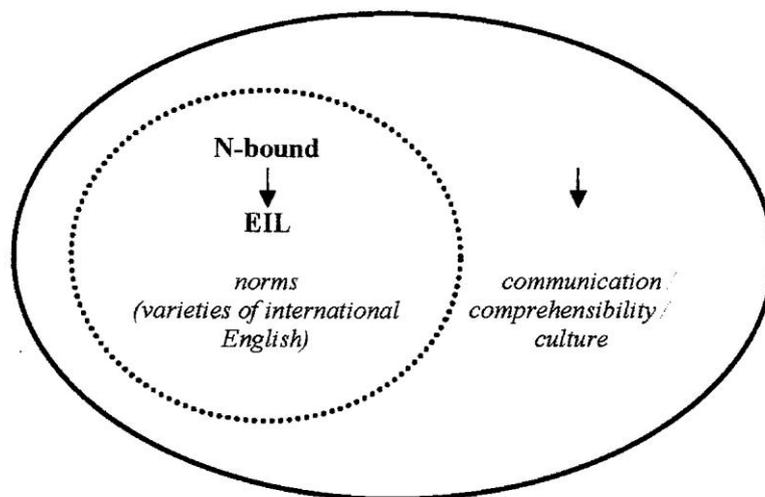
Source: Sifakis, Nicos C. (2006) 'Teaching EIL: Teaching *international* or *intercultural* English? What teachers should know', in: Rani Rubdy and Mario Saraceni (eds.) *English in the World: Global Rules, Global Roles*, London: Continuum, 157.

Fig. 163 XIX. Tan, Ooi, Chiang - Centripetal Forces at Work (2006)
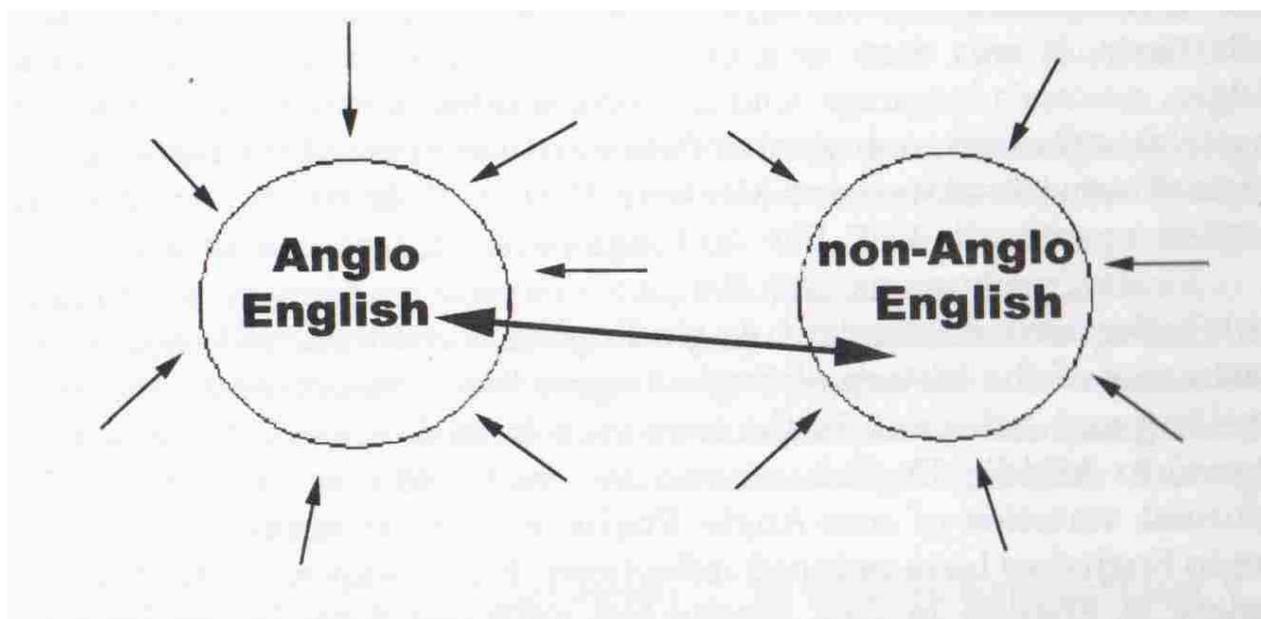
Source: Tan, Peter K. W., Vincent B.Y. Ooi and K. L. Chiang (2006) 'World Englishes or English as a Lingua Franca? A view from the Perspective of Non-Anglo Englishes', in Rani Rudby and Mario Saraceni (eds.) *English in the World*, London: Continuum, 85.

Fig. 164 XX. Tan, Ooi, Chiang - Additional Centripetal Forces at Work (2006)
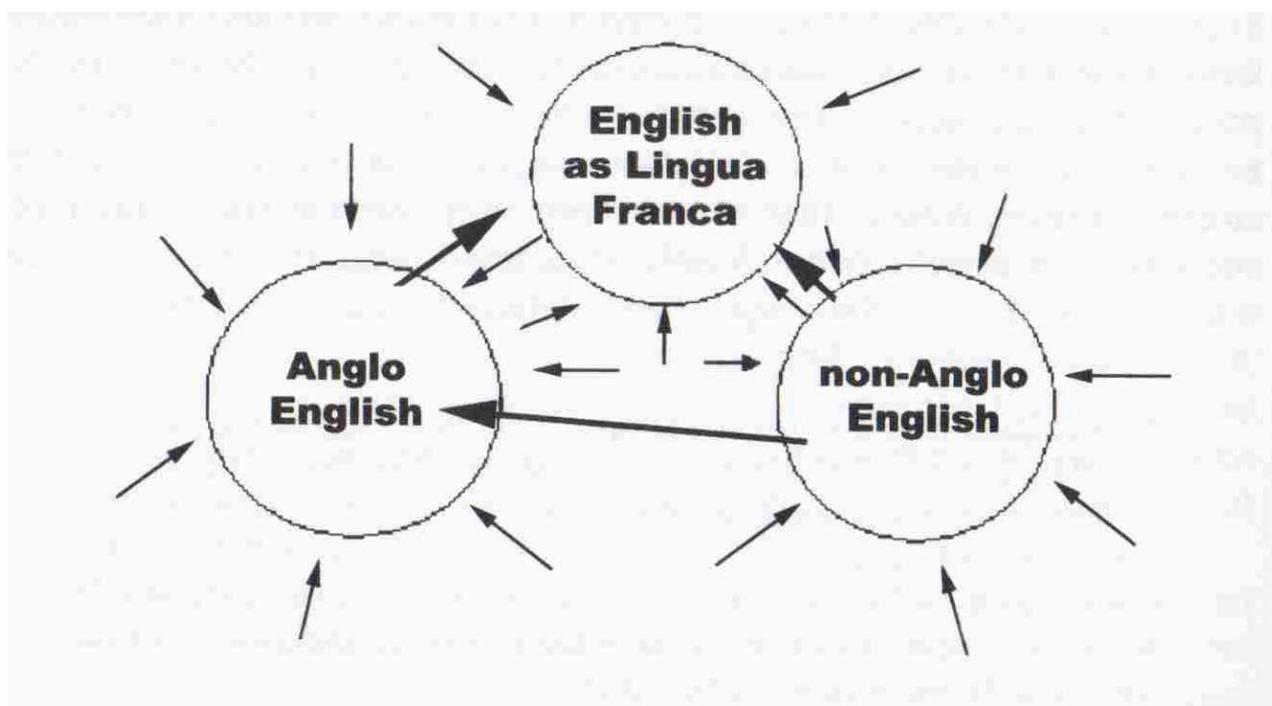
Source: Tan, Peter K. W., Vincent B.Y. Ooi and K. L. Chiang (2006) 'World Englishes or English as a Lingua Franca? A view from the Perspective of Non-Anglo Englishes', in Rani Rudby and Mario Saraceni (eds.) *English in the World*, London: Continuum, 88.

Fig. 165 XXI. Yano - Three Dimensional Model of English Use (2007)
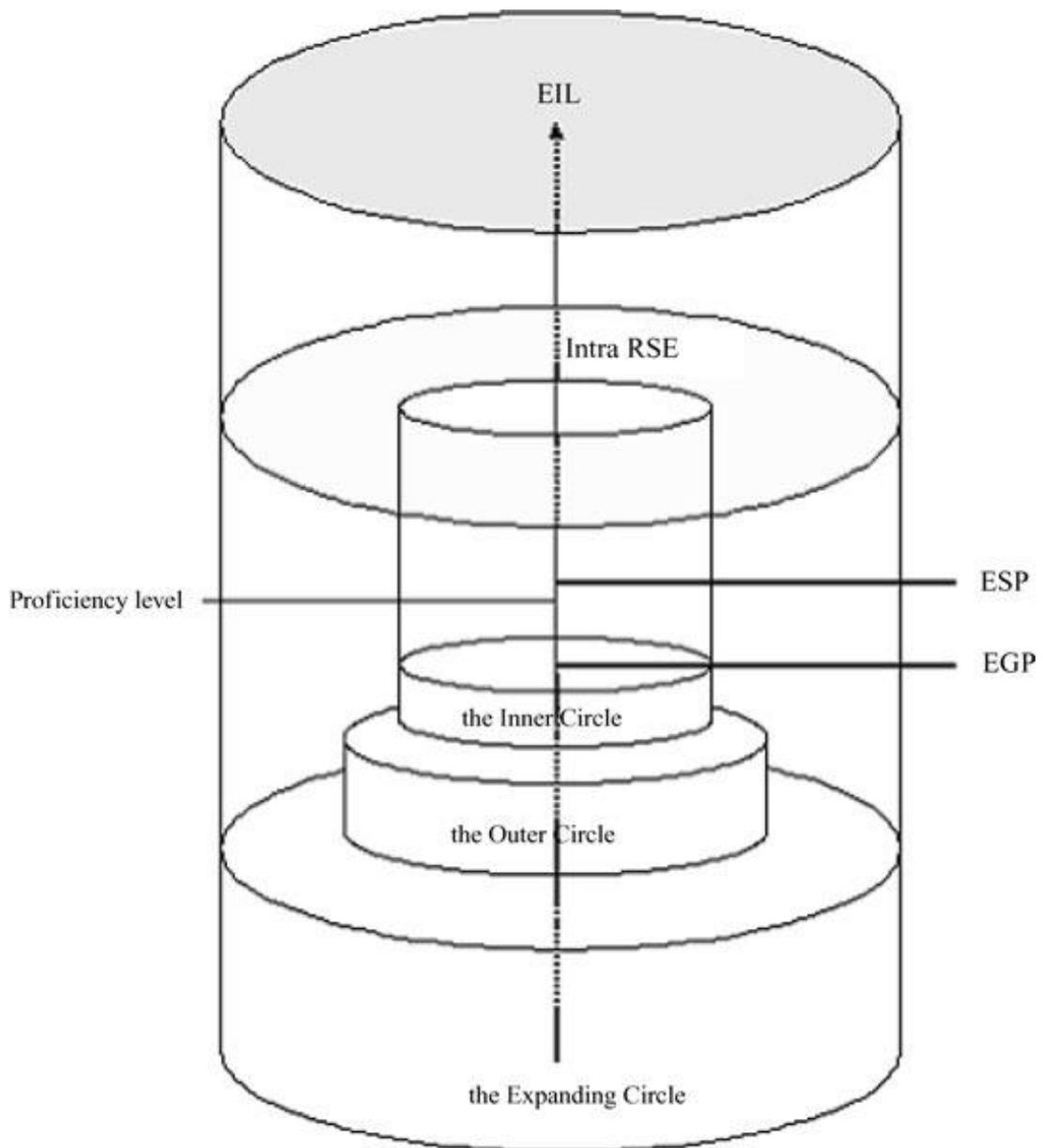
Source: Yano, Yasukata (2009) 'English as an international lingua franca: from societal to individual', *World Englishes* 28, 250.

Fig. 166 XXII. Schneider- Dynamic Model of Postcolonial Englishes (2007)

Table 2 *Phases and constituent conditions of the "Dynamic Model"*

Stage	History and politics	Identity construction	Sociolinguistics of contact / use / attitudes	Linguistic developments / structural effects
1: Foundation	STL: colonial expansion: trade, military outposts, missionary activities, emigration / settlement IDG: occupation, loss / sharing of territory, trade	STL: part of original nation IDG: indigenous	STL: cross-dialectal contact, limited exposure to local languages IDG: minority bilingualism (acquisition of English)	STL: koinéization; toponymic borrowing; incipient pidginization (in trade colonies)
2: Exonormative stabilization	Stable colonial status; English established as language of administration, law, (higher) education, …	STL: outpost of original nation, "English-plus-local" IDG: individually "local-plus-English"	STL: acceptance of original norm; expanding contact IDG: spreading (elite) bilingualism	Lexical borrowing (esp. fauna and flora, cultural terms); "-isms" Pidginization / creolization (in trade / plantation colonies)
3: Nativization	Weakening ties; often political independence but remaining cultural association	STL: permanent resident of English origin IDG: permanent resident of indigenous origin	Widespread and regular contacts, accommodation IDG: common bilingualism, toward language shift, L1 speakers of local English STL: sociolinguistic cleavage between innovative speakers (adopting IDG forms) and conservative speakers (upholding external norm; 'complaint tradition')	Heavy lexical borrowing; IDG: phonological innovations ("accent," possibly due to transfer); Structural nativization, spreading from IDG to STL: innovations at lexis–grammar interface (verb complementation, prepositional usage, constructions with certain words / word classes); lexical productivity (compounds, derivation, phrases, semantic shifts); code-mixing (as identity carrier)
4: Endonormative stabilization	Post-independence, self-dependence (possibly after "Event X")	(Member of) new nation, territory-based, increasingly pan-ethnic	Acceptance of local norm (as identity carrier), positive attitude to it; (residual conservatism); literary creativity in new variety	Stabilization of new variety, emphasis on homogeneity, codification: dictionary writing, grammatical description
5: Differentiation	Stable young nation, internal socio-political differentiation	Group-specific (as part of overarching new national identity)	Network construction (increasingly dense group-internal interactions)	Dialect birth: group-specific (ethnic, regional, social) varieties emerge (as L1 or L2)

(from Schneider 2007a: 56; reprinted by permission of Cambridge University Press)

Source: Schneider, Edgar W. (2011) *English Around the World. An Introduction*, Cambridge: CUP, 34.

Fig. 167 XXIII. Pennycook - A 3D Transtextual Model of English Use (2009)

Language resources:
The interlingual
plane of communicative
repertoires

Language contexts:
The colinguistic use
of English in
space and time

Speaker location:
The ideolinguistic
uptake of meaning
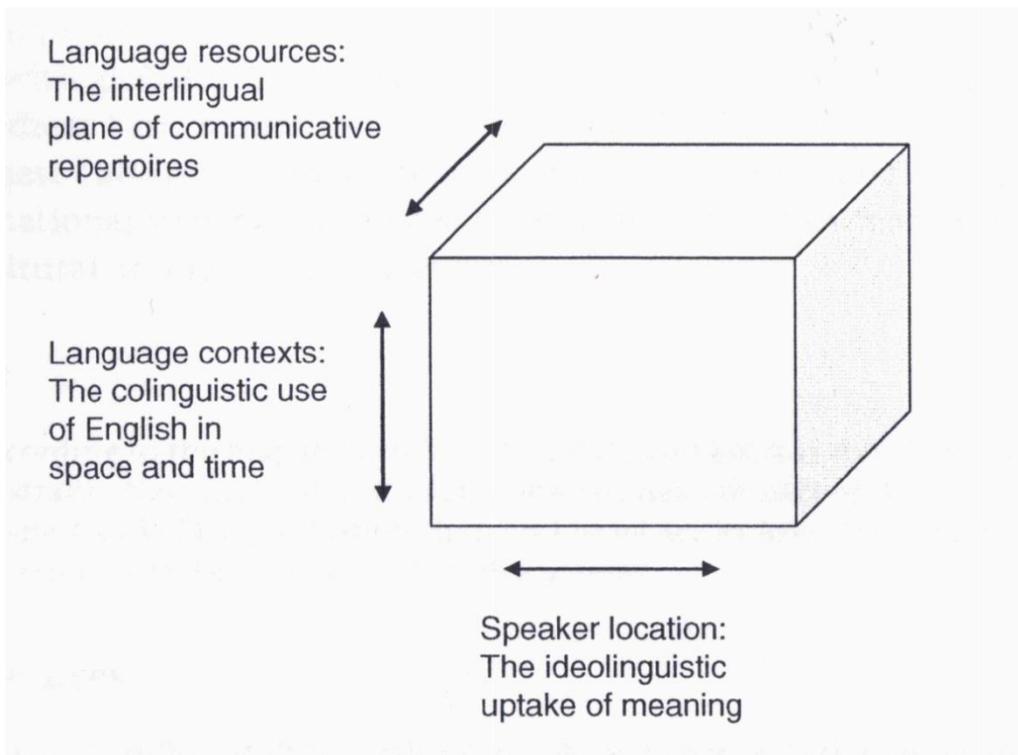
Source: Pennycook, Alastair (2009), 'Plurilithic Englishes: Towards a 3D model' in Kumiko Murata & Jenifer Jenkins (eds), *Global Englishes in Asian Contexts*, Palgrave Macmillan, Basingstoke, 204.

Fig. 168 XXIV. Pakir - Orientations in IE, WE, and ELF Paradigms (2009)
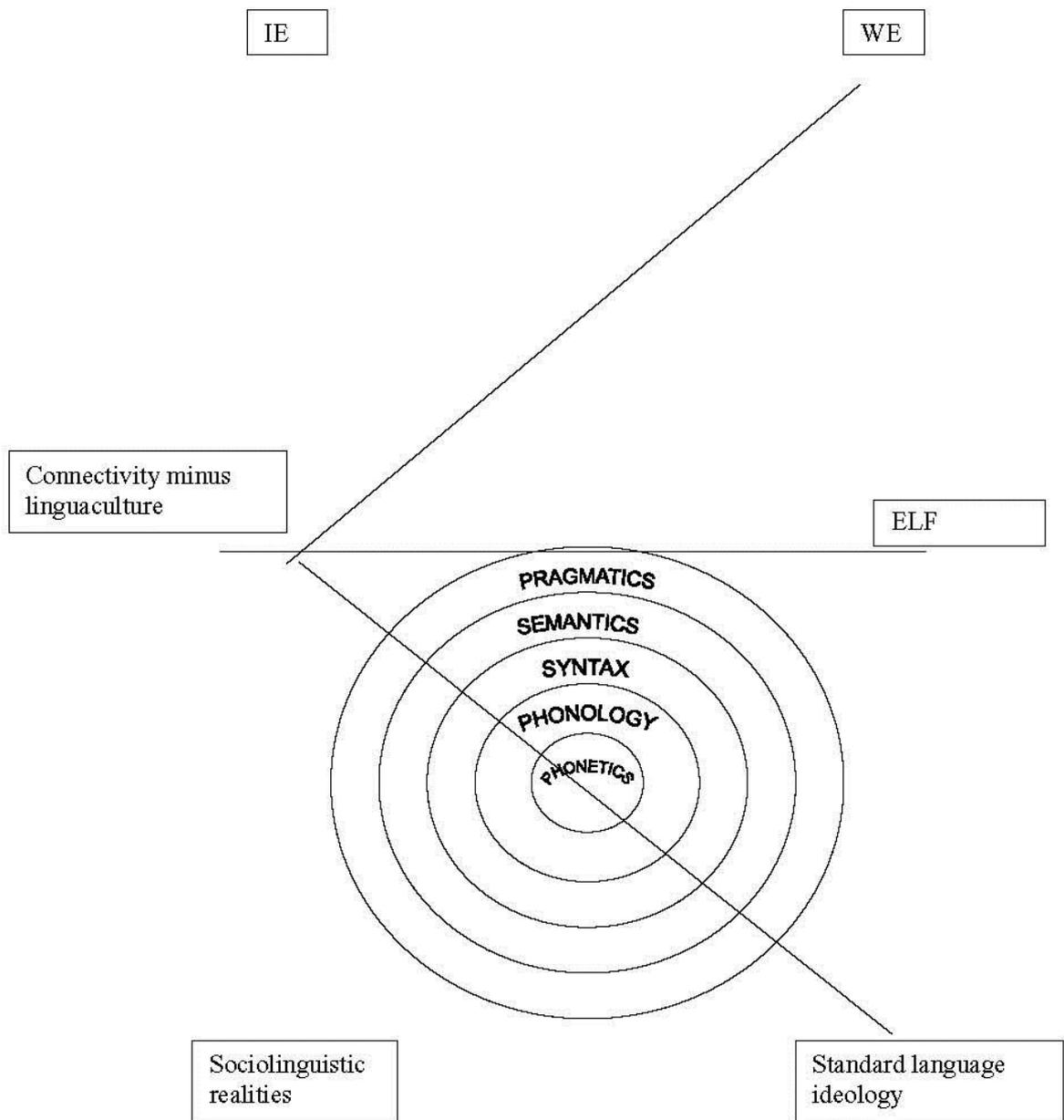
Source: Pakir, Anne (2009) 'English as a lingua franca: analyzing research frameworks in international English, world Englishes, and ELF', *World Englishes* 28, 231.

Fig. 169 XXV. Chee Sau Pung - A Conical Model of English (2009)
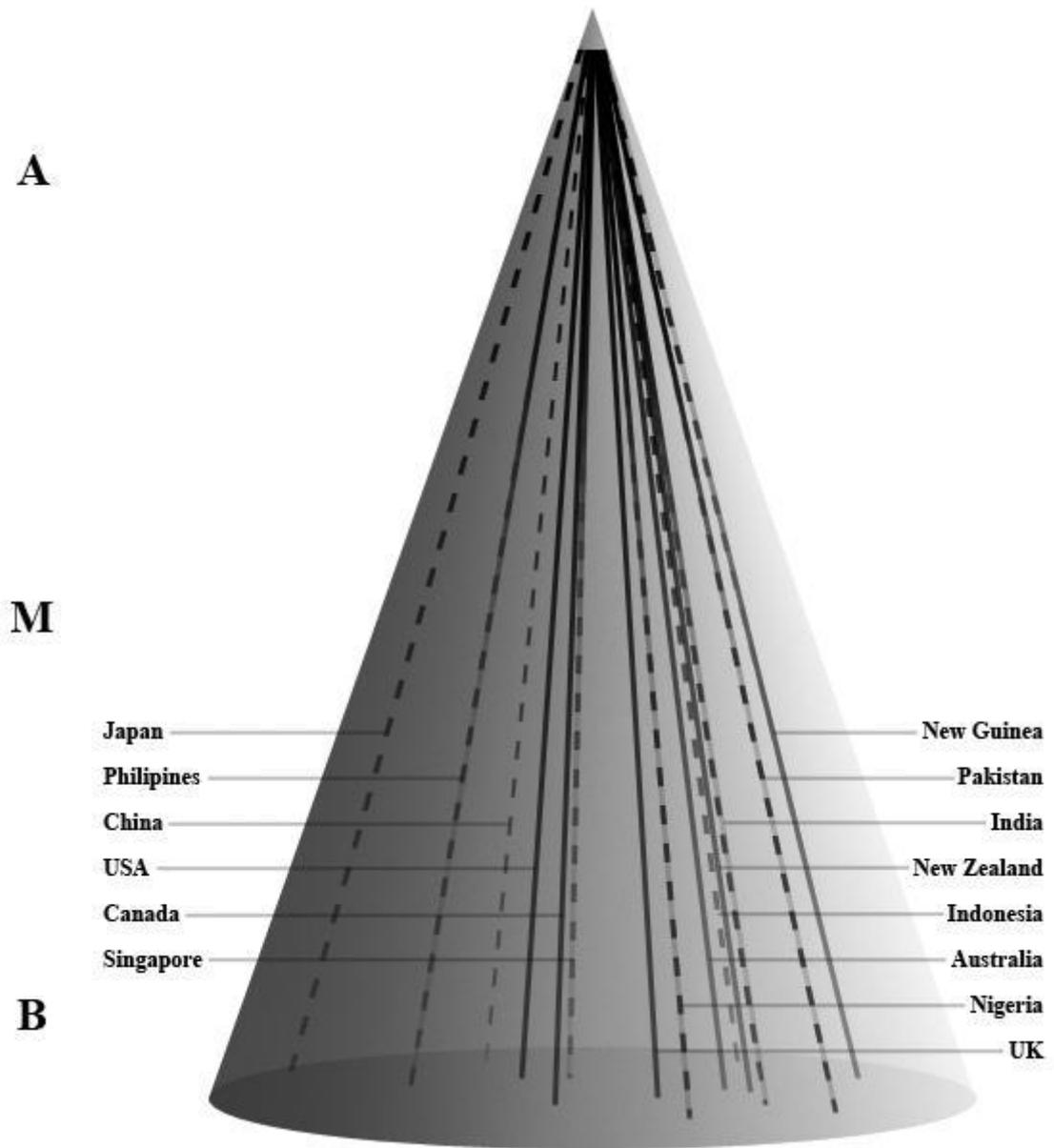

Source: Pung, Chee Sau (2009) *Beyond the Three Circles: A New Model for World Englishes*, MA thesis, Singapore: Department of English Language and Literature, National University of Singapore, 83.

Fig. 170 XXVI. Nerriere - Globish (2009)
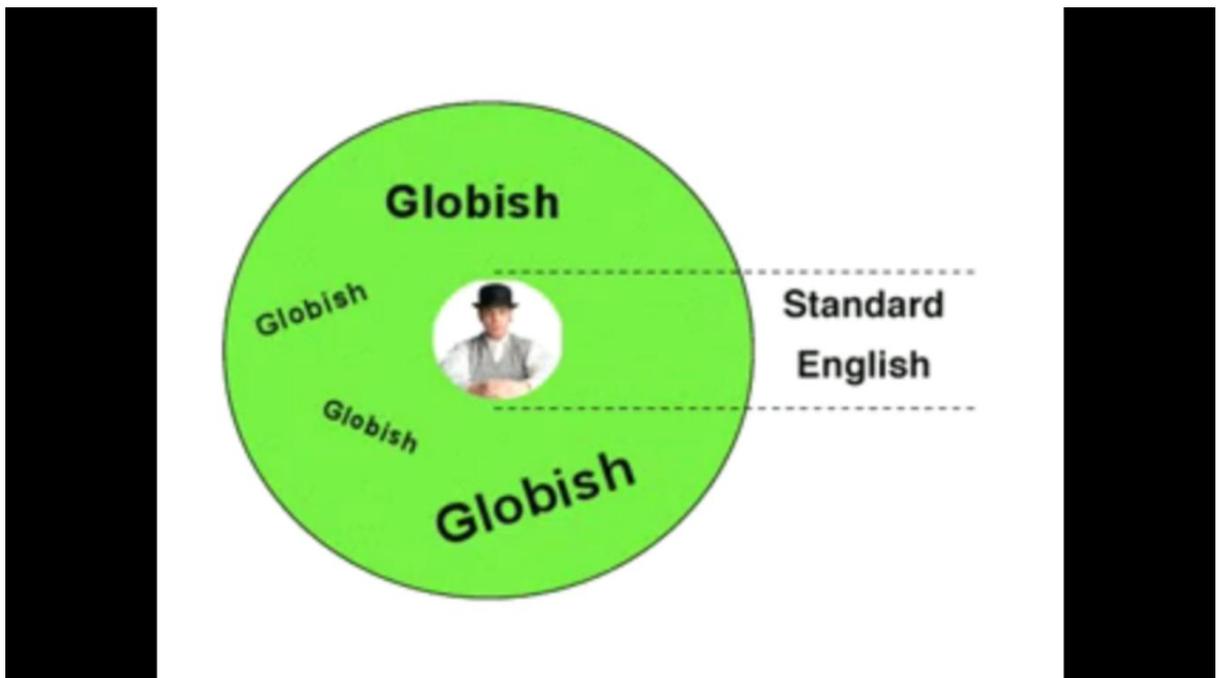
Source: Nerriere, Jean-Paul (2009, December 12) 'Globish is the answer' [video ile], <http://www.youtube.com/watch?v=054zM_ON_z8&feature=player_embedded#at=267. Last accessed October 4, 2011.

Fig. 171 XXVII. Quinn Novotná - Learner – User Continuum (2010)
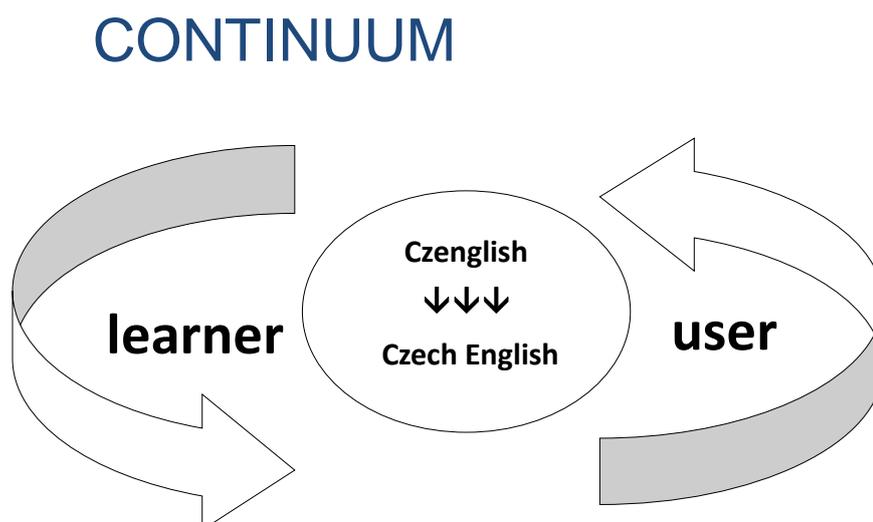
Fig. 172 XXVIII. Quinn Novotná - Pyramidal Model (colour) (2010)
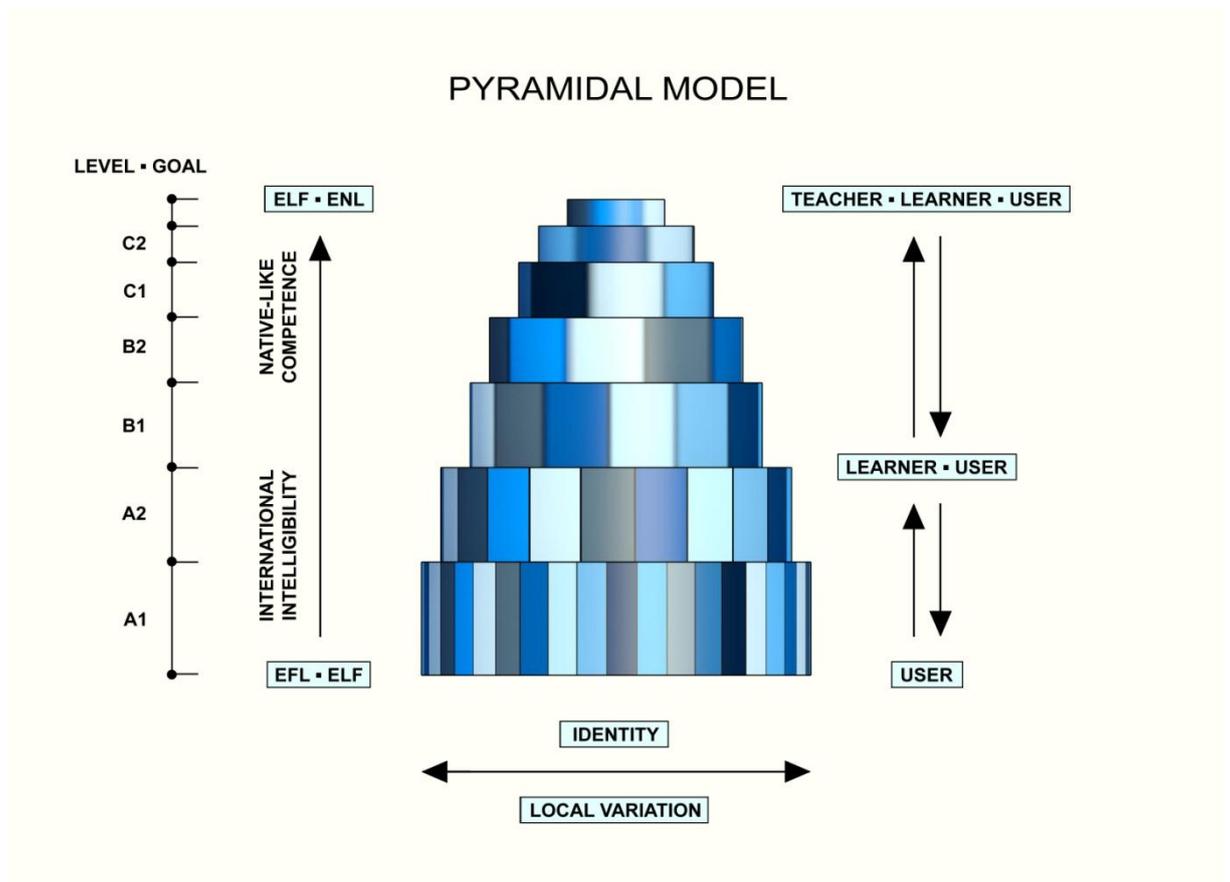
Fig. 173 XXIX. Quinn Novotná - Pyramidal Model (black and white)

PYRAMIDAL MODEL

LEVEL · GOAL

ELF · ENL

TEACHER · LEARNER · USER

C2

C1

NATIVE-LIKE COMPETENCE

B2

B1

LEARNER · USER

A2

INTERNATIONAL INTELLIGIBILITY

A1

EFL · ELF

USER

IDENTITY

LOCAL VARIATION
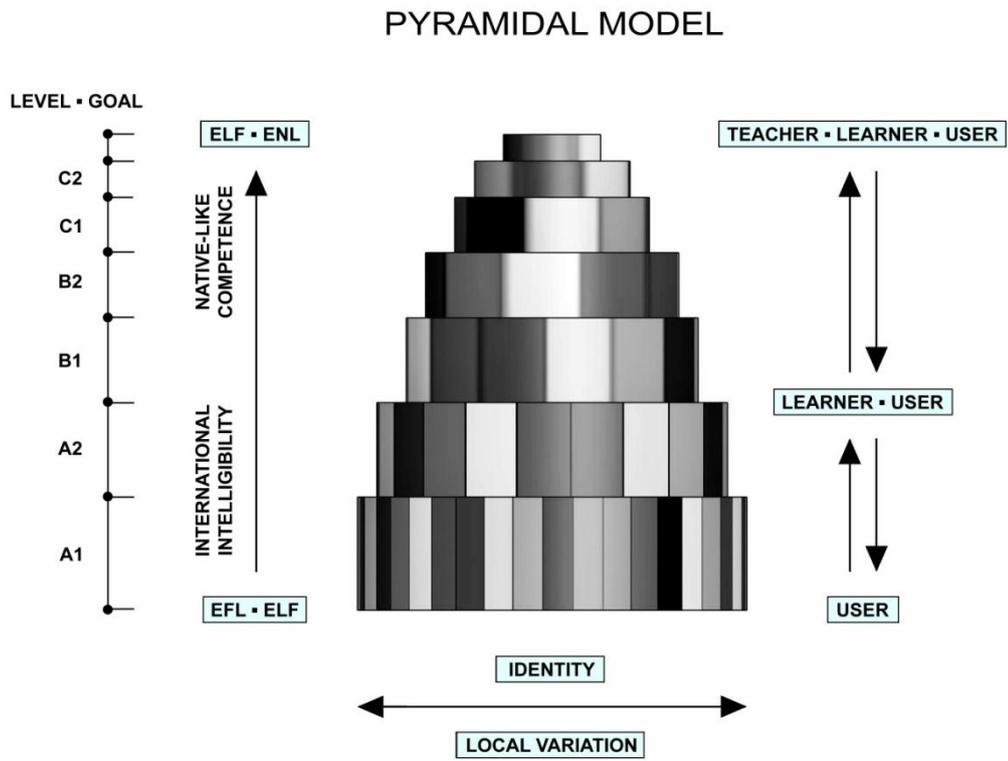
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Fig. 174 XXX. Quinn Novotná - Pyramidal Model (perspective)

PYRAMIDAL MODEL
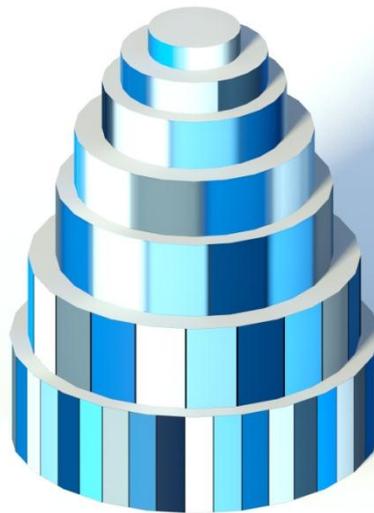
© QUINNNOVOTNA 2010

APPENDIX 7 Standard English – recommended sources

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Wyld, Henry Cecil (1934) *The Best English. A claim for the superiority of Received Standard English, together with notes on Mr. Gladstone's pronunciation*, Oxford: Clarendon Press.

APPENDIX 8 Transcription of interviews

All interviewees work at Departments of English and American Studies at Faculties of Arts and Philosophy and Faculties of Education (Pedagogical faculties) and high school and/or language schools.

1st INTERVIEW July 2010

Questions	Faculty of Arts and Philosophy
Number of students accepted to the English programme	about 175 are accepted to the English programme
Number of students in groups	10-12 groups one teacher teaches 2-3 groups (some of them are PhD students)
Number of teaching units	90 minutes per week in the 1st year 3 years (6 semesters) 1st year PLC – compulsory 2nd + 3rd year: spoken fluency, academic writing – compulsory; Collocations – an elective course
Language level of competence	students are not placed into groups according to their language competence students' language competence differs significantly B2 is the lowest entrance level allowed target level after attending a PLC is C1+[319] for BA students, C2 for MA students at MA level international language exams are accepted as language exam equivalent (CAE 1,2 and CPE 1,2) English language competence is generally higher at the Faculty of Arts than at the Faculty of Education in Brno
General level of students	the level of students is decreasing every year (not just because of the growing number of students that are accepted into the programme); one of the reasons may be the generally declining level of education, over-abundance of information that students do not know how to process; students do not know what studying at university may entail; students read little; students are spoon-fed with elaborate handouts and not forced to study

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[319] Levels B1, B2, C1, C2 used for reference here are based on CEFR. See also Fig. 93 CEFR - levels
http://wordlistspreview.englishprofile.org/external/images/CEF_scheme.jpg.

	independently (downside of e-learning)
Teachers	2 NSs of British English (coincidence)
	Students choose their seminars not according to whether they are taught by a NS or a NNS but according to how well the particular seminar fits their schedule
Methodology	left up to individuals lecturers
Materials	*Destinations; English or Czenglish* (electronic version) *Angličtina konverzace pro pokročilé* by Jarmila Fictumová (called "green book")*; Objectives*
Course design, curricular documents	none
Course content: Language skills, Language forms	PLC focuses of enriching students' vocabulary no grammar practice is included (grammar is covered in specialized morphology seminars)
Models / Standards	the NS model is being pursuit
Presence of ELF in the curriculum	the ELF approach has not been adopted LFC is not a familiar concept there are no ELF researchers at the department ELF concepts are not being taught in applied linguistic seminars but raising ELF awareness / promoting the ELF approach is unavoidable in the future

Other comments:

- language elements that do not impede mutual understanding should not be dwelled on; shouldn´t matter
- NNS use 1:3 of phrasal verbs (NNS 300 : 900 NS) – not a key language element

2nd INTERVIEW July 2010

Questions	Faculty of Education
Number of students accepted to the English programme	1st year about 120 students
Number of students in groups	5-6 groups with max. 25 students
Number of teaching units	2x 90 minutes per week; 3 years (6 semesters) MA level: Professional English; Spoken English (cultural, social issues) – compulsory elective course
Language level of competence	students are not placed into groups according to their language competence students' language competence differs significantly ranging from lower B2 to C1 target level after attending PLC is C1+ for BA students, C2 for MA students
General level of students	
Teachers	both NESTs and non-NESTs NESTs – mostly Americans but also British (main criterion – availability) 2x 90 minutes per week (one taught by a NS one by a NN Czech teacher) sometimes NNS twice a week

Methodology	"learning centres" – students prepare in small groups; focus on 4 language skills
	New programme / curriculum planned integrating:
	  1. Study skills
	  2. Culture
	  3. Methodology
	  - would involve topic-based syllabus

Materials	*Inside out*
	  1st year: Upper-Intermediate: 5 units a semester, 10 units a year
	  2nd year: Upper-Intermediate, Advanced
	Advanced Grammar in Use (for extra grammar practice)
	  Supplementary on-line materials prepared by individual teachers; extra articles, activities,
	  students create their own dictionary/ vocabulary list

Course design, curricular documents	

Course content: Language skills, Language forms	1x90 minutes a week: Grammar course (based on Quirk, Alexander)
Models / Standards	the NS model is being pursuit
Presence of ELF in the curriculum	the ELF approach has not been adopted
	LFC is not a familiar concept
	there are no ELF researchers at the department
	ELF concepts are not being taught in applied linguistic seminars but raising ELF awareness / promoting the ELF approach is unavoidable in the future

3rd INTERVIEW 6.10.2010

Questions	Faculty of Arts and Philosophy
Teachers	two NNS (mother tongue – Czech)
Course design, curricular documents	entirely based on the decisions made by the teachers teaching their subjects followed by the accreditation process
Models / Standards	when the teacher is good, his pronunciation is not decisive, not the most important thing in terms of pronunciation, rhythm and prosody are really important for (X LFC), acc. to the interviewee these should be a part of the LFC; however, it is hard to achieve it; linking (also important) Czech speakers of English tend to use glottal stops (negative, decreases their intelligibility) Czech English X Czenglish (regarded as something imperfect) Planned grant: Czech English x Spanish English X German English so far there exists no systematic description of all phonological features of Czech English; isolated features have been described e.g. a bachelor thesis on the pronunciation of [e] vs. [æ] in Czech and English Standard: RP or BBC English (can be considered synonymous), SBP (Standard British Pronunciation) refined / cultivated spoken language is more important than formal language / speech ("kultivovaný jazyk je důležitější než jazyk spisovný") RP or BBC English = "reference" accent (referenční přízvuk), AmE – not so much (a course is being planned) Common in Europe: Mid-Atlantic accent students are not allowed to mix BrE and AmE in transcription dictations (they have to be consistent especially in dominant pronunciation features)
Presence of ELF in the curriculum	in terms of input – global English (NN accents) vs. reality – students are presented with a variety of NS accents (British, American, etc.) NN accent may possibly become a part of the curriculum in the future the concepts of ELF, LFC are not reflected in the curriculum – not on purpose, there is not enough time

4th INTERVIEW 7.10.2010

Questions	Grammar school / High school
Presence of ELF in the curriculum	ELF does not mean a loss of motivation – on the contrary: *What should I learn in order to communicate better in international setting* sounds different from: *What should I learn to keep up in a conversation with a native speaker?*
Other	CEFR – recommended but not binding 2005-2008 National education plan for foreign languages The profile of a university graduate: Law 563/2005 statute book. Law regarding pedagogical staff (regulating education from kindergarten level to "VOŠ" (undergraduate specialized higher education); does not apply to universities The term teaching qualification or teaching specialization (in Czech "aprobace") is lacking which entails that any MA graduate can technically teach any school subject a secondary school (junior high school; "druhý stupeň") teacher can automatically teach at a secondary / high school ("SŠ" / "střední škola") Teacher profile is slowly changing e.g. by introducing more applied linguistics seminars at Faculties of Arts and Philosophy (e.g. Ostrava) CLIL and integrating different subjects is becoming very important The goal of CLIL is functional bilingualism e.g. Doc. Novotná, didactics of mathematics in English A profile of a university teacher, 1998, Law regarding university education ("Zákon o Vysokých školách") the Bologna Process (Bologna Accords) (1999) reforming university degrees: Bc, MA (Mgr.), PhD. a teacher needed be and experienced educator with practice MA from the Czech Republic roughly equals a Bc. (from the UK or the US) The Research Institute of Education in Prague ("Výzkumný ústav pedagogický", VUP) http://www.vuppraha.cz/ they talk about the communicative approach, but do NOT mention how to put it in practice The Framework Education Programme ("Rámcový vzdělávací program", RVP) The Framework Education Programme for Elementary Education (FEP EE) Framework Education Programme for Secondary General Education (Grammar Schools) (FEP SGE) http://rvp.cz/informace/wp-content/uploads/2009/09/RVP_G-anj.pdf – includes a general language description Educational programme for school s ("Školní vzdělávací program", ŠVP) - must respect the FEP 45 language schools have accreditation for language state exams http://www.vuppraha.cz/wp-content/uploads/2009/12/RVPJS_vup_pv_050509.pdf http://www.vuppraha.cz/wp-content/uploads/2010/02/Manual_SVP-JS.pdf

Guidelines ("Osnovy") – only recommend what should be taught (used to be binding before "RVP / FEP" came)

at universities VŠ – 3 accreditation committees:

1. further teacher education
2. Dvořáková, Čermák – accreditation subjects (e.g. traditions)

Personnel – 1 department – 1 professor (in-depth checkings)

??where is no prosecutor, there is no judge ("kde není žalobce, není soudce");

the only gauge / benchmark: student evaluation

autonomy of universities (in relation to the ministry); the ministry respects the accreditation committees

Píšová, Blecha

DLIL = double-language integrated learning (teaching one analytical language via another one)

No one can do in-depth checkings in language schools that are not officially registered (Register of companies -"Obchodní rejstřík")

Textbook English – the older the teacher gets, the narrower his teaching repertoire is; e.g. grammar-translation approach; teaching instructions are in Czech

Students are not encouraged to think about why they are learning the language they are learning; they do not realize what the communicative purpose is

Therefore, it is recommended that teachers talk to students in the foreign language even in school corridors

Remedial exercises, role of translation – both are good

X at universities practical language is mostly taught by younger teachers, often native speakers

The older the student is, the more appropriate it is for him or her to have a NEST (?controversial x Vít)

The teaching results at elementary schools, where learners were only taught by NESTs: their receptive skills are weak, but their production is excellent

Possible solution: changing of a Czech teacher and a NEST

Foreign language cannot be taught like the mother tongue: 4 hours per week is nonsense – a child would never learn to speak like that either)

LFC – ne??

Nursery schools – language propedeutics; building motivation

good pronunciation is key, e.g.. sing x fing /θ/ X ELF English /iŋliš/ x/ iŋgliš/

Language evolution – language can be conserved – do kdy? se může přizpůsobit

the new state "maturita" examination – training

http://www.novamaturita.cz/

http://www.novamaturita.cz/cizi-jazyk-pracovni-listy-1404034272.html

CERMAT – methodology of correction – unconsciously reflects ELF (Hulešová)

http://www.cermat.cz/

e.g. a mistake such as: *They works. is accepted and considered a non-essential mistake

Further teacher training ("Další vzdělávání pedagogických pracovníků", DVPP)

5th INTERVIEW 18.10.2010

Questions	Faculty of Education
Number of students applying to the English programme	150 students
Number of students in groups	
Number of teaching units	4 times a week, 2 hours with a NS, 2 hours with a NNS
Language level of competence	
General level of students	1st year: FCE level (sometimes the entrance level is even below FCE) 2nd year: CAE level generally speaking, the level of competence in English is decreasing (paradoxically) Students are better in some aspects (e.g. speaking, understanding) but worse in others: accuracy: writing, grammar, vocabulary
Course design, curricular documents	General course (not specific) dictated by the fact that the department is preparing primarily primary school teachers Study plans – put together by all members of the department, then accredited Content is modified by those who actually teach the courses
Models / Standards	NS model is binding for English curricula at the same time it is positive for the students to realize "I am the model" a proficient NNS is an ideal model (as a guarantor of the programme) also for pragmatic reasons: NS change a lot (they cannot be guarantor s of the programme) but they add "flavour" to the programme Teacher = model (ELF cannot be accepted); s/he is a good source of language + realistic but we have to respect students' needs = functional approach to language: "*What does the student need to do with the language?*" student's goal = nr. 1 criterion (students cannot be forced into something they do not want; if it is sounding like a NS they want, teachers have to respect it) People assess someone's proficiency according to their pronunciation: native-like pronunciation = s/he speaks "like the king"; people are very conservative in this respect a teacher should speak English in the English lessons
Presence of ELF in the curriculum	Dissertation – T-St interaction (ELF was not spoken of back then) It is important to distinguish English for general and for specific purposes – goals of the study will differ English at English departments – Model: British English (recommended by CEFR for the whole EU) English for working professionals (not studied as a subject per se) – esp. ESP (business, legal...)

	Students must know English varieties: British, American, Irish, Scottish = NATIVE varieties
	The better your level is the more connected the language is with culture; hence, at Faculty of Education strong connection btw. language and culture
	For students English will function as a LF vs. NOT for teachers
	the interviewee suggests applying double standards:
	- C1/C2 as a target level upon graduation
	- B1/B2 as a common level for ELF users for NNS-NNS situations
	One speaks differently with a NS and differently when on holiday
	Students will mostly communicate with NNS
	Disadvantages of ELF: understanding to a NN English variety is acc. to the interviewee easier, hence students have to be exposed to a native variety
	on the level of comprehension if the students understand British English they will understand any other variety (vs. other interviewees)
	X in terms of production: achieving native-like production is not so necessary; it will come on its own
	In applied linguistic seminars students are instructed not to insist on correcting minor mistakes e.g. correct tenses
	Students are informed about LFC
	Intelligibility – important criterion even with vocabulary
	Teachers Standards vs. real teaching practice
	Awareness raising - important

6th INTERVIEW 9.11.2010

Questions	Faculty of Arts and Philosophy
Number of students accepted to the English programme	50 students in the first year, 20 students in the second year
Number of students in groups	2 groups of about 25 students + Erasmus students, approximately 30 students altogether in one group (dictated by finances and personnel capacity)
Number of teaching units	2x 90 minutes per week 4 years (8 semesters)
Language level of competence	students' language competence differs significantly B2 is the lowest entrance level allowed students are not placed into groups according to their language competence target level after attending PLC is C1+
General level of students	
Teachers	once a week the seminar is with a NS (mostly British or American), once with a NNS (Czech), sometimes twice with a NS (depending on current staff situation; differs every semester; last year a BrE speaker and an AustrE speaker; effort to find one BrE (RP) and one AmE (GA) speaker)
Methodology	Communicative, occasional grammar focus
Materials	Objectives CAE – 1 main textbook for four years (a guideline for both students and teachers) supplementary materials differ acc. to individual lectors – mostly on-line materials , on-line tests Michael Swan: *English Usage* – highly recommended monolingual dictionaries Corpora are not used in the seminars
Course design, curricular documents	head of the department is simultaneously the course coordinator responsible for the course accreditation
Course content:	Communicative module: consists of Language exercises (Jazyková cvičení) Language forms: vocabulary, grammar (Use of English), pronunciation (oral examination – an integral part in the credit awarding system) Language skills: main focus on Listening, Speaking, Reading + Speaking – a separate seminar; Writing – a separate seminar; Presentation skills – a separate seminar
Models / Standards	Pronunciation – the interviewee is sceptical about the students' "strict" usage of either BrE or AmE, there is always some level of mixing; Both BrE and AmE are accepted; students are only penalized when they are unintelligible

	e.g. for mispronouncing /th/ [θ,δ] *cink, *tik; students must be understood!
	Students of the English department want to sound like NSs.
	The role of the teacher (as a model) is not so crucial at their (advanced) level.
	Acc. to a local survey, students expressed their wish to sound like someone from Britain, e.g. their British teacher
	"real/correct" English is hard to define; most probably OUP, CUP (English found in the corpora and corpus-based materials)
	At advanced levels: T is no longer a model, esp. in pronunciation; provides study instructions
	Teacher should teach codified English (i.e. English found in text-books and dictionaries based on native corpora)
	NN creativity should operate within the "codified" English framework
	When someone teaches something s/he should teach it correctly
	at primary/elementary school level – careful approach to teaching English needed, so that children would not get a false / distorted image of English (esp. in terms of pronunciation but usage as well)
	The role of teachers as pronunciation models – crucial; lowest goal: intelligibility
	Interviewee considers even non-LFC pronunciation features crucial
	Children should be given the opportunity to learn "nice" English
	Google: very often offers "wrong" grammar as the more frequent variety (e.g. mně / mě), it can only be used as a lead not a final instance / authority
Presence of ELF in the curriculum	textbooks already reflect different kinds of Englishes (have NNSs in the listening sections)
	LFC – not part of the curriculum
	*he go – is not correct; zero tolerance to it; depends on the situation – for international / global communication *he go is acceptable, only very few people, however, would be satisfied with this kind English; acc. to the interviewee this kind of English evokes "compassionate looks" ("chudáček Čecháček" – poor Czech guy)
	in standard educational setting (elementary, secondary, tertiary level he goes is a necessity!)
	the goal is not speak 100% correctly but students must know what is right and wrong, hence their teacher has to correct them
	NOT in the old fashion though: 1 mistake = a B (jedna chyba = dvojka) , 2 mistakes = a C (dvě chyby = trojka)
	some IDEAL is a necessity, students need and „ideal" model; learners should be given opportunity to reach this model

7th INTERVIEW 15.11.2010

Questions	Faculty of Education
Number of students applying to the English programme	40 accepted, 37 actually started; reasons: lack of funding
Number of students in groups	for PL all!! in one group; after one year (?) 28
Number of teaching units	2x90 + 1x45 mins (3x 45 mins but not in one block); students have PL seminars for the whole of the BA programme (5 semesters out of 6) 90 mins – text-book work 45 mins – WB, work with a TEXT (integrated language tasks; esp. focused on grammar and vocab.)
Language level of competence and testing	students' language competence differs significantly B2 should be the lowest entrance level (not so clear-cut) BA exam in PL: writing, reading, listening, language structures, vocab. + oral part: 10 min dialogue (~ FCE format) Future plan: to enforce standardization (all students would be required to pass a standardized lang. exam, e.g. City&Guilds format – co-operation should be launched to prepare cheaper and photocopiable tests; Oxford Testing, Practice tests)
General level of students	earlier – students were more shy to talk, now they are more confident but accuracy is low entrance level for BA students B2 target level for BA students C1+
Teachers	taught by different teachers main criterion: NOT NS x NNS, experience, etc. but their work-load and availability (so that it fits with their schedule and part- vs. full-time employment); choosing someone who "messes it up the least" the interviewee is against the "natives" / "rodiláci", a teacher that prepares well and a lot for the lessons and is specifically trained for teaching PL is better than a NS per se or e.g. someone with a doctorate in English literary science Role of the teacher = a big question (St autonomy x guidance)
Course design, curricular documents	there used to be no systematic course design, just rough and vague guidelines, "jungle"; now: revolves around the text-book the students are using accreditation
Materials	earlier: *Face2face* now: *English File* – upper-intermediate 2nd part and *English File* - advanced Optional materials – NO
Models / Standards	influence of movies and TV series (abroad – no dubbing – better English level, e.g. Bosna – AmE; generation gap Czech students – they do speak Czenglish, Czenglish is the reality (acc. to M. Swan – we all have it)

	Norm – in written English – "bigger" standard, in spoken English – different Language → rules; ELF → rules?? NS – still an ideal model (whether BrE or AmE is irrelevant); Timmis: NS model graduates will mostly communicate with NNSs
Presence of ELF in the curriculum	NO future teachers are not being prepared for modern teaching a change has to come in teacher training courses 1st phase: perception of models has to be changed (metaphor: "you want your favourite meal from your grandma e.g. svíčková" but nothing tastes exactly like that but other "svíčkovás" e.g. from a good pub or from a friend taste also fine just a bit different; equality among varieties has to be achieved clarity and conceptualization of ELF "*am still confused*", "still going around in circles" ("motám se v tom") – better than most interviewees – they do not even reflect upon the existence of ELF and ELF research 2 diploma theses – 220 high-school students: attitudes, motivation, culture (Students adopt their values from their teachers) in private courses – students can dictate what they want to study, how much time will be devoted to what What are the needs for applied linguistics for the 21st century? English today? Teachers' competences – European portfolio for Student Teachers of Languages. A Reflection tool for language teacher education. (intercultural competence – more should be done about that) ELF, LFC – should not be presented in methodology seminars but in linguistic seminars (linguistic + applied linguistic) Problem: the discipline is too traditional English and American studies X vs. needs of future teachers Presentation on ELF / EIL in Olomouc - very critical and sceptical reaction to presenting ELF concepts; horrible reaction of non-acceptance / rejection Some people are interested in the concepts but the problem is the "traditional" environment Aya Matsuda - ahead of the time Future plan: a new department of the English language ("katedra anglického jazyka) – merger of the Faculty of Education with the Faculty of Arts & Philosophy - a new curriculum; but accreditation will be a problem traditional English departments ("anglistika") are too old-fashioned; new focus – more practice, real-world oriented At conferences, attendees want NS presenters Paradoxical situation – ELF favours NNS, but they feel threatened by losing their "expertise" (generally good at grammar)

8th INTERVIEW 16.11.2010

Questions	Faculty of Education
Number of students applying to the English programme	usu. 150, this year 110
Number of students in groups	24, min. 15
Number of teaching units	all 3 BA years, 1-6 semesters, MA no PL; 1st year: students used to have 4 hours (NNS + NS), vs. now 1x90 min for 3 years 1 teacher per year, 3rd year taught by a NNS (Cambridge exam examiner)
Language level of competence, testing	min B2, goal C1+, some students are at C2 level (have CAE, CPE certificates) practical language exam at the end of each year (3rd year after the 1st semester) BA exam – only oral (CPE format; 2-3 examiners, 2-3 examinees; discussion, a 2-minute individual speech, answering questions), no written test; trend: to include specialized linguistic knowledge and terminology for the students to have to show their knowledge more in detail not just to express their opinion on general topics
General level of students	
Teachers	NNS, AmE speaker, CanE speaker; there used to be an effort for the students to have both a NS and a NNS (not always doable)
Methodology	
Course design, curricular documents	Name of the subject: Modern English Other seminars: English in multicultural Europe (no ELF included) (just articles about "Globish" – focus: oral presentation skills; topics from: politics, culture, sociology, economy + language (EU member states, current affairs – so that students can work for EU institutions in the Czech Republic MA – English in the Media (newspapers, BBC listening) – students have presentations about British society, current affairs, issues in education in the UK, US, CR, write essays
Materials	*Inside Out* Advanced – for the three years, 2 units per semester Supplementary teaching materials: recordings, newspaper articles, other teaching materials (e.g. English Vocabulary / Grammar / Idioms in Use) corpora are not used in PL seminars; theoretically they learn about them in other linguistic disciplines
Course content: Language skills, Language forms	writing not so much – students have a seminar focussed on academic writing (1x90 mins)
Models / Standards	BBC English, the interviewee has described herself as a speaker of the Mid-Atlantic accent students are recommended to stick to either BrE or AmE, they are reminded when they do not do so, but mixing BrE and AmE is not considered a serious problem; overusing fillers e.g. *like, you know, sort of* is considered a much

	more serious language mistake
	Most students express their wish to sound like NSs
Presence of ELF in the curriculum	NONE
	the interviewee does NOT consider exposing students to NNS accents a necessity; some NNS recordings are in the textbook, other than that – NO, varieties = NS varieties: Scottish, South African...
	LFC – never heard of
	traditional methodology
	the interviewee thinks students will communicate with NS a lot
	ELF (~ Czenglish?)– not perceived as desirable; students of the English department are future English teachers – hence their English has to be good; they have to speak English better than ordinary people
	students have to have a detailed knowledge of English and have to be able to explain language phenomena to their students
	they will be using British textbooks in their teaching practice
	ELF is confused with Globish – viewed as something lower, as a pejorative term
	"correct" English = BBC, GA
	Double standards: graduates of English departments vs. students at language schools and/or other tertiary education / Erasmus programmes (for this setting ELF is highly relevant but common textbooks remain the binding standard; accuracy is not so important; new textbooks exposing students to various English accents incl. NNS accents is a necessity!!!!)

APPENDIX 9 Illustrations of ELF around us – photographs

Please find below a random sampling of practical ELF. These examples are not by any meanst exhaustive but they were collected by the author while completing this thesis.

Pic. 1 Germany 2010

Pic. 2 Prague 2011

Pic. 5 Croatia 2011

Pic. 6 Prague International Airport, 2011
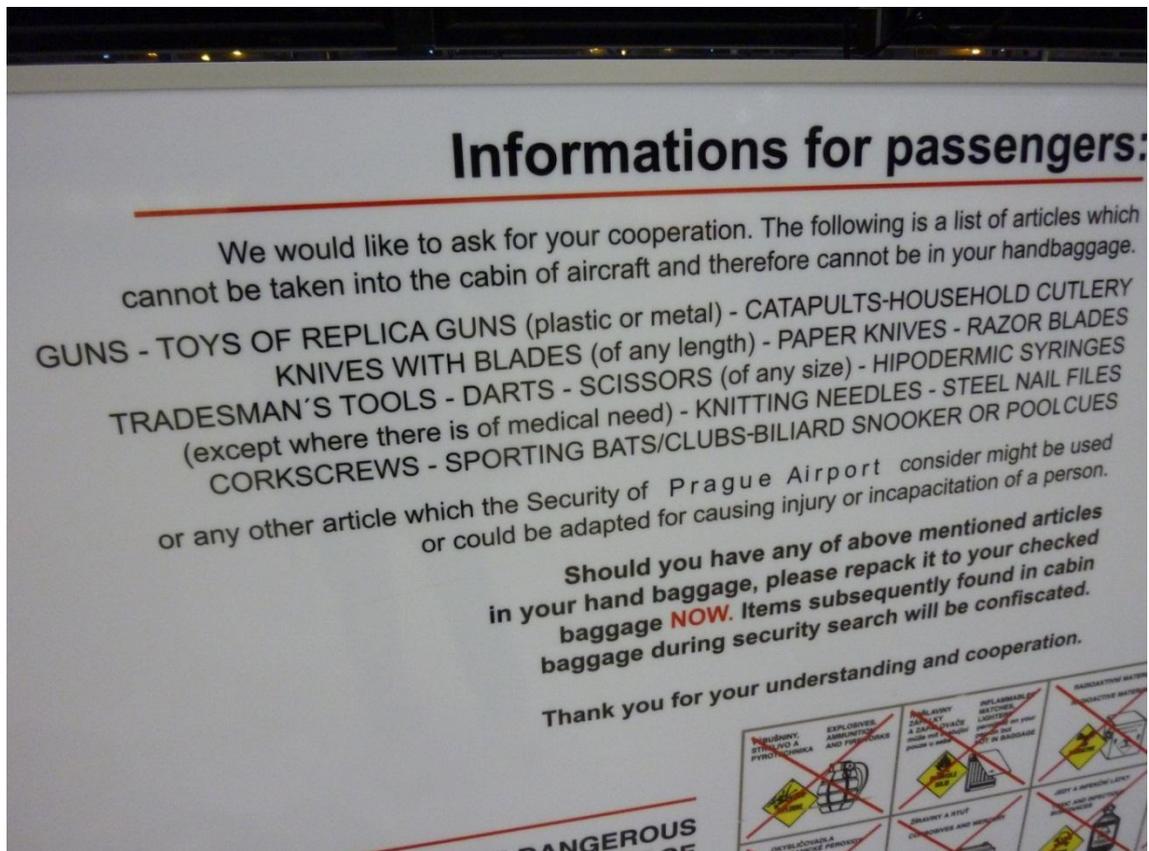
Pic. 7 Tibet 2010 a.

Pic. 8 Tibet 2010 b.
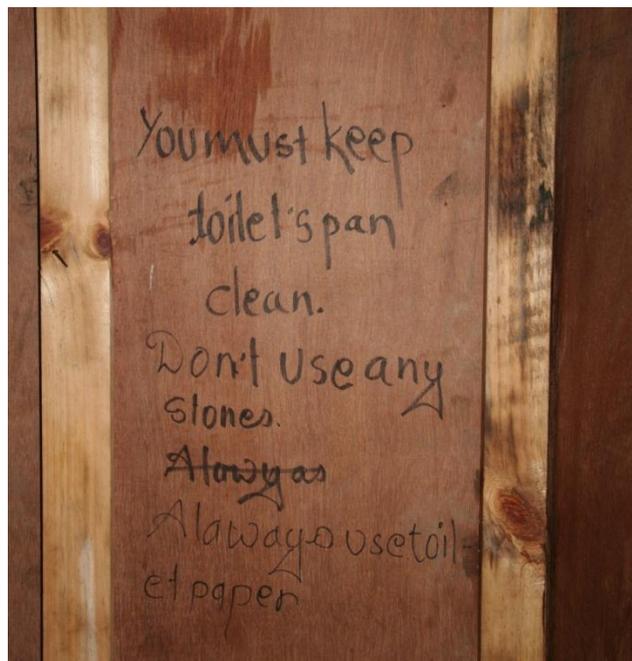
Pic. 9 Prague 2011

Pic. 10 Prague, Lucerna ("pater noster" lift), 2011

Pic. 11 Orlické hory 2011

Pic. 12 Brugge 2011

Pic. 13 PF 2012

Cestu ke štěstí má každý v sobě.
Everybody has the way to happiness in his/her own.
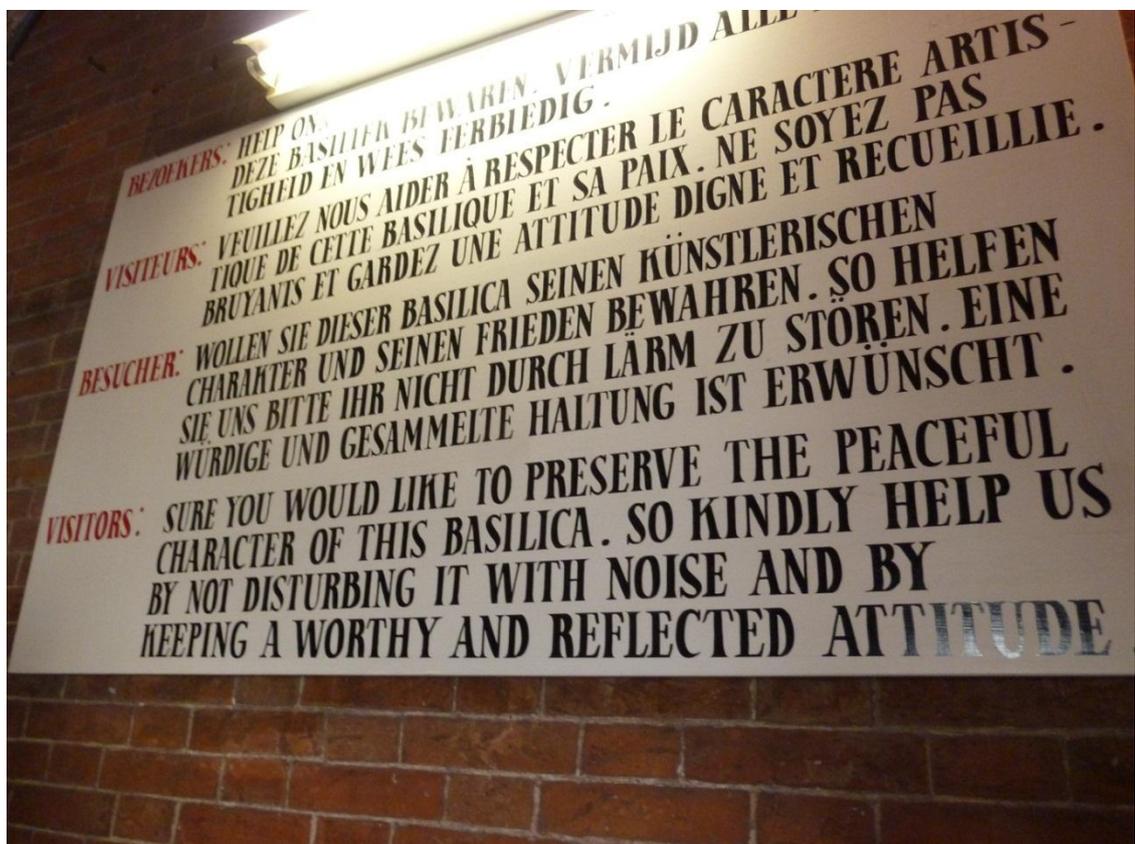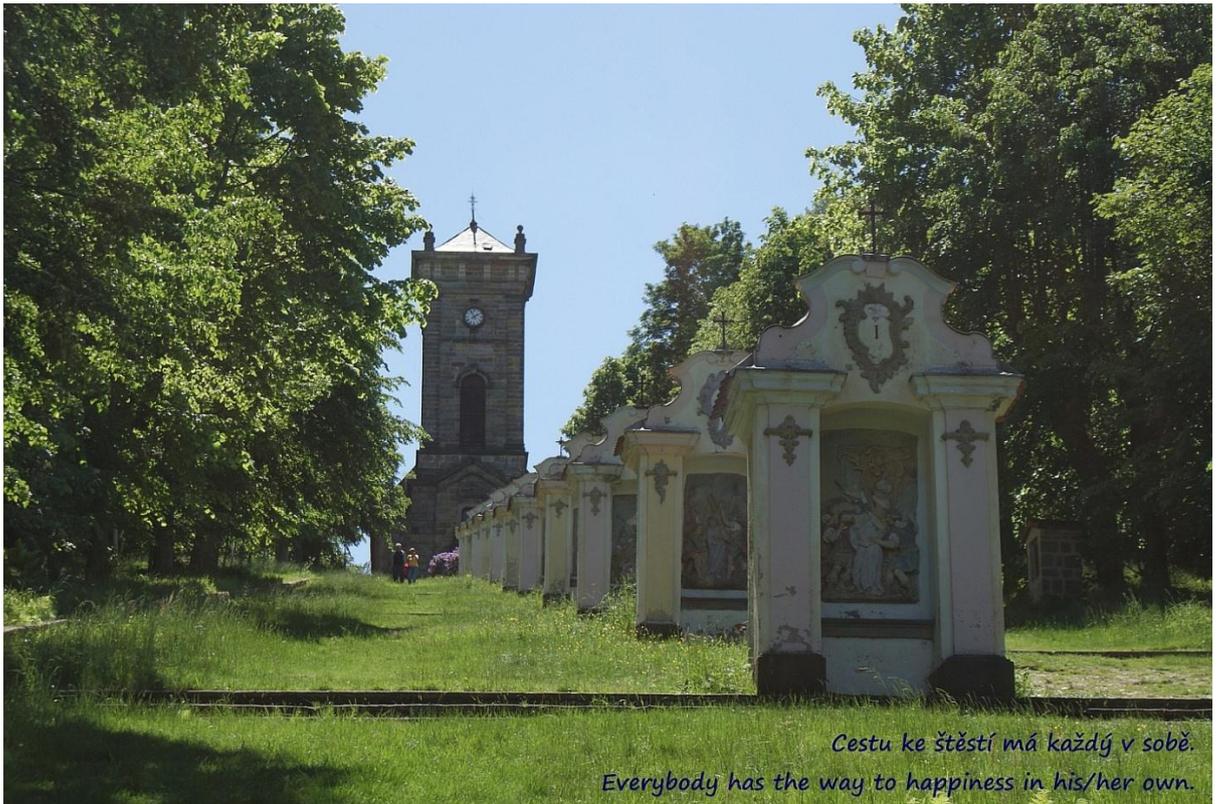
APPENDIX 10 Questionnaires

Standard(s), Model(s), Varieties of English

QUESTIONNAIRE

Tick ⊠ all that apply:

1. **What is 'Standard English' for you?**

   Written language:
   - b. ☐ English as codified in grammars and dictionaries
   - c. ☐ English as used by native speakers in (non)-fiction
   - d. ☐ English as used by proficient non-native speakers
   - e. ☐ other - specify_____

   Spoken language – pronunciation:
   - f. ☐ RP
   - g. ☐ BBC English
   - h. ☐ General American
   - i. ☐ any spoken text produced by a native speaker
   - j. ☐ any spoken text produced by a proficient non-native speaker
   - k. ☐ other - specify_____

2. **What was presented as a 'model' to you when you were learning English at:**

   Elementary school
   - a. ☐ British English
   - b. ☐ American English
   - c. ☐ Czenglish
   - d. ☐ Other variety – specify_____

   High / Secondary school
   - a. ☐ British English
   - b. ☐ American English (General American)
   - c. ☐ Czenglish
   - d. ☐ Other variety – specify_____

   Language school(s)
   - a. ☐ British English
   - b. ☐ American English (General American)
   - c. ☐ Czenglish
   - d. ☐ Other variety – specify_____

   University
   - a. ☐ British English
   - b. ☐ American English (General American)
   - c. ☐ Czenglish
   - d. Other variety – specify_____

3. **What is your target level of competence acc. to CEFR?**
   - a. ☐ C1 (Effective Operational Proficiency) / CAE
   - b. ☐ C2 (Mastery) / CPE

4. **Regarding pronunciation, what is more important for you?**
   - a. ☐ International intelligibility (EIL English as an International Language)

      b. ☐ Near-native competence

      c. ☐ Native-like competence

5. **What is your personal target pronunciation model of English?**
   - a. ☐ British English
   - b. ☐ American English (General American)
   - c. ☐ Canadian English
   - d. ☐ Australian English
   - e. ☐ English produced by a bilingual/multilingual proficient non-native speaker
   - f. ☐ English produced by a fairly proficient non-native speaker (Czenglish)
   - g. ☐ ELF (ELF English as a lingua franca)
   - h. ☐ Euro-English
   - i. ☐ Czenglish
   - j. ☐ other - specify_____

6. **In what context do you most often use English?**
   - a. ☐ Communicating with NSs (Native speakers)
   - b. ☐ Communicating with other NNSs (Non-native speakers)
   - c. ☐ Writing: ☐ e-mails   ☐ letters   ☐ social networking
           ☐ text messages   ☐ _____
   - d. ☐ Academic writing: ☐ essays ☐ summaries ☐ abstracts ☐ _____
   - e. ☐ Formal spoken interaction
   - f. ☐ Informal spoken interaction
   - g. ☐ Reading: ☐ fiction   ☐ non-fiction ☐ _____
   - h. ☐ In business / work-related contexts
   - i. ☐ Travel
   - j. ☐ Teaching English ☐ Translating ☐ Interpreting ☐ _____

7. **Who would you like to be your teacher of English at university level?**
   - a. ☐ a NS of BrE
   - b. ☐ a NS of AmE
   - c. ☐ a NS of some other variety – specify_____
   - d. ☐ a bilingual/multilingual proficient non-native speaker (NNS)
   - e. ☐ a team consisting of a NS and a NNS working together

8. **A 'Practical language course' preparing future English language experts should, in your opinion, focus more on developing: (Specify your personal weaknesses.)**
   - **a. Language forms:**
     - i. ☐ Grammar _____
     - ii. ☐ Vocabulary _____
     - iii. ☐ Spelling _____
     - iv. ☐ Pronunciation _____
   - **b. Language (sub-)skills:**
     - v. ☐ Listening _____
     - vi. ☐ Speaking _____
     - vii. ☐ Reading _____
     - viii. ☐ Writing _____
     - ix. ☐ Translation _____

9. **Other comments:**

Year of study: ☐ First   ☐ Second   ☐ Third

Gender: ☐ Male   ☐ Female

SURVEY FOR PRACTICAL LANGUAGE COURSE COMPONENTS

This questionnaire aims to collect data on students' interests and needs in English language competences. The data collected will be used in designing a new Practical Language Course

1. In what context do you most often use English?

   a.   ☐ Communicating with NSs (Native speakers)
   b.   ☐ Communicating with other NNSs (Non-native speakers)
   c.   ☐ Writing: ☐ e-mails   ☐ letters   ☐ social networking
                     ☐ text messages   ☐ _____

   d.   ☐ Academic writing: ☐ essays   ☐ summaries   ☐ abstracts   ☐ _____
   e.   ☐ Formal spoken interaction
   f.   ☐ Informal spoken interaction
   g.   ☐ Reading: ☐ fiction   ☐ non-fiction   ☐ _____
   h.   ☐ In business / work-related contexts
   i.   ☐ Travel
   j.   ☐ Teaching English   ☐ Translating   ☐ Interpreting   ☐ _____

2. Indicate your interest level in improving your competency in the following areas/skills. (1= not useful/important to me, 5= very important/useful to me)

Grammar	1	2	3	4	5
Dictionary skills	1	2	3	4	5
Vocabulary development	1	2	3	4	5
Word formation	1	2	3	4	5
Idioms	1	2	3	4	5
Pronunciation	1	2	3	4	5
Conversation	1	2	3	4	5
Debating	1	2	3	4	5
Interviews	1	2	3	4	5
Collaborative projects	1	2	3	4	5
Register	1	2	3	4	5
Nonverbal communication	1	2	3	4	5
Listening comprehension	1	2	3	4	5
Listening/note-taking	1	2	3	4	5
Reading for gist	1	2	3	4	5
Reading non-textual material	1	2	3	4	5
Reading/paraphrasing	1	2	3	4	5
Reading/writing summaries	1	2	3	4	5
Writing an abstract	1	2	3	4	5
Writing a resume	1	2	3	4	5
Writing a covering letter	1	2	3	4	5
Writing a formal letter	1	2	3	4	5

Writing a report	1	2	3	4	5
Punctuation	1	2	3	4	5
Editing	1	2	3	4	5
Proofreading	1	2	3	4	5

Other (please list below)

3. What materials would you find useful?

an integrated skills textbook _____
a selection of materials form various sources _____
a supplementary textbook with grammar/vocabulary exercises _____
a combination of the above _____

SURVEY FOR PRACTICAL LANGUAGE COURSE COMPONENTS

This questionnaire aims to collect data on students' English language background and their practical language needs. The data collected will be used in designing a new Practical Language Course. Tick <u>all</u> that apply. This survey is voluntary and anonymous.

1. **When you were learning English your teachers mostly spoke:**

   Elementary school
   a. ☐ British English
   b. ☐ American English
   c. ☐ Czenglish
   d. ☐ Other variety – specify_____

   High / Secondary school
   a. ☐ British English
   b. ☐ American English (General American)
   c. ☐ Czenglish
   d. ☐ Other variety – specify_____

   Language school(s)
   a. ☐ British English
   b. ☐ American English (General American)
   c. ☐ Czenglish
   d. ☐ Other variety – specify_____

   University
   a. ☐ British English
   b. ☐ American English (General American)
   c. ☐ Czenglish
   d. Other variety – specify_____

2. **What is your level of competence acc. to CEFR (the Common European Framework of Reference)?**
   a. ☐ B2 (Vantage) / FCE
   b. ☐ C1 (Effective Operational Proficiency) / CAE
   c. ☐ C2 (Mastery) / CPE

3. **Which of these exams have you taken?**
   a. ☐ FCE (B2), result_____
   b. ☐ CAE (C1), result_____
   c. ☐ CPE (C2), result_____
   d. ☐ TOEFL (Test of English as a Foreign Language), score / points_____
   e. ☐ Communicator (B2), City & Guilds
   f. ☐ Expert (C1), City & Guilds
   g. ☐ Mastery (C2), City & Guilds
   h. ☐ IELTS score / points_____
   i. ☐ Základní státní jazyková zkouška z angličtiny
   j. ☐ Všeobecná státní jazyková zkouška z angličtiny
   k. ☐ Státní jazková zkouška překladatelská
   l. ☐ Státní jazková zkouška tlumočnická
   m. ☐ LTE Advanced (London Tests of English Advanced)
   n. ☐ LTE Proficient (London Tests of English Proficient)
   o. ☐ Other – specify_____

p. ☐ None

4. **Would you like to attend a practical language course?**
   - a. ☐ Definitely YES
   - b. ☐ YES
   - c. ☐ NO

5. **Who would you like to be your teacher of English at university level?**
   - a. ☐ a NS (native speaker) of BrE[1]
   - b. ☐ a NS (native speaker) of AmE
   - c. ☐ a NS (native speaker) of some other variety – specify_____
   - d. ☐ a bilingual/multilingual proficient non-native speaker (NNS)
   - e. ☐ a team consisting of a NS (native speaker) and a NNS (non-native speaker) working together

6. **A 'Practical language course' preparing future English language experts should, in your opinion, focus more on developing: (Specify your personal weaknesses/needs.)**
   - a. **Language forms:**
     - i. ☐ Grammar _____
     - ii. ☐ Vocabulary _____
     - iii. ☐ Spelling _____
     - iv. ☐ Pronunciation _____
   - b. **Language (sub-)skills:**
     - i. ☐ Listening _____
     - ii. ☐ Speaking _____
     - iii. ☐ Reading _____
     - iv. ☐ Writing _____
     - v. ☐ Translation _____

7. **What materials would you find useful?**
   1 = definitely yes, 2 = yes, 3 = no, 4 = definitely no

   - a. an integrated skills textbook _____
   - b. a supplementary textbook with grammar/vocabulary exercises _____
   - c. a combination of a textbook and a supplementary textbook _____
   - d. a selection of materials copied from various sources _____
   - e. a combination of a textbook and a selection of materials from various sources _____
   - f. no textbook _____

---

[1] The original version of the questionnaire contained a typo: 'a NS (Native speakers)'. This typo has been edited here.

SURVEY FOR PRACTICAL LANGUAGE COURSE COMPONENTS

This questionnaire aims to collect data on students' English language background and their practical language needs. The data collected will be used for the Practical Language Course design. This survey is voluntary and anonymous.

Tick ☒ <u>all</u> that apply:

1. What kind of English were you mostly exposed to when learning English at:

  i. Elementary school
    a. ☐ BrE produced by a NS   ☐ BrE produced by a NNS with moderate Czech accent
    b. ☐ AmE produced by a NS   ☐ AmE produced by a NNS with moderate Czech accent
    c. ☐ Czenglish
    d. ☐ Other variety – specify_____

  ii. High / Secondary school
    a. ☐ BrE produced by a NS   ☐ BrE produced by a NNS with moderate Czech accent
    b. ☐ AmE produced by a NS   ☐ AmE produced by a NNS with moderate Czech accent
    c. ☐ Czenglish
    d. ☐ Other variety – specify_____

  iii. Language school(s)
    a. ☐ BrE produced by a NS   ☐ BrE produced by a NNS with moderate Czech accent
    b. ☐ AmE produced by a NS   ☐ AmE produced by a NNS with moderate Czech accent
    c. ☐ Czenglish
    d. ☐ Other variety – specify_____

2. How would you characterize your present level of competence in English acc. to CEFR[1]?

    a. ☐ B1 (Threshold) / pre-intermediate / PET
    b. ☐ B2 (Vantage) / intermediate / FCE
    c. ☐ C1 (Effective Operational Proficiency) / upper-intermediate / CAE
    d. ☐ C2 (Mastery) / advanced / proficient / CPE

3. Which of these exams have you taken?
    a. **Cambridge ESOL examinations**:
      ☐ PET (Preliminary English Test) (B1)   ☐ FCE (First Certificate in English) (B2)
      ☐ CAE (Certificate in Advanced English) (C1)   ☐ CPE (Certificate of Proficiency in English) (C2)
      ☐ IELTS score / points_____
    b. **City & Guilds:** ☐ Communicator (B2)   ☐ Expert (C1)   ☐ Mastery (C2)
    c. **Státní jazyková zkouška**   ☐ Základní (B2)   ☐ Všeobecná (C1)
      ☐ Překladatelská (C2) ☐ Tlumočnická (C2)

    d. ☐ TOEFL (Test of English as a Foreign Language)
    e. ☐ **Other – specify**_____
    f. ☐ **None of the above**

4. Would you like to attend a practical language course?
    a. ☐ Definitely YES
    b. ☐ YES
    c. ☐ NO

---

[1] CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment).

5. Who do you think is an "ideal" teacher of a practical English course at university level?

    a.   ☐ a native speaker (NS) of British English
    b.   ☐ a native speaker (NS) of American English
    c.   ☐ a native speaker (NS) of some other variety – specify_____
    d.   ☐ a bilingual/multilingual proficient non-native speaker (NNS)
    e.   ☐ a team consisting of native speaker (NS) and non-native speaker (NNS) working together

6. A 'Practical language course' preparing future English language experts should, in your opinion, focus more on developing:

(Specify your personal weaknesses/needs.)

    a.   Language forms:
    i.☐ Grammar _____
    ii.☐ Vocabulary _____
    iii.☐ Spelling _____
    iv.☐ Pronunciation _____
    b. Language (sub-)skills:
    i. ☐ Listening _____
    ii. ☐ Speaking _____
    iii. ☐ Reading _____
    iv. ☐ Writing _____
    v. ☐ Translation _____

7. What materials would you find useful?

1 = definitely yes, 2 = yes, 3 = no, 4 = definitely no

    a. an integrated skills textbook   _____
    b. a supplementary textbook with grammar/vocabulary exercises   _____
    c. a combination of a textbook and a supplementary textbook   _____
    d. a selection of materials copied from various sources   _____
    e. a combination of a textbook and a selection of materials from various sources   _____
    f. no textbook   _____

PRACTICAL LANGUAGE COURSE FEEDBACK SHEET

Please answer the following questions. Your feedback is helpful to us in revising this course.

Which skills/areas covered this semester did you find most useful?

                                              (1= not useful to me, 5= very useful to me)

Grammar	1	2	3	4	5
Vocabulary development	1	2	3	4	5
Word formation	1	2	3	4	5
Idioms	1	2	3	4	5
Conversation	1	2	3	4	5
Pair work	1	2	3	4	5
Listening comprehension	1	2	3	4	5
Listening/note-taking	1	2	3	4	5
Reading for comprehension (textbk)	1	2	3	4	5
Reading/writing summaries	1	2	3	4	5
Other (please list below)					

How did you find the level of difficulty of this course (CPE)? (check one)

too easy_____ easy _____ appropriate _____ challenging _____ difficult _____ too difficult _____

How much time did you spend on homework for this course each week? (check one)

        1-2 hours _____   3-5 hours _____   more than 5 hours _____

How easy was it for you to <u>access</u> the homework assignments on Moodle?

        easy _____   it took a long time _____   I couldn't access them _____   I didn't do them ___

How useful did you find the course text book and ancilliary texts and assignments?

                                              (1= not useful to me, 5= very useful to me)

Proficiency Masterclass	1	2	3	4	5
Grammar for CAE & Proficiency	1	2	3	4	5
Advanced Grammar & Vocabulary	1	2	3	4	5
English Vocabulary in Use	1	2	3	4	5
English Collocations in Use	1	2	3	4	5
Destination C1&C2	1	2	3	4	5
Listening assignments on the internet	1	2	3	4	5
Extra texts/articles on the internet	1	2	3	4	5
Written homework assignments	1	2	3	4	5
Feeback on your homework	1	2	3	4	5

Please add any comments or suggestions to help us improve this course.

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World Englishes. ELF. English Teacher Assessment.

QUESTIONNAIRE

(This questionnaire is voluntary, anonymous and solely serves the purpose of a scientific research in applied linguistics. There are no disclosures either commercial or for profit.)

Tick ☒ __all__ that apply:

_____

Origin: ☐ Native speaker of English (NS)   ☐ Non-native speaker of English (NNS)
Mother tongue(s)_____

Age: ☐ 18-25 ☐ 25-30 ☐ 30-35 ☐ 35-45 ☐ 45+

Gender: ☐ Male ☐ Female

Employment: ☐ Elementary school ☐ High / Secondary school ☐ University
☐ Language school ☐ Freelance

Based in: ☐ Prague ☐ _____

_____

1. **How would you characterize your present level of competence in English acc. to CEFR[1]?**
   a. ☐ B1 (Threshold) / pre-intermediate
   b. ☐ B2 (Vantage) / intermediate
   c. ☐ C1 (Effective Operational Proficiency) / upper-intermediate
   d. ☐ C2 (Mastery) / advanced / proficient

2. **What language / teaching qualifications do you have?**
   a. **Cambridge ESOL examinations**:
      ☐ PET (Preliminary English Test) (B1) ☐ FCE (First Certificate in English) (B2)
      ☐ CAE (Certificate in Advanced English) (C1) ☐ CPE (Certificate of Proficiency in English) (C2)
      ☐ TKT ☐ DELTA ☐ CELTA
      ☐ IELTS score / points_____
   b. **City & Guilds:** ☐ Communicator (B2) ☐ Expert (C1) ☐ Mastery (C2)
   c. **Státní jazyková zkouška** ☐ Základní (B2) ☐ Všeobecná (C1)
      ☐ Překladatelská (C2) ☐ Tlumočnická (C2)
   d. ☐ TOEFL (Test of English as a Foreign Language)
   e. ☐ TEFL / TESOL course (4-weeks) (Teaching English as a Foreign Language / to Speakers of Other Languages)
   f. ☐ BA ☐ MA in English and American studies (language and literature)
   g. ☐ BA ☐ MA from the Institute of Translation Studies
   h. ☐ PhDr. ☐ PhD Specialisation:_____
   i. ☐ Other – specify_____
   j. ☐ None of the above

3. **When teaching English what do you want your students to achieve?**
   a. ☐ Survival English
   b. ☐ International intelligibility
   c. ☐ Near-native competence
   d. ☐ Native competence
   e. ☐ other - specify_____

4. **a. What do you consider 'Standard' / 'Model' English? - Written language:**
   a. ☐ English as codified in grammar books and dictionaries
   b. ☐ any written English text produced by a native speaker (e.g. in (non)-fiction)
   c. ☐ any written English text produced by a proficient non-native speakers
   d. ☐ other - specify_____

_____

[1] CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment).

Thank you for your time and truthful answers!

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b. What do you consider 'Standard' / 'Model' English? - Spoken language – pronunciation:

a. ☐ RP (Received Pronunciation)
b. ☐ BBC English
c. ☐ General American
d. ☐ any spoken text produced by a native speaker (disregarding his/her accent)
e. ☐ any spoken text produced by a proficient non-native speaker
f. ☐ other - specify_____

5. **At present more non-native than native speakers use English on a daily basis. Therefore,** *ELF* (English as a Lingua Franca)[2] **should be considered** *a new standard / model of EFL* (English as a Foreign Language) **and hence taught at schools globally**.

    a. ☐ YES. I agree.   b. ☐ NO. I disagree.   c. ☐ NOT SURE

6. **a. Have you heard of the LFC (Lingua Franca Core)?**

    a. ☐ YES   b. ☐ NO   c. ☐ NOT SURE

    If your answer is YES: Where have you come across this term? In what context?
    _____

    b. Do you think the LFC principles should be reflected in the ELT curriculum?

    a. ☐ YES but only at elementary and (pre-)intermediate levels
    b. ☐ YES at all competence levels
    c. ☐ NO   d. ☐ NOT SURE

7. **What kind of English were you mostly exposed to when learning English at:**
    i. High / Secondary school
    a. ☐ BrE produced by a NS   ☐ BrE produced by a NNS with moderate Czech accent
    b. ☐ AmE produced by a NS   ☐ AmE produced by a NNS with moderate Czech accent
    c. ☐ Czenglish
    d. ☐ Other variety – specify_____

    ii. Language school(s)
    a. ☐ BrE produced by a NS   ☐ BrE produced by a NNS with moderate Czech accent
    b. ☐ AmE produced by a NS   ☐ AmE produced by a NNS with moderate Czech accent
    c. ☐ Czenglish
    d. ☐ Other variety – specify_____

    iii. University
    a. ☐ BrE produced by a NS   ☐ BrE produced by a NNS with moderate Czech accent
    b. ☐ AmE produced by a NS   ☐ AmE produced by a NNS with moderate Czech accent
    c. ☐ Czenglish
    d. ☐ Other variety – specify_____

8. **Who do you think is an "ideal" teacher of a practical English course at:**
    i. secondary level?
    a. ☐ a native speaker (NS) of BrE   ☐ a native speaker (NS) of AmE
    b. ☐ a native speaker of some other variety of English – specify_____
    c. ☐ a bilingual/multilingual proficient non-native speaker (NNS)
    d. ☐ a team consisting of a NS and a NNS working together
    e. ☐ an efficient ELF speaker

    ii. tertiary / university level?
    a. ☐ a native speaker (NS) of BrE   ☐ a native speaker (NS) of AmE
    b. ☐ a native speaker of some other variety of English – specify_____
    c. ☐ a bilingual/multilingual proficient non-native speaker (NNS)
    d. ☐ a team consisting of a NS and a NNS working together
    e. ☐ an efficient ELF speaker

9. **Other comments:**

---

[2] ELF (English as a Lingua Franca) is defined here to represent any English used between non-native speakers of English.

Thank you for your time and truthful answers!

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DOTAZNÍK pro učitele angličtiny

(Tento dotazník je dobrovolný, anonymní a určený pouze k získání dat pro vědecký výzkum v oblasti aplikované lingvistiky. Dotazník neslouží ziskovým nebo komerčním účelům.)

Zaškrtněte ⊠ odpovědi, které nejvíce vystihují Váš názor na chyby:

1. Zapomene-li nerodilý mluvčí[1] použít správný tvar slovesa ve třetí osobě jednotného čísla (např. *he work* místo správného *he works*, považoval/a byste to za:
   - ☐ hrubou chybu
   - ☐ malou chybu
   - ☐ drobnost, která nebrání komunikaci

2. Vysloví-li nerodilý mluvčí „th" (např. [s] nebo [f] místo [θ] ve slově *three,* [dz] místo [δ] ve slově *those*) považoval/a byste to za:
   - ☐ hrubou chybu
   - ☐ malou chybu
   - ☐ drobnost, která nebrání komunikaci

3. Zamění-li nerodilý mluvčí ve výslovnosti [v] a [w] považoval/a byste to za:
   - ☐ hrubou chybu
   - ☐ malou chybu
   - ☐ drobnost, která nebrání komunikaci

4. Umístí-li nerodilý mluvčí ve výslovnosti víceslabičných slov přízvuk na nesprávnou slabiku považoval/a byste to za:
   - ☐ hrubou chybu
   - ☐ hrubou chybu pouze tam, kde to změní význam
   - ☐ malou chybu
   - ☐ drobnost, která nebrání komunikaci

5. Kopíruje-li nerodilý mluvčí ve výslovnosti intonaci a rytmus svého rodného jazyka, místo aby se snažil napodobit intonaci a rytmus rodilých mluvčí, považoval/a byste to za:
   - ☐ hrubou chybu
   - ☐ malou chybu
   - ☐ drobnost, která nebrání komunikaci

6. Použije-li nerodilý mluvčí předložkovou vazbu, která neodpovídá „standardní angličtině", ale je mezinárodně srozumitelná (např. *discuss about* místo správného *discuss sth*), považoval/a byste to za:
   - ☐ hrubou chybu
   - ☐ malou chybu
   - ☐ drobnost, která nebrání komunikaci

7. Použije-li nerodilý mluvčí nepřesně idiomatický výraz, popřípadě použije idiomatický výraz založený na jeho rodném jazyce (např. *put ones hands into the fire for sth[2])*, který nemá angličtině obdobu, považoval/a byste to za:
   - ☐ hrubou chybu
   - ☐ hrubou chybu pouze tam, kde to by vážně ohrozilo komunikaci
   - ☐ malou chybu
   - ☐ drobnost, která nebrání komunikaci

8. Další komentáře:

   _____
   _____

---

[1] Termínu „nerodilý mluvčí" používáme pro zjednodušení ve významu jak uživatel/ka angličtiny, tak student/ka angličtiny.

Thank you for your time and truthful answers!

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DOTAZNÍK

(Tento dotazník je dobrovolný, anonymní a určený pouze k získání dat pro vědecký výzkum v oblasti aplikované lingvistiky. Dotazník neslouží ziskovým nebo komerčním účelům.)

Zaškrtněte ⊠ odpovědi, které nejvíce vystihují Vaši situaci:

_____

Národnost: ☐ česká   ☐ jiná_____

Věk: ☐ 18-25   ☐ 25-30   ☐ 30-35   ☐ 35-45   ☐ 45+

Pohlaví: ☐ muž   ☐ žena

Profese: ☐ učitel/ka angličtiny   ☐ typ školy_____   ☐ jiná profese_____

Jak byste ohodnotil svou úroveň znalosti angličtiny:

(0 – žádná znalost, 3 – středně pokročilý, 6 – výborná znalost srovnatelná se vzdělaným rodilým mluvčím)

☐ 0   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

_____

1) Všímám si nebo uvědomuji si, že nemluvím/nepíšu anglicky jako rodilý mluvčí.

☐ ANO   ☐ NE

Pokud ano, kdy a na základě čeho? _____

_____

_____

2) Hodnotím nějak to, že nemluvím/nepíšu anglicky jako rodilý mluvčí? ☐ ANO   ☐ NE

Pokud ano, jak? _____

_____

_____

3) Vyvíjím nějakou strategii pro to, abych mluvil/a psal/a anglicky víc jako rodilý mluvčí.

☐ ANO ☐ NE

Pokud ano, jak taková strategie vypadá? _____

_____

_____

4) Daří se mi uskutečňovat tuto strategii, abych mluvil/a psal/a anglicky víc jako rodilý mluvčí, i v praxi?   ☐ ANO   ☐ NE

Pokud ano, jak? _____

_____

_____

5) Anglicky komunikuji častěji s:

☐ rodilými mluvčími   ☐ nerodilými mluvčími

Thank you for your time and truthful answers!

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PhD research in ELF & World Englishes

English as a Lingua Franca. English in the Czech Republic.

QUESTIONNAIRE

(This questionnaire is voluntary, <u>anonymous</u> and solely serves the purpose of a scientific research in applied linguistics. There are no disclosures either commercial or for profit.)

Please, tick ⊠ <u>all</u> answers that apply:

_____

Nationality: ☐ Czech   ☐ other_____

Mother tongue(s): ☐ Czech   ☐ other_____

Age: ☐ 18-25   ☐ 25-30   ☐ 30-35   ☐ 35-45   ☐ 45+

Sex: ☐ male   ☐ female

Profession: _____

_____

A. **How would you subjectively assess your level of English?**
(0 – no competence, 3 – intermediate, 6 – excellent command)
   ☐ 0   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

B. **I am content / happy with my level of English**:
     ☐ YES
     ☐ YES, but I would still like to improve
     ☐ NO
Why / why not?   _____
                  _____
                  _____

C. **Who do you consider your language 'model'?**
   a. ☐ any native speaker (NS) of BrE
   b. ☐ an educated native speaker (NS) of BrE
   c. ☐ any native speaker (NS) of AmE
   d. ☐ an educated native speaker (NS) of AmE
   e. ☐ a native speaker of some other variety of English – specify_____
   f. ☐ a bilingual/multilingual proficient non-native speaker (NNS)
   g. ☐ a non-native speaker who is intelligible in international communication situations
   h. ☐ other – specify _____

D. **I have heard the term ELF (English as a Lingua Franca).**   ☐ YES   ☐ NO

E. **I communicate more often with:**
     ☐ native speakers of English   ☐ non-native speakers of English

Thank you for your time and truthful answers!

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F. **I mostly use English in the following situations / for the following purposes**:

_____

_____

_____

1) In international communication situations (i.e. when talking to other non-native speakers) I observe situations in which being a non-native speaker can sometimes lead to communication problems and occasional misunderstandings.

☐ YES   ☐ NO

If yes, on the basis of what / why? What are the causes? (vocabulary, grammar, cultural differences, etc.)

_____
_____

_____

2) I do not wish to be perceived as a non-native speaker in international communication situations.

☐ YES   ☐ NO
If yes, why? _____

_____
_____
_____

3) I employ some strategy/ies in order to **<u>not</u>** be perceived as a non-native speaker in international communication situations.   ☐ YES   ☐ NO

If yes, what do/es such strategy/ies look like? _____

_____
_____

Thank you for your time and truthful answers!

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Department of English Language and ELT Methodology
MA course, WT 2011
Instructor: Mgr. Veronika Quinn Novotná
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APPENDIX 11 Course outline

WORLD ENGLISHES. ENGLISH AS A LINGUA FRANCA.

Seminar: Wednesday 10.50 - 12.25 (room 1)

Office hours: Wednesday 10.00 – 10.45 (room 105)

Course description

The course is an introduction into the field of World Englishes and current ELF (English as a Lingua Franca) research. It will provide an overview of key terminology and discuss pedagogically highly relevant issues that are changing current practices in ELT (English Language Teaching). It is intended for MA students of English and American studies who have completed their practical language course and (possibly) an introductory course into applied linguistics. Previous theoretical and practical experience with TEFL (Teaching English as a Foreign Language) is welcome but not essential. The course participants will be given a chance to practise their presentation skills and take a critical stand to established applied linguistic phenomena. Part of the course will be conducted on-line.

Syllabus

1. Global Language – why English? Models of spread of English; Defining key terminology. Terminological muddle (WE, WEs, EIL, EGL, ELF, Euro English, etc.); from the 1st to the 4th diaspora.
2. Standard English. What English? Whose English? The question of the ownership of English; The *English Today* Debate. Deficit and liberation linguistics.
3. Simplified Englishes; ELF misconceptions; Conceptualizing ELF, Lingua Franca(s)
4. ELF & phonology, LFC; attitudes to accents; correctness; intelligibility
5. ELF & lexico-grammatical features of ELF; Corpus-based ELF research; ELF & pragmatics; Academic ELF
6. ELF & ELT. Teaching and testing WEs; 'Native' / NESTs or 'non-native' teachers / non-NESTs?; Exonormative vs. endonormative model; Paradigm shift; New methods or no methods?; global textbooks; new standard(s); new goals; polymodel approach; innovative teacher training and more
7. ELF & 'mistakes'. Pidgins and creoles; Interlanguage, Learner English, Interference, Fossilization; Czenglish; Asian Englishes in the outer and expanding circles; Attitudes to local norms
8. Presentations of student's (action) research; small group discussions
9. Linguicism; Linguistic, cultural and pedagogical imperialism; Nativespeakerism; Questions of language and ideology (on-line discussion forums)
10. Culturism, Otherness, Cultural continuity / Position 2, Interculturality, Intercultural competence / the fifth skill; Literary creativity in World Englishes
11. The future of World Englishes; CLIL; EYL

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Credit requirements

- attendance (maximum of two absences) and active participation (week-to-week (short) reading and listening assignments)
- a short presentation based on assigned reading (topics to be announced and discussed in Seminar 1)
- conducting two interviews (with either non-native teachers of English or active ELF users) or carrying out a small-scale ELF corpus research and writing a one-page summary of your findings; the findings of students' 'research' results will be discussed and compared in small groups
- a pop quiz on WEs terminology

Reading list

Compulsory:

Jenkins, Jennifer (2009) *World Englishes. A resource book for students*, New York: Routledge.

Optional:

Holliday, Adrian (2005) *The Struggle to Teach English as an International Language*, Oxford: OUP.

Jenkins, Jennifer (2000) *The Phonology of English as an International Language*, Oxford: OUP.

Jenkins, Jennifer (2007) *English as a Lingua Franca: Attitude and Identity*, Oxford: OUP.

Kachru, Braj B., Yamuna Kachru and Cecil L. Nelson (eds.) (2006) *The Handbook of World Englishes*, Oxford: Blackwell Publishing.

Kirkpatrick, Andy (2007) *World Englishes. Implications for International Communication and English Language Teaching*, Cambridge: CUP.

Mauranen, Anna and Elina Ranta (eds.) (2009) *English as a Lingua Franca. Studies and Findings*, Newcastle: Cambridge Scholars Publishing.

Mesthrie, Rajend and Rakesh M. Bhatt (2008) *World Englishes. The Study of New Linguistic Varieties*, Cambridge: CUP.

McKay, Sandra Lee (2002) *Teaching English as an International Language*, Oxford: OUP.

Phillipson, Robert (1992) *Linguistic Imperialism*, Oxford: OUP.

Rudby, Rani and Mario Saraceni (eds.) (2006) *English in the World*, London: Continuum.