

## English as an International Language

## **NEW PERSPECTIVES ON LANGUAGE AND EDUCATION**

**Series Editor:** Professor Viv Edwards, *University of Reading, Reading, Great Britain*

**Series Advisor:** Professor Allan Luke, *Queensland University of Technology, Brisbane, Australia*

Two decades of research and development in language and literacy education have yielded a broad, multidisciplinary focus. Yet education systems face constant economic and technological change, with attendant issues of identity and power, community and culture. This series will feature critical and interpretive, disciplinary and multidisciplinary perspectives on teaching and learning, language and literacy in new times.

Full details of all the books in this series and of all our other publications can be found on <http://www.multilingual-matters.com>, or by writing to Multilingual Matters, St Nicholas House, 31–34 High Street, Bristol BS1 2AW, UK.

**NEW PERSPECTIVES ON LANGUAGE AND EDUCATION**

*Series Editor:* Professor Viv Edwards, University of Reading, UK

# **English as an International Language**

## **Perspectives and Pedagogical Issues**

Edited by  
Farzad Sharifian

**MULTILINGUAL MATTERS**

Bristol • Buffalo • Toronto

**Library of Congress Cataloging in Publication Data**

A catalog record for this book is available from the Library of Congress.

English as an International Language:

Perspectives and Pedagogical Issues

Edited by Farzad Sharifian.

Includes bibliographical references.

1. English language--Study and teaching--Foreign speakers. 2. English language--Globalization. I. Sharifian, Farzad.

PE1128.A2E47245 2009

428.2'4--dc22 2008035195

**British Library Cataloguing in Publication Data**

A catalogue entry for this book is available from the British Library.

ISBN-13: 978-1-84769-121-7 (hbk)

ISBN-13: 978-1-84769-122-4 (pbk)

**Multilingual Matters**

*UK:* St Nicholas House, 31–34 High Street, Bristol BS1 2AW, UK.

*USA:* UTP, 2250 Military Road, Tonawanda, NY 14150, USA.

*Canada:* UTP, 5201 Dufferin Street, North York, Ontario M3H 5T8, Canada.

Copyright © 2009 Farzad Sharifian and the authors of individual chapters.

All rights reserved. No part of this work may be reproduced in any form or by any means without permission in writing from the publisher.

The policy of Multilingual Matters/Channel View Publications is to use papers that are natural, renewable and recyclable products, made from wood grown in sustainable forests. In the manufacturing process of our books, and to further support our policy, preference is given to printers that have FSC and PEFC Chain of Custody certification. The FSC and/or PEFC logos will appear on those books where full certification has been granted to the printer concerned.

Typeset by Techset Composition Ltd., Salisbury, UK.

Printed and bound in Great Britain by MPG Books Ltd.

# Contents

Acknowledgements .....	vii
Contributors .....	ix
Abbreviations .....	xv

1 English as an International Language: An Overview	
<i>Farzad Sharifian</i> .....	1

## Part 1: Native/Non-native Divide: Politics, Policies and Practices

2 English as a Lingua Franca, 'Non-native Speakers' and Cosmopolitan Realities	
<i>Adrian Holliday</i> .....	21
3 Teaching English as an International Language (EIL) in the Gulf Corporation Council (GCC) Countries: The Brown Man's Burden	
<i>Sadia Ali</i> .....	34
4 EIL, Native-speakerism and the Failure of European ELT	
<i>Marko Modiano</i> .....	58

## Part 2: EIL, Attitudes and Identity(ies)

5 Researching Non-native Speakers' Views Toward Intelligibility and Identity: Bridging the Gap Between Moral High Grounds and Down-to-Earth Concerns	
<i>David C.S. Li</i> .....	81
6 Attitudes Towards English as an International Language: The Pervasiveness of Native Models Among L2 Users and Teachers	
<i>Enric Llurda</i> .....	119
7 'I Thought I was an Easterner; it Turns Out I am a Westerner!': EIL Migrant Teacher Identities	
<i>Bojana Petrić</i> .....	135

**Part 3: EIL, Teacher Education and Language Testing:****Gaps and Challenges**

- 8 Global Warning? West-based TESOL, Class-Blindness and the Challenge for Critical Pedagogies  
*Vaidehi Ramanathan and Brian Morgan* ..... 153
- 9 Desirable But Not Necessary? The Place of World Englishes and English as an International Language in English Teacher Preparation Programs in Japan  
*Aya Matsuda* ..... 169
- 10 Imperialism of International Tests: An EIL Perspective  
*Sarah Zafar Khan* ..... 190

**Part 4: The Scope of EIL: Widening, Tightening and****Emerging Themes**

- 11 Broadening the ELF Paradigm: Spoken English in an International Encounter  
*Paul Roberts and Suresh Canagarajah* ..... 209
- 12 Pragmatics and EIL Pedagogy  
*Sandra Lee McKay* ..... 227
- 13 Cultural Conceptualizations in English as an International Language  
*Farzad Sharifian* ..... 242
- 14 English as the International Language of Scholarship: Implications for the Dissemination of 'Local' Knowledge  
*Andy Kirkpatrick* ..... 254
- 15 Local or International Standards: Indigenized Varieties of English at the Crossroads  
*Eric A. Anchimbe* ..... 271
- Index ..... 287

# ***Acknowledgements***

I wish to thank the authors of the chapters in this volume not only for their valuable contributions but also for their help in serving as internal reviewers of other contributors' chapters. The external reviewers and Professor Viv Edwards, the series editor, also deserve a special word of thanks for their helpful comments on the earlier versions of the chapters. Finally, I am grateful to Anna Roderick, Tommi Grover and Marjukka Grover at Multilingual Matters for their help and support during the preparation of this volume.

Farzad Sharifian  
*Melbourne*





## Contributors

**Farzad Sharifian** is an Associate Professor at the School of Languages, Cultures and Linguistics, Monash University, Melbourne. He has a wide range of research interests in linguistics and applied linguistics, including intercultural communication, pragmatics, language and politics, and English as an International Language. He has published numerous papers in international journals such as *World Englishes*; *Language and Education*; *Pragmatics & Cognition*; *Journal of Politeness Research*; *Language Sciences*; *Language and Intercultural Communication* and *Language, Culture and Curriculum*. He was the editor (with Gary B. Palmer) of *Applied Cultural Linguistics* (John Benjamins, 2007). He has recently developed innovative courses in English as an International Language at Monash University.

**Adrian Holliday** is Professor of Applied Linguistics at Canterbury Christ Church University, where he supervises doctoral research in the critical sociology of language education and intercultural communication, and is also the Head of Graduate School. He is author of *Doing and Writing Qualitative Research*, 2nd edition, Sage, 2007; *The Struggle to Teach English as an International Language*, Oxford, 2005, which deals with cultural chauvinism in TESOL; *Intercultural Communication*, with Hyde and Kullman, Routledge, 2004; *Appropriate Methodology and Social Context*, Cambridge, 1994. He began his career as a British Council teacher in Iran in the 1970s. During the 1980s he set up the ESP Centre at Damascus University, Syria, and was a curriculum consultant at Ain Shams University, Cairo. He is currently writing a book for Sage on Centre–Western chauvinism in intercultural communication.

**Sadia Ali** has been teaching ESL/EFL for over 11 years and currently teaches English Composition at the Zayed University in Abu Dhabi. Sadia has also worked as an IELTS examiner for several years and has taught teacher education courses. She has an MA in Linguistics and an MEd in Educational Technology and ELT. She is currently pursuing a PhD in Education at the University of Stirling, Scotland. Sadia has written several

articles and papers related to ELT. Her research interests include teacher education and educational technology.

**Marko Modiano** is currently a Senior Lecturer of English at Gävle University, Sweden. He received a PhD in English from Uppsala University in 1987. His research interests include the evolution of EIL and World Englishes paradigms, the conceptualization of 'Euro-English,' as well as the development of ELT in Sweden and the European Union. Issues such as Europeanization, globalization and multiculturalism are central concerns. Previously, Dr Modiano extensively studied the manner in which mainland Europeans mix phonological and lexicogrammatical features of British and American English, work which has acted as the basis for his understanding of the development of EIL, Euro-English and Mid-Atlantic English. He is currently focusing on how culture and identity can be incorporated into mainland European ELT so as to promote intercultural communicative competence and the ideals of multiculturalism. He has published widely in these fields in international journals such as *English Today*; *World Englishes* and Swedish journals such as *Moderna Språk*.

**David C.S. Li** is an Associate Professor at the Department of English, City University of Hong Kong. He obtained his BA (English) in Hong Kong, MA (Linguistics and Applied Linguistics) in France and PhD (Linguistics) in Germany. He has published in three main areas: Cantonese-English codeswitching and bilingual interaction, the place of 'Hong Kong English' in World Englishes, and common errors among Hong Kong Chinese EFL learners and effective remedial instruction. He is currently working on two funded research projects: one compares the motivations of Chinese-English codeswitching in Hong Kong and Taiwan; the other investigates the preferred norms and pedagogic model(s) of English in Hong Kong.

**Enric Llurda** is a Lecturer (*Profesor Titular*) in English and Applied Linguistics at the University of Lleida (Catalonia, Spain), where he is also a member of the Cercle de Lingüística Aplicada, and is currently coordinating the undergraduate degree in English Studies. He is the author of several research papers and book chapters in national and international publications, as well as the editor of a book on non-native language teachers, *Non-Native Language Teachers: Perceptions, Challenges and Contributions to the Profession* (Springer, 2005), and the co-author (with J.M. Cots, L. Armengol, E. Arnó and M. Irún) of a recent book on the development of language awareness in the language classroom, *La conciencia lingüística en la enseñanza de lenguas* [*Language Awareness in Language Teaching*] (Graó, 2007). His current research interests include non-native language teachers, English

as an international language, multilingualism in educational contexts and language attitudes.

**Bojana Petrić** is a Lecturer in the Department of Language and Linguistics at the University of Essex in the United Kingdom. Previously she has taught at universities in Novi Sad (Serbia) and Budapest (Hungary). She has published in the area of academic writing, on topics such as citation use, plagiarism, writer identity and interdisciplinarity, contrastive rhetoric and 'subjective description' in student writing during WWI. She has also published a book on educational reform (in Serbian). Her research interests include student and published writing as well as cultural and identity issues involved in the teaching and learning of English as a global language.

**Vaidehi Ramanathan** is a Professor of Socio/Applied linguistics in the Linguistics Department at the University of California, Davis. Her most recent book, *The English-Vernacular Divide: Postcolonial Language Politics and Practice* (Multilingual Matters, 2005), offers a situated account of sociopolitical concerns around English- and vernacular-medium instruction in some settings in Gujarat, India. She has also co-edited a special issue of *TESOL Quarterly* on grounded perspectives regarding language policies around English and the world's other languages. Her other publications include: *The Politics of TESOL Education: Writing, Knowledge, Critical Pedagogy* (Routledge, 2002) and *Alzheimer's Discourse: Some Sociolinguistic Dimensions* (Lawrence Erlbaum, 1997). Her research interests include all aspects of literacy, teacher education, and civic and societal changes as they occur in non-formal educational contexts and her work in this area has appeared in journals such as *TESOL Quarterly*, *Applied Linguistics*, *Critical Inquiry in Language Studies*, *Journal of Second Language Writing* and *Journal of Language, Identity, and Education*. Her research on the sociolinguistic aspects of illnesses and disability issues has appeared in journals such as *Language and Society*, *Communication Theory*, *Journal of Pragmatics* and *Critical Inquiry in Language Studies*. Her book *Body Matters and Applied Linguistics* is under contract with Multilingual Matters. She co-edits a book series entitled *Critical Language and Literacy Studies* with Bonny Norton and Alastair Pennycook (Multilingual Matters).

**Brian Morgan** is an Associate Professor in the Department of Languages, Literatures and Linguistics at York University in Toronto. His academic interests include research and pedagogy on language and identity, particularly from the perspective of various critical theories. Another major research interest relates to critical literacies, multiliteracies and their

applications in multilingual settings. Other primary research concerns include second language teacher education, English for Academic Purposes, and Language Policy and Planning. Brian's work has been published in journals such as *TESOL Quarterly*; *Journal of Language, Identity, and Education*; *International Journal of Bilingual Education and Bilingualism* and the *Annual Review of Applied Linguistics*. He is the co-editor with Vaidehi Ramanathan of the 2007 *TESOL Quarterly* special issue on Language Policies and TESOL: Perspectives from Practice. His first book, *The ESL Classroom* (1998), was published by University of Toronto Press.

**Aya Matsuda** is Assistant Professor of Language and Literacy at Arizona State University, where she teaches graduate courses in Bilingual Education and Teaching English as a Second Language. She also teaches in the PhD Program in Applied Linguistics. Her research interests include the use of English as an International Language, linguistic and pedagogical implications of the global spread of English, integration of a World Englishes perspective into the US education and identity negotiation of bilingual writers. Her work focusing on these issues have appeared in various books and journals including *English Today*, *JALT Journal*, *TESOL Quarterly* and *World Englishes*.

**Sarah Zafar Khan** is Director of the Effat English Academy at Effat College in Jeddah, Saudi Arabia, where she has been working since 2002. Prior to this, Sarah worked as a teacher educator at Aga Khan University's Institute for Educational Development in Karachi, Pakistan where she also developed and taught academic English courses. Sarah has an MA in Applied Linguistics from University of Karachi, Pakistan, and is currently pursuing a Doctorate of Education (EdD) in TESOL (Teaching English to Speakers of Other Languages) with the University of Exeter, England. Sarah is a member of TESOL (Teachers of English to Speakers of Other Languages), and her research interests include motivation in second/foreign language learning, teacher education and computer mediated communication.

**Paul Roberts** has worked as an English Language teacher and teacher trainer in eight different countries and has published a handful of ELT books. He was also a contributor to the Cambridge International Dictionary of English. He is currently Head of ELT at the University of Hertfordshire, UK and Seasky Scholar at Dalian University of Technology, China. His doctoral thesis, and current research interest, concerns English as an International Language and curriculum internationalization: he has given several presentations on these themes at international conferences which he has followed up with journal papers and chapters in edited books.

**Suresh Canagarajah** is the Kirby Professor in Language Learning at Pennsylvania State University. He teaches World Englishes, Teaching and Research in Second Language Writing, Postcolonial Studies and Theories of Rhetoric and Composition in the departments of English and Applied Linguistics. He has previously taught at the University of Jaffna, Sri Lanka, and the City University of New York (Baruch College and the Graduate Center). He has published papers on bilingual communication, learning of writing and English language teaching in professional journals. His book *Resisting Linguistic Imperialism in English Teaching* (Oxford University Press, 1999) won Modern Language Association's Mina Shaughnessy Award for the best research publication on the teaching of language and literacy. His subsequent publication *Geopolitics of Academic Writing* (University of Pittsburgh Press, 2002) won the Gary Olson Award for the best book in social and rhetorical theory. His edited collection *Reclaiming the Local in Language Policy and Practice* (Erlbaum, 2005) examines linguistic and literacy constructs in the context of globalization. His study of World Englishes in Composition won the 2007 Braddock Award for the best article in the *College Composition and Communication* journal. Suresh edits *TESOL Quarterly*. He is currently analyzing interview transcripts and survey data from South Asian immigrants in Canada, United States and UK to consider questions of identity, community and heritage languages in diaspora communities.

**Sandra Lee McKay** is Professor of English at San Francisco State University where she teaches courses in sociolinguistics, as well as methods and materials for graduate students in TESOL. Her books include *Teaching English as an International Language: Rethinking Goals and Approaches* (Oxford University Press, 2002, winner of the Ben Warren International Book Award), *Sociolinguistics and Language Teaching* (edited with Nancy Hornberger, Cambridge University Press, 1996) and *Researching Second Language Classrooms* (Lawrence Erlbaum Associates, 2006). Her newest book, *International English in its Sociolinguistic Contexts: Towards a Socially Sensitive Pedagogy* (with Wendy Bokhorst-Heng, Routledge, 2008) is an examination of the social and sociolinguistic context of present-day English teaching and learning. Her research interest in English as an international language developed from her Fulbright Grants, academic specialists awards and her extensive work in international teacher education in countries such as Chile, Hong Kong, Hungary, Latvia, Morocco, Japan, Singapore, South Africa, South Korea and Thailand.

**Andy Kirkpatrick** is Professor and Head of the English Department at the Hong Kong Institute of Education. His first degree is in Chinese Studies from Leeds and he has a Postgraduate Diploma in Modern Chinese

Literature from Fudan University in Shanghai, an MA in ELT and Linguistics (York, UK) and a PhD (The Australian National University) in Chinese Linguistics. His research interests include the development of Asian varieties of English, the implications of World Englishes for English language teaching and the history of Chinese rhetoric. *World Englishes: Implications for International Communication and ELT* was published in 2007 by Cambridge University Press. He is currently working on a description of English in ASEAN and a history of Chinese academic writing.

**Eric A. Anchimbe** is Assistant Professor of English Linguistics at the University of Bayreuth, Germany. He obtained his PhD in English Linguistics from the University of Munich (2005). His most recent books are *Linguistic Identity in Postcolonial Multilingual Spaces* (Cambridge Scholars Publishing, 2007) and *Cameroon English: Authenticity, Ecology and Evolution* (Lang, 2006). He has also published several papers on World Englishes and linguistic identity in postcolonial contexts. Among his current research interests are: postcolonial pragmatics, linguabridity (hybrid linguistic identities), sociolinguistics and indigenized varieties of English in Africa.

# ***Abbreviations***

ALT	Assistant language teacher
EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
ENL	English as a National (or Native) Language
EPL	English as a Primary Language
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ETS	Educational Testing Services
EU	European Union
HK English	Hong Kong English
IELTS	International English Language Testing System
IVes	Indigenized Varieties of English (also Institutional Varieties of English)
JET	Japanese Exchange and Teaching
L1	First language
L2	Second language
NNEST	Non-native speaking English teachers (also Non-Native English Speakers in TESOL)
NNS	Non-native speaker
NS	Native speaker
TCM	Traditional Chinese Medicine
TEFL	Teaching English as Foreign Language
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
TOEFL	Test of English as a Foreign Language
WBT	West-based TESOL
WE	World Englishes