

# LECTURE 1

ENGLISH AS AN INTERNATIONAL  
LANGUAGE (EIL) AND THE  
SOCIOLINGUISTICS OF PHILIPPINE ENGLISH  
AS A LEGITIMATE INDIGENIZED VARIETY  
OF ENGLISH

# ***The Notion of English as an International Language (EIL)***

- Ammon (2001) defines an “international language” as a language ‘created or suggested for adoption for purposes of international communication’ (p. 620).
- He goes further by discussing the indicators of the importance of a language as an international language.
  1. the language’s economic strength (i.e. economic strength of its language community).
  2. the number of countries in which it is used either as a first language of a considerable portion of the population, or as an official language of the country.

3. the extent to which a language is studied as a foreign language.
4. use in 'international domains' such as economy, diplomacy, and science.

➤ Ammon (2001) observes that the data reveal some overall tendencies, to wit:

English clearly is, in the late twentieth century, the IL [International Language] in all important respects. It has outdone former competitors, even in their specific domains such as diplomacy (French) and science (German). This process has taken place in the course of the twentieth century. Nevertheless, some other languages still play a limited role in international communication...particularly French and Spanish. (Ammon, 2001, p. 623)

- The above claim was echoed by McKay (2003) in describing an international language as one that “...must be widely spoken....”
- McKay goes further by arguing that the basis for determining the extent of spread of an international language is not the number of native speakers alone.

Significant features of an international language as they apply to English (Smith, 1976, quoted in McKay, 2003, p. 1):

1. There is no necessity for L2 speakers to internalize the cultural norms of native speakers of that language;
2. An international language becomes denationalized;
3. The purpose of teaching an international language is to facilitate the communication of learners' ideas and culture in an English medium.

...If one accepts these features of an international language, then the entire notion that learners of EIL need to learn the culture of native speakers of English must be challenged.

(McKay, 2003, p. 1)