

## Pre-sessional English Language Course

# Listening & Note-taking Mock Examination

Is It Desirable to Speak English Like a Native Speaker?

Tuesday 26<sup>th</sup> August 2008  
3.00 – 5.00

**Candidate Number:**

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# Booklet 1

### Instructions:

After the introduction, you will have 10 minutes to read through this document. During the lecture, you should complete the questions according to the instructions given. After the lecture you will have 30 minutes to complete and check your answers.

The examination is divided into four sections:

Introduction	(no task)
<u>Section 1:</u>	extended gap fill <b>(in this booklet)</b>
<u>Section 2:</u>	free note-taking in this booklet followed by questions <b>in the second booklet</b> . The second booklet will be handed out <u>after</u> the lecture.

The lecturer will give a clear indication before moving on to each new section of the talk.

**Follow the instructions very carefully.** The answers to Section 1 should be written in this exam booklet. Your notes for Section 2 must also be written in this exam booklet on the blank pages at the end.

In this section of the exam you may need to write **MORE THAN ONE WORD** for some of the answers. Answer **ALL** the questions

You do **NOT** need to write the exact words from the lecture, but the meaning of your answer **must be the same as the meaning of the words in the lecture.**

**SECTION 1: Who exactly are the native speakers, what do they sound like and do they own the language?**

1. Fill in the table about Juan, the boy in the picture:

Age	
Country of residence	
Time in country of residence	
Nationality of father	
Nationality of mother	

(5)

2. The main point illustrated by Juan is that it is difficult to decide \_\_\_\_\_

\_\_\_\_\_

(1)

For Questions 3 to 5, match the idea about what it is to be a native speaker with the person with associated with it.

3. A native speaker, is one who has used the language for a long period without a break.	Rampton / Kramersch / Name not mentioned
4. The meaning of native speaker is no longer clear.	Rampton / Kramersch / Name not mentioned
5. The term 'native speaker' should be replaced by 'expert'.	Rampton / Kramersch / Name not mentioned

(3)

6. When considering how a native speaker sounds, the lecturer gave two examples:

- a) Native speakers from England compared with those from \_\_\_\_\_
- b) Himself compared with native speakers from \_\_\_\_\_

(2)

7. Which ONE of the features of standard British or American English below was **NOT** mentioned by the lecturer?

- a) It gives the speaker higher status in society.
- b) It's correct form is recorded in reference material such as dictionaries.
- c) It is associated with formal education.
- d) It is spoken by fewer than 50% of native speakers of English

(1)

8. According to Strevens, native speakers make up \_\_\_\_\_ of the world's English speakers.

(2)

9. This contradicts the previous assumption that \_\_\_\_\_

\_\_\_\_\_

(2)

**Is it a mistake to be different?**

10. Draw a line to match Kachru's circles of English on the left to their descriptions on the right.

- |                     |  |
|---------------------|--|
| a. Inner Circle     | i. English is spoken as an official language |
| b. Outer Circle     | ii. English is spoken as a foreign language  |
| c. Expanding Circle | iii. English is spoken as a first language   |

(3)

11. Name one country the lecturer mentions in:

- a) the Inner Circle \_\_\_\_\_
- b) the Outer Circle \_\_\_\_\_

(2)

12. Many local varieties of English have recently become accepted. They come from countries in:

**Circle the correct answer**

- a) The Expanding Circle
- b) The Outer Circle
- c) The Inner Circle
- d) All of the above

(1)

13. Charles Ferguson noticed the emergence of 'continental' English:

**Circle the correct answer**

- a) More than twenty years ago
- b) Less than twenty years ago
- c) Twenty years ago

(1)

14. In Ferguson's research context, native speakers of English were:

**Circle the correct answer**

- a) in the majority
- b) in the minority
- c) of an equal number to non-native speakers

(1)

15. Continental English has more recently been described as \_\_\_\_\_

(2)

16. The lecturer believes that the the language Ferguson observed was a poor example of English as a lingua franca.

**Circle the correct answer**

True / False

(1)

17. The lecturer suggests that British and American native speakers may not be the best people to decide correct use of English as a lingua franca.

**Circle the correct answer**

True / False

(1)

18. According to the lecturer, when considering English as a lingua franca, we need to change our attitude towards errors and regard them as:

**Circle the correct answer**

- a) deficiencies
- b) differences
- c) processes
- d) imperfect

(1)

19. The research by Shim focused on the change from:

**Circle the correct answer**

- a) uncountable to countable nouns
- b) countable to uncountable nouns
- c) both of the above

(1)

20. Write two words which can be used differently in British and American English:

- i) \_\_\_\_\_
- ii) \_\_\_\_\_

(2)

21. The similarity between Korean English variations and British English variations is that they are both:

**Circle the correct answer**

- a) deficient
- b) Inner Circle norms
- c) innovative
- d) generally accepted

(1)

22. The lecturer introduces four examples of common errors. Where did he take them from?

\_\_\_\_\_

(2)

23. The main point the lecturer illustrates with the four examples of errors is that:

**Circle the correct answer**

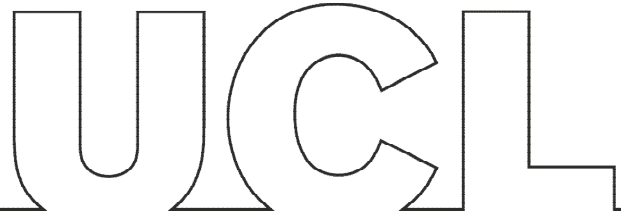
- a) They all cause serious problems of understanding
- b) They should not be regarded as errors in English as a lingua franca
- c) Translating can cause misunderstandings
- d) These are not examples of innovations in language use

(1)

**Total marks for Section 1 = 36**

**Section 2: 3 explanations as to why the native speaker model continues to be popular**

**INSTRUCTIONS:** During this final part of the listening exam you must make your own notes. Space is given below for you to do this. You will need these notes to answer a series of questions that will be given to you after the lecture has finished.



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# Booklet 2

**Instructions for questions on note-taking section:**

Refer back to the notes that you made during the final part of the lecture in order to answer these questions.

Answer **ALL** the questions by writing your answers on **this** paper.

You have **30 minutes** to complete this final section of the listening and note-taking examination.

**TRUE or FALSE?**

Do the following statements agree with the information provided by the lecturer?  
For questions 1-12 **circle** the correct option (**TRUE/ FALSE**) below each question.

*(2 marks each)*

- TRUE**            if the statement is correct
- FALSE**          if the statement is incorrect

1. The lecturer feels that IELTS is an effective test of international English.

**TRUE**            /            **FALSE**

2. The lecturer thinks that many native speakers not be able to answer some TOEFL questions.

**TRUE**            /            **FALSE**



3. The author states that "We was hoping to go there" is a mistake in native English..  
**TRUE / FALSE**
4. The lecturer believes that international examinations should accept new language which has originated in the Expanding Circle countries.  
**TRUE / FALSE**
5. According to the lecturer, some native speakers of English speak English inappropriately in an international context.  
**TRUE / FALSE**
6. Andrzej Tabaczynski conducted formal research in Poland.  
**TRUE / FALSE**
7. According to the lecturer, people who adjust their language to help their listener understand them, score better in exams than those who do not.  
**TRUE / FALSE**
8. The lecturer thinks that IELTS and TOEFL could be more profitable if they tested English as a lingua franca.  
**TRUE / FALSE**
9. The lecturer thinks that students accept the native speaker norm because they are not aware of other possibilities.  
**TRUE / FALSE**
10. The lecturer feels that the lingua franca alternative is currently more practical than theoretical.  
**TRUE / FALSE**
11. The lecturer thinks that Standard English is necessary to help international communication.  
**TRUE / FALSE**
12. Jennifer Jenkins' work involves analysing grammar in conversations between non-native speakers.  
**TRUE / FALSE**
13. Barbara Seidlhofer's research is focused on grammar and vocabulary.  
**TRUE / FALSE**

14. The lecturer recommends that the aims of English language learning should be reviewed thoroughly.
- TRUE / FALSE**

**INSTRUCTIONS:** For questions 15 to 28, write your answers in the spaces provided or circle the correct answers as directed.

15. How many problems did the lecturer identify regarding native speaker competency being used as the standard by which students are judged in international exams?

**circle the correct answer**

- a) 1
- b) 2
- c) 3
- d) 4

(1)

16. Which section of the TOEFL exam did the lecturer use an example of a difficult question?

\_\_\_\_\_

(2)

17. Andrzej Tabaczynski's experience is relevant to the discussion because:

**circle the correct answer**

- a) He is a native speaker of Polish
- b) He adjusts his language depending on who he is talking to
- c) He is a non-native speaker with a good IELTS score
- d) He lived in England for 15 years

(1)

18. In the conclusion to the section on IELTS and TOEFL, what does the lecturer suggest should rank higher than native speaker norms?

\_\_\_\_\_

(2)

19. Which 3 keywords did the lecturer put into Google?

\_\_\_\_\_

(3)

20. The key point illustrated by the Google search is that:

**circle the correct answer**

- a) Many teaching organisations claim to make learners sound like native speakers
- b) There is a difference between academic theory and the reality of language teaching
- c) International exams like IELTS are advertised widely
- d) The teaching and testing of English is a well developed industry

(1)

21. The lecturer claimed that examination boards and websites want to protect the native speaker variety of English. List two other kinds of organisation or institution he mentioned who share this view.

i) \_\_\_\_\_

ii) \_\_\_\_\_

(2)

22. Some students told the lecturer that they wanted to learn British English because:

**circle the correct answer**

- a) British teachers had the best qualifications
- b) They had already spent a lot of time learning it
- c) International English was considered less valuable
- d) They associated English with England

(1)

23. Who is the author of the book *Teaching English as an International Language*?

**circle the correct answer**

- a) Sandra Lee Kay
- b) Lee Sandra McKay
- c) Sandra Lee McKay
- d) Lee Sandra Kay

(1)

24. List two fields which the lecturer identified as using specialised English which is difficult for others to understand.

i) \_\_\_\_\_

ii) \_\_\_\_\_

(2)

25. Which sound did the lecturer predict would not be useful when speaking English as a lingua franca?

**circle the correct answer**

- a) /t/
- b) /th/
- c) /s/
- d) /d/

(1)

26. In which institution is Barabara Seidlehofer conducting her research?

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(2)

27. Who are 'the rightful owners' of the English as a lingua franca according to the lecturer?

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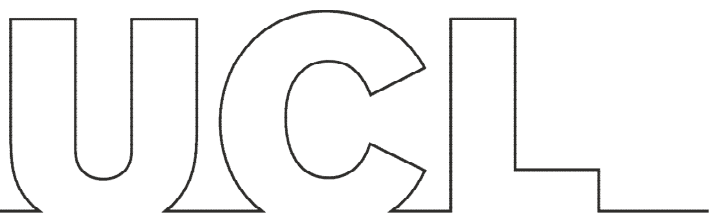
(1)

28. What is the name of the book that the final quote is taken from?

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(2)

**Total marks for section 3 = 50**



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**Booklet 1**

Instructions:

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The lecturer will give a clear indication before moving on to each new section of the talk.

**ANSWERS**

In this section of the exam you may need to write MORE THAN ONE WORD for some of the answers. Answer ALL the questions

You do NOT need to write the exact words from the lecture, but the meaning of your answer must be the same as the meaning of the words in the lecture.

1. Fill in the table about Juan, the boy in the picture:

Age	<u>8 years old</u>
Country of residence	<u>USA</u>
Time in country of residence	<u>5 years</u>
Nationality of father	<u>Mexican</u> <u>Mexico = <math>\frac{1}{2}</math></u>
Nationality of mother	<u>Norwegian</u> <u>Norway = <math>\frac{1}{2}</math></u>

(5)

2. The main point illustrated by Juan is that it is difficult to decide:

what constitutes a native speaker, or

what is a native speaker, or

who a native speaker is

(1)

For Questions 3 to 5, match the idea about what it is to be a native speaker with the person with associated with it.

3. A native speaker, is one who has used the language for a long period without a break.	Rampton / Kramersch / Name not mentioned
4. The meaning of native speaker is no longer clear.	Rampton / Kramersch / Name not mentioned
5. The term 'native speaker' should be replaced by 'expert'.	Rampton / Kramersch / Name not mentioned

(3)

6. When considering how a native speaker sounds, the lecturer gave two examples:

- a) Native speakers from England compared with those from ***Australia***
- b) Himself compared with native speakers from ***the north (of the country/England)***

(2)

7. Which ONE of the features of standard British or American English below was **NOT** mentioned by the lecturer?

- a) It gives the speaker higher status in society.
- b) It's correct form is recorded in reference material such as dictionaries.
- c) It is associated with formal education.
- d) It is spoken by fewer than 50% of native speakers of English

(1)

8. According to Strevens, native speakers make up ***a fifth (1) or less (1)*** or less of the world's English speakers.

(2)

9. This contradicts the previous assumption that

***non-native speakers are going to interact mainly with native speakers***

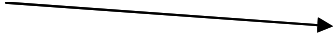
(2)

### Is it a mistake to be different?

**Example:** When did Braj Kachru first refer to the three circles of English?

**Answer:** 1992

10. Draw a line to match Kachru's circles of English on the left to their descriptions on the right.

- 
- |                               |  |
|-------------------------------|--|
| a. Inner Circle <i>iii</i>    | i. English is spoken as an official language |
| b. Outer Circle <i>i</i>      | ii. English is spoken as a foreign language  |
| c. Expanding Circle <i>ii</i> | iii. English is spoken as a first language   |

(3)

11. Name one country the lecturer mentions in:

- a) the Inner Circle ***Any 1 of UK, US, Canada, Australia, S Africa, New Zealand***  
b) the Outer Circle ***Any 1 of Nigeria, India, Singapore***

(2)

12. Many local varieties of English have recently become accepted. They come from countries in:

**Circle the correct answer**

- a) The Expanding Circle  
**b) The Outer Circle**  
c) The Inner Circle  
d) All of the above

(1)

13. Charles Ferguson noticed the emergence of 'continental' English:

**Circle the correct answer**

- a) More than twenty years ago  
b) Less than twenty years ago  
**c) Twenty years ago**

(1)



14. In Ferguson's research context, native speakers of English were:

**Circle the correct answer**

- a) in the majority
- b) in the minority
- c) of an equal number to non-native speakers

(1)

15. Continental English has more recently been described as *Euro-English*

(2)

16. The lecturer believes that the the language Ferguson observed was a poor example of English as a lingua franca.

**Circle the correct answer**

True /  False

(1)

17. The lecturer suggests that British and American native speakers may not the best people to decide correct use of English as a lingua franca.

**Circle the correct answer**

True / False

(1)

18. According to the lecturer, when considering English as a lingua franca, we need to change our attitude towards errors and regard them as:

**Circle the correct answer**

- a) deficiencies
- b) differences
- c) processes
- d) imperfect

(1)

19. The research by Shim focused on the change from:

**Circle the correct answer**

- a) uncountable to countable nouns
- b) countable to uncountable nouns**
- c) both of the above

(1)

20. Write two words which can be used differently in British and American English:

- i) lettuce*
- ii) attendance (either way round)*

(2)

21. The similarity between Korean English variations and British English variations is that they are both:

**Circle the correct answer**

- a) deficient
- b) Inner Circle norms
- c) innovative**
- d) generally accepted

(1)

22. The lecturer introduces four examples of common errors. Where did he take them from?

UCL Language Centre class room

(2)

23. The main point the lecturer illustrates with the four examples of errors is that:

**Circle the correct answer**

- a) They all cause serious problems of understanding
- b) They should not be regarded as errors in English as a lingua franca**
- c) Translating can cause misunderstandings
- d) These are not examples of innovations in language use

(1)

**Total marks for Section 1 = 36**

**Section 3: 3 explanations as to why the native speaker model continues to be popular**

**INSTRUCTIONS:** During this final part of the listening exam you must make your own notes. Space is given below for you to do this. You will need these notes to answer a series of questions that will be given to you after the lecture has finished.



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# Listening & Note-taking Mock Examination

Is It Desirable to Speak English Like a Native Speaker?

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Write your Candidate Number again here:

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# Booklet 2

# ANSWERS

### TRUE or FALSE?

Do the following statements agree with the information provided by the lecturer?  
For questions 1-12, circle the correct option (TRUE/ FALSE) below each question.

(2 marks each)

**TRUE**            if the statement is correct  
**FALSE**           if the statement is incorrect

1. The lecturer feels that IELTS is an effective test of international English.

**TRUE**            /            **FALSE**

2. The lecturer thinks that many native speakers may not be able to answer some TOEFL questions.

**TRUE**            /            **FALSE**

3. The lecturer states that "We was hoping to go there" is normal speech for some native speakers.  
 **TRUE** / **FALSE**
4. The lecturer believes that international examinations should accept new language which has originated in the Expanding Circle countries.  
 **TRUE** / **FALSE**
5. According to the lecturer, some native speakers of English may speak English inappropriately in an international context.  
 **TRUE** / **FALSE**
6. Andrzej Tabaczynski conducted formal research in Poland.  
**TRUE** /  **FALSE**
7. According to the lecturer, people who simplify their language to help their listener understand them, score better in IELTS and TOEFL exams than those who do not.  
**TRUE** /  **FALSE**
8. The lecturer thinks that IELTS and TOEFL could be more profitable if they tested English as a lingua franca.  
**TRUE** /  **FALSE**
9. The lecturer thinks that students accept the native speaker norm because they are not aware of other possibilities.  
 **TRUE** / **FALSE**
10. The lecturer feels that the lingua franca alternative is currently more practical than theoretical.  
**TRUE** /  **FALSE**
11. The lecturer thinks that Standard English is necessary to help international communication.  
**TRUE** /  **FALSE**
12. Jennifer Jenkins' work involves analysing grammar in conversations between non-native speakers.  
**TRUE** /  **FALSE**
13. Barbara Seidlhofer's research is focused on grammar and vocabulary.  
 **TRUE** / **FALSE**

14. The lecturer recommends that the aims of English language learning should be reviewed thoroughly.

TRUE

/

FALSE

**INSTRUCTIONS:** For questions 15 to 28, write your answers in the spaces provided or circle the correct answers as directed.

15. How many problems did the lecturer identify regarding native speaker competency being used as the standard by which students are judged in international exams?

circle the correct answer

a) 1

b) 2

c) 3

d) 4

(1)

16. Which section of the TOEFL exam did the lecturer use an example of a difficult question?

*Structure (1) and Writing (1)*

(2)

17. Andrzej Tabaczynski's experience is relevant to the discussion because:

circle the correct answer

a) He is a native speaker of Polish

b) He adjusts his language depending on who he is talking to

c) He is a non-native speaker with a good IELTS score

d) He lived in England for 15 years

(1)

18. In the conclusion to the section on IELTS and TOEFL, what does the lecturer suggest should rank higher than native speaker norms?

*contextual (1) appropriacy (1)*

(2)

19. In the section 'English is big business', which 3 keywords did the lecturer put into Google?

*native (1) speaker (1) model (1)*

(3)

20. The key point illustrated by the Google search is that:

**circle the correct answer**

- a) Many teaching organisations claim to make learners sound like native speakers
- b) There is a difference between academic theory and the reality of language teaching**
- c) International exams like IELTS are advertised widely
- d) The teaching and testing of English is a well developed industry

(1)

21. The lecturer claimed that examination boards and websites want to protect the native speaker variety of English. List two other kinds of organisation or institution he thinks share this view.

***Any of the following: language schools (1), publishers (1), universities (1), governments (1)***

(2)

22. Some former students told the lecturer that they wanted to learn British English because:

**circle the correct answer**

- a) British teachers had the best qualifications
- b) They had already spent a lot of time learning it**
- c) International English was considered less valuable
- d) They associated English with England

(1)

23. Who is the author of the book *Teaching English as an International Language*?

**circle the correct answer**

- a) Sandra Lee Kay
- b) Lee Sandra McKay
- c) Sandra Lee McKay**
- d) Lee Sandra Kay

(1)

24. List two fields which the lecturer identified as using specialised English which is difficult for others to understand.

***Any of the following: science (1), finance (1), commerce (1), law (1)***

(2)

25. Which sound did the lecturer predict would not be useful when speaking English as a lingua franca?

**circle the correct answer**

a) /t/

**b) /th/**

c) /s/

d) /d/

(1)

26. In which institution is Barabara Seidlehofer conducting her research?

***University (1) of Vienna (1)***

(2)

27. Who are 'the rightful owners' of the English as a lingua franca according to the lecturer?

***everybody***

(1)

28. What is the name of the book that the final quote is taken from?

***The Future (1) of English (1)***

(2)



## Is It Desirable to Speak English Like a Native Speaker?

### **Introduction**

As you can see from the title of today's lecture, I'm going to be focusing on an area in which all of you have, or at least should have, a keen interest – that's the English language, and specifically whether or not it's desirable to speak it like a native speaker. So before I start answering this question, let's see what you think: how many of you would like to speak English like a native speaker? Can you put your hands up? OK, that's about \_\_\_\_\_ of you. I certainly understand those of you who said yes: you've chosen to study and maybe even work in this country and so it's natural that you'd like to fit in and speak as well as possible. Traditionally, this is how English, and indeed all other languages, have been taught and learned. It has long been assumed that the native speakers of a language are its rightful owners and the best judges of what is - and, perhaps more importantly, what is not - acceptable. Teachers encourage their students to mimic a native speaker model using course books which are written from this perspective, and learners aspire to achieving this goal.

However, the point I'm going to try and make in this lecture is that while this is fine for learners like you living in English speaking environments, it's not necessarily appropriate for all learners of the language. This is because, as we'll see later in the lecture, the majority of English communication in the world today doesn't involve any native speakers of the language at all. The language is more and more used as a lingua franca - that means common language - between non-native speakers who very often have no contact whatsoever with any native speakers. So I'm going to argue that when people use English as a lingua franca, they shouldn't try to speak like a native – they should adopt a more international variety of the language.

The lecture's divided into 3 sections. In the first section I'm going to try to answer three questions, and those questions are: who exactly are the native speakers, what do they sound like and do they own the language? Then, in the second section, I'm going to ask: is it a mistake to be different? In this section, I'm going to be looking at some of the differences in English around the world and question why they are sometimes accepted as differences, but are sometimes considered to be mistakes or errors. Then, in the third and final section of the lecture, I'm going to offer three reasons why I think the native speaker model of learning continues to be popular, despite its flaws. I hope that by the end of the lecture, I might have persuaded you that if English is to become a truly international language, it needs to be owned and controlled by everybody – not just a small number of native speakers.

That's the end of the introduction. You now have ten minutes to read through the questions in Booklet 1 in front of you.

***10 minutes***

Well, let's start by asking who these native speakers are. This should be easy, shouldn't it? Let's look at some straightforward examples. Of course, these are stereotypes which are very easy for us to distinguish. But in the real world there are many more complicated examples. Have a look at this boy.

This is Juan. He's 8 years old and has been living in the United States for 5 years. His father's a Mexican immigrant and he speaks to Juan in Spanish. His mother comes from Norway and speaks to him in Norwegian. Which is his native language: English, Spanish, or Norwegian? Or all three of them? Or even none of them? Writers are in fact divided as to what constitutes a native speaker. For some, an essential feature is that English must be the first language learned; for others, to be a native speaker involves the continued use of English in that person's life; for others still, being a native speaker assumes a high level of competence in the language. In 1993, the linguist Kramsch went as far as to say that: 'The notion of a generic native speaker has become so diversified that it has lost its meaning'. Others, such as Rampton (1990), have attempted to reconceptualise the issue by referring to *experts* rather than *natives*. In short, there is no agreement as to who is and isn't a native speaker.

This being the case, it's also very difficult to explain what a native speaker sounds like. Clearly, people in Australia speak very differently to people in England. And within England there are enormous differences; I speak differently to someone from the north of the country. It seems strange, then, that that we can speak so confidently of a 'native speaker model' as if all native speakers sound the same. What is this model and which natives actually use it? Well, a quick look at any English language course book shows that there are basically two native speaker models: Standard British and Standard American English. This seems reasonable enough, but let's look a little closer. What exactly is Standard English and who speaks it? Well, Standard English is in fact a prestige dialect promoted through the education system and, according to Jenkins (2003),

is spoken by only 12 to 15% of the population in Britain. As such, Widdowson (1993) argues that: 'It is claimed by a minority of people who have the power to impose it. The custodians of Standard English are members of a rather exclusive club'. This raises many questions about who actually owns the language and decides what is correct or incorrect, and we'll return to this in a second. However, the fact that such a small minority of speakers uses Standard English perhaps suggests that we should be questioning whether this is the most appropriate form for the whole world to be using.

So who *does* own the English language? In order to answer this question, we need to examine who speaks it and for what purpose. As I mentioned earlier, learning English used to be very straightforward. Learners wished primarily to be able to communicate effectively with native speakers, who were considered by all to be the owners of the language and the guardians of its standards – that's to say the people who decided what was correct and incorrect. It was unquestioningly assumed that the non-native English speaker should work towards a native speaker's communicative competence.

However, over recent years, the assumption that non-native speakers are going to interact mainly with native speakers has lost its validity. In 1992, Strevens estimated that native speakers comprised only 'a fifth or less' of the world's English users. Interactions in English among non-native speakers - with no native speaker involved - now far outnumber those that involve native speakers. The nature of this language is inevitably going to differ from the language which is spoken in Britain, America or any other English speaking country, as people appropriate it to suit their own needs. Once we accept this, we can better consider the nature of the language and, in turn, the whole issue of ownership. As far as I'm concerned, the language spoken in Britain by the British should still belong to them and Britons should be the gatekeepers of that language. The same applies to the United States and all the other countries for which English is a first language. The issue is whether these countries should be dictating the

language the rest of the world uses as its common language. English as a lingua franca has taken on a life of its own, independent to a considerable degree of the norms established by its native users, and I would therefore argue that native speakers no longer own the language or have the right to determine how it is, or should be, spoken around the world. The very fact that it is now international means it cannot belong to one group; it is jointly owned by all its users.

At this point, it might be useful to stop referring to English speakers generally and narrow the terms of our discussion. To help me do this, I'm going to draw on the work of Braj Kachru (1992), who drew the distinction between what he termed the Inner Circle, the Outer Circle and the Expanding Circle. [reveal slide] In the Inner Circle, we can include all the people who speak English as a first language: citizens of the UK, the USA, Canada, Australia, South Africa, New Zealand etc. In the Outer Circle, we can include all the people who have English as an official language in their country, even though they might not speak it as their first language. In this group we can include countries such as Nigeria, India and Singapore – very often countries which were once part of the British Empire. Finally we have the Expanding Circle, and this is where all of you come from. The Expanding Circle is comprised of countries where English is spoken as a foreign language, whether it's for business, tourism, pleasure or whatever.

To return to the point about ownership of the language, it could be argued that we have already seen some changes in this respect. That fact that we now hear about Englishes in the plural, rather than English in the singular is proof that many local varieties have become accepted and standardized in their own right. However, these new Englishes all originate in Outer Circle, not Expanding Circle countries. We can refer to Nigerian English, Indian English and Singaporean English but not Norwegian English, Spanish English or Swedish English. However, English is now so common in some Expanding Circle countries that perhaps the time has come for us to accept some of their versions.

As far back as twenty years ago, Charles Ferguson noticed the emergence of what he called 'continental' features of English. He observed that many conferences were conducted in English even when only a few of the participants were native speakers. At such conferences, the English spoken often showed variance with the English of England but had features which were shared by other speakers. The natural development of this has more recently been described as 'Euro-English'. I would argue that the people using English in these contexts are appropriating the language to best suit their needs in a given context – using it as a lingua franca in its truest sense. This being so, it's questionable whether it's any business of the British or Americans to tell them they are 'wrong'. When considering English as a lingua franca, I think we need to think less in terms of what is an 'error' or 'deficiency', caused by imperfect or incomplete language learning, and more in terms of 'difference'.

Moving outside Europe, other common changes can be observed. One of the most frequently occurring of these processes is the conversion to countability of certain uncountable nouns. The following Korean English constructions are taken from the research conducted by Shim (1999):

- (1) Although it is *a hard work*, I enjoy it.
- (2) An old man showed *a great patience*.

What I think we are witnessing here is not language deficiency but language innovation, in exactly the same way native speakers manipulate the language themselves, thus creating differences - but not, obviously, deficiencies - between Inner Circle norms. In British English, *lettuce* and *attendance* can now be countable, whilst in American English they cannot. The difference between the European and Korean innovations when compared to Inner Circle ones is that, whilst they are all initially regarded as errors, the Inner Circle innovations soon pass into general acceptance and the non-native innovations tend to remain an 'error' or 'mistake'.

Here are some examples of language, which I've taken from a UCL Language Centre classroom.

1. My wife and I are together for 9 years now.
2. We live in small house nearby the centre of the city.
3. The friend of my brother play football very good.
4. It depends of the time.

Whilst these may not exactly be examples of innovation, they all represent common errors made by language learners, but none of them, to my knowledge, has ever been misunderstood or misinterpreted by another speaker of English - native or non-native.

The structure used in number one - the present simple as opposed to present perfect - is often used by learners of English because it's a literal translation from many languages. The other three sentences highlight the dropped article, the avoidance of the possessive 's' and prepositional differences - all of which have traditionally been regarded as errors but perhaps should not be any more in a lingua franca context. That brings us to the end of section 2 and the end of the extended gap fill. For the rest of the lecture, you should take notes in the booklet provided.

As I mentioned in my introduction, what I'm going to do in this part of the lecture is attempt to explain why I think that the native speaker model continues to be popular despite the problems I've just described. I think that essentially the three reasons are as follows:

IELTS / TOEFL and other exams

English is big business

Lack of an alternative

First, let's look at IELTS / TOEFL and other exams.

It's very important to remember that whatever a person's reason for learning English is, there is a strong possibility that he or she will at some stage sit an exam. Many of these exams are internationally recognized as demonstrating a certain level of English language proficiency. I'm going to focus specifically on IELTS and TOEFL because I know that a lot of you have taken these exams this summer, some of you as recently as last weekend. However everything I say about them could equally apply to other international exams. The good news for those of you who have done these exams is that your scores will be accepted as proof of your level not just in the UK, but anywhere in the world. The I in IELTS stands for international, but just how international is it? Personally, I think it could be a lot more international than it is.

My reason for saying this is that although it claims to be an international exam, it is in fact still devised with native speaker level competency as the benchmark by which students are judged. There are two problems here: the first is that the authority of the British and Americans to impose their variety of English on the rest of the world is questionable but, inevitably, the effect of these examinations is that this is exactly what happens; the second - and perhaps more absurd - reason is that students are frequently expected to be even more 'native' than the natives themselves. For example, in the Structure and Writing section of a TOEFL practice exam, students have to identify which of these four underlined words is an error:

'He's one of the most generous people I have ever met'. Phillips (2001)



Most native speakers wouldn't be able to recognise what's wrong here. The answer is 'most' – Phillips' book explains that this is a superlative and there can, therefore only be *one*, not *one of* them. 'More' is therefore correct here. The validity of questions such as this seems to me to be highly questionable. Similarly, a student would be penalised in an oral exam for a remark like: 'We was hoping to go there', whilst this is typical speech in some native dialects. None of these exams takes into account the variations or innovations that we have already seen exist in the Expanding Circle and, as I've already said, I think that perhaps the time has come for some of these differences to be accepted.

Conversely, a native speaker - though certainly not all - may do well at one of these exams, but it doesn't follow that he or she will be a better communicator in an international context. Indeed, being a native speaker in the traditional sense does not necessarily imply expertise in English as a lingua franca, and for the purposes of international communication native speakers may need to adjust the language to a new norm. Anecdotal evidence comes from Andrzej Tabaczyński, a Polish businessman who spent fifteen years living and working in the UK but who has now returned to Poland. He explained the different ways in which he communicates: He explains that when he's speaking to an English client, he might say something like "I reckon what you're asking is over the odds. The going rate isn't that much any more", whilst if he were in an international context he'd say, "I want to buy at lower price". If he were to use the first expression in the international context, communication would probably break down and he'd be the cause. He therefore adjusts his speech accordingly – something which not all native speakers think of doing. However, any 'international' exam would look very favourably on this first example, even though it is unintelligible to anyone unfamiliar with native idiomatic speech. Conversely, if he simplified or changed his language in order to make himself better understood, he'd be penalised. The more 'internationally' he communicates, the more he would be penalised in an 'international' exam. It seems to me that there is nothing international about

deferring to the language varieties of a mere two of the world's Englishes, whose members account for a tiny minority of English speakers.

To sum up, these exams currently perpetuate the need for students to learn a native speaker model. As long as examiners award marks for sounding like a native, people will attempt to do so. I think that a major re-think is called for in what is considered 'correct' and it seems to me that contextual appropriacy should rank higher than meeting native-like norms.

### **English is big business**

The position of the examination boards in this respect leads me to the second of my three explanations for the popularity of the native speaker model, and that is that English is big business. Have a look at this quote from White:

'English Language Teaching is a service industry, supplying people with a service – English language teaching – and a commodity – the English language.'  
[White, 1987: 221]

This might help explain why the examination boards are reluctant to embrace change; they have a vested interest in preserving the status quo. Exams are very big business. Can you imagine how much money students across the world spend on IELTS and TOEFL exams each year? This is a business worth protecting. If many of the ideas I mentioned earlier in the lecture were to become generally accepted, then the examination boards would lose their grip on the market and other more genuinely international boards could gain recognition.

It's easy to forget that the teaching and testing of English is essentially an industry and, as such, is driven not by good intentions but by profit. There's inevitably going to be a disparity between what the goals of the industry *should be* and what they *are*. A Google search on "native speaker model" neatly

demonstrates this. The majority of the early hits are sites discussing many of the issues raised in this lecture. However, the vast majority of the rest are educational sites advertising the fact that they help learners sound more like a native speaker.

So examination boards are not the only vested interest. Websites, language schools, publishers, universities and even governments are all in the business of marketing 'English'. It's a billion dollar industry and one they are keen to protect. One way of ensuring it stays in their hands is by keeping the brand the native speaker version of the language. That way they can act as custodians of the language unchallenged.

In their defence, it could be argued that they're simply engaging in the business of supply and demand. This is the brand students want to learn and they are merely providing the service; all too often students ask teachers to help them sound more 'English'. However, further enquiry suggests that this may simply be because the alternatives have not yet been fully explored. Last year, I informally asked a class of UCL Pre-sessional students whether they would prefer to speak British English or International English. The vast majority replied British English but then qualified this by saying that this was because they'd already invested so much time and effort in it and that they'd never really considered the difference between the native version of the language and how it's used around the world. Many claimed that if they were starting again, International English might be preferable. So the problem seems to be that people hear the word 'English' and, understandably, still associate it with England.

### **Lack of an alternative model**

OK, so let's imagine for a second that students *do* decide they'd prefer to learn an international kind of English rather than the native model. What would they do? Where would they go? This brings me to my third reason for the continuing

popularity of the native speaker model, and that's [display slide] the lack of an alternative model

It seems obvious to say that all teachers and students do need models to work with and, at present, the English as a lingua franca alternative has not been sufficiently developed or codified to be of any practical use. Whilst much has been written on the subject, the vast majority has been focused on the theoretical rather than the practical. Sandra Lee McKay's five-chapter book *Teaching English as an International Language* doesn't actually mention teaching or learning until chapter four. Others, for example Pennycook (1999), don't mention teaching at all. As long as no empirically-based description exists of how English is actually used as a global lingua franca, the only descriptive reality available when talking about 'English' is the native speaker version. What is required, therefore, is a description of the important features of English as a lingua franca, alongside English as a native language.

Some claim that 'Standard English' is necessary if we are to prevent a myriad of mutually unintelligible varieties of English developing, as the conflict between identity and intelligibility is too great. However, in a sense, this has already happened. The varieties of English used for international communication in science, finance, commerce, law and so on are very specialized and difficult for others to understand. Yet the language stabilises in an international context enabling people to communicate. What is required is a recorded body of language capturing the successful use of English among non-native speakers in these situations - as a lingua franca. This would provide the model which is presently lacking.

Much work has already been done in this area. In *The Phonology of English as an International Language* (2000), Jennifer Jenkins has identified what she refers to as the phonological *Lingua Franca Core*. She used empirical data drawn from interactions between non-native speakers of English to assess which

phonological features are, and aren't, necessary for intelligible speech in a lingua franca context. I'll just give you one example of this. How many of you have trouble with the /th/ sound? Well the good news is that this sound is not important when English is used as a lingua franca. Why? Because nobody uses it except native speakers. Most people have trouble with it and in reality most speakers use the /t/ or /d/ sound and everybody still understands them. So instead of the native speaker sentence I think that they are thirsty, you could say I tink dat dey are tirsty, and be understood. Again, the emphasis here is on difference rather than deficit and areas of pronunciation which fall outside the 'core' are regarded as examples of perfectly acceptable linguistic variation.

Barbara Seidlhofer has been doing very similar work in the areas of grammar and vocabulary; the compilation of a lexico-grammar corpus is now in progress at the University of Vienna under her direction. Though it is not as far advanced as Jenkins' phonological core it is hoped that it will make it possible to identify the most common grammatical structures and lexical choices when using English as a lingua franca. Again, I'll give you just one example. How many of you understand why we put the letter 's' after he, she or it with verbs? How many of you sometimes forget and say: 'He go to work' instead of 'He goes to work'? Well in international English, the 's' can disappear. Nobody needs it. Nobody wants to use it except the native speakers, so why keep it?

So hopefully, with more work like this, it'll be possible to develop a new model which international teachers and learners could use as a replacement for the old native speaker model.

## **Conclusion**

So to sum up, [reveal slide] we can see that English language has moved on and developed considerably since the days when a single, uniform standard was sufficient for all its users. Nowadays, the language is spoken by more people

and for a greater variety of purposes than ever before. Some of these developments have been accepted and standardized, but so far only in countries from Kachru's Outer Circle. Perceptions of what is acceptable in the Expanding Circle are still dated.

I am convinced that the reasons for a complete rethink as to what the goals of language learners should be in the twenty first century are compelling. The native speaker model currently used is one not even spoken by most native speakers and English is now spoken in a far wider range of contexts and for different reasons than ever before. Yet there are clear reasons why this model persists, and will continue to do so, until the attitudes of learners, teachers and, most importantly, examination boards change. By then English as a Lingua Franca will be more developed, codified and of practical use. Then the rightful owners of the language, that is *everybody*, will have more of a say in its future. I'm going to finish with a quote from David Graddol's 1997 book *The Future of English* because I think it will leave us something to think about for the future, and that is:

'Native speakers may feel the language 'belongs' to them, but it will be those who speak English as a second or foreign language who will determine its world future'. Graddol (1997)

That's the end of today's lecture – thank you very much for your attention.