

4. Future of English

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- ‘the English language ceased to be the sole possession of the English some time ago’ (as cited in David Crystal 1997)

Henry Sweet (1877)

- ‘England, America, and Australia will be speaking mutually unintelligible languages owing to their independent changes of pronunciation’

Noah Webster (1789)

- ...such a development would be ‘necessary and unavoidable’, and would result in ‘a language in North America as different from the future language of England’.

5. New Standard and new hegemony

- Given the spread of English there is no question that many varieties will develop, each with its own norms. Yet the fact that many bilingual users of English acquire the language in an educational context in which particular standards of use are emphasized will likely ensure some unifying norms. (McKay, 2002, 53)

- Because a speaker from country A is using English, there is an intelligibility bond with an English speaker of country B—and this is reinforced by the existence of a common written language. On the other hand, because speaker A is not using exactly the same way of speaking as speaker B, both parties retain their identities. It is another way of ‘having your cake and eating it’. (Crystal, 1997 134)

World Standard Spoken English (WSSE)

- Even if the new Englishes did become increasingly different, as years went by, the consequences for world English would not necessarily be fatal. A likely scenario is that our current ability to use more than one dialect would simply extend to meet the fresh demands of the international situation. A new form of English—let us think of it as ‘World Standard Spoken English’ (WSSE)—would almost certainly arise.(Crystal 1997 136-137)

- In a future where there were many national Englishes, little would change. People would still have their dialects for use within their own country, but when the need came to communicate with people from other countries they would slip into WSSE. (137)

5. Bilingual Teachers of English: the native speaker fallacy

- Today 80 per cent of English language teaching professionals worldwide are bilingual users of English (Canagarajah 1999, from McKay 2002, 41-2).
- An acceptance of the native speaker fallacy in reference to language teaching also frequently reinforces a narrow definition of pedagogical expertise, one in which a great deal of prestige is given to **native-like pronunciation and intuition.**

- Jenkins (1998) A more realistic approach to pronunciation may be to treat the native speaker model not as a goal for production but rather as a point of reference to prevent non-native varieties from moving too far apart from each other
- The insecurity of bilingual English Teachers: Tang (1997), Seidlhofer (1999), Thomas (1999)
- An international language is by definition a language that belongs to all those who speak it and not to the few who acquire and use it from childhood (43)

- Widowson (1994): English is not a possession which native speakers lease out to others.
- Paikeday (1985): "The Native Speaker is Dead". The goal of English learning is not the attainment of native proficiency. For most learners, the ultimate aim is an effective use of English.

The advantage of bilingual teachers or non-native English speaking teachers (Medgyes 1992)

- Only non-NESTs can serve as imitable models of the successful learner of English
 - (a) Non-NESTs can teach learning strategies more effectively
 - (b) Non-NESTs can provide learners with more information about the English language
 - (c) Non-NESTs are more able to anticipate language difficulties
 - (d) Non-NESTs can be more empathetic to the needs and problems of their learners
 - (e) Only non-NESTs can benefit from sharing the learners' mother tongue

Seidlhofer (1999)

- ...bilingual professionals teaching in their own country are in a sense ‘double agents’ in that they know the language and culture of their students as well as the target language.

- 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.
- 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.

- Who can teach English in Korea?
- The qualifications