

Which model of English should we teach?

Stephen Branigan

University of Opole
stephen.branigan@uni.opole.pl

Abstract

The changed nature of English into that of a global language means that contemporary learners of English are more likely to acquire the language for the purposes of a lingua franca than to communicate exclusively with native speakers. It is therefore considered that learning the language through traditional native-speaker models does not serve them well, nor does it meet their needs. The models of 1) native speaker, 2) nativised and 3) English as a lingua franca (ELF), originally presented by Kirkpatrick (2006), are re-examined with their attributes and drawbacks in this modern context. An analysis of responses to the question ‘Which model of English should we teach?’ was carried out on two Reddit (reddit.com) discussion groups which included teachers and learners. These responses from actors in the field of English language teaching (ELT) were first categorised and then compared with academic opinions. The comparisons showed that both groups were generally in agreement with regard to an appropriate model and pedagogy. No single model was advocated; rather, the prominent opinions supported a postmethod approach that utilised the existing ELT framework of a stable Standard English that is codified, has well-established institutions, etc. However, this model should be one that accommodates other varieties of English as well as accepts second language (L2 to L2) communications as legitimate in their own right and utilises a more bespoke, context-based pedagogy.

Keywords: English language teaching (ELT), native-speaker model, Nativised, English as a lingua franca (ELF), cultural content.

Streszczenie

Jakiego modelu języka angielskiego należy dziś uczyć?

Zmiana charakteru języka angielskiego na język globalny oznacza, że uczący się tego języka są obecnie bardziej skłonni do przyswajania języka dla celów lingua franca niż do komunikowania się wyłącznie z native speakerami. Dlatego uważa się, że uczenie się języka przy wykorzystaniu native speakerów jako wzorców nie służy uczniom dobrze, ani nie zaspokaja ich potrzeb. Wzorce 1) rodzimego użytkownika, 2) użytkownika „natywizowanego” (upodobnionego do rodzimego) i 3) angielskiego jako lingua franca (ELF), pierwotnie przedstawione przez Kirkpatricka (2006), przeanalizowano ponownie pod kątem ich cech i wad we współczesnym kontekście. Analiza odpowiedzi na pytanie „Jakiego modelu języka

angielskiego powinniśmy uczyć?” została przeprowadzona w dwóch grupach dyskusyjnych Reddit (reddit.com), w których uczestniczyli nauczyciele i uczniowie. Odpowiedzi od osób zaangażowanych w proces nauczania języka angielskiego (ELT) zostały skategoryzowane najpierw, a następnie porównane z opiniami akademickimi. Porównanie wykazało, że obie grupy generalnie zgadzały się co do odpowiedniego wzorca i dydaktyki nauczania. Nie zalecono stosowania jednego wzorca; wyróżniały się opinie popierające podejście postmetodyczne, które wykorzystuje istniejące stabilne ramy ELT nauczania standardowego języka angielskiego, który jest skodyfikowany, ma ugruntowane instytucje itp. Jednak wzorzec ten powinien uwzględniać inne odmiany języka angielskiego, a także uznawać komunikację w języku angielskim jako drugim języku (L2 do L2) i wykorzystywać bardziej zindywidualizowaną dydaktykę kontekstową.

Słowa kluczowe: nauczanie języka angielskiego (ELT), wzorzec native speaker, wzorzec natywizowany, angielski jako lingua franca (ELF), treści kulturowe.

1. Introduction

The changed nature of the English Language into that of an international language of communication has had implications for traditional models of English Language Teaching (ELT), which follow native-speaker norms. Those who learn the language in order to use it as a lingua franca in L2 to L2 communication may have different sociolinguistic and pedagogical needs from their English courses than, for example, learners of the past who may have learnt the language to live and work amongst native speakers. The use of traditional models may be interculturally insensitive to these contemporary learners and moreover ill-serve their needs. The aim of this article is to explore the options available to them. The models of Standard English, Nativised and English as a Lingua Franca (ELF) will be examined; their advantages and drawbacks will be discussed. An analysis was conducted on the opinions of contributors to a discussion which took place on two Reddit discussion communities. Members comprised those interested in discussing matters related to linguistics, teachers and learners. Their responses to the question: ‘Which model of English should we teach?’ were evaluated qualitatively in order to examine if the ‘opinions on the ground’ agreed with academic findings. These opinions are further matched with scholarly advice in an attempt to conclude which models of English are appropriate in an era of English as an international language of global communication, along with some recommendations on appropriate pedagogy.

2. The changed role of English

It has been well attested that there are now more non-native speakers of the English language than native speakers (Crystal 2003; Ethnologue 2021 as cited in wikipedia.org.), and that ‘fewer interactions now involve a native speaker’ (Graddol 2006 :87). Furthermore, the language itself is changing in unknown ways when those who use it are doing so ‘as a second language’ (Graddol 1997: 4). At the same time, the study of World Englishes (Kachru 1986; Jenkins 2006; Kirkpatrick 2021) gives consideration to the localised varieties that deviate from what is regarded as ‘Standard English’. This has challenged the notion of a monolithic English with native speakers at its centre. Therefore, it has also changed the nature of ELT. For example, Baumgardner (2006: 664) refers to it being ‘necessary for teachers of English outside English-speaking countries to infuse local culture into their English language classrooms’.

This change has not been taken notice of by some of its stakeholders, however. Kirkpatrick (2021: 252) points to the notion that the native speaker variety as the best model ‘has proved remarkably resilient’. Further evidence of this disregard is that international ELT coursebooks are still formulated to native-speaker norms (Gray 2002: 152; Vettorel and Lopriore 2013:487; Gray and Block 2014:3; Mishan 2021). Modiano (2006: 224) also illustrates this aspect by pointing to publishers supplying Europeans with ‘an army of Standard British English grammars, dictionaries and supplemental materials’. Moreover, the most popular training courses such as Cambridge CELTA and Trinity TESOL are monolingual and do not include content on students’ (L1) culture (Holliday 1994; Ellis 1996; Jenkins 2017; Gallagher and Geraghty 2021). Despite the persistence of this native-speaker model of the past, it is becoming increasingly clear that it is no longer realistic (Graddol 2003, 2006), as learners studying the language in order to communicate with native speakers, live and work in Anglophone countries, etc. are now in the minority (Kirkpatrick 2021: 251). Contemporary learners of the language are therefore less likely to need familiarity with native-speaker models or immerse themselves in Anglo-American culture, as in traditional ELT. Seidlhofer (2010) illustrated this when referring to the huge uptake of English in Europe, stating that it ‘is not motivated by an overwhelming desire of European citizens to communicate or identify with their native-speaking neighbours in Britain or Ireland’. Referring to World Englishes, Kumaravadivelu (2003: 539) speaks of people who ‘use English according to their individual and institutional needs, and keep it separate from their local cultural beliefs and practices’.

The majority of learners are more likely nowadays to go on to use the language in a more localised context, in L2 to L2 communication, in English as a global language (Crystal, 2003). To provide an example, a multi-national company, comprising offices and workers in different European countries, may decide to use English as the official company *lingua franca*. Seidlhofer (2001) argues that ELF research has proved that these L2 communications do not conform to native-speaker norms. In addition, L2 to L2 communication in English involves different skills than are part of mainstream ELT pedagogy. For example, Seidlhofer (2004: 226, 227) describes the reduction in need or pressure to achieve ‘native-like’ competency in the language and use of extralinguistic skills such as ‘...gauging and adjusting to interlocutors’ linguistic repertoires, supportive listening, signalling noncomprehension in a face-saving way, asking for repetition, paraphrasing, etc.’ To be sensitive to this group of English users, to avoid doing them a disservice and provide an English language education which is more in accordance with their actual needs, it may be necessary for teachers to discard ingrained native-speaker norms which may have been part of their culture, training, methodology and course materials to this point. This would have the effect of bringing the focus more to the student’s own culture and that of her/his interlocutors which is often ignored in current ELT pedagogy. Seidlhofer (2004) describes these circumstances in terms of English going through a ‘postmodern phase’, in that the old ways are being discarded without an alternative to take their place, while Canagarajah (2014) discusses the search for ‘a new paradigm for teaching English...’ that would consider ‘localized varieties’ and English’s function as a *lingua franca*. What are the options?

3. The options

Kirkpatrick (2006) posed the question: ‘Which model of English: Native-speaker, Nativised or *Lingua Franca*?’ This referenced the need to look for alternatives to traditional models of teaching English. The term ‘model’ used in this paper follows the definition given by Graddol (2006: 82), which goes beyond mere variety of English to include dimensions such as methodology, context, skills, practice, etc. This paper aims to focus on Kirkpatrick’s question by examining the three models mentioned above.

3.1. The native-speaker model

The traditional model in ELT is well established, as it has roots in educating colonial natives so that they could be employed in the administration of the British Empire (Graddol 2006: 84). It is now the main constituent of an economic sector that earns 1.3 billion pounds sterling for the British economy (Graddol 2006: 4). The advantages of this model lie in its codification in the form of Standard English that has been long established in literature and references such as dictionaries and corpora that go back centuries. A standard variety means it is universally intelligible and acts as a benchmark for those learning English. Kirkpatrick (2006: 72) lists further attributes such as the fact that the standard variety reassures institutions that it is a model that will be understood worldwide and it benefits from the weight of historical authority. In addition, ELT can exploit the vast amount of materials researched and produced by reputable publishers as well as a framework of teacher training, internationally accepted exams and long-established institutions and norms from which to study. Santipolo (2017: 243) points to a further attribute, namely the relative stability of Standard English. Despite some criticism (outlined below), it is still considered the gold standard in what is a billion pound industry. Kirkpatrick (2006) provides evidence of this by pointing out the fact that some countries, such as South Korea and China, routinely advertise for 'native speakers'. Some nations in the Middle East, for example, will restrict visas to teachers from Anglophone countries. In a globalised marketplace where brands and prestige are important, the native-speaker model, its standards, heritage and culture in the form of accents, conventions, etc. remain very desirable. The other side of this elitism is that the ELT market can exclude those who do not have the means when private education is needed (McKay 2012).

Criticisms of the native-speaker model do not only originate from those who consider it outdated in a changed, more pluralistic ELT environment. Its legacies of imperialism are criticised: Linguistic Imperialism (Phillipson 1992), Linguistic genocide (Day 1981), issues of political power and dominance (Pennycook 1994), roots in the colonialism of the past (Canagarajah 1999; Kumaravadivelu 2003). Each of these problems points to the rise of English to global status as not always having been purely organic in nature, nor benign in terms of cultural, political or market influence. These factors are a valid reason for some learners to reject this model. Not all learners wish to embrace the Anglo-American cultural values that are not only embedded in the content of ELT materials but also in the pedagogy. For example, the Communicative Approach (CLT) has been criticised as a western style of teaching (Swan 1985; Hofstede 1986; Alptekin 1993; Ellis 1996; Bax 2003); activities such

as pair work, learning-by-doing, or student-centred learning may be alien to some cultures. Widdowson (1994: 386) argues that ‘... authenticity is non-transferable’: the knowledge contained in the pedagogy may be irrelevant to local cultures and may not utilise other content which is more appropriate to their needs. There is also the ownership of English dimension (Widdowson 1994) which holds native speakers in privileged positions as teachers, authors of materials, etc. Widdowson (1994: 381) also refers to the aspect of ‘excluding people from community’ by insisting on native-speaker norms; academic research is an example. Furthermore, non-native speakers are never regarded as authentic speakers of the language in their own right. Exclusively native-speaker conventions are regarded as legitimate; non-native speaker forms are considered mistakes or deviant. In reference to this model being a monolithic variety, Santipolo (2017: 235) states that there are ‘few openings and exceptions towards variations and variability’ outside British and American English.

3.2. The Nativised model

A World Englishes (Kachru 1986) view encompasses all Englishes but particularly considers varieties of English that have emerged in outer-circle countries (Pakir 2009: 225). A nativised variety of English falls under this umbrella term and is one that has evolved in a place where the language was not spoken formerly. It is characterised by influences from both the local language and culture. In this model, teachers and learners practise the variety of English they are familiar with; confident that it is a legitimate form in itself and not inferior to the standard variety. ‘Native speakers would no longer be the unquestioned authority’ (Kirkpatrick 2006: 76). Local teachers would be both more valued and play a larger role due to the fact they are more likely to be multilingual and have knowledge of the local culture, language(s) and teaching methods. This model regards Standard English as another variety; not the ideal or a benchmark. Learners would acquire sociolinguistic knowledge that is useful to their own local context, instead of learning what to do and say when in London, for example; the kind of topics that often make up conventional English courses. Furthermore, for learners of a lower socio-economic level, this model raises the possibility of English education being made more accessible. This is because nativised models would reduce the need for expensive native expertise, in the form of teachers and materials, to be imported from Western countries, and would therefore serve as a more inclusive model. Furthermore, getting research published would no longer be biased in favour of native speakers as papers would be more widely accepted in a non-standard form. In this sense journals would no longer function as ‘gatekeepers’ where conventional English is valued over expertise (Seidlhofer 2004: 223),

and texts must conform to ‘Anglo-American writing conventions’ (Mauranen et al. 2010; Huh et al. 2020: 61-71; Povolná 2016). Widdowson (1994:380) refers to ‘a process of decolonisation’ in referring to ‘creativity in English’ in that when innovative and non-standard forms are practised, the language is freed from native-speaker conventions and authority (Widdowson 2019: 312). To support this model, it might be further argued that even so-called native speakers use nativised varieties in the form of national/regional variations and local vernaculars, which are often far removed from the standard form. David Britain (2010: 37), for example, states that ‘Standard English is a minority dialect in England’.

However, issues with mutual intelligibility arise when it comes to nativised varieties. Kirkpatrick (2006: 78) provides the example of one such English which acts as a lingua franca between Aboriginal people in Australia that encounter problems when communicating with other Australians. This illustrates that such varieties can take on issues of identity and carry their own ‘cultural baggage’ (Kirkpatrick 2006: 78), just as the native-speaker model does. In addition, Matsuda (2012: 169) points to the issue of teachers not being familiar with all the many varieties of English and their cultural norms. Indeed, if the teacher or other students did not originate from the area where the nativised variety was spoken, she/he would have difficulty teaching/learning it. There would also be the question of which nativised varieties to teach in multicultural classrooms. On the subject of writing, Widdowson (1994: 380) points out that while ‘it does not matter how it is spoken, it emphatically does matter how it is written’. Mauranen (2010: 634) adds that Academic English is spoken as well as written, which emphasises that while L2 to L2 spoken communication using nativised varieties may be negotiated through repetition, non-verbal cues, et cetera, a non-standardised written communication has potential for ambiguity or even misunderstanding. Learners who wished to publish a text or interact at a higher level internationally in areas of business or law, for example, would still need to communicate in a standardised variety where conventions existed.

This perhaps explains the reluctance to diverge from Standard English towards nativised models. Tajeddin et al. (2018), for example, found that non-native teachers in outer-circle countries still preferred to adhere to native speaker models over localised varieties. Sifakis (2009: 236) points to a “widespread preference for teaching and learning of a standard inner-circle norm”. Canagarajah (2014: 768) when referring to teaching localised varieties mentioned ‘unsettling to teachers’ as they confront ‘assumptions that have motivated our teaching practice.’ Kumaravadivelu (2003: 548) regards it in a different perspective, that of ‘self-marginalisation’, in that non-native speakers as a ‘dominated group’ are complicit in

maintaining their own inferior status. Perhaps it is because centre methods have not yet incorporated consideration for nativised varieties into their pedagogy that teachers do not feel a sense of legitimacy in doing so themselves, as Santipolo (2017: 243) notes a lack of teaching materials for ‘New Englishes’.

3.3. English as a lingua franca (ELF)

As has been established above, most communication transactions in the English language nowadays occur between non-native speakers. Seidlhofer (2010: 355-358) provides a good example in Europe where she describes the language as the ‘de facto lingua franca’. It is compared to having a driving licence; nothing unusual but an extremely important skill to possess. The ELF approach takes into account those who use English as an international language of communication both in outer and expanding-circle locations. Moreover, it does not consider that the language model needs to be monolithic as in Standard English: it allows people to practise local variations. While traditional English language corpora pivot on British and American English, ELF corpora projects such as: VOICE, ELFA, ACE, or WrELFA (Rowley-Jolivet 2017: 2-3) focus on the actual language L2 speakers use to communicate with each other. These corpora prove that L2 to L2 communication does not follow Standard English (SE) norms. ELF dialogue includes and permits what might be considered ‘incorrect’ language in SE. Jenkins (2006: 170) provides the example of ‘she look sad’ as a typical ELF utterance and in Jenkins (2000) she makes the argument for a different approach to English pronunciation in the context of English as an International Language (EIL). The latter and ELF generally refer to the same context (Sifakis 2017: 3).

Seidlhofer refers to the characteristic of the ELF model that draws on ‘extralinguistic cues’. Examples of these are:

- Identifying and building on shared knowledge
- Gauging and adjusting to interlocutors’ linguistic repertoires
- Supportive listening
- Signal(ling) noncomprehension in a face-saving way
- Asking for repetition, paraphrasing, etc. (Seidlhofer 2004: 227)

She also advocates ‘abandoning unrealistic notions of achieving perfect communication’ that occur in the traditional native-speaker model where the benchmark of ‘native-like proficiency’ is rarely achieved. ELF also addresses the deficits of intercultural

communication that can occur in Communicative language teaching (CLT), for example, the absence of L2 to L2 content in global coursebooks (Jenkins 2000:1; Vettorel and Lopriore 2013:496). As well as allowing for non-standard forms of English, ELF accommodates cultural variety in contrast to the native-speaker model, which has been criticised for its aspects of acculturation.

ELF has not been without its criticisms though; O'Regan (2014: 548) described it as a 'thing-in-itself' in reference to its viability. Jenkins (2006: 170) accepts that although ELF is applicable to the majority of those who use English, it has challenges when it comes to implementation. As with the Nativised model, mentioned earlier, ELF also falls short when it comes to writing. Seidlhofer (2004: 223) points out that when it comes to the skill, there 'is no possibility of reciprocal negotiation' that occurs in spoken ELF. The extralinguistic cues above may not be employed and writing may at best appear sub-standard and at worst unintelligible. The difficulty in sourcing teaching materials specifically prepared for ELF may be an issue too, although Seidlhofer (2004) provides the example of Whittaker and Whittaker (2002) which is prepared for ELF learners. Sifakis (2009: 230) points to a lot of discussion around the concept of ELF but not much on the actual specifics of teaching it. He also refers to some 'concern' as to the 'willingness' and preparedness of teachers to teach it, as well as issues around their professional identity. It is easy to see how teachers would first need to 'buy in' to the concept and then require a supportive framework around the teaching of it. This acceptance may be difficult as Sifakis (2009: 236) reports a 'widespread preference for teaching and learning of a standard inner-circle norm'. Jenkins (2005) agrees when it comes to pronunciation; non-native teachers prefer to adhere to the native model. Furthermore, Sifakis (2009: 232) refers to 'constraints' when it comes to established curricula, the culture within educational institutions and the 'social-professional' status of teachers. Politicians and ministries of education would also need to embrace the concept to include it in the curriculum. A further hindrance may be that in conceding that native-speaker proficiency is unachievable/unnecessary for the vast majority of learners, ELF might be perceived as a lowering-of-standards (in the eyes of parents, politicians, institutions, etc.) Assessment is an area that would pose particular challenges for national curricula when the standard becomes fluid.

4. Opinions on preferable models – a study

As to the question of which model we should teach, Kirkpatrick (2006: 72) refers to the fact that the opinions of teachers or learners ('the real consumers') are rarely sought. With this in mind, a qualitative pilot study on the opinions of contributors to a Reddit (reddit.com) discussion group on the subject was conducted. Reddit is a website which contains discussion forums on a wide variety of topics on which its users can pose questions, contribute to discussions that are of interest, etc. In 2022, it was rated as the 9th-most-visited website in the world (wikipedia.org). It was this popularity, along with the fact that its contributors are based in diverse locations and it contained discussions related to this paper's research questions that rendered it useful. The goal of the study was to use the context of Kirkpatrick's (2006) question to examine qualitative responses from a range of ELT stakeholders. Additionally, any reasoning given would provide insight from participants of a more practical nature to complement the academic works discussed so far in this paper. A question of 'Discussion: Which model of English should be taught?' had been previously posted to two suitable groups: *r/Linguistics* (In this group it was phrased as 'What model of English should be taught?') and *r/TEFL*, by the member u/Brit_in_Lux, along with a short description of each model. There were 81 responses in total. The research questions are as follows:

1. Which model of English do participants consider should be taught?
2. What is their rationale for this?
3. How does it compare with the academic opinion discussed in this paper?

Due to the relatively open-ended nature of the question posed to the discussion participants, a qualitative approach was taken to achieve the best understanding of opinions offered on this issue. All the participants were assigned a number: R1, R2, etc. for reference. It was not considered necessary to analyse each group separately, as the question posed was identical. Only those responses that addressed the question directly were analysed. Of the original 81 replies, 48 responses represented posts deleted by a moderator, invalid discussion, responses to responses and continued threads; these were eliminated. This resulted in an analysis of the responses of a final 33 participants who provided a concrete reply (i.e. one that directly answered the question). The fragment of the response that contained affirmation of a particular respondent's choice of model (e.g. 'I favour model XYZ'), along with their reasoning, was entered into an Excel file. In the resulting analysis, given the relatively open-

nature of the question, respondents did not feel confined to Kirkpatrick's three models and numerous recurring opinions fell under a further category: Depending on student's needs. Furthermore, responses sometimes combined two models, for example, Standard English and Nativised. Therefore, along with Kirkpatrick's three categories of 1. ELF (Lingua franca), 2. Native-speaker model (Standard English), and 3. Nativised, two more were added: 4. Depending on students' needs/context and 5. Nativised and Standard English. These five categories were used in the final analysis.

5. Findings

The category of Depending on students' needs/context was the most popular choice with 14 proponents, followed by: Nativised and Standard English (8), ELF (5), Native-speaker model (3) and Nativised (3). Figure 1 below, shows how the responses were distributed among the five categories. As to respondents' rationale, those who chose Depending on students' needs/context often referred to ELT as a 'market' with comments such as: 'let the market decide' (this occurred twice, R26,R42), 'teach whatever the parents are paying you to teach' (R43), 'paying customers want to speak the English that best suits their real-life goals...' (R44). Those who advocated the ELF category did so for reasons such as 'a more open phonology' (R17) and 'a non-colonial variant of English' (R16). The respondents in favour of the Native speaker model gave reasons such as: 'it provides cultural grounding' (R3), 'people want and pay for the native-speaker model' (R33). Comments in favour of The Nativised model were: 'Here in India we [teach] grammar and vocabulary [which are] unique to English (words like *prepone*)...' (R12), 'The model of Standard Caribbean English is what we already use' (R13). These comments indicated that a nativised variety was already in use by the respondents. The final category was for those who favoured a mix of nativised and Standard English. One concern was the possible lack of mutual intelligibility in nativised varieties: '...to be able to speak in the appropriate register of English whether they are in the playground with their friends or at a conference in Oxford' (R15).

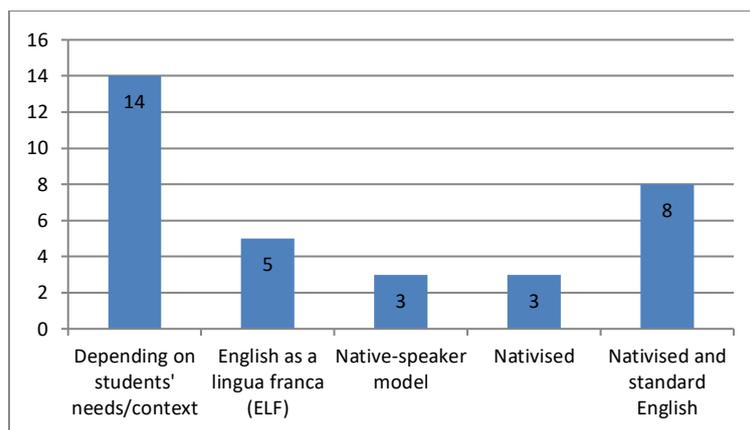


Figure 1. Results of Reddit discussion survey

6. Discussion

There were some limitations to the study. The background of the participants was not always explicit or given; when it was, it showed the group generally comprised those interested in discussion on matters related to linguistics and Teaching English as a Foreign language (TEFL), ELT teachers (7 identified themselves) and to a smaller extent, learners (3 identified themselves). Therefore, of particular interest to this study, the proportion of teachers to learners is unknown, as is the level of the learners, and participants were not confined exclusively to those profiles. Consequently, the conclusions drawn must be limited to being only broadly representative. Notwithstanding, although the location of the respondents was not always given, those who did identify where they were or had been based (8) mentioned diverse locations such as India, the US, Japan, Malaysia, New Zealand, Germany, Spain and Switzerland. This was considered a bonus in that it would provide a variety of views and experiences, particularly from outer and expanding-circle countries. All in all, the respondents, though small in number, represented the people ‘on the ground’ of ELT. Some respondents’ understanding of the differences between the terms ‘ELF’ and ‘nativised’ were blurred and not strictly as per scholarly definitions. Nonetheless, the survey did show that the participants had firm ideas about which model they felt was best, along with substantial qualitative data. Furthermore, the category of Depending on students’ needs, which the majority of the respondents favoured, did not advocate one particular model (as per the question) and could comprise any individual or combination of the models given. The fact there was a category devoted to a combination of nativised varieties and Standard English appeared to acknowledge both models’ limitations in international communication.

How do the responses to this survey compare with academic recommendations? Sifakis (2009: 233) points to the need for teachers to approach their classes ‘as the intercultural situations that they are’ in the sense that ELT classes should be more about raising intercultural awareness than instilling learners in a single L2 culture. Lopriore and Vettorel (2016: 9) also refer to learners acquiring the skills of intercultural competence (ICC). One way of achieving this could be in activities such as L2 to L2 listening comprehension exercises; the sociolinguistic content of which could be compared with that of the learners’ L1. When the class is a monocultural one, establishing live contact with other cultures is worth considering too. Brighton et al. (2018) describe an online collaboration that brought Polish and Chinese students into contact through videoconferencing classes which extended to social media communication outside the classroom. On the cultural side, these types of activities would give learners autonomy over how much of the L2 culture they wish to absorb. In addition, L2 to L2 exercises and contact would encourage learners to practise skills, not seen in ‘regular’ coursebooks, such as adjusting ‘their speech to be intelligible to speakers from a wide variety of L1 backgrounds’ Leung (2005).

Matsuda (2012: 169) advocates that teaching materials are important too in EIL as most teachers would not be familiar with all of the ‘varieties and functions’ of English. Sifakis (2017: 1) suggested (in referring to ELF awareness) that ELT adopt an English for Specific Purposes (ESP) approach; that is, planning courses according to what is needed in the local context. Kumaravadivelu (2003: 543), in advocating a postmethod perspective to ELT, also focuses on local context in that teachers utilise their ‘local knowledge’ to ‘see what works and what doesn’t in their specific context’. All of this implies that rather than the traditional one-size-fits-all, universal global coursebooks, et cetera, courses should be tailor made in a linguistic mix that suits the requirements of the individual group of students. As a corporate Business English trainer, this aspect of ESP is personally familiar. An example of a client or company’s requirements may be a course that will instruct employees how to communicate in a mix of Business English skills, using the language of engineering, with emphasis on speaking skills. Polak (2017: 154) refers to ‘personalisation of learning’ and ‘inner creativity’ that is needed not only from the teacher, but the learner too, in order to maximise relevant-to-needs knowledge the latter will take from the lesson. Matsuda (2012: 179-180) advocates the following considerations for teachers supplementing materials with EIL learners in mind:

1. What are the needs of learners?
2. Does the teaching material in question meet the needs of the learners adequately?

3. How can the identified gaps be filled? (Matsuda 2012: 179-180)

Santipolo (2017: 246) suggests that while learners should be provided with an awareness of World Englishes, the ones they study need only be chosen on the basis of their practical needs. Wallace (2002: 106) refers to 'global literate English' which accommodates variations while remaining mutually intelligible. In this sense, learners who have been exposed to localised variations would learn to utilise them as tools of international communication rather than deviant forms of the conventional variety. When it comes to classroom content in the achievement of this, she advocated using texts and linguistic content from a variety of cultural origins (Wallace 2002: 122).

Some challenges to the implementation of the above recommendations may be due to the positions of various stakeholders in ELT such as publishers, institutions and teachers. Canagarajah (2014), in consideration of learners whose values and beliefs (culture) we may be unacquainted with, talks of teachers taking a 'step back' and taking on the role of 'facilitators' rather than 'authorities'. He states that this role adjustment may be difficult for teachers as it may go against their past training and practice in ELT. McKay (2004:12) expressed surprise at an exonormative approach whereby stakeholders from non-Anglophone cultures prefer to use centre methods. Matsuda (2012: 171) points to materials published in the UK and USA feeling more natural to teachers and learners out of habit, indicating that a barrier to adapting to non-traditional models may be the inconvenience of a departure from these centre methods. Lopriore and Vettorel (2016: 9) advocate coursebooks as the area where new innovations should be tested. Yet, Kirkpatrick (2006: 71) points to the fact that it is less profitable for publishers to deviate from the business model of a native-speaker variety of English for the global market. As a solution, Sifakis (2017: 11) in referring to ELF, suggests 'teachers work with the system rather than replace it'. This implies no great overhaul of the system or adoption of one specific model. It is more a recommendation of integrating these practices into current EFL.

Finally, it was observed in the survey that the highest rate of responses advocated a need to first consider learners' requirements, or a combination of models. This tended to demonstrate that one particular model in itself is not what is required by the contemporary learner who is more likely to function in an EIL context; a plurilithic perspective. The academic advice generally follows the same pattern in recommending a bespoke, postmethod approach, according to the localised context. It is accepted that the traditional monolithic

model of native-speaker norms without deviation is no longer realistic. In fact, ELF patterns are already seeping into Standard English in what Rowley-Jolivet (2017: 10) describes as ‘non-canonical patterns...’ which are appearing in ‘top ranking journals’ which demonstrates that English will continue to evolve naturally regardless. That is why this paper recommends that Standard English as a foundation is not a model that should be abandoned because of its high standards and solid framework. That said, much higher consideration needs to be built into its pedagogy to accommodate flexibility and variation, along with an acceptance by centre actors that the achievement of native-speaker proficiency and norms is not always the chosen direction of the learner.

7. Conclusion

This article has considered the changed role of English from a foreign language (as in one of many) to the most important foreign language of international communication. An illustration of this is its universal acceptance as a lingua franca in Europe, for example. Scholars have argued that the traditional native-speaker model of ELT is no longer appropriate as it does not accommodate the majority of users of the English language who now use it for L2 to L2 communication. The models of native-speaker, nativised and ELF were examined in an exploration of alternatives. The native-speaker variation in the form of Standard English has its advantage in that it is solidly codified and has a well-established framework. However, it does not accommodate users who deviate from its norms. Nativised models consider World Englishes and their high degree of variety according to local context and culture. Nevertheless, with such a variety it would be very difficult to familiarise teachers and learners with their full diversity and there are issues of mutual intelligibility. The concept of ELF is truly representational of the contemporary learner who uses English as a lingua franca and utilises parallel skills such as asking for repetition, paraphrasing, etc. Nonetheless, it can be difficult to apply it in a concrete set of procedures for educators to follow. Qualitative responses to the question ‘Which model of English should be taught?’ revealed that respondents favoured the category that did not refer to one particular model but considered the needs of the learners; followed by a mix of models that deployed both the intelligibility of Standard English and recognition of different varieties. When compared, this largely concurred with academic advice which advocated that a postmethod approach should be followed, in a bespoke combination by which educators consider local needs and context. This led to the conclusion that while Standard English still has many merits, it should not

continue to be taught as a monolithic form from which a person should not deviate. Instead, it should be practised as one which accommodates other varieties and cultures and the learners who wish to communicate in them.

References

- Alptekin, Cem (1993) "Target-Language Culture in EFL Materials." *ELT Journal*, 47(2); 136-143.
- Bax, Stephen (2003) "The End of CLT: A Context Approach to Language Teaching." *ELT Journal*, 57 (3): 278-287.
- Baumgardner, Robert. J. (2006). "Teaching World Englishes". [In:] Braj B. Kachru, Yamuna Kachru, Cecil L. Nelson (eds.) *The Handbook of World Englishes*. Blackwell Publishing; 664-670.
- Brighton, Christopher., Ling Bin (Judy) Wang, Li (Dawn) Dan, Sylwia Bełch (2018) "Virtual Cultural Communication: Establishing Dialogues Between China and Poland." *Półrocznik Językoznawczy Tertium*, 3 (1); 178-192.
- Britain, David (2010) "Grammatical Variation in the Contemporary Spoken English of England." [In:] Andy Kirkpatrick (ed.) *The Routledge Handbook of World Englishes*, Routledge; 32-58.
- Canagarajah, Suresh (1999) *Resisting Linguistic Imperialism in English Teaching*. Oxford University Press.
- Canagarajah, Suresh (2014) "In Search of a New Paradigm for Teaching English as an International Language." *TESOL Journal*, 5 (4); 767-785.
- Crystal, David (2003) *English as a Global Language*. Cambridge University Press.
- Day, Richard R. (1981) "ESL: a Factor in Linguistic Genocide." [In:] Janet Cameron Fisher et al. (eds.) *On TESOL80. Building Bridges: Research and Practice in Teaching English as a Second Language*. ERIC; 73-78. <https://eric.ed.gov/?id=ED208643>.
- Ellis, G. (1996) "How Culturally Appropriate is the Communicative Approach?" *ELT Journal*, 50 (3); 213-218.
- Gallagher, Fiona, Catherine Geraghty (2021) "Exploring Mono/Multilingual Practices on the CELTA Course: What Trainers Say." *Language Teaching Research*, 1362168821991253.
- Graddol, David (1997) *The Future of English?: A Guide to Forecasting the Popularity of the English Language in the 21st Century*. British Council.

- Graddol, David (2003) "The Decline of the Native Speaker;" [In:] Gunilla Anderman, Margaret Roger (eds.) *Translation Today: Trends and Perspectives*. Multilingual Matters; 152-167.
- Graddol, David (2006) *English Next: Why Global English May Mean the End of 'English as a Foreign Language'*. London: British Council.
- Gray, John (2002) "The Global Coursebook in English Language Teaching." [In:] David Block, Deborah Cameron (eds.), *Globalization and Language Teaching*. London, England: Routledge; 151-167
- Gray, John, David Block (2014). "All Middle Class Now? Evolving Representations of the Working Class in the Neoliberal Era: The Case of ELT Textbooks." [In:] Nigel Harwood (ed.) *English Language Teaching Textbooks*. London: Palgrave Macmillan; 45-71.
- Hofstede, Geert (1986) "Cultural Differences in Teaching and Learning." *International Journal of Intercultural Relations*, 10 (3); 301-320.
- Holliday, Adrian (1994) *Appropriate Methodology and Social Context*. Cambridge University Press.
- Huh, Myung-Hye, Inhwon Lee, Junghwa Kim (2020) "Written Academic ELF: Developing Writing Concepts in the New Normal." *English Teaching*, 75 (4); 57-79.
- Jenkins, Jennifer (2000) *The Phonology of English as an International Language*. Oxford University Press.
- Jenkins, Jennifer (2005) "Implementing an International Approach to English Pronunciation: The Role of Teacher Attitudes and Identity." *TESOL Quarterly*, 39 (3); 535-543.
- Jenkins, Jennifer (2006) "Current Perspectives on Teaching World Englishes and English as a Lingua Franca." *TESOL Quarterly*, 40(1); 157-181.
- Jenkins, Jennifer (2017) "Mobility and English Language Policies and Practices in Higher Education." [In:] Suresh Canagarajah (ed.). *The Routledge Handbook of Migration and Language*. Abingdon: Routledge; 502-519
- Kachru, Braj B. (1986) *The Alchemy of English: The Spread, Functions, and Models of Non-Native Englishes*. University of Illinois Press.
- Kirkpatrick, Andy (2006) "Which Model of English: Native-speaker, Nativized or Lingua Franca?." [In:] Rani Rubdy, Mario Saraceni (eds.) *English in the World: Global Rules, Global Roles*. London: Continuum; 71-82.

- Kirkpatrick, Andy (2021) "Teaching (About) World Englishes and English as a Lingua Franca." [In:] Alexander Onysko (ed.) *Research Developments in World Englishes*, Bloomsbury Collections; 251-270.
- Kumaravadivelu, Bala (2003) "A Postmethod Perspective on English Language Teaching." *World Englishes*, 22 (4); 539-550.
- Leung, Constant (2005) "Convivial Communication: Recontextualizing Communicative Competence". *International Journal of Applied Linguistics*, 15 (2); 119-144.
- Lopriore, Lucilla, Paola Vettorel (2016) "A Shift in ELT Perspective: World Englishes and ELF in the EFL Classroom." [In:] Natasha Tsantila, Jane Mandalios, Melpomeni Ilkos (eds.) *ELF: Pedagogical and Interdisciplinary Perspective*. Deree – The American College of Greece; 8-15.
- Mauranen, Anna, Carmen Pérez-Llantada, John Swales (2010) "Academic Englishes: A Standardised Knowledge?" [In:] Andy Kirkpatrick (ed.) *The Routledge Handbook of World Englishes*, Routledge; 32-58.
- Matsuda, Aya (2012) "Teaching Materials in EIL." [In:] Lubna Alsagoff, Sandra Lee McKay, Guangwei Hu, Willy A. Renandya (eds.) *Principles and Practices for Teaching English as an International Language*. Routledge; 174-191..
- McKay, Sandra Lee (2004) "Teaching English as an International Language: The Role of Culture in Asian Contexts." *The Journal of Asia TEFL*, 1(1); 1-22.
- McKay, Sandra Lee (2012) "Principles of Teaching English as an International Language." [In:] Sandra Lee McKay et al. (eds.) *Principles and Practices for Teaching English as an International Language*. Routledge; 36-54.
- Mishan, Freda (2021) "The Global ELT Coursebook: A Case of Cinderella's Slipper?". *Language Teaching*; 1-16. <https://doi.org/10.1017/S0261444820000646>.
- Modiano, Marko (2006) "Teaching World Englishes." [In:] Braj B. Kachru, Yamuna Kachru, Cecil L. Nelson (eds.) *The Handbook of World Englishes*. Blackwell Publishing; 223-239.
- O'Regan, John P. (2014) "English as a Lingua Franca: An Immanent Critique." *Applied Linguistics*, 35 (5); 533-552.
- Pakir, Anne (2009) "English as a Lingua Franca: Analyzing Research Frameworks in International English, World Englishes, and ELF." *World Englishes*, 28 (2), 224-235.
- Pennycook, Alistair (1994) *The Cultural Politics of English as an International Language*. London: Longman.
- Phillipson, Robert (1992) *Linguistic Imperialism*. Oxford: Oxford University Press.

- Povolná, Renata (2016) "Exploring Academic Writing Skills of Czech University Students." [In:] Natasha Tsantila, Jane Mandalios, Melpomeni Ilkos (eds.) (eds.) *ELF: Pedagogical and Interdisciplinary Perspective*. Deree-The American College of Greece; 385-391.
- Polok, Krzysztof (2017) „Czy język angielski jest już językiem międzynarodowym?” *Półrocznik Językoznawczy Tertium*, 2 (1); 142-163.
- Rowley-Jolivet, Elizabeth (2017) "English as a Lingua Franca in Research Articles: The SciELF Corpus." *ASp. la revue du GERAS*, 71, 145-158.
- Santipolo, Matteo (2017) "Bespoke Language Teaching (BLT): A Proposal for a Theoretical Framework. The Case of EFL/ELF for Italians." *Studies in Second Language Learning and Teaching*, 7 (2); 233-249.
- Seidlhofer, Barbara (2001) "Closing a Conceptual Gap: The Case for a Description of English as a Lingua Franca." *International Journal of Applied Linguistics*, 11 (2); 133-158.
- Seidlhofer, Barbara (2004) "Research Perspectives on Teaching English as a Lingua Franca." *Annual Review of Applied Linguistics*, 24; 209-239.
- Seidlhofer, Barbara (2010) "Lingua Franca English. The European Context." [In:] Andy Kirkpatrick (ed.) *The Routledge Handbook of World Englishes*. Routledge; 355-371.
- Swan, Michael (1985) "A Critical Look at the Communicative Approach (1)." *ELT Journal*, 39 (1); 2-12.
- Sifakis, Nicos (2009) "Challenges in Teaching ELF in the Periphery: The Greek Context." *ELT Journal*, 63 (3), 230-237.
- Sifakis, Nicos, Yasemin Bayyurt (2017) "ELF-aware Teaching, Learning and Teacher Development." [In:] Andy Kirkpatrick (ed.) *The Routledge Handbook of English as a Lingua Franca*. Routledge; 456-467.
- Sifakis, Nicos C. (2017) "ELF Awareness in English Language Teaching: Principles and Processes." *Applied Linguistics*, 40(2); 288-306.
- Tajeddin, Zia, Mino Alemi, Roya Pashmforoosh (2018) "Idealized Native-Speaker Linguistic and Pragmatic Norms in English as an International Language: Exploring the Perceptions of Nonnative English Teachers." *Language and Intercultural Communication*, 18 (3); 300-314.
- Vettorel, Paola, Lucilla Lopriore (2013) "Is There ELF in ELT Coursebooks?" *Studies in Second Language Learning and Teaching*, 3 (4); 483-504.

- Wallace, Catherine (2002) "Local Literacies and Global Literacy." [In:] David Block, Deborah Cameron (eds.), *Globalization and Language Teaching*. Routledge; 111-124.
- Widdowson, Henry G. (1994) "The Ownership of English." *TESOL Quarterly*, 28 (2); 377-389.
- Widdowson, Henry G. (2019) "Creativity in English." *World Englishes*, 38 (1-2); 312-318.
- Whittaker, Paul, Jarmilla Whittaker (2002) *English for Europe*. Olomouc, Czech Republic: InSTEP.

Internet sources

https://en.wikipedia.org/wiki/List_of_languages_by_total_number_of_speakers. Accessed 25/3/21

https://www.reddit.com/r/TEFL/comments/gdv9s3/discussion_which_model_of_english_should_be_taught/. Accessed 02/07/21

https://www.reddit.com/r/linguistics/comments/gdvu4n/discussion_what_model_of_english_should_be_taught/. Accessed 03/07/21

<https://en.wikipedia.org/wiki/Reddit>. Accessed 25/08/22