

### III. EIL, EGL, and WE

#### 1) English as a global language

- A language reaches a global status if it develops a special role that is recognized in every country. As a global language the usage of English is not restricted by countries that once own it. (Crystal 1997, 130, English as a Global Language).

## 2) English as an international language

- An international language is the one that is no longer linked to a single culture or nation but serves both global and local needs as a language of wider communication (McKay 2002, 24, Teaching English as an International Language)

- (a) English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies
- (b) The use of English is no longer connected to the culture of Inner Circle countries.
- (c) In a local sense (intra-national language), English becomes embedded in the culture of the country in which it is used
- (d) In a global sense, one of its primary functions is to enable speakers to share with others their ideas and culture

### 3) WE (World Englishes)

- Kachru's "world Englishes" is not intended to indicate any divisiveness in the English-using communities but to recognize the functions of the language in diverse pluralistic contexts.
- This term more succinctly characterizes the current global functions of English than do concepts such as "English as an International language", "English as a lingua franca," or "world language English." The term "international" is misleading in more than one sense: It signals an international English in terms of acceptance, proficiency, functions, norms, and creativity. That is far from reality.
- McArthur (1993, 44) observes that the logo WE "serves to indicate that there is a club of equals here." "the democratization of attitudes to English everywhere on the globe"

# IV. Teaching Englishes in the 21st century

McKay (2002)

...teaching English as an international language requires that researchers and educators thoroughly examine individual learners' specific uses of English within their particular speech community as a basis for determining learning goals.

- Educators and researchers should not be influenced by the fallacy whereby multilingual speakers of English, both in research and pedagogy, are constantly compared with native speaker models. (McKay, 2002, 41)
- To find an optimum way of teaching Englishes we first consider variables such that the users of English, the models and goals of learning English etc.

# 1. Users of Englishes

- The cline of bilingualism: there is a tremendous variety in language ability among bilingual English speakers, with some speaking English like native speakers and others having limited English proficiency that meets their particular communicative needs. (McKay 2002)
- Traditionally **L2 pedagogy and research** have been dominated by the assumption that the goal of bilingual users of English is **to achieve native like competence in English**. However, for those individuals who use English essentially as a language of wider communication alongside one or more other languages they speak, **achieving native-like competence is often not necessary or desired**. (McKay, 2002 28)

## 2. The model of English and goal of learning Englishes

- It is important to examine the various ways in which bilinguals make use of English within their full linguistic repertoire **rather than compare them to native speakers.** (McKay 2002, 31)
- It locates the ‘native speaker’ and native-speaking countries at the center of the global use of English and, by implication, the source of models of correctness, the best teachers and English-language goods and services consumed by those in the periphery. (Graddol 1997,10)



- If there is no satisfactory characterization of the term native speaker, then it is foolish to accept the construct of native speaker as a model of competence (McKay, 2002, 31).

### 3. Attitudes towards Englishes

- Prince Charles' remarks "we must act now to ensure that English — and that, to my way of thinking, means English English — maintains its position as the world language well into the next century" (Chicago Tribune, March 24, 1995: section 1, P.4 as cited in Jung 1998).

But, Webster (1789) said

- It was partly a matter of honour ‘as an independent nation...to have a system of our own, in language as well as government’.(Webster)
- It is puzzling that whereas differences in the use of English between Inner Circle countries are generally accepted, with no one suggesting that this will lead to incomprehensibility, language variation outside Inner Circle countries is often seen as a threat. (McKay, 2002: 50)