

VIAL

Vigo International Journal
of Applied Linguistics



UNIVERSIDADE
DE VIGO

VIAL. Vigo International Journal of Applied Linguistics.

Editorial Advisory Board

Allison Beeby (Universitat Autònoma de Barcelona)
Jasone Cenoz (Universidad del País Vasco)
Pilar García Mayo (Universidad del País Vasco)
Zaohong Han (University of Columbia, USA)
Scott Jarvis (Ohio University, Athens, USA)
Carme Muñoz Lahoz (Universitat de Barcelona)
Terence Odlin (Ohio State University, USA)
Ignacio Palacios (Universidade de Santiago)
Sagrario Salaberri (Universidad de Almería)
Roberto Valdeón (Universidad de Oviedo)
Joanna Weatherby (Universidad de Salamanca)

Scientific Advisory Board

Stuart Campbell (University of Western Sydney, Australia)
Michael Hoey (University of Liverpool, UK)
Enric Llorca (Universitat de Lleida)
Rosa M^a Manchón (Universidad de Murcia)
Rafael Monroy (Universidad de Murcia)
Carmen Pérez Vidal (Universitat Pompeu Fabra, Barcelona)
Aneta Pavlenko (Temple University, USA)
Martha Pennington (University of Durham, UK)
Felix Rodríguez (Universidad de Alicante)
Larry Selinker (University of London, UK)
Barbara Seidlhofer (Universität Wien, Austria)
John Swales (University of Michigan, USA)
Michael Sharwood-Smith (University of Edinburgh)
Elaine Tarone (University of Minnesota, USA)
Krista Varantola (University of Tampere, Finland)

Editors

Rosa Alonso (Universidade de Vigo)
Marta Dahlgren (Universidade de Vigo)

<p>Este volume foi publicado cunha axuda da Dirección Xeral de Investigación e Desenvolvemento da Xunta de Galicia</p>

© Servizo de Publicacións da Universidade de Vigo, 2004

Printed in Spain - Impreso en España

I.S.S.N. 1697-0381

Depósito Legal: VG-935-2003

Imprime e maqueta: Tórculo Artes Gráficas, S.A.

Reservados todos los derechos. Ninguna parte de este libro puede reproducirse o transmitirse por ningún procedimiento electrónico o mecánico, incluyendo fotocopia, grabación magnética o cualquier almacenamiento de información e sistema de recuperación, sin el permiso escrito del Servicio de Publicacións da Universidade de Vigo.

VIAL

Vigo International Journal
of Applied Linguistics

Number 1 - 2004

Editors:

*Rosa Alonso
Marta Dahlgren*

Linguistic imperialism in the ELT profession? —

Paula González Fernández

Universidad de Oviedo/Katholieke Universiteit Leuven

Abstract

During the last decade, the notion of Linguistic Imperialism has raised an important debate in the academic circles, with all the various issues it involves. Nevertheless, the opinions of those who actually speak English are very rarely taken into consideration. Furthermore, the different consequences that the notion of Linguistic Imperialism has, and all the various issues mentioned in the scholarly debate, do not seem to reach far beyond the academic spheres. In this article the perceptions of Linguistic Imperialism by speakers of English as a Second and Foreign Language are analysed, in order to find out whether they are aware of the various aspects that speaking English implies, according to the scholars. It is claimed that many changes should be considered in order to avoid the discrimination caused by English as an International Language. This implies, among other things, a better defence of Linguistic Human Rights and a revision of many principles which are being applied in the ELT profession.

INTRODUCTION

In a globalised world like ours, there is a rising need of an international language for a wide range of purposes and, so far, English seems to be that language. However, as many scholars have noted, its use is being discriminative and unfair in different aspects. One of the key books at the origin of this long debate has been Robert Phillipson's *Linguistic Imperialism* (1992a), which deals mainly with the ELT (English Language Teaching) profession. As Bisong claims (1993), Phillipson never gives evidence of the public's attitudes towards English, although very often he generalises about these. The main goal of this article is not to present a theory about the expansion of English in the world, but to deal with perceptions of English Imperialism.

The research will try to discover if what is being discussed by many authors is reaching the general public and if discrimination is felt on the basis of language in the ELT profession. We will first revise the opinion of scholars and linguists found in the literature, to concentrate later on the feelings of the general public. To this end, we will use data collected both through a questionnaire and some personal interviews.

This article will deal with some aspects of Linguistic Imperialism which are directly related to the ELT profession, analysing whether teachers of English are aware of the notions that scholars discuss. It will be useful when considering which factors should be enhanced in the characterisation of English as an International Language and the ELT profession, and which other ones should be eradicated in order to avoid any type of injustice and discrimination wherever language is applied.

ENGLISH IN THE WORLD

McArthur (1998) gives an account of different representations of English in the world. Of these, Kachru's (1986) representation is probably the most renowned:

- The *Inner Circle* is formed by countries where English is the Native or major Language -ENL. Recent estimates suggest that 377 million people speak English as a first language –“native speakers” or Non-Native Speakers (NSs) (Crystal 1997).
- The *Outer Circle* could be related to countries where English is the Second Language —ESL—, with a long history of institutionalised functions. The estimate often quoted is 508 million (URL: Ethnologue 2002). English is the official or joint official language of over 70 countries, but in some of these, the language is little used by the majority of the population.
- Finally, the *Expanding Circle*, where English is studied as a Foreign Language (EFL). Estimates range from 300 million to 750 million. Such figures can only be treated as approximate. There is no way of quantifying the number of people worldwide who may have learnt some English at any point in their lives.

These last two circles correspond to the “Non-Native Speakers of English” or NNSs.

What should be clear from this classification is that the number of non-native speakers of English already outnumbers that of its native speakers. Besides, nowadays we can find ENL speakers in ESL and EFL territories, and vice versa (McArthur 1998: 44). It must be borne in mind that monolingualism is also an exception (Skutnabb-Kangas 2000).

With the spread of English in the world, it has been “appropriated” by many nations who use it as a second language. They have created their own varieties,

influencing English with the phonology, style, rhythm, accent and vocabulary of other local languages (McArthur 1998) and some of them even have developed their own literary traditions. Widdowson (1997) defines them according to two dimensions: time—different periods— and space —different regions. These varieties answer to different realities and necessities and their existence is not a sign of linguistic decay (Kachru 1992c; Aitchison 1991; Bloomfield 1985). Nevertheless, in the ELT profession, only the British —and sometimes the American— variety is taught.

It is argued that the existence of all these varieties can lead to communication problems, since many NNSs cannot understand each other. But this also happens within the Inner Circle. For Wiley and Lukes (1996: 517), intelligibility would be easier if communication were understood as a “two-way street” which makes the listener active as well. Smith (1987) and Jenkins (2000) share this point of view, claiming that the notion of intelligibility has been created to favour NS understanding.

Furthermore, there is also variation between NSs, often leading to unintelligibility as well. Normally, the variables for intelligibility are factors such as education, region, etc, the difference therefore not being significant between NS and NNS (Kachru 1992b: 65). Widdowson (1994) also relates to intelligibility problems among other varieties of English, such as those used in science, commerce or finance. They are also mutually unintelligible, even for the native speaker of English. These varieties have a common grammar but a totally different vocabulary and can make communication difficult for those who are not trained in the field.

Kachru (1981:15) sees Non-Native Englishes (NNEs) as “the legacy of the colonial period”, developing in an “un-English cultural and linguistic context”. For him, the variation both in forms and in functions of English logically stems from its spread (1986) and the different varieties should be institutionalised. Widdowson (1994) defends their right of ownership of English, in the same way as professional communities have it of their own jargon. These Varieties of English (VES) are, for him, not fossilised inter-languages, but “languages in their own right” (ref. in Brutt-Griffler 2002:8). Nevertheless, according to Brutt-Griffler (1998), Widdowson’s theory weakens these VEs. If they were given the status of independent languages, then they would not be considered within her conception of World English.

All these differences are closely related to the problem of which variety is more prestigious and to the notion of standardisation. Standards are defended in order to guarantee mutual intelligibility amongst speakers of different origins.

Certain varieties have always been preferred not only in the teaching of languages, but also as a means of excluding NNS from education and job opportunities. A debate has started around these privileges, questioning the validity of non-standard varieties.

The notion of standard belongs to a European elite which tends to establish homogeneous models, and “this myth is shared by many ‘under-developed’ speech communities in their drive for modernisation” (Khubchandani, 1984:100). It has its origins in the 19th century ideas of nationalism, when conceptions such as one nation/one language/one state were born. This had also a great influence in the postcolonial world and in the making of new nations (Ricento, 2000b).

Quirk (1981, 1986) is in favour of having such a standard: “the relatively narrow range of purposes for which the non-native needs to use English [...] is arguably well catered for by a single monochrome standard form that looks as good on paper as it sounds in speech” (Quirk, 1986:6). As a response, Kennedy (1984) questions the validity of standards, for he sees popular culture as more powerful in determining how to speak (1986). The discussion seems to be between establishing a single standard (Quirk), or recognizing multiple ones (Kachru, 1986, Kachru and Nelson, 1996).

In several of his works, Kachru (1986, 1996) criticises Quirk:

Although Quirk never says explicitly that we should all be learning British Standard English, his very lack of identification of the ‘single monochrome standard form’ leaves the reader in little doubt of what his choice would be (Kachru, 1996:92).

Both Received Pronunciation and General American are, according to Kachru, unrealistic, spoken by a minority (1992b) and the worship of these varieties is an “attitudinal schizophrenia” (Kachru and Nelson, 1996: 82). Therefore, the authority of the native speaker should be left behind.

Smith (1992) presents a different rationale and concludes that native models restrain non-native creativity and freedom. Fishman (1974) sees standards as a conservative fear against innovations and reforms, constraining liberty. Seidlhofer (1999) mentions the disparity between what is found in actual speech and what grammar and textbooks for learning English say about correctness.

McArthur (1998) states that the dominance of Britain and the US in the educational system, in the publishing industry and in the media has led many to view these varieties as the only genuine ones, despising the other ones. His view is similar to that of Brutt-Griffler (2002:177), who perceives World English as a

“center of gravity around which the international varieties revolve” . Probably she is referring to the “shared and transparent features” which Kachru (1981:31) also sees common to all NNEs. Nevertheless, such features are never specified in any of these studies.

For Widdowson (1994:381), Standard English “is not simply a means of communication, but the symbolic possession of a particular community, expressive of its identity, its conventions and values”. For Wiley and Lukes (1996) the notion of a standard in itself is symbolic of a hegemonic power and a gatekeeper for education and employment.

Standards give privilege to the NS, and many NNSs see these norms as “arrogant, imperialist and insulting”, whereas NSs tend to ignore many creative non-native varieties of English, perceiving them as incomplete or as interlanguages aiming at Br/AmE perfection (Kachru, 1992c). That is severely criticised by Davies (1989), since an interlanguage is not a full language but a stage in the development of a natural language. It is related to psycholinguistics, being only a reduction of form. The English spoken in the world has many different varieties, ranging from the educated written and spoken forms of the native speaker, to pidgins and Creoles and reduced codes. They are all full languages, with different social functions.

Having seen all this, it could be understood why English is not a “neutral” language for many authors. According to Pennycook (1994, 1995), Ricento (1994), Ricento and Hornberger (1996), Crystal (1997) and Skutnabb-Kangas (2000), it triggers many injustices, which can be grouped as follows:

- It acts as a gatekeeper for education, jobs and social mobility, favouring a monolingual elite, both in the Centre and in the Periphery.
- It “makes certain domains inaccessible to many people” (Pennycook, 1994: 13).
- It is causing many minority languages to disappear and prevents many people from identifying with their mother tongue.
- It hinders literacy in the mother tongue for speakers of minority languages.
- It is not receptive to the needs of many people.
- It privileges the figure of NS in the ELT profession, together with many other fallacies (Phillipson, 1988, 1992a; Kachru, 1992c).

Although English is not the only source of these problems, as linguists, we cannot remain neutral (Phillipson and Skutnabb-Kangas, 1996: 441; Davies, 1996). In the next chapter, we will concentrate on the injustices that English begets when it is learned as a Second Language and on the fallacies described by Phillipson (1992a) in his work.

The notion of *owning a language* is related to the primacy of the Native Speaker. To own a language is to be able to affirm oneself through it, to be able to “control it and bend it to your will” (Widdowson, 1994 as cited. in Chisanga and Kamwangamalu, 1997). When primacy is given to Native Speakers of English —e.g. when stabilising standards of correct communication, or when it comes to working possibilities, then the fact that English is currently being used as an International Language or Lingua Franca is being left aside. English as an International Language belongs to all those who use it (Kachru, 1986; McArthur, 1998; Jenkins, 2000; Brumfit, 2001), and, as has been seen, the majority of its users are non-native speakers. If English belongs to those who speak it, many inequalities still latent today should be eradicated, and these are very palpable within the ELT profession.

Although many of these disparities have been criticised in academic circles, little change can be seen in the “outside” world. This view has many implications in aspects such as standardisation and the ELT profession, as Widdowson’s (1994) shows. Ricento (2000b:14) considers that the notion of ‘native speaker’ has been abandoned. Nevertheless, this does not seem to be the case always and Pennycook (1998) even challenges this view of worldwide ownership since those transformations have still not been made. This and other concepts are still very much in use and defended by people formed in the TESOL environment, even when they act against their own interests and such notions do not have any logical foundation, as I will try to show.

LEARNING ENGLISH AS A FOREIGN LANGUAGE. FALLACIES.

This is an important issue since the development of the ELT profession during the last century has been enormous. Its benefits for the economy of Britain are mammoth (URL: British Council, 2002). It was the “sixth highest source of invisible exports for the UK in 1985” (Pennycook, 1994:155). Furthermore, as has been seen, EFL speakers outnumber both ENL and ESL speakers, and this should be reflected in the way English is conceived in our world nowadays and in the ELT profession.

For Phillipson, the ELT profession is a mere servant of the Centre, serving mainly its economic interests. He states (1988, 1992a) several fallacies which are unquestioningly accepted within the ELT profession, and refers back to a particular point in time: the Commonwealth Conference on the Teaching of English as a Second Language, which was held at Makerere, Uganda, in 1961. It was mainly a political meeting, but it meant a turning point for the ELT profession. He denounces that all the people attending this conference were individuals working for the governments of the 23 Commonwealth countries involved; nevertheless, there was little representation of people with teaching experience in Third World countries. In this meeting, the “fallacies” Phillipson explains (1992a), were created.

In an article criticising Phillipson’s work, Davies (1996) provides enough evidence from the same document to show that they were never mentioned directly in Makerere. Nonetheless, as Phillipson claims, these precepts have generally been taught in the Applied Linguistics field and are still held by many organisations involved in ELT. They are even adopted as an “unchallenged dogma” (Phillipson, 1992a:185) in the teaching of other majority languages. They will be tested in the survey to show whether they are worldwide accepted, especially by those involved in the ELT profession.

1. The Native Speaker Fallacy: A native speaker of English is the best teacher of the language

The Native Speaker Language Teacher (NSLT) is usually preferred as the best source of language and culture input. Having a NSLT can motivate students better (Duff and Uchida, 1997), s/he provides a better source for knowledge of the culture and is a model for pronunciation. They give opportunities for “authentic communication” (Tang, 1997). The validity of the term “authentic communication” will be questioned later. Nonetheless, they are favoured over Non-Native Speaker Language Teachers (NNSLTs), even when the latter might have a better formation for teaching the language, with all the aspects it involves: a sound knowledge of both languages, about the differences between these and about problematic aspects in learning the target language, as well as cultural dissimilarities and pedagogical knowledge.

The NNSLT is an example of accuracy instead of fluency (Tang, 1997). They are a model of a successful learner of English for the student, with whom they share the same background (Medgyes, 1992) and sometimes other characteristics such as age and gender.

In the Guidance Notes for Applicants 2002/2003, page 3, of the British Council, assistants may come from any discipline. All they are asked is to “have native level fluency in English” and no formation is provided neither in the teaching of the language nor on the situation in the country of destination.

It is also in fashion for many British and American students to take a gap year and travel around the world, teaching English as a means of subsistence. As a brochure advertising this explains, “no matter what skills or dreams you hold, what counts is your individual personality, attitude and willingness to have a go” (I-to-I organisation, 2001: 3). “No matter who you are, if you speak English to native standard and receive some training, you can work as an English teacher” (ibid: 6). The ELT training offered here speaks by itself about the low levels required for teaching. More often than not, language institutes and colleges prefer NSLTs, no matter what their formation has been, over NNLTs who have been trained for teaching foreign languages.

This backs up Phillipson’s idea that “ELT efforts have been determined by supply rather than demand” (Phillipson, 1992a: 301). As Canagarajah (1996) says supporting Phillipson, the formation of ELT teachers is far from satisfactory, leaving unquestioned socio-political issues related to the profession.

On the other hand, when defending the figure of NSLT, Parrot, (1998) and Saxton, (1997), both as cited in Jenkins, (2000) claim that NSs are not always monolingual, and therefore they also have experience in the learning of languages. Furthermore, “they are not stupid” (Jenkins, 2000:196) and can actually be good teachers. Both Parrot and Saxton believe that this debate about the figure of the language teacher is eventually leading to the mystification of the NNSLT. It should be realised that NSs, even if they are qualified for teaching, will never become NNSLTs, and therefore, the skills of both NSLT and NNSLT should be acknowledged.

The problem comes when defining what “authentic communication” means. The preference for a native speaker comes from the times when “language teaching was indistinguishable from culture teaching” (Phillipson, 1992b: 12). However, most students nowadays want to learn English not necessarily to communicate with NSs, but also with other NNSs, using English as a lingua franca (Jenkins, 2000; Kachru, 1992c). Their teachers are NNSLTs, and they will probably never communicate with a NS (Kachru and Nelson, 1996).

—Therefore, the problem of standards -and phonology- emerges again. Even when in the ELT profession, a “neutral” or southern British accent is preferred, NSs are no longer a reference in EFL communication and they should not be unjustifiably be in the ELT. Thus, they should not be given

preference when it comes to the teaching of English. Many students will probably never deal with a southern accent in their day-to-day communication in English.

- When it comes to teaching culture, English as an International Language (EIL) does not refer specifically anymore to a British —or American— culture. It can only be connected with global culture (Seaton, 1994). Students of English will be interacting in the outside world with other NNSs from many cultures other than British. EIL is a good space for becoming aware of many other cultures and patterns of behaviour.

The native speaker has been idealised, considering the English community as a homogenous one, sharing one language and one culture (Norton, 1997). If more emphasis were put on the L2 learner rather than on the teacher, then the NNSLT would be preferred (Seidlhofer, 1999).

The solution proposed by Brutt-Griffler and Samimy (1999) and Medgyes (1992) is to unify both figures, since their skills are not incompatible.

Another major issue which is closely related to this is the difference between NNSLTs and NSLTs in terms of confidence (Jenkins, 2000). Generally, those who are mainly raising this subject are NSs: non-native scholars tend to prefer NS standards.

2. The English-Only Fallacy: No other languages should be used in the English classroom

In many cases, it is affirmed that the use of the students' mother tongue/s and/or any other language/s they may know is not advisable. Forcing them to express themselves only in English helps them to advance in their learning.

Nonetheless, this denies both the students' linguistic and cultural baggage and also the fact that the majority of the world's population is bi- or multilingual. To maintain both languages separated is implausible, and although the mixture of codes can sometimes lead to misunderstandings, it can also "enhance the communicative resources [...] adding color, charm and variety to the language" (Sridhar, 1996:64).

Most importantly, if the teacher makes use of other language/s the student might know, it can very often favour the process of understanding, especially when dealing with complicated grammar structures, for instance. To encourage communication in the target language is certainly positive, but making use of

previous knowledge is always more motivating, and this does not necessarily mean code-switching between both languages. Sharing the same language with the student, and making use of it in the language classroom, can be beneficial for the learning process (Tang, 1997) since the teacher is aware of the problems of their mother tongue.

3. The Maximum Exposure Fallacy: The more time is spent learning English, the better are the results

It is widely believed that the more hours a student spends learning a language, the more knowledge of it s/he will gain.

This implies more hours from the curriculum employed for learning English and, consequently, more employment for English teachers. It leaves less time for other modules which could be more valuable and significant for the student in his/her future career.

Although the time spent learning a language can be meaningful, the quality of the teaching is probably more relevant (Phillipson, 1992a). If the students spend many hours learning a language, but the teacher is not qualified enough, it will only mean a loss at many levels: economic, pedagogic, lack of motivation, fewer hours dedicated to other modules, etc. Furthermore, by promoting the maximum exposure, literacy in English is also encouraged, denying then the right to study in their mother tongue.

4. The Early-Start Fallacy: The earlier children start learning a language, the better, especially if it is as a means of instruction

As children seem to acquire languages much easier than adults, the idea that students should start learning a language from an early age has been promoted. But the facility children may have for languages is not the only factor to be taken into account when designing the curriculum. This tenet, as the previous one, favours the use of English as a medium of instruction, without considering other features such as how much English is used in the community, their attitude towards it or other possible languages learners may know. Very often, adults learning a language which is related to another one they already know can have more facilities due to the knowledge they already have. Their pronunciation might not be as accurate as that of a child learning the language, but they can be more linguistically conscious and faster learners.

Especially alarming is the case of countries where another language is employed as the medium of instruction: English or French in many former colonies. These children may suffer from cognitive and linguistic problems if their mother tongue is not supported (Prophet and Dow, 1994). This principle also increases job opportunities for teachers of English.

5. The Communicative-Approach Fallacy: emphasis on language proficiency, using “real material”

In the ELT profession, the communicative approach has been favoured during the last years. This approach gives more prominence to the use of language in “real” situations: in a shop, in a restaurant, in the street... This tends to favour British and American culture, communication contexts and linguistic varieties, with the consequent preference for British and American English speakers as teachers.

For Seidlhofer, the communicative approach is the “native speakers’ reign supreme” (1999: 237). “It may be real language, but it is not real to [the students], it does not relate to their own world, but to a remote one” (Widdowson, 1994: 386). It aims at communication with a NS. However, the needs of the students may be different, such as reading business texts or communicating with other NNSs. By providing a lot of references about the pedagogy, ideology and cultural politics which lie behind the communicative approach, Pennycook (1994) connects it with assimilation procedures.

The problem then is why to aim at native-speaker communication when ESL/EFL students will probably never be involved in it. Moreover, if that were the case, both communicants should be at the same level, and not one —the NNS— aiming to be understood by the other one —the NS.

6. Standards

British and American standards —RP and GA— are preferred in the teaching as well as in placement and proficiency tests (Kachru, 1992c). Quirk (1986:6) is in support of this tradition, since he only sees “the most dubious advantages in exposing the learner to a great variety of usage”.

Groarty is careful when dealing with this notion:

A descriptive norm [...] is a statement of the form or feature of language that most speakers use most of the time; it is thus a statement of statistical probability and one which admits variation. A prescriptive norm, in contrast, is a formally stated rule meant to apply to all language uses in all settings (Groarty 1996:22).

As has been stated before, Standard English is not used by “most speakers”. Furthermore, in the ELT profession, descriptive norms are presented as prescriptive. Thus, the parameters set in the ELT are not pertinent. Groarty (1996:25) opts for developing a “sensitivity toward many varieties of language rather than pedantic linguistic enforcers”. Also, by making reference to British and American varieties alone, these two countries are kept at the centre of the ELT profession (Pennycook, 1994).

All the fallacies listed above have been tested in the study. Questions regarding them were given to the different informants in order to ascertain to what degree these notions have been accepted without questioning them. The answers given by those formed in the TESOL environment are especially significant, since, as can be gathered from the previous explanations, many of these statements imply a disadvantage for the non-native teacher of English.

DESIGN OF THE STUDY

We have seen so far what the attitude of the scholars is about English and its spread in the world. As Trifonovitch says, “[a]s English assumes the role of an international language, it is important to look at the attitudes which are transmitted by its speakers” (1981: 211). The aim of this study is to observe these viewpoints. Some of the issues highlighted by Phillipson (1992a) might be unconsciously spread and adopted by many students and teachers of languages. If English is such a discriminatory language and a source of many inequalities, as Phillipson claims, then why do people still want to learn it? Do they really feel discriminated against?

The main source of data for the investigation was a questionnaire in English (see Appendix 1), distributed via electronic mail. A version in Spanish was also used, since it could be interesting to find out the opinions of people who had no fluency in English but still could have a well-formed attitude towards it. It would also be worthy of note to compare the answers depending on the subject’s background, profession, or country of origin/residence.

The questionnaire was first tested on a group of 10 people, and then sent via email. This medium offers a wider range of responses than a face-to-face survey. It was sent to relatives and friends of the researcher, always asking them to forward it to other people they knew and who might be interested in participating in the survey. According to this “snowballing technique” one informant selects another/others. The investigation was also announced at the international bulletin of the University of Sheffield. Within a week, more than 70 questionnaires had been received, which doubled the initial expectations.

The interviews (see Appendix 2) were effected with the aim of going deeper into people's feelings and explaining what the questionnaires could not make clear. At the end of the interview all the subjects were eager to continue talking about the issue. Therefore, the recording continued, since it was then that the most interesting remarks would be mentioned.

The main goal of the survey was to analyse people's attitudes about the debate which is taking place in the scholarly circles. It should therefore be borne in mind that I am not trying to give arguments in favour or against a given theory. Besides, the samples were not representative of any population—in many cases there was only one individual from some countries. It must not be forgotten either that we are dealing with an elite. The majority of the informants have a good or perfect command of English and knowledge of other languages—sometimes not only their mother tongue. They also have access to email. Most subjects have a university degree. There are both male and female subjects, but they do not belong to a single age group. However, they were in general university students. Taking all this into account, a qualitative approach was followed, not only towards the interviews, but also with the questionnaires. The results will not be quantified with the aim of proving or refuting a particular hypothesis.

One step which was not taken for granted in this procedure was to ask for permission to be interviewed and recorded, and to assure the subjects that above all, anonymity was going to be preserved. This was done by means of a letter sent together with the questionnaires via email (see Appendix 3), and, in the case of personal interviews, by always explaining before what the investigation was about and other details about the procedure of the interview.

Since it is a qualitative study, no independent/dependent variables will be selected in the questionnaires. The informants' profession, age and country of origin/residence have been taken into account, together with their knowledge of other languages. Nonetheless, these elements are only relevant in certain questions, and not in all of them at the same time.

As was described above, I am dealing with a mixture of a purposive sampling—people to whom the questionnaires were sent directly, and a snowball sampling—people to whom the questionnaires were forwarded later by other informants. This kind of non-random sampling is due to the lack of a sampling frame (May, 2001). Therefore, it is impossible to tell the exact number of questionnaires sent. As can be seen in Appendix 1, it is a self-completion questionnaire, dealing mainly with attitude scales (May, 2001).

As regards the interviews, the informants tended to start out very tense and to relax after the first minutes. Therefore, the first minutes of the recording

should be ignored, paying more attention to the subsequent ones. This is why the interviews began with a few introductory questions, asking the informants about their countries and what the linguistic situation is there. They all tended to be quite nervous in this initial part, joking or just limiting themselves to giving mere facts, without openly expressing their opinions about them.

All in all, 11 interviews were conducted, choosing carefully the subjects and their countries of origin. The language used was English, with the exception of one, in which the interviewee was not confident enough with his command of English and preferred to use Spanish. Each interview was different, for not all the individuals shared the same background and experience of English.

Quoting Mason (1996: 4), the researcher of a qualitative research project should use “methods of data generation which are flexible and sensitive to the social context in which data are produced”. The same author explains that we should say that we are “generating” rather than “collecting” representative data, since the goals are not to construct any theory but to find out how people really feel about English.

DATA COLLECTED

QUESTIONNAIRES

All the informants who filled in the questionnaires had access to electronic mail and they belonged to middle/upper classes. Those who were not still university students had already developed a good career. They belonged to both genders and the ages went from 19 to 73 years old.

In the chart below, 10 questionnaires are missing from the total received. Of those, nine belonged to Dutch individuals. They were ignored since the person who first received the questionnaire, filled it in and forwarded it without previously deleting his/her own answers. Therefore, these subsequent questionnaires were considered to be strongly biased. The tenth questionnaire was disregarded

Nationality	Number	Living in England	Teachers of English
Group A	17	14	2
Group B	10	2	0
Group C	8	8	1
Group D	16	9	1
China	3	3	2
Mexico/Argentina	16	9	1
Total	123	70	17

since the answers showed s/he had not taken the area under discussion seriously enough.

All in all, the number of questionnaires considered was as follows:

Group A countries were former colonies of the British Empire, or territories occupied and/or protected by the US: Singapore, Malaysia, Syria, Egypt, Turkey, Mauritius, Cyprus, India, Taiwan and South Korea and Lebanon. Although not all of them follow the same political pattern, they all use English as a medium for instruction and could be classified as ESL countries.

Group B countries are those which have an increasing degree of literacy in English, specially at university level: Belgium, Holland, Finland.

Group C stands for countries which belonged to the former Eastern Block, and which now start to have literacy in English as a symbol of prestige: Poland, Macedonia, Romania, Ukraine, Hungary, and Yugoslavia.

Group D brackets together countries from Central and South Europe, which have little literacy in English, if any. Many have been colonial powers themselves, although not all of them: Spain (S), France (Fr), Italy (I) Portugal (Po) and Greece (Gr). Germany seems to match other Southern European countries when it comes to the literacy tradition in their own language.

INTERVIEWS

11 interviews were conducted with people of different nationalities, genders, ages and professions. Their countries of origin were Taiwan, Syria, China, Mexico (Mc), Singapore (Sing), Yugoslavia, France, Isle Réunion (Re), Zimbabwe, Rwanda and Italy. Special attention was given to selecting the nationalities, depending on whether they were former colonies of any Empire, countries with literacy in a second language which is not their own (e.g. English) or European countries. Before starting the interview, most of them asked to have a momentary look at the list of questions. They were all tape recorded. They all belonged to the middle/upper classes in their countries of origin and they have a good command of English and a university degree. As was said above, the main purpose of these interviews is to go deeper into detail and to shed light on what the questionnaires left unclear.

RESULTS

We will focus here only on the results from the questions related to the ELT profession, analysing Phillipson's fallacies (1992a).

1. The Native-Speaker Fallacy: The best teacher of English is a native speaker.

Although there is a clear difference between the two groups, both tend to give preference to the NSLT. Teachers of English are not fully aware of their own capacities as speakers of another language, which they can share with their students.

The issue was not directly raised in the interviews. Nevertheless, some reporters were involved in the teaching of languages and, inevitably, the question was introduced. As the first column shows, the opinions are very levelled, divided between those who disagreed with the primacy of the NSLT and those who agreed:

Fr: It's in: people's head that you learn English or language better with a native speaker.

I: And do you think so?

Fr: No, no, (laughter).... Grammar I'm sure I can be better than English [.] because English people don't even know what a noun is or a verb is. During, when I did my course in, TESOL course someone asked "is the word 'horse' a verb?" [.] right, so you say wow!

Fr: When you think about it, maybe a non-native speaker can be better, I don't, not necessarily better, but as good, not in the same areas.

This French informant was more conscious of his/her own capacities as s/he had experienced discrimination on the basis of his/her quality of NNSLT.

Mc: I don't agree with that, personally, no, I mean, I don't think that if you are a better speaker you definitely are a good teacher, I mean, if its, if xxx it's different, it's different issue and [.] I think that if you are, if you're a native, I'm sorry, if you speak English to a certain level, you know, you can be a very successful teacher [.] and the fact that you're native doesn't necessarily mean that you'll teach people better, no way!

There were many of the same opinion:

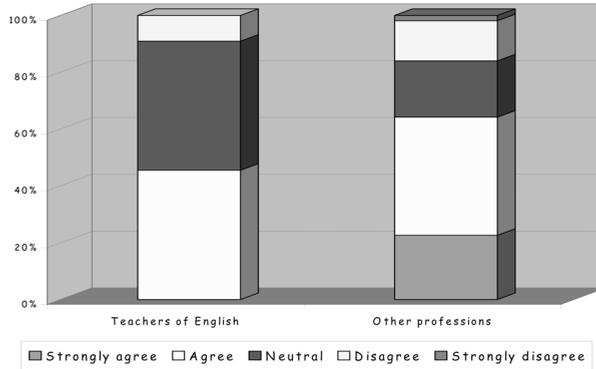
Re: E: first to motivate the kids [.] first of all and then to have the accent and to have the cultural background really, I think.

Moreover, some would unify both figures, like Brutt-Griffler and Samimy (1999) and Medgyes (1992) suggested:

S: The cultural, the cultural understanding from my side, to the, to the people, to their needs and to their way of thinking and all that, makes me better, but the[.] the the native speaker can give something for sure.

All in all, it seems that, as Phillipson expressed (1992a) the primacy of the NSLT is generally accepted.

2. The Early-Start Fallacy: All children in my country should learn English from an early age.

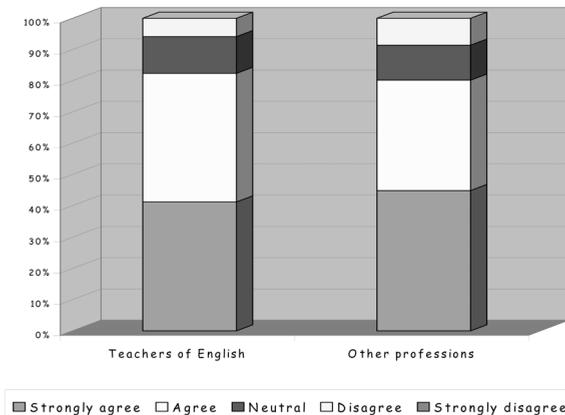


The overall opinion is positive in this aspect, no matter what the profession is or where they come from. Those who have had literacy in English were not generally aware of their lack of literacy in their mother tongue, nor of the implications it may have for future generations. It is also quite surprising to see how teachers of English shared this enthusiasm.

I: Do you think that that is right, that the earlier you start learning the language is better?

S: I think it's quite effective yes: I agree definitely, I have my personal experience with that as well.

3. The English-Only (Monolingual) Fallacy: When learning English, no other languages should be used in the classroom.



Teachers of English are much more aware of how beneficial the use of the mother tongue in the classroom can be:

Re: It's much easier if the person speak their own language because it's much easier to explain to the kids [...] I think if you are teaching you are supposed to have certain training anyway so I suppose you'd understand that as well.

Nevertheless, the training s/he mentions can be contrasted with the one offered by many institutions (e.g. i-to-i) (URL: 2002, i-to-i). i-to-i is an organisation which supports people interested in travelling and earning their living by volunteering and working as English teachers. They provide their own TEFL formation. The only requirement is to be a native speaker.

All this information shows that the fallacies already mentioned are extended and generally accepted independently of the profession and the country. Very often, there is a lack of critical attitude in the ELT towards the norms dictated by certain institutions. Whether these beliefs were consciously promoted as Phillipson claims (1992a) or not, is another issue. What is clear is that the fallacies are unconsciously accepted. Although teachers of English show a slightly higher degree of awareness of their existence, these fallacies are present also within the ELT profession. Teachers of other languages follow the same tendency. There is little awareness of what these tenets imply at all levels, especially when it comes to the cognitive processes of learning.

Besides, there is the idea suggested by Phillipson (1992a) that the ELT is, unfortunately, turning into a business-oriented profession, a mere servant of the Centre. It is relevant here to mention the following report given by one informant on the course of the interview. The interviewee agrees with the scholar in that the ELT profession is a business not as well intentioned as it may seem at first value:

S: I definitely f: agree to some extent with with with the made on purpose for the dominance, because [...] I'm involved in the teaching [...] of English as well. And I, I can see, that this is business, this is a money making industry and , it's true. Definitely they are taking advantage of [...] the need of the people for for English and[...] they are just investing in that direction. So for this reason they are just, definitely, working hard to: every time to achieve more and improve, and do better every time. So , from that perspective, definitely, I can see they are justifying it.

4. Varieties of English

Furthermore, the informants were asked which variety of English was considered more prestigious, if any. The interviews showed different opinions, start-

ing by those who, indirectly, point to how RP is preferred, but they do not necessarily agree with that:

Sing: Yeah: that's that's one thing that has but then it happens but then even between British [...] they have a north south I wouldn't be surprised if you get discriminated because you don't speak a certain way that they want.

Fr: I think the kind of British accent is preferred in: most companies, and that's why you have to have that kind of accent xxx I've got some friends from Liverpool, and: they have troubles, they told them, "please, get rid of your accent if you want to pass" [the TESOL course].

It was also very revealing the fact that, having just finished a TESOL course, s/he did not know what to make of other English varieties and how to deal with them in the language classroom. It seems that what is lacking in TESOL training is an awareness of other varieties of English and their importance in the world.

There are those who claim that the American variety is normally preferred:

It: ... I know that is English because there's the strong influence that it really is not English, English American but, anyway.

I: Is it American English?

It: E: in the scientific community I think there's a lot of e: American influence.

Ch: I think it's American English. The influence of America is is [...] is stronger than British English.

Nevertheless, others were contrary to this view:

Re: Well, that means actually, well, no, I don't think so because in that case everybody will try to speak English with an American accent, no? which is not the case.

Surprisingly, this person had also been formed in the TESOL environment. It could therefore be said that Received Pronunciation is more influential in the ELT profession whereas General American has a bigger influence outside it.

Finally, other respondents show a more open view:

Mc: Flexible, as long as they understand each other.

Sing: Well, I mean, to me it doesn't really matter because I mean, put an American and a British together [...] they could understand each other so I mean, [...] say what ever you want as long as you know you can more or less understand each other. It's fine.

Although American varieties seem to be preferred in certain countries and in certain fields. (In most computer software, the default language is American English, which favours American spellings, for instance, in academic writing. NNSs seem to be more relaxed on the issue of standards than scholars are. Perhaps the condition of being a NNS makes them more aware of Smith's notion of interpretability (Smith 1992). They have a more active attitude in the process of communication since they see it as a double road were two people are engaged and both have to make themselves clear to the other.

DISCUSSION

Whether the fallacies enumerated by Phillipson were consciously promoted or not is another issue not addressed in this research. In any case, we must analyse them in depth and consider their validity.

The native speaker

Phillipson (1992a) mentions the primacy given to NSLTs. The research presented in this paper shows that this is a well-extended belief which is even embraced by NNSLTs, who are unaware of their own capacities.

As has been seen, some scholars suggest that the figure of the NS should not be promoted without a warrant. "Being labelled a NS is of no particular a priori significance in terms of measuring facility with the language" (Kachru and Nelson, 1996:79). Standards of language which native speakers do not necessarily possess (e. g. vocabulary, use of grammar) are required to non native speakers, for instance in the entry to British and American universities or in the ELT profession. Many teaching jobs —e.g. at the British Council— favour the figure of the native speaker even when their education and training might not be the desirable one (see Appendix 4). When they provide TEFL courses, the quality of these can be questioned (URL: i-to-i 2002)

The research shows how, very often, NNSLTs see themselves as limited in comparison to NSLTs. They are not aware of their own skills, such as accuracy (vs. fluency), objective knowledge of the target culture, the difficulties that the target language poses to the students, ... Furthermore, these skills are not incom-

patible with those of NSLTs (Brutt-Griffler and Samimy, 1999) and they should be analysed in the formation of teachers of English, rather than seeing them as handicaps.

The early start, maximum exposure and the English-only fallacies

As the literature shows, the attitude towards the target language and a better knowledge of the students' own mother tongue and/or other languages can be crucial in their process of learning English. Therefore, factors such as the starting age or the amount of exposure to the target language could be of less importance than what is often thought. Furthermore, if English displaces other languages because it is used since an early age, then it is expensive, dangerous and discriminative. Many people do not have access to adequate professional training because they do not learn languages easily.

Still, the investigation reveals that the informants, no matter what their formation was, openly accept these fallacies mentioned by Phillipson (1992a). Teachers of English, nevertheless, seem to be more reluctant to accept the monolingual fallacy and tend to acknowledge the beneficial use of the mother tongue or other languages in the classroom.

English culture and varieties of English

The students' reasons to learn English, their interests and needs should be carefully considered for the production of materials and the structure of the curriculum. Considering the data gathered in the whole research, students mainly want to study English due to professional reasons, and this involves communication with other NNSs. Therefore, no specific culture or accent should be given preference. We should then talk of English as an International Language or, if we accept Kachru's point of view, other varieties of English (Kachru, 1992c).

Still, few informants were familiar with other Englishes apart from British — those involved in the ELT environment—, or American —through the influence of media and popular culture— and the one of their country of origin -if there was one. This is more distressing in the case of the person who had been preparing a TESOL course. It was only through their experience of living in England, that the informants became more familiar with other varieties of English -not only RP but also other British accents, and various VEs as well.

Many informants felt sceptical about the existence of one single standard, and they do not favour any in particular, as long as there is room for intelligibility. Therefore, it seems that the ones favouring the existence of standards are NS scholars (this does not mean that every NS scholar defends the existence of standards). Exposition to different varieties in the language classroom seems to be welcomed on the part of the informants.

Furthermore, interpretability is more important than intelligibility, and the former is linked with other extralinguistic factors, such as the knowledge of the culture behind the language used. Therefore, when it comes to teaching English, a NSLT is probably a first-hand source of British/American culture, but it would be little helpful if s/he were not aware of the differences between his/her culture and that of the students. It could therefore be argued that the best teacher is the one who has a sound knowledge of both cultures, and who is aware of the dissimilarities between them.

CONCLUSIONS

The research presented shows that the public opinion is not homogenous but rather complicated and inconsistent. Although many other conclusions could be drawn from the research, what is relevant here are those concerning the ELT.

The ELT profession has acquired certain ideas or fallacies which have proven to have reached world-wide acceptance. These ideas have also turned out to be discriminative. These tendencies should be subjected to in-depth analysis. As Said (1994) argues, more prominence should be given at university level to the relation between empire and culture —language included. Teachers of English, independently of their condition of NSs or NNSs, should be made aware of their own skills and possibilities, as well as of the existence of these fallacies and how they are being unconsciously promoted in the language classroom.

Considering the role of English as an International Language, it is understandable that its native speakers, as any other community would do, want to safeguard their language. Nevertheless, English, when used at international level, is not theirs anymore. That is the price English has to pay for becoming an International Language (Romaine, 1992). British English or American English cannot count exclusively as the language for international communication. The importance of other VEs seems to be recognised by many informants.

If English really belongs to those who speak it at any level, “then the expansion of English in this era of rapid globalisation may possibly be for the better

rather than for the worse" (Norton 1997: 427). Nevertheless, the use of an international language in the world should benefit all its users and not just a few.

References

- Aitchison, J. 1991. *Language Change: Progress or Decay?* Cambridge: CUP.
- Bisong, 1993. "Language choice and cultural imperialism". *ELT Journal* 49, 2:22-132.
- Bloomfield, M.W. 1985. "The question of correctness". In Greenbaum (ed.) 265-270.
- Brumfit, C. 2001. *Individual Freedom in Language Teaching*. Oxford: OUP.
- Brutt-Griffler, J. 1998. "Conceptual questions in English as a world language: taking up an issue". *World Englishes*, 17, 3:381-392.
- Brutt-Griffler, J. 2002. *World English*. Avon: Multilingual Matters.
- Brutt-Griffler, J. and Samimy, K.K. (1999). "Revisiting the colonial in the postcolonial: critical praxis for nonnative-English-speaking teachers in a TESOL program". *TESOL Quarterly*, 33, 3:413-431.
- Canagarajah, A.S. 1996. "Book Review of *Linguistic imperialism, Appropriate Methodology and Social Context* and *The Cultural Politics of English as an International Language*". *Journal of Multilingual and Multicultural Development* 17:404-408.
- Crystal, D. 1997. *English as a Global Language*. Cambridge: CUP.
- Davies, A. 1989. "Is International English an Interlanguage?" *TESOL Quarterly* 23, 3:447-467.
- Davies, A. 1996. "Ironising the myth of linguicism" *Journal of Multilingual and Multicultural Development*, 17, 6:485-496.
- Duff, P.A. and Uchida, Y. 1997. "The negotiation of teacher's sociocultural identities and practices in postsecondary EFL classrooms." *TESOL Quarterly*, 31:451-486.
- Fishman, J. (ed) 1974. *Advances in Language Planning*. The Hague: Mouton.
- Greenbaum, S. (ed.) 1985 *The English Language Today*. Oxford: Pergamon Institute of English
- Groarty, M. 1996. "Language attitudes, motivations and standards". In McKay and Hornberger (eds) 1996:3-46.

Jenkins, J. 2000. *The Phonology of English as an International Language*. Oxford: OUP.

Kachru, B.B. 1981. "The pragmatics of non-native varieties of English". In Smith, L.E. (ed) 1987:15-39.

Kachru, B.B. 1986. "Standards, codification and sociolinguistic realism: the English language in the outer circle". In Quirk, R. and Widdowson, H. (eds) 1986:11-30.

Kachru, B.B. (ed) 1992a. *The Other Tongue: English across Cultures*. Oxford: Pergamon Press.

Kachru, B.B. 1992b. "Models for non-native Englishes". In Kachru, B.B. (ed) 1992:48-74.

Kachru, B.B. 1992c. "Teaching World Englishes". In Kachru, B.B. (ed) 1992a:355-365.

Kachru, B. B. and Nelson, C.L. 1996. "World Englishes". In McKay and Hornberger (eds) 1996:71-102.

Kennedy, C (ed) 1984. *Language Planning and Language Education*. Allen and Unwin.

Kennedy, C. 1986. "Commentator n. 1 on Quirk." In Quirk and Widdowson (eds) 1986:7-8.

Khubchandani, L.M. (1984). "Language planning processes for pluralistic societies". In Kennedy (ed) 1984:98-110.

Mason, J. 1996. *Qualitative Research*. London: Sage.

May, T. 2001. *Social Research: Issues, Methods and Process*. Buckingham: OUP.

McArthur, T. 1998. *The English Languages*. Cambridge: CUP.

Mckay, S.L. and Hornberger, N.H. 1996. *Sociolinguistics and Language Teaching*. Cambridge: CUP.

Medgyes, P. 1992. "Native or non-native: who is worth more?" *ELT journal*.46, 4:340-349.

Ng?g?, W. T. 1993. *Moving the Centre. The Struggle for Cultural Freedoms* London: James Currey Ltd.

Norton, B. 1997. "Language, identity and the ownership of English". *TESOL Quarterly*, 31:409-429.

Pennycook, A. 1994. *The Cultural Politics of English as an International language*. London, Longman.

Pennycook, A. 1995. "English in the World/the World in English". In Tollefson, 1995:34-58.

Pennycook, A. 1998. *English and the discourses of colonialism*. London: Routledge.

Phillipson, R. 1988. "Linguicism: structures and ideologies in linguistic imperialism". In Skutnabb-Kangas and Cummins (eds) 1988:339-358.

Phillipson, R. 1992. *Linguistic Imperialism*. Oxford: OUP.

Phillipson, R and Skutnabb-Kangas, T. 1996. "English only world-wide or language ecology?" *TESOL Quarterly*, 30, 3:429-453.

Prophet, R. and Dow, P. 1994. "Mother Tongue language and concept development in science: a Botswana case study". *Language, culture and curriculum*, 7, 3:205-216.

Quirk, R. 1987. "International communication and the concept of Nuclear English". In Smith, L.E. (ed): 151-165.

Quirk, R. 1986. "The English language in a global context". In Quirk and Widdowson (eds) 1986:1-8.

Quirk, R and Widdowson, H (eds) 1986. *English in the world*. Cambridge: CUP in association with the British Council.

Ricento, Th. 1994. "Review of Linguistic Imperialism". *TESOL Quarterly*, 28:421-427.

Ricento, Th. (ed) 2000a. *Ideology, Politics and Language Policies. Focus on English. Impact 6. Studies in Language and Society*. Philadelphia: John Benjamins Publishing Co.

Ricento, Th. 2000b. "Historical and theoretical perspectives in language policy and planning". In Ricento (ed) 2000a:9-24.

Ricento, Th. and Hornberger, N. 1996. "Unpeeling the onion: language planning and policy and the ELT professional". *TESOL Quarterly*, 30, 3:401-427.

Romaine, S. 1995, 1989. *Bilingualism*. Oxford: Blackwell Publishers Inc.

Said, E.W. 1994. *Culture and Imperialism*. London: Vintage.

Seaton, 1994. "Linguistic non-imperialism". *ELT Journal*, 51, 4:381-382.

Seidlhofer, B. 1999. "Double standards: teaching education in the expanding circle". *World Englishes*, 18, 2:233-245.

Skutnabb-Kangas, T. 2000. *Linguistic Genocide in Education -or Worldwide Diversity and Human Rights?* New Jersey: Lawrence Erlbaum Associates.

Skutnabb-Kangas, T. and Cummins, J. (eds) 1988. *Minority education: from shame to struggle*. Avon: Multilingual Matters.

Smith, L.E. 1987. *Discourse across Cultures: Strategies in World Englishes*. New York: Prentice Hall.

Smith, L.E. 1992. "Spread of English and issues of intelligibility". In Kachru (ed) 1992a:75-90.

Smith, L.E. 1994. *Gender and Culture in Literature and Film East and West: Issues of Perception and Interpretation*. Honolulu, HI : University of Hawaii

Sridhar, K.K. 1996. "Societal multilingualism" in McKay and Hornberger, 1996:47-70.

Tang, C. 1997. "The identity of the non-native ESL teacher". *TESOL Quarterly*, 31:577-580.

Trifonovitch, G. 1981. "English as an International Language: an attitudinal approach" in Smith (ed) 1987: 211-215.

Widdowson, H. 1994. "The ownership of English". *TESOL Quarterly*, 28:377-388.

Widdowson, H. 1997. " EIL, ESL, EFL: global issues and local interests". *World Englishes*. 16, 1:135-146.

Wiley, T.G. and Lukes, M. 1996."English-Only and Standard English ideology in the US". *TESOL Quarterly*, 30,:511-535.

Internet web-pages

British Council, (2002).

<http://www.britishcouncil.org/english/engfaqs.htm#econben>

Ethnologue, (2002).

<http://www.ethnologue.com>

i-to-i, (2002).

<http://www.i-to-i.com/>

Booklets:

The British Council, (2002). Guidance notes for applicants 2002/2003.

i-to-i. (2001). Volunteer travel and TEFL training.

APPENDIX 1: QUESTIONNAIRES

PART A

Name:

Age:

Nationality:

Profession:

Which language/s do you speak?

Since when have you been learning English?

If living in the UK, how long have you been here for?

PART B

Mark with an X accordingly to what you most strongly agree with.

1) The best teacher of English is a native speaker.

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

2) All children in my country should learn English from an early age.

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

3) When learning English, no other languages should be used in the classroom.

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

4) English should be employed in schools in my country as the language through which teaching and learning of other subjects takes place.

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

5) My mother tongue (or other languages I know) has helped me to learn English.

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

6) I am proud of keeping my foreign "accent" when speaking English.

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

7). English should be used in other domains in my country: advertising, on the TV or radio.

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

8) English is affecting the vocabulary and the grammar of my native language in a negative way.

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

9) Whenever a new concept/invention appears, a new word should be created in my language instead of using the English word.

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

10) Learning English broadens your mind

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

11) English has been very helpful to me in my career.

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

12) Nowadays, those who do not speak English have little prospect of success.

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

13) The economic and military power of the USA is the main reason for the rapid spread of English

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

14) English and American people are arrogant about their language.

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

15) English is dominating and undermining other languages.

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

16) In my country, we look up to American/English culture and that is the reason why English is infiltrating into my language.

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

17) English is an imperialistic language

Strongly agree	Agree	Neutral.	Disagree	Strongly disagree

PART C

Please, answer the following questions:

1) Is English used in your country as the language in school for teaching and learning other subjects?

--

If yes, answer:

a) From which level? (Primary, Secondary, High School, University)

--

b) Do you agree with that?

--

c) What is the public attitude in your country towards this (learning in English)?

--

2) What is the public attitude in your country to the fact that English is such a powerful language?

3) For which reasons did you start learning English?

- a) Love for languages
- b) To get to know a different culture
- c) For travelling
- d) To study abroad
- e) Because it is useful in our world nowadays
- f) To improve my career.
- g) Other (please, specify):

4) How do you translate these words into your language?:

- computer
- football
- political meeting
- email
- camping site

THANKS FOR YOUR COLLABORATION!!!!!!

PARTE A

Nombre:

Edad:

Nacionalidad:

Profesión:

¿Qué idiomas hablas?

¿A qué edad comenzaste a estudiar inglés?

Si vives en Inglaterra, ¿desde hace cuánto?

PARTE B

Marca con una X la casilla que corresponda:

1) El mejor profesor de inglés es un nativo

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

2) Todos los niños de mi país deberían estudiar inglés desde muy pequeños

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

3) A la hora de aprender inglés, no se deberían hablar otras lenguas en la clase

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

4) En los colegios de mi país, todas las asignaturas deberían estudiarse en inglés.

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

5) Mi lengua materna (u otros idiomas que sé) me ha ayudado a la hora de aprender inglés.

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

6) Cuando hablo inglés, me gusta mantener mi acento extranjero.

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

7) El inglés debería emplearse en mi país en otros campos, tales como la publicidad, la radio o la televisión,...

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

8) El inglés está influenciando perjudicialmente el vocabulario y la gramática del español.

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

9) Cuando aparece un nuevo concepto / invento, debería crearse un nuevo término en español, en lugar de adoptar la palabra inglesa.

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

10) Aprender inglés ensancha la mente.

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

11) El inglés me ha sido muy útil en mi carrera profesional

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

12) Hoy en día, aquellos que no hablan inglés tienen pocas expectativas de éxito.

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

13) El poder económico y militar de los EEUU es la razón principal por la que el inglés se está extendiendo a tal velocidad.

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

14) Los ingleses y americanos están muy orgullosos de su idioma

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

15) El inglés está influyendo y destruyendo otras lenguas

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

16) En mi país, admiramos la cultura inglesa / americana, y por ello el inglés se está infiltrando más y más en el idioma.

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

17) El inglés es una lengua imperialista.

Totalmente de acuerdo	De acuerdo	Neutral.	En desacuerdo	Totalmente en desacuerdo

PARTE C

Por favor, responde a las siguientes preguntas.

1) ¿Se emplea el inglés en tu país como lengua a través de la cual se estudia cualquier asignatura en los colegios?

Si es así, responde:

a) ¿A partir de qué curso (primaria, secundaria, instituto, universidad)?

b) ¿Estás de acuerdo con ello?

c) ¿Cuál es la actitud general en tu país hacia esto?

2) ¿Cuál es la actitud general en tu país hacia un idioma tan poderoso como el inglés?

- 3) ¿Por qué razones empezaste a estudiar inglés?
- a) Porque me gustan los idiomas
 - b) Para conocer mejor una cultura diferente
 - c) Para viajar
 - d) Para estudiar en el extranjero
 - e) Porque hoy en día es muy útil
 - f) Para mejorar mi carrera profesional
 - g) Otras (por favor, explícalas):
- 4) ¿Sabrías como traducir las siguientes palabras inglesas al español?
- computer
 - football
 - political meeting
 - email
 - camping site.

iiiiiiiiGRACIAS POR TU COLABORACIÓN!!!!!!!!!!!!

APPENDIX 2: INTERVIEWS.

1. Which country are you from?
2. Which languages do people normally speak in your country?
 - a. At what age do people normally start learning English? Who teaches them (native speakers)? Do you agree with that?
3. Who uses English? In which situations?
4. Is English present in the media? To which extent? What do you think of it?
5. Is English present in the educational system? To which extent? What do you think of it?
 - a. What do people in your country think about it? Are they resentful, resigned, proud...?
 - b. Which kind of English is it? Do you give it a special name? Is it similar to Standard British English?
6. When did you start learning English? Why?
7. As a non-native, do you think that you should be judged in accordance to your use of Standard English or to your own particular variety?
8. Do you think that English should be, or is, the language for international communication? Should there be any other one? If it were English, should it be Standard English? Should we accept any variety or a given International English?
9. Here in England, have you ever been discriminated because of your accent/use of English? How? How did you feel about it?
10. Do you think English can be a means of discrimination? In which sense?
11. Do you feel identified with your mother tongue?
 - a. Do you think that local languages like yours should be protected and used in education? (many are in danger of death) Or do you think that using English would be more beneficial for you/your country?
12. Is English influencing your mother tongue? How? Why do you think that is happening? (e.g. influence of popular culture, international politics...) How do you feel about it?
13. Do you think that by using English, here in England, you are thinking the way English people think? Or do you still keep your ways of thinking, probably more related to your mother tongue/culture?
14. Do certain words/expressions have more meaning for you if you say them in your mother tongue? Or can you express yourself totally in English?
15. Do you think that the spread of English has in any way been harmful to your society, or to the world? In which ways?
16. Do you think that English has been beneficial for you? In which ways?

APPENDIX 3: INTRODUCTORY LETTERS.

My name is xxxxxxxxxx and I am currently doing a MA in Applied Linguistics at the University of Sheffield.

This questionnaire you have received is going to be the most important data for my MA dissertation.

Although it might not seem so, it does not take very long to answer it. Just fill it in and send it back to me in an email as an attachment. I am asking you some personal details in it, but this is only for better organisation. Privacy will be kept to a maximum in the dissertation.

I would also appreciate it very much if you could forward it to your friends/relatives. It does not matter where they are from, as long as they are non-native speakers of English. All they have to do is email it back to me again.

My email address is egp01pg@sheffield.ac.uk.

Thank you very much in advance for your help and your time. I really appreciate it.

xxxxxxxxxxxxx

Me llamo xxxxxxxxxx, y actualmente estoy haciendo un master en lingüística en la Universidad de Sheffield.

Mi proyecto es estudiar el imperialismo lingüístico que algunos autores le acusan al inglés, y ver cuál es la actitud general hacia el inglés.

Te agradecería si pudieras rellenar este breve cuestionario y reenviármelo como adjunto por correo electrónico. Mi dirección de contacto es paugf@soysolidario.com. La primera parte no es más que una serie de preguntas personales, para un mejor manejo de los cuestionarios. Habrá una total privacidad posteriormente en el manejo de datos.

Muchísimas gracias por tu colaboración.

xxxxxxxxxxxxx

APPENDIX 4: TEACHING JOBS

Teaching jobs found in <http://careers.shef.ac.uk/vacancy>

Description: Opportunity to participate in 3-6 month projects in Brazil with Native English. This British organisation has 2 functions: teaching English to Brazilian students and placing British trainees on conservation projects. It is a school in the city of Cuiaba in the state of Mato Grosso, central west Brazil. Cost to the volunteer: £200 deposit, return airfare, travel insurance, vaccinations, £150 per month food and accommodation.

Skills: None stated

Description Many opportunities in 13 countries (Nepal, China, Ecuador and Mongolia being this year's addition) in teaching, conservation and work intership projects. All placements are available year-round. Length of stay can be from 2 weeks to 1 year. Full in-country support and pre-departure support included. TEFL certificates included free

Skills None stated

Description Travel Teach programmes offering working holiday opportunities, teaching conversational and comprehensive English in 2 former republics of the Soviet Union, Lithuania and Moldova. English is taught in schools and organisations to school children and adults. Opportunities available throughout the year, including during the academic summer vacation, with flexible periods of teaching from 2 weeks to 12 months. Charges are from £445 and includes return flight travel, visas, meals, accommodation, language learning and excursions **Skills:** None stated

CALL FOR PAPERS

Deadline for Vial 2, 2005: 1 December 2004

PUBLISHER: Servicio de Publicacións da Universidade de Vigo

EDITORS: Rosa Alonso and Marta Dahlgren (Universidade de Vigo)

EDITORIAL ADVISORY BOARD

Allison Beeby (Universitat Autònoma de Barcelona)

Jasone Cenoz (Universidad del País Vasco)

Pilar García Mayo (Universidad del País Vasco)

Scott Jarvis (Ohio University, Athens, USA)

Carne Muñoz Lahoz (Universitat de Barcelona)

Terence Odlin (Ohio State University, USA)

Ignacio Palacios (Universidade de Santiago)

Sagrario Salaberri (Universidad de Almería)

Roberto Valdeón (Universidad de Oviedo)

Joanna Weatherby (Universidad de Salamanca)

Zaohong Han (University of Columbia, USA)

SCIENTIFIC ADVISORY BOARD

Stuart Campbell (University of Western Sydney, Australia)

Michael Hoey (University of Liverpool, UK)

Enric Llorca (Universitat de Lleida)

Rosa M^a Manchón (Universidad de Murcia)

Rafael Monroy (Universidad de Murcia)

Aneta Pavlenko (Temple University, USA)

Martha Pennington (University of Durham, UK)

Carmen Pérez Vidal (Universitat Pompeu Fabra, Barcelona)

Felix Rodríguez (Universidad de Alicante)

Larry Selinker (University of London, UK)

Barbara Seidlhofer (Universität Wien, Austria)

Michael Sharwood-Smith (University of Edinburgh)

John Swales (University of Michigan, USA)

Elaine Tarone (University of Minnesota, USA)

Krista Varantola (University of Tampere, Finland)

NATURE OF THE ARTICLES

Computational Linguistics

Foreign Language Teaching and Learning

Language for Specific Purposes

Language Planning

Second Language Acquisition

Speech Pathologies

Translation

FORMAT OF THE ARTICLES

1. Contributions should be written in English using the software package Word. Three printouts of the article and a diskette should be provided. Title of the paper and name, address, telephone number and e-mail address of the author should be included on a separate sheet. (Submissions by e-mail attachment are also accepted)

2. Articles are not to exceed 25 double-spaced pages (12 pt Times New Roman) including an abstract of 10 lines at the beginning and references. **Please do not include notes.**

3. References should be given in the following format:

Blakemore, D. 1987 *Semantic constraints on Relevance*. Oxford: Blackwell

Richards, C. 1985 "Inferential pragmatics and the literary text" *Journal of Pragmatics* 9:261-285

4. All correspondence should be addressed to:

Rosa Alonso or Marta Dahlgren
iaalonso@usc.es dahlgren@uvigo.es

Universidade de Vigo
Facultade de Filoloxía e Traducción
Lagoas-Marcosende
36200 Vigo Spain