

“Proper English” for a proper future, exposing young learners to World Englishes.

Claudia Schiavon and Alan Hall

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Contents

- Introduction to World Englishes
- Why we feel it is an issue worth raising with students (and parents)
- World Englishes in the literature
- Unit plan, peer reviewed, tested in classes in Italy and Spain

The Problem

- Common question from students, “Where should I spend my summer study vacation in order to learn *proper* English?”
- Question from parents, “Will they be studying *proper* English here?”
- Comment from students young and old, “I want / my goal is to sound like a native speaker.”

Some statistics first

- World population – 7.8 billion (UN, 2020)
- English speakers - ~ 2 billion (Crystal, 2008)
- English as L1 - ~ 380 million (Ethnologue, 2019, 23rd Edition)
- English as L2 - ~1.5 billion

One does not speak Received Pronunciation

- David Crystal himself said recently that only 2% of England's population (around 1.1 million people / 0.00055% of worldwide English speakers) speak RP, so why should we make others try to speak it and instead, embrace the World Englishes, spoken by over 1.5 billion people (Crystal, 2020).

A few points on the stats...

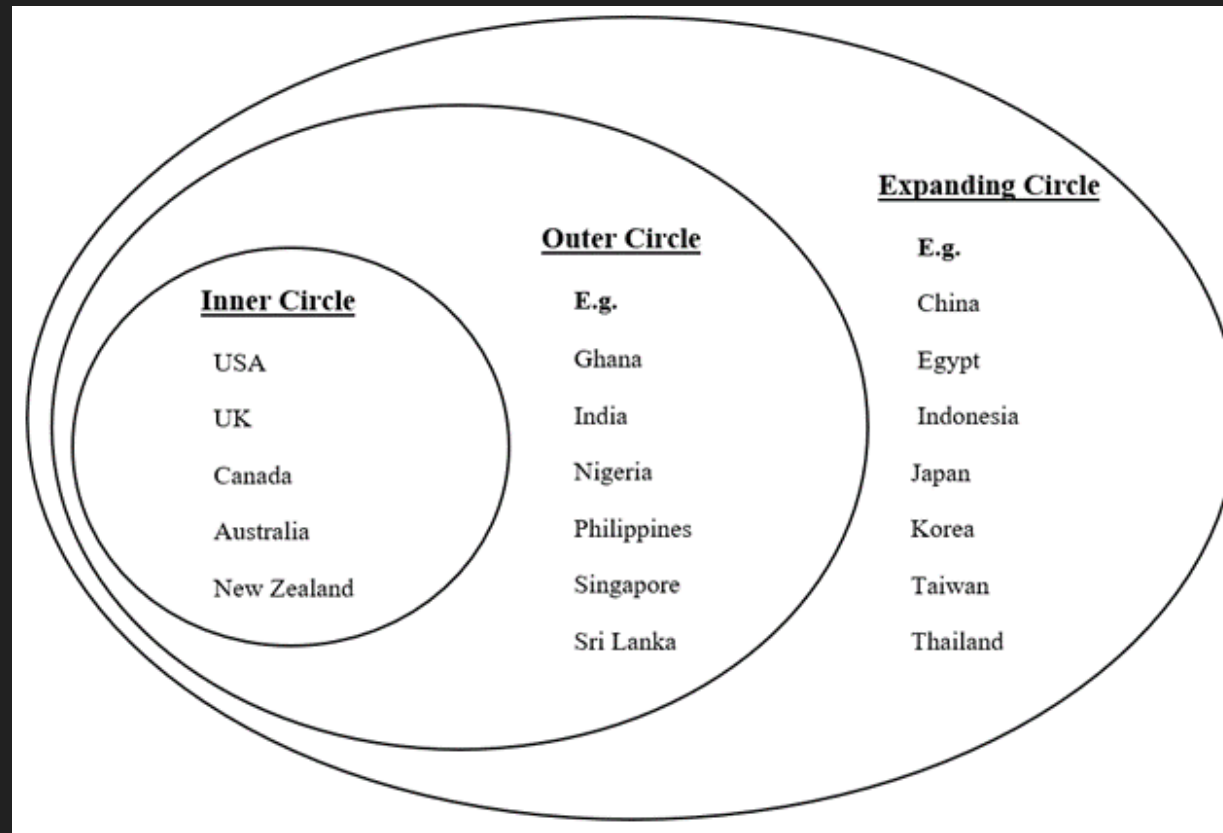
- The term 'user' should be used, as opposed to 'learner' as user is someone who utilises the language, as Kiczowski states, the term learner suggests one who is forever trying and failing to master the language. (Kiczowski and Lowe, 2018) This is a part of the need to move away from native speakerism which plagues the ELT world.
- We should be allowed to accept the messy part of language and accept that as well (Halliday, 1978).
- The change in how English is used, from tourism and business, as well as local varieties serving as official languages in countries, should have an impact on how it is taught. (Kiczowski and Lowe, 2018)

What we focus on as teachers

- It needs to be understood that many pronunciation issues we see as teachers in class actually have little to no impact on intelligibility in international contexts. (Jenkins, 2000)
- When talking in the classroom, learners may be attempting to say one of multiple possibilities (Tarone and Swierzbin, 2009) It is entirely possible however that the student may already know what is being said is not correct, however they are aiming to ensure overall meaning is still clear (Selinker, 1972).
- Students are making the decision on the fly of the fluency to accuracy argument based on the situation, like someone would in a real world situation.

What we mean by World Englishes

Three Circles of English Model by linguist Braj Kachru, 1985



Three Concentric Circles

- **The Inner Circle**, traditional bases of English, it is the primary and first language in all functions. It includes the United Kingdom, the United States of America, Ireland, Canada, Australia, and New Zealand;
- **The Outer Circle**, inhabited by the colonized territories in which English is a second or non-native language, used in government, education, and legal domains. It includes India, South Africa, Singapore and over fifty more territories;
- **The Expanding Circle**, countries in which English is taught and used as a foreign language, and employed for international communication. It includes Europe, China, Japan, and an increasing number of other countries.

Some issues on WE

- “Debate still rages on, both in the industry and academia for the suitable target models of English, which and whose English.” (Young, 2020)
- In Europe (our experiences) British English still prevalent due to washback (examination requirements) and coursebook material geared towards that.
- Geographical proximity and teacher exposure.
- What is the ‘standard’ for WE? There isn’t one, it is more down to awareness for students, exposure to multiple Englishes and showing there is no hierarchy.
- Down to the individual teacher and their training/experiences?

Let's try some translations

Word	Variety	Meaning (our IRE/UK Eng)
Elevator	American	Lift
Subway	American	Underground
Thong	Australian	flip flops
Robot	South African	Traffic lights
K-leg	Nigerian	Problem or flaw
smithereens	Irish	Small pieces

But then some... we've a problem...

Word	Variety	Meaning
Grand	Irish	Brilliant
Grand	Irish	Good
Grand	Irish	Okay
Grand	Irish	Not Okay
Grand	Irish	Bad
Grand	Irish	Terrible

An American one

- "Buffalo buffalo Buffalo buffalo buffalo buffalo Buffalo buffalo" is grammatically accurate. (Borgmann, 1967, Beyond Language)
- Proper noun referring to the place Buffalo, New York.
- Verb, to buffalo, or harass.
- Also a noun for the animal Bison, often called buffalo in America, with the plural being buffalo.
- The extended sentence could also be, "Buffalo bison, that other Buffalo bison bully, also bully Buffalo bison."

World Englishes in the literature

- In research in Cambodia, English was understood to have become a global language, and not really a language for anyone (any nation) in particular. However teachers' conceptions of various Englishes held a few of a hierarchy among Englishes from Kachru's Circles. Some teachers when interviewed had more negative views towards some Englishes and instead 'held dear' the inner circle Englishes.
- This has also been reported in pre-service teachers showing a preference for inner circle Englishes. Interviews with in service teachers also showed teachers were highly critical of non-native Englishes appearing in the Outer and Expanding Circles, showing an issue in that even teachers are prone to their prejudices. (Lim, 2020)

World Englishes in the literature

- In a study of Ghanaian English, subjects showed a fluidity and variation of lexical stress placement, which did not appear to negatively affect intelligibility in communication in world Englishes. The paper points out its crucial to become accustomed to one another's stress patterns for communication in WE. (Lomotey, 2018)
- We should refrain from making judgements of those who do not use the language exactly as we might. (Gilsdorf, 2002)
- It's also a two way street, native speakers need as much help as non-native speakers when using English to interact internationally, there is no room for linguistic chauvinism. (Smith, 1983)

World Englishes in the literature

- To improve the linguistic and literary creativity in English classrooms, language teaching needs a new rhetoric approach of world Englishes, thus respecting diversity in tones and accents of its learners and teachers both. The racist concept of native speakerism needs to be dismantled. A pluralistic view in daily pedagogical approaches and texts from varied socio-linguistic backgrounds will help improve productivity in classes. Mutual intelligibility and not accent should be the key to language learning in TESOL classrooms. (Mohammed Ishaque, 2018)
- Traditionally there has been the idea that the expanding circle of Englishes has been focused on Inner Circle competencies, however it is argued that there is a need to broaden the perspectives on the variations of the English language. It would be worth reconsidering the optimal goals of learning English as a means of communication. Activities and tasks to raise learner awareness of linguistic variation within the English language will further help learners envision themselves as legitimate, creative users of English with positive attitudes towards different English varieties. (Hyun-Sook Kang & So-Yeon Ahn, 2019)

World Englishes in the literature

Not just the language we use, but there needs to be an awareness of how others use the language and that it can differ from what we expect. Deviating from 'standard western' style writing, Vietnamese EFL students alter their pattern of writing in that their stories follow a three step pattern;

- Introduction of characters
- Introduction of situations
- Telling what happens.

Paper argues that this may be a good basis for planning prospectus and teaching materials suited to the student's needs. (Devanadera, 2018)

World Englishes in the literature

- In Thailand, the upper secondary school material Hello, World Englishes! Was developed which contained WE based listening material to raise awareness of Englishes the world over. With positive reviews of practitioners with the material. (Passakornkarn, S. and Vibulphol, J. 2020)
- Some university programmes in the United States have started to implement training programmes into their pre-services teaching courses to familiarise would-be teachers in World Englishes and how to bring that into the classroom. (Eslami, Z., Moody, S. and Pashmforoosh, R. 2019)
- Another means of students improving their global literacy and exposure to other world Englishes was documented in a study where students regularly used The New York Times, The Guardian and CNN to discuss social conflicts in conversation clubs. (Gómez Rodríguez, L. F. 2017)

It's not all good news...

- In using cross cultural communication between Filipino English and American English, issues in grammar differences showed that there could be problems of miscommunication. Differences in article use, collocations, pluralisation of mass nouns, question formation and verb tenses were apparent. (Smith 2015)
- Some students when questioned still want to sound 'like a native speaker' thought it wouldn't be productive to have phonological or syntactic local varieties of English when questioned in a Language and Literature Department of a Turkish University. Tosuncuoğlu, İ. & Kırmızı, Ö. (2019).

Unit Plan

- Six lessons on World Englishes
- Designed for A2 Students
- Easily gradable for different levels
- Totalling 6 hours of class time
- Peer reviewed

Unit Plan

- Students are likely to be exposed to outer and expanding-circle Englishes.
- Exposure to different forms and functions of English makes them develop a more complete picture of the language.
- English appears to be a cross-cultural mediator.
- This makes it indispensable for students to be aware of World Englishes.
- Integrating World Englishes in the curriculum requires a change in the traditional books and materials and involves multiple resources.

Unit plan: “English in the Wider World”

Learners

- are training in order to become European and World citizens;
- will communicate with people from all around the world;
- will study in multicultural environments.

Important to be exposed to as many varieties of English as possible from the very early stages of their studies.

Integrating World Englishes in the curriculum

- Incorporating World Englishes in the curriculum does not mean removing native varieties from English classes, it rather means enriching the available repertoire.
- A more inclusive, pluralistic and accepting way than the traditional, monolithic British-centred approach.

Aim of the unit

- To expose pupils as much as possible to the language, through didactic and authentic materials, in order to enhance their communicative performance, in both written and oral skills.
- Communicative approach; no pattern drills or grammar instructions.
- No overt grammar instruction in the unit, meant to be a stand-alone unit
- Any time during the school year.

Overall objectives and methodology

Overall objectives:

1. to raise the pupils' awareness of different varieties of English and English relevance as language of communication;
2. to improve reading, listening, writing, and communication skills.

- No grammar functions explained;
- Pair or in group work;
- No affective filter;
- Presented in a playful way.

The lessons

The Unit follows the Gestalt operating model:

- Motivation > Globality > Analysis > Synthesis > Reflection > Assessment

The main principles of the Gestalt Theory in Learning are:

- Teachers should encourage their students to discover the relationship of the elements that make up a problem.
- Incongruities, gaps, or disturbances are essential stimuli in the learning process.
- Educational instruction should be based on the Laws of Organization.

Aim

- Aim: motivating the learners through familiar contents and topics, starting point to build new knowledge and they are the key to lower the affective filter which prevents learning and acquisition

Lesson	Activities	Skills	Materials
<u>Lesson one (100 minutes)</u> <i>Motivation</i> <i>Globality</i> Raising the learner's awareness regarding varieties and functions of World Englishes	<ul style="list-style-type: none"> - Warm up Listening Activities (25 minutes): Varieties of English. - Brainstorming (25 minutes): Accents and Varieties. Pair and group work. - Reading Comprehension activities on World Englishes. Collective correction (50 minutes). 	<ul style="list-style-type: none"> - Listening: perceiving and gaining awareness of different varieties of English. - Speaking/debating: giving opinions, supporting an opinion; making predictions. - Reading: understanding a passage. - Comprehending a written text/performing inherent and inferential activities. 	<ul style="list-style-type: none"> - Interactive white board with Internet access - Worksheets

<p><u>Lesson two:</u> Practice Interactive exercises</p>	<ul style="list-style-type: none"> - Practice (30 minutes): online consolidation exercises: British and American vocabulary. - Listening comprehension activities on British and American pronunciation (15 minutes). 	<ul style="list-style-type: none"> - Practice. - Effective listening: discern specific features. 	<ul style="list-style-type: none"> - Computer with Internet access
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Lesson three (50 minutes)

Analysis

Introducing South African English – Focus on Nelson Mandela

- | | | |
|--|--|---|
| <ul style="list-style-type: none">- Online reading comprehension + online quiz (20 minutes): Nelson Mandela.- Speaking and discussion – pair and class work (30 minutes): who was Nelson Mandela? | <ul style="list-style-type: none">- Reading/performing comprehension activities quiz.- Speaking/discussing. | <ul style="list-style-type: none">- Computer with Internet access |
|--|--|---|

Lesson four (50 minutes)

Analysis

Mandela's Victory Speech

- Listening to authentic material (15 minutes): Famous people – Nelson Mandela, online quiz.
- Selective Listening (15 minutes): focus on South African English. Debating.
- Worksheet (20 minutes): One man can change the world. (To be continued as a homework assignment).

- Listening activities.
- Listening/debating.
- Reading and writing.

- Computer with Internet access
- Worksheets

<p><u>Lesson five (100 minutes)</u> <i>Analysis</i> Raj Koothrappali and Apu Nahasapeemapetilon– Indian English.</p> <p>Debate.</p>	<ul style="list-style-type: none"> - Listening to a dialogue (15 minutes): English speaking pupil and Indian English speaking pupil. Worksheet on the dialogue. - Video with English subtitles (15 minutes): Raj Koothrappali from “The Big Bang Theory”. Quiz on the video. - Video with English subtitles (55 minutes): “Much Apu about Nothing” – The Simpsons Episode. - Debate (15 minutes): living, working, and moving around the world; pros and cons of immigration/emigration. 	<ul style="list-style-type: none"> - Listening and understanding. - Practicing. - Oral Comprehension. - Speaking/Debating: giving opinions, supporting an opinion; comparing opinions. 	<ul style="list-style-type: none"> - Interactive white board
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Lesson six

Synthesis/reflection

Written composition.

Assessment


- Written composition (50 minutes): expressing opinions about living and working abroad, the role of English around the world, personal expectations and forecasts for the future.

- Writing: expressing ideas, opinions, and expectations.

Listening Activities

← → ↻ 🔒 https://www.dialectsarchive.com/dialects-accents

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**IDEA** INTERNATIONAL DIALECTS OF ENGLISH ARCHIVE

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- Caribbean
- Central America
- Europe
- Middle East
- North America
- South America


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Intermediate English Listening - Nelson Mandela

Home | Intermediate English | Listening | Black History | Nelson Mandela



This video lesson about Nelson Mandela's life and achievements will help you to practise your English listening skills.

First Listening

Watch the short biographical clip about Nelson Mandela above. Don't try to understand everything.

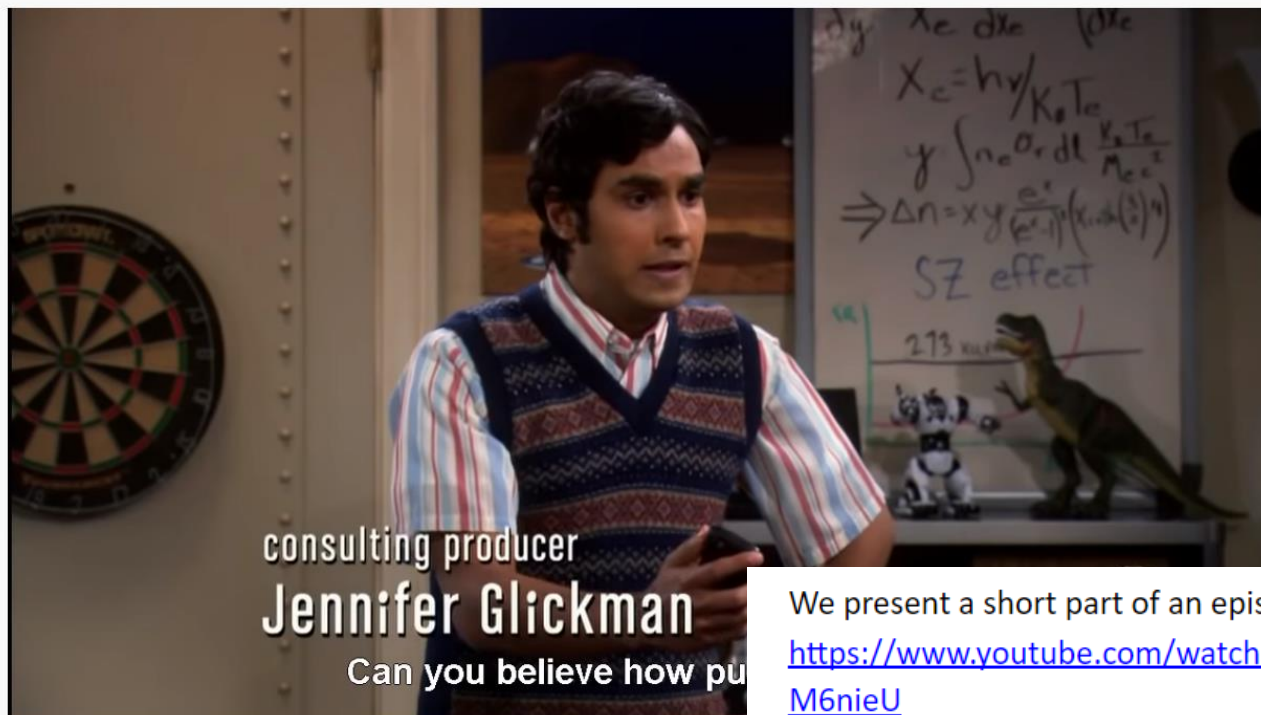
Listening comprehension

Watch the video "Nelson Mandela's Speech after election as President" and answer these questions:

1. Nelson Mandela's message is about
 - ☐ hope
 - ☐ fear
1. What kind of problems do South African people still have?
.....
2. What does Nelson Mandela want to achieve?
 - ☐ money
 - ☐ power
 - ☐ equality
 - ☐ peace
 - ☐ justice
 - ☐ wealth
 - ☐ freedom
3. How does he want to act?
 - ☐ alone
 - ☐ together with people of SA

Listen carefully to Nelson Mandela's pronunciation and answer these questions:

1. Which sound is strongly pronounced?
 - ☐ /f/
 - ☐ /r/
 - ☐ /s/
2. His English sounds like English spoken by
 - ☐ a Dutch person
 - ☐ a Londoner
3. Give explanation to your answer number 2:
.....
.....
.....



consulting producer
Jennifer Glickman
Can you believe how pu

The Big Bang Theory 1x8 | Leaving a message

469.484 visualizzazioni • 29 apr 2013



Perch Mkrtchyan

We present a short part of an episode of The Big Bang Theory with English subtitles:

<https://www.youtube.com/watch?v=Zq97mAipS9o&index=8&list=PLKq9On-DcqabSDZwEslI76Erhh1M6nieU>

We orally explain the words they may find difficult to understand, for example *pushy*, *anyhow*, *meantime*, and the meaning of the way of saying *keep it real*.

We give them a T/F exercise to do in pairs after the show to check their understanding. The comprehension was facilitated by the scene and the prosody and the suprasegmental aspect of the language.

T/F exercise

- Raj is happy to receive the phone call. T/F
- Raj doesn't want to call Lalita Gupta back. T/F
- Howard tries to speak with an Indian English accent. T/F
- Howard arranges a meeting with Lalita on Saturday. T/F
- Raj is happy to see Lalita. T/F

Reading

Reading comprehension

The world of “World Englishes”

In the 15th century English language began to spread across North America and, later, in 17th and 18th centuries to Australia, Canada and New Zealand, by migrations of settlers from England.

The contact with the natives in those territories produced new varieties of English, the consequence was that new native speakers started to speak the new-born varieties.

During the 18th and 19th centuries English language started to spread to Africa and Asia as a result of the colonial expansion of the British Empire.

This brought to the development of a large number of new other varieties of English spoken by a great number of people.

In those centuries the number of mother-tongue speakers was between 5 to 7 million.

Currently, the total number of speakers of English worldwide is believed to be as much as 2 billion: for 330 million people English is their only mother-tongue and 430 million people speak English as their second or additional language, it means that it serves official country-internal functions – in governmental institutions and education.

Moreover, across the world, there are more than 1 billion people speaking English in order to communicate with native speakers and with people speaking different languages as a contact language among them.

What are World Englishes, then? World Englishes developed because its users have changed the language as they spread it and as they adopted it as a language for communication.

When English became to be transplanted to what are now called the Anglophone regions of the world, it came in contact with other populations, which had their own languages, culture, and society. This contact has led to the emergence of new varieties of English, which developed many variations in spelling, vocabulary, grammar, as well as literature and musical creativity.

English is taught in many countries because it is an international language. The majority of people believe it is a means to open their doors to parts of the world that are not accessible otherwise; learners are fascinated by the increased international opportunities the knowledge of English will bring to them.

Even in our country, English is now quite omnipresent in everyday life: teenagers are surrounded by English, and are often exposed to it outside the classroom.

It is an expression of a worldwide culture made up of music, TV, sports, technology, and food. And this culture is more and more influenced by the USA; for this reason, the British variety we study at school is more and more mixed with American English.

What variety will influence the English we study at school in 50 years? Only time will tell...

Glossary

Settlers: coloni

Spread: diffondersi

New-born: neonata

Omnipresent: onnipresente

1) T/F questions

1. English began to spread in North America during the 7 th century.	T	F
2. Settlers brought English to America, Canada, Australia, New Zealand, Africa and Asia.	T	F
3. English language remained the same within the colonies.	T	F
4. Nowadays, 7 billion people speak English.	T	F
5. English is spoken worldwide because it has a simple grammar.	T	F

2) Re-read the passage and complete the following sentences

1. Nowadays, the number of speakers is about _____.
2. English serves official country services in countries where it is _____.
3. People speak English as a contact language in order to _____.
4. English developed variations in _____.
5. English is a means to _____.

3) Answer these questions

1. When was English brought to America, Canada, New Zealand and Australia?
2. How many people speak English nowadays?
3. Why do people around the world speak English?
4. What is the role of English around the world?
5. Why is English taught in many countries?
6. What does it mean that English is omnipresent in your life? Give some examples.
7. When do you use English outside school?
8. When do you think you will use it in 10 years? And in 20 years?

Spelling & Writing

- Focus on spelling

American English	British English
color	
	humour
	theatre
kilometer	
mom	
defense	
	cosy
dialog	
traveler	
check	cheque
	jewellery
tire	
realize	
	favourite

Write a paragraph in which you express your ideas, follow the questions as hints:

- Would you like to live in a foreign country? Explain why.
- Would you like to study and to work abroad when you get older?
- Why do you think English is important in the wide world?

According to you:

- What are the good and the bad points about living or working abroad?
- What are the good and the bad points about living in Italy?
- When do you think you will use English in 10 years? And in 20? In which occasions?

Rubric for class interaction

Performance Elements or Criteria	Excellent	Good	Fair	Inadequate
Quality of Contributions in class What they say....	Provides comments that advance level and depth of dialogue by reflecting an understanding of: assigned material(s); previous remarks of other students; insights about assigned material	Provides relevant comments that are focused on assigned material	Provides comments occasionally and, when prepared, relevant comments are based on assigned material.	Demonstrates a noticeable lack of interest on occasion
Peer Interaction How they say it...	Actively supports, engages, and respectfully listens to peers and instructors (ongoing)	Makes a sincere, but developing, effort to interact with peers (ongoing)	Limited interaction with peers and/or sometimes displays lack of interest in comments of others	Virtually no interaction with peers and/or projects lack of interest or disrespect for others
Engagement in class activities and other small group activities	Actively participates through respectful engagement with peers (small group activity)/ with writing activity.	Exhibits sincere, but developing, participation with peers (small group activity)/ with writing activity.	Limited interaction with peers (small group activity)/ writing.	Demonstrates lack of interest and/or disrespect for others (small group activity)/ writing.

Conclusions, results, and final considerations

The learners:

- very keen on the activities proposed;
- Perceived them in a playful way;
- liked all authentic materials and TV shows.
- General sense of “not feeling to be at school”.
- General sense of curiosity and attention from the pupils.

The aim is not to sound like 'a native', instead to teach our students its good to sound like their own English (for example Spanish/Italian English) while also being internationally intelligible, and having that ability to be aware, and understand multitudes of Englishes.

11	<ul style="list-style-type: none"> Justifying an argument Inferring Expressing caution Expressing empathy and sympathy Challenging arguments and opinions Evaluating different standpoints Expressing reservations 	<ul style="list-style-type: none"> A broad range of complex structures, used flexibly and effectively in combination and contrast A high degree of grammatical accuracy, errors are rare and difficult to identify 	<ul style="list-style-type: none"> Vocabulary specific to the topic and subject areas A good range of idiomatic expressions and colloquialisms Signposting expressions, eg <i>I'd like to begin with..., Conversely..., To conclude...</i> Vague and imprecise language, eg <i>a bit more, a hundred people or so</i> Phrases and expressions relating to the list of language functions 	<ul style="list-style-type: none"> The correct pronunciation of topic and subject-area specific vocabulary Various features of pronunciation which only occasionally deviate from an internationally intelligible model A range of stress and intonation patterns, pitch and volume to convey subtle shifts in meaning and attitude 	<p>List A</p> <ul style="list-style-type: none"> Independence Ambitions Stereotypes Role models Competitiveness Young people's rights <p>OR</p> <p>List B</p> <ul style="list-style-type: none"> The media Advertising Lifestyles The arts The rights of the individual Economic issues
12	<ul style="list-style-type: none"> Asserting Denying Softening and downplaying propositions Contradicting Implying Affirming 	<ul style="list-style-type: none"> A comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis and eliminate ambiguity Differing linguistic forms to reformulate ideas and convey finer shades of meaning Complete and consistent grammatical control of highly complex language at all times 	<ul style="list-style-type: none"> A good command of a very broad lexical repertoire A wide range of idiomatic expressions and colloquialisms Phrases and expressions relating to the list of language functions 	<ul style="list-style-type: none"> Produce individual sounds so as to be fully understood by the examiner, with only a rare sound that deviates from an internationally intelligible model Stress and intonation patterns which are recognisably specific to English without any lapses in intelligibility 	<p>There are no specific subject areas for Grade 12.</p>

One more thing... Your teacher voice

- Teacher voice does not equal informal actual voice, we still have to be clear.
- Asking for a 'fish supper' or 'a chip' has caused serious issue for me in England, and did not result in a fish and chips dinner due to my culchie/country accent.
- In the north of Ireland, "would + past simple = Future tense" – "I would ate that"
- "A language is a dialect with an army and navy" (Max Weinreich, 1945)

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